THE INGED NEWSLETTER

http://www.tonybuzan.com/about/mind-mapping/

NEWS ON-LINE

Together we stand!

Issue 2
June 2015

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From the President

Dear members,

Dear members,
We are together again with a new issue. Teachers are extremely important in any society. They are the ones who educate the young generation who will or may play important roles in the future of that society. Our students come to our classrooms in their most impressionable years. What they learn from us will most probably stay with them to some extent for the rest of their lives. Like leaving our impressions on wet cement, we are likely to leave a significant mark on our students. That's why I would like to write about the importance of a teacher in this issue.

A dedicated teacher can definitely have a profound effect on their students. Such teachers who truly care about their profession also care about their students. This care will be reflected in their teaching materials and techniques which in return will motivate students. Motivated learners who are actively involved in learning will develop their learning strategies and also become interested in learning.

Research shows teachers have a huge impact on how much students learn. Students who get the best teachers learn a lot, and students who get the worst teachers fall behind (http://americanradioworks.publicradio.org/features/testing_teachers/why.html). In the same material it is stated that Eric Hanushek began studying teachers in the late 1960s considering the fact that education is a teacher-driven business. He was trying to understand what it is about schools that have an impact on how much students do — or don't — end up learning. He discovered that, of all the things that schools control, teachers matter most. More than class size, more than the curriculum, more than the amount of money spent per student. The best teachers get three times as much learning out of their students as the not-so-good teachers, according to Hanushek's research.

Certification does not always guarantee the necessary qualifications for great teaching. Great teaching is defined as that which leads to improved student achievement using outcomes that matter to their future success (http://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14.pdf). Below you can find the list the six common components suggested by research that teachers should consider when assessing teaching quality. Good quality teaching will likely involve a combination of these attributes manifested at different times; the very best teachers are those that demonstrate all of these features.

1. (Pedagogical) content knowledge: The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions.

2. Quality of instruction: This includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of high quality instruction.

3. Classroom climate: This attribute covers quality of interactions between teachers and students, and teacher expectations: the need to create a classroom that is constantly demanding more, but still recognizing students' self-worth. It also involves attributing student success to effort rather than ability and valuing resilience to failure (grit).

4. Classroom management: A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behavior with clear rules that are consistently enforced, are all relevant to maximizing the learning that can take place. These environmental factors are necessary for good learning rather than its direct components.

5. Teacher beliefs: Why teachers adopt particular practices, the purposes they aim to achieve, their theories about what learning is and how it happens and their conceptual models of the nature and role of teaching in the learning process all seem to be important.

6. Professional behaviors: Behaviors exhibited by teachers such as reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents

Summer months offer wonderful opportunities for resting and having fun after the long academic year. We can also use this time to improve ourselves professionally and personally. See whether you can find some workshops, seminars, webinars or conferences that you might like to join. Of course it is possible to read professional books and journals at home alone but social interaction makes learning fun. Even if you want to do reading at home, you may want to change it into a "reading club" activity by asking some of your colleagues to cover the same parts with you and then you can come together over a cup of coffee or tea to discuss it.

As you all know, the 17th International INGED ELT Conference will be held on 23, 24 and 25 October 2015 in Ankara, Turkey. This year our host is Çankaya University, Preparatory School. This year's theme has been set as "Rise & Shine". We hope that the participants will share their own teaching practices and collaborate in finding solutions to common problems. We warmly invite everybody in the field of TEFL/TESOL to be a part of this significant event.

Hope to be with you again in another issue. Together we stand.

Prof. Dr. Aydan Ersöz
INGED President

From the Editor

Dear Colleagues,

This issue greats you with a variety of articles and ideas for trying out in the classroom. Related to our general theme of the brain and learning/teaching and as you can guess from the cover visual, you will find ideas about mindmapping in this issue. You will also find other articles on idifferent topics such as assessment and high-action video games in the summer issue of the INGED newsletter in addition to several articles on seminars and conferences that were held in Turkey or abroad. Your editor has shared with you the details of one workshop at the annual TESOL Convention, held in Toronto, Canada this year.

Other news include the Drama Festivals held in Ankara and Izmir, which were two exciting events whose results you can see in this issue. We thank Ankara Amerikan Kültür Koleji and MEV Koleji Güzelbahçe Özel Okulları in Izmir for hosting these events. The winners of the Story Writing Contest that Nüans Publishing sponsors and that INGED supports by providing the judges are also listed in this issue of *News On-Line*.

Our partner association SEETA, www.seeta.eu , is repeating the training webinars for setting up small-scale research. In addition, INGED is supporting SEETA through an online writing course that your editor, A. Suzan Öniz, is presently running on the SEETA web site. If you are interested, you can still join the course as the materials are ready on the web page. Please visit the SEETA page and register for this course if you wish.

We would like to remind you about our conference coming up on 23-24-25 October in Ankara. The online registration documents can be found on our website. We hope to see you at this event…

Warm regards,

A. Suzan Öniz
INGED Newsletter Editor

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

INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS

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

NOTES FROM A CONFERENCE

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

TECHNOLOGY IN TEACHING

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

YOUR PAPERS

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

THE VOICE OF INGED MEMBERS

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

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

The 17th International INGED ELT Conference
Theme: "Rise & Shine"

Hosted by Çankaya University, Preparatory School
on 23, 24, 25 October 2015
Ankara, Turkey.

The Call for Proposals has now ended.
We thank all professionals who submitted proposals.
The acceptance and rejection decisions of the jury
will be sent out after 20 June 2015.

REGISTRATION FORM
&
FURTHER DETAILS:

AVAILABLE ON THE INGED WEB PAGE

INGED is partners with several associations.
You may wish to see
what other EL associations are doing
by
visiting our PARTNER ASSOCIATIONS link
on our webpage
and visiting their web sites...

THE LATEST NEWS FROM SEETA

There are two important activities taking place on the SEETA website:

1. An online course: *Tips for Teaching and Evaluating Academic Writing*
The INGED Vice-President, A. Suzan Öniz, is running an online course on *Tips for Teaching and Evaluating Academic Writing*. The course starts on 20 June and ends one month later. New materials will be posted on the web twice a week to make it possible for busy teachers to have enough time to read through them. You can enroll in this course any time you like because all the materials will be posted on the website. Details at: www.seeta.eu

2. The Research Project Training Webinars
The SEETA Research Project Training webinars 2-6 will be posted on the web at www.seeta.eu and you can join these at at 18.00 on the given dates:

Training Webinar 2: JUNE 16 , 2015
Collecting data through interviews and questionnaires (part 1)

 Training   Webinar 3: JUNE 17 , 2015
Collecting data through interviews and questionnaires (part 2)

 Training Webinar 4: JUNE 18 , 2015
Classroom observation and research journals

 Training Webinar 5:   JUNE 19 , 2015
Materials evaluation

 Training Webinar 6: JUNE 22 , 2015
Analysing and reporting research data

PLEASE CHECK OUT OUR 'USEFUL LINKS' PAGE …

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

THE 17TH inged DRAMA FESTIVAL IN ANKARA

Hosted by
Ankara Amerikan Kültür Koleji

THE BEST PLAY AWARD

FIRST PLACE :   Yükselen Koleji
SECOND PLACE: Aşiyan Koleji
THIRD PLACE: Büyük Kolej

THE BEST COACHING TEACHER AWARD

**Emel Şengün & Pelin Aşçıoğlu
(Aşiyan Koleji)**

THE BEST LEADING ACTRESS AWARD

FIRST PLACE: Selen Alpos (ODTÜ GV)
SECOND PLACE: Hatice Bilge Şahin
                              (Aşiyan Koleji)
THIRD PLACE: Defne Akkaymak
                              (Yükselen Koleji)

THE BEST LEADING ACTOR AWARD

FIRST PLACE:
Atacan Ceyla **(Yükselen Koleji)**
SECOND PLACE:
Keremcan Atanur **(ODTÜ GVO)**
THIRD PLACE:
Ömer Kürşat Pınar **(Yükselen Koleji)**

THE BEST MUSICAL PERFORMANCE AWARD

"Nightmare Before Christmas" (ODTÜ GVO)

THE BEST SINGER AWARD

Irem Melek (Amerikan Kültür Koleji)

THE BEST SUPPORTING ACTRESS   ***THE BEST SUPPORTING ACTOR***

FIRST PLACE

Tuana Çetintaş (Yükselen Koleji)   **Efe Berke Çırnaz (Yükselen Koleji)**

SECOND PLACE

Ela Bozkurt (Büyük Kolej)   **Kuzey Çevik (Aşiyan Koleji)**

THIRD PLACE

Sıla Göksunaz Esen (Ankara Batı Koleji)   **Yaman Alpagut (Büyük Kolej)**

THE BEST CONTRIBUTING ACTRESS AWARD

FIRST PLACE: Zeynep Öktem (Büyük Kolej)
SECOND PLACE: Şevval Aydın (Aşiyan Koleji)
THIRD PLACE: Erva Sudenur Kaya
                    (Ankara Batı Koleji)

THE BEST CONTRIBUTING ACTOR AWARD

FIRST PLACE: Can Baykal (ODTÜ GVO)
SECOND PLACE: Ilke Karsan
                   (Amerikan Kültür Koleji)
THIRD PLACE: Ismail Berat Kara
                   (Ankara Batı Koleji)

THE MOST ENTHUSIASTIC GROUP AWARD

The 5 Fairies in "Sleeping Beauty"
Nisan Gündoğdu, Nisanur Kurtbaş, Gülesin
Danışman, Zeynep Hüseyniklioğlu,
Beyza Yılmaz (Aşiyan Koleji)

THE BEST PRONUNCIATION AWARD
FIRST PLACE: Talya Soytaş (ODTÜ GVO)
SECOND PLACE: Elif Simay Pekdemir (Aşiyan Koleji)
THIRD PLACE: Ayşe Yağmur Göçerer
                         (Amerikan Kültür Koleji)

THE BEST SHINING STAR AWARD (FEMALE)
FIRST PLACE: Cansın Taner (ODTÜ GVO)
SECOND PLACE: Irmak Karakaş (Büyük Kolej)
THIRD PLACE: Ece Bıyıkoğlu (Amerikan Kültür Koleji)

THE BEST SHINING STAR AWARD (MALE)

FIRST PLACE:
Mert Erdem Uyanık & Can Doğan Memilli
(Ankara Batı Koleji)
SECOND PLACE:
Temmuz Rüzgar Yağcıoğlu (Aşiyan Koleji)
THIRD PLACE:
Efe Özbek (Yükselen Koleji)

SPECIAL JURY AWARD
  Yağmur Kurtoğlu, Irem Kaptan & Dora Pancar (ODTÜ GVO)
SPECIAL JURY AWARD
  Tuna Deniz (ODTÜ GVO)
SPECIAL JURY AWARD
  Onur Efe Tancı (Yükselen Koleji)
SPECIAL JURY AWARD
The Seven Dwarves:
Bartucan Şimşir, Beraysu Aydoğan, Metin Huneli Erdamar, Aida Abuhableh,
Anabella Reilly, Deniz Aydın & Sarp Arslan (Büyük Kolej)

THE 2ND inged DRAMA FESTIVAL IN IZMIR

Hosted by
MEV Koleji Güzelbahçe Özel Okulları

THE BEST LEADING ACTOR
First Place: Bora Evinç as "Donkey" (Gelişim Koleji)
Second Place: Utkan Utku as "Hans" (Marmaris Çağdaş Bilim Koleji)
Third Place: Efe Arda Uzunova as "Smee" (Rota Koleji)

THE BEST LEADING ACTRESS
First Place: Eylül Şilan Yavuz as "Anna" (Marmaris Çağdaş Bilim Koleji)
Second Place: Ezgi Dönmez as "Old Woman" (MEVKoleji)
Third Place: Elif Özlem as "Beauty" (MEV Koleji)

THE BEST SUPPORTING ACTOR
First Place: Arda Aydoğan as "Shrek" (Gelişim Koleji)
Second Place: Mete Saltık as "Father Troll" (Marmaris Çağdaş Bilim Koleji)
Third Place: Yiğit Bekar as "Father" (Çakabey Koleji)

THE BEST SUPPORTING ACTRESS
First Place: Azra Kaya as "Elsa" (Marmaris Çağdaş Bilim Koleji)
Second Place: Aysima Göktaş as "Wendy" (Rota Koleji)
Third Place: Defne Yılmaz as "Fiona" (Gelişim Koleji)

THE BEST SHINING STAR (ACTOR)
First Place: Can Karaçelebi as "Beast" (MEV Koleji)
Second Place: Tuna Gürgüç as "Sev" (Marmaris Çağdaş Bilim Koleji)
Third Place: Cem Kıvrık as "Prince" (MEV Koleji)

THE BEST SHINING STAR (ACTRESS)
First Place: Selin Yürekli as "Olaf" (Marmaris Çağdaş Bilim Koleji)
Second Place: Naz Genç as "Mia" (Çakabey Koleji)
Third Place: Selin Bigan as "Madam Rondedu" (MEV Koleji)

THE BEST CONTRIBUTING ACTOR
First Place: Aras Kurnuç as "Starkey" (Rota Koleji)
Second Place: Nesmimi Ege Altaş as "Peter Pan" (Rota Koleji)
Third Place: Utku Umut Tuncer as "Lordfarquaad" (Gelişim Koleji)

THE BEST CONTRIBUTING ACTRESS
First Place: Lal Şenay Ündey as "Fairy" (Gelişim Koleji)
Second Place: Elkin Çağatay as "Secretary" (Çakabey Koleji)
Third Place: Beril Dayanç as "Mrs Darling" (Rota Koleji)

THE BEST COSTUME
First Place: Never Bird in "Shrek" (Gelişim Koleji)
Second Place: Rose Legend in "Beauty and the Beast" (MEV Koleji)
Third Place: Tinker Bell in "Peter Pan" (Rota Koleji)

THE BEST PRONUNCIATION
First Place: Duru Çamlı "Dreams" (Çakabey Koleji)
Second Place: Elif Özlem "Beauty And The Beast" (MEV Koleji)
Third Place: Nil Sipahi "Dreams" (Çakabey Koleji)

THE BEST STAGING
First Place: Frozen (Marmaris Çağdaş Bilim Koleji)
Second Place: Shrek (Gelişim Koleji)
Third Place: Peter Pan (Rota Koleji)

THE BEST PLAY
First Place: Frozen (Marmaris Çağdaş Bilim Koleji)
Second Place: Beauty And The Beast (MEV Koleji)
Third Place: Shrek (Gelişim Koleji)

THE BEST MUSICAL:
Beauty and the Beast (MEV Koleji)

THE BEST SINGER:
Naz Genç (Çakabey Koleji)

THE MOST ENTHUSIASTIC GROUP:
The Trolls in "Frozen" (Marmaris Çağdaş Bilim Koleji)

Çakabey Koleji
for writing and producing their own, original play: "Dreams"

THE BEST COACHING TEACHERS
Shrek (Gelişim Koleji): Emel Kıssarlı, Buse Nohutçu, Claire Connary

THE 6th ENGLISH STORY WRITING CONTEST

Here are the results for
the 6th English Story Writing Contest
sponsored by Nüans Publishing and supported by INGED.

