

THE INGED NEWSLETTER



<http://www.earthporm.com/19-things-hilariously-similar-one-another/>

NEWS ON-LINE

Together we stand!

Issue 2
June 2016

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From the President

Dear members,

We have left a long and tiring academic year behind and are really excited about the summer holiday. We definitely need a good rest away from the overwhelming school atmosphere. Besides resting and having fun, we can spare some time for our professional and personal development. No matter how good we are in our profession, there is always room for improvement. We may find some time to join in professional development activities such as attending seminars, workshops, and conferences. We may read books and other publications from various sources to better the ways we teach.

Ideas for research come from many sources, such as thinking about our teaching, going to conferences, talking and listening to others, reading books and journals, becoming aware of a problem, and taking courses, especially graduate level courses.

There are three sources for research ideas to emerge: research ideas that originate outside us, ideas that come from within ourselves, and ideas that come from current research in our field of interest.

- Research ideas that originate outside us: students, parents, administration, conference presentations, colleagues, professors (course instructors).
- Research ideas that originate from within ourselves: our problems, our experiences, our observations, what we want to know more about.
- Research ideas that originate from research in the field: articles in the professional journals and periodicals, professional web sites, professional books.

Such professional activities can help us with the “teacher burnout”. Teaching is one of 'at-risk professions' which are helping professions. Given that we, as teachers, must face a classroom full of students every day, negotiate potentially stressful interactions with students, parents, administrators, counselors, and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability, it is no wonder many of us experience a form of burnout at some point in our careers.

Scholars (such as Schwab et al. 1986) define teacher burnout as a condition caused by depersonalization, emotional exhaustion and a diminished sense of accomplishment. One of the most down to earth definitions has described teachers as no longer considering themselves professionals, rather just paid individuals. Hence, a teacher's loss of idealism and enthusiasm for work describes teacher burnout (Matheny, Gfroerer, and Harris 2000).

Obviously, when teachers are burned out the quality of their teaching suffers. But burnout also affects their quality of life. Symptoms of teach burnout include: anxiety and frustration, impaired performance, and ruptured interpersonal relationships at work and home (Wood, McCarthy 2000).

Main causes of teacher burnout can be listed as:

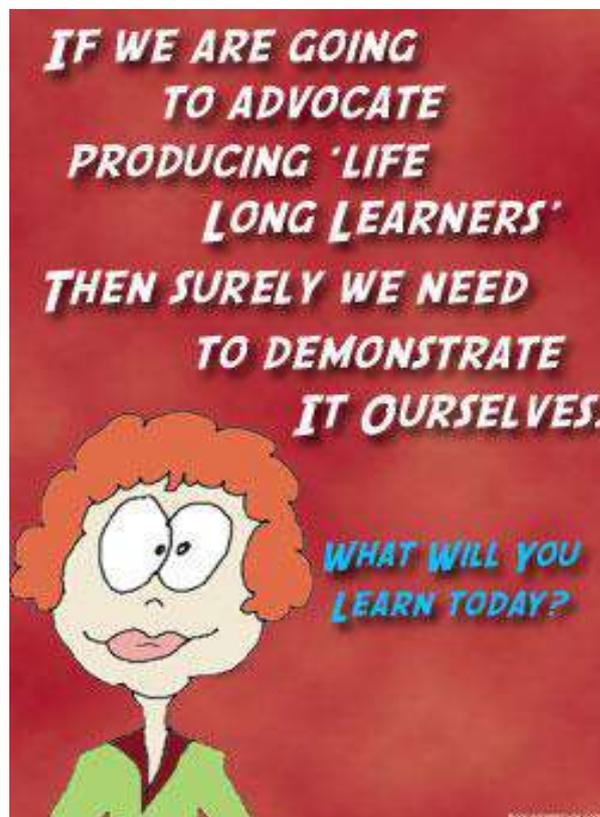
- * long working hours
- * low wages/salaries
- * overcrowded and mixed-ability classrooms
- * student apathy (lack of interest or energy and unwillingness to take action especially over an important matter)
- * discipline problems in the classroom
- * excessive paperwork and/or excessive testing
- * lack of trust in the administration

Hence, we can summarize the causes as

- a) Teachers burn out when they lack recognition and thanks.
- b) Teachers burn out when they are overworked and stressed.
- c) Teachers burn out when they don't see the possibility of change or improvement – either in themselves, or their students.

Teaching is one of the most honorable and noble of all professions. You have a chance to touch other people's lives. Use professional improvement as a medicine to heal your burnout. And remember: you are not alone. Together we stand.

Prof. Dr. Aydan Ersöz
INGED President





From the Editor

Dear Colleagues,

Here is our summer issue... We hope you will enjoy the reflections and articles that have been selected for you. In this issue, we continue with the topic of similar but different. We have included a list of words in English that look or sound similar but have different meanings as well as a short article on commonly confused words. These may serve as the basis of some warm up or revision activities that you may wish to create for your students.

As you know, we have two Drama Festivals: One in Ankara and a relatively new one in Izmir. The awards that the young actors and actresses have won have been listed in this issue. There are also snapshots to give you an idea as to how colorful and enjoyable these events have been. We thank our hosting schools, Büyük Kolej in Ankara and MEV College Güzelbahçe Private Schools in Izmir for their generosity to offer their school as a venue and their warm hospitality during the event. We thank the teachers who worked hard with their students, spending precious free time to coach and help their students. The biggest thanks go to the enthusiastic students who spent extra time and a lot of effort to make the Drama Festival an unforgettable experience.

Dear colleagues, we wish you a happy and enjoyable summer, peace and harmony...

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.**



INGED & US EMBASSY CO-EVENT

Date: Friday 3 June, 2016

Venue: NE University

Ahmet Keleşođlu Faculty of Education, Meram, Konya

12.30 – 13.30 Registration

13.30 – 14.30 “How to fire up learners: stimulating speaking activities”. *Esen Metin*

14.30 – 14.50 Coffee Break

14.50 - 15.50 “Be the master of the course book, not a slave”. *Prof. Dr. Aydan Ersöz*

15.50 – 16.50 "Fast and Fun: Practical Tips to Jazz Your Lessons up". *Büşra Delen*

The event is free of charge.

Please contact Assist. Prof. Dr. Ece Sarıgöl, Director of the School of Foreign Languages. ydyo@konya.edu.tr

SEETA

South Eastern Europe Teachers Associations

South Eastern Europe Teachers Associations

<http://seeta.eu>

GETTING STARTED GETTING ACTIVE

Find out more about the SEETA Community and how you can contribute. Help and advice about using the site. Click [HERE](#) to access this area.

NAVIGATION

Home
[Site news](#)
[Visit all of SEETA World](#)
[Courses](#)

SEETA IS:-



online community



SURVEY

SEETA SURVEY

Take a minute to take our survey
 Thank you !
[Take the survey here](#)

COMING SOON !

Ask The Trainer

4-30 June 2016
on SEETA

Closed Course for members

[More information here](#)

ENTER THE EVENT HERE Get the enrolment key from your TA

HAPPENING NOW !

SMALL-SCALE ,TEACHER-LED RESEARCH PROJECT



EFL Teachers become researchers !

[Join the project area here.](#)

SMALL SCALE, TEACHER-LED RESEARCH PROJECT



Training webinar 5-Stage 2
How do I analyse my data ?
[Watch the webinar here](#)

SEETA TEACHERS' LOUNGE



On-going community forum

[Join us here](#)

FROM ARARAT TO THE ALPS



SEETA Literature Project
 Let's find out about our neighbours through literature! A unique project for teachers and students in South-East Europe!
[Find out more here](#) 😊

SEETA BOOKLET

Welcome

New Teachers ❤️

What advice would you give to new teachers ? Post your article to the forum ! to be included in the SEETA Booklet for new teachers ! [Join us here](#) ❤️

SEETA BOOKLET

KEEP CALM AND BLOG

Join us on a collaborative project : a SEETA Booklet on how to become a successful blogger! See the project as it's happening and find out how you can contribute. [JOIN HERE](#) 😊

THE LATEST NEWS FROM SEETA

Ask The Trainer

4-30 June 2016

on SEETA

A SEETA Closed Course

THE FORMAT : An online Questions & Answers discussion forum where members of the SEETA Teachers' Associations pose questions related to ELT in the discussion forum. Trainers from institutions and colleges based in SEETA countries reply to the questions they wish.

WHO THE TRAINERS ARE Teacher trainers in teacher development institutions and colleges in the SEETA countries.

Ask the trainer

HOW DO I PARTICIPATE ? Get in touch with your Teachers' Association for the enrolment key.

HOW DO I PARTICIPATE AS A TRAINER ? Send a message to admin@seeta.eu or let us know in the open forum 'Ask the Trainer' on SEETA. Follow the link from the SEETA homepage at www.seeta.eu

- All trainers represent a teacher development institution or university college based in one of the SEETA countries (Albania, Bulgaria, Croatia, Cyprus, Greece, Israel, Serbia, Slovenia, Turkey)



THE 18th **inged** DRAMA FESTIVAL IN ANKARA

Summarized by
M. Nazlı Güngör

The 18th INGED Drama Festival was held at Büyük Kolej in Ankara on May 21, 2016. This year 8 schools participated in the festival. These participants were Büyük Kolej, Maya Private Schools, ODTÜ Foundation schools, Yükselen College, Kayseri ODTÜ Foundation Schools, Zafer Private Schools, Nesibe Aydın Schools, and Aşiyen College. Each school performed wonderful plays and stories. Some of them were Caterpillar's Voice, Harry Potter, Cinderella, and Snow White and Seven Dwarfs. National Geographic Learning, Pearson, Nüans, Oxford University Press, Macmillan Education, and Express Publishing kindly supported the event through fabulous gifts handed out at the end of the day. Also, participant students and teachers were awarded with gold medals according to the categories.

The jury members were chosen from academicians and the US Embassy, Ankara. They were Dr. Beril Yücel Ayman from TOBB ETU, Martha Young from US Embassy Ankara, and Nazlı Güngör from Gazi University. The jury watched all the performances with great joy and decided on the winners of the various categories after all the plays were performed. The best play category was awarded to Yükselen College. We look forward to your participation and interest for the next year.

The 18th INGED Drama Festival Winners

The Best Play Award

- 1st place: Yükselen Koleji
- 2nd place: Aşiyen Koleji
- 3rd place: Nesibe Aydın Koleji

The Best Leading Actress Award

- 1st place: Tuana Çetintaş (Yükselen Koleji)
- 2nd place: Beyza Yılmaz (Aşiyen Koleji)
- 3rd place: İpek Demircioğlu (Nesibe Aydın Koleji)

The Best Leading Actor Award

- 1st place: Atacan Ceylan (Yükselen Koleji)
- 2nd place: Kemal Ata Öner (ODTÜ Koleji Ankara)
- 3rd place: Sunay Çağan Şimşek (Maya Koleji)

- The Best Musical Award: Zafer Koleji
- The Best Coaching Teacher: Yükselen Koleji
- The Most Enthusiastic Group: Büyük Kolej

The Best Shining Star Award (Female)

- 1st place: Eylül Menefşe (ODTÜ Koleji Kayseri)
- 2nd place: Seçil Terkan (Büyük Kolej)
- 3rd place: Nehir Coşar (Aşiyen Koleji)

The Best Shining Star Award (Male)

1st place: Kadiralp Yeşilirmak (Büyük Kolej)

2nd place: Yiğit Yılmaz (Aşiyen Kolej)

3rd place: Kaan Başara (Büyük Kolej)

The Best Supporting Actor Award

1st place: Yusuf Berk Açikel (ODTÜ Kolej Ankara)

2nd place: Bahadır Karakuş (Yükselen Kolej)

3rd place: Can Gülenç (Maya Kolej)

The Best Supporting Actress Award

1st place: Aslı Erkan (ODTÜ Kolej Kayseri)

2nd place: Nisa Arıbuğa (Yükselen Kolej)

3rd place: Irmak Çağlayan (Maya Kolej)

The Best Contributing Actor Award

2nd place: Ali Güney Akaydın (ODTÜ Kolej Ankara)

3rd place: Buğrahan Gönen (ODTÜ Kolej Kayseri)

The Best Contributing Actress Award

1st place: Elif Çağla Kılınç (Nesibe Aydın Kolej)

Özge Acar (Nesibe Aydın Kolej)

Elif Naz Erdem (Nesibe Aydın Kolej)

Ada Saryal(Nesibe Aydın Kolej)

Beser Sıla Doğan(Nesibe Aydın Kolej)

Ayşe Nihal Aydos (Nesibe Aydın Kolej)

2nd place: Seçil Terkan & Defne Pezek (Büyük Kolej)

3rd place: Ece Bıyıkoğlu (Zafer Kolej)

The Best Pronunciation Award

1st place: Altuğ Yüksel (ODTÜ Kolej Ankara)

2nd place: Damla Demir (Zafer Kolej)

Ege Mert (Zafer Kolej)

Efekan Ağaçhoğlu(Zafer Kolej)

Doğu Artun Özorhan(Zafer Kolej)

Mustafa Alp Arı (Zafer Kolej)

Can Erdel Dedeoğlu (Zafer Kolej)

Olçum Başak (Zafer Kolej)

3rd place: Funda Baykara (ODTÜ Kolej Kayseri)

The Special Jury Award

Nesibe Aydın Kolej & Zafer Kolej

SOME MOMENTS FROM THE FEST IN ANKARA





THE 3rd **inged** DRAMA FESTIVAL
IN IZMIR

Hosted by
MEV Koleji Güzelbahçe Özel Okulları
21 May 2016

Summarized by
Esen Metin

3rd INGED İzmir Drama Festival, hosted by MEV Güzelbahçe College, was held on May 21st, 2016 with the participation of six schools: MEV Güzelbahçe College, Gelişim College, Rota College, Çakabey College, FM Ayazağa Işık College, and Marmaris Çağdaş Bilim College. In his opening speech, the coordinating director of MEV College, Murat Zorluer, mentioned the importance of extracurricular activities to develop emotional intelligence of students and highlighted how drama activities motivate the learners in the language learning process. At the end of the event, the juries, Esen Metin (Inged), Jane Yazıcı (Freelance graphic designer, teacher) and Ryan Noakes (Educational Consultant for OUP), awarded the successful participants.

