

THE INGED NEWSLETTER

*NEWS ON-LINE*



Issue 3  
September 2008

## TABLE OF CONTENTS

From the President .....	3
From the Editor .....	5
Annual Conference Poster .....	6
INGED Afternoon vs. INGED Event .....	7
For Prospective Contributors .....	8
The 2009 Drama Festivals in Ankara & Istanbul .....	9
Technology in Teaching: Puzzles, GIFs, a Teleprompter .....	10
Reflections on TESOL 2008	
Summarized by Suzan Oniz .....	18
Notes from W. Grabe's Plenary Talk .....	20
Notes from the MEB Seminar # 435 in Erzurum	
Summarized by Aydan Ersoz .....	24
Notes from the MEB Seminar # 634 in Burdur	
Summarized by Suzan Oniz .....	29
Participant Impressions by Fatma Ozcan .....	30
The Voice of INGED Members	
An Inspirational Story Submitted by Aydan Ersoz .....	36
The Voice of a Teacher from Down Under	
A Short Article: Australia, Gallipoli and Turkey	
by Braham Dabscheck .....	38
From Affiliate Newsletters: From TESOL's <i>Essential Teacher</i>	
White Lies or Communicative Competence? By Sandra Hancock .....	41
News from IATEFL .....	46
News from TESOL .....	47
The Global SpellEvent 2009 .....	48
Wise Sayings .....	49





## *From the President*

---

Dear members,

We are together again with a new issue. As you all know, our 12<sup>th</sup> International INGED ELT Conference is between October 23 and 25, 2008. Our host is Anadolu University in Eskisehir this year. This year's theme is "Putting your best foot forward".

Our plenary speakers are Michael Berman, Craig L. Dicker, and Prof. Dr. Aydan Ersoz. We will have a number of concurrent sessions to cover a wide variety of topics presented by Turkish and foreign scholars and teachers.

All proposals were sent to a blind screening committee formed by distinguished scholars. They were evaluated and graded very carefully. Then they were assigned to available slots in line with the grades they received. The program has not been finalized yet but it seems that we are going to have more than 50 paper and workshop presentations. I would like to take this opportunity to express my gratitude to the members of our screening committee for their time and effort: Prof. Dr. Ilknur Kecik (Anadolu University), Prof. Dr. Abdulvahit Cakir (Gazi University), Assoc. Prof. Dr. Handan Yavuz (Anadolu University), Dr. Suzan Oniz (INGED and Middle East Technical University), Dr. Neslihan Ozkan (INGED and Gazi University), Murray Keeler (British Council, Ankara), and Raymond Kerr (British Council, Istanbul).

I hope to see you all at our conference as I strongly believe that it will be an invaluable opportunity for all of us to share our knowledge and experiences, get together for not only academic but also social reasons, polish up our professional skills for our professional development, and feel refreshed.

As teachers, we have the responsibility to be up-to-date with respect to recent developments in our field. We should collaborate with other teachers and share our knowledge and experiences with them. Professional development is an ongoing learning process in which teachers engage voluntarily to learn how to adjust their teaching to the learning needs of their students in the best way possible.

Lastly, I want to share the definition of "teaching" with you. I do not know who the writer is but I love it. Hope you also like it.



TEACHING IS...

- Correcting papers
- Planning lessons
- Working with individual students
- Supervising auxiliary personnel
- Consulting with other teachers and specialists
- Sponsoring extracurricular activities
- Sharing in curriculum development

TEACHING IS...

- Being a contributing member of your school system
- Helping other teachers
- Serving on school committees
- Conferring with parents
- Supporting community organizations
- Interpreting the objectives and needs of the schools to the public

TEACHING IS...

- Being an activist in your professional organization
  - local, state, and national
- Encouraging others to join
- Participating in meetings and activities of the organization
- Volunteering for assignments in the organization
- Attending conferences and conventions
- Reading professional journals and other publications
- Staying informed on educational issues
- Motivating the Association to act on issues when necessary
- Speaking out when it counts

TEACHING IS ...

- Many-sided
- Complex
- Ever changing
- Ever challenging

Always rewarding!

Hope to see you at our conference in Eskisehir. Until then wish you all the best.

Prof. Dr. Aydan Ersoz



## From the Editor



Dear Readers,

In this issue, you will find summaries from some of the events where INGED was represented as well as announcements that may interest you. One of the conferences where INGED was represented by speakers and also on the affiliate level was TESOL 2008. Bill Grabe's plenary talk has been summarized for you.

INGED also participated, as always, in the Ministry of Education Local Teacher Training Seminars. This year, INGED Board members went to Erzurum and also Burdur. You will find reflections and notes on these in this issue.

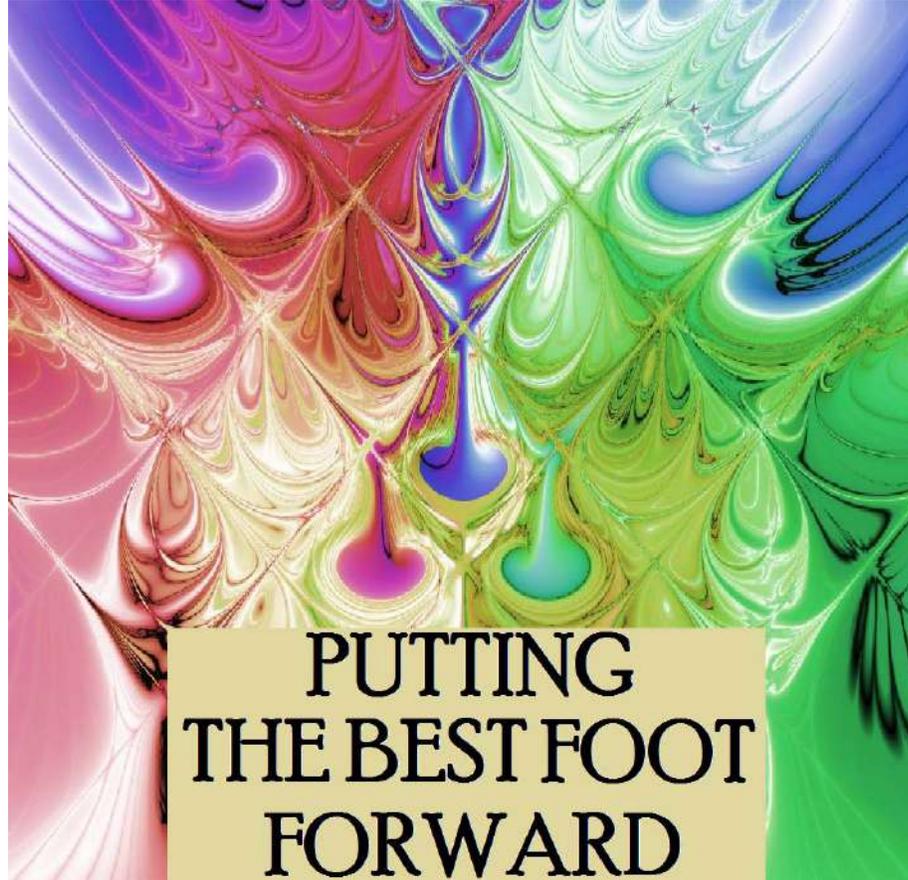
In addition to conference reflections, there is information on SEETA, the South Eastern Europe Teachers' Association, a new joint project that INGED has joined and one that offers our members opportunity to participate in the online discussions or courses through the use of moodle. The first online discussion was with Penny Ur on whether L1 can/should be used in the English language class and if so then how. This lively discussion lasted a week and there were many comments posted each day that Penny summarized and responded to if she felt the need to. In November, there will be an online course on how to use technology in the class. Please read the announcement if you are interested in joining.