THE 6th NÜANS PUBLISHERS STORY CONTEST RESULTS

Congratulations to all writers…

Middle School

1st Place: Ipek Günaydın (Isparta Nazmi Toker Ortaokulu): "The S.O.S."
2nd Place: Melisa Çavuş (Emine Örnek Koleji): "More than a fairytale"
3rd Place: Oya Alpan (Gazi Üniversitesi Vakfı Özel Ortaokulu): "Gone beyond the ordinary"

High School

1st Place: Buse Akkaya (Burak Bora Anadolu Lisesi): "Iris"
2nd Place: Mehmet Yaşar Alıcı (Kuleli Askeri Lisesi): "What would she want more"
3rd Place: Merve Geneş: "Andy"

Adults

1st Place: Şükran Yalçın (Yıldırım Bayezıt Üniversitesi): "Cold dish"
2nd Place: Çağlar Kök: "The double take"
3rd Place: Mehmet Ali Yavuz (Ihsan Doğramacı Bilkent Üniversitesi): "The last words of Roger Cobly"

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.

TECHNOLOGY IN TEACHING:

FOUR FAVORITE TOOLS
FOR ENGLISH LANGUAGE LEARNING

Originally Published at: http://www.eschoolnews.com/2014/06/04/4-english-tools-894/?ps=309973-0013000000zzqA4-00330000018WLl1

Read more by staff and wire services reports

Here are reviews of four high-quality digital tools that can help teach English language skills, courtesy of Common Sense Media and its new Graphite service – a free database of teacher-written reviews of learning technologies.

1. Oh Noah!
Grade Range: K-3
What is it? Comforting character makes second-language mistakes no big deal
Pros: Videos are very short but still pack in lots of vocabulary and funny story lines.
Cons: Some games take a while to load, and some of the timed games move quite rapidly for young kids.
Bottom Line: Oh Noah! provides a solid start in Spanish while building self-confidence and relaxing kids through humor.

2. Mango Languages
Grade Range: K-12
What is it? Conversational instruction outshines many other language programs
Pros: The language instruction goes above and beyond basic vocabulary memorization; kids get realistic usage help.
Cons: The conversation-based program could benefit from more writing activities.
Bottom Line: Language instruction is presented in a digestible, yet thorough way, and kids are exposed to culture tips and other effective extras.

3. Phrasal Verbs Machine
Grade Range: 5-8
What is it? Perform grammatical acrobatics with The Amazing Phraso
Pros: Clever animation and thorough definitions make this a great resource for strong ELA students and aspiring ELLs alike.
Cons: Some idioms are more British English than American English, and the busy interface makes it tricky to navigate between sections.
Bottom Line: While the app lends itself to a drill-and-kill style of repetition, its appealing animations and extensive explanatory text make it a solid choice for boosting vocabulary.

4. Simple English Wikipedia
Grade Range: 5-12
What is it? Adapted resource can help some ELLs, with potential for other students
Pros: Topics are more accessible for ELLs and other struggling readers; the chance to create articles provides a novel activity for more advanced students.
Cons: More articles, expanded language support, and more images would make the site more useful for beginning and intermediate level ELLs.
Bottom Line: An empowering research tool for more advanced English learners, with the potential for wider, more creative applications.

THE BRAIN, RESEARCH & LEARNING/TEACHING

**Compiled by
A. Suzan Öniz**

In this issue, we will look at mind-mapping. The term was coined in the 1960s by Tony Buzan and has been used widely in many different fields, from education to management.
Below you will find what Tony Buzan has to say about mind mapping on his web site: http://www.tonybuzan.com/about/mind-mapping/

What is a Mind Map?

A Mind Map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colour and spatial awareness – in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

A Mind Map is a visual thinking tool that can be applied to all cognitive functions, especially memory, learning, creativity and analysis. Mind Mapping is a process that involves a distinct combination of imagery, colour and visual-spatial arrangement. The technique maps out your thoughts using keywords that trigger associations in the brain to spark further ideas.

Mind Maps can be drawn by hand or using software such as <u>iMindMap</u>. When creating a Mind Map, there are several elements to consider including the map's central image, branches, colours, keywords and images. Let's take a look at these now…

What do you need to make a Mind Map?

Because Mind Maps are so easy to do and so natural, the ingredients for your "Mind Map Recipe" are very few:
    Blank unlined paper
    Coloured pens and pencils
    Your Brain
    Your imagination!

When you use Mind Maps on a daily basis, you will find that your life becomes more productive, fulfilled, and successful on every level. There are no limits to the number of thoughts, ideas and connections that your brain can make, which means that there are no limits to the different ways you can use Mind Maps to help you.

7 Steps to Making a Mind Map

1. Start in the CENTRE of a blank page turned sideways.
Why? Because starting in the centre gives your Brain freedom to spread out in all directions and to express itself more freely and naturally. The central idea is the starting point of your Mind Map and represents the topic you are going to explore.

Your central idea should be in the centre of your page and should include an image that represents the Mind Map's topic. This draws attention and triggers associations, as our brains respond better to visual stimuli.

Taking the time to personalise your central idea, whether it's hand drawn or on the computer, will strengthen the connection you have with the content in your Mind Map.

2. Use an IMAGE or PICTURE for your central idea.
Why? Because an image is worth a thousand words and helps you use your Imagination. A central image is more interesting, keeps you focussed, helps you concentrate, and gives your Brain more of a buzz!

3. Use COLOURS throughout.
Why? Because colours are as exciting to your Brain as are images. Colour adds extra vibrancy and life to your Mind Map, adds tremendous energy to your Creative Thinking, and is fun!

Mind Mapping encourages whole brain thinking as it brings together a wide range of cortical skills from logical and numerical to creative and special. The overlap of such skills makes your brain more synergetic and maintains your brain's optimal working level. Keeping these cortical skills isolated from one another does not help brain development which the Mind Map seeks to do.

One example of whole brain thinking is colour coding your Mind Maps. Colour coding links the visual with the logical and helps your brain to create mental shortcuts. The code allows you to categorise, highlight, analyse information and identify more connections which would not have previously been discovered.

Colours also make images more appealing and engaging compared to plain, monochromatic images.

4. CONNECT your MAIN BRANCHES to the central image and connect your second- and third-level branches to the first and second levels, etc.
Why? Because your Brain works by association. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily. The main branches which flow from the central image are the key themes. You can explore each theme or main branch in greater depth by adding child branches.

The beauty of the Mind Map is that you can continually add new branches and you're not restricted to just a few options. Remember, the structure of your Mind Map will come naturally as you add more ideas and your brain freely draws new associations from the different concepts.

5. Make your branches CURVED rather than straight-lined.
Why? Because having nothing but straight lines is boring to your Brain.

6. Use ONE KEY WORD PER LINE.
Why? Because single key words give your Mind Map more power and flexibility. When you add a branch to your Mind Map, you will need to include a key idea. An important principle of Mind Mapping is using one word per branch. Keeping to one word sparks off a greater number of associations compared to using multiple words or phrases.
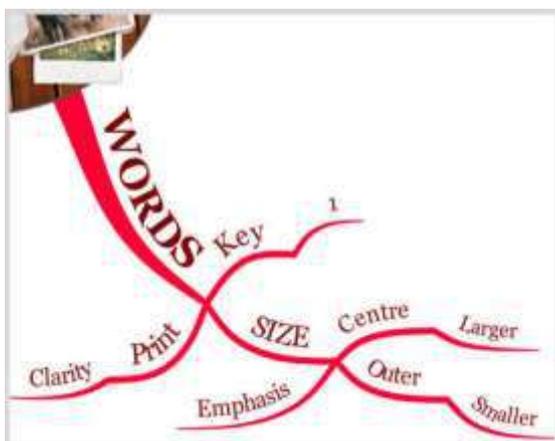
For example, if you include 'Birthday Party' on a branch, you are restricted to just aspects of the party. However, if you simply use the keyword 'Birthday', you can radiate out and explore the keyword, party, but also a wide variety of different keywords such as presents, cake etc.

One word per branch also works well for chunking information into core topics and themes. The use of keywords triggers connections in your brain and allows you to remember a larger quantity of information. This is supported by Farrand, Hussain and Hennessey (2002) who found that medical students who adopted Mind Mapping experienced a 10% increase in their long-term memory of factual information.

7. Use IMAGES throughout.
Why? Because each image, like the central image, is also worth a thousand words. Images have the power to convey much more information than a word, sentence or even an essay. They are processed instantly by the brain and act as visual stimuli to recall information. Better yet, images are a universal language which can overcome any language barrier.
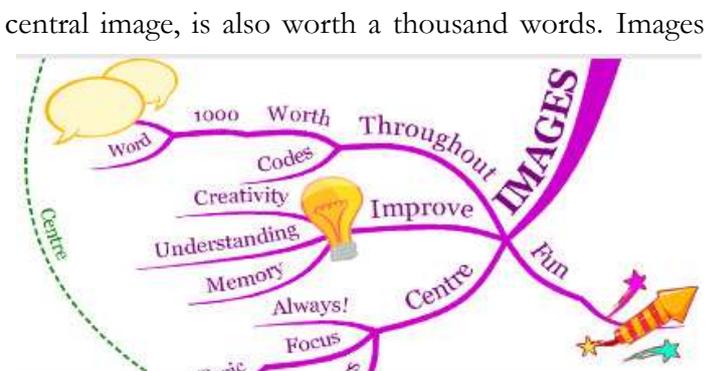
We are intrinsically taught to process images from a young age. According to Margulies (1991), before children learn a

language, they visualise pictures in their minds which are linked to concepts. For this reason, Mind Maps maximize the powerful potential of imagery.

Originated in the late 1960s by Tony Buzan Mind Maps are now used by millions of people around the world – from the very young to the very old – whenever they wish to use their minds more effectively. Find out all about Mind Mapping by reading the Ultimate Book of Mind Maps or attend a training session on Mind Mapping with Tony Buzan.

For inspiration, visit the Mind Map gallery page at:
http://www.tonybuzan.com/gallery/mind-maps/ which exhibits great examples of Mind Maps done well for a range of topics and uses.

SELECTED FOR YOU

In this issue of our newsletter, you will find an article about high-action video games: the effects that these video games may have on learning. The second article is about 9 myths that are just that!

http://www.edweek.org/ew/articles/2014/11/13/13video.h34.html

Playing High-Action Video Games May Speed Up Learning, Studies Say
By Sarah D. Sparks

Xbox fans play games from the popular "Halo" franchise at HaloFest in Los Angeles earlier this week. —Matt Sayles/Invision for Microsoft/AP

Fort Worth, Texas

Contrary to the popular stereotype of a distracted teenager lost in Halo or Call of Duty video games, new evidence suggests playing such high-action video games may help students learn and react faster—but not more impulsively.

The new findings run counter to recent studies that have **linked extensive video game playing to attention-deficit and impulsiveness disorders**, stoking concerns that playing highly stimulating video games reduces students' ability to pay attention in less-stimulating academic settings.

"Certainly, there's a sense that action video games have been a disruptive technology in terms of capturing the attention of students," said Daphne Bavelier, the director of the Rochester Center for Brain Imaging, in Rochester, N.Y., in a symposium this month at the International Mind, Brain, and Education Society meeting here.

But, she argued, much of the **cautionary research focuses on "pathological" game players**—and regular but not obsessive playing of action games does not lower students' ability to pay attention. In fact, she and University of Toronto psychologists Davood G. Gozli and Jay Pratt argue that game playing can improve students' attention control.

For example, in a new study previewed from the December issue of the journal *Human Movement Science*, Ms. Bavelier and colleagues found that those who play action video games **learned new sensory-motor skills faster than nonplayers did**.

The researchers asked action-video game players and nonplayers to use a computer mouse to follow a moving target on screen in complicated, repeating patterns. Both groups improved over the course of the session, but action-game players improved significantly more, and were more accurate at following the pattern closely.

However, in a second session, in which the target constantly changed patterns, players and nonplayers followed equally well, suggesting that it was not so much that players simply had faster hand-eye coordination, but that they learned new spatial and movement rules more quickly.

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"Gamers really are better learners," Ms. Bavelier said. "These people come to a task and very fast learn what the task requirements are, suppress any distractions, and focus on the task at hand. It's not that they have better vision acuity; it's that they *learn* to have better vision acuity."

The study is part of an ongoing series of experiments, in which Ms. Bavelier and her colleagues have found those playing action video games develop better attention and inhibitory control, allowing them to identify important information in highly distracting environments, and to plan and control their reactions much more tightly.

All of the Brain

An action game is "a massive assault on all parts of brain function," she said. "You are analyzing a very complicated visual field and auditory field at the same time. "You are making decisions on multiple time scales ... Extremely complicated decisionmaking."

In a related study, the researchers found gamers learned new language twice as fast as nongamers. After 20 minutes of exposure to made-up speech, gamers identified vocabulary words in the unfamiliar sounds, a task that took nongamers 40 minutes.
Clearly people are getting better at playing action video games," Ms. Bavelier said, "but they are also getting better at other tasks in the lab that have a quite different flavor." These include **perception, attention, task-switching, and the ability to mentally rotate objects**, a skill associated with higher math and geometry performance.

Old and New Measures

A student who reacts quickly can be at risk of being considered impulsive, but Ms. Bavelier cautioned that educators must look at accuracy as well as speed.

"If you use old norms for impulsivity, they won't work," she said. "We've had a 15 percent reaction time speed up in the last 10 to 15 years."

