

THE INGED NEWSLETTER

NEWS ON-LINE



Issue 3
October 2006

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INVITATION TO ALL INGED MEMBERS

THE INGED GENERAL ASSEMBLY

The annual *General Assembly* will be held
at 5:00 p.m. on **Friday, 27 October 2006**
at Middle East Technical University,
the Department of Basic English, E Block.

If the number of members is inadequate,
the second and final *Assembly* will be held
at the same place at 11:00 a.m. on **Saturday, 18 November 2007.**



From the President

Dear INGED Members,

INGED is excited to welcome you all in this third issue of *News On-Line*...

The school year has just started and we hope it to be another successful and fruitful experience for you not only as a teacher, but also as a learner. Life-long learning being on the agenda of several professionals, INGED is happy to announce ELT related conferences and events. Our Calendar of Events page at the INGED website is updated regularly and we encourage you, enthusiastic and devoted teachers and learners, to visit our website regularly. You will find contact details to both national and international events.

We have just a little time left for the 10th International INGED Conference to take place, and we have been getting prepared for it for a long time and look forward to seeing you in Konya. You can find the details about the plenary speakers on the INGED website. On the opening day of the conference, we are



A seal

this opportunity as Çatalhöyük is the oldest settlement in Anatolia, dating back approximately 9000 years.

proud to announce a presentation on the Çatalhöyük archeological site to be delivered by Ms. Nurcan Yalman, who has been doing extensive archeological studies on Çatalhöyük, as well as taking part in the excavation work on site. We are honored to have



Various finds at the exhibition in Istanbul

Though summer is the holiday season, several hard working English teachers attended the Ministry of Education seminars in different regions of Turkey, aiming at exploring and sharing new trends in ELT. In this issue of *News On-Line*, you can find the accounts of the trainers who delivered the sessions. Some

of the Ministry of Education trainers will be invited to the INGED Conference in Konya in appreciation of their efforts during these summer seminars. You may want to talk to them in person and share their experience in more detail.

INGED is always glad to hear from you about what you would like to see in *News On-Line*. With your feedback, *News On-Line* will be evolving and better serving your needs. Enjoy the third issue of *News On-Line*...

TOGETHER WE STAND...

Fatma Ataman
INGED, President



The 2005-2006 INGED Board members



From the Editor

Welcome back from the summer holidays dear colleagues. In the fall issue of our newsletter, we have summarized for you sessions from past conferences along with information about the Ministry of Education seminars where INGED trainers worked and met a lot of teachers in Kayseri Gumushane, and Malatya.

The dates of the annual TESOL and IATEFL Conferences are also approaching and so is our very own conference:

The 10th International INGED ELT Conference!

Let me take this opportunity to remind you of the details because we would like to see as many of you there as possible.

Our Annual Conference:

Date: 3-5 November 2006

Venue: Selcuk University, ELT Department

Plenary Speakers:

Prof. Dr. Aydan Ersoz, Tony Wright and Lynne Diaz-Rico

May I also remind you that your papers and reports of seminars or conferences that you attended are very welcome. Please contact us and we will publish your work. Your feedback to our newsletter is also very welcome; please let us know what else you would like to see in the newsletter and what you feel should be changed.

Have a fruitful and enjoyable year ...

AN INGED AFTERNOON IN ANKARA

Dear INGED Members,

We'd like to announce the INGED AFTERNOON with Tony Wright, teacher trainer at the College of St Mark and St John's, Plymouth, UK on Monday, 6 November between 16:00-17:30 hrs at Ankara British Council. This event will also be a video conference jointly organized by INGED, The British Council, and Sabanci University.

If you'd like to attend the INGED AFTERNOON event in Ankara, please reserve a seat by sending an e-mail message to fataman@metu.edu.tr by 19 October. Since seats are limited at BC in Ankara, the sign up will be on a 'first come first served' basis, and you will receive confirmation by 27 October.

If you are located in/around Istanbul and would like to attend the same event through video conferencing at Sabanci University, please contact Nazan Ozcinar (nazano@sabanciuniv.edu) by 19 October and you will receive confirmation by 27 October.

Tony Wright will be presenting a plenary session at the 10th International INGED Conference and he is sponsored by British Council. Below you can find the abstract for his INGED Afternoon Session.

Abstract: Learning to Teach Less 'Innocently'

In this interactive seminar we shall work on how we can become more critically reflective as language teachers, and teach less 'innocently' (Brookfield 1995). We shall explore ways in which we can create opportunities for professional development drawing on different sources of awareness about our teaching.

Looking forward to this exciting event,

INGED

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.



**ABOUT
THE 10th
INTERNATIONAL
INGED ELT CONFERENCE**

3-5 November 2006

Practice & Progress

Our Plenary Speakers:

[Prof. Dr. Aydan Ersoz](#)

[Tony Wright](#)

[Lynne Diaz-Rico](#)

Venue: Selcuk University, Konya, Turkey.

Contact: Serper Tumer: ser@metu.edu.tr



THE INGED DRAMA FESTIVAL

4 June 2006

hosted by

BUYUK KOLEJ, ANKARA

THE RESULTS



THE LEADING ACTOR



1. The Captain: Omer Faruk Yalcin (Ankara Maya Ozel Ilkogretim Okulu)
2. Nick: Sinan Sami Gur (Ozel Buyuk Kolej)
3. Peter Pan: Mustafa Ozdemir (Ankara Ozel Yuce Ilkogretim Okulu)

THE LEADING ACTRESS

1. The Queen: Merve Akilliok (ATO 65. Yil Ilkogretim Okulu)
2. The Princess: Dilara Balci (Ozel Buyuk Kolej)
3. Mrs Black: Seray Cakirgil (Gazi Universitesi Vakfi Ozel Ilkogretim Okulu)



THE MOST PROMISING ACTOR

1. The Mirror: Esmâ Cabuk (ATO 65. Yil İlkogretim Okulu)
2. The Medics: Deniz Alp Satik & Vito Dujmovic (Pakistan Embassy International Study Group)
3. Jack's Devil: Ata Uslu (Ozel Edirne Koleji)



THE MOST PROMISING ACTRESS

1. Tinker Bell: Ilgin Ozkazanc (Ankara Ozel Yuce İlkogretim Okulu)
2. Cindy: Serife Kaplan (Ozel Sevgi Koleji)
3. Mother Abbess: Asena Karaduman (Ankara Maya Ozel İlkogretim Okulu)

THE BEST PLAY

1. The Sound of Music (Ankara Maya Ozel İlkogretim Okulu)
2. Peter Pan (Ankara Ozel Yuce İlkogretim Okulu)
3. Beauty is the Beast (Ozel Sevgi Koleji)



THE BEST COSTUME



1. Snow White (ATO 65. Yil İlkogretim Okulu)
2. The Sound of Music (Ankara Maya Ozel İlkogretim Okulu)
3. Peter Pan (Ankara Ozel Yuce İlkogretim Okulu)

THE BEST MUSIC, SOUND, AND LIGHT EFFECTS

1. Snow White (ATO 65. Yil İlkogretim Okulu)
2. Peter Pan (Ankara Ozel Yuce İlkogretim Okulu)
3. The Sound of Music (Ankara Maya Ozel İlkogretim Okulu)



THE BEST STORY



1. "Pygmalion" Ilkyaz Arslan, Beste Pirinler, Zeynep Uslu, Kaan Tanaydin, Beliz Atalay, & Begum Kokturk (Baskent Universitesi Kolej Ayseabla)
2. "The Gypsy Queen" (Ankara Maya Ozel İlkogretim Okulu)
2. "Jack and the Beanstalk" (Ankara Ozel Yuce İlkogretim Okulu)

THE BEST STORY TELLER



1. Onur Can Zaim (Ankara Ozel Yuce İlkogretim Okulu)
2. Sinan Berk Acikalin; Dancers: Zeynep Tugba Kaya & Zuhal Selcuk (Ankara Maya Ozel İlkogretim Okulu)
3. Mustafa Asfuroglu (Ozel Antakya Ata İlkogretim Okulu)



THE JURY SPECIAL AWARD FOR THE TALENT OF THE FUTURE:

Esmâ Cubukcu - ATO 65. Yil İlkogretim Okulu

THE JURY SPECIAL AWARD FOR EXTRAORDINARY EFFORT:

Baskent Universitesi Kolej Ayseabla

THE JURY SPECIAL AWARD FOR A SHINING STAR:

ATO 65. Yil İlkogretim Okulu



**START PLANNING NOW FOR THE
2007 DRAMA FESTIVAL!**



WHICH PLAY?

WHICH STORY?

WHO WILL ACT WHICH ROLE?

WHO WILL HELP WITH THE COSTUMES?

WHAT KIND OF MAKEUP IS THE BEST?

**SEE YOU NEXT YEAR
AT THE INGED DRAMA FEST!**



TECHNOLOGY IN TEACHING:



HOW TO USE HOT POTATOES TO CREATE CLOZE EXERCISES, MATCHING EXERCISES, CROSSWORD PUZZLES, AND QUIZZES USING

by

Suzan Öniz, suzanoni@metu.edu.tr

Editor

Hot Potatoes is a program that allows teachers to prepare various types of exercises and quizzes. The following are the steps to use this program in the ELT class.

1. Download the free program from

<http://web.uvic.ca/hrd/hotpot>

This is the main page showing all six applications:



JQuiz: multiple-choice, true-false, text-entry or short-answer quizzes

JCloze: gap-fill exercises

JCross: crosswords

JMix: jumbled-sentence exercises

JMatch: matching and ordering exercises

2. REGISTER

In order to unlock all the features of the HOT POTATOES suite, register the programs directly from the home page at:

<http://web.uvic.ca/hrd/hotpot/>

Click on "Register." You will get your code instantly by email. Go into their database of users and start one of the potatoes by clicking on "Register" on the Help menu, and entering your user name and key.

THE SIX APPLICATIONS

JQuiz

To create open ended or multiple choice questions with or without a text. Looks like this:

The screenshot shows the JQuiz software interface. At the top is a menu bar with 'File', 'Edit', 'Insert', 'Manage Questions', 'Options', and 'Help'. Below the menu bar is a toolbar with various icons. The main area is divided into several sections: 'Title' at the top left, 'Q1' in the middle left, and a 'Multiple-choice' dropdown menu on the right. Below these are three tabs: 'Answers', 'Feedback', and 'Settings'. The 'Answers' tab is active, showing a table with four rows labeled A, B, C, and D. Each row has a text input field for the answer and a 'Correct' checkbox. The 'Feedback' tab is also visible, showing a large text area for feedback. The 'Settings' tab is on the right, showing a 'Correct' checkbox. Three callout boxes provide instructions: '1. Put the first question here.' points to the 'Title' field; 'Alternative: To add a text, click here.' points to the 'Insert' menu; '2. Write the correct answer/s and as many other answers that your students may produce here.' points to the answer input fields; and '3. Set according to your needs and SAVE.' points to the 'Correct' checkboxes. The status bar at the bottom indicates 'Config: english6.cfg'.

1. Put the first question here.

Alternative: To add a text, click here.