We are looking forward to seeing some of you at the 12<sup>th</sup> INGED International ELT Conference in Eskisehir at the end of October...

Warm wishes,

Suzan Oniz  
Your Editor

The 12<sup>th</sup>  
*International INGED ELT Conference*



**PUTTING  
THE BEST FOOT  
FORWARD**

*23-25 October 2008*

**Organized by**

**INGED &**

T.C.

— ANADOLU ÜNİVERSİTESİ —  
YABANCI DİLLER YÜKSEKOKULU



**Summaries of selected sessions:  
In our next issue**

*News On-Line*

6  
The INGED Newsletter

A small, dark image of a building, possibly a school or university building, located at the bottom center of the page.

**September 2008**

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



## INGED Afternoons

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

## INGED Events

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

## FOR PROSPECTIVE CONTRIBUTORS

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

### **NOTES FROM A CONFERENCE**

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

### **TECHNOLOGY IN TEACHING**

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

### **YOUR PAPERS**

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

### **THE VOICE OF INGED MEMBERS**

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



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

**THE 11<sup>TH</sup> INGED  
DRAMA FESTIVAL  
in 2009  
in Ankara**

&



**INGED & MARMARA SCHOOLS  
2009 Istanbul Drama Festival**

Have you selected a play?  
Have you got a story teller to represent your school?  
Are you getting ready for these exciting events?  
Details: To be announced soon...



# TECHNOLOGY IN TEACHING: HOW TO CREATE ONLINE WORD PUZZLES, ANIMATE GIFS, USE THE FREE TELEPROMPTER FOR FASTER READING



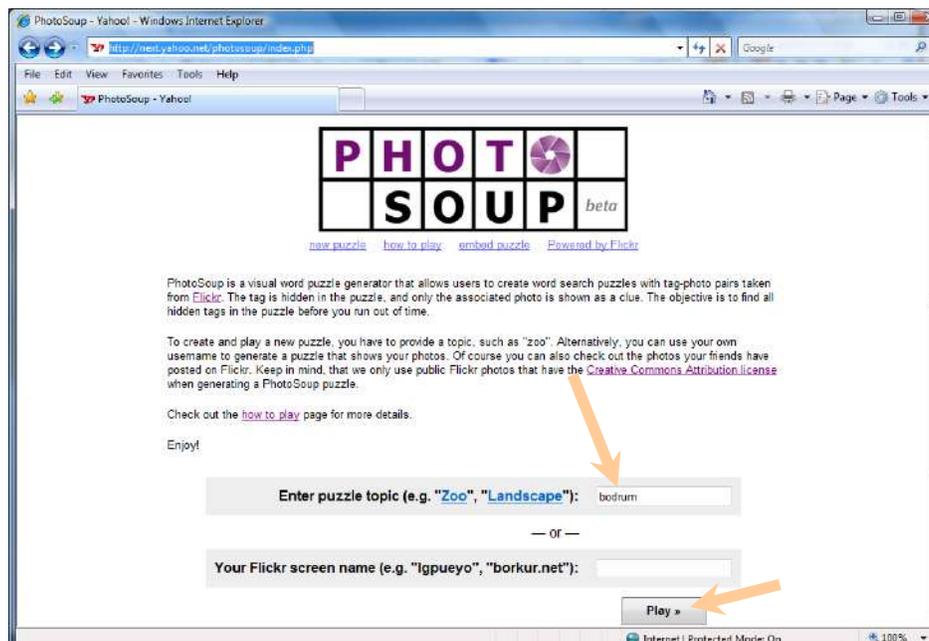
by

A. Suzan Oniz,  
METU, Ankara

In this issue, I would like to share with you three online ideas that I got from Nik Peachey's blog at <http://tinyurl.com/2mzao5>. The first one is the use of a free online site that allows you to create a word puzzle based on photos. The second one is another free site that helps you show photos one after the other at a certain speed. The final free site turns your texts into teleprompters, turning reading passages into cues just like those that TV speakers and politicians read from while speaking.

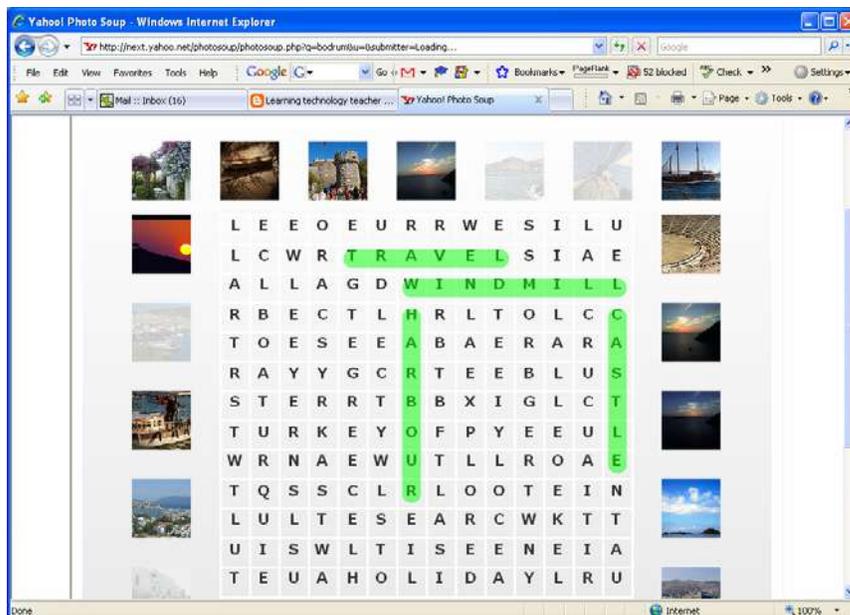
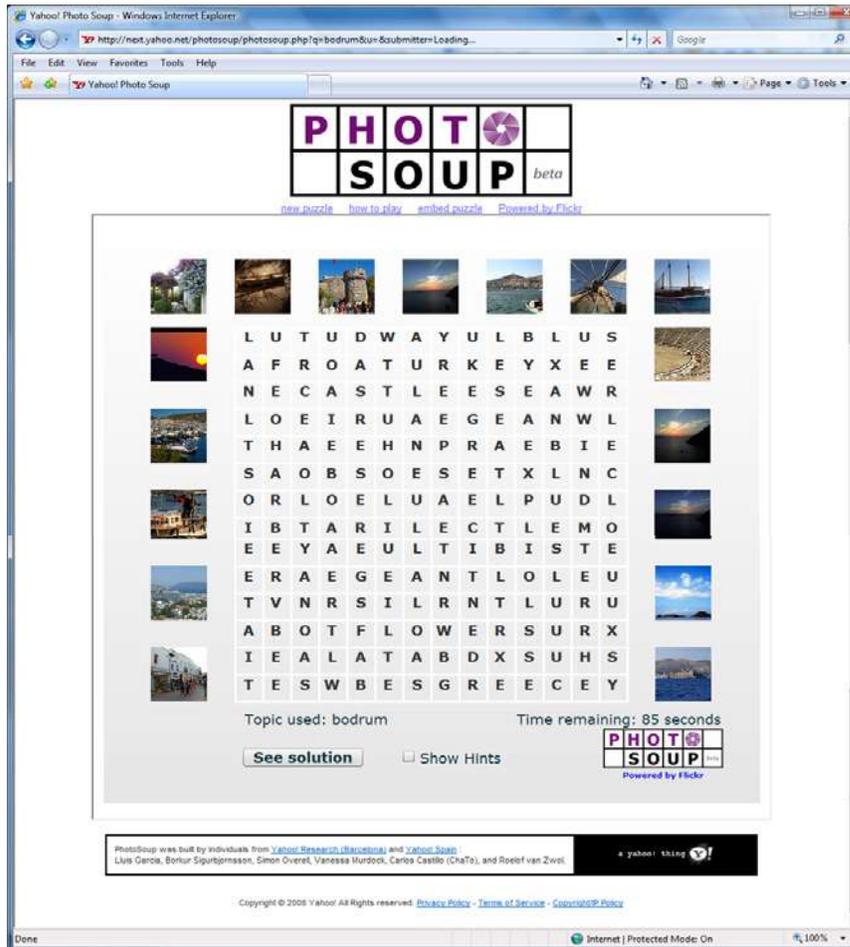
## HOW TO CREATE A WORD PUZZLE USING PHOTOS: PHOTOSOUP