While a reaction time faster than 200 milliseconds for school-age children would have been considered impulsive in the 1990s, the benchmark has dropped to 120 milliseconds today, for example, she said, attributing that change in part to more common game-playing.

In a separate 2010 study in *Current Directions in Psychological Science*, Ms. Bavelier and other researchers found that adolescents who played action video games **had much faster reaction times, but were no less accurate**, and performed as well on tests of impulsivity and sustained attention as nonplayers.

That aligns with research by Yuko Munakata, a psychology professor at the University of Colorado at Boulder, who spoke at a separate session during the meeting.

Ms. Munakata argues that, often, educators and parents interpret "inhibition" as stopping or holding back, but a series of brain-imaging studies suggest that "it is actually proactive monitoring of the environment to change what you are doing. It's not just about clamping down, but monitoring the environment, noticing that the other person is starting to frown and deciding to stop what you are doing."

That is in line with a separate 2013 study in *Psychological Research*, which neither Ms. Bavelier nor Ms. Munakata participated in, that **found action-game playing improved students' working memory, but did not affect their impulsiveness**. The findings suggest educators and researchers should look beyond the typical content of commercial video games to make more use of their platforms, Ms. Bavelier said.

"So far most of the action video games have been very violent, but you can get the game mechanics embedded in different content," she added.

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http://www.eschoolnews.com/2015/06/08/dispelling-common-myths-913/

Dispelling 9 common myths on how to improve student achievement

By

Meris Stansbury, Managing Editor for eCampus News, @eSN Meris

Based on statistical examination, prof says there are clear distinctions in what works and what doesn't for improving student achievement.

According to Dr. John Hattie, a professor and researcher at Melbourne's Graduate School of Education, research and detailed statistical examination can determine which teaching methods actually improve student achievement and which are, essentially, a waste of time.

"Visible learning is about understanding the attributes of schooling that truly drive student learning and have a significant impact on student achievement," explained Hattie. "As the school year comes to a close, summer provides an opportune time for teachers to reflect on their successes and challenges in the classroom. An important aspect of this reflection is figuring out what works and what doesn't work when it comes to improving student achievement."

Hattie said he spent more than 15 years conducting nearly 800 meta-analyses of 50,000 education studies focused on student learning. Because almost any education intervention can claim some positive effect on learning, Hattie said he performed a statistical examination of current research and developed a threshold to determine effect. The effect size threshold is $d > 0.40$, reflecting one-year's average student growth in one year.

According to Hattie, his findings align to current attempts to improve education, but there are several claims—on varying sides of the education debate—that just don't measure up.

To give teachers a head start on the process of fine-tuning teaching for the next school year, Hattie explained nine common myths about how to improve student achievement.

1. Myth: Smaller class sizes improve student learning.
Despite much of the current rhetoric, reducing class size doesn't come close to meeting Hattie's threshold for impact. In fact, his data shows smaller class size only marginally affects student achievement because teaching practices rarely change when teachers move from larger to smaller classes. The return on investment is also low when reducing class size because personnel spending goes up on more classes and teachers.

2. Myth: Homework matters.
Only for older students (those in middle or high school who are reinforcing their learning at home related to what happened in the classroom) does homework substantially influence student achievement, said Hattie. To be effective, homework should be four things: brief, linked to the in-class lesson, monitored by the teacher, and not include new learning that disadvantages those who most need a teacher present. For younger learners, typical homework has little to no impact; but this effect could be increased with more homework relating to practicing something already taught in the classroom (which is the typical high school homework).

3. Myth: Teachers need to soften critical feedback for students with praise.
While giving students positive reinforcement is important, coupling critical feedback with praise negates the impact the feedback has on improving student learning, emphasized Hattie. Teachers should work to create a positive, nurturing environment, so that students trust their teachers and set high expectations. However, critical feedback should be delivered with a different tone so students understand the importance of improving their work (and not merely listening to the praise).

4. Myth: Teachers need to pick the right instructional methods to improve student learning.
According to his data, selecting the right teaching methods matters a lot less than teachers assessing the visible impact they have on their students. Expert teachers constantly monitor learning and seek feedback about their teaching, and then evaluate and adjust their teaching methods based on these findings.

5. Myth: Content knowledge alone is enough.
Some education reform initiatives focus primarily on ensuring teachers have deeper content knowledge, particularly in secondary subjects. Yet, most teaching today occurs at the surface level, so in-depth subject knowledge is not as influential as many believe, he notes. It is only when there is a right mix of surface and deep learning does content knowledge matter. "Expert teachers organize and use their content knowledge to make meaningful connections among topics and concepts by using students' prior knowledge and adapting lessons to meet students' needs," he explained.

6. Myth: Facilitating learning through inquiry and project-based learning is the route to better student achievement.
Hattie said that while project-based learning and inquiry can be effective instructional techniques, they only reach their highest potential after specific content has been mastered. These techniques require sufficient surface level understanding of concepts by students, so to use the technique generically across subjects is not as effective as using specific content with problem-solving methods to deepen learning in one subject.

7. Myth: Teachers learn by watching videos of their work.
Reviewing videos of their teaching can help teachers identify areas of improvement in their instruction. However, this is only true when student reactions to the instruction are included, which allows teachers to see what was understood by the students and what needed more clarification or direction.

8. Myth: Eliminating social promotion will give students more time to learn critical foundational skills.
Repeating a grade actually has a negative effect on student achievement (at every age) and is correlated with negative social and emotional adjustment, behavior, and self-concept, emphasized Hattie.

9. Myth: Ability grouping can be effective.
While some believe grouping students by ability allows teachers to customize learning to students' learning pace, in reality the opposite is true—it has a barely discernible impact on student achievement, said Hattie. The greatest negative effect is that students from minorities are more likely to be in the lower groups and such equity issues should raise major concerns.

Dr. John Hattie can be reached at:
http://www.findanexpert.unimelb.edu.au/display/person428067

REFLECTIONS ON ÇUKUROVA UNIVERSITY SYMPOSIUM

5 - 6 March 2015

Summarized by
Prof. Dr. Aydan Ersöz

Çukurova University and British Council hosted a symposium and in-service training on Continuing Professional Development (CPD) for ELT professionals involved in mentoring student-teachers during their pre-service education. The event took place on 5-6 March, 2015 in Çukurova University, Adana, Turkey. The theme of the program was: ***Enhancing Mentoring Skills: Creating a Synergy between Pre-Service and In-Service Teacher Education Programs in English Language Teaching.***

The aim of this event was to:
- discuss the link between PRESETT and INSETT programs with specific reference to mentoring practices
- make suggestions to create a synergy between PRESETT and INSETT programs through school practice and mentoring
- provide a forum for key decision makers to learn about and share possible areas of collaboration
- discuss models for strengthening mentoring practices in INSETT as a means to enhance the quality of PRESETT

The participants were representatives from the practicum schools: ELT teachers involved in mentoring, administrators and staff tasked with organizing teaching practicum, graduates of ELT departments, prospective English teachers, representatives from ELT Departments; Higher Education Council /Ministry of National Education representatives, and Deans of Faculty/ Deputy Rectors.

The event turned out to be a great success although one of the speakers failed to attend due to some personal reasons. The foundation of the bridge was set to fill the gap between INSETT and PRESETT programs in English Language Teaching and enhance ELT teachers' mentoring skills. Participants also came up with very beneficial recommendations and suggestions for future policy dialogues and practices.

BRITISH COUNCIL

Enhancing Mentoring Skills: Creating a Synergy between Pre-Service and In-Service Teacher Education Programs in English Language Teaching

5 – 6 March, 2015, Çukurova University

British Council / Çukurova University

(Staj Uygulama Öğretmenliği Becerilerini Geliştirme Çalıştayı: İngiliz Dili Eğitiminde Hizmet Öncesi ve Hizmet İçi Öğretmen Eğitimi Arasında bir Sinerji Yaratmak)

Venue:

Akif Kansu Conference Hall in Çukurova University, Adana, Turkey

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On behalf of INGED, I held a plenary session; the title was **Breaking the vicious circle: "Don't do what I do, do as I say".** I also took part in all the discussions.

A Brief Summary of
Breaking the vicious circle: "Don't do what I do, do as I say"
by Aydan Ersöz

Students who come from a highly traditional and teacher-centered system have already developed some bad habits. Unfortunately, these bad habits are reinforced during their university education where instructors focus their attention on what to teach rather than how to teach and focus on their teaching rather than students' learning.

Student-teachers may end up with not-so-good supervisors and mentors. They may also witness that their supervisors and mentors stick to the traditional ways of teaching although their lectures highlight innovative approaches in ELT. Hence, when they go back to the same education system, they will have a tendency to adopt its ways, i.e. assimilate. This is how the vicious circle is formed.

How can we break this vicious circle?
A habit is defined as a settled or regular tendency or practice, especially one that is hard to give up. Habits, whether good or bad, are repeated patterns of behavior that we do without conscious thought.

Recent research confirms that habits may form familiar neural pathways which makes it more difficult to break the pattern of behavior. It would seem that these neural pathways get triggered if the habit cues return.

The key to changing habits and keeping them changed is to take conscious control. The key to taking conscious control is REFLECTION.
Reflective teaching involves critical reflection. Critical reflection is not limited to teaching techniques, but includes our

attitudes, beliefs, behaviors, and perceptions. It enables us to take more responsibility for our actions.

For any improvement in the teacher education system, cooperation and collaboration are a must. Furthermore, all parties involved should take equal responsibility in improving themselves professionally.

old(!) experiences   academic input

student-teacher

* question (what, how and why)
* reflect
* carry out action research
* learn, unlearn, re-learn as necessary

old(!) experiences   academic input

mentor
(at practicum school)

* question (what, how and why)
* reflect
* carry out action research
* learn, unlearn, re-learn as necessary

old(!) experiences   academic input

supervisor
(college)

* question (what, how and why)
* reflect
* carry out action research
* learn, unlearn, re-learn as necessary

How can we increase cooperation and collaboration?

- Paying visits

Regular visits by the student-teacher TO actual classroom settings;

Regular visits by the student-teacher TO the supervisor in other college classes;

Regular visits by the mentor TO college classes where student-teachers perform micro-teaching sessions and get feedback from their peers and supervisor;

Regular visits by the mentor TO college classes where English is taught for general purposes (communicative and skill-based classes);

Regular visits by the supervisor TO the mentor in actual classroom settings;

Regular visits by the supervisor TO the student-teacher in actual classroom settings.

- Keeping and sharing

Observation checklists;

Journals/diaries;

Recorded lessons;

Feedback forms

- Holding workshops, seminars and round-table discussions altogether
- Carrying out action research together
- Designing campaigns and/or running projects to educate the society (the student, the parents, etc.)
- Opening a Center for Continuing and Professional Education
- (Ministry's teacher trainers/coaches + university instructors + teachers as mentors)

All these activities will lead to professional development for all of us. The results will be extremely effective in changing our attitudes, beliefs, behaviors, and perceptions.

A Brief Summary of
Teacher Education and Teacher Beliefs
by Simon Phipps
(based on Phipps, S. (2010). Language Teacher Education, Beliefs and Classroom Practices.
Saarbrucken: Lambert Academic Publishing. pages 15-27)

Research has highlighted a number of sources that impact on the development of teachers' beliefs. An important influence on teachers' beliefs is what Lortie (1975) calls the 'apprenticeship of observation'; the process of watching teachers from primary school onwards. During this time teachers' beliefs about teaching and learning are powerfully influenced, both positively and negatively, by their experiences as learners and are well-established by the time they go to university (Kennedy 1991; Pajares 1992).

A second important source of language teachers' beliefs is their own language learning experience. Various studies have drawn attention to the important role of teachers' educational biographies as learners in forming their beliefs (Almarza 1996; Borg 2005; Eisenstein-Ebsworth & Schweers 1997; Farrell 1999; Johnson 1994; Numrich 1996; Richards & Pennington 1998; Woods 1996).

A third source of teachers' beliefs is their own experience of teaching. This is, of course, particularly important in the case of in-service, or practising, teachers. Various studies have highlighted the powerful influence of classroom experience on teachers' beliefs (Breen, Hird, Milton, Oliver & Thwaite 2001; Carter 1990; Calderhead 1996; Mok 1994), while others have drawn attention to the importance of teachers' 'practical knowledge' (Elbaz 1983; Fenstermacher 1994; Munby, Russell & Martin 2001), which is derived from teachers' experience of teaching.

A fourth source of teachers' beliefs is teacher education. There has been much debate about the impact of teacher education on teachers' beliefs, but there is increasing evidence that it can influence them in some way (Borg 1998a; M. Borg 2005; Kettle & Sellars 1996; Richards, Ho & Giblin 1996).

Importance of teacher beliefs
Research has shown teacher beliefs to be of considerable importance for a number of reasons. Firstly, they tend to exert a powerful long-term influence on teachers' instructional practices (M. Borg 2001; Burns 1992; Freeman 1992; Johnson 1992, 1994; Kagan 1992; Pajares 1992; Richards 1998). They serve as de-facto guides for teachers when they start teaching and form the background to much of their classroom practice by influencing the way they approach planning and decision-making in class.

While teachers' beliefs influence what teachers do in the classroom, teachers' classroom practices do not always reflect their stated beliefs (Almarza 1996; Karavas-Doukas 1996). The reasons for this are complex, but there is much evidence to suggest that the teaching context exerts a powerful influence on teachers' ability to teach in line with their beliefs.

Language teacher education has traditionally derived its knowledge base from linguistics, SLA (Second Language Acquisition), and psychology, and has tended to focus on what teachers need to know and how to train teachers to deliver this, thus ignoring the way beliefs shape teachers' behaviour (Burns 2003; Freeman 1996; Richards 1998). In recent years, however, the growing interest in teacher cognition has led to a gradual reconceptualisation of this knowledge base, as called for by Freeman and Johnson (1998), and stimulated exploration of the processes of teacher learning.

A key concern in teacher education is the extent to which formal learning may be transformed into effective pedagogical practice. Teacher learning involves a change in ways of thinking and teaching, which is usually a gradual process. Teacher education aims to encourage this process of change, in order that teachers' cognitions and behaviours lead to better student learning, yet this process is still seen as problematic and even intangible today (Cochran-Smith & Zeichner 2006; Cochran-Smith & Demers 2008; Korthagen 2001a; Tedick 2005).