AWARDS

The Best Leading Actor Award

- 1st Place: Faruk Utku Utkan (*The Little Prince* – Marmaris Çağdaş Bilim)
2nd Place: Alp Yavrucu (*Being Matilda* – Fevziye Işık Ayazağa)
3rd Place: Remzi Enes Kızıllık (*The Little Prince* – Marmaris Çağdaş Bilim)

The Best Leading Actress Award

- 1st Place: Zeynep Bedek (*Rio* – Gelişim College)
2nd Place: Hazal Öztürk (*The Secret Garden* – Mev College)
3rd Place: Azra Kaya (*The Little Prince* – Marmaris Çağdaş Bilim)

The Best Supporting Actor Award

- 1st Place: Şehmus Matias Baran (*The Little Prince* – Marmaris Çağ. Bil.)
2nd Place: Arda Türktan (*The Secret Garden* – Mev College)
3rd Place: Deniz Yücelmiş (*Cinderella* – Rota College)

The Best Supporting Actress Award

- 1st Place: Beren Önal (*Being Matilda* – Fevziye Işık Ayazağa)
2nd Place: Sıla Tuğcu (*The Secret Garden* – Mev College)
3rd Place: Elif Bilge Büke (*Magical World* – Çakabey College)

The Best Shining Star (Actor) Award

- 1st Place: Tuna Gürgüç (*The Little Prince* – Marmaris Çağdaş Bilim)
2nd Place: Sarp Yavrucu (*Being Matilda* – Fevziye Işık Ayazağa)
3rd Place: Güney Kaytancı (*The Secret Garden* – Mev College)

The Best Shining Star (Actress) Award

- 1st Place: Elis Kudak (*Rio* – Gelişim College)
2nd Place: Firuze Ece Çelik (*Magical World* – Çakabey College)
3rd Place: Evrim Sude Can (*Being Matilda* – Fevziye Işık Ayazağa)

The Best Contributing Actor Award

- 1st Place: Ada Fındıkoğlu (*Being Matilda* – Fevziye Işık Ayazağa)
2nd Place: Burç Tanrıver (*The Secret Garden* – Mev College)
3rd Place: Kerem Hacıoğlu (*Cinderella* – Rota College)

The Best Contributing Actress Award

- 1st Place: Defne Aydan (*Magical World* – Çakabey College)
2nd Place: Çağla Nehir Demirtaş (*The Secret Garden* – Mev College)
3rd Place: Gülce Ömür (*Cinderella* – Rota College)

The Best Costume Award

- 1st Place: *Rio* (Gelişim College)
2nd Place: *The Secret Garden* (Mev College)
3rd Place: *The Little Prince* (Marmaris Çağdaş Bilim)

The Best Pronunciation Award

- 1st Place: Beril Akan (*Cinderella* – Rota College)
2nd Place: Alp Akın (*Being Matilda* – Fevziye Işık Ayazağa)
3rd Place: Bilge Su Işık (*Rio* – Gelişim College)

The Best Staging Award

- 1st Place: *Being Matilda* (Fevziye Işık Ayazağa)
2nd Place: *Magical World* (Çakabey College)
3rd Place: *Cinderella* (Rota College)

The Best Play Award

- 1st Place: *The Little Prince* (Marmaris Çağdaş Bilim)
2nd Place: *The Secret Garden* (Mev College)
3rd Place: *Rio* (Gelişim College)

The Best Musical Award: *The Secret Garden* (Mev College)

The Best Singer Award: Duru Türkaslan (*Being Matilda* – Fevziye Işık Ayazağa)

The Most Enthusiastic Group Award: Chorus *The Little Prince* (Marmaris Çağdaş Bilim)

Jury Special Award: Mete Saltık, Deniz Ardar, Ceylin Helvacı, Nira Acar

The Best Coaching Teachers: Emel Kissarlı, Buse Okyar (*Rio* – Gelişim College)

SOME MOMENTS FROM THE FEST IN IZMIR





TECHNOLOGY IN TEACHING:

11 REASONS WHY TEACHERS DON'T USE TECHNOLOGY

By Nik Peachey



Originally Published at: <http://www.linkedin.com/pulse/11-reasons-why-teachers-dont-use-technology-nik-peachey>

A recent survey reported in the UK newspaper the The Telegraph stated that as many as half of the teachers consulted for the survey said they rarely use technology in the classroom.



This came as no surprise to me, but what did surprise me when I shared the article with my professional networks, was the number of trainers and teachers who actually blamed lazy and unmotivated teachers for this.

From my experiences with our teachers at EnglishUp and my previous international experience as an edtech teacher trainer, I have always found teachers more than willing to develop their use and understanding of technology. The problem is that so often when teachers are asked or even told to use technology within their classrooms, they soon discover that they are being set up to fail.

So here are a number of what I believe are the real reasons so many teachers are reluctant to use technology in the classroom and some suggestions for what we can do about it.

Lack of training

I hear this time and time again. When schools or education authorities decide to implement new technologies, the decision is often made without any real thought to training. Technology is moving very quickly and new apps, websites and devices are being made available all the time. Training for teachers is however far less frequent and often not seen as a particularly good investment for cash strapped schools.

Training teachers to keep up technological change needs to be constant and if possible self directed so teachers can get the training they need to achieve the goals they want to achieve.

Wrong kind of training – Technical rather than pedagogical

Often the training that teachers do get is technologically focused rather than pedagogically focused and comes from the tech experts at the company selling a particular product rather than pedagogical experts e.g this is how you switch it on and off rather than this is how you use it to promote learning. Teachers are then left to figure out how to make it effective with their students.

Training needs to be delivered by pedagogical experts who can give teachers hands on experience of using technology to learn.

Wrong kind of training – Not relevant to teaching context

When pedagogical training is delivered, it is often generic to the technology and not specifically designed around the needs and context of the teachers and their syllabus, so they are left to adapt this themselves.

Training examples need to be applied to the materials and content that teachers actually need and have to teach as part of their syllabus.

Wrong trainer

Many tech trainers, though very well meaning can tend to be a little evangelical and often preach the amazing values that they feel technology has without being realistic about the limitations and the difficulties many teachers face in their day to day implementation of technology. They also tend to over emphasise the benefits and overuse the technology when there is no real benefit.

Training needs to be balanced with a critical eye so that teachers also understand the pitfalls, problems and limitations that accompany the use of technology.

Wrong tech

If schools are investing in hardware or software it can be very easy to choose the wrong thing. Educational technology sales people can be very persuasive when they are trying to make their commission and getting good unbiased advice can be a real challenge. It can be tempting to buy something that looks great in your marketing materials, and this often isn't what teachers and students need.

Schools need to be wary edtech hardware vendors. The lifetime of most edtech hardware tends to be pretty short and like mobile phones, the new model can make previous models look tired and old fashioned very quickly.

Lack of syllabus integration

In order for teachers to be able to use the technology it needs to be integrated into the syllabus. They need to see the connections to what they teach and it must help them to achieve their goals.

Technology can't be an add on or extra work. It has to be integrated into and help them with the material they have to cover in the classroom with their students.

Lack of consultation

Technology is often chosen without consultation and the involvement of teachers. This lack of consultation can result not only in poor choices but also in technology being dropped on teachers and teachers seeing it as an additional problem they have to deal with rather than the solution to the problems they already have.

Teachers need to be part of the selection and procurement process to ensure that they are getting the technology they want and need.

Lack of support at the chalkface

Classroom technology and particularly hardware that is connectivity dependent is notorious for problems and unreliability and when things go wrong in front of the students it can be humiliating for teachers. This is made worse when there is a lack of technical support. Many IT support departments are very traditional in the way they offer support which tends to be through raising tickets or a phone line. They often need explicit explanations of what and how something is malfunctioning and tend to be unsympathetic when teachers can't accurately describe the problems in terms they can understand.

Tech support needs to be delivered in a way that serves and supports the teachers rather than the other way around. Teachers do need to be trained in how to articulate and describe teach problems with accuracy.

Lack of infrastructure

Often investment focuses on hardware with its visible collateral value rather than on the necessary IT infrastructure to support the technology. The comparatively small investment necessary to provide the connectivity to make the technology work well seems to be valued less as it lacks the same collateral value, but it's an essential part of the investment as without sufficient connectivity and some to spare teachers are just being set up to fail.

Before investing in classroom hardware schools need to make sure they have sufficient connectivity infrastructure to support the modes of use that teachers will apply with it.

Unrealistic expectations

A lot of classroom technology is bought with the expectation that just putting it into the hands of the students and teachers is enough to totally transform the learning experience and turn all our students into super achievers overnight. The reality is that much technology implementation will only enable students and teachers to keep up with the real world and won't really have any significant impact on achievement in the classroom. The only thing that can really do this is better trained teachers and improved methodology and content. Technology can facilitate this kind of advance but making it a reality takes a lot more work

and requires much deeper change and understanding. Using technology to enable a status quo and prop-up ineffective modes of information transfer will ultimately have little or no significant impact.

Technology needs to be applied with an understanding of how it can enable a transformation in students' pedagogical experience and teachers' pedagogical practices.

Unnecessary

In many cases teachers see the technology as a hindrance or unnecessary to achieving their aims and in some cases this may be correct.

Technology training needs to include an understanding of how much and when not to use technology. Technology should never become an obstacle to learning.

If you can think of other reasons why teachers who have technology may choose not to use it, please do leave a comment.

**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...**

DIFFERENCES & SIMILARITIES

Compiled by
A. Suzan Öñiz

In this issue, we continue with articles focusing on similarities and/or differences between meanings and use of words.

Source: <http://www.enhancemyvocabulary.com/similar-words.html>

SIMILAR WORDS BUT ARE THEY?

Can you say how these pairs of words are different in meaning and/or use? It is often best to refer to a dictionary because the differences may be subtle and there may only be one word in Turkish describing both.