3. Set according to your needs and SAVE.

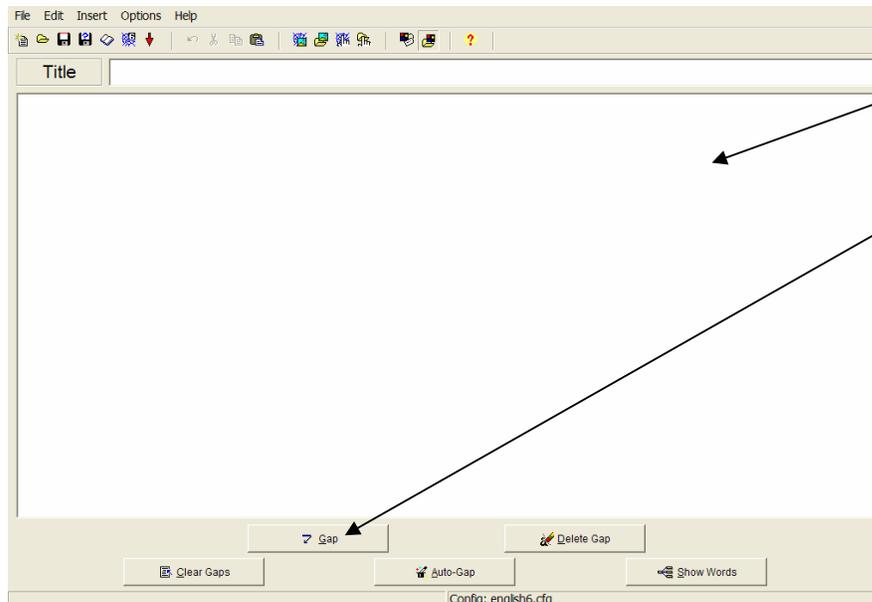
2. Write the correct answer/s and as many other answers that your students may produce here.

You can use all kinds of quiz formats. If for instance you want to add a text, open FILE and choose ADD READING TEXT. A separate window will open for this.

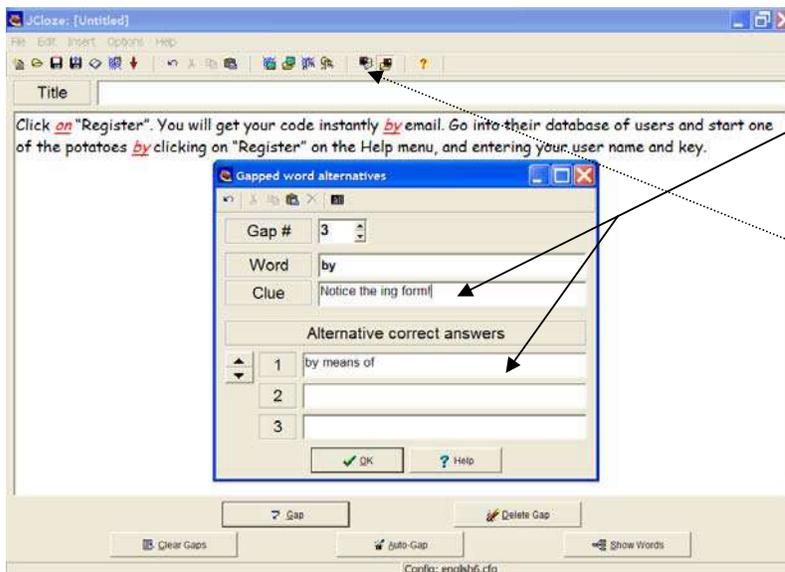
JCloze

To produce texts with blanks

Looks like this:



Place the text here. Highlight the word that you want to gap. Click Gap. A small window will open; like this:



Fill in the Clue and Alternative Correct Answers; click OK.

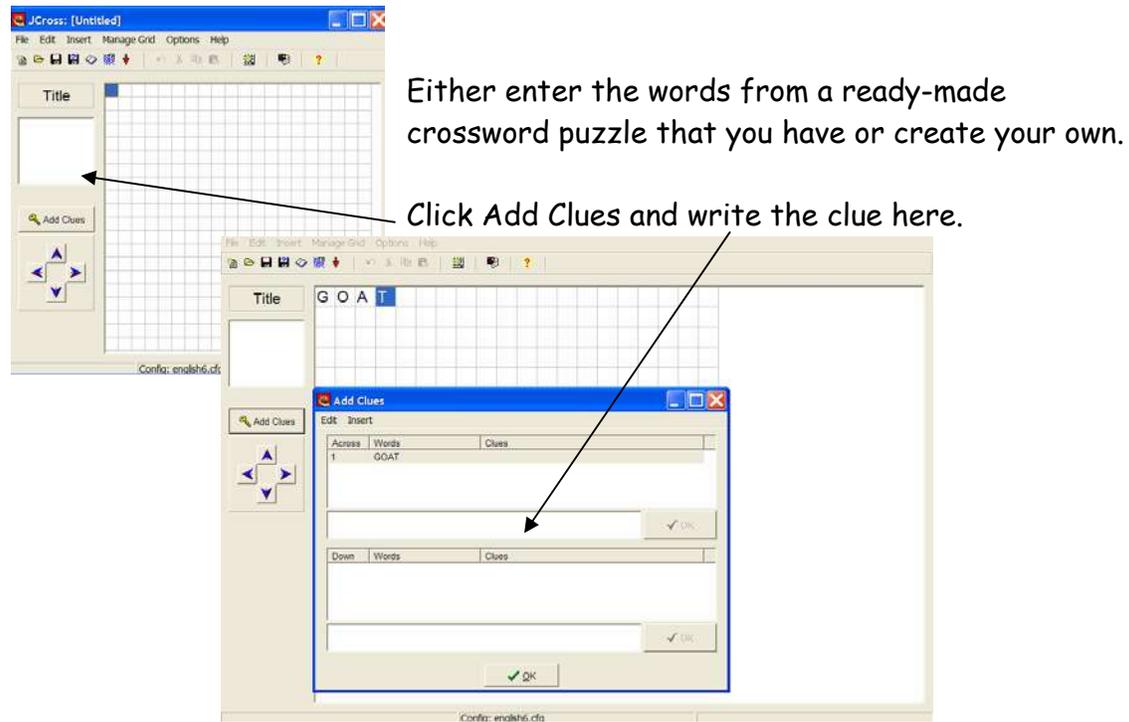
Go to the Configuration button to decide on the appearance of your exercise.

JCross

To produce crossword puzzles

Looks like this:

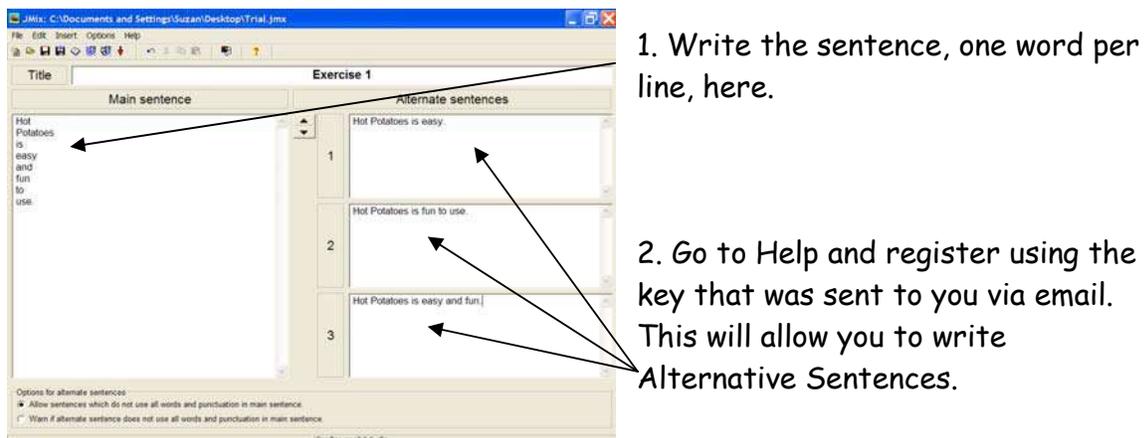
Looks like this:



JMix

To jumble sentences

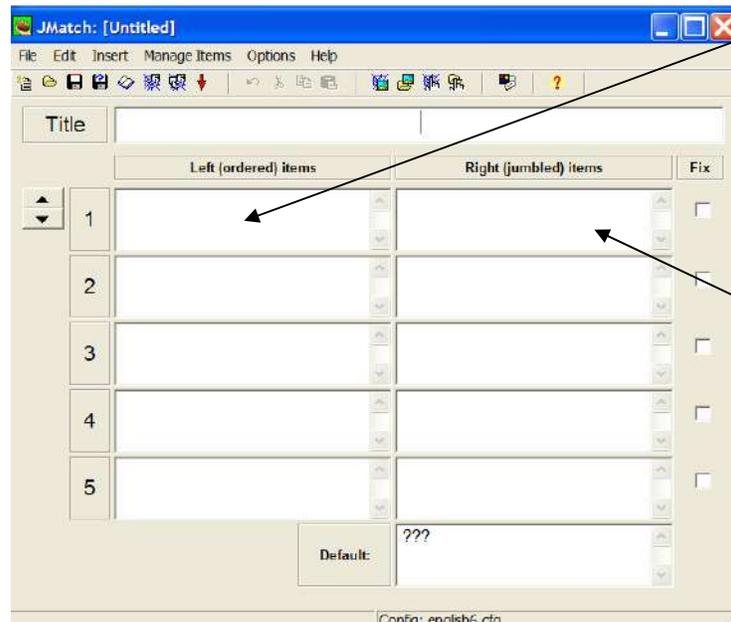
Looks like this:



JMatch

To produce matching exercises

Looks like this:

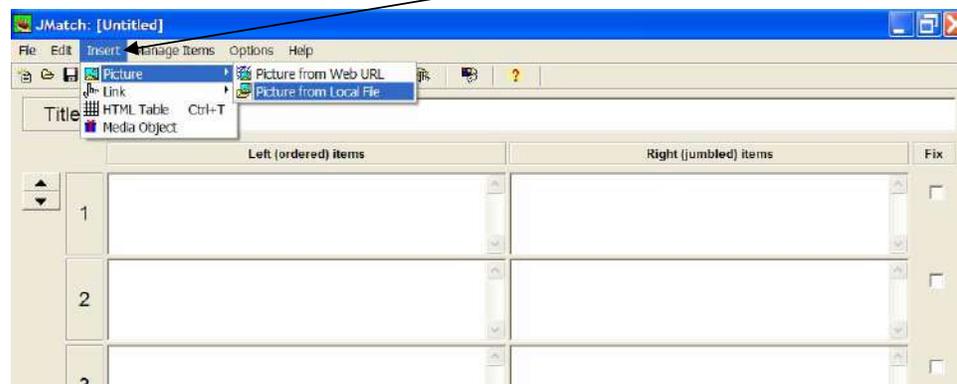


Put the phrases, sentence beginnings, words on this side.

Put the endings, collocations or definitions in this column. The program will jumble these.

The screenshot shows the JMatch application window with a menu bar (File, Edit, Insert, Manage Items, Options, Help) and a toolbar. The main area is divided into three columns: 'Title', 'Left (ordered) items', and 'Right (jumbled) items', with a 'Fix' column on the far right. There are five rows numbered 1 to 5. A 'Default: ???' field is at the bottom. Arrows point from the text annotations to the respective columns.

If you want to insert a picture, prepare a folder with the pictures that you wish to use and save it. Then go to Insert and choose Picture. Like this.



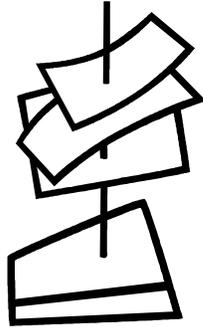
The screenshot shows the JMatch application window with the 'Insert' menu open. The menu options are: Picture, Link, HTML Table (Ctrl+T), and Media Object. The 'Picture' option is highlighted, and a sub-menu is visible with 'Picture from Web URL' and 'Picture from Local File' options. The main interface shows the 'Left (ordered) items' and 'Right (jumbled) items' columns, with rows 1, 2, and 3 visible.

The Masher

It can help you make larger units of materials, linked together but you need to get a separate registration key, which you can only get if you buy a commercial license for Hot Potatoes. Without the key, you can make small units of exercises. The Masher is also used to upload files which are not Hot Potatoes exercises to the www.hotpotatoes.net server.

Help

Once you have decided to try this program, go to Help and the tutorial there. It will tell you in more detail what to do.