Four key aspects of belief change which are believed to be crucial to an understanding of the processes of teacher learning can be listed as:

Firstly, research highlights a distinction between cognitive and behavioural change in teachers' beliefs. Kennedy (1996) argues that effective change in teachers' practices requires a prior change in their beliefs, yet as Richardson notes: 'it cannot be assumed that all changes in beliefs translate into changes in practices, certainly not practices that may be considered worthwhile' (1996a:114). Thus, cognitive change does not guarantee behavioural change, and behavioural change does not necessarily imply cognitive change (Borg 2006; Richards, Gallo & Renandya 2001).

Secondly, studies focusing on the development in the structure of teachers' beliefs have shown that belief changes may often be very subtle in nature, as the relationship between different beliefs may change without there appearing to be a change in the content of their beliefs.

Thirdly, research on conceptual change suggests that certain conditions are required for teachers' beliefs and practices to change: reflecting on concrete teaching experiences, helping teachers explore the beliefs underlying their practice, helping create dissatisfaction with existing beliefs, offering alternative theories which are intelligible and plausible, considering the advantages of new practice, seeing examples of this new practice, experiencing the new practice as learners, and providing support and guidance to integrate new practice into their own teaching (see, for example, Feiman-Nemser & Remillard 1996; Gregoire 2003; Korthagen 2004; Murphy & Mason 2006; Posner, Strike, Hewson & Gertzog 1982; Strike & Posner 1985).

Fourthly, studies of novice and expert teachers suggest that the development of expertise in language teaching involves the development of schemata or routines based on extensive experience of classrooms and learners which expert teachers rely on unconsciously for much of their instructional decisions (Mok 1994; Nunan 1992; Richards, Li & Tang 1998; Tsui 2003).

Research has shown the relationship between teachers' beliefs and their classroom practices to be highly complex. Much evidence exists to suggest that language teachers do not always teach in line with their stated beliefs (Karavas-Doukas 1996; Richards et al. 2001),

Firstly, teachers' beliefs may differ depending on the manner in which they are elicited. Teachers may be drawing on their 'technical knowledge' when asked to talk about their beliefs, but on their 'practical knowledge' (Eraut 1994) in their actual practice. This is in line with the distinction between teachers' 'espoused theories' and their 'theories in action' (Argyris & Schön 1974). Alternatively teachers may be referring to their perception of ideal practice when talking about their beliefs, as opposed to their actual practices (Borg 2006).

Secondly, beliefs seem to interact within a complex network, such that one belief may not change despite the presence of overwhelming evidence, perhaps because the particular belief is part of a deeper core belief which is much harder to change (Borg 1998a; Burns 2003; Pajares 1992; Richards et al. 2001; Sendan & Roberts 1998). There is evidence of pre-service and in-service teachers' core beliefs appearing to outweigh other beliefs, so that, for example, a concern with maintaining class control and order, flow of the lesson and student involvement may prevent teachers from experimenting with new practices (Johnson 1992a, 1994; Richards 1996; Richards & Pennington 1998). Teachers may then, for example, teach lock-step despite believing that pair-work is desirable.

Thirdly, beliefs may change without having an effect on classroom practice. Numerous studies have shown that contextual factors, such as a rigid curriculum, large classes, preparing students for exams, a heavy workload or low levels of student discipline, may discourage experimentation and encourage a safe strategy of sticking to conventional teaching methods and materials (Andrews 2003; Burns 1996; Borg 1999b; Richards 1998; Richards & Pennington 1998). Such contextual factors may lead teachers to change their beliefs, or to change their teaching without affecting their beliefs.

Fourthly, routines may be hard to change. Research suggests that experienced teachers make few decisions in the classroom, instead relying on established routines which are resistant to change even in the face of evidence that they are not working (Calderhead 1996; Clark &

Yinger 1975). Routines confirmed over time by experience may be less likely to change, and it may be hard for experienced teachers to change their practices during teacher education.

The first two (of the above four) reasons are important from a methodological perspective as they imply that research into teachers' beliefs and practices requires sensitivity of data instruments to capture the complexity of beliefs and to minimise doubts about whether teachers are referring to actual rather than idealised practice. The last two reasons, however, are important for teacher education as they imply that the transfer of changes in beliefs into changes in practices is far from straightforward and that ways need to be found to help teachers deal with contextual constraints and to develop the confidence to experiment with their existing teaching routines.

**REFLECTIONS ON TESOL 2015
INTERNATIONAL CONVENTION &
ENGLISH LANGUAGE EXPO
IN TORONTO, CANADA**

25 - 28 March 2015

**Summarized by
A. Suzan Öniz**

This year INGED was represented at TESOL and the various TESOL Affiliate Workshops with the support of the US Embassy in Ankara. We would like to thank Andrea Schindler for her great support of INGED.

TESOL Conventions are generally held in different cities in the USA but, after 15 years, the 2015 TESOL Convention was held in Toronto, Canada. Approximately 5,600 EL professionals attended more than 1 000 presentations. You can only imagine how big the convention program book was! The presentations varied, as it is usual for TESOL conferences, from testing and technology to teaching and learning numerous aspects of ELT.

The convention was impressive in many ways but what I thought was wonderful and practical was the convention app that you could download to your smart phone thus being able to make plans, view the program, the titles and presenter info among other things. Technology was in great use as web access was very good and for the first time, all four keynote talks were streamed live. If you wish to access "Teachers' Roles in Crossing Borders and Building Bridges" by Sonia Nieto; "Evidenced-Based TESOL: Teaching Through a Multilingual Lens" by Jim Cummins; Jun Liu's, Lourdes Ortega's, and Michael Byram's panel on "Redefining Communicative Competence and Redesigning ELT in the 21st Century"; the presidential keynote, go to: http://www.tesol.org/events-landing-page/2015/03/18/tesol-2015-keynote-livestreams

As is customary, on the day before the convention, there were a number of Preconvention Institutes, the K-12 Dream Day, and a new pre-convention whole-day event called Adult Ed Day, which had five strands: Program Administration, Innovations in Practice, Standards in Adult Education, Assessment of Learning, Removing Barriers to Success.

TESOL showed its recognition of excellence. Ontario Premier Kathleen Wynn received the 2015 TESOL Outstanding Advocate Award for her strong support of adult education and ESL. TESOL also remembered their founding member Dr. James. E. Alatis, who passed away a short time before the convention.

The convention's now traditional Job MarketPlace and The Exhibit Hall, where a large number of publishers and vendors set up stands with EL materials. This was a great place to visit if you could make time between all the wonderful sessions…

INGED was represented at the various Affiliate Leadership Meetings where presidents and

editors exchanged ideas and made agreements for future cooperation and collaboration. The Colorado affiliate representative gave a speech on their secret to their successful annual convention; BC TEAL talked about how to engage regional members and ETAI shared their ideas about how to reach a wider audience through online collaboration.

I would like to share with you some ideas from one of the workshops that I attended.

Writing with Scaffolds: Using Paragraph Frames Jigsaw Reading
Presenter: Ronna Magy

1. What is a Paragraph Frame?
After completing prewriting activities one way for teachers to move ESL students into the next stage of the writing process is through the use of a paragraph model or **paragraph frame**. Similar in form to a cloze fill-in exercise, **paragraph frames** guide students as they construct sentences to form paragraphs.

Gail Adams, in writing about the importance of supporting student writing, explains: "One of the best research-validated procedures for **scaffolding and supporting** emerging writers is the use of paragraph frames. "When a paragraph frame is used," she continues, "a portion of the paragraph is provided and students complete the remainder. First, they (students) learn about the structure of a paragraph including use of a topic sentence and related details. In addition," she continues, "they (students) gain both sentence and paragraph sense, learn how to generate ideas for a paragraph, practice writing related sentences using a paragraph structure and practice rereading and proofreading their composition."

~Adams, G. Written Expression: Building the Foundation in Primary Grades

My Favorite Place
_____ is my favorite place. One reason I like it is that_____. Another reason is that_____. There is no place as wonderful as _____.

2. Use a Paragraph Frame to Strengthen Thinking Skills and Academic Language
According to Jeff Zwiers in *Developing Academic Thinking Skills in Grades 6–12: A Handbook of Multiple Intelligence Ac tivities*, "…it is vital to **model** the types of writing that you want your students to do, and to provide plenty of good samples for them to analyze." Zwiers explains, a **paragraph frame** is a **writing scaffold** which can be used to strengthen students' **academic language and thinking skills**. (Zwiers, pp. 16-17).

Paragraph writing frames can be used to **scaffold writing** and guide students as they write sentences and paragraphs which: **analyze, categorize and classify information, describe, compare and contrast, give supporting arguments, find commonalities, persuade,**

interpret, show cause and effect, provide problem solving, etc. "Frames," Zwiers explains, "….help students to gradually pick up academic language and eventually use it to compose their own high-quality written products without help." (Zwiers, pp. 49, 74).

Paragraph frames:

- Explicitly teach ESL writers the academic language needed to communicate abstract and higher order thinking (Using frames is a great way to scaffold instruction and build learners' confidence in writing, particularly in writing tasks and genres with which they have little prior experience.)
- Allow students to express thoughts and ideas that are more complex than their current English proficiency level
- Increase fluency by providing scaffolding support
- Serve as a means to reduce student anxiety about using correct English
- Provide temporary assistance so the student will be able to complete a similar writing task in the future
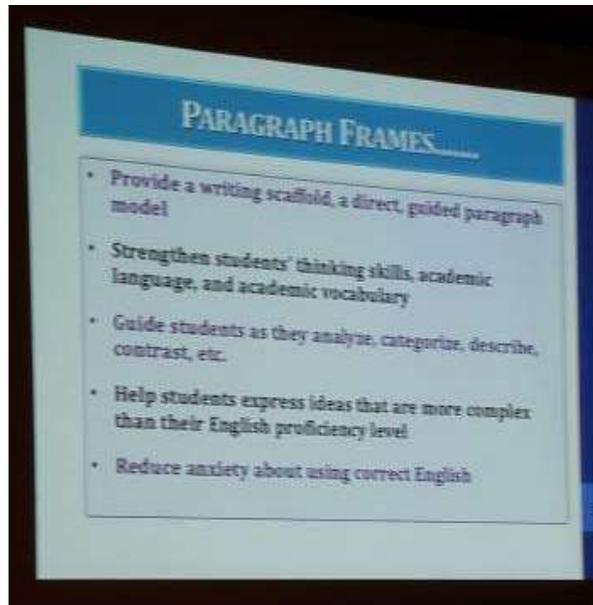
3. Paragraph Frames Provide a Direct, Guided Writing Model

According to the *TEAL* (Teaching Excellence in Adult Literacy) *Center Fact Sheet* on *Research-Based Writing Instruction*, teaching using a paragraph frame model is a good way to **scaffold instruction** and **build learners' confidence** in their own writing. **Practice with direct, guided writing models**, is very effective. Because many "adult education students, are not familiar with different types of written genres, the explicit study of formats, styles, tones, vocabularies, sentence structures, etc. can provide new frames and words" for student work. *TEAL Center Fact Sheet on Research-Based Writing Instruction.* 2012.

"A writing frame consists of a **skeleton outline** given to learners to **scaffold** their writing. **By providing a few sentence starters and some rhetorical phrases common to the task or genre**, frames give learners a structure that allows them to focus on expressing their thoughts. They also help learners incorporate vocabulary they have learned in a given topic and create more sophisticated sentences and paragraphs……"

Paragraph frames:
- Provide a structure on which to hang ideas
- Provide sentence starters
- Provide support for struggling writers
- Can be differentiated to stretch more competent writers

U.S. Department of Education, Office of Vocational and Adult Education. *Just Write! Guide* pp. 46-47.

Writing: Using a Paragraph Frame for Comparing

In the following example developed by Betsy Parrish and Kimberly Johnson building on the

work of Jeff Zwiers, in the prewriting stage, ESL students initially walk around the classroom and gather information from male and female classmates about what kinds of jobs they do and what activities they do at home. Each student interviewer records the information in their cluster diagram. After completing the prewriting information gathering stage of the activity, students continue by working with a partner or in a small group. They use the information gathered to evaluate the similarities and differences between the jobs and activities of men and women. After discussion in which the information is evaluated and summarized, groups or pairs fill in the "compare and contrast" paragraph frame.

Our Jobs and Activities
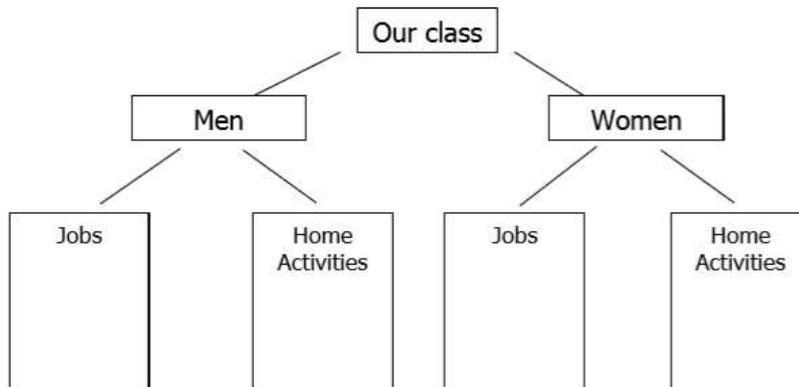
Paragraph Frame for Scaffolding Comparing

_____ and _____ are similar in several ways. They both _____. They also _____

Furthermore, each _____ _____. Because of these similarities, we (they) can help each other _____. However, _____ and _____ differ in some key areas. First _____. In addition, _____. In contrast, _____. These differences help us to see _____.

(*Parrish, B., Johnson, K. 2011; Zwiers, J. 2005)
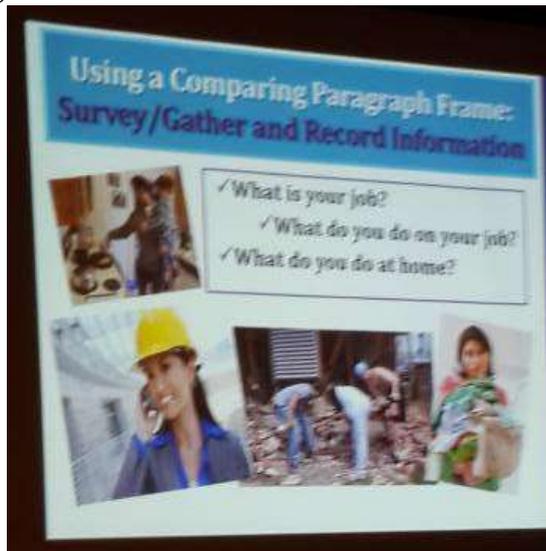
At intermediate and advanced ESL levels, the following paragraph frames from Jeff Zwiers in *Developing Academic Thinking Skills in Grades 6–-12: A Handbook of Multiple Intelligence Activities* can be taught for comparing, classifying, and categorizing information, and to evaluate cause and effect.