<http://next.yahoo.net/photosoup/index.php>

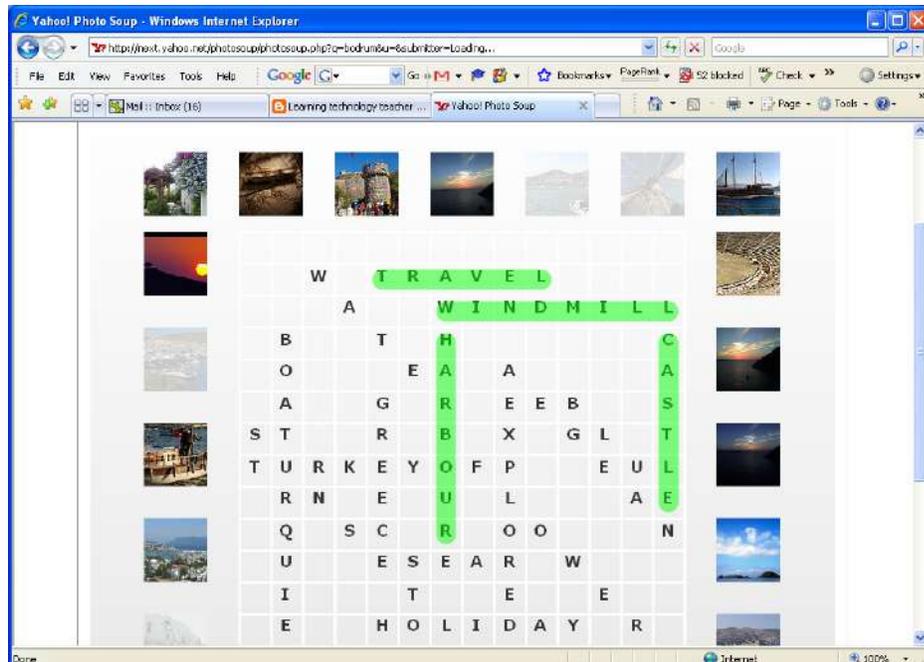




The puzzle and photos for *BODRUM*:



The key:



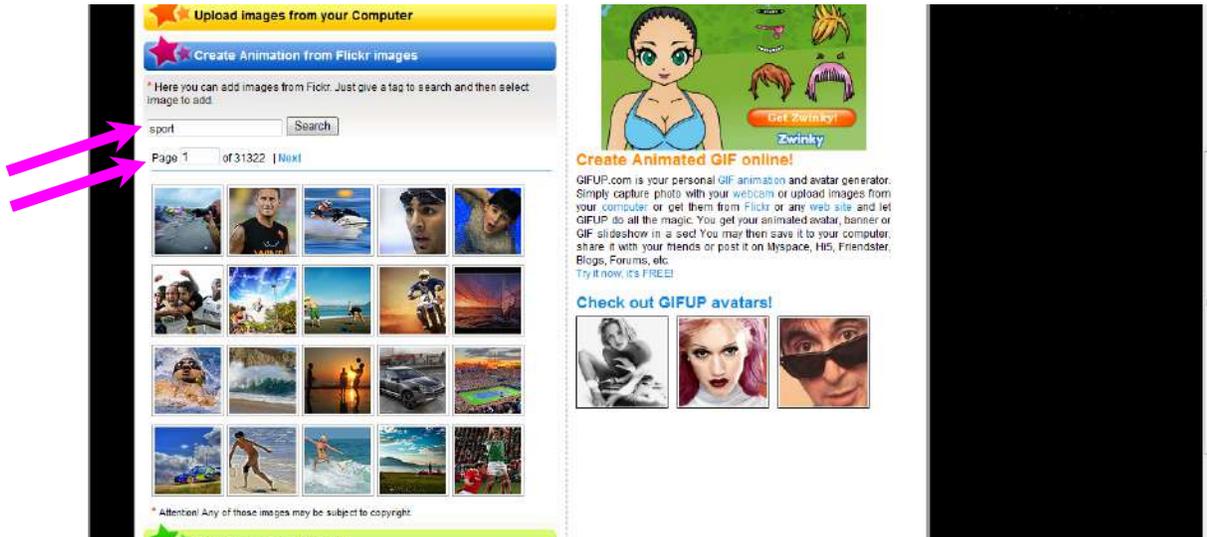
### HOW TO SHOW PHOTOS IN A SERIES <http://gifup.com/>

The main sources for photos: your own collection, Flickr, a specific website.  
The easiest for class activities: Use photos in Flickr.