NOTES FROM THE IATEFL TTEd & TD SIGs and BASKENT UNIVERSITY JOINT CONFERENCE ANKARA, TURKEY 25-28 May 2006

Summarized by: **Suzan Oniz**, suzanoni@metu.edu.tr

Middle East Technical University, Department of Basic English, Ankara, Turkey

Teacher Educators and Trainers in Turkey were very lucky this year because the related Special Interest Groups (SIGs) of IATEFL jointly organized a conference specifically addressing the current issues concerning teacher education and development. The main appeal of a specialist conference like this one is the narrowly focused topics, which also presents the attending educators with the problem of choice! Each presentation is attractive so deciding which one of these sessions to attend becomes painful, at least that was how I felt while studying the program booklet. I was constantly wondering if there could be a way for me to send part of me to one and another part of me to another presentation because I really wanted to be in both! I guess I will have to be patient until the proceedings appear and then I can read about the sessions that I had to miss.

In the lobby of Patalya Thermal Resort, the beautiful conference venue, after having decided which session to attend



I would like to share two sessions with you. The first one is about effective team work and the second one is about training students to peer-review and self-edit their writing.

FACILITATING CHANGE IN TEACHERS' PERCEPTION ABOUT 'TEAM WORK'

presented by Beril Yucel from Baskent University, Ankara.

The presenter introduced a framework for effective team work by first talking about the pre-implementation stage. One issue at this phase is needs, or identifying the needs of the teachers via questionnaires, observations, yearly feedback/appraisals. Another issue is clear expectations, or clearly communicating what is expected of the team in terms of their performance and outcomes while setting clear, specific, achievable, meaningful and realistic goals parallel to the mission of the institution. The final issue at the pre-implementation stage is context, or explaining the culture in the institution by highlighting the mission while at the same time setting a positive atmosphere of mutual respect, collaboration, and cooperation.

The presenter then moved on to explaining what is done during the implementation stage. This stage starts with the formation of teams in the most suitable and effective way and, if necessary, the definition of roles, leading to more knowledge, skill, and capability in team members. At the same time while teams are formed, the process of the team work activity is explained to members in a clear way and teams are informed about the time that they have to complete their activity. Implementation of team work continues while communication continues to play a major role. Effective communication means opening channels for communication, training team members to resolve conflicts, and establishing clear and honest means of idea exchange among all team members. Another ongoing application is feedback. Continuous and constructive feedback which is monitored closely helps all involved parties take action. The final element of the framework that Beril Yucel presented in her talk was improvement. Improvement of team work largely depends on returning to the starting point to check the aims, modifying the team activities, and thinking about new ideas. This is how and when change occurs in the proposed framework.

TOWARDS A "CHANGE OF HEART" ON RESPONDING TO STUDENT WRITING

presented by Deniz Arman, from Baskent University, Ankara.

The presenter covered various aspects starting from myths related to writing to the clarification of the meaning of the terms 'correcting' versus 'responding.' I would like to share with you the part which concentrated on how the presenter helped train writing tutors in a series of workshops. The attending tutors were informed that responding to student writing in the margins and summary notes

was helpful for students to understand what was expected of them and to be able to rewrite. When tutors were invited to respond to sample student writing, they were asked to write individual comments on each paper. They were then allowed time to evaluate each other's responses in groups. Later they were asked to compare and contrast their own responses with those provided by the teacher trainer leading the workshops with a general discussion at the end.

The tutors attending the workshops filled out a questionnaire on the process. I have grouped the results according to the response types. The views of the attending tutors were as follows:

	I totally agree
I make sure that I write at least one positive comment about the essay or paragraph.	84.7%
I pay attention to my tone and style in my comments. (e.g. asking questions and making suggestions instead of using imperatives)	77.8%
I select the common problems in my students' written work and highlight them in the classroom after handing their papers back.	69.%
I make sure that I start and end my comments with a praising remark. (e.g. Thank you, I enjoyed reading your essay, etc.)	59.2%
I address the students by their names while writing my comments.	54%
I perform the role of an audience rather than an examiner while providing feedback.	37.1%
Instead of highlighting all the errors in my students' written work, I select those which are more significant or repeated throughout the paper.	38.6%
	I don't agree at all
I mark the mistakes in my students' written work without writing any comments.	65.5%

	I somewhat agree + I agree
I encourage my students to peer review and self correct their written work and revise it.	42.3% + 34.6%
I suggest changes in content, organization and form by asking questions.	14.9% + 44.4%
I tell my students to check a particular issue in a grammar book or dictionary rather than providing the correct version myself.	44.4% + 37%
I am interested in content more than accuracy.	40.7% + 38.4%

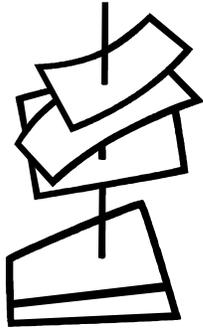
The follow up reflection comments provided by the tutors attending the workshops were very positive about the change that took place in their feelings, attitudes and intentions about providing feedback to their students' written work as well as in their students' motivation to writing and correcting their own mistakes. A small number of tutors thought that some feedback techniques were ineffective or impractical. When asked to specify these, they mentioned that using the question form when responding to student writing may lead to misunderstanding on the part of the student. One tutor thought that the techniques were not impractical or ineffective but time consuming. Another tutor mentioned the difficulty of writing long comments to each student's written work in crowded classes but ended by saying that she tried to word her responses in a friendly fashion.

MEMBERSHIP RENEWAL

There will be a table at the INGED Conference in Konya where you will be able to renew your membership or join as a new member.

NEW MEMBERS!

Please bring with you
a photo,
the Membership Form, and
a photocopy of your Nufus Kagidi.



NOTES FROM ICHLE 2006: INTEGRATING CONTENT & LANGUAGE IN HIGHER EDUCATION

Summarized by: Isil Günseli Kaçar, isil@metu.edu.tr

Middle East Technical University, Department of Basic English, Ankara, Turkey

ICHLE 2006 (Integrating Content and Language in Higher Education) conference was held in Maastricht, the Netherlands, from June 28 to July 1, 2006. The



conference was hosted by the Language Center in the Universiteit Maastricht. It aimed to bring together expertise on the integration of content and language in higher education by collating and sharing, good practice, and the

At the Maastricht Town Hall

1st row: left to right: Özlem Yagcioglu (Dokuz Eylül Uni), Isil Kaçar from METU; 2nd row: Jennifer Wright, Stella Williams (Cape Peninsula Uni of Technology, South Africa), Selma Karabınar (Marmara Uni), Turkey and David Crystal (University of Wales, UK); 3rd row: Svitlana, Markelova (Ivan Franco National Uni of L'viv, Ukraine), Bob Wilkinson (Uni of Maastricht)

results of research in this increasingly important aspect of higher education. It accomplished a myriad of objectives: identifying good practice in the introduction of content and language integrated learning in higher education and in instructional design for integrated learning, identifying effective didactic techniques that promote the development of both content and language, promoting critical awareness in the local environment by stimulating comparison with practices elsewhere, identifying adaptations to both content and language learning that may enhance mono- and multi-disciplinary learning, and highlighting the challenges to assessment and evaluation practices that integrated learning poses and to disseminate effective responses that institutions have developed.

The conference attracted a large enthusiastic international audience, approximately composed of educators and others who were engaged in the design, delivery and evaluation of academic programmes given wholly or partly

through the medium of a second language. It addressed key issues in four main conference themes: educational approaches and philosophies, content adaptations, course and programme design, and evaluation and assessment. In particular, it highlighted research into issues affecting higher education learning through a foreign language.

Prior to the official commencement of ICHLE 2006, a series of pre-conference sessions were organized. The pre-conference program, which took place on Wednesday 28 June, contained nine sessions on a variety of issues related to higher education: assessment for and of language learning, assessment as a means to promote learning, promoting/developing academic and intercultural skills for English medium higher education, designing integrated approaches: the teaching of academic literacy within disciplinary domains, student learning in a plurilingual environment, code-switching in content learning: the effects of

mother tongue (L) and L3 use on foreign-language medium (L2) higher education, reflective writing and collective thinking as mediating tools for content elaboration and social interaction, language and content integration in European Higher Education, networks



of multilingual education, and embedding the multicultural student population into the Dutch university environment.

The conference program included three keynote lectures covering three different subjects:

- Professor David Cristal from the University of Wales, Bangor: Towards a philosophy of language management
- Professor Jeroen van Merriënboer from the Open University of the Netherlands: Learning and teaching in the integrated curriculum
- Dr. Scott Ratzan from Johnson and Johnson Inc., Brussels: Advancing our health: Education and communication for health competence.

70 parallel sessions, 4 workshops and colloquia and 13 poster presentations were held during the conference, all of which offered the participants thought-provoking innovative perspectives and yielded fresh revealing insights into the integration of content and integration of higher education.

The following are reflections on a pre-conference workshop and a parallel session. The former, entitled *Student-centered learning in a plurilingual environment* by Jeannette Hommes from the Department of educational development and research, the Universiteit Maastricht, illustrated a relatively new approach to education in a multilingual setting that is called problem-based learning. It is a widely practised application throughout the Faculty of Economics and Business, which includes seven departments. Based on Barrows and Tamblyn (1980), the approach is centered around the principle that the more students are actively involved in the a learning activity, the more they remember. As suggested by Mintzberg (1975), it is of great importance to put students into situations where skills can be practised. Problem-based learning (PBL) possesses several basic tenets as follows:

- Students work together in small tutorial groups (the approximate group size is 14 students).
- The learning process is facilitated through problems, case studies, presentations and team work
- Teachers serve as learning coaches by taking on the tutor role.
- PBL is a practically-oriented, interactive educational system
- The path to finding the solution is as important as the solution itself
- PBL requires an active approach to the study of literature

Figure 1 below presents a model of PBL:

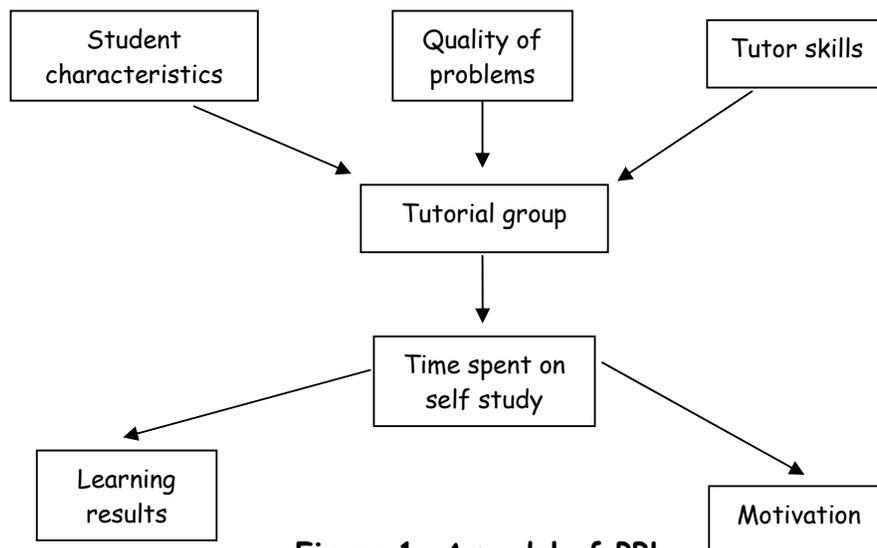


Figure 1. A model of PBL

As can be seen in Figure 1, activities in the tutorial group are influenced by student characteristics, quality of problems and tutor skills. Taking into consideration the heterogenous student profile, it is a real challenge to prepare a program that addresses the whole body of learners.