1. Paragraph Frames for Scaffolding Classifying and Categorizing

It is helpful to place the _____, _____, and _____ in the same group. They have important commonalities such as _____.

Likewise, the _____ and _____
belong together because they _____. However, the
_____ is distinct because it _____. We need
to create a new category for it, such as _____.

2. Paragraph Frames for Scaffolding Cause and Effect

The cause of _____ is not obvious as we are led to think.
Even though many people think the cause was _____ ,
I believe that the main cause was _____. First,
_____. Second, _____.
Therefore, if I am correct, then we must _____.

The effects of _____ are significant because
_____. First, we have the
_____ Though some people simply think this is just a
coincidence, I believe it is more. For example, consider _____.
In addition, _____. Because of these arguments, we should at least begin to
_____.

Writing: Using a Paragraph Frame for Time Sequencing

Another way to teach the sequencing of a paragraph using a paragraph frame is by providing students with a set of phrases that will fit into sentences within a paragraph.

In the example below, begin by teaching students the sequencing words: first, then, next, while, after, finally, etc. Then, have pairs of students work to order and sequence the phrases. Have then list the career goal first. After listing the goal, have them list the steps to getting there. After they have written the paragraph, have students compare their writing in small groups.

- Goal: Be a licensed vocational nurse.
- Complete my ESL courses and get a GED.
- Take classes to study nursing at a community college.
- Work as a volunteer at a nursing home.
- Pass the state licensing exams.
- Save some a money.
- Have a successful career in the field of nursing.

My Future Plans

In five years, I plan to _____. First, I plan to_____.
Then, I want to _____. While I am in school, I plan
to _____. After finishing my schoolwork,
_____. I plan to_____. I hope to get a
job in a good hospital. While I work, I plan to _____.
I look forward to _____.

Sequencing Information from Informational Texts

In the _____ (story, event, period of history), there are three
important _____ (events, steps, directions, etc.)
First,_____. Second, _____.
Next, _____. In conclusion, _____.

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*Sample paragraph frames for high beginning ESL and above:

1. My Favorite Dinner

If I could have my favorite dinner, these are the foods I would pick. First, I would pick _____ because _____. Next, I would also select _____. I also like _____ because _____. I would be thrilled to have this dinner.

2. My Best Friend

_____ is my best friend for a number of reasons. First of all, _____ is my best friend because _____. Also _____ is _____. In addition, _____ is my best friend because_____. I am so lucky to have _____ as a friend.

3. My Favorite Place

_____ is my favorite place. One reason is that _____. Another reason is that _____. _____ is also my favorite place because _____. There is no place as wonderful as _____.

(Adams, G. 2008)

Making "I" Statements
Teaching Students to Identify and Articulate Transferable 21st Century Skills
Not only do we need to teach students how to collaborate, communicate and work in teams in the classroom, we need to help students develop an understanding of what they are doing and the language to explain it to others.

Explicit Teaching
Tell students what they will be/are doing in class:
  This week you will be/are practicing working in teams.
  This week you will be/are practicing writing a paragraph.

Skills Brainstorm
After doing a cooperative activity, stop the class and ask, "What skills did you use in class today?" Ask leading questions such as, "Did you work in a team?" From student comments and your own rephrasing, end up with statements on the board such as:
  Work in a group/team.
  Take notes.
  Gather and summarize information.
  Write a paragraph.

Cooperative Groups
Convene cooperative groups. Have group leaders repeat the question, "What skills did we use today?" and have students make statements such as:
  We worked in a group/team.
  We listened to each other.
  We gathered and summarized information.
  We wrote a paragraph.

"I Statements"
Teach students phrases they can say in an academic or job interview:
I work well in a team.
I listen to others.
I take notes.
I can write a paragraph.

"I Statements"
In groups, have students practice making "I" statements. Provide them with additional examples.
I can work in a team and get along with my teammates.
I can listen to others and give feedback.
I can write a paragraph.

Role-Play: Have students role-play academic and job interviews, one playing the employer, the other playing the employee. The employer asks, "What can you tell me about yourself?" "What skills do you have?" The employee responds, "I work well in a team… I can listen and take notes… I learned these skills in my ESL classes at school.

Reflect Repeat these reflective activities on a regular basis so students become comfortable identifying their transferable 21st Century skills. Have student groups discuss how these skills can be used on the job and named in academic and job interviews.

TYPES OF PARAGRAPH FRAMES

DEFINITION/DESCRIPTION
A _____ is a kind of _____ that _____.

SEQUENCE
First, _____, then _____, and finally _____.

CAUSE/EFFECT
_____ happens because _____.

COMPARE /CONTRAST
(a) _____ and (b) _____ are alike in that they both _____; however, (a) _____, while (b) _____.

~Corley, M. 2013. *Helping Your Students Increase Their Writing Fluency.*

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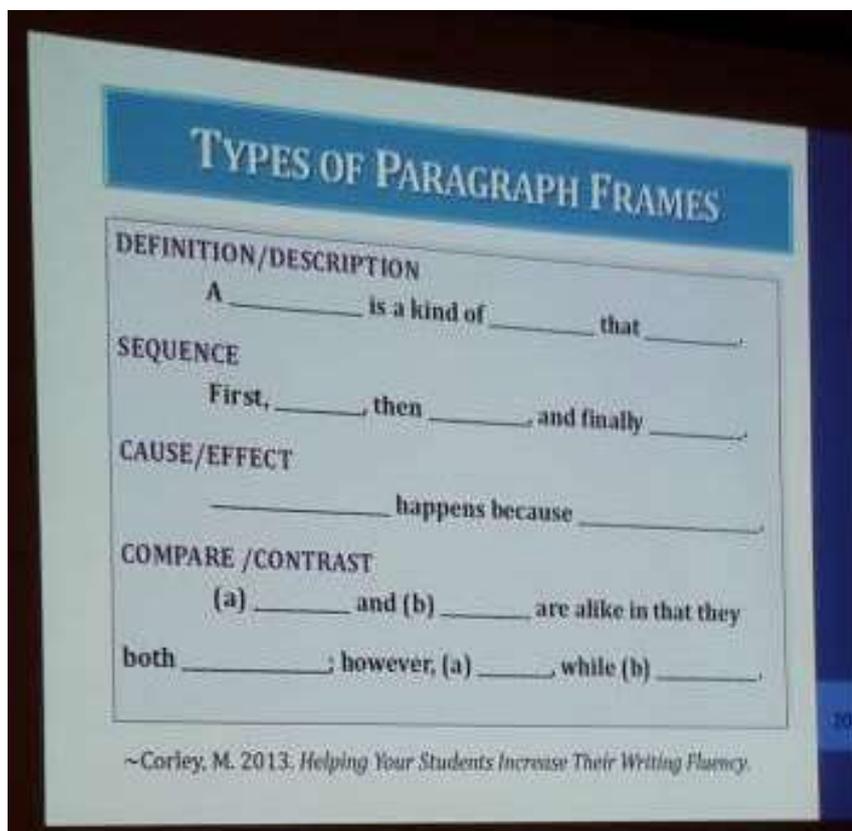
REFLECTIONS ON THE 10TH GKV ELT CONFERENCE
28 March 2015

Summarized by
Prof. Dr. Aydan Ersöz

Gaziantep College Foundation Private Schools had the 10th GKV ELT Conference on 28 March 2015 in Gaziantep. The theme of the conference was: **Unlocking Creative Potential in ELT.** Despite the fact that Jan Blake could not join the conference, the one-day conference turned out to be a great success. The participants were highly enthusiastic and took active part in most of the presentations. They had great fun and polished up their professional skills. Most teachers stated that they benefited a lot from especially practical presentations. You can find the related news from the following link:

http://www.hurriyet.com.tr/yerel-haberler/Gaziantep-Haberleri/gkv-elt-konferansina-buyuk-ilgi_84133

On behalf of INGED, I held a session; the title was **I have a secret (but I'm NOT Victoria).**

My workshop had two parts: the first part was to teach daily routines using super heroes, the second part was to teach the plural form of nouns using farm animals. You can find the second part of my workshop below.

The Second Part of the Workshop
"Teaching Plural Forms to Young Learners: A Sample Activity"
by Aydan Ersöz

Activity 1: Guess the place in the picture.

Activity 2: Pick up a picture. If it is a farm animal, keep it. If NOT, put it in the box; get another one. (Depending on the number of your students, make enough copies of the flashcards. For the workshop, I had the following flashcards.)
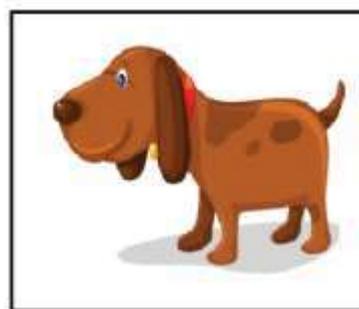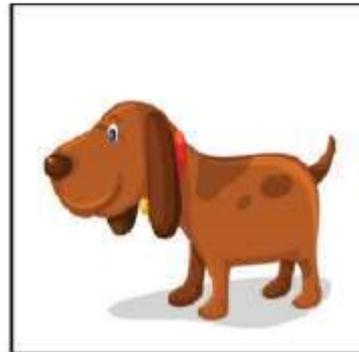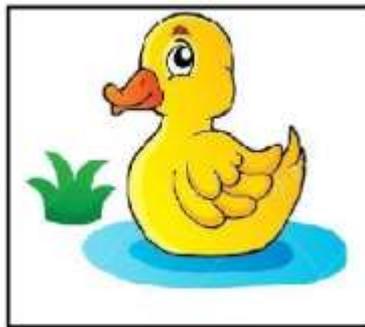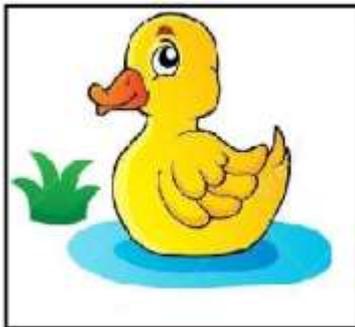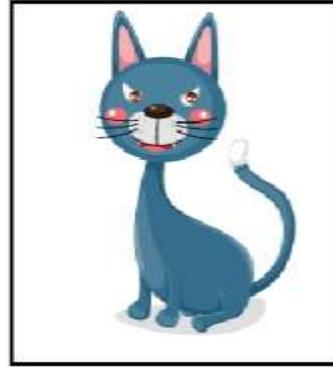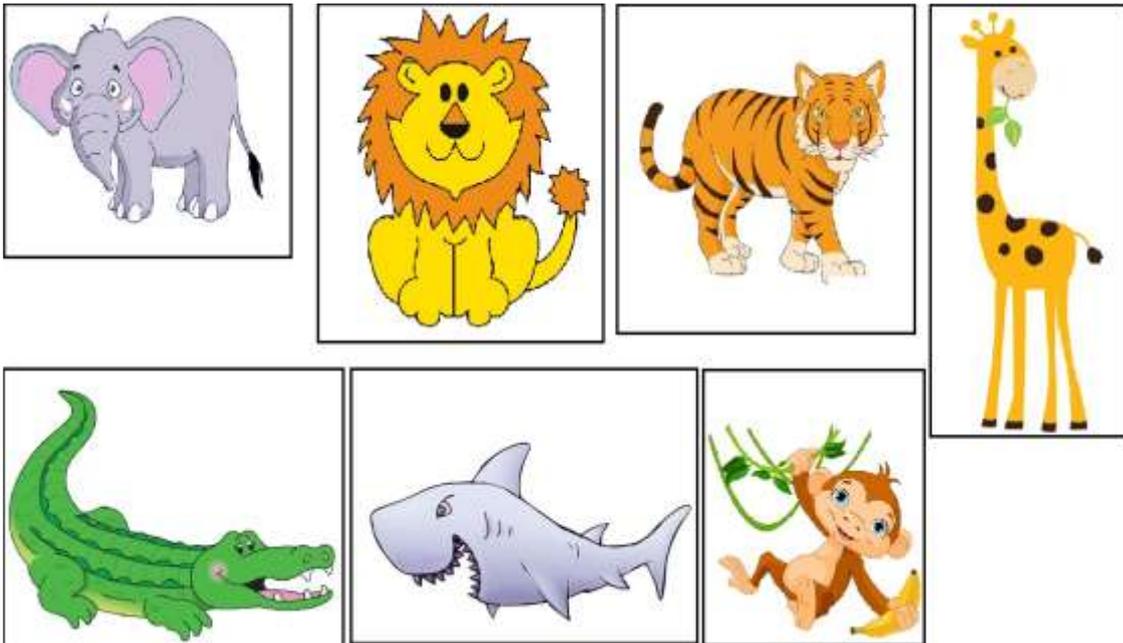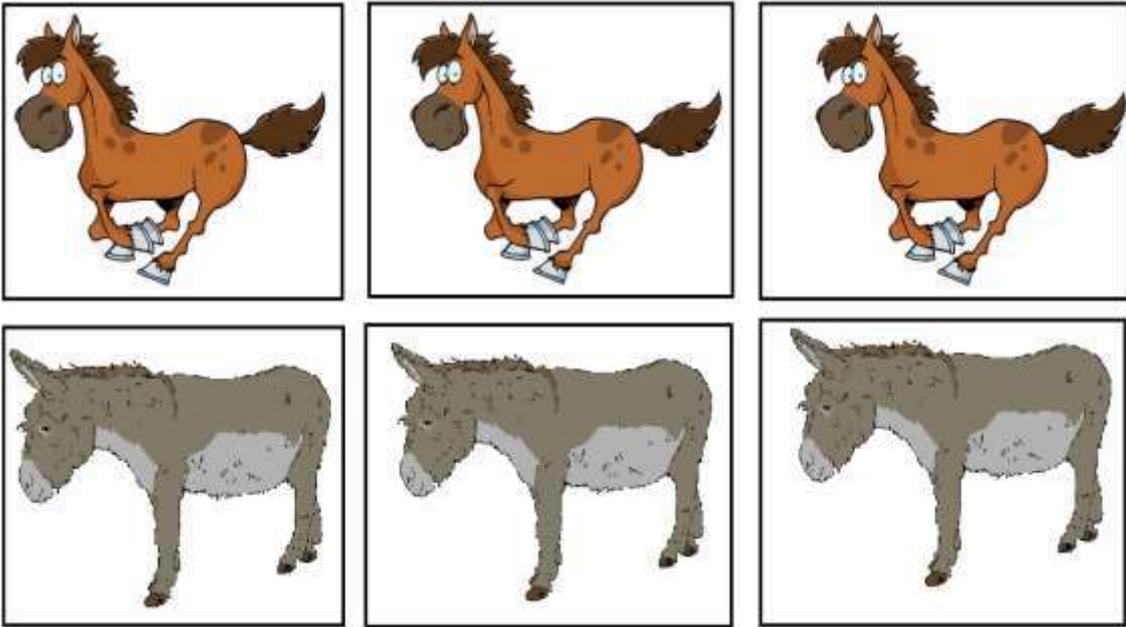
Activity 3: (When all students have a farm animal flashcard, you can start this activity). Find your partner. Stand together.