Click on "Use Animation from Flickr Images"

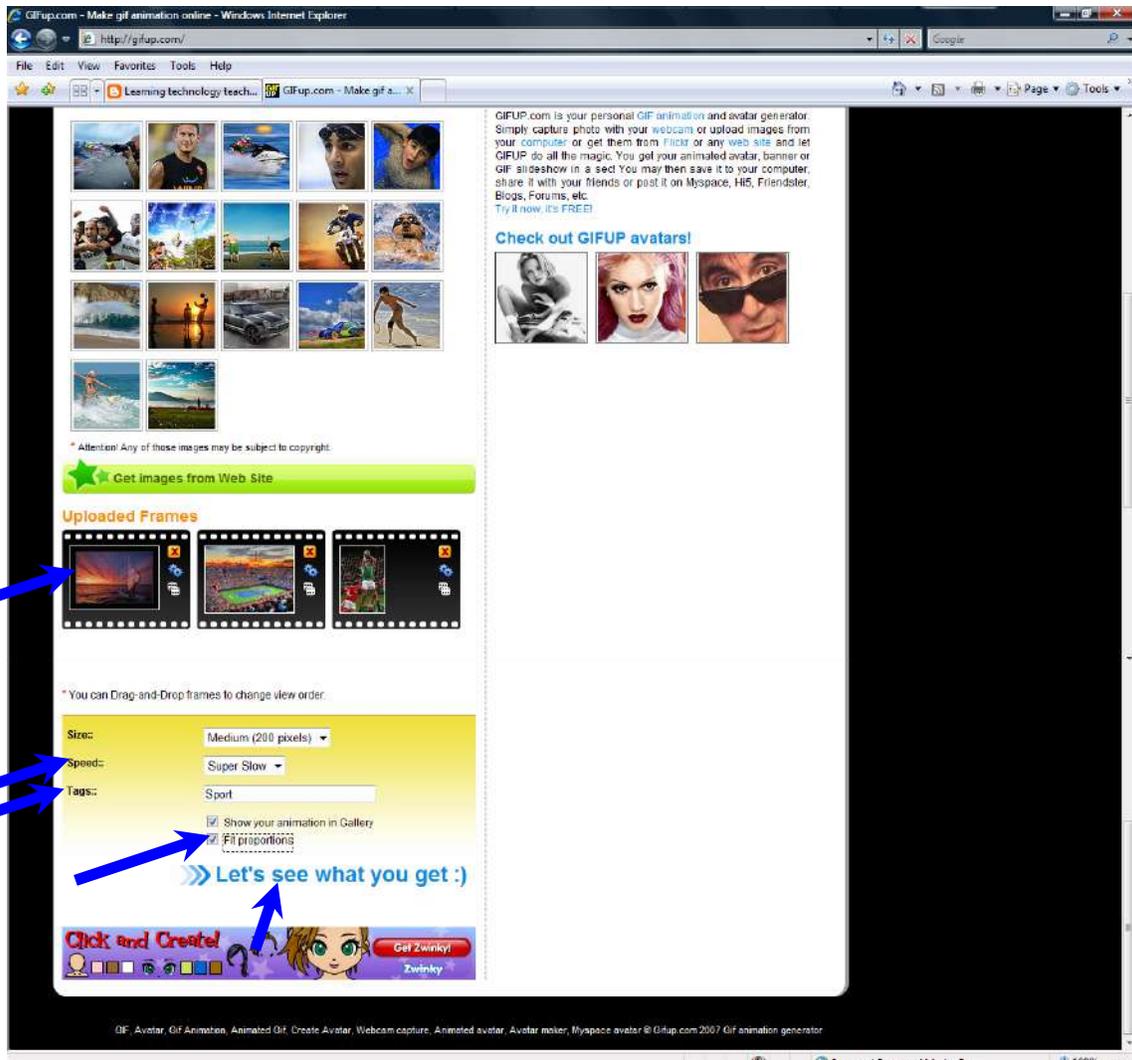
In the box, write the name of the category (e.g. sport) for which you want photos & tap SEARCH. Photos will appear. In the example, there are over 30,000 pages of photos to pick from.



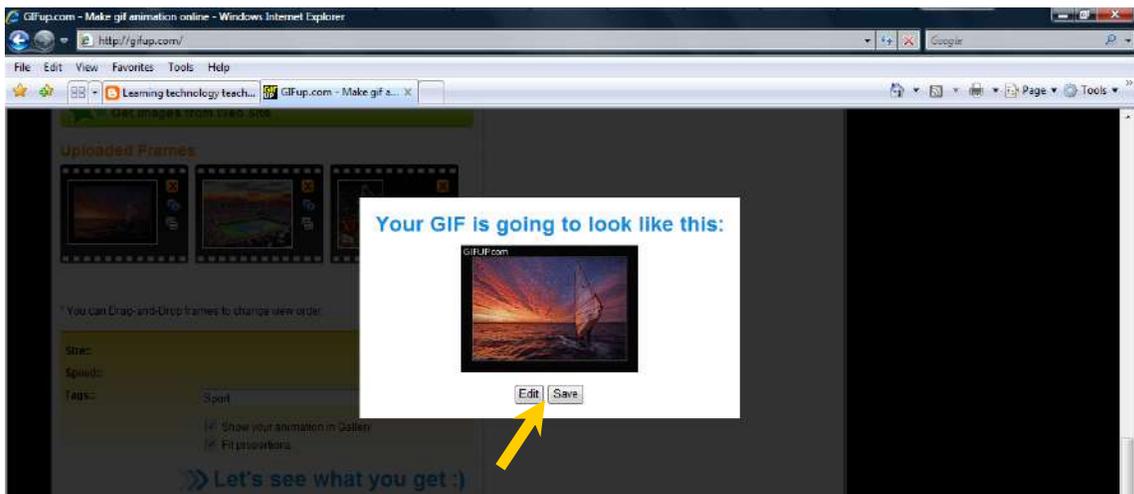
Click on the photo that you want to select. In the example below, tennis, surfing, and football were selected. These are now in a section below.

Under the photos you selected, pick the speed of the animation (Start with: SLOW or SUPER SLOW); name the animation in TAGS; select FIT PROPORTIONS.

Now click on LET'S SEE WHAT YOU GET to play the animated series of photos.