As to how PBL works, Figure 2 below is illuminating:

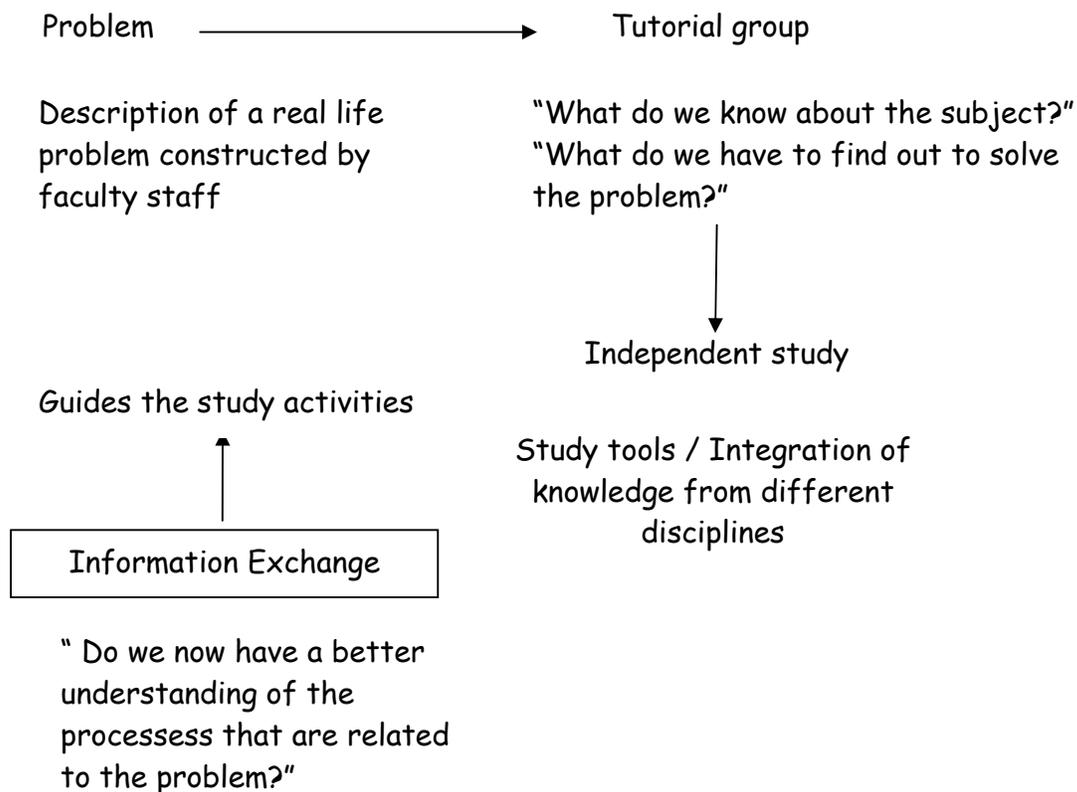


Figure 2. How does PBL work

As far as the tutorial group is concerned, it consists of more or less 14 students and a tutor. They meet twice a week for two hours. There is a pre- and post-discussion of the problems and learning goals. The group makes presentations of case studies, assignments, etc. Every group member is expected to come to the tutorial sessions prepared and be actively involved in the discussions.

With respect to the roles of group members, they operate on the basis of alternating roles. They swap roles of the discussion leader and secretary. The

leader chairs the discussion while the secretary keeps the minutes of the meeting, writes on the computer and distributes them to other students. The tutor, on the other hand, coaches the group. Before reading the literature on the issue, students are introduced to the problem.

Concerning the problems or case studies the tutorial group deals with, a sample problem is given below:

For more than fifty years the Lee Company of Merriam, Kansas, did a good steady business. In the 1960's and 1970's, Lee Riders were riding high as jeans became fashionable among women as well as men. Lee couldn't make jeans fast enough. Recently, however, ten plants were closed down. Furthermore, Lee's international sales decreased despite enormous demand in foreign countries. Nowadays, the company is struggling to reorient Lee to suit the changes in the external environment.

The tutorial groups follow a seven-jump model in dealing with the problems:

1. Solve difficult terms: Prior to the discussion, the group clarifies the unfamiliar terminology pertaining to the wording of the problem.
2. Define the problem: The group members try to comprehend and describe the problem at hand, which might be difficult, and prepare their agenda.
3. Brainstorm: The group members activate their background knowledge about the problem.
4. Analyze and criticize: The group elaborates on the points that they identified related to the problem at previous stages. Students structure the discussion with the help of the instructor.
5. Formulate learning objectives.
6. Study resources: The group members gather resources (through online research or library research) to be familiar with the literature related to the issue in question. They are required to find their own resources.
7. Report, synthesize and get feedback: At this stage, it is crucial for the group members to establish effective solutions to the problem. Members each reflect on what they have done - the individual and group learning process.

All through these steps, there is a great deal of collaborative work on the part of the group members. Each member gives feedback during the presentations.

With a view to evaluating the learning process, the tutor needs to take the following points into account:

- What has been learned about facts and concepts?
- How did the student reason through a problem?
- How did the student use resources and assist the group?
- Does the environment of organizations affect organizational success?
- Which environmental sectors should be taken into consideration to realign with the changes in the external environment?

As regards the tutor's roles in the PBL, the tutor stimulates the discovery process or learning process by balancing the student-direction with assistance. As one student points out, "he let the students in the tutorial have free rein ... but always held us accountable to a critical thought process". He/she also stimulates the learning process by creating a pleasant learning environment. As one puts it, "he responded to very diverse points of view, styles, and preparation equally enthusiastically. No one felt left out." Along with these roles, the tutor contributes to the process through his/her knowledge and experience as one student describes in the following way: "... obviously working hard at keeping up with what's going on in our course." Furthermore, he/she stimulates the self-monitoring process via stimulating the critical evaluation of ideas and promoting the students' discussion skills.

With respect to the consequences of learning to learn from the student perspective, students feel more responsible for their learning and they have more time for self study. In addition, they learn how to cooperate with one another as the learning process fosters interaction. Moreover, they function in a small scale environment with a great diversity in terms of the study material and are provided with an opportunity to select their materials/resources themselves. As a result, PBL paves the way to the learner autonomy.

As for the consequences for the teacher, PBL indicates a shift from teaching to learning paradigm by creating a powerful learning environment, designing courses based on tutoring instead of lecturing.

As research on PBL demonstrated (Evensen and Hmelo, 2000) PBL students are more highly motivated, better at problem solving and self-directed learning, better able to integrate basic science into the solutions of professional problems, and better at collaboration. Although initial learning is not as good as in a conventional curriculum, long term retention is superior.

PBL is advantageous to lecture-based education in three main ways. One is that it starts from real-life problems, practices and principles. Another is that it emphasizes skills development. There is a strong emphasis on communicative

skills, presentation skills, teamwork, analyzing and solving problems and self-direction and motivation. The other is it fosters the development of social networks.

According to the Corporate World Project, students educated through PBL are reported to score relatively high on people management skills, risk taking, intercultural awareness, social skills, team work, problem solving, analyzing and reasoning and integrity.

The presenter concluded by issuing a warning as to the execution of PBL in environments with a large international student population. In order for PBL to yield effective outcomes in such contexts, the management of diversity is essential. She pointed out several ways whereby this can be achieved:

- Employing international staff
- Offering English language courses for staff (on a voluntary basis)
- Organizing workshops for senior and junior staff
- Stimulating intercultural communication for teachers
- Launching an echo-project which involves skills training in intercultural communication for students

As the presentation suggests, PBL appears to be a promising venue to explore not only for the content area teaching but also for EFL teachers.

The parallel session entitled "Connecting disciplinary learning to language learning in the 'Middle Ground' of Academic Writing" was presented by Art Young and Donna Reis from Clemson University, Department of English, USA. It described the integration of "writing-to-learn" pedagogy in disciplinary content learning. "Writing-to-learn", a concept associated with the writing-across-the-curriculum (WAC) movement in England and the United States, is of growing interest wherever English language instruction or courses taught in English are important to the curriculum. Many writing-to-learn tasks are situated in a "middle ground" of academic discourse. These compositions are not personal writings, such as entries written in journals and field notebooks, yet they are not public writings such as academic papers drafted, revised, and speaking most often engendered in interactive classroom communities. Conversational discourse has an important role to play in promoting both academic language learning and disciplinary content learning.

The presentation was about a weblog discussion among three study-abroad university students from Spain in South Carolina, USA, who were not native speakers of English. It demonstrated the use of weblog assignments to generate

discussion among students at Clemson University about poems from Patrick Bizarro's book *Every Insomniac Has a Story to Tell* for a class titled *Composition for Teachers*. The discussion aimed to expand the students' understanding of the poetry and of poetic language in general and to experience different perspectives and critical responses that emerge.

The students were given detailed instructions as to how to proceed concerning the weblog discussion. Below are sample instructions:

- Introduce yourself briefly to the group and discuss your primary reactions to reading the selected poems. Compose this letter (about 200-300 words), save to disk, and then paste it in the weblog.
- Respond with personal and critical insight, focusing on the general meaning of one or two poems. Write about what interests you in such a way that it opens up the poems to further response and discussion. It is okay to ask questions about things you are unsure of or about things you would like to hear what others have to say.
- Suggestions: You might begin discussing the title in the context of the poem. You might mention two or three words or short phrases that seem central or at least quite important to the poem(s) you wish to discuss. For each word or phrase you selected, write a few sentences of your own referring back to the poem in order to explain why you think they are important.
- Read all your group members' postings, then reread the poems, and then post your response (about 150-200 words) to your group. Respond by name to two groupmates who have not yet been mentioned in someone else's second letter. Include what you learned from their posting: ideas, interpretations, or questions to which you can make a contribution, and new questions or issues that now have arisen. You may want to make meaningful connections to subjects beyond these poems such as family relations, violence, trust, or love.
- Read all your group members' postings, then reread the poems, and then post your response (about 150-200 words) to the ideas, issues, and opinions of others, citing two groupmates not yet mentioned in someone else's third letter. Toward the end, reflect on the educational value for you of your groups' blog letter Exchange. What, if anything, did you learn? What didn't?
- If you were unable to attend Patrick Bizarro's poetry reading, write a brief response to your experience for those who could not attend (about 100-120 words)

- If you could not attend the reading, you will have missed Bizarro's reading of his poem "Comics". Write a brief personal and critical response for the rest of us to enjoy (about 100-200 words)
- Before you post your poem, print a copy and do some editing and revising. Check for the following:
 - a. Does the poem have an appropriate title or is the first line appropriate as a title?
 - b. Has the poem been carefully edited for spelling, punctuation and clarity? Did you give careful attention to form: the way stanzas and lines are arranged and consistency in punctuation and capitalization?
 - c. Does the poem creatively explore a personal reaction? Does it involve images, word play, creative or unusual ways of looking at the topic you chose to write about? Have you avoided "telling" rather than "showing" your reader what to think?
 - d. Have you carefully considered and chosen exactly the right words, making the message as concise and subtle as possible? Is the syntax and diction appropriate to the message you are attempting to convey?

The students are given instructions in connection with the completion of the assignment, which is as follows:

- You must include your name at the end of your post to get credit.
- Respond to the prompt.
- Read the posts within your group before writing your response.
- You may post more times than the required minimum. You may read and respond to other groups' post, but it is not required.
- Write each entry as a letter or email message (e.g., "Dear Group," "Hello Folks", etc) and "sign" your name ("Until next time, Stephen"). Blog writing is frequently informal and collaborative rather than formal and academic.