When you enter the phrases “words easily confused” or “similar words” you will get a long list of websites. Here are online resources to get you started:

<http://www.thesaurus.com/browse/similar>

<http://www.wordhippo.com/>

<http://www.enhancemyvocabulary.com/confused-words.html>

A ability, capacity abstain, refrain accept, receive ache, pain adhere, cohere adherence, adhesion admission, admittance admit, confess advice, counsel aggravate, irritate amateur, novice anticipate, expect artist, artisan ascent, ascension avenge, revenge aware, conscious	B balance, remainder behavior, conduct belief, faith blockade, siege bravery, bravado bring, fetch broad, wide bury, inter	C can, may childish, childlike cite, quote claim, assert comfort, ease commercial, mercantile complement, compliment complement, supplement complete, finish comprehensible, comprehensive consecutive, successive correct, rectify cozy, snug crawl, creep cure, heal custom, habit
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<p>D decided, decisive definite, definitive demesne, domain deprecate, depreciate descent, dissent discovery, invention discriminate, distinguish disinterested, uninterested disposal, disposition dissatisfied, discontented distinct, distinctive dramatic, theatrical dry, arid durable, lasting</p>	<p>E earth, world egoism, egotism elemental, elementary emigrate, immigrate envy, jealousy equal, equivalent esteem, respect evidence, proof exchange, interchange exempt, immune expedite, facilitate efficiency, efficacy eldest, oldest elude, evade enough, sufficient equable, equitable essential, necessary exact, precise excuse, pardon</p>	<p>F facsimile, copy fancy, imagination feeling, sentiment fervent, fervid fluid, liquid force, strength familiar, intimate farther, further feminine, effeminate fewer, less foreign, alien forgive, pardon</p>
<p>G gayety, cheerfulness gentle, tame glance, glimpse grieve, mourn genuine, authentic grateful, thankful</p> <p>H hanged, hung happiness, pleasure hear, listen honorable, honorary human, humane horrible, horrid</p>	<p>I illegible, unreadable imaginary, imaginative imperious, imperial in, into ingenious, ingenuous insinuation, innuendo involve, implicate irony, sarcasm irretrievable, irreparable image, effigy impending, approaching imply, infer inability, disability instinct, intuition irony, sarcasm</p>	<p>J judicious, judicial justify, warrant</p> <p>L lack, want later, latter lawful, legal lax, slack lend, loan libel, slander lie, lay linger, loiter loose, lose luxurious, luxuriant</p>

<p>M</p> <p>marine, maritime moderate, temperate moral, ethical mutual, reciprocal myth, legend</p> <p>N</p> <p>nautical, naval near, close</p> <p>O</p> <p>obsolete, archaic omnipresent, ubiquitous on, upon oppose, resist opposite, contrary oppress, depress</p>	<p>P</p> <p>passionate, impassioned pathos, pity patron, customer peculiar, unusual permit, allow perseverance, persistence pictorial, picturesque pity, sympathy pleasant, pleasing politician, statesman precision, preciseness prejudice, bias prelude, overture pride, vanity principal, principle process, procedure professor, teacher progress, progression proposal, proposition</p>	<p>R</p> <p>raise, rear raise, rise rare, scarce reasonable, rational recollect, remember regal, royal reliable, trustworthy requirement, requisite reverse, inverse ride, drive</p> <p>S</p> <p>sacred, holy salutation, salute scanty, sparse sick, ill silent, taciturn sit, set skilled, skilful slender, slim smart, clever sociable, social suppress, repress</p>
<p>T</p> <p>tolerate, permit torment, torture truth, veracity</p> <p>U</p> <p>unbelief, disbelief unique, unusual</p>	<p>V</p> <p>varied, various variety, diversity vengeance, revenge verse, stanza vindictive, revengeful visit, visitation</p>	<p>W</p> <p>wander, stray warn, caution will, volition wit, humor witness, see womanish, womanlike worth, value</p>

Vocabulary Stretchers: Commonly Confused Words

<http://www.enhancemyvocabulary.com/confused-words.html>

This section of EnhanceMyVocabulary.com focuses on vocabulary stretchers, specifically on words that are commonly confused because they look or sound alike or are somewhat related.

Sometimes the words are actually akin to each other. Continuous - continual and enormity - enormousness are examples. Sometimes they merely look or sound much alike. Mean - demean and affect - effect are examples. Sometimes the things they designate are more or less related, so that the ideas behind the words, rather than the words themselves are responsible for the confusion. Contagious - infectious and knowledge - wisdom are examples. Let us distinguish between the two members of each of the pairs named.

A thing is *continuous* if it suffers no interruption whatever, *continual* if it is broken at regular intervals but as regularly renewed. Thus "a continuous stretch of forest;" "the continual drip of water from the eaves."

Enormity pertains to the moral and sometimes the social, *enormousness* to the physical. Thus "the enormity of the crime," "the enormity of this social offense;" "the enormousness of prehistoric animals."

Demean is often used reproachfully because of its supposed relation to mean. But it has nothing to do with mean. The word with which to connect it is *demeanor* (conduct). Thus "We observed how he demeaned himself" implies no adverse criticism of either the man or his deportment. Both may be debased to be sure, but they may be exemplary.

To *affect* means to have an influence upon, to *effect* to bring to pass. Thus "He affects a fondness for classical music," "The little orphan's story affected those who heard it;" "We effected a compromise." Affect is never properly used as a noun. Effect as a noun means result, consequence, or practical operation. Thus "The shot took instant effect;" "He put this idea into effect."

A disease is *contagious* when the only way to catch it is through direct contact with a person already having it, or through contact with articles such a person has used. A disease is *infectious* when it is presumably caused, not by contact with a person, but through widespread general conditions, as of climate or sanitation.

Our *knowledge* is our acquaintance with a fact, or the sum total of our information. Our *wisdom* is our intellectual and spiritual discernment, to which our knowledge is one of the contributors. Knowledge comprises the materials; wisdom the ability to use them to practical advantage and to worthy or noble purpose. *Knowledge* is mental possession; *wisdom* is mental and moral power.

Editor's note: This section of EnhanceMyVocabulary.com is excerpted and adapted from Project Gutenberg's The Century Vocabulary Builder, by Creever and Bachelor.

**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.**

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on words. They are on idioms, chunking and words coined or popularized by Shakespeare.

<http://exclusive.multibriefs.com/content/an-idiom-is-worth-a-thousand-words/education>



AN IDIOM IS WORTH A THOUSAND WORDS

By Debra Josephson Abrams

Idioms are the "peculiar character or genius of a language." They are the keys that unlock the doors to a language's vast landscape — a landscape otherwise circumscribed by users' language limitations.

Native users take idioms for granted, using them frequently. To non-native users, idioms are fascinating enigmas not easily translated into their own language if they translate at all. Non-native users are eager to learn idioms because idioms are ubiquitous.

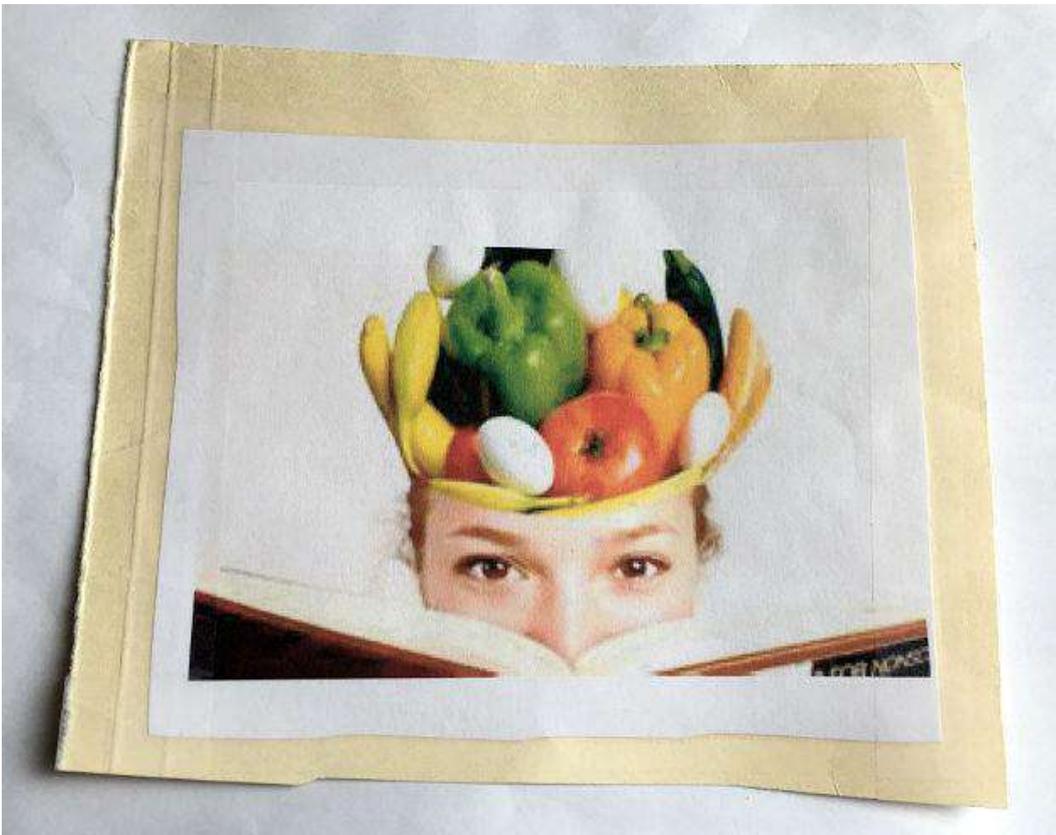
The activity below uses pictures to create a visual representation of idioms, and it employs reflective writing and games, allowing non-native users easy access to understanding, remembering and correctly using idioms.

I designed and developed this multi-part multi-activity exercise to tap students' spatial, kinesthetic, linguistic, interpersonal, intrapersonal, auditory and logical intelligences, and to ask them to be critically reflective and inventive while they learned idioms. It can easily be adapted to tap their musical intelligence.

When I designed and developed this activity, I was using "The Big Picture: Idioms as Metaphors and "Idioms for Everyday Use." The eight units in "The Big Picture" are arranged into 15 chapters, each with its own topic: Ideas, Knowledge, Argument, Emotion, Money, Control, People and Life. "Idioms for Everyday Use" is arranged into 20 units with topics ranging from colors, food, parts of the body, animals, people, weather, medicine, and plants to idioms with the word "and," those with the word "as," those with words that "go together," and nine others.

In preparing for each class during which I'd teach idioms, I reviewed the idioms in the chapter, and I scoured Internet clip art for pictures that would represent the idioms. When I was satisfied with what I found, I printed the clip art, took old file folders and cut them to use as backing, cut the clip art to fit, and taped the clip art to the backing. On the back of each picture, I wrote the idiom and the chapter from which it came.

What follows are the instructions for using the idiom picture cards in class and for additional activities. Depending on the length of your class and other material on which you're working, you may find it best to use this activity over the course of a couple or few classes.



This card illustrates the idiom "food for thought."

Instructions

1. As a large group, review the idioms with which you'll be working.
2. Together, discuss the idioms. For each idiom, ask if students have a corresponding idiom in their culture and language, and if they do, discuss them.
3. Put participants in groups of two or three.
4. Ask students to use the chapter or list of idioms for the activity.
5. To each group, distribute one or a few picture cards that correspond to the idioms from the chapter or the list. You can distribute cards with the same pictures and idioms to each pair/group (which requires much more work because you'll need to have enough of the same cards for each pair/group), or you can give each pair/group its own unique cards. Likewise, you can make a few doubles so only a two or three pairs/groups have the same cards; this adds the challenge of seeing if the pairs/groups agree on the answers.
6. Have participants identify the idiom that matches the picture. Remind them that they should not look on the back of the cards. My students were good about not peeking.
7. Have groups share their idioms with the other groups and explain the idioms' meanings. Be sure the groups show the pictures (you can use the doc cam for this). This point in the activity is excellent for catching and discussing mislabeled idioms. For example, one pair or group may identify a picture card as representing the idiom "a knockout," when in fact another group has identified the same idiom on one of its cards. There can be

spirited discussion as to which one is the better representation of the idiom based on the idiom's meaning.



These two cards show two different interpretations of "a knockout."

8. Choose textbook exercises for students to complete together or individually; review exercises for accuracy and have students write dialogues using the idioms that they present to the class.

9. Play Hot Seat, a guessing game to augment student understanding. One student sits with her back to the class (this is key because it helps students focus on the clues their classmates are about to give them, and it eliminates the possibility that students can give other than spoken clues). Classmates choose an idiom to use for the game. Each classmate must provide a clue but cannot use any words from the idiom. For example, for "beating around the bush," clues could be, "something similar to a tree," or "not wanting to answer directly." When the student correctly identifies the idiom, she chooses another student to be on the hot seat.

10. Have individuals or groups write a story that uses idioms. You can assign the number of idioms you want each story to have, or you can make a game of it by asking students to see how many idioms they can use correctly in their story. To tap students' musical intelligence, you can have students create a song (a rap lends itself to this activity) using the idioms.

11. Once students have written their stories, have them read the stories to the class and ask classmates to make a list of all the idioms they hear; then, as a class, have the students identify the idioms they've heard and ask them for the idioms' meanings.

12. Once students have gotten the hang of the activity, you can have them create their own idiom picture cards and use those cards for the exercise.

About the Author



For nearly 30 years, Dr. Debra Josephson Abrams has taught English to both native and non-native English users. A national and international conference presenter, Abrams has written in a number of genres and for many publications. Her areas of expertise include liberatory pedagogy; teacher training, peer coaching and mentoring; multiple intelligences and learning styles; composition pedagogy and practice; critical thinking, critical literacy and critical reflection; research and research training; curriculum design; and formative assessment. Abrams is the owner of Parts of Speech Educational Creativity and Down the Shore Images. She can be reached at partsofspeechec@gmail.com.