donkey donkey
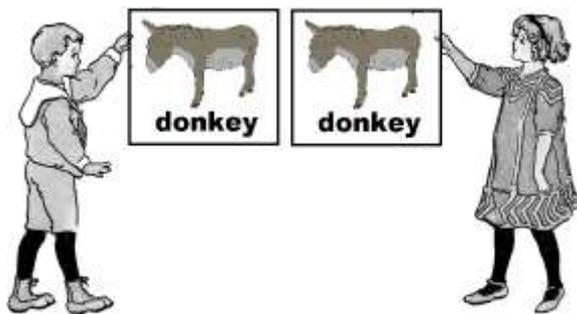
Activity 4: (When all students have formed their pairs/groups, separate them from the others. Then count one by one like 1 goat, 2 goats. When counting is completed, you can move on to the next step) <u>How many?</u> (Ask the question and wait for the students to answer).

> Goat / goats
> Cat / cats
> Cow / cows
> Dog / dogs
> Pig / pigs
> Sheep / sheep
> Duck / ducks
> Chicken / chickens
> Rabbit / rabbits
> Donkey / donkeys
> Horse / horses

Activity 5: Listen, repeat and do the action. (For /s/ move your hand like a snake; for /z/ move your head and eyes as if you are following a flying mosquito, then pretend to kill it with your hands; for /ız/ jump as if you are jumping over a hurdle; for /θ/ put your finger to your lips and make sure that no one uses the plural marker).
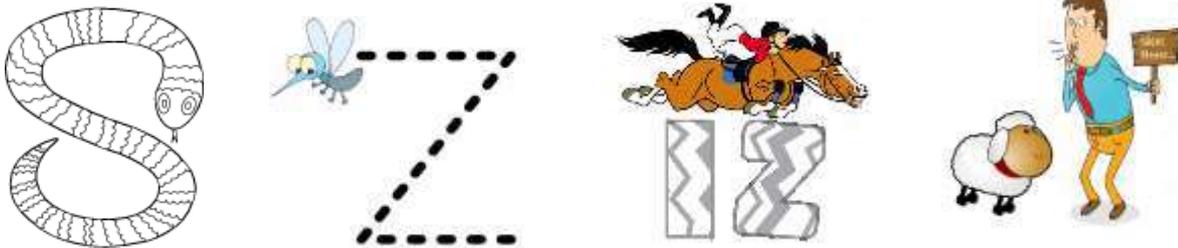
Activity 6: Find your group. (Students are still holding their cards. Put the above symbols on the board and ask them to stand under the one that their animal belongs to.)

> S: Goats / cats / ducks / rabbits
> Z: Cows / dogs / pigs / chickens / donkeys
> ız: horses
> θ: sheep

Activity 7: Sing a song. (If you like, you can ask your studentsto count with their fingers)

One little, two little, three little horses
Four little, five little, six little horses
Seven little, eight little, nine little horses
Ten little Indian horses

Ten little, nine little, eight little horses
Seven little, six little, five little horses
Four little, three little, two little horses
One little Indian horse

Activity 8: How many? (Ask your students to find and count the animal shadows in the Picture. They may write down the answer or say it orally. Before checking the answers, make sure that each and every student has finished.)
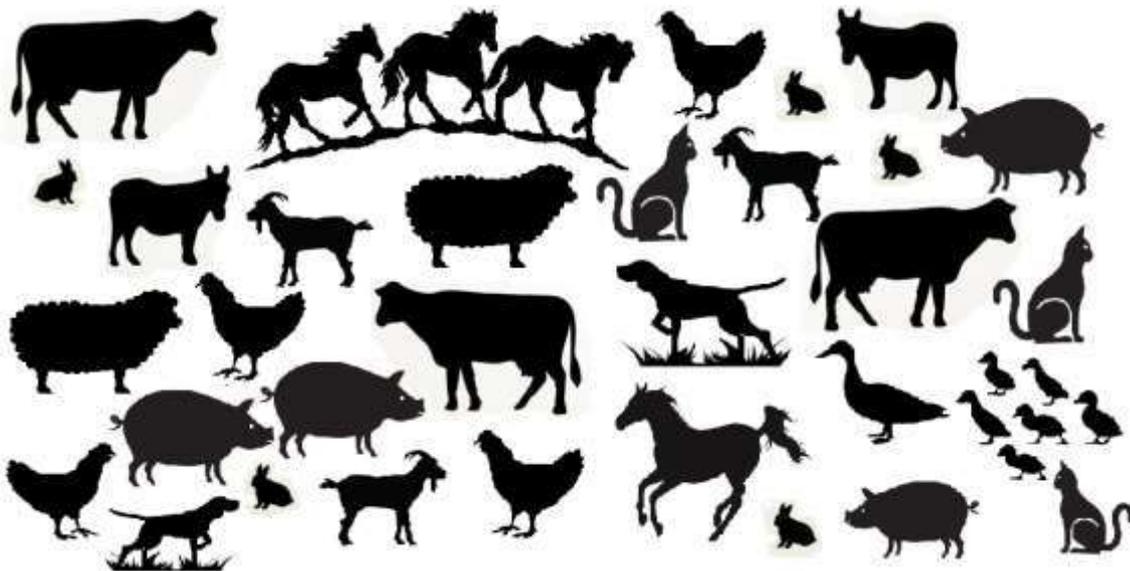
Extra Activities

These activities can be done in the classroom or assigned as homework. They can be done orally or in a written manner. The decision belongs to the teacher as s/he is the only one who knows the students best and can make such judgments.

(1) How many horses (can you see in the picture)?
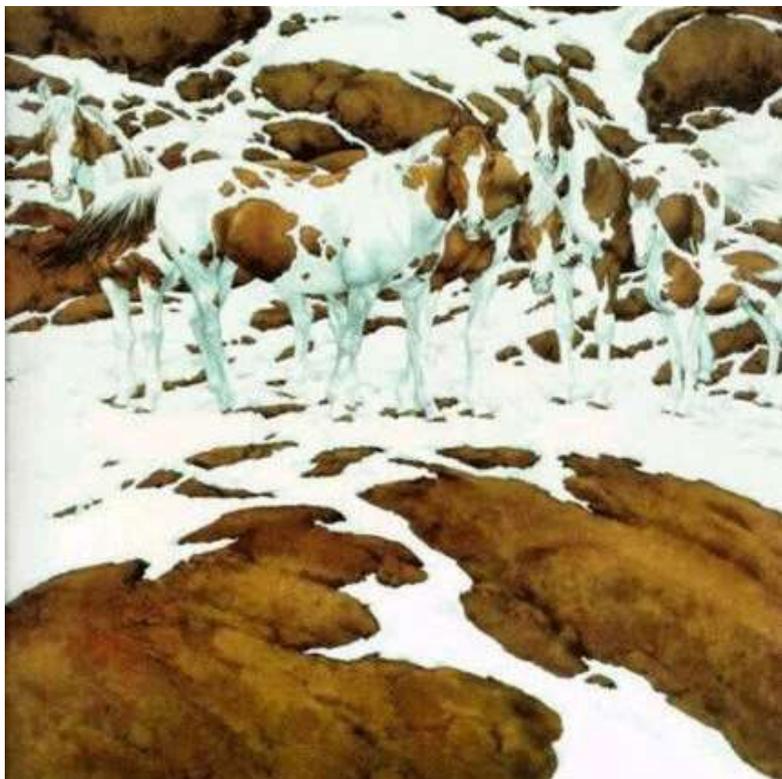
(2) Word search. Find and circle the following phrases in the puzzle.

FARM ANIMALS

```
H Y O N E P I G S O A T W O C O W S S
X Q F O U R H O R S E S Q U R F S K C
W T H R E E D O N K E Y S G O V E B X
O N E G O A T S E V E N C A T S S A T
S I X D U C K S F I V E C H I C K E N S
T E N T W O R A B B I T S E I G H T U J
M T H R E E S H E E P E I G H T D O G S
```

(3) Count and write
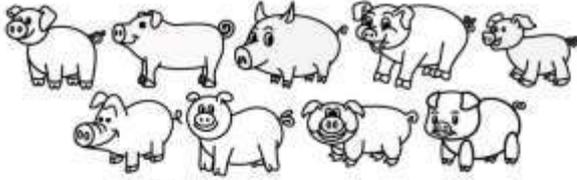
How many pigs?

_____

- - - - - - - - - - -

_____
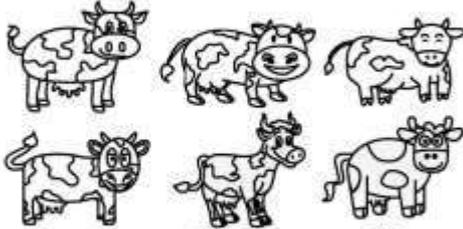
How many cows?

_____

- - - - - - - - - - -

_____
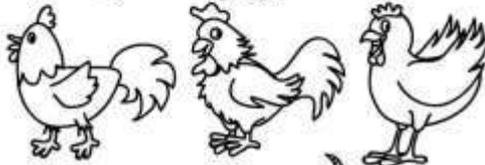
How many chickens?

_____

- - - - - - - - - - -

_____
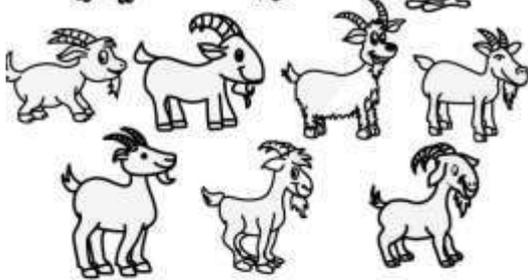
How many goats?

_____

- - - - - - - - - - -

_____
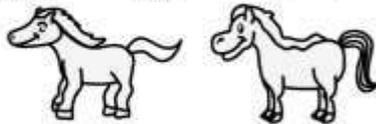
How many horses?

_____

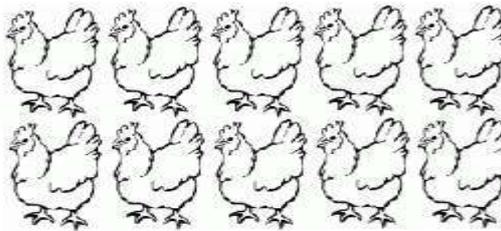- - - - - - - - - - -
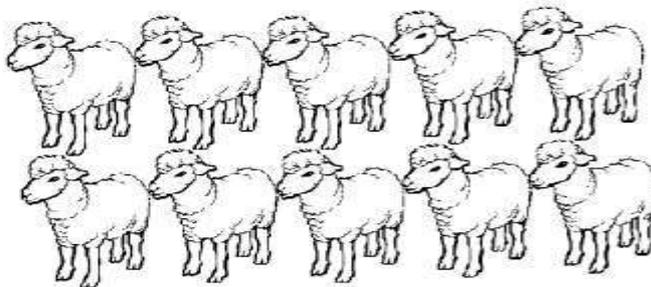
_____
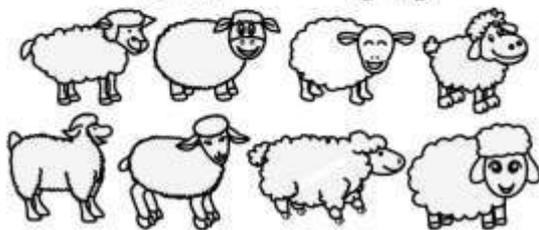
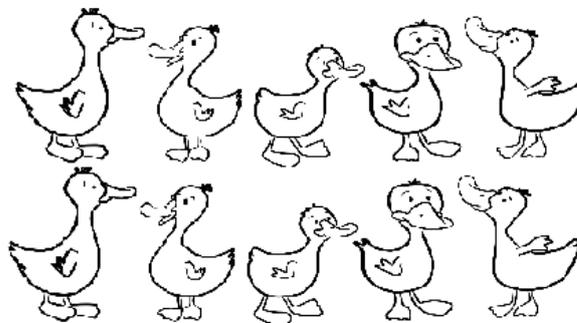How many sheep?