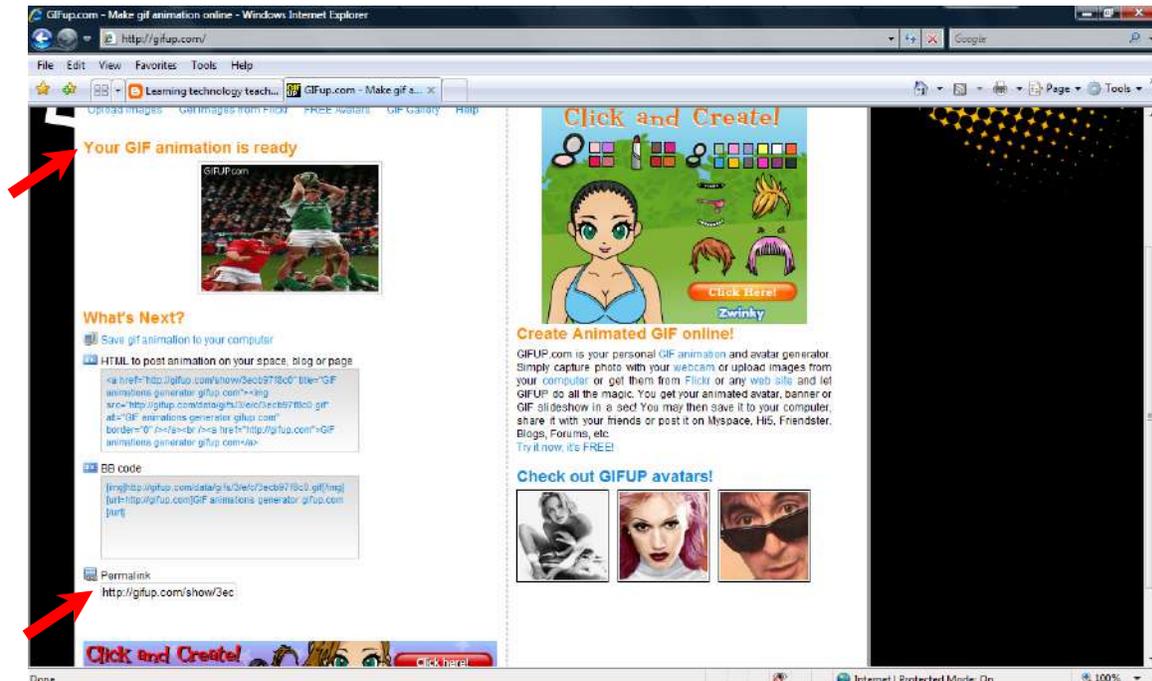


You will now see the animation that you created. Either EDIT or SAVE this.



When you SAVE: The new screen will tell you your GIF Animation is ready.

Make sure and copy the address in PERMALINK and paste it so that you can find this animation later.



## HOW TO HELP STUDENTS READ (FASTER)

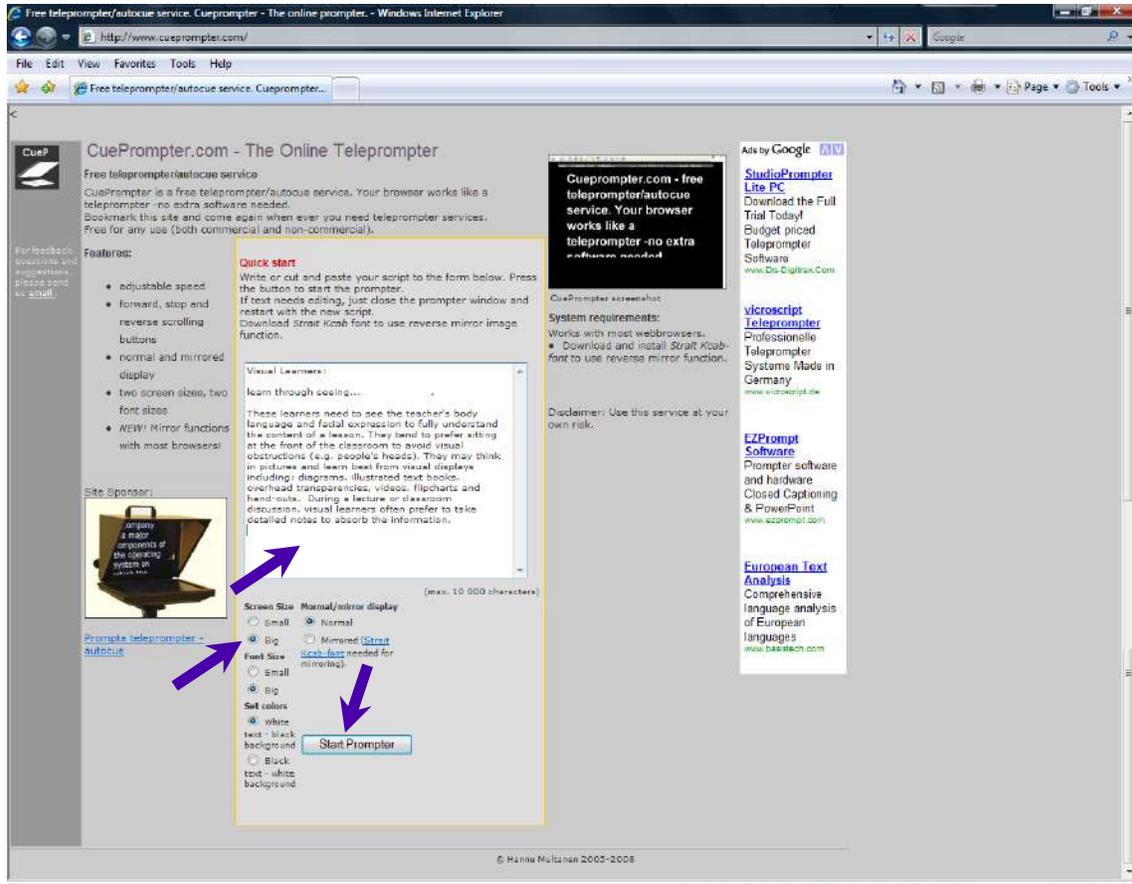
<http://www.cueprompter.com/>

This works exactly like a teleprompter.

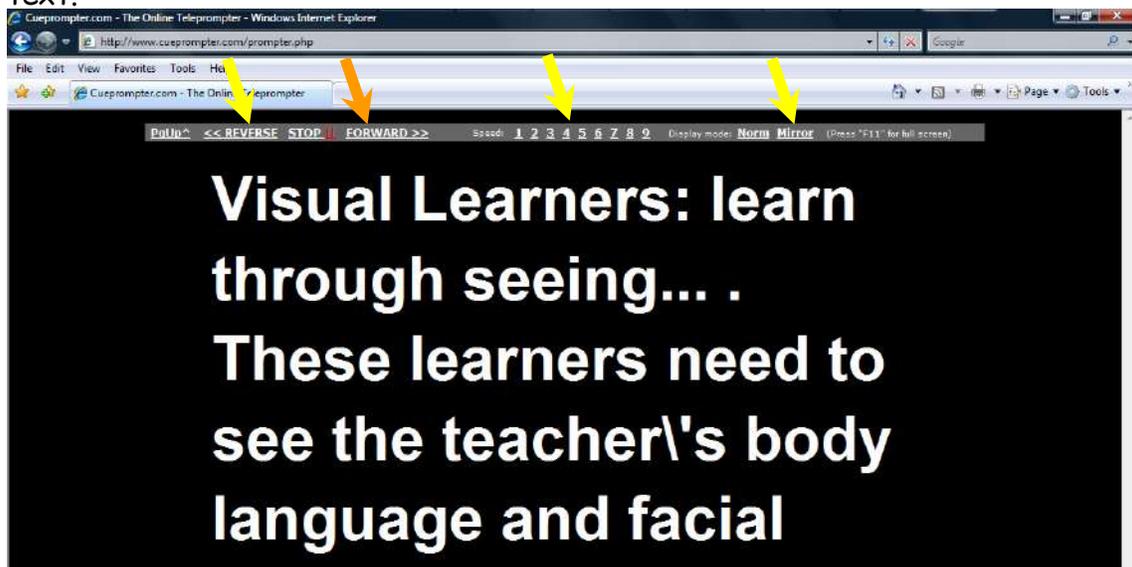
Paste the text that you want your students to read into the box.

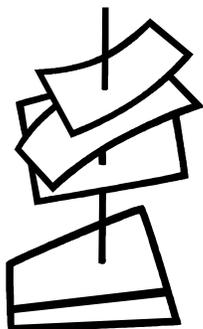
Select the screen and font size and the color of the font.