<http://exclusive.multibriefs.com/content/chunking-with-emergent-bilinguals-the-size-and-shape-of-things-to-come/education>

CHUNKING WITH EMERGENT BILINGUALS: THE SIZE AND SHAPE OF THINGS TO COME

By David Irwin



When you see a great movie with friends, what is the first thing you do afterward? Most people will break into animated conversation about the places where the plot shifted, or great moments of acting or action.

If we see a sports event with friends, we'll talk about the great plays, whether a certain player was or wasn't playing up to expectations, how the team is doing in the standings. Spending

a great day with family at a theme park generates stories for days to come.

Shared events are ripe opportunities for connection and bonding. We want to extend the experience, maybe even improve it, by retelling it with expressive language. We instinctively debrief to validate our thoughts and check on how they mix and match with others'.

Typically, we don't stop in the middle of the great movie, game or day at the park to debrief along the way. However, in education, that is exactly what we need to do to deepen the content and the language learning of emergent bilinguals. We know it as chunking.

What is chunking?

The term "chunking" was first used in 1956 by George A. Miller at Harvard in studies on memorizing codes and musical tones. He found people could only hold — or chunk — five to nine bits of information in their short-term memories.

In order to increase memory and be able to use more than 5-9 bits of code, letters, numbers, words, etc., we "recode" or combine small chunks into larger chunks. Other

researchers have said four bits is all we can store.

There is some evidence the seven-digit phone number was introduced because of this research. Think about it: Are those phone numbers really seven digits, or are they chunks of three and four digits, now three-three-four with area codes?

More recent researchers argue there is no magic number for chunk holding, but the ability to hold chunks in short-term memory depends on many factors, especially in language. Factors include the phonological and morphological complexity of the words, whether the person knows the words, and how long it takes to speak them. This implies that the more knowledge of language one has, the larger the size of chunks he/she can hold in short-term memory.

What does that mean for English learners, and their knowledge of their first language?

There are numerous studies that show people who have academic fluency in their first language have a quicker ability to transfer those skills to a new language. Some research indicates the transfer is more dependent on literacy than on oral language, but those studies do not specify whether explicit academic oral language was required. If a teacher knows the student's proficiency in the L1, it is possible that student could grasp larger chunks of English, but that is a question to be confirmed by further study.

Why chunk?

The research differs in the methods by which the brain holds chunks, but all of it indicates that chunking is a natural process of building short- and then long-term memory. Therefore, it makes sense to use it intentionally as a tool in education to help students build understanding.

Chunking in education has a slightly broader definition than in clinical psychology. It is generally understood to be the process of dividing input into manageable pieces — whether it be students reading to themselves, the teacher reading to them, students viewing or listening to video or other recorded input.

Throughout most of their day at school, English learners need to process new information and language simultaneously, matching vocabulary, syntax and register with the content. Even with fluent students, we typically don't wait until the end of the book to check comprehension, or the end of the algebra problem to check a student's process or progress. We pause throughout the lesson and monitor the skills and clarify misunderstandings. We want to provide useful strategies and accurate information. We want to know what's going on!

And yet, time is valuable — for both you and your students. If you've started your group or class on a reading, listening or viewing activity, for what reasons will you stop it? You just got them going and now you want to interrupt?

The benefit of chunking is to give students that animated "after game" processing time before the game is over. Done at the right time with the right prompts, students will remember that lesson just like the home run in the bottom of the ninth inning.

Size and placement

The size of the chunk depends on the age and language ability — both first and second language — of your students, and on the lesson objectives. With fluent students, consider their years of age and give no more than that many minutes of input before a break, capping at about 10

minutes no matter the age. This even applies to adults. Shorten that as needed for emergent bilinguals at lower levels of acquisition and support the input with visuals and movements.

Consider the key points of content where clarification or conversation almost starts by itself. What is the sweet spot between just enough input to talk or write about, but not so much that key details are getting lost? Identify the key plot points for fiction or information points for nonfiction that contribute to the main ideas of the text or lesson. Plan a chunk break at each key point. All this chunking will extend the time it takes to read, see or listen to the input. Pacing is a constant and real concern — June is always just a few months away.

The question is, do you want your students to deeply understand key points of the lesson knowing that you might have to forfeit some details, or can you live with them missing vast pieces that went by too fast? It takes time to learn language and content at the same time. Pull that line too fast, and you'll lose the fish.

Specific input skill: Reading or listening

There are many resources available on how to get the input in. Partner reading, reciprocal reading, choral reading, sustained silent reading and read-aloud are just a few.

Partner cloze reading is a powerful strategy in which each partner prereads a separate chunk of the same text, and decides which words to omit when he/she reads it aloud to the partner. The partner silently reads the same text being read to him/her and fills in the missing words when they come up. The words omitted must be key words, not articles or prepositions. Input can also be video or audio recordings, pictures with narration or any other media as long as it can be paused for discussion and writing breaks.

Specific output skill: Academic conversation and/or writing from questions with frames

After the input phase, the partners discuss what they read with academic language frames and skills. They are directed to use specific language frames that build the explicit vocabulary and academic language connected to the content. Frames can be designed to help students express the content ideas and learn specific language skills, or in the best case, both at the same time. The following frames are taken from chunks in these lessons:

TOPIC	SAMPLE FRAMES
How birds adapt to their habitat (Second grade)	How does this bird use its beak and feet in its habitat? <i>The duck uses its beak to _____ and its feet to _____.</i>
Causes of earthquakes (Fourth grade)	How does moving magma affect earthquakes? <i>Moving magma affects earthquakes because _____.</i>
The Battle of Hastings (Eighth grade)	Which side had a better battle plan? I think the _____ <i>had a better battle plan because in the text (on page _____) it says _____.</i>
Japanese occupation of Korea in WWII (10th grade newcomers)	What did the Japanese think about Korean culture and language? <i>The Japanese _____ Korean _____ and _____.</i>

From frames to conversation

Frames are useful to help students formulate and express complete thoughts orally in writing. As students become more fluent, they can restrict the flow of the conversation. We want students to use academic language, and we also want the flow of ideas to run freely.

It's the same with the writing process. We don't pick on mistakes in the early stages of developing a piece, because the ideas are new and need to be developed. Later on we focus more on grammar, improving word choice, spelling.

It's the same with the speaking process. After we are confident students can use the frames reasonably well, we ask them to blend them with the conversation skill (elaboration, making a claim, paraphrasing, citing evidence, adding with relevance).

Going back to the examples above, one partner might ask the other:

- "What else can the duck do with its beak?"
- "Right, and magma also causes _____."
- "I disagree. I think the _____ had a better plan because _____."
- "The Japanese also thought the Koreans _____."

Paved with good intentions ...

"Turn-and-talk" and "think-pair-share" were beneficial and revolutionary in their time, when a silent classroom was the mark of good management. Both strategies got students talking about content, but they were short on the explicit practice of academic language.

The next generation of classroom talk is much deeper and more specific. We must move beyond having good intentions to being intentional about how we structure and support academic conversation.



David Irwin works in Vancouver, Wash., public schools as an ELL specialist and as a consultant through his company, Language Development Opportunities. He is a national board-certified teacher (NBCT) in English as a new language, a former member of the National Faculty for Sheltered Instruction Observation Protocol (SIOP) and the past president of the Washington Association for Bilingual Education (WABE). He has given hundreds of presentations and classes in Washington and beyond.



Source: <http://www.pathguy.com/shakeswo.htm>

WORDS AND PHRASES COINED OR POPULARIZED BY SHAKESPEARE

All that glitters is not gold (The Merchant of Venice) ("glitters")

All's well that ends well (title)

As good luck would have it (The Merry Wives of Windsor)

As merry as the day is long (Much Ado About Nothing / King John)

Bag and baggage (As You Like It / Winter's Tale)

Beggar all description (Antony and Cleopatra)

The better part of valor is discretion (I Henry IV; possibly already a known saying)
Neither a borrower nor a lender be (Hamlet)
Brave new world (The Tempest)
Break the ice (The Taming of the Shrew)
Breathed his last (3 Henry VI)
Brevity is the soul of wit (Hamlet)
Refuse to budge an inch (Measure for Measure / Taming of the Shrew)

Catch a cold (Cymbeline; claimed but seems unlikely, seems to refer to bad weather)
Cold comfort (The Taming of the Shrew / King John)
Conscience does make cowards of us all (Hamlet)
Come what come may ("come what may") (Macbeth)
Crack of doom (Macbeth)
Dead as a doornail (2 Henry VI)
A dish fit for the gods (Julius Caesar)
Cry havoc and let slip the dogs of war (Julius Caesar)
Dog will have his day (Hamlet; quoted earlier by Erasmus and Queen Elizabeth)
Devil incarnate (Titus Andronicus / Henry V)

Eaten me out of house and home (2 Henry IV)
Elbow room (King John; first attested 1540 according to Merriam-Webster)

Faint hearted (I Henry VI)
Fancy-free (A Midsummer Night's Dream)
Fight till the last gasp (I Henry VI)
Flaming youth (Hamlet)
Forever and a day (As You Like It)
For goodness' sake (Henry VIII)
Foregone conclusion (Othello)
Full circle (King Lear)

The game is afoot (I Henry IV)
The game is up (Cymbeline)
Give the devil his due (I Henry IV)
Good riddance (Troilus and Cressida)
Jealousy is the green-eyed monster (Othello)
It was Greek to me (Julius Caesar)

Heart of gold (Henry V)
'Tis high time (The Comedy of Errors)
Household words (Henry V)
A horse, a horse! My kingdom for a horse! (Richard III)

Ill wind which blows no man to good (2 Henry IV)
Improbable fiction (Twelfth Night)
In a pickle (The Tempest)
In my heart of hearts (Hamlet)
In my mind's eye (Hamlet)
Infinite space (Hamlet)

Infirm of purpose (Macbeth)
In my book of memory (I Henry VI)
It is but so-so(As You Like It)
It smells to heaven (Hamlet)
Itching palm (Julius Caesar)

Kill with kindness (Taming of the Shrew)
Killing frost (Henry VIII)
Knit brow (The Rape of Lucrece)
Knock knock! Who's there? (Macbeth)

Laid on with a trowel (As You Like It)
Laughing stock (The Merry Wives of Windsor)
Laugh yourself into stitches (Twelfth Night)
Lean and hungry look (Julius Caesar)
Live long day (Julius Caesar)
Love is blind (Merchant of Venice)

Men's evil manners live in brass; their virtues we write in water (Henry VIII)
Melted into thin air (The Tempest)
Make a virtue of necessity (The Two Gentlemen of Verona)
The Makings of (Henry VIII)
Milk of human kindness (Macbeth)
Ministering angel (Hamlet)
Misery acquaints a man with strange bedfellows (The Tempest)
More honored in the breach than in the observance (Hamlet)
More in sorrow than in anger (Hamlet)
More sinned against than sinning (King Lear)
Much Ado About Nothing (title)
Murder most foul (Hamlet)

Naked truth (Love's Labours Lost)
Neither rhyme nor reason (As You Like It)
Not slept one wink (Cymbeline)

[Obvious] as a nose on a man's face (The Two Gentlemen of Verona)
One fell swoop (Macbeth)
One that loved not wisely but too well (Othello)
Time is out of joint (Hamlet)
Out of the jaws of death (Twelfth Night)
Own flesh and blood (Hamlet)

Parting is such sweet sorrow (Romeo and Juliet)
What's past is prologue (The Tempest)
[What] a piece of work [is man] (Hamlet)
Play fast and loose (King John)
Pomp and circumstance (Othello)
Pound of flesh (The Merchant of Venice)
Primrose path (Hamlet)

Quality of mercy is not strained (The Merchant of Venice)

Salad days (Antony and Cleopatra)

Seen better days (Timon of Athens)

Send packing (Henry IV)

How sharper than the serpent's tooth it is to have a thankless child (King Lear)

Shall I compare thee to a summer's day (Sonnets)

Sick at heart (Hamlet)

Snail paced (Troilus and Cressida)

Something in the wind (The Comedy of Errors)

Something wicked this way comes (Macbeth)

A sorry sight (Macbeth)

Sound and fury (Macbeth)

Spotless reputation (Richard II)

Star-crossed lovers (Romeo and Juliet)

Stony hearted (I Henry IV)

Such stuff as dreams are made on (The Tempest)

Smooth runs the water where the brook is deep ("Still waters run deep")

The short and the long of it (The Merry Wives of Windsor)

Sweet are the uses of adversity (As You Like It)

Sweets to the sweet (Hamlet)

Swift as a shadow (A Midsummer Night's Dream)

Set my teeth on edge (I Henry IV)

Tedious as a twice-told tale (King John)

Tell truth and shame the devil (1 Henry IV)

There's the rub (Hamlet)

This mortal coil (Hamlet)

To thine own self be true (Hamlet)

Too much of a good thing (As You Like It)

Tower of strength (Richard III)

Towering passion (Hamlet)

Truth will out (The Merchant of Venice)

Violent delights have violent ends (Romeo and Juliet)

Wear my heart upon my sleeve (Othello)

What the dickens (The Merry Wives of Windsor)

What's done is done (Macbeth)

What's in a name? A rose by any other name would smell as sweet. (Romeo and Juliet)

What fools these mortals be (A Midsummer Night's Dream)

What the dickens (The Merry Wives of Windsor)

Wild-goose chase (Romeo and Juliet)

Wish is father to that thought (Henry IV)

Witching time of night (Hamlet)

The world's my oyster (Merry Wives of Windsor)

Yeoman's service (Hamlet)



REFLECTIONS ON THE LIF (LANGUAGE IN FOCUS) 2016 CONFERENCE IN ISTANBUL

10-12 March 2016

Summarized by
Prof. Dr. Aydan Ersöz

Annual LIF conferences have already become an academic platform for exchanging exciting ideas, projects and scientific research results between aspiring academics, teachers, and well-known researchers. These conferences aim at seeking opportunities to explore recent research in the fields of Language Teaching and Applied Linguistics and create an ambience to discuss more about specialist areas such as teacher education, materials development, teaching English for academic purposes, management and evaluation in ELT, intercultural competence, data driven learning, corpus linguistics, translation, Content and Language Integrated Learning in English and other Languages, literature in language teaching.