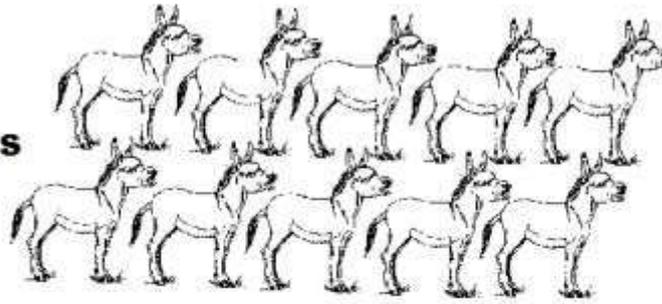_____

- - - - - - - - - - -

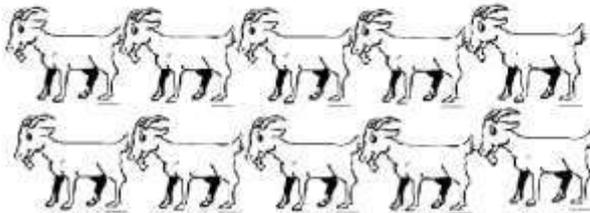_____

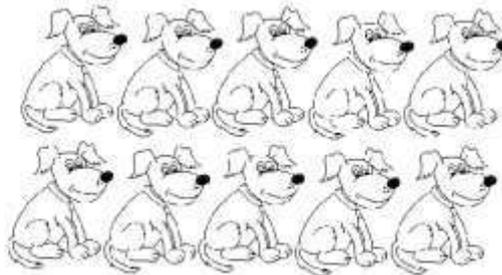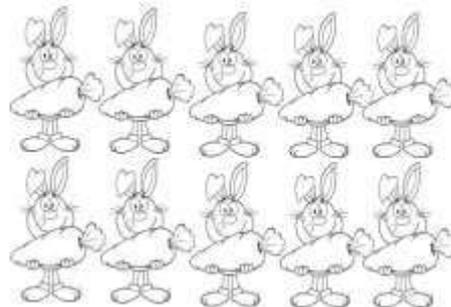**(4) Coloring**

Color ...

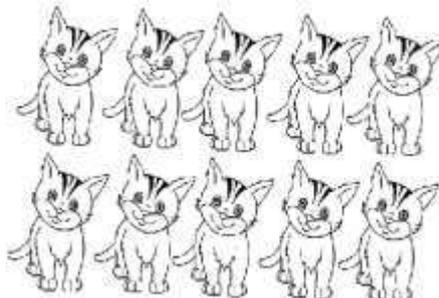one cow
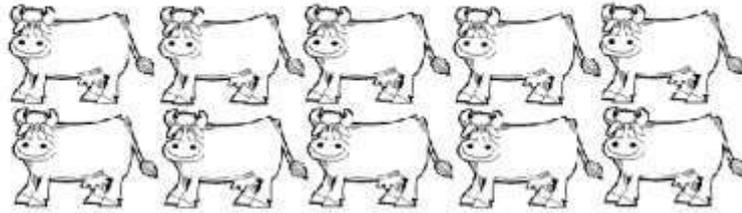
two horses
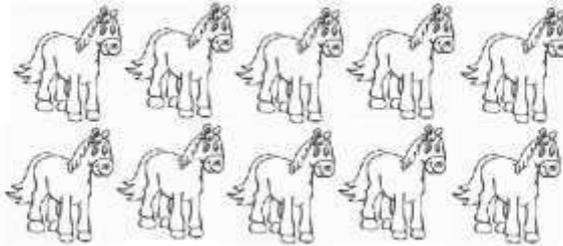
six chickens

five sheep

nine ducks

three donkeys

eight goats

ten dogs

four rabbits

seven cats

REFLECTIONS ON THE 1ST INTERNATIONAL NEU YDYO ELT CONFERENCE
4 April 2015

Summarized by
Prof. Dr. Aydan Ersöz

NEU Foreign Languages School held their 1st International ELT Conference on 4 April 2015 in Konya.

The one-day conference had a pretty loaded program but turned out to be a great success. The participants being highly enthusiastic took active part in most of the presentations. They not only had great fun but also polished up their professional skills. Most participants stated that they benefited a lot from especially practical presentations.

On behalf of INGED, I held a session; the title was **Students just wanna have fun.**

My workshop had two parts: the first part was to teach daily routines using super heroes, the second part was to teach the plural form of nouns using farm animals. You can find the first part of my workshop below.
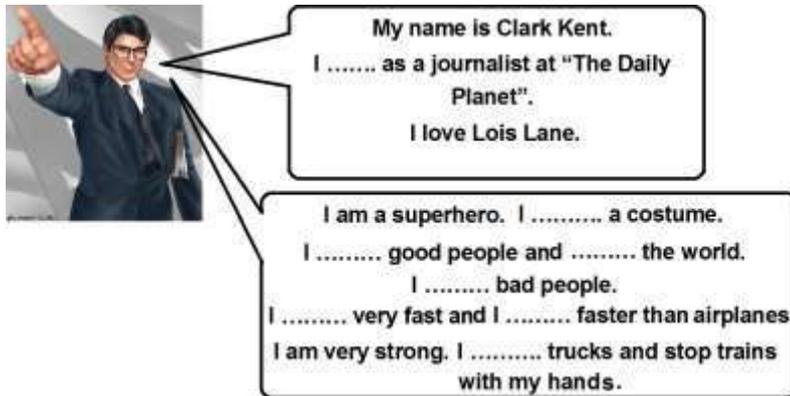

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The First Part of the Workshop
"What super heroes do"
by Aydan Ersöz

Stage 1: Who is this hero? What does he say?
Fill in the blanks using: run / fly / lift / beat / help / save / wear / work. You can use each verb only ONCE.

My name is Clark Kent.
I .... as a journalist at "The Daily Planet".
I love Lois Lane.

I am a superhero. I .... a costume.
I .... good people and .... the world.
I .... bad people.
I .... very fast and I .... faster than airplanes.
I am very strong. I .... trucks and stop trains with my hands.

Key:
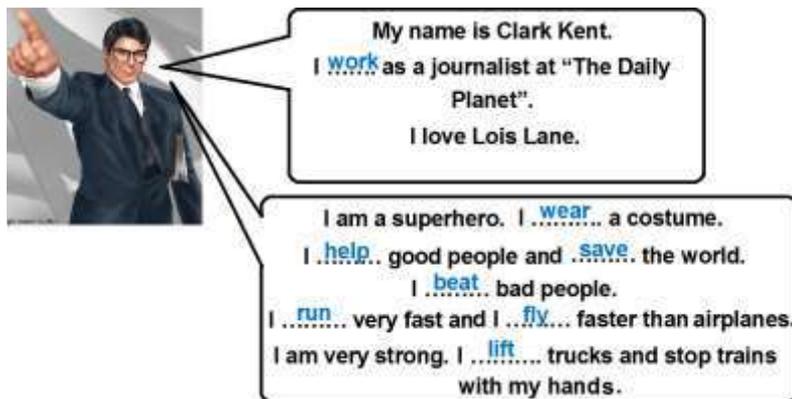
My name is Clark Kent.
I work as a journalist at "The Daily Planet".
I love Lois Lane.

I am a superhero. I wear a costume.
I help good people and save the world.
I beat bad people.
I run very fast and I fly faster than airplanes.
I am very strong. I lift trucks and stop trains with my hands.

Stage 2: Maze - Find your way in this maze. Collect verbs.

Start
cuts works cries
puts
loves
eats wears helps
sleeps
saves
runs beats
flies lifts stops
Finish
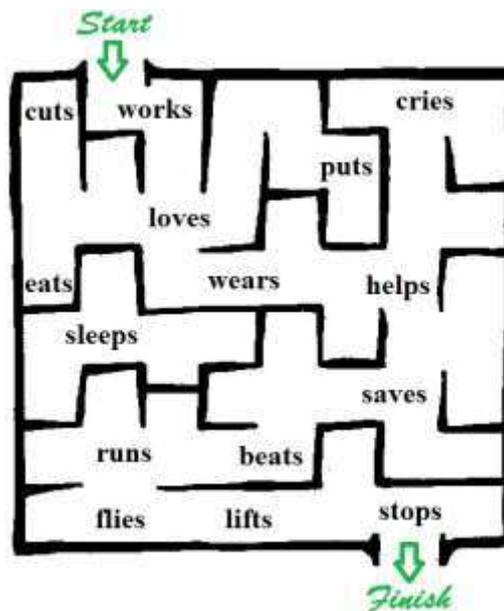
Key:

Stage 3: Read the paragraph about our hero. Put the verbs you have collected (from the maze) in the blanks.

His name is Clark Kent.
He ……. as a journalist at "The Daily Planet".
He …… Lois Lane.

He is a superhero. He ……….. a costume.
He ……… good people and ……….. the world.
He ……… bad people.
He ……… very fast and he……….. faster than airplanes.
He is very strong.
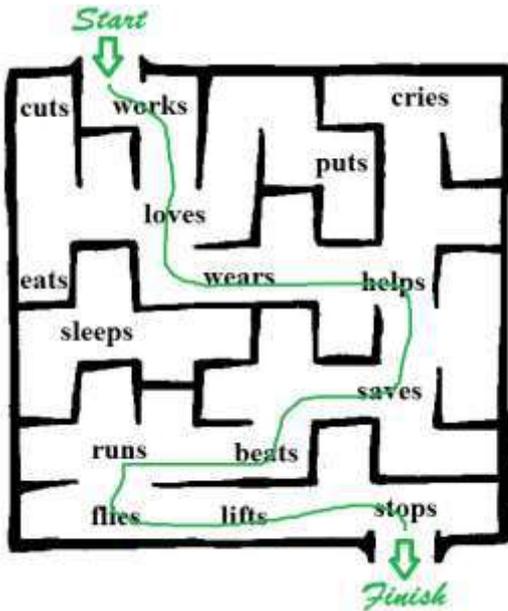He ……….. trucks and ……….. trains with his hands.

Key:

His name is Clark Kent.
He works as a journalist at "The Daily Planet".
He loves Lois Lane.

He is a superhero. He wears a costume.
He helps good people and saves the world.
He beats bad people.
He runs very fast and he flies faster than airplanes.
He is very strong.
He lifts trucks and stops trains with his hands.

Stage 4: Study the following sentences. What is different?

I love Lois Lane.	*He loves Lois Lane.*
I fly.	*He flies.*
I stop trains with my hands.	*He stops trains with his hands.*

Can you find more sentence pairs like these? Write them in the box under the correct column.

I love Lois Lane.	*He loves Lois Lane.*
I fly.	*He flies.*

I stop trains with my hands.	*He stops trains with his hands.*

Key:

I love Lois Lane.	*He loves Lois Lane.*
I fly.	*He flies.*
I stop trains with my hands.	*He stops trains with his hands.*
I work as a journalist.	*He works as a journalist.*
I wear a costume.	*He wears a costume.*
I help good people and save the world.	*He helps good people and saves the world.*
I beat bad people.	*He beats bad people.*
I run very fast.	*He runs very fast.*
I lift trucks.	*He lifts trucks.*

Stage 5: Look at the following. Which sentence belongs to which superhero? Write the sentences in the correct column.

SENTENCES:
He is a superhero. / He wears a costume. / She is a superhero. / It is a superhero. / She wears a costume. / She helps good people. / She beats bad people. / It wears a costume. / He helps good people. / It helps good people. / It beats bad people. / It runs very fast. / He beats bad people. / He runs very fast. / She runs very fast. / He flies. / She flies. / It flies. / He is very strong. / He lifts trucks and stops trains with his hands. / It is very strong. / It lifts trucks and stops trains with its paws. / She is very strong. / She lifts trucks and stops trains with her hands. / She saves the world. / It saves the world. / He saves the world.

SUPERMAN	SUPERGIRL	SUPERDOG

Stage 6: Write more sentences about each of these superheroes. You can use the clues or make your own sentences.

CLUES:

change
his clothes
very fast

melt objects
with her eyes

freeze objects
with his breath

jump very
high

put out fire
with her breath

see through
the walls

carry
heavy objects
with his paws

Stage 6: Craft activity

Materials:
enough copies of the template;   a pair of scissors;
a piece of cardboard;   glue;
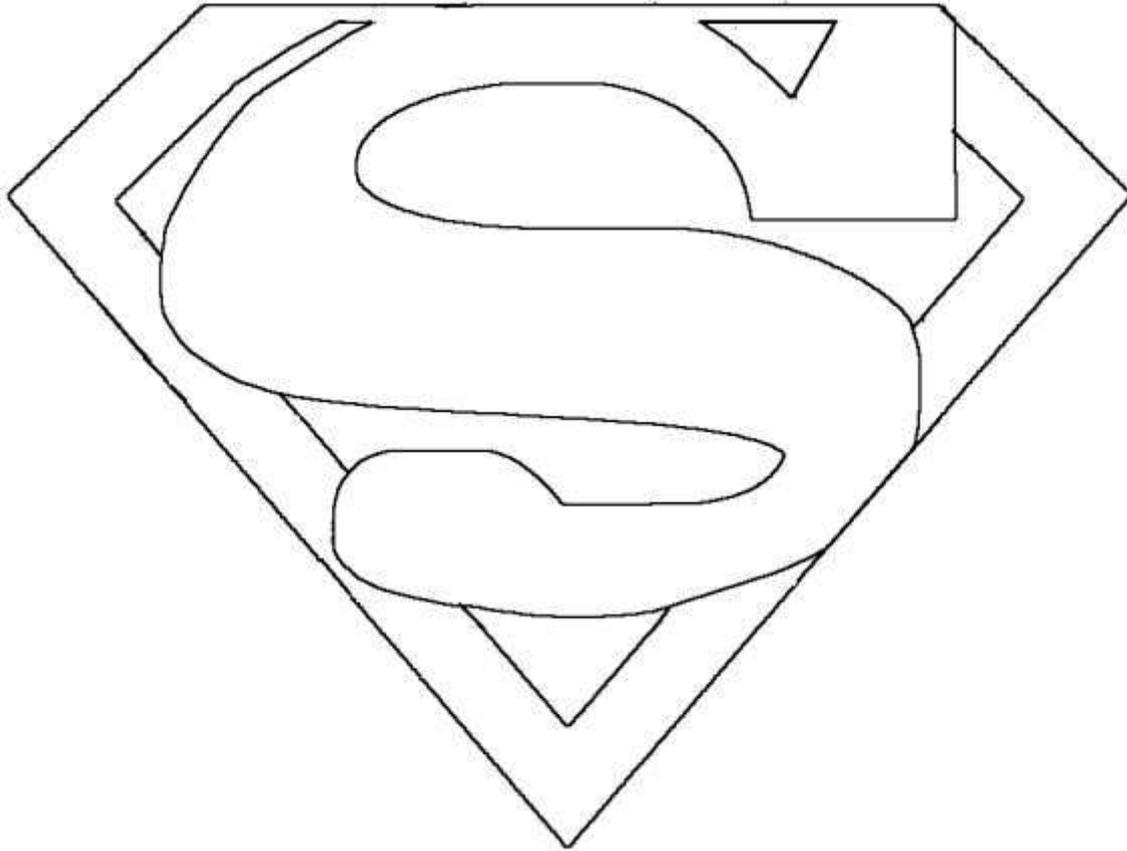red and yellow pens or crayons;   a (safety) pin.