Click START PROMPTER.



When you start the prompter, the text will appear in big font on the screen. Click on FORWARD to start. The text will move up. You can REVERSE the direction that the text is moving, STOP the text, PAUSE it or even change the speed by clicking on a number 1 - 9. You can also show the MIRROR image of the text.





# REFLECTIONS FROM The 42nd Annual TESOL Convention 2008

Summarized by  
Suzan Oniz  
METU, Ankara.

The 42nd Annual TESOL Convention was held in New York on 2 - 5 April 2008. As always, this gigantic conference was attended by hundreds of professionals working in all ELT fields including pre-school teachers, university instructors, trainers, administrators, and publishers. There were pre- and post-convention institutes that varied in duration from a full day to half a day, a whole series of plenary speakers well-known in the ELT world, countless concurrent sessions spread over the Hilton and Sheraton Hotels as well as a rich Electronic Village, where IT users and some professional sales representatives showed how to use new equipment and also software for ELT settings. This meant that a participant had to plan the sessions that they wished to attend very carefully so that there was minimal venue change; even moving between the floors of the same hotel proved to be difficult and timely so that it was, at times, impossible to find a seat in a session that you looked forward to attending. I tried to stay on the same floor, even, if possible, in the same room to ensure that I would be able to listen to my preferred speaker. These were the logistics.

The plenary speakers and their titles were as follows:

Suresh Canagarajah, (Opening Plenary): 'Worlds of Practice: In Search of Community.'

William Grabe: 'Ten Good Ideas for Teaching Second Language Reading';

Bonny Norton: 'TESOL Identities: Making a World of Difference';

Lia Kamhi-Stein: 'Building Classroom Communities Through Teachers' Lived Experiences';

Sandy Briggs (the outgoing TESOL President): 'Creating Independent Language Users';

Shondel Nero on 'Languages without Borders: TESOL in a Transient World';

Penny Ur: 'Correctness and Correction';

Aida Walqui: 'Quality Teaching for English Language Learners: What does Principled Practice Entail?'



## INGED REPRESENTATION AT TESOL 2008

INGED was represented at the Affiliate Colloquium, the Affiliate Newsletter Editors' Workshop, where your editor presented our newsletter and invited other editors to share our online newsletter with their readers, the Affiliate Leaders' Workshop, and the Affiliate Assembly. Every affiliate is expected to be represented in person at least every other year at the TESOL Convention. INGED is up-to-date with its affiliate membership payments and participation in the affiliate meetings.

Your editor, Suzan Oniz, an INGED member, Cigdem Ozen, and a plenary speaker at last year's INGED Conference, Lynne Diaz-Rico jointly conducted a Post-Convention Institute that lasted four hours. The title was "Targeted Instruction for Upper Intermediate Learners: Overcoming Fossilization" and each presenter approached fossilization from different angles: structures, vocabulary, culture. During this long and intensive workshop, participants had pre-registered and paid an extra fee; therefore, the audience was a demanding group with high expectations. No need to mention that the presenters felt quite a lot of stress before the workshop started... All the worries proved to be groundless because the participants enjoyed the workshop, worked hard (as was expected) and gave extremely positive feedback ("This is the BEST workshop I have ever attended") in the end.



Suzan Oniz & Lynne  
Diaz-Rico relaxing



Lynne Diaz-Rico, Nurdan Gurbuz, Suzan Oniz, Zeynep Yedierler, Cigdem Ozen



**NOTES FROM  
'Ten Good Ideas for Teaching L2 Reading'**

**A TESOL 2008 Plenary Talk  
by William Grabe  
Northern Arizona University  
william.grabe@nau.edu**

Bill Grabe started out by listing in detail the various implications of research into what L2 students need from efficiency in word recognition, automatic accessibility to numerous word meanings to setting goals for reading, making inferences and drawing on prior knowledge, developing and maintaining motivation to persist in reading among others.



The speaker involved the audience in several reading activities to make his message clear. This was amazing since hundreds of ELTers were seated in the huge ballroom of the Hilton and Bill got most of the people there actively involved in his activities and presentation.

The following are the 10 ideas that the speaker shared with the audience:

**1: Select Vocabulary for Instruction**

- Note 30-50 words from a text to use for vocabulary practice activities
- Select a small number of key words (5-8 words)
- Gloss uncommon words (fuss: attention)

**2: Use Large Sets of Words**

Working with large sets of words provides a vocabulary-rich environment to support learning.

- Sort words
- Place vocabulary along a continuum that you provide.

**3: Collect Words & Own Them**

- Write mature words on the board (during text unit).
- Get students to choose words for their word journals. e.g. Four words they like and want to learn. They then add definitions.

#### **4: Practice Comprehension Skills**

- Engage students in discussions about text information by asking questions on main ideas and why questions.
- Identify main ideas in the text.

#### **5: Identify Signals for Discourse Organization**

- Find patterns of discourse organization and word signals in a text:  
cause-effect  
comparison-contrast  
problem-solution  
process

#### **6: Build Awareness of Text Structure**

Fill in the graphic organizers that highlight discourse structure.

- They are relatively few in number.
- They need to be repeated for multiple texts.
- They need to be simple and consistent.

#### **7: Use Important Reading Strategies**

- Plan and form goals before reading.
- Form predictions before reading.
- Reread as appropriate.
- Monitor reading continuously.
- Identify important information.
- Fill in gaps in the text through inferences and prior knowledge.
- Make guesses about unknown words.
- Use text structure information to guide understanding.
- Integrate ideas from different parts of the text.
- Build main idea summaries.
- Evaluate the text and the author.
- Attempt to resolve difficulties.

#### Teachers' Role:

- Introduce a strategy, talk about how, when, and why to use it
- Add the strategy to a class list
- Model strategic reading with teacher think-alouds
- Provide extensive practice
- Encourage student modeling and use of strategies
- Make strategy instruction a part of everyday instruction, and not separate lessons
- Gradually automatize student strategy use for fluent reading over time



### Student strategy list:

- Call up background knowledge
- Form a question
- Note text support (the glossed word)
- Guess a word meaning
- Use a dictionary
- Predict
- Summarize

### **8: Guess Word Meanings in the Text**

- The goal is to maintain comprehension, not learn precise vocabulary meanings.
- Practice strategy with words in main texts when appropriate, not with separate made-up exercises.

### **9: Develop Word Recognition Skills**

- Practice word recognition exercises
  - Timed matching activities
  - Timed resorting activities
  - Reading word lists as timed activity
- Use flash cards and computer word-recognition activities
- Sort words quickly into 3 categories (e.g. problems, processes, solutions)

### **10: Recycle Texts for Fluency Practice**

Recycle and reread texts used in class for multiple purposes.

- Reread text quickly to begin post-reading discussion.
- Reread to work with a graphic organizer.
- Reread to connect to information from a previous text.
- Reread to make a summary or fill in an outline.
- Read 3-4 times as rereading fluency practice.
- Read text while taking a different position from author.
- Read to look for text structure signals.
- Read to look for signals for main ideas.
- Read to create a radio report script.
- Read to find 5 words they still don't know or want to own in their vocabulary journals.