Douglas Biber, one of the keynote speakers, a Regent's Professor of Applied Linguistics from Northern Arizona University, USA gave his presentation on "Complexity in academic writing: The development of phrasal discourse styles". In his speech, he summarized the ways in which modern academic writing differs in its grammatical discourse style from most other registers of English, including all spoken registers as well as most other written registers. The presentation, which was a kind of summary of his book, included two major respects: on the one hand, grammatical features associated with complexity in previous research turn out to be *not* frequent in academic writing, but at the same time, other features that have been overlooked in most previous studies turn out to be especially prevalent in academic writing.

He stated that for example, passive voice verbs have been strongly associated with academic writing in past research, often with a negative evaluation. Corpus research findings show that passive voice verbs are indeed more common in academic writing than in most other

LIF2016 ISTANBUL, TURKEY

LIF2016 - Language in Focus Conference

From Theory to Practice: New Directions in ELT and Applied Linguistics
Istanbul, Turkey March 10-12, 2016

LIF2016 - Language in Focus
From Theory to Practice: New Directions in ELT and Applied Linguistics

The scope and coverage of Applied Linguistics has always been perceived as a way of relating teaching with practical use of the language. Among many tendencies in modern education most approaches have been attempting to bridge the gap between theory and practice. One of the new challenges in the world where the role of languages has become crucial is to discover various ways of creating interaction between knowledge and practice. Therefore, the main theme of LIF2016 is From Theory to Practice: New Directions in ELT and Applied Linguistics.

Florence Myles
Professor of Applied Linguistics at the University of Essex

Douglas Biber
Professor of Applied Linguistics at Northern Arizona University

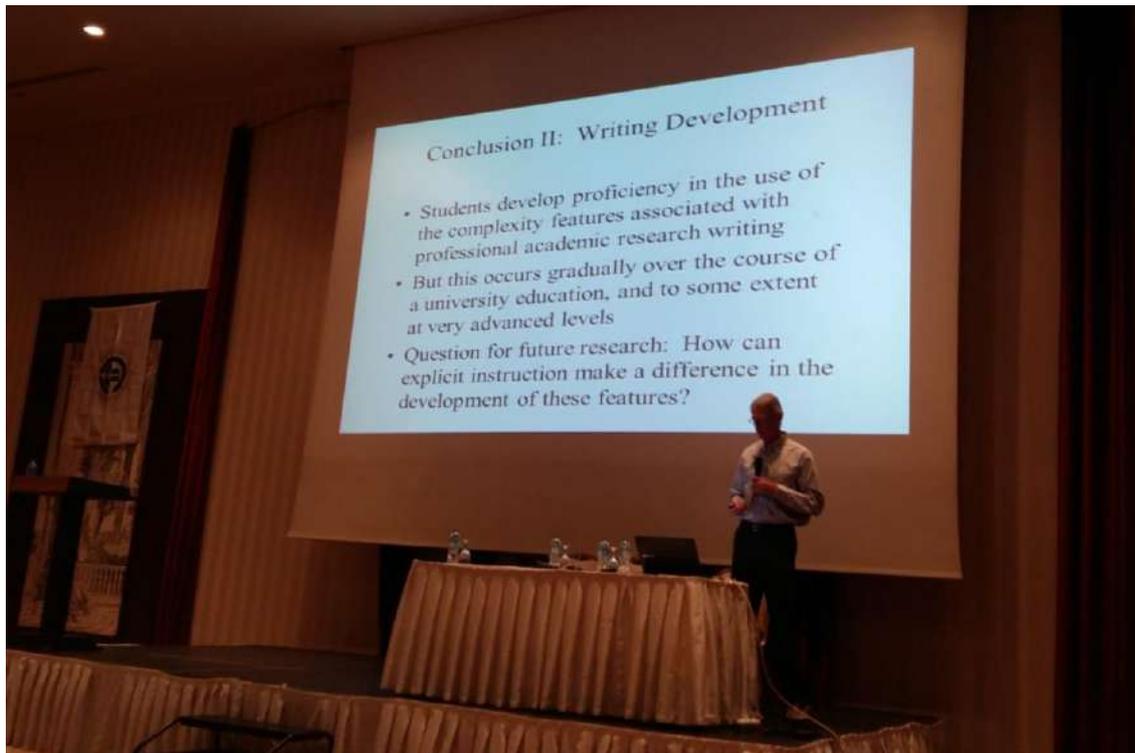
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LANGUAGE IN FOCUS
For more info:
www.languageinfocus.org

registers. However, it is not correct that passives are ubiquitous in academic writing. Rather, passives account for only 25% of all finite verbs in academic prose (see Biber et al. 1999: 476). They are reserved for specialized functions, often when it would be redundant to



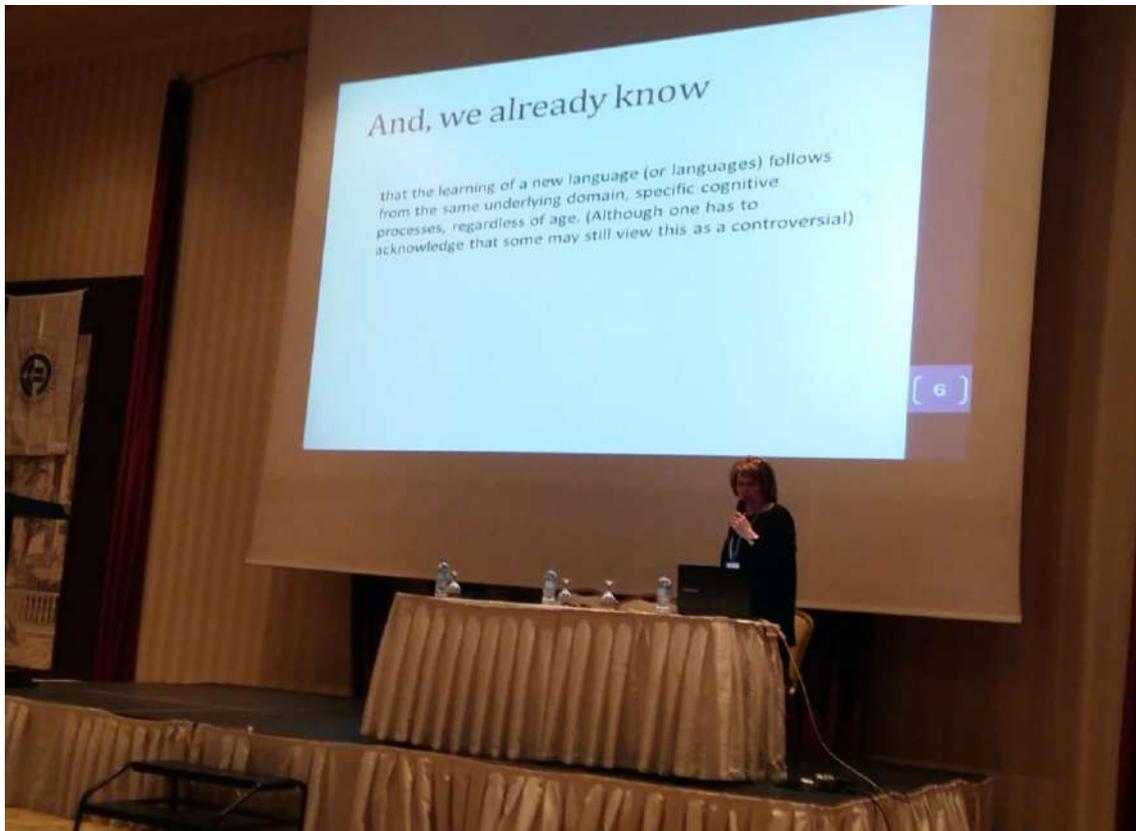
mention that the author is the agent of an action (e.g., in methodology sections of research articles). Similarly, although nominalizations are more common in academic prose than in other registers, they are not especially frequent in absolute terms. The findings show that nominalizations account for only 10%–15% of all nouns in written academic texts. And surprisingly, that proportion is actually lower in specialist science research articles than it is in the social sciences and humanities.

He also asserted that, as mentioned in his book, another surprising finding is the relatively rare use of dependent clauses in written academic registers, contrasted with much more frequent use of finite clausal structures in spoken registers and popular written registers. Thus, finite adverbial clauses and complement clauses are considerably more common in speech than in academic writing. Finite relative clauses are commonly used in humanities academic writing, but they are not common in science academic writing. Non-finite dependent clauses functioning as noun modifiers or noun complements have a stronger association with academic writing, yet even these structures are not especially frequent in absolute terms.

Suzanne Flynn, another keynote speaker, a Professor of Linguistics and Language Acquisition at MIT, USA gave her presentation on “The More Languages You Know the Easier It Gets”. In her presentation, she claimed that multilingualism is the natural state of the human mind. She shows one solid reason for this assertion: the fact that according to some estimates over half of the world’s speakers are at least bilingual. Other estimates report that up to two-thirds of the world’s population are at least bilingual.

She also added that there is really no limit to the number of languages one can learn. The

human capacity for language is infinite. Our capacity to learn new languages is not limited. Our only limitations are time, energy and desire. All else being equal, our capacity is limitless. People who are multilingual already know this. They have a sense that learning new languages gets easier and easier the more languages they learn. She said that they now have the experimental data that supports this.



The results of various studies including her own tell us several things:

A. Language learning is cumulative. All the languages that an individual has learned can be used to facilitate subsequent language learning.

B. There is no privileged role of the learner's first language (L1) in subsequent acquisition. In the case of the Japanese speakers who knew Spanish as a second language, their knowledge of Spanish made their acquisition of English easier in some sense.

C. Given that human languages only vary in a finite number of ways, once you have these structural patterns represented, all subsequent language learning will be made easy. So, if you know Japanese and English, you are set for a lifetime of facilitation for language learning. Each of these languages is at one end of the continuum. The same is also true when you consider other aspects of language learning for example, the morphology, semantics, etc.

I was one of the keynote speakers, representing INGED. My topic was "Breaking the vicious circle: "Don't do what I do, do as I say". In general, I dealt with the teacher's role in the classroom and how to change the traditional roles in the classroom setting. I also focused on tackling with resistance to change.





RREFLECTIONS ON THE INGED AND US EMBASSY CO-EVENT HOSTED IN ANKARA

9 April 2016

Summarized by
Prof. Dr. Aydan Ersöz

With the financial support of the Embassy of the United States of America, INGED hosted a full-day event at City Hotel in Ankara on 9 April 2016, Saturday.

We had a variety of presentations from young learners to critical thinking, all of which were mostly practical. I had two sessions, both of which dealt with FUN.

Good teachers know that a good sense of humor reduces barriers and lightens the atmosphere. A good sense of humor and wit also increase teacher popularity.