Instructions:
Color the template. The «S» and the lines of the diamond are red. The rest is yellow.
Paste it onto the cardboard.
Cut along the lines.
Put it on your shirt with the pin.

Stage 7: Game

Notes for the teacher:

- Put up three posters (Superman, Supergirl and Superdog) on the walls at different sides of the classroom.
- Cut the sentence strips. Place them on your desk facing down.
- Divide the class into two groups.
- Call a pair from the first group. One student will pick up a sentence and read it aloud. The other one will listen and say the name of the super hero. S/he then goes to the right poster and pastes the sentence beneath it.
- Do the same with the second group. Groups will take turns until all sentences are up.
- Don't forget to keep the score.
- The winning group becomes the SUPER GROUP of the day.

Posters:

Sentence Strips:

She wears a costume.
She helps good people.
She beats bad people.
She runs very fast.
She flies.
She lifts trucks and stops trains with her hands.
She saves the world.
She changes her clothes very fast.
She melts objects with her eyes.
She freezes objects with her breath.
She jumps very high.
She puts out fire with her breath.
She sees through the walls.
She carries heavy objects with her hands.

He wears a costume.
He helps good people.
He beats bad people.
He runs very fast.
He flies.
He lifts trucks and stops trains with his hands.
He saves the world.
He changes his clothes very fast.
He melts objects with his eyes.
He freezes objects with his breath.
He jumps very high.
He puts out fire with his breath.
He sees through the walls.
He carries heavy objects with his hands.

It wears a costume.
It helps good people.
It beats bad people.
It runs very fast.
It flies.
It lifts trucks and stops trains with its paws.
It saves the world.
It puts on its clothes very fast.
It melts objects with its eyes.
It freezes objects with its breath.
It jumps very high.
It puts out fire with its breath.
It sees through the walls.
It carries heavy objects with its paws.

Stage 8: Be a superhero
   a) Work individually. Choose a name. Write 3 sentences about your super powers.
   b) Work in pairs. Swap your papers. Talk about your friend/Introduce him or her to the class.

REFLECTIONS ON THE BALEAP CONFERENCE IN LEICESTER
17 – 19 April 2015

**Summarized by
Maya Mitova
EAP Tutor and IATEFL member**

I attended the BALEAP conference "EAP in a rapidly changing landscape: Issues, challenges and solutions." It was held at the University of Leicester in Leicester, UK. There were more than 350 people participating in the event. The conference offered various platforms, such as; presentations, symposia and Pecha Kucha.

The plenary speakers were:
Professor Rebecca Hughes, the British Council Director of International Education, Dr Catherine Walter, a lecturer in Applied Linguistics at the University of Oxford; Prof. Ken Hyland, the Director of the Centre for Applied English Studies at The University of Hong Kong, where he holds a personal chair in Applied Linguistics. He is currently co-editor of *Applied Linguistics Journal*, an Honorary Professor at the University of Warwick and a Foundation Fellow of the Hong Kong Academy of the Humanities.

Prof. Hughes spoke about English as World's academic language. In almost all countries in Asia, English has become a core course in primary schools. In the future, most on the international students will come from Nigeria, Indonesia and China. The school systems will offer better learning of English, the level of the students will be higher but they will have more complex needs. She sees the future trends for EAP as the use of the "agency-plus model" involving communities, "just in time" model where the materials have to be prepared based on demand and the students' needs; personalized learning, collaboration between EAP teachers and academics from the divisions i.e. "receiving departments" and reduction of work resources to involve fewer resources.

Dr Walter spoke about listening and reading in L2 academic contexts. I took away some good suggestions for reading activities from this presentation:
-prepare learners for tomorrow's text
-focus on translation
-use translation and back translation, using L1 is acceptable
-focus on vocabulary systems
-listen to audio texts
-identify cohesive devices
-use sentence completion exercises
-interpret conjunctions
-focus on frequent vocabulary
-focus on features of written English

I remember some suggestions for listening for accuracy:
-listen for "receptive pronouns"
-use various dictation techniques
-listen for fluency

Prof. Hyland spoke about his research at the University of Hong Kong, where English is the main tool of instruction. He talked about their transition model and he mentioned that "EAP is about new literacy, not what students acquire at high school".

I attended a talk given by Dr Gwyneth James from London School of Economics, she presented her findings about understanding the transition experiences of postgraduate students using narrative inquiry. She interviewed 5 students from Latin America and she mentioned that family and friends helped them to cope with the transition.

I went to a workshop about online discussions given by Jane Sjoberg from the University of Birmingham. She finds the following free tool useful for discussions: https://canvas.instructure.com/register

I also attended a workshop given by Julie Moore about creating effective EAP materials. I learned that when we write materials, we should have a clear aim, a relevant task to achieve the aim, think about other teachers if they can use the materials and teach immediately. We have to work with the text, use quick reading activities, check sources, use rubrics, avoid being vague, add a clear purpose, staging and offer more teacher's choice.

When we evaluate our writing we have to consider, copyright, if the material is relevant, if there is balance of skills, how much time students spend doing the task or understanding the task, what do they take away, we have to ask for professional polish, for example, getting an editor.

I met a Turkish Phd Student at the University of Warwick, Zuleyha Unlu, who spoke about understanding learners' needs based on teacher-student classroom feedback.

One of the most memorable things about the conference was meeting people and communicating with presenters, I found the big names in the EAP, like Prof Hughes, Diane Schmitt, the BALEAP Chair, Dr Julie King from ICL, Alex Ding, Assistant Professor at UoN very approachable and easy to talk to. The Conference Organiser, Phil Horspool, deserves big thank you for the hard work.

SOMETHING TO THINK ABOUT

http://www.edutopia.org/blog/comprehensive-assessment-action-5-keys-andrew-miller

The 5 Keys to Successful Comprehensive Assessment in Action

by Andrew Miller

Assessment is the key to good instruction. It shows us what students know and allows us to adjust our instruction. Assessment is tied to learning goals and standards, but students must own the assessment process as well, as they must be able to articulate what and how they are being assessed -- and its value. But what does this look like in a unit of instruction?

In this post, I'm going to walk you through how I have used the 5 Keys for Comprehensive Assessment (see Linda Darling-Hammond in the video below) in my unit on Informational/Explanatory Writing so that you can see how comprehensive assessment is not only possible, but also great teaching and learning.

1. Meaningful Unit Goals and Question
I began with the end in mind when I planned this unit. In terms of assessment, we as educators must know what we want students to achieve by the time they leave the unit of instruction. If we don't know where we are going, we may or may not get there. I want to make sure that all of my students succeed, so I must know those goals for all students.
Many of us are driven by standards. Whether those are Common Core State Standards or other important district- or school-level objectives and outcomes, we must make sure that our units of instruction are aligned to them. For this unit, I wanted to focus on what many consider power standards on Information/Explanatory Writing. Specifically I used these Common Core standards:

- "Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content."
- "Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience."
- "Gather relevant information from multiple print and digital sources, assess the

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credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources."

To frame the unit and provide relevance, I provide an essential question around the power of media. It's something my students experience every day, whether listening to the radio or other music industry outlets, watching TV shows or news, or streaming online media. The question I gave them was: "How do advertisers trick us?" I wanted them meet the writing objectives I had set out through a relevant issue that they would find meaningful.

2. Summative Assessment Through Writing

Since the intent of the unit was to assess writing standards, I knew that they needed to provide a well-written product. In this case, I could still provide them with some choice. Additionally, the standards I chose had to do with evidence, and so they needed to do research, cite evidence, and make sure that it aligned to their ideas in their written product. Some students chose to write a traditional essay, while others chose to write a letter to someone they knew, and perhaps bring some awareness to a larger audience. Even though there was choice in the written products, there was a common, standards-aligned rubric that could be used to assess all the products to ensure that all students were meeting the same outcomes.

3. Performance Assessment Through Presentation and Portfolio

It is important that we allow students other modes of showing what they know, and we can also use these performance assessments to assess different learning outcomes. In fact, students were able to show some of their content knowledge as well as speaking and listening standards around collaboration and effective presentation. They got to choose how they would present their answer to the essential question, whether by a podcast or a Prezi formal presentation. It allowed them to go deeper and express their creativity with the content. Performance assessments like these allow us to check not only for engagement, but also for deeper learning through 21st-century skills.

4. Formative Assessment and Feedback Along the Way

There were many benchmarks that allowed my students and me check for understanding of both content and skills. Great teachers formatively assess students all the time and may not even know it. In this case, some formative assessments were formal (a draft or outline), while others were more informal (interview questions, discussions and exit tickets). All of these allowed me to know where each of my students was in the learning process, as well as make instructional decisions. Some students needed more one-to-one feedback, while others were ready to move forward. I was able to make differentiation decisions and work smarter through small-group instruction *and* whole-group instruction.

Students were also given specific, timely, and actionable feedback through the formative assessment process, with peer critique, teacher critique, and even outside expert critique on their performance assessments. Formative assessment allowed students to experiment and, yes, sometimes fail. However, they were given the tools, both through feedback and instruction, to improve and move forward to success.

5. Student Ownership of Assessment Process

What has not been mentioned is the voice that students had in the overall construction of the unit and the assessment. When I first asked what they would be interested in learning more about, they mentioned commercials, adds, media, etc. Together we brainstormed some

ideas, which I then transformed into an essential question. Already mentioned was that students did have some choice in the summative and performance assessments. By providing choice, more students were able to own how they showed what they knew. In addition, I gave them the rubrics early in the assessment process to set goals, provide meaningful feedback, and self-assess and reflect. The goals were transparent so that they could be agents in their assessment, rather than passive observers.

Any great unit of instruction can include these five components of effective assessment. These methods mean that assessment is no longer done *to* students, but *with* them, putting the focus on the student and learning. Although students are awarded grades, they are rewarded through being at their best and coached through their challenges.
How are you using assessment to empower students to own their learning?

News from the British Council

talking ENGLISH

▫ **ONLINE COURSE - EXPLORING ENGLISH: LANGUAGE AND CULTURE**

Increase your confidence in English with the British Council's free online course "Exploring English: Language and Culture".

This online course generated an unprecedented interest around the world, with nearly a quarter of a million participants from over 200 countries. We are organising it once again, so you can experience one of the most authentic courses focusing on the use of everyday English.

Based on the British Council's high-quality language learning content, this course will give you a chance to engage with people all over the world; to improve your English online and to develop your understanding of the British culture,

to engage with people all over the world; to improve your English and to develop your understanding of the British culture.

"Exploring English: Language and Culture" course lasts for six weeks, giving you the flexibility of spending up to two hours per week, so you can practice at any time that suits you.

You can apply for this free online course by Monday, 22 June via
https://www.futurelearn.com/courses/explore-english-language-culture?
utm_source=BC_country_Twitter&utm_medium=Social&utm_campaign=Exploring_English_June15

▫ **SURVEY FOR ENGLISH LANGUAGE TEACHERS ON CONTINUOUS PROFESSIONAL DEVELOPMENT**

Whether you are new to English teaching or want to develop your classroom skills and improve your career prospects, the British Council can provide you with support and opportunities for professional development. We have a range of courses, materials and resources, online forums and support networks to help you become a more effective English teacher.

We are interested in finding out how we can best help English Teachers in Turkey to improve their English teaching skills. Please help us to help you by completing this survey about your needs and skills.

We will use your answers to identify regional priorities for Continuous Professional Development activities. The results of the survey will be shared on the British Council Turkey website in June 2015.

www.britishcouncil.org.tr

News

**The 50th Annual Conference and Exhibition
the ICC, Broad Street, Birmingham, B1 2EA Birmingham, UK**

13th - 16th April 2016

PCEs - 12th April

Plenary Speakers:
David Crystal
Jan Blake
Diane Larsen-Freeman
Silvana Richardson
Scott Thornbury

http://www.iatefl.org/annual-conference/birmingham-2016

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ONLINE COURSES

ESL for the Secondary Science Teacher
6 July - 2 August
Audience: ESL educators who teach science & secondary science educators who teach ELLs
Explore the role of cultural perspectives in learning science, guiding principles of second language acquisition, and methods of instructional design and assessment. Read more.

Separating Difference from Disability with Students Learning English as an Additional Language
6 July - 2 August
Audience: ESL educators of adult learners
Understand assessment, intervention, and identification techniques effective in separating difference from disability and learn what tools and strategies are available and appropriate to use. Read more.

Grammar 1: Phrasal Structures
13 July - 9 August
Audience: All ESL professionals
Learn how to define basic grammatical terms, identify grammatical structures, and explain the structure of noun and verb phrases and the functions of verb tenses. Discuss principles to keep in mind when planning grammar instruction and prepare and share plans for grammar teaching activities. Read more.

WHY ENGLISH IS SO HARD

We'll begin with a box, and the plural is boxes,
But the plural of ox becomes oxen, not oxes.
One fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese.
You may find a lone mouse or a nest full of mice,
Yet the plural of house is houses, not hice.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of my foot and show you my feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those,
Yet hat in the plural would never be hose,
And the plural of cat is cats, not cose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his and him,
But imagine the feminine: she, shis and shim!

LATERAL THINKING ..

Scroll down to the end for the answers…

man
1. ------------
board

Okay, let's see if you've got the hang of it.

stand
2. ------------
i

Scroll to the end to see the answer!
OK . Got the drift ? Let's try a few now and see how you fare?

3. /r/e/a/d/i/n/g/

4.
r
road
a
d

Not having a good day now, are you? Redeem yourself.

5. cycle
　　cycle
　　cycle

Not easy to figure out ha!

```
        0
6. ------------
      M.D.
      Ph.D.
```

C'mon give it a little thought ! !

7. knee
　　light


```
       ground
8.      ---------------
```
feet feet feet feet feet feet

9. he's X himself

10. ecnalg

11. death .... life

Okay last chance ....
12. THINK

And the last one is real fun - - -
13. ababababababababababababababababababababab...

ANSWERS
1. man overboard
2. I understand
3. reading between the lines
4. cross road
5. tricycle
6. two degrees below zero
7. neon light (knee - on - light)
8. six feet underground
9. he's by himself
10. backward: glance
11. life after death
12. think big ! !
13. long time no 'C'