### **A Bonus Idea: 11: Practice Paired Rereading for Fluency**

Students in pairs read a short passage multiple times for fluency practice



Teacher's Role:

- Keep passage practice short.
- Ask students to read texts they have already worked with or texts with at least 98% vocabulary knowledge.
- Have students read for a set number of seconds (40, 60, or 90 seconds).
- Student can usually work with a reading partner, but they can also read with a tape recorded version, read with a teacher, or read by themselves with a clock.
- Students who have great difficulty should be given easier texts.
- Pronunciation is not the issue for repeated reading unless the word is not intelligible.
- Reading the same passage three-four times is usually the limit for a session.
- Students should keep a record of how well they do.

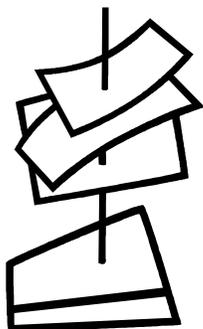
*THE EDITOR IS LOOKING FOR HELP*

*Were you at our conference?*

*Would you like to send us a detailed summary of a session that you liked?*

*Please send the summary and information about yourself to the editor.*





# NOTES FROM The MEB Seminar in Erzurum (Seminar Number 435: ELT Methodology) Summarized by Prof. Dr. Aydan Ersoz

**Dates:** July 14 - July 18, 2008

**Venue:** Erzurum In-service Education Center

**INGED Trainers:** Prof. Dr. Aydan Ersoz and Dr. Neslihan Ozkan

**Participants:** MEB trainers (formator)

**Topics covered:**

- Why Teach English to Young Learners
- Principles of Teaching Young Learners
- ELP and its Implementation (Communicative and Skills-based)
- Learning Styles and Multiple Intelligences Theory
- The New Curriculum for the Primary Level
- A Sample Unit from the New 4<sup>th</sup> Grade Book
- A Sample Unit from the New 5<sup>th</sup> Grade Book
- Classroom Language and Classroom Interaction & Management
- Using Songs, Games and Art & Craft Activities
- Using Stories and Dramatization
- Evaluating & Assessing Young Learners and Portfolio Assessment
- Writing Exercises and Test Items

## Summary of a Session

### ELP: The European Language Portfolio

*What is a European Language Portfolio?*

It is a document in which those who are learning or have learned a language - whether at school or outside school - can record and reflect on their language learning and cultural experiences. The portfolio contains:

- a language passport which its owner regularly updates. A grid is provided where his/her language competences can be described according to



common criteria accepted throughout Europe and which can serve as a complement to customary certificates.

- a detailed language biography describing the owner's experiences in each language and which is designed to guide the learner in planning and assessing progress.
- a dossier where examples of personal work can be kept to illustrate one's language competences.

The European Language Portfolio project has two main aims:

- a) to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels;
- b) to provide a record of the linguistic and cultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad).

The two basic functions of the ELP are the pedagogic function; and, the documentation and reporting function

#### *The pedagogic function*

- Enhance the motivation of the learners
  - to improve their ability to communicate in different languages
  - to learn additional languages
  - to seek new intercultural experiences
- Incite and help learners
  - to reflect their objectives, ways of learning and success in language learning
  - to plan their learning
  - to learn autonomously
- Encourage learners to enhance their plurilingual and intercultural experience, for example through contacts and visits, reading, use of the media, projects.

#### *The documentation and reporting function*

The European Language Portfolio aims to document its holder's plurilingual language proficiency and experiences in other languages in a comprehensive, informative, transparent and reliable way.

The instruments contained in the ELP help learners to take stock of the levels of competence they have reached in their learning of one or several foreign



languages in order to enable them to inform others in a detailed and internationally comparable manner.

There are many occasions to present a Language Portfolio which is up to date, for example a transfer to another school, change to a higher educational sector, the beginning of a language course, a meeting with a career advisor, or an application for a new post. In these cases the ELP is addressed to persons who have a role in decisions which are important for the owner of the Language Portfolio. A learner may also be interested in having such documentation for him-/herself.

ELP is based on the Common European Framework of Reference. The skills referred to in the *language passport* are:

UNDERSTANDING (LISTENING and READING); SPEAKING (SPOKEN INTERACTION and SPOKEN PRODUCTION); and WRITING (WRITTEN INTERACTION and WRITTEN PRODUCTION).

The levels derived from the *CEF* are

- BASIC USER (A1: BREAKTHROUGH and A2: WAYSTAGE),
- INDEPENDENT USER (B1: THRESHOLD and B2: VANTAGE), and
- PROFICIENT USER (C1: EFFECTIVE OPERATIONAL PROFICIENCY and C2: MASTERY).

Hence, in ELP, the shift has moved from teacher-centred approaches to more learner and learning-centred approaches, product-oriented approaches to more process-oriented approaches.

In LEARNING-CENTRED approaches, the learning situation is important since learners become aware of their abilities and potential in the learning situation.

In PROCESS-ORIENTED approaches, the basic theoretical hypothesis is that underlying any language behaviour are certain skills and strategies which the learners use in order to comprehend or produce discourse.

The ELP supports any foreign language curriculum that aims:

- to develop learners' communicative proficiency (functions + notions and appropriateness),
- to improve language and study / academic skills,
- to cover tasks that are relevant to the real world language needs of the learner.



PHOTOS



**Teachers as Learners**



**Singing and dancing**



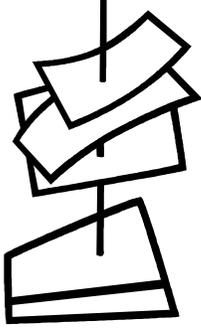


**The last day; all ready  
to go home.**

No worries if you haven't been able to  
attend an INGED Afternoon...

The summaries of the  
INGED Afternoons are online ...





# NOTES FROM The MEB Seminar (Seminar Number 634: ELT Methodology) in Burdur

Summarized by  
A. Suzan Oniz

**Dates:** 1 - 5 September 2008

**Venue:** Bilim ve Sanat Merkezi in Burdur

**INGED Trainer:** A. Suzan Oniz

**MEB Trainer (formator):** Deniz Cetin)

**Topics covered:**

- Learning Styles and Multiple Intelligences Theory
- Using Songs & Games
- Using Free Resources
- Testing & Assessing Learners
- Showing Students How to Read Efficiently
- Teaching, not Testing Listening
- Dealing with Class Management
- Materials Adaptation
- Using Writing Activities
- Using Speaking Activities
- Using Vocabulary Activities
- Using Grammar Activities



## PARTICIPANT IMPRESSIONS FROM THE BURDUR SEMINAR

by

**Fatma Ozcan**

fatmozcan@yahoo.co.uk

Between 1 - 5 September 2008, teachers in Burdur gathered for a seminar



about "English Teaching Methods" given by A. Suzan Oniz and Deniz Cetin. They started out with lively activities in the Icebreaker session. Especially the 'Niyet' Tree created by Suzan Oniz was very attractive. She asked us, at the beginning of the seminar, to think about what we hoped to gain through the sessions; we wrote our hopes on slips of paper and attached them

on the tree; then, at the end of the week, she invited us to decide whether we found our expectations or not and told us to remove the slips if the hopes were met. There were no slips left on the tree at the end of the week!