The presentation also included invaluable tips for generating engaged online discussion on the part of the teachers. In electronic environments, responses to ideas and texts are dialogic rather than solitary and foster ongoing written conversations among readings and readers. These guidelines should be adapted to course content, design, and emphasis, as well as to the type of electronic communication (email list, discussion board, or Weblog)

1. Carefully integrate electronic discussions into course goals, not as add-on assignments
 - a. Participation should be mandatory, and on-time participation is crucial to establishing a conversational, academic Exchange

- b. To highlight the importance of online community as a complement to your face-to face community
- 2. Give students credit but not necessarily grades for their prompt, engaged participation. Without intervening in the students' discussion, you may provide feedback in an email or discussion board message or in person to the entire class mentioning insightful ideas generated by the discussion and encouraging further reading, thinking and conversation.
- 3. Offer precise directions with clear expectations: scope, approach, tone (courteous and respectful of various viewpoints), length (minimum and maximum: 250- 300 words), form, or genre (letter, memo, or report) and deadlines for each post.
- 4. Consider integrating internet research, where students include and discuss relevant Web sites as active links in their messages to each other.
- 5. In your guidelines, for the discussion, encourage explanations, examples, speculations, alternative viewpoints and connections to personal experience.
- 6. Have students include their own or more classmates' posts in their final course portfolios along with reflection on what was learned from specific classmates and from the e-discussion process.
- 7. Assign small groups, for example, five-to-seven students who read and respond to each other. Every group's posts should be available to the whole class, but students need only to read their own group's writing.
 - a. To expand the learning communities, have each group respond to a different group for one or more posts.
 - b. Encourage students to read all the posts of all the groups; select some exam questions from their discussions (and let them know you plan to do so)
- 8. Develop a heuristic, an adaptable approach that can be made more fluid or more directive.
 - a. First post: Respond to the reading or assigned topic with specific reference to the reading. Include brief summary, select a specific focus or point, develop that point with explanations and examples, and invite commentary from classmates about a particular concern, not the whole post, ending with an invitation or question.
 - b. Second post: Read all the posts in your group and then respond to the first post of a classmate who has not yet received a reply. Include specific reference to the main idea of the classmate's post and to the assigned reading or topic; expand on the classmate's ideas with additional information or ideas or offer an alternative viewpoint on topic and support your position with references to the reading or posts by other group members.

- c. Third post: Respond to the person who answered your first post with appreciation for their response and an explanation of ways their message increased your own understanding or stimulated your thinking.
- d. Additional post: Summarize all the messages from your group and analyse for primary points, similarities and differences, and other observations about the group's thinking
- e. If the class meets face to face, gather the writing group to discuss the issues in person and report orally to the class as a whole.

As to the benefits of the conversational writing from the teachers' perspective: Conversational language and interaction with other students contributed to a fuller and richer understanding of the assigned poems and poetry as a literary genre. It also led to the appreciation of multiple perspectives and of the complexity of literary analysis as students adjusted interpretations, the management of disagreements, and the development of further conversation and consensus building. Finally, using a variety of discourse styles, including conversational language and formal academic language, enhanced students' rhetorical understanding of purpose and audience.

Concerning the benefits of such writing from the students' point of view, all the participants in the study expressed explicitly that it contributed to fluency and confidence in the use of written English for informal and formal purposes. The textual analysis of the student writing revealed that their writing over the semester showed growth in using written English to generate meaning and to express their knowledge and understanding. Additionally, they reported that they expressed their ideas freely and with less anxiety about the correctness of their English and that they were motivated when they realized that their language and ideas were treated with respect by their peers and teacher.

To sum up, the online conversational writing approach advocated in this presentation seems a lot to offer EFL teachers and students in that it is likely to raise the level of motivation by fostering interaction and collaboration in class, functioning as a middle ground of academic writing.



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*A*bstract

Many teachers working in proficiency orientated institutions, whether they work in national, local teaching contexts or global ones, find themselves confronted with a heavily loaded curriculum, often split into language and separate skills, and a very limited time frame to work within. This dilemma often leads teachers to what seems to be an inescapably hasty, and more often than not, overloaded delivery of the requisite language patterns, skills and strategies. As a result, not only do students suffer from an inability to absorb information and lack of sufficient consolidation time, but also conscientious teachers worry about the quality of teaching and learning that is going on under such stress. What is more, in the majority of cases, teachers often rightly feel that they are ineffectual in affecting major changes in the syllabus. However, many of the same teachers may also be aware of the sense and logic of the 'less is more' approach. Faced with this quandary, this article considers practical ways of reducing the workload for both teachers and students without affecting the learning outcome. Optimising learning strategies are considered at the 'before teaching', 'while teaching' and 'between teaching' stages, covering areas from planning and preparation to fostering learner autonomy.

Whilst taking into account the practical circumstances in which teachers work, this article offers global solutions to local issues and aims to remind teachers that 'there is more to life than increasing its speed'.



Are you on the right track?

Or have you gone off the rails?



*I*ntroduction

Teaching is a time consuming occupation, and one in which both learner achievement and job satisfaction are proportional to time and effort expended, yet one of the commonest complaints heard from teachers is 'I haven't got time'.

In certain countries, cultures and education systems, however, this complaint is not directed towards extra duties, marking, running extra-curricular activities or coaching a school team, but merely towards classroom time in relation to content and materials to be taught.

These cultures and systems are often those with a tradition of rote learning and an emphasis on linguistic competence, and despite the communicative nature of globally designed materials, syllabuses are often structural in design, overloaded, proficiency orientated and set to meet an examination target. In such teaching contexts, the common teacher's complaint is extended to 'I haven't got time to practise the language', or 'I haven't got time for the speaking activities'. Cardinal sins are committed; language is not presented in context, production is minimal, mechanical exercises prevail, listening texts are ignored, and there is little or no pronunciation practice. Lessons tend to consist of explanations, copious examples and repetitive decontextualised guided practice activities designed for individual learners to complete and teachers to check as rapidly as possible. The solution to error is seen as further practice rather than reteaching. Time is seen as wasted in setting up communicative activities, and problems are compounded by an attitude to error manifest by yet more worksheets.

Working within such constraints, teachers are forced to misuse well designed course materials, and revert to the chalk and talk techniques by which they were probably taught themselves, however contemporary their training may have been. Most of these teachers are fully aware, however, that 'more of the same' is not the answer, that language learning is a bridge to life outside and after the classroom, and that there is an achievable balance between the linguistic and communicative competencies.

If there's one lament that I've heard over and over again from teachers it's the statement "I have too much content to cover!" It lies behind much of the resistance to change in teaching methods which I have encountered and has probably killed more innovations than any administrative dictates or situational constraints ever could. *(Marilla Svinicki, University of Texas)*

There are however, strategies that teachers can adopt to create time for more meaningful classroom activities whilst maintaining a manageable pace of learning, beginning with a number of questions fundamental to planning and preparation:

- How much can be done well in the time available?
- What can be left out?
- What can be amalgamated?
- What can be done beforehand?
- What can be done later?
- What they can do themselves?
- What's left?
- What's the logical order?
- Who's going to do what?
- How can it be made make it interesting, motivating and relevant?

The answers to these questions provide a basic sensibility in the overloaded teacher's decision making process, and lead to further decisions involving choice, integration and prioritisation, and a reappraisal of factors such as responsibility, motivation and autonomy. There are many strategies that ultimately lead to time saving and efficiency, some of which are used regularly by discerning teachers and some of which are used occasionally. However, the collective use of time and resource management strategies is rare. Individual strategies include:

- Providing incentives
- Giving encouragement
- Training the learners
- Providing self access facilities
- Peer teaching
- Achieving flow
- Avoiding overload
- Using project work
- Prioritising
- Establishing ground-rules
- Providing study skills
- Sharing the workload
- Sustaining motivation
- Using different frameworks
- Giving homework
- Minimising mechanical exercises
- Offering rewards
- Being prepared
- Encouraging autonomy
- Sharing responsibilities
- Maintaining interest
- Integrating language and skills
- Providing pre- and post- tasks
- Using technology wisely

Broadly, these strategies may be categorised according to their chronological place in the teaching and learning process: before teaching, while teaching and between/after teaching.

A stitch in time saves nine – before teaching

Interest, motivation and flow

Teachers tend to complain that their students seem unmotivated and this affects their own motivation and performance in the classroom. There are two questions, which such teachers might ask:

1. Might it not be the other way round?
2. Would you like to be a learner in your own class?

Few learners, particularly in examination-orientated institutions, are able to fully motivate themselves, and it is one of the teacher's roles to provide that motivation, even before teaching starts, by clearly defining goals and how they are going to be achieved. However, in order to create a positive learning environment; intrinsic rather than extrinsic motivation is what is required. Hence, typical motivational tactics such as reward, punishment and stimulation are unlikely to meet with success, whereas the promotion of interest, curiosity, novelty and enjoyment are more likely to promote a better long-term classroom atmosphere through individual and group intrinsic motivation.

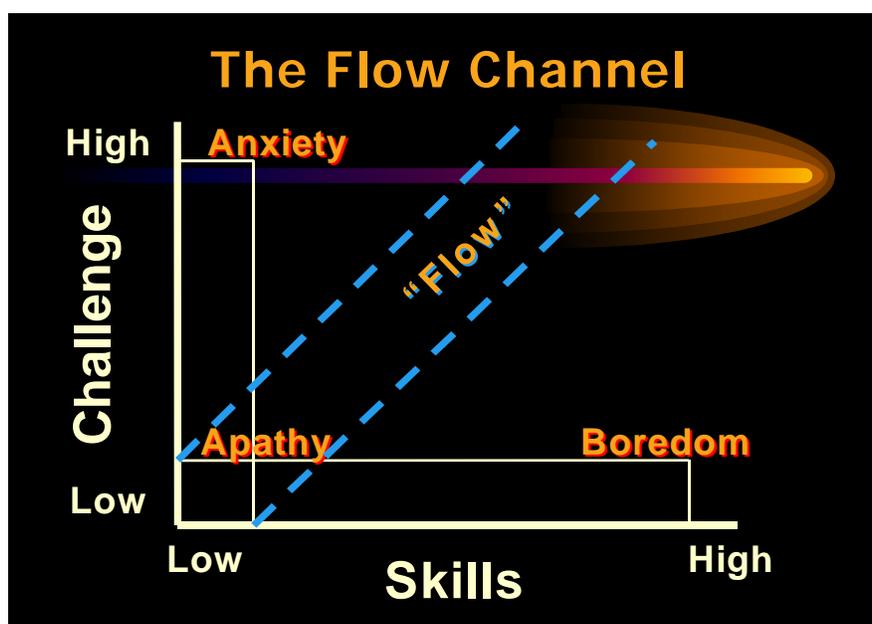
In this sense, the difference between intrinsic and extrinsic motivation is akin to the difference between process and product. Although, for example, reading because there are reading questions on the final examination is a powerful short-term motivator, reading for pleasure is a long-term activity which will promote the gradual development of reading sub-skills and an important life-skill. Reading for interest, however, like any activity, involves the selection of materials which are relevant to the learners' own interests and needs, and may involve the rejection of materials produced for the global market and the substitution of original or adapted materials.

There are three agents which teachers need to provide to establish intrinsic motivation: time, choice and positive feedback. Without these, learners are unable to achieve their goals, are not

part of the decision-making process, and are likely to become demotivated. Added to these are the concepts of optimum task-challenge and flow.

Optimum task-challenge is to do with achievability, manageability or 'doability'. Tasks, which are too difficult, are inevitably demotivating, while tasks which are too easy, such as mechanical worksheet exercises, offer no challenge. The task, which, although it may appear difficult, is actually manageable, leads to a sense of accomplishment and increased intrinsic motivation. In the development of reading and listening skills, learners are often discouraged by the apparent difficulty of a text, but pleasantly surprised to find that they can manage the task which is set. Hence the importance of the text-task relationship.

Tasks which provide no challenge or which are unachievable from the outset both lead to apathy. In the former case, they also lead to boredom, and in the latter, to anxiety. Somewhere between these two extremes lies the 'flow channel'.



Flow is a concept borrowed from psychology, particularly the work of [Mihaly Csikszentmihalyi](#). The concept describes a mental state of operation in which the person is fully immersed in what he or she is doing, characterised by a feeling of energy and focus, full involvement, and success in the process (rather than the product) of the activity.