A growing body of research suggests that, when used effectively, classroom humor can improve student performance by reducing anxiety, boosting participation and increasing students' motivation to focus on the material. Moreover, the benefits might not be limited to students: research suggests that students rate professors who make learning fun significantly higher than others. (American Psychological Association, <http://www.apa.org/monitor/jun06/learning.aspx>)

According to Maryellen Weimer, humor in educational settings serves a variety of positive functions beyond simply making people laugh. Humor builds group (as in class) cohesion. People respond more positively to each other when humor is present. It brings them together. Humor can facilitate cohesion by softening criticism. Research also establishes that humor helps individuals cope with stress. It relaxes them.

There are many different types of humor that have been identified and explored in research. Among those listed in a comprehensive table in the article are humor related to class material, funny stories (hopefully related to the content), humorous comments, self-disparaging humor, unplanned humor (spontaneous, unintentional), jokes, riddles, puns, funny props, and visual illustrations. Humor related to course material, funny stories, and

INGED & US EMBASSY CO-EVENT

Date: Saturday 9 April, 2016

Venue: City Hotel, Turan Gunes Bulvari No:19 Cankaya/Ankara

10.00 – 11.00 Fun with English for Young Learners
Prof. Dr. Aydan ERSOZ (INGED)

11.00 – 11.15 Tea/ Coffee Break

11.15 – 12.15 Practicing Critical Thinking Skills through Stories
Esen Metin (INGED)

12.15 – 13.30 Lunch Break

13.30 – 14.30 Fun with English for Older Learners
Prof. Dr. Aydan ERSOZ (INGED)

14.30 – 14.45 Tea/ Coffee Break

14.45 – 15.45 How to Make Group Work Effective
Dr. A. Suzan ONIZ (INGED)

humorous comments are almost always appropriate. Other kinds of humor are appropriate depending on the context. And some kinds of humor are never appropriate, such humor that manipulates, denigrates, ridicules, or mocks others and offensive humor that is racially or sexually based. (<http://www.facultyfocus.com/articles/effective-teaching-strategies/humor-in-the-classroom-40-years-of-research/>)

Similarly, Sarah Henderson suggests

Do

- Use humor to enhance classroom joy
- Use humor to develop a sense of community
- Use content-related humor
- Use age-appropriate humor
- "Sandwich" humor between instruction and repetition.

Avoid

- Sarcasm, and cruel or inappropriate humor
- Forced humor
- Off-topic humor
- Too much humor.

(www.edutopia.org/blog/laughter-learning-humor-boosts-retention-sarah-henderson)

Valerie Strauss actually questions why we assume that learning only occurs when kids are serious and quiet. The belief remains strong that learning can only take place when kids are quiet and the work laborious, that any activities where engaged kids seem to be enjoying themselves must be superfluous, and that teachers who make learning fun run the risk of being declared unprofessional.

Brain research suggests that fun is not just beneficial to learning but, by many reports, required for authentic learning and long-term memory. Fun actually seems to promote learning. It increases dopamine, endorphins, and oxygen! (<http://voices.washingtonpost.com/answer-sheet/learning/why-fun-matters-in-education.html>)







RREFLECTIONS ON THE INGED AND US EMBASSY CO-EVENT HOSTED IN ANKARA

9 April 2016

Summarized by
A. Suzan Öñiz

The INGED Event in Ankara was a joint effort with the financial support of the US Embassy. It was a great pleasure to meet young and highly motivated teachers some of whom were very new to our field. I would like to share with you the handout that I distributed at the end of my workshop.

HOW TO MAKE GROUP WORK EFFECTIVE

A workshop by
A. Suzan Öñiz
suzanoni@metu.edu.tr

PROBLEMS WHEN DOING GROUP WORK

Students often:

- Don't talk or talk but in Turkish or about other things
- Don't like the topic
- Don't know what to do
- Don't know how to do it
- Finish early or can't finish on time
- Are bored
- Are stressed
- Don't understand the aim
- Don't have the necessary language

AIM

- Allow for student diversity.
- Involve all students in the activity.
- Practise English. *TELL* the ss what the aim of the group work activity is.

WHAT TO DO

Each group member needs a specific task/their own task

T: Give/Elicit examples of necessary language

- Plan for 2 or 3 main roles +1 role (this is the group member who records language used or the occurrence of a vocab item or the number of turns, turn taking or turn getting).
- Use role cards that may include sentence bits/beginnings/reminders. If not, elicit and write these on the wb.
- Elicit the necessary language from ss, write bits on the wb & do a practice run in front of the class with 4 random s or by putting on a hat for one role, a scarf for another.

- Additionally:
 Invite all A's together in one or, if the class is crowded, two groups to discuss what to say, how to take turns, etc;
 All B's & C's: Do the same;
 All Note Takers: Discuss what language for role and turn taking & the role play to expect.
- Let groups do the roleplay. Then, regroup ss so they change role or not: They do the same task with the new partners. Repeat one more time if you have time.
- T: Roam, take notes on mistakes. Write the correct forms on wb or write the wrong form on the wb and elicit the correct forms. Treat this activity as whole class work! Do not indicate who made the mistakes!

HOW TO GROUP SS?

A: In a planned way (You decide who is in which group)

B: Randomly

Counting off to four: 1-2-3-4 1-2-3-4 1-2... etc.

Then: all the "ones" get together, the "twos" to get together, etc.

Alternative: Use 4 colors OR for groups of 3: Use irregular verbs for counting off (e.g. swim-swam-swum)

Vary groups

Neighbors know each other; when ss are buddies, there is no info gap!

Comfortable = lazy!



INSTRUCTIONS

Clear!

Do NOT repeat! Instead **RBI - Reflect Back the Instructions**

If you ask ss: Did you understand? Their response: Yeeees teacher!

Use puppets, hats, props, ss to clearly Show roles + write the language bits on the board for ss to cheat from.

ENGLISH USE

Each st: Gets 2 treats (nuts/candy/colored clips...)

They keep the treat as long as they speak English!

If they use L1: The student who catches them gets one treat (Could be Student 4's responsibility in the group)

RECORDING

Groups record their work on a telephone.

Advantage: Pay attention to their language!

Often: Groups will work on language and even write a script *BEFORE* recording it.

Attention: Student 4 Role: Helper/Reminder/"Suför" ie whispers sentence beginnings!

PERFORM FOR WHOLE CLASS

Act it out **OR** Play the recording

Tip from Dave Kees on how to select groups to perform:

You may not have time to have every group or pair perform. Choose some "Winners" and "Losers". Take two thin slips of paper, maybe about 1x4 cm. On one write "Winner" and on the other "Loser". After the students have had some time to do their activity, tell them you are going to pick a team to come to the front of the class to do their role play or activity for everyone. Hold the papers in your hand so they cannot see what you have written. Go to Team #1 and ask them to choose one paper. If it is "Loser", tell them you are very sorry but they will be unable to perform their role play for everyone. If it is "Winner", call out "Congratulations!" and invite them to the front of the class to perform. It is so funny to see students rejoice when they "lose" and be so sad when they "win". This technique makes all of the students participate seriously in the activity because they don't know if their team will be chosen or not.

AT HOME

1. Prepare well.
2. Anticipate difficulties.
3. Learn about st likes/dislikes & plan accordingly. (Have choices available)
Listen to their music & plan accordingly.
4. Ss may be sick or absent: plan accordingly.
5. Plan for early finishers.
Magazines,
Printouts of interesting stuff you have seen on the internet,
Cut up mini matching activities e.g. on idioms/opposites/synonyms/collocations
6. Plan the timing: All ss should finish at least 75% of the task or more.
7. Check the language involved in the group work by doing the activity yourself.
Note down:
special expressions, sentence beginnings, formulaic language, expressions to teach/revise
and write on the wb
8. Plan your instructions & practise actually saying them:
Word them how? Break them up? Give how many examples?
9. Prepare reusable activity materials.
(In plastic sleeves-ss write on the plastic with water-based felt pens)
Label and pack yr activity according to topic, language, activity type.

Plan plan plan



RREFLECTIONS ON THE INGED AND US EMBASSY CO-EVENT HOSTED IN ANKARA

9 April 2016

**Summarized by
Esen Metin**

The first INGED & US EMBASSY CO-EVENT took place on April 9, 2016 at City Hotel in Ankara. In the first session, Prof. Dr. Aydan Ersöz held a workshop on “Fun with English for Young Learners.” In the second session, Esen Metin talked about “Practicing Critical Thinking Skills Through Stories.” After the lunch break, in the third session, Prof. Dr. Aydan Ersöz did the second part of her workshop, “Fun with English for Older Learners.” In the last session, Dr. A. Suzan Öniz held a workshop on “How to Make Group Work Effective.”

Practicing Critical Thinking Skills Through Stories by Esen Metin



At the beginning of the workshop, the importance of stories and critical thinking skills is discussed. It is highlighted that stories are important language teaching tools as they appeal to everyone at all ages. Through stories, it is suitable to convey messages, inculcate cultural values and develop critical thinking skills since they provide rich contexts. Critical thinking is self-guided, self-disciplined thinking attempting to reason at the highest level of quality in a fair-minded way. Critical thinking skills, which are 21st century survival skills, are crucial in language teaching as they help students to answer and ask questions of evaluation, analysis, and synthesis, they put learners in the role of problem solvers, they help learners reflect on their own thinking processes and they expand the learning experience and make language learning more meaningful.

In the workshop session, after the introduction of the background information, the story of Little Red Riding Hood is used as a part of 3-2-1 Task to enable the attendees practice critical thinking skills.





REFLECTIONS ON THE 50TH IATEFL CONFERENCE 13 - 16 April 2016

Summarized by
M. Nazlı Güngör

The 50th IATEFL Conference was held and celebrated in Birmingham ICC Centre between 13 and 16 April, 2016 this year. There were five successful plenary speakers: Prof. Dr. David Crystal, Prof. Dr. Diana Larsen Freeman, Silvana Richardson, Scott Thornbury, and Jan Blake. There were over 500 concurrent sessions as well as evening and social events this year. The conference started with PCEs and Associates Day (A-Day) on April 12th. As an

associates committee member for two years, I was one of the organisers and presenters at IATEFL this year. The A-Day started with a welcome speech by Lou McLoughlin, the associates representative. Adrian Tenant, Carol Read, and Marjorie Rosenberg also greeted and welcomed the participants through their enthusiastic talks. Similar to previous years, associate representatives were given an hour for poster presentations of their associations in the afternoon. Different from the previous years, Adrian Tenant gave a certain amount of time to participants to discuss the ways for getting funding and increasing the number of members to associations. British Council kindly supported the day by offering a wide variety of food, drinks, and a successful



presenter. There were 70 associate representatives coming from different continents this year. It was great to share and exchange ideas on how colleagues were performing and running their associations in their own contexts. The day ended with a beautiful surprise by IATEFL Head Office. We handed out the IATEFL mugs to participants at the end of the day. Participants were very satisfied and happy to have received both useful information on associations and these mugs.

The next day started with Prof. Dr. David Crystal's speech on the past, present and future of English in the world as a global language. The day went on with workshops, panels, signature events, and papers of presenters from different countries. There were wonderfully informative and entertaining evening events such as the British Council Networking event, Shakespeare music night, and stories with Alec Williams. The British Council Event brought many colleagues, publishers, and participants together again this year. Silvana Richardson discussed the native and non-native division in ELT on her plenary speech on the second day. While the exhibition stands were fantastically performing to attract more and more visitors throughout the conference days, associate representatives manned the stand to present news from their associations.

The second evening continued with the UK Fair list, a musical celebration of IATEFL's 50th

year, Shakespeare night with the Crystals, the International Quiz event, and Macmillan Education night. I participated in the Shakespeare night with the Crystals because this year is the 400th anniversary of Shakespeare's death. The Crystal family entertained the participants as couples with a potpourri of new and old pieces on Shakespeare, and interesting and detailed facts about his work of art and plays.

The third day started with a kind celebration by Prof. Dr. Diana Larsen Freeman on IATEFL's 50th year. She presented her speech in lecture style on the implications of affordances for English language learning and teaching. There were cultural visits to the famous town of Shakespeare, Avon upon Stratford. We visited the beautiful moors upon Avon, the house of Anna Hattaway (Shakespeare's wife), and the house where Shakespeare was born in Stratford. After we turned back from the tour, a selection of social events was waiting for us. We joined the extensive reading foundation reception and awards ceremony. Lindsay Clandfield hosted the event this year. These awards were divided into six categories: very young learners, young learners, adolescents and adults: beginner, elementary, intermediate, and upper-intermediate and advanced levels. The first 200 attendees received complementary copies of each category.

The final day started with Scott Thornbury's speech and ended with Jan Blake's stories. I also gave our workshop titled as 'Developing Children's thinking skills through games in the 21st century skills' together with my partner, Mustafa Akin Güngör.