Csikszentmihalyi identifies nine components of flow, not all of which are required at one time for flow to be experienced:

1. *Clear goals* (expectations and rules are discernible)
2. *Concentrating and focusing* (a high degree of concentration on a limited field of attention)
3. *A loss of the feeling of self-consciousness* (as a result of focus, action and achievement)
4. *Distorted sense of time* (Time seems to pass quickly)
5. *Direct and immediate feedback* (successes and failures in the course of the activity are apparent, so that adjustments can be made as needed).
6. *Balance between ability level and challenge* (the activity is neither too easy nor too difficult).
7. *A sense of personal control* (by the learner over the activity).
8. *The activity is intrinsically rewarding* (the doing of the task is enjoyable)
9. *A non-threatening, non-disturbing environment*

The communicative classroom already involves some of these considerations, which are also indicators of good teaching, while the more abstract components of flow, such as alleviating self-consciousness and turning control over to the learners, are often deliberately overlooked by teachers. These components may appear unachievable or threatening to the teacher's authority, or the teacher may be unaware of how to implement these strategies. Teachers and learners sense when flow has been achieved, leaving the classroom with a positive feeling and thinking that the lesson went quickly. Teachers might profitably reflect on what the characteristics of those lessons were.

Establishing responsibilities

The notion of personal control as one of the components of flow might more readily be stated as learner involvement, not only in an activity but also in the management and decision making processes of the classroom. This process is step towards learner autonomy and responsibility and a workload which is more evenly distributed between teacher and learners. Learner involvement is a gradual process and involves negotiation, learner self-confidence and willingness from the teacher to release control. Teachers might make a start by asking themselves the questions below, and if the answer to the majority is themselves, then thinking of ways of shifting the balance.

Whose Responsibility?

T: Teacher only S: Students only TS: Teacher and Students

- Who provides the visuals?
- Who gives the dictation?
- Who gives the instructions?
- Who does the photocopying?
- Who repeats what has been said if the others haven't heard it?
 - Who writes on the board?
 - Who do the students speak to?
 - Who do the students look at?
 - Who selects the vocabulary?
- Who chooses the seating arrangements and moves the chairs and tables?
 - Who tests?
 - Who breaks the silences?

This is a first stage, leading perhaps to higher levels of learner involvement such as choosing tasks and materials, peer teaching, giving feedback to the teacher and being part of the syllabus negotiation process.

Prioritising

All teachers working in proficiency orientated institutions work within the constraints of a syllabus and a limited time frame. At the same time, the syllabus is often overloaded and based on

a global-design course book and a variety of supplementary materials. The assumption, then, is that learners all require the same input and all teachers adhere closely to the syllabus. Most teachers working under these circumstances will also tell you that they haven't got time to do everything, can't do things 'properly' and have to miss things out. There are a number of considerations here: syllabus design, choice of materials, timing and selection. Given that the syllabus and materials are often imposed, the teacher's responsibility is to make informed decisions about how much time to devote to specific types of content and activities.

Most multi-layered course books are based on an integrated syllabus, which provides a balanced diet of language input and skills development. This is appropriate on a global scale, as are the materials, tasks and exercises included in each unit of the book. However, neither the balance of input nor the materials and tasks may be suited to any particular individual or learning group. The other negating factor is that under time limitations, teachers tend to omit content which is easy to cut out or difficult to manage, notwithstanding the needs of the learners. Again, 'chalk and talk' presentations and mechanical exercises tend to be favoured over communicative activities which demand higher levels of organisation and classroom management whilst appearing to be more time consuming. The consequences are that lessons are exercises in time-filling rather than constructive use of time and, as we have already seen, lacking in the characteristics which produce motivation and flow.

Prioritising is the key to time and content management and relies on one of the basic principles of informed eclecticism; that the teacher should know what the learners want and need. Once this has been established, decisions can be made about the balance of language and skills content, receptive and productive skills, time devoted to practice, and the most efficient way of presenting language. This does not mean 'missing out' chunks of content from the syllabus, merely adjusting the balance to suit the state of learning of the group at any one time. There are other simple tactics: shifting mechanical exercises out of classroom time, setting extensive tasks for homework, utilising self-access facilities where available and adapting materials. Prioritising is an integral part of the long and short term planning processes, often the key to effective teaching and while time consuming in themselves, enormously time and effort saving in the long run.

Many Hands Make Light Work – while teaching

Integration

Most syllabuses purport to provide a balance of language and skills, the bias being a product of the nature and purpose of the course, be it general English or ESP or EAP where certain skills may be emphasised. Most course books also claim to provide such a balance. Nevertheless, many institutions insist on supplementing the course book with other substantial materials, so that learners may end up with a course book, a reading book, a writing book, a grammar practice book and several volumes of photocopied practice materials from various sources. Such is the sheer volume, in terms of quantity, time and expense, of the learner's task. More is not always more in terms of learning, and one wonders if the relationship between learning and materials, in the same way as profits and investment, responds to the economic laws of diminishing marginal utility. It may well be the case that useful material from one book is abandoned in order to make time for materials from another book designed for similar though slightly more specific purposes.

A unit from a standard course book might well look something like this:

Unit X - People, places and things	<ul style="list-style-type: none">• Relative clauses• -ed/-ing adjectives• Synonyms• English signs
Language Input	<ul style="list-style-type: none">• a gap-fill exercise about a rich man• A strange person, place, and a thing
Skills Development	<ul style="list-style-type: none">• Describing a picture• Exchanging information about a strange person, place or thing• Radio ads• Group work - devising an advert• Describing your favourite person or part of your town
<ul style="list-style-type: none">• Grammar• Vocabulary	
<ul style="list-style-type: none">• Reading• Speaking• Listening• Writing	

There is, of course, a balance of language and skills work here, and if one looks closely, a variety of activities to practise the language and the skills, and enough variety of interaction patterns to satisfy the demands of the communicative classroom. There is also enough material here, bearing in mind the possibilities of prioritising and adapting, for several hours of constructive classroom teaching and learning.

The main advantage of using a single course book with an integrated syllabus is that English is seen, by both learners and teachers, as a single subject and taught as a whole rather than a number of separate parts, thus avoiding oft-heard remarks such as 'I'm a writing teacher' and 'I like my grammar lessons, but I don't like my listening and video lessons'.



Teaching or testing

An interesting project for teachers is to write down, over the course of a week, a month or a term, all the activities that they ask learners to do in class, and how much time is spent on each of them. The second stage is to categorise the activities into those which increase the knowledge and skills of the learners, and those which effectively test their existing knowledge. Add up the time spent on the latter, add the time spent on teaching and preparing specifically for tests, administering tests, marking and giving feedback on tests, plus the 'dead' time before and after tests when learners refuse to do anything. The result is a phenomenal amount of time spent on test-related activities, syllabuses which turn into examination preparation and the waste of a huge amount of constructive teaching time.

Learner Training

A set of strategies designed to raise learners' awareness of what is involved in the process of learning a second language, which encourage learners to become more involved in and responsible for their own learning, and which help learners to develop and strengthen their strategies for language learning. (Tricia Hedge, ELTJ; January 1993)

Learner training plays a huge role in both the development of learners' study skills and the development of learner autonomy. Learning a language is an ongoing process which stops neither at the classroom door nor at the end of school-based education. If one of a teacher's aims is to prepare learners for lifelong learning, then learner training must be an integral part of any syllabus.

Learner training is best started from the outset, but for learners who have already been exposed to traditional teacher-centred and rote learning systems, the process starts later and consists of deconditioning and retraining. Learner training is essential for many reasons, some of which are to overcome obstacles to good learning:

- Constraints on time (and often money)
- The sheer enormity of the language learning task
- The 'unteachability' of many aspects of the language
- Learning despite bad teaching
- Replacing bad habits with good ones

Learner training is **not** about responding simplistically to the question 'What can I do to improve my English?' Although good advice, obvious tips such as

- Watch programmes in English on TV
- Listen to English songs
- Read English books
- Find an English e-pal
- Find exercises on the Internet
- Keep a diary in English

are not enough. Learner training is about helping learners to systematically plan, monitor, and evaluate their own learning activities and consists of two major areas: psychological preparation and methodological preparation. Psychological preparation is concerned with understanding the learning process, awareness of teacher and learner roles and responsibilities and confidence building. Methodological preparation is concerned with the acquisition of study skills, strategies for learning and techniques for self-evaluation.

A Rolling Stone Gathers No Moss – between teaching Pre- and post- tasks

An important part of prioritising is deciding which tasks and activities need to be done and monitored in the classroom and which can comfortably be done at home or in a self-access facility. This, together with the obvious need for continuity and preparation by the learner as well as the teacher, and the optimum use of classroom time, makes what is done before and after class as important as what is done in the classroom itself.

Before a class, both the learners and the teacher need to prepare. For this to happen, learners need to know the structure of the syllabus and what is going to happen in the next lesson, most of which they can glean from their sourcebook. One effective way of winding up a lesson is to provide both a summary and an introduction to the next class, and to tell the learners what they need to do in terms of preparation. Preparation is a valid alternative to retrospective homework and may involve fairly simple tasks such as familiarisation with the forthcoming unit, using a dictionary to find the meanings of new words in the next reading passage, or using the Internet to find some background information about a new theme. Often the last of these is most productive, since it reduces the amount of time the teacher needs to spend on setting the scene, providing context, or adding global and cultural knowledge to a topic. Learners with computer access find these tasks stimulating, quick and easy to accomplish, and less arduous than searching for information in paper-based sources.

Such an approach involves seeing lessons as a continuum rather than discreet units and requires at least medium-term planning from the teacher. here is a distinction to be made between post-lesson tasks and homework. Homework is traditionally seen as practising what has been learned in the classroom and giving extensive tasks for which there is no classroom time. There is nothing wrong with using homework to reinforce knowledge or to make time for extensive reading, but post-lesson activities are better seen as means of extending knowledge and involving learners in choices about their own learning. One useful tactic is to provide learners with a menu of tasks, most of which have to be completed over a period of time. Project work is also a meaningful activity, which can be spread over a series of lessons or even a term. Technology is again of use in that learners can follow links to extend their knowledge of topics that interest them, the initial link being supplied by the teacher or any member of the class, as in the example of an interactive text below.

Jeans are [trousers](#) traditionally made from [denim](#), but may also be made from a variety of fabrics including cotton and corduroy. Originally work [clothes](#), they became popular among [teenagers](#) starting in the [1950s](#). Historic brands include [Levi's](#) and [Wrangler](#). Today Jeans are a very popular form of casual dress around the world and come in many styles and colors. The earliest known precursor for jeans is the Indian export of a thick cotton cloth, in the 16th century, known as [dungaree](#). Dyed in [indigo](#), it was sold near the Dongarii Fort near [Mumbai](#). Jeans were first created in [Genoa, Italy](#) when the city was an independent [Republic](#), and The first denim came from [Nîmes](#), France.

The primary value of project and Web-based work is that it extends not only knowledge of language, but also knowledge of content, and in schools and universities there is much to be said for the content and language integrated learning approach.

Autonomy

If some of our aims are to prepare learners for life outside the classroom, to make them aware of their responsibilities for their own learning, and to train them in how to learn, the final product is likely to be, or at least resemble, the autonomous learner.

The autonomous learner takes a (pro-) active role in the learning process, generating ideas and availing himself of learning opportunities, rather

than simply reacting to various stimuli of the teacher. (Boud, 1988; Kohonen, 1992; Knowles, 1975)

‘teachers ... have a crucial role to play in launching learners into self-access and in lending them a regular helping hand to stay afloat’. (Sheerin, 1997, cited in Benson and Voller, 1997)

There are two popular misconceptions amongst teachers about learner autonomy. The first is that it is synonymous with developing study skills and telling the learners what they can do outside the classroom to improve their teaching. The second is that it is a dangerous and subversive activity which leads to loss of teacher authority and classroom anarchy. The reality is that learner autonomy is a realistic long-term goal, is an educationally sound concept and is beneficial to both learners and teachers. Interestingly, research shows that because autonomy is a cooperative process, learner autonomy fosters teacher autonomy and vice-versa.