The 51st IATEFL Conference will be held in Glasgow in 2017 April. See you there!





REFLECTIONS FROM THE 3rd EURASIAN EDUCATIONAL RESEARCH CONGRESS

31 May - 3 June 2016

Summarized by
M. Nazlı GÜNGÖR & M. AKIN GÜNGÖR

3rd International Eurasian Educational Research Congress (EJER) was held in Muğla Sıtkı Koçman University in Muğla between the dates May 31 and June 3, 2016. 1250 presenters from different subject areas in primary, secondary, and higher education levels delivered their speeches including papers, posters, and workshops during the four-day conference. The sponsors were Thomson Reuters, Anı Publishing, Murat Education Institute, Bilfen Publishing, Bonelli, Ministry of Youth and Sports, Ejer, and Enad. The first day opening dinner was given at Yücelen Hotel Akyaka with a fantastic sea view near the Akyaka beach. Sponsors kindly funded the dinner. Participants met, shared, and socialized accompanied by a wonderful menu and orchestra. A boat trip was organized for Cleopatra Island, Incekum, and Blue Bay for the following 3 days for participants to introduce the Gökova Gulf and the natural beauties along the coast. The gala dinner was kindly given by the major on the last day of the conference at Iskender Saraçoğlu Culture Centre. The conference programme was full with workshops on mixed methods research design, the future of teachers, trainers, and education, and getting published in international journals, and shaping the future of education through international and multidisciplinary research. The plenary speakers were Albert Bandura, Michael Borenstein, Anthony J. Onwuegbuzie, and David Haudry. We gave two paper presentations, one of which was ‘The contributions of collaborative teacher development tools to pre-service teachers’ preparation in teaching English to young learners’, and the other one of which was ‘Understanding pre-service teachers’ practicum experiences from a sociocultural perspective’. The first one was a joint paper presentation while the latter was also a joint paper but with Assist. Prof. Dr. Müge Tavil. The sessions were full with participants from different universities in Turkey. The congress presentations were mostly given in Turkish.

Overall, the congress went on with great success. Participants both enjoyed the beautiful nature of Muğla and the thematic variety in education. We hope to meet you in the next congress. Have a nice summer holiday ☺



**RREFLECTIONS ON THE
INGED AND US EMBASSY CO-EVENT
HOSTED IN KONYA**

3 June 2016

Summarized by
Esen Metin

INGED & US EMBASSY CO-EVENT
Date: Friday 3 June, 2016
Venue: NE University
Ahmet Keleşoğlu Faculty of Education, Meram, Konya

12.30 – 13.30 Registration

13.30 – 14.30 “How to fire up learners: stimulating speaking activities”. *Esen Metin*

14.30 – 14.50 Coffee Break

14.50 – 15.50 “Be the master of the course book, not a slave”. *Prof. Dr. Aydan Ersöz*

15.50 – 16.50 "Fast and Fun: Practical Tips to Jazz Your Lessons up". *Büşra Delen*

The event is free of charge.
Please contact Assist. Prof. Dr. Ece Sarigül, Director of the School of Foreign Languages. ydyo@konya.edu.tr

The second INGED & US EMBASSY CO-EVENT was hosted by Necmettin Erbakan University in Konya on June 3, 2016. In the first session, Esen Metin gave a talk on “How to Fire Up Learners: Stimulating Speaking Activities”. In the second session, Prof. Dr. Aydan Ersöz held a workshop on “Be the Master of the Course Book, not a Slave”. The final speaker, Büşra Delen gave a session on “Fast and Fun: Practical Tips to Jazz Your Lessons Up”.

**“How to Fire Up Learners: Stimulating Speaking Activities”
by Esen Metin**

In the workshop session, the importance of speaking skills and speaking classes is discussed. Rather than practicing speaking as a part of pre-listening or pre-reading stages, it is emphasized that speaking skills need to be practiced in structured lessons which primarily focus on fluency. While designing a speaking class, topic, task and tools need to be considered in detail. An interesting, provocative topic; a purposeful task; and tools (necessary grammar and vocabulary) are key to a successful speaking lesson. Choosing stimulating

topics, using emotion evoking visuals, asking thought provoking questions, and employing problem-solving tasks and dilemmas are vital to engage students during the speaking classes. In the session, examples tasks are introduced and the role of teachers in a speaking class is also discussed briefly.



SOMETHING TO THINK ABOUT

Here are three articles that are on three different topics.

<http://exclusive.multibriefs.com/content/puzzling-for-learning-quick-brown-foxes-and-lazy-dogs/education>



PUZZLING FOR LEARNING: QUICK BROWN FOXES AND LAZY DOGS

By Debra Josephson Abrams

In my previous article, I wrote about the value of Wordsmith.org, a website that offers 22 years (and counting) worth of linguistic goodies in one simple package.

Wordsmith.org offers "A Word a Day," a daily email of theme-based words, their definition(s), pronunciation, usage and etymology. A recent theme — "Playing with Words" — inspired me to develop activities based on the words.

This month, I've developed a pangram activity.

You're likely aware of this sentence: "The quick brown fox jumps over the lazy dog." It is a pangram, "a sentence that makes use of all the letters of the alphabet." A perfect pangram uses all the alphabet's letters only once.

This lesson is adaptable to various levels, can be done in one or over a couple class sessions, and taps linguistic, logical, inter- and intrapersonal, and visual-spatial intelligences while nurturing vocabulary expansion and student and teacher self-reflection.

Writing pangrams is challenging; writing pangrams that make sense can be maddening. But if you and your students are up for a brain-teasing, linguistically pleasing, clever endeavor, give it a try.

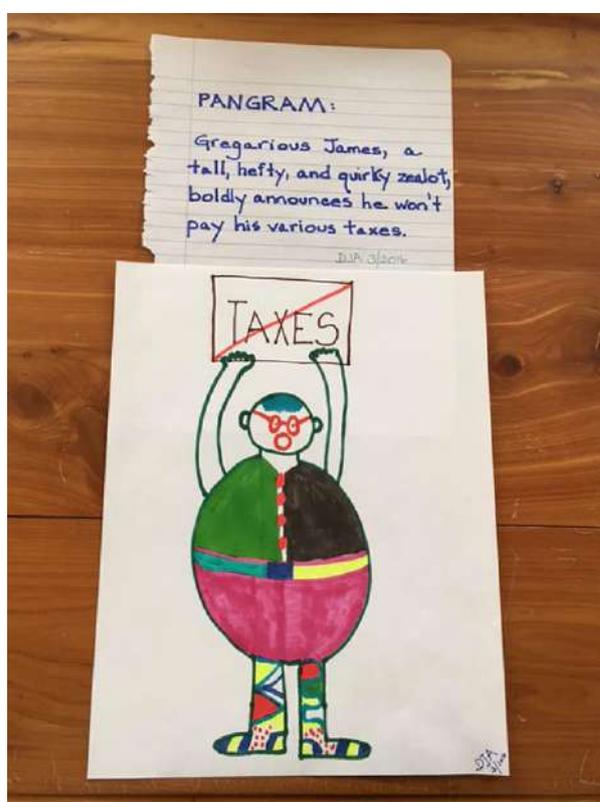
Instructions

1. Begin with the knowledge in the room: Ask students if they know what a pangram is or what they think it is. Put their answers on the board, ideally inside a brainstorm bubble with their answers stemming from it.
2. Ask if they know what part of speech it is and why they think that.
3. Show them a pangram example and ask them — either in pairs, small groups or as individuals — to see if they can discover what a pangram is. A good source of pangrams can be found [on this blog](#).
4. Put their answers on the board; work on a common definition.
5. Provide the dictionary definition of the term and compare how it matches their definition.
6. Have students write their own pangram. To help them focus, you may want to brainstorm a

list of words with uncommonly used letters and suggest they use a topic. Cornell University's math department offers a [table](#) that shows the frequency with which letters are used in the English language. According to the table, based on analysis of 40,000 words, the eight least used letters are, in order, p, b, v, k, x, q, j and z.

7. Once students have finished their pangram, have them illustrate their work.
8. Ask students to make a short presentation about their pangram. They should explain both their process for creating the pangram and their illustrations.
9. To increase the challenge, see if students can create a perfect pangram.
10. Compile the pangrams in a publication that students can take with them at the conclusion of the course. You can have students choose publication cover art from clip art or have students contribute to an illustration; perhaps one of your students is an artist and would enjoy creating the illustration.

Ideally, instructors will write, illustrate and share their pangram with the class. Here's a pangram I created: Gregarious James, a tall, hefty and quirky zealot, boldly announces he won't pay his various taxes.



About the Author



For nearly 30 years, Dr. Debra Josephson Abrams has taught English to both native and non-native English users. A national and international conference presenter, Abrams has written in a number of genres and for many publications. Her areas of expertise include liberatory pedagogy; teacher training, peer coaching and mentoring; multiple intelligences and learning styles; composition pedagogy and practice; critical thinking, critical literacy and critical reflection; research and research training; curriculum design; and formative assessment. Abrams is the owner of Parts of Speech Educational Creativity and Down the Shore Images. She can be reached at partsofspeechec@gmail.com

VOICES

What's new in English language teaching?

By Rachael Roberts

Rachael Roberts looks at the latest trends ahead of the ELTons Awards for innovation in English language teaching resources, live-streamed on 4 June 2015. We are accepting applications for the ELTons 2016 until 6 November 2015.

This is an article about new trends in English language teaching (ELT) resources, but none of the trends that follow are, strictly speaking, new.

Take, for example, the idea of **spaced repetition**, which is a buzzword at the moment. Back in 1885 (I told you it wasn't a new idea), Hermann Ebbinghaus carried out an experiment designed to measure how quickly we forget. He discovered that, unless new information is reinforced, we quickly forget what we have learned. In the 1930s, other researchers followed this up by looking at how often we need to reinforce new information, and found that spacing out repetition – revising the information every two days, then every four, then every eight, and so on – was most effective.

So, we've known about spaced repetition for quite a while, but it has been difficult to implement, as it involves keeping track of an awful lot of words. However, this is something that a language-learning computer programme or app can do brilliantly. And so we're starting to see more and more language-learning apps which use the principles of spaced repetition, such as Lingopolis or Olive Green – two nominees for the ELTons awards this year.

Another way in which digitalisation is affecting ELT resources is in the way it's **connecting learners with the outside world**. Students nowadays have access to an incredible amount of English-language material online. But while this is clearly beneficial, it can also be a bit overwhelming. Students don't always know where to go for the most appropriate material. For teachers, the amount of time needed to find, select and prepare materials can be off-putting.

As a result, more and more sites that adapt materials for students are appearing. Easier English Wiki, for example, provides students (and teachers) with free materials based on articles from New Internationalist magazine. Newsmart is an app that uses daily, up-to-date content from the Wall Street Journal to teach language and develop reading and listening skills.

More traditional learning materials are also following this trend by joining up with outside companies. **Unlock** is a new series from Cambridge University Press, which uses content from Discovery Education. **Pearson's Speakout series**, a previous ELTon award winner, has partnered up with the BBC.

Another effect of our increasingly online world is the growth in **more specialised ELT materials**. While publishers continue to produce large, globally oriented courses, there is more and more scope for niche, local products written for specific groups of learners. Dr Chris Lima's **EAP Shakespeare** materials, nominated for the Macmillan Award for New Talent in Writing, is one such example.

Teachers are starting to create materials in ways that would have been impossible some years ago. Nearly every student now carries a powerful mini-computer, video camera and audio recorder in their pocket (otherwise known as a mobile phone) and teachers are finding new ways to **use this technology in the classroom** for learning English.

Web tools and unprecedented access to authentic materials online mean that teachers can create courses tailored to the specific needs and interests of their students.

But not all the latest trends rely on technology. A very noticeable trend is towards **more creativity in the classroom**. This probably started with Ken Robinson's talk, **How schools kill creativity**. Viewed millions of times, it has definitely brought creativity back to the forefront of teaching and materials design. There are other signs too, such as the setting up of **The C Group**: a group of ELT teachers and materials writers dedicated to encouraging creativity in the classroom.

Quite a number of the nominees for this year's ELTons reflect this creativity. For example, **Mytera's Fortress** and the **Atama-ii** set of graded readers, both of which draw on fantasy role-playing games. Or **Creative English**, which uses soap-opera scenarios, and **ARM Cubes**, which encourages learners to interact with language by working with audio and video.