Perhaps it is useful to make an analogy between autonomy and the student-centred classroom. In the student-centred classroom, the focus is on the learners rather than the teachers, and the teacher is a monitor, a facilitator and an evaluator. For the autonomous learner, the focus is on the self, whether inside or outside the classroom, and learning processes are self actuated, facilitated, monitored and evaluated. The autonomous learner has mastered a number of crucial abilities which were previously the province of the teacher:

- a) directed attention, when deciding in advance to concentrate on general aspects of a task
- b) selective attention, paying attention to specific aspects of a task
- c) self-monitoring, checking one’s performance as one speaks, reads, listens etc.
- d) self-evaluation, appraising one’s performance in relation to one’s own standards
- e) self-reporting, talking or writing about their learning experiences in semi structured interviews, questionnaires, diaries etc.
- f) self-reinforcement, rewarding oneself for success.

‘A teacher is one who makes herself progressively unnecessary’
(Thomas Carruthers)

Conclusion

This article has been a synthesis of more than twenty strategies listed in the introduction which, individually and collectively lead to time saving and increase efficiency. In the same way that teachers operate under the constraints of time and an overload of content, we have had to make decisions regarding choice, prioritising, amalgamating and omitting for the sake of space and time. It is however, worth reflecting on all those strategies, and others, and to begin to make decisions about which strategies to adopt in order to optimise teaching and learning in any given context.



‘There is more to life than simply increasing its speed’
(Mahatma Ghandi).

Recommended reading

Paul Black, *Testing: Friend or Foe? - Theory and Practice of Assessment and Testing*, Routledge Falmer, 1997

Michael Breen and Andrew Littlejohn, *Classroom Decision Making: Negotiation and Process Syllabuses in Practice*, CUP, 2000

Mihaly Csikszentmihalyi, *Flow: The Psychology of Optimal Experience*, Harper Collins, 1990

Gail Ellis and Barbara Sinclair, *Learning to Learn English: A Course in Learner Training*, CUP, 1989)

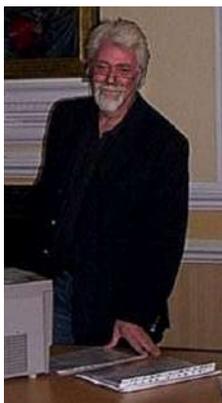
Diana Fried-Booth, *Project Work*, OUP, 2002 Yoshiyuki Nakata, *Motivation And Experience in Foreign Language Learning*, Peter Lang Publishing, 2006

Lesley Painter and Alan Maley, *Homework*, OUP 2003

Agota Scharle and Anita Szabo, *Learner Autonomy: A Guide to Developing Learner Responsibility*, CUP, 2000

David Smith, *Teaching English with Information Technology*, Modern English Publishing, 2005

Note: This article is based on a presentation given by the authors at the 9th Middle East Technical University International ELT Convention, Ankara, May 2006.



BIO

Steve Darn has lived and taught in Turkey for over 20 years, and is currently a teacher and trainer in the School of Foreign Languages at Izmir University of Economics. He also trains teachers and trainers for the British Council in Turkey and is a tutor and assessor for Cambridge ESOL Teaching Awards. He writes for a number of ELT magazines and journals.

steve.darn@ieu.edu.tr



Gülfem Aslan was once described as having entered the world of ELT through 'the workman's entrance'. Now, after almost three decades of intensive teaching and training, she is armed with an RSA Diploma, an MS. in TEFL and international certification as an NLP trainer, and her name rings a bell in most ELT circles in Turkey. She has worked at Bilkent University, Middle East Technical University, the British Council in Ankara and Express Publishing. Her current position is Director of Foreign Languages at Bahçeşehir Schools.

THE VOICE OF *inged* MEMBERS



Dear Colleagues,
The Azerbaijani Teachers' Association, AzETA, held a conference on 8-10 September in BAKU and it was a great success. There was an associates meeting on the 7th. It was great to meet the associates from different parts of world. We exchanged ideas for various collaborative projects. One of the these

agreed by INGED and AzETA is on Young Learners. We will inform you about the details in our future newsletters.

The title of the conference was "PERSPECTIVES AND CHALLENGES". The plenary speakers and other presenters focused on different perspectives in ELT. What Works in ELT What Doesn't, Product or Process, Changes in Teachers' Roles: Teacher or Facilitator were some of the titles. Dr. Lisa Marshbarger, for example, focused on reflective teaching. She stated that reflective teaching brings quality and that the quality of life in the language classroom is much more important than instructional efficiency and teaching methods. She added that what counts is the teacher's reflective thinking on what works and what doesn't in our classes."



If you are interested please visit www.az-eta.org to see more.

Best wishes to all,
Prof. Dr. Birszen Tütüniş



NEWS FROM THE MINISTRY OF EDUCATION

MEB MAHALLI SEMINARS



Contact Details

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The **MEB** site: <http://www.meb.gov.tr>

THE MINISTRY OF EDUCATION LOCAL SEMINARS JUNE - SEPTEMBER 2006

A Brief summary by
Nazan Ozcinar

Here is a summary of the 2006 Summer MEB Mahalli Seminars. This year there were 14 mahalli (teacher training) seminars run jointly by different institutions and MEB. There was also 1 formator (trainer training) seminar conducted by the British Council staff. Thanks to the British Council, Maltepe University, Sabancı University, Çukurova University and ministry trainers who made these 4 or 5 day seminars possible.

This year the following trainers have run the following seminars:

VENUES	DATES	TRAINERS
NEVŞEHİR	12 -16 June	Mahir SARIGÜL, Hande SERDAR & Sevdeğer ÇEÇEN (Maltepe University); Ömür ÇOBAN, Bahar KOCAMAN & Aygün ÇITLAK (MEB)
MUĞLA	12 -16 June	Mary BOUNDS & Michael CONDUIT (The British Council); Nilhan ÖZCAN & Habip KARAGÖZ (MEB)
KAYSERİ	12 -16 June	Ayten INCE & Nuriye YAŞAR (MEB Trainers); Deborah FERRIS & Esra ÖZOĞUL (Sabanci University)
TEKİRDAĞ	19 -23 June	Mary WYNN & Zeynep ÜRKÜN (Sabanci University); Yunus KARACA, Kezban YILMAZ & Deniz ÇETİN (MEB)
KIRKLARELİ	19 -23 June	Erica HOFFMANN & John LANDERS (Sabanci University); Ünal AYDOĞAN (MEB)
RİZE	10 -14 July	Nezaket ÖZGİRİN & Meyen QUIGLEY (Sabanci University); Daniel NOYES (Bilkent Private High School)
RİZE Trainer Training	10 -14 July	The British Council Staff
SİNOP	28 August - 1 Sept	Nuriye YAŞAR, Rahmi GÜNİNDİ & Kürşat HAMURLU (MEB); Mary BOUNDS (The British Council); Jane CLIFFORD (Sabanci University)
ERZİNCAN	28 August - 1 Sept	Ayten INCE, Ünal AYDOĞAN & Mehmet ATEŞ (MEB); Tanju DEVELİ (Sabanci University); Lisa BROOMHEAD (The British Council)
GÜMÜŞHANE	4 - 8 Sept	Mehmet ATEŞ & Ayten INCE (MEB)
AKSARAY	4 - 8 Sept	Nükhet AYAŞLI, Levent BALCIOĞLU & Zeynep AYAŞLI (Maltepe University)
HATAY	4 - 8 Sept	Esra KARAALI & M.Kürşat HAMURLU (MEB); Emine ÇAKIR SÜRMEİ & Feza DEMİR (Çukurova University)
BAYBURT	4 - 8 Sept	Habibi KARAGÖZ & Filiz AYGÜN (MEB); Mary Bounds (The British Council)
GİRESUN	4 - 8 Sept	Nuriye YAŞAR & İsmail SEZGİN (MEB); Lisa BROOMHEAD & Paul HARVEY (The British Council)
MALATYA	4 - 8 Sept	Nazan ÖZÇİNAR (Sabanci Univeristy); Meral ŞEKER (Çukurova University); Oya KEPENKOĞLU, Gülten BUTAKIN & Rahmi GÜNİNDİ (MEB)

KAYSERI, FULL OF SURPRISES... IMPRESSIONS FROM THE KAYSERI SEMINAR

by Ayten Ince



The first MEB seminars of the 2005-2006 Educational year started early in the year. The one in Kayseri started on 12 May 2006 and ended on the 16th of the same month. As it was my first experience, I was really excited and spilled tea over me the very first morning and had to change very quickly. I met my colleagues in Kayseri and with Deborah Ferris, Esra Ozogul, and Nuriye Yasar we made a great team. They comforted me a lot by sharing their materials and experiences. Although it was the last week of the academic year and our teachers had very much to do at school, they were very nice, participating, sharing, and contributing.

Apart from the 'düğün salonu,' which was not a suitable venue for the seminar, the managing staff were very friendly to us. They arranged a short trip to Erciyes and were kind enough to take Deborah to hospital when she burnt her foot. (Hot water came out of the cold water tap.) And she was so lovely to carry on and do her session despite her burn.

From the feedback and our 'wish tree,' we understood that we fulfilled most of the expectations of the participating teachers but there were complaints about the date and place of the seminar. Teachers told us that they needed the motivation that our sessions provided at the start of the educational year, not at the end.



We ended the seminar with a slide show of photos we had taken during the week and gave information about 'INGED'. We had a great closing ceremony handing out the certificates to the trainees and exchanging addresses and e-mails. For me, it was a wonderful experience full of surprises!

I would like to thank the British Council and Sabancı University for contributing materials for the pool. I benefited a lot from participating and the shared materials.



Here is a poem which I first heard from Gülfem Aslan but, unfortunately, we both don't know the writer.

It May Not Matter

You never know when someone
Might catch a dream from you.

Or something you say may open up
The Windows of a mind that seeks light.

The way you teach may not matter at all,
But you never know... It might!

And just in case it could be,
That another life, through you,

Might possibly change for the better,
With a brighter and sunnier view,

It seems worth a try
At pointing the way to the right.

Of course, it may not matter at all,
But then again, it might!

A WRITING ACTIVITY THAT WENT WELL IN KAYSERI
Practicing Imperatives through Drama
by
Ayten Ince

Students complete the story below by giving ten pieces of instructions which will be performed by the students after the writing activity. Read the story in a tone of voice that creates interest while playing background music...

STELLA

Once upon a time there was a King who owned a great piece of land. The almighty King had a wonderful daughter named Stella. The Princess was so beautiful that nobody dared to look in her eyes. In time, the Princess grew up and the King decided that she should marry, but whom and how: that was a tough question. The King thought for days and weeks and months and finally came to a conclusion.

He would hold a competition between the young men who wanted to marry Stella. They had to fulfill the ten tasks stated by the King.

They were:

- 1- walk on hot ash!
- 2-
- 3-
- 4- etc..



Students form pairs or groups. Pairs or groups give their instructions and other pairs or groups pretend to fulfill the tasks.

KAYSERI IS WAITING FOR YOU ...

BY

Nuriye Yasar

Teacher Trainer



Hunat Hatun Mosque - 13th century

Photo by: Mike Beck

Kayseri is a large and well-planned city in the middle of Turkey. There are lots of historical places. Local meals are very good, 'Manti' is the most famous. The city has a population of over half a million people and has a great historical background. It is an industrial and commercial center. Despite the fact that the history of the city dates back to 2000 B.C., it attained its fame as the center of the Cappadocia region in the Roman period and took the name of Caesar-Kayseri. At the end of the eleventh century, Kayseri was conquered by Anatolian Seljuks and in the process became the second capital city of the Anatolian Seljuks and a major cultural and scientific center for nearby Konya. In those years, thirty-two madrasas were active. The first Turkish-Islamic campus in Anatolia is the Hunat Hatun Complex which was constructed in

dedication to Hunat Hatun in 1276. It includes a mosque, a madrasa, a bath, and a soup kitchen. In the period of the Anatolian Seljuks, a large number of historical works of art such as mosques, madrasas and particularly the monumental tomb called 'The Turning Vault' were constructed. These have lived through ancient years up to the present time. The historical Covered-Bazaar, which ranks third in size in our country, still maintains its function as a shopping center in Kayseri. The historical and natural symbols of Kayseri include the inner castle, the Turning Vault, and the ancient volcanic Mount Erciyes.

Kayseri had one of the oldest Trade Fairs in the world. The Kanish and Karum ruins, 22 kilometres to the east of Kayseri, are the remains of trade centers that served commerce between the ancient Assyrians and Hittites. In addition to a great number of relics and abandoned places in prehistoric periods such as the periods of the Hittites, Assyrians, Greeks, and Romans, the city of Kayseri has owned and kept a great number of Ottoman and Seljuk historical works of art and has continued to be a trade center. A great many historical large inns and caravansarays exist in its vicinity and some of them still are spectacular places. The Sultan Han (inn), 45 kilometres to the east of Kayseri, the Karatay Caravansaray, 60 kilometres to the south-east of Kayseri, and Incesu Karamustafa Pasha Caravansaray, 20 kilometres to the west of Kayseri, are some that still exist.

Kayseri has also been important in modern times. The first aircraft and textile industries in our country started in Kayseri. This city is also known by its hand-woven silk and wool carpets, pastrami, sausage, and 'manti' (a ravioli-like dish served with yoghurt).

Nature is also beautiful in Kayseri. Mount Erciyes, the top of which is usually permanently covered in snow, is both a center for winter sports and a cool resort in summer. The Taurus Mountains, within the borders of the city, Kapuzbashi Waterfalls near Yahyalı and Sultan Sazlighi (bulrushes), which is also known as "a birds' paradise" or sanctuary on the same route, are natural wonders as well. Millions of 259 kinds of birds pass by or perch in Sultan Sazlighi every year. Kayseri, the center of the Cappadocia region, is 80 kilometres to Göreme and 70 kilometres to Soğanlı Valley, a picturesque valley of innumerable chapels, church halls, houses, and tombs.

If you happen to pass by, come and visit our city. You will have the chance to see many historical buildings even in an area of one square kilometers. It will be a great experience for you.

BRIEF IMPRESSIONS FROM SINOP

BY

Jane Clifford

Hello everyone,

Just some quick feedback on Sinop, where we had around 50 participants. We had a Teens' group (c. 30 teachers) and a Young Learners' group (c. 20 teachers). The numbers varied from day to day (and from session to session) as many of the participants had to administer and mark re-sit exams last week but we had a good number to work with throughout. Nuriye, Kürşat and myself worked with the Teens' group while Mary, Rahmi and again Nuriye worked with the Young Learners' teachers. There was a good mix of experience amongst the teachers and they worked very well together despite a few groans on the first day about being 'brought back' from their summer break.

There were a few teething problems on the first day regarding the venue as a result of which we had to do the first-day sessions together as one big group in a hall with a stage and chairs nailed to the floor (which meant that we had to mingle in the aisles and on the stage), but the Öğretmenevi staff then arranged for us to move to the nearby Anatolian High School where we had more flexibility and were able to break up into 2 smaller groups. They also arranged for the necessary equipment (laptop and projector, OHP, CD player) to be set up in the classrooms, which made our lives a lot easier.

It was a positive experience and we were made very welcome by everyone, in particular Turgay Bey and Çigdem Hanım from the Öğretmenevi who went out of their way to help us.

All the best

Jane Clifford

A BRIEF REPORT ON THE GUMUSHANE SEMINAR

by
Mehmet Ates

Here is the report of the MEB local seminar in Gumushane: Soon after completing the seminar in Erzincan, Ayten and I went to Gumushane - the place where you can see only some part of the sky because it is surrounded by mountains. Mary Bounds from the British Council joined us later. The seminar was great just like the other ones. Actually, we were expecting 32 teachers but instead we had 47 because there were teachers coming from towns in addition to cities as well. Anyway, it was a nice surprise. By the way, the teachers working in towns have generally been neglected. One thing I observed from the very first day was that a considerable number of the teachers were already well acquainted with the latest trends in ELT methodology. The reason probably was that they were new generation teachers. The oldest one in our seminar group was 29 years old. Participants were eager to take advantage of the whole course and sometimes very patient although we insisted on doing more and more activities. On Thursday, after our presentation on coursebook adaptation and integrating skills, we delivered sample lessons taken from primary and secondary coursebooks. Then, each of us (Ayten, Mary, and I) invited groups to different classrooms. They worked together and made their own presentations. After the



presentations, there was feedback. It was Ayten's idea and a very good one too! We also shot photos starting with the opening ceremony till the end. Then, during the closing ceremony, we made a slide show using some of these photos. It was such an amusing finale. I would like to thank Mary for trying hard and managing to come to Gumushane to give a hand for

two days. It was the right time because we had started to feel a bit tired. We really appreciated it. After the sessions were over, we had the chance to explore the ancient buildings (churches and rennovated kiosks, huge mountains and Karaca Cave). Fantastic. We had Ozlem, her brother Ozdinc and our minibus driver as our guides and they were exteremely dedicated to what they were doing for us. I'd like to thank them all here.

IMPRESSIONS

by
Mary Bounds
British Council

I was lucky enough to go to three Mahalli seminars this year - the final one being two-venued due to another trainer dropping out. I spent 3 days in Bayburt and 2 days in Gumushane. It was a fantastic experience in a beautiful and hospitable part of Turkey although I was glad to return to sitting up at a table to eat after all of the 'yer sofrasi' (eating on the floor) we did in both places. The teachers at both venues were largely new teachers with experience ranging from 0 - 3 years - a contrast to Mugla, earlier in the year, where we had a group so varied that a new teacher was in the same group as his English teacher from school. There were two



formateurs in both places, an experienced and a newly qualified in each. In fact, Bayburt was the first seminar for one. The atmosphere was very positive (after



some moaning on the first day due to this being holiday time) and it was clear that the participants valued us being there. They particularly valued the input that the formateurs could give them as they understood that they spoke from real experience in the same kinds of classrooms as they worked in. We found again that the number of primary school

teachers has increased and we hope that next year we will be able to give a parallel young learners' course in every place we go.

IMPRESSIONS FROM THE MALATYA SEMINAR BY Nazan, Meral, Rahmi, Oya, and Gülten

Dear All,

We would like to share our feelings about our week in Malatya (4 - 8 September 2006). We had a Young Learners' group of around 50 teachers. The number was 40 on the first day because most of the teachers hadn't been informed about the seminar since they were assigned to start teaching at other schools. They found out about the seminar after going back to their previous schools first. We didn't divide the group since it was manageable as a whole group.

It really has been a very enjoyable experience for all of us. According to the feedback we received, the participants found our team (Meral from Çukurova + Rahmi an experienced formator and Oya & Gülten who were new formators) very hardworking and energetic. They said that it had been the most beneficial, productive and motivating seminar for them. They all eagerly participated and collaborated actively in the sessions. They hadn't expected it to be like that.

Although the teachers found all the sessions suitable to their needs, they stated they needed a specific session on how to present certain language items to young learners. Their only complaints were about getting permission from their school directors to attend our sessions.

In addition to the participants' motivation, the staff in the Öğretmenevi was very supportive in providing us with all the necessary equipment and photocopying our handouts. They tried to help us with everything we needed. Also Osman Bey from Ankara MEB was very helpful and even managed to make it possible to have the formators to be paid on Friday.

The idea of separating teachers of young learners from the secondary teachers was a very good decision because, in this way, we had a chance to focus only on the needs of young learners and we had no complaints from the teachers saying that they couldn't use the materials in their classes. We hope that the number of seminars focusing specially on Young Learners will increase in the future.

Although all the sessions went smoothly, we didn't have enough time to give the feedback that Mahir had prepared in class so we asked the teachers to fill in

the questionnaire on Wednesday at home and bring it to us by the end of Friday but unfortunately only 24 out of 50 were able to hand them in. Next time, we will definitely give the questionnaire out in class.

We all hope to get together as the formators in Ankara for a weekend as had been arranged earlier this year by the British Council to share ideas.

Thanks to all of you who have participated in the MEB seminars this year and hope to see you next year.

an INGED AFTERNOON

with Tony Wright

Monday, 6 November

between 16:00-17:30 hrs

at Ankara British Council

a video conference jointly organized by

INGED,

The British Council,

& Sabanci University

Please reserve a seat by 19 October

by sending an e-mail message to

Fatma Ataman (fataman@metu.edu.tr): Ankara &

Nazan Ozcinar (nazano@sabanciuniv.edu): Istanbul.

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TESOL is sponsoring Lynne Diaz-Rico as the plenary speaker in the 10th INGED International Conference. Lynne Diaz-Rico is a Professor of Education at California State University, San Bernardino and coordinator of the M.A. in Education, TESOL program.

The 41st Annual TESOL Convention and Exhibit 'TESOL 2007: Tides of Change' will take place in Seattle, Washington USA on March 21-24, and pre-registration begins as of December 1, 2006. TESOL Conventions enable ELT professionals to network with and learn from more than 6,500 colleagues from 100 countries. More than 700 sessions at the annual conference provide tips, ideas, reflections, and research to help you help the students in your classrooms.

We regret to announce that Jean Zukowski-Faust, a professor of English who taught English from 1964 to 1971 at three institutions in Turkey, passed away in July this summer. Jean was fluent in Turkish, which is only one indication of her appreciation and interest in Turkish culture. Jean expressed her fondness for Turkey on every possible occasion. May she rest in peace...

TESOL website is full of useful information and details, which can be reached at:

<http://www.tesol.org>

Jean A. Zukowski - Faust

A lot of us in Turkey know Jean A. Zukowski - Faust very well. Some of us have attended her workshops and many of us have used her textbooks. It saddens us to announce the passing of our dear friend...

Jean A. Zukowski - Faust was a professor of applied linguistics and TESL at Northern Arizona University in Flagstaff, Arizona, who, as a Peace Corps Volunteer and later independently as a teacher, lived in Turkey for eight years. During these years, she met a lot of teachers wherever she went in Turkey and learned Turkish. She came back years later in 2001 to conduct seminars and workshops attended by teachers who at one point had been her students years ago. She visited Marmara, Bahcesehir, Sabanci and Bilgi Universities in Istanbul; she then traveled to Gaziantep University and then came to Ankara to do a workshop at an INGED



Afternoon and seminars at Bilkent University and METU as well as workshops at the Turkish Military Academy in Ankara. She was always very busy: She has written more than twenty-five textbooks for English language learners; she has been a plenary speaker and workshop presenter at conferences; she served as a Director-at-Large of TESOL's Board of Directors; she has been a long-time member of the AZ-TESOL Executive Board and has chaired three AZ-TESOL state conferences; she has served three years as editor and desktop publisher of the TESOL Newsletter. This friendly and hard working linguist will be remembered fondly in our country and especially by INGED members for her warmth and modest attitude and the practical work that she has produced over the years... May she rest in peace...

Obituary at:

http://www4.nau.edu/insidenau/bumps/2006/7_19_06/faust.htm

TESOL Travel Grants

If you have submitted a proposal and you receive an acceptance,
you might want to consider applying for a travel grant
to attend the 2007 TESOL Convention
to be held in Seattle, Washington on March 21-24.

Here is the link to the ELO page:

http://turkey.usembassy.gov/english_language_programs.html

and the link to the specifics of the TESOL Travel Grants:

http://turkey.usembassy.gov/grants_2007_tesol.html

Wishing you the best at your presentation in Seattle!

INTERESTING ADDS



1. Illiterate? Write today for free help.
2. Our experienced Mom will care for your child. Fenced yard, meals, and smacks included.
3. Auto Repair Service. Free pick-up and delivery. Try us once; you'll never go anywhere again.
4. Wanted. Widower with school age children requires person to assume general housekeeping duties. Must be capable of contributing to growth of family.
5. We do not tear your clothing with machinery. We do it carefully by hand.
6. Dog for sale: eats anything and is fond of children.
7. Man wanted to work in dynamite factory. Must be willing to travel.
8. For sale: antique desk suitable for lady with thick legs and large drawers.
9. Tired of cleaning yourself. Let me do it.
10. Wanted. Man to take care of cow that does not smoke or drink.