Creativity is often about seeing things from a new perspective. This brings us to my final trend: **21st-century skills**. Some people might say this isn't new either, as people have been talking about 21st-century skills since the start of the century. However, I think the idea is still developing, not least because not everyone entirely agrees about what we mean by 21st-century skills. Generally, it is used to refer to skills that are felt to be of particular importance in today's world. For example, critical thinking, problem-solving and collaboration.

But weren't these skills always important, you may ask? Yes, of course, but in a world where people are unlikely to stay in the same job for life, and interpreting and using information is becoming more important than memorising it, the emphasis on these sorts of skills needs to be greater.

With this in mind, we are seeing ever more materials that teach these kinds of skills as well as the language. **Oxford Discover** is one such series, based on the 'four Cs' (critical thinking, communication, collaboration and creativity). Another example is the **Macmillan Life Skills** series, which treats broader soft skills such as raising self-awareness, and influencing and managing others.

While none of these five trends may be exactly new, they are tremendously exciting. ELT resource creators are not just producing the same old stuff year on year. Teachers and their students have a lot to look forward to.

Join Rachael Roberts on 4 June 2015 to find out who will be the winners of the prestigious ELTons Awards. Rachael will be live-blogging throughout the ceremony. Join the discussion on Twitter at #ELTons2015.



Changing Times

In 1998, Kodak had 170,000 employees and sold 85% of all photo paper worldwide. Within just a few years, their business model disappeared and they got bankrupt.

What happened to Kodak will happen in a lot of industries in the next 10 year - and most people don't see it coming. Did you think in 1998 that 3 years later you would never take pictures on paper film again?

Yet digital cameras were invented in 1975. The first ones only had 10,000 pixels, but followed Moore's law. So as with all exponential technologies, it was a disappointment for a long time, before it became way superior and got mainstream in only a few short years. It will now happen with Artificial Intelligence, health, autonomous and electric cars, education, 3D printing, agriculture and jobs. Welcome to the 4th Industrial Revolution. Welcome to the Exponential Age.

Software will disrupt most traditional industries in the next 5-10 years.

Uber is just a software tool, they don't own any cars, and are now the biggest taxi company in the world. Airbnb is now the biggest hotel company in the world, although they don't own any properties.

Artificial Intelligence: Computers become exponentially better in understanding the world. This year, a computer beat the best Go player in the world, 10 years earlier than expected. In the US, young lawyers already don't get jobs. Because of IBM Watson, you can get legal advice (so far for more or less basic stuff) within seconds, with 90% accuracy compared with 70% accuracy when done by humans. So if you study law, stop immediately. There will be 90% less lawyers in the future, only specialists will remain.

Watson already helps nurses diagnosing cancer, 4 time more accurate than human nurses. Facebook now has a pattern recognition software that can recognize faces better than humans. In 2030, computers will become more intelligent than humans.

Autonomous cars: In 2018 the first self driving cars will appear for the public. Around 2020, the complete industry will start to be disrupted. You don't want to own a car anymore. You will call a car with your phone, it will show up at your location and drive you to your destination. You will not need to park it, you only pay for the driven distance and can be productive while driving. Our kids will never get a driver's licence and will never own a car. It will change the cities, because we will need 90-95% less cars for that. We can transform former parking space into parks. 1,2 million people die each year in car

accidents worldwide. We now have one accident every 100,000km, with autonomous driving that will drop to one accident in 10 million km. That will save a million lives each year.

Most car companies might become bankrupt. Traditional car companies try the evolutionary approach and just build a better car, while tech companies (Tesla, Apple, Google) will do the revolutionary approach and build a computer on wheels. I spoke to a lot of engineers from Volkswagen and Audi; they are completely terrified of Tesla.

Insurance companies will have massive trouble because without accidents, the insurance will become 100x cheaper. Their car insurance business model will disappear.

Real estate will change. Because if you can work while you commute, people will move further away to live in a more beautiful neighborhood.

Electric cars will become mainstream until 2020. Cities will be less noisy because all cars will run on electric. Electricity will become incredibly cheap and clean: Solar production has been on an exponential curve for 30 years, but you can only now see the impact. Last year, more solar energy was installed worldwide than fossil. The price for solar will drop so much that all coal companies will be out of business by 2025.

With cheap electricity comes cheap and abundant water. Desalination now only needs 2kWh per cubic meter. We don't have scarce water in most places, we only have scarce drinking water. Imagine what will be possible if anyone can have as much clean water as he wants, for nearly no cost.

Health: The Tricorder X price will be announced this year. There will be companies who will build a medical device (called the "Tricorder" from Star Trek) that works with you phone, which takes your retina scan, you blood sample and you breath into it. It then analyses 54 biomarkers that will identify nearly any disease. It will be cheap, so in a few years everyone on this planet will have access to world class medicine, nearly for free.

3D printing: The price of the cheapest 3D printer came down from 18,000\$ to 400\$ within 10 years. In the same time, it became 100 times faster. All major shoe companies started 3D printing shoes. Spare airplane parts are already 3D printed in remote airports. The space station now has a printer that eliminates the need for the large amount of spare parts they used to have in the past.

At the end of this year, new smartphones will have 3D scanning possibilities. You can then 3D scan your feet and print your perfect shoe at home. In China, they already 3D printed a complete 6-storey office building. By 2027, 10% of everything that's being produced will be 3D printed.

Business opportunities: If you think of a niche you want to go in, ask yourself: "in the future, do you think we will have that?" and if the answer is yes, how can you make that happen sooner? If it doesn't work with your phone, forget the idea. And any idea designed for success in the 20th century is doomed in to failure in the 21st century.

Work: 70-80% of jobs will disappear in the next 20 years. There will be a lot of new jobs, but it is not clear if there will be enough new jobs in such a small time.

Agriculture: There will be a 100\$ agricultural robot in the future. Farmers in 3rd world countries can then become managers of their field instead of working all days on their fields. Aeroponics will need much less water. The first petri dish produced veal is now available and

will be cheaper than cow produced veal in 2018. Right now, 30% of all agricultural surfaces is used for cows. Imagine if we don't need that space anymore. There are several startups who will bring insect protein to the market shortly. It contains more protein than meat. It will be labeled as "alternative protein source" (because most people still reject the idea of eating insects).

There is an app called "moodies" which can already tell in which mood you are. Until 2020 there will be apps that can tell by your facial expressions if you are lying. Imagine a political debate where it's being displayed when they are telling the truth and when not.

Bitcoin will become mainstream this year and might even become the default reserve currency.

Longevity: Right now, the average life span increases by 3 months per year. Four years ago, the life span used to be 79 years, now it's 80 years. The increase itself is increasing and by 2036, there will be more that one year increase per year. So we all might live for a long long time, probably way more than 100.

Education: The cheapest smartphones are already at 10\$ in Africa and Asia. Until 2020, 70% of all humans will own a smartphone. That means, everyone has the same access to world class education. Every child can use Khan academy for everything a child learns at school in First World countries. We have already released our software in Indonesia and will release it in Arabic, Suaheli and Chinese this Summer, because I see an enormous potential. We will give the English app for free, so that children in Africa can become fluent in English within half a year.

Source: Unknown: Popular on various websites and shared via email or facebook

Speech Bubbles Theatre

are performing

“M@tthild@: The School Days”

on Friday 3rd (19.30),
Saturday 4th (15.00 and 19.00)
and Sunday 5th June (15.00).

Tickets and information at: www.speechbubbles.org

“M@tthild@: The School Days” is adapted from the mega smash West End hit show featuring all the extraordinary Roald Dahl characters and the dynamic dance and sing-a-long songs chorus numbers. It will be a performance not to be missed and never to be forgotten - a perfect end of year school trip or family outing.

Speech Bubbles Theatre has been performing musicals in Istanbul for almost 25 years.

Speech Bubbles is an Istanbul based drama group with a mixture of professional and amateur actors, singers and dancers. The group supports charities that benefit children and education.

This year we will be performing “M@tthild@: The School Days Musical” on 3rd, 4th and 5th June 2016 at Profilo AVM, Mecidiyekoy.

Tickets available from: www.speechbubbles.org
or at the door on performance days.

Regards
Speech Bubbles Staff

**The International Research Foundation for English Language
Education
TIRF
is inviting nominations for the 2017 Alatis Prize competition**

TIRF established the TIRF James E. Alatis Prize for Research on Language Policy and Planning in Educational Contexts to honor the contributions of their outstanding educator and association founder and leader to the field.

A prize of \$500 will be awarded for an article or chapter published in English and dealing with some aspect of language policy or planning in educational contexts.

Submissions may be articles published in scholarly peer-reviewed journals or peer-reviewed chapters in edited books.

Nominations are due by September 1, 2016.

For more information about TIRF's Alatis Prize, further details pertaining to important dates, and to learn about the nomination procedures, please visit:

<http://www.tirfonline.org/grants-prizes/alatis-prize/>

**USA Embassy,
Regional English Language Office
(RELO)
Summer Institute/Workshop**

**In Eskişehir on 11-15 July &
In Nevşehir on 18-22 July**

All university prep school teachers,
4th grade English teaching students,
primary and middle school English teachers
are invited to this **FREE** institute.

The first 50 applicants will be accepted to the program.

The hotels where the institutes will take place will be announced later.

The US Embassy will cover the course fee and lunch expenses;
participants will be asked to pay for their travel and accommodation.

Please apply below by indicating which institute you wish to attend:

Eloturkey@yahoo.com

**PLEASE CHECK OUT OUR 'USEFUL LINKS' PAGE ...
AND IF YOU HAVE ANY LINKS TO SITES
USEFUL FOR ENGLISH LANGUAGE TEACHERS
DO LET US KNOW.**

News



<http://www.iatefl.org>

**The 51st Annual Conference and Exhibition
Scottish Exhibition & Conference Centre (SECC), Exhibition Way,
Glasgow G3 8YW, UK**

4 - 7 April 2017

PCEs: 3rd April 2017

For scholarship details:

<http://www.iatefl.org/scholarships/scholarships-overview-and-faqs>

Proposal Deadline: 9 September 2016

<http://www.iatefl.org/annual-conference/glasgow-2017>

IATEFL MEMBERSHIP

Contact M. Nazlı Güngör at nazlidemirbas_06@hotmail.com

News from



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

Online Course: ESL for the Secondary Science Teacher

6 July – 2 August

Explore the role of cultural perspectives in learning science, guiding principles of second language acquisition, and methods of instructional design and assessment.

Online Course: Teaching Speaking and Real-Time Communication Online

11 July – 7 August

Explore ways to make teaching speaking come alive in real-time in an online context. Through hands-on group work, examine and practice with useful applications and tools.

Online Course: Grammar 1: Phrasal Structures

11 July – 7 August

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.

Online Course: Grammar 2: Multiclausal Structures

11 July – 7 August

Learn how to identify and explain active and passive voice; adjective, adverb and noun clauses; the use of participial phrases and subjunctive mood; and more. Write and share teaching plans for complex grammatical structures and come away with tools and resources for use in the classroom.

For more TESOL education programs, please visit the [TESOL website](http://www.tesol.org).

TESOL PROFESSIONAL DEVELOPMENT CALENDAR

TESOL 2016 Advocacy & Policy Summit: Learn. Share. Shape the Future.

19–21 June, Washington, DC, USA

Learn about U.S. federal education issues, enhance your leadership skills, and advocate for policies that support English learners and the field of English language education. Advance registration rates end 31 May.

Online Course: ESL for the Secondary Mathematics Teacher

1–28 June

Need help teaching math to ELs? TESOL can help. Learn about core ESL principles, the role of culture in learning math, and how to plan and implement instruction and assessment practices for ELs.

Online Course: Teaching Speaking and Real-Time Communication Online

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LEXOPHILLIA

How does Moses make tea? Hebrews it.
Venison for dinner again? Oh deer!

A cartoonist was found dead in his home. Details are sketchy.
I used to be a banker, but then I lost interest.

England has no kidney bank, but it does have a Liverpool.
I tried to catch some fog, but I mist.

They told me I had type-A blood, but it was a Typo.
I changed my iPod's name to Titanic. It's syncing now.

Jokes about German sausage are the wurst.
I stayed up all night to see where the sun went, and then it dawned on me.

This girl said she recognized me from the vegetarian club, I'd never met herbivore.
I'm reading a book about anti-gravity. I just can't put it down.

I didn't like my beard at first. Then it grew on me.
Did you hear about the cross-eyed teacher who lost her job because she couldn't control her pupils?

When you get a bladder infection, urine trouble.
Broken pencils are pointless.

What do you call a dinosaur with an extensive vocabulary? A thesaurus.
All the toilets in New York's police stations have been stolen. The police have nothing to go on.

I got a job at a bakery because I kneaded dough.
Velcro - what a rip off!

Don't worry about old age; it doesn't last.