I must confess that each of the sessions was so rich and well-equipped that the seminar was beyond our expectations, in fact beyond our imagination. The presentations were interactive and lively. We acquired many new ideas about Principles of Teaching: Learning Styles, Vocabulary Activities, Speaking Activities, Grammar Activities, Vocabulary Activities, Materials Adaptation, Classroom Management, Using Free resources, Integrating all & Professional Development.



Deniz stressed the importance of doing drama (even in grammar presentations), using music (even in writing lessons), playing games in making the lesson enjoyable and getting the students motivated. In one of her sessions, Deniz gave us an exam at the beginning of the session and asked us to answer the questions in 30 minutes. We were shocked, because she didn't say anything about having an exam before. The second shock was from the questions; one of them was about preparing a lesson plan... After a while, she told us that all that was a joke. She invited us to put ourselves in the position of the students. I better understood the seriousness of an exam from the point of a student in terms of the types of questions and the date of an exam.

In another one of Deniz's sessions, she gave us a piece of paper and wanted us to write a composition about 'Nuclear Energy'. She didn't say anything more. At



that time, we again became aware of the difficulty of writing without having any information. Then she played the song of 'Father and Son' by Cat Stevens. She asked some comprehension questions about the lyrics. We discussed the topic of the song:

generation gap. We did brainstorming and note taking on the subject. After this task, Deniz asked us to write a composition about 'The Generation Gap'. This time it was very easy to write because we had discussed the topic and had notes on the term.

Suzan gave us many important and interesting clues in her materials adaptation session. She showed us how to be patient, energetic and well-equipped in the classroom. We tried out many practical ideas and lesson plans in the seminar. Suzan also stressed the importance of 'INGED' for an English teacher.

**The Fly Swatter Activity (Kill the Word):** In one of Suzan's session (Using Games & Activities in the English Class), she posted approximately fifteen cards containing words or groups of words on the BB. She asked for 10 volunteers to come up in front of the BB. She made each 5 a group and they stood in two parallel lines of 5, competing against the other 5. She gave a fly swat to each of the first competitors. They looked at the vocabulary on the BB. When Suzan



showed the first competitors a card, they had to quickly find the word/s on the BB that collocated with the word on her card and quickly swat this word on the BB. The rule of the swatting was like this: Each person can only swat once! The second swat doesn't count. If the swat is correct, Suzan will give that person her card and both first competitors will give their fly swats to the person behind them and go to the back of their row. If the swat was wrong, they hand over the swat to the next competitors and go to the back. Only one swat per pair! The group with the most cards wins. This activity made the competitors be quick in finding the answer. I like this game because it is challenging and interesting. The students will love these kinds of games. I also can use it in various vocabulary lessons: finding the opposites of adjectives, the synonyms of words and adjectives, phrasal words, the second and third forms of the verbs etc. I can vary the activity. I have noted down some activities from Suzan's 'Vocabulary Activity'. The procedure was like this:

**Odd One Out:** The teacher writes down a number of words on the BB and students have to decide which one they think is the odd one out. They write it down and show their choice to their desk partner. The teacher asks for the students' reasons for excluding what they did. The aim is to make students think and talk about their choices.



**Relations:** The teacher names a word and students write down any related words that they can

think of on a piece of paper in a limited time. They show the class their words and compare these.

**What is the Adverb:** One participant leaves the room and the others choose an adverb; for example 'quickly' or 'sleepily'. When the leaver returns, s/he must find out what the adverb is by commanding people to do various actions 'in that way'. For example, if the leaver says 'Talk that way', the group must talk 'quickly' or 'sleepily'. After each command, the participant tries to guess the word.



This lively seminar ended with a saz-concert given by one of our own teachers Peyami Yengin accompanied by Kenan Nurlu and by all English teachers singing happily.



Here are some lively moments from the seminar...







**FAREWELLS ...**

***HAVE YOU RENEWED YOUR  
MEMBERSHIP?***

**Please take a minute and  
go to our website,  
go to MEMBERS,  
fill out the form,  
renew your membership as described on  
the website.**

**Together we stand...**



# THE VOICE & STORY OF AN *inged* MEMBER



Dear Colleagues,

Here is a story whose source is unknown but it has been passed around the internet... It has been sent to us by Prof. Dr. Aydan Ersoz for our personal enjoyment or classroom use.

## *AN INSPIRATIONAL STORY*

His name was Fleming, and he was a poor Scottish farmer. One day, while trying to make a living for his family, he heard a cry for help coming from a nearby bog. He dropped his tools and ran to the bog.



There, mired to his waist in black muck, was a terrified boy, screaming and struggling to free himself. Farmer Fleming saved the lad from what could have been a slow and terrifying death.

The next day, a fancy carriage pulled up to the Scotsman's sparse surroundings. An elegantly dressed nobleman stepped out and introduced himself as the father of the boy Farmer Fleming had saved.

"I want to repay you," said the nobleman. "You saved my son's life."

"No, I can't accept payment for what I did," the Scottish farmer replied, waving off the offer.

At that moment, the farmer's own son came to the door of the family hovel. "Is that your son?" the nobleman asked. "Yes," the farmer replied proudly. "I'll make you a deal. Let me provide him with the level of education my son will enjoy. If the lad is anything like his father, he'll no doubt grow to be a man we both will be proud of."

And that he did.



Farmer Fleming's son attended the very best schools and in time, he graduated from St. Mary's Hospital Medical School in London, and went on to become known throughout the world as the noted Sir Alexander Fleming, the discoverer of Penicillin.

Years afterward, the same nobleman's son who was saved from the bog was stricken with pneumonia.

What saved his life this time? *Penicillin*.

The name of the nobleman? Lord Randolph Churchill. His son's name? Sir Winston Churchill.



*The next time you go to a conference or workshop,*

**take detailed notes  
and send these to us  
in a format similar to what you are reading on these pages.**

**In this way, other INGED members can also benefit...**

**Together we stand...**



# THE VOICE OF A TEACHER FROM DOWN UNDER

Here's a short article from  
Australia...



## *Australia, Gallipoli and Turkey*

by

Braham Dabscheck

bdabsche@bigpond.net.au

Gallipoli, or more correctly, the landing of troops on that part of the Turkish peninsula in the early hours of 25 April 1915, looms large in the Australian imagination. It is said that this was the moment when Australia became a nation. In recent decades, increasing numbers of Australians have made their way to Gallipoli, either to attend the dawn service each year which commemorates what is now called ANZAC day, or to visit and inspect various memorials and battle sights during the year.

The Gallipoli peninsula is also a source of fascination for Turks. It is a place where Turkey repelled invaders from foreign lands and where a young Turkish officer, Mustafa Kemal, who was renamed Ataturk (the father of Turkey) was brought to prominence and subsequently established Turkey as a modern secular state in 1923. In 2007, over one million foreigners and two and a half million Turks visited Gallipoli. It is estimated that more than half a million Johnnies and Mehmetts lost their lives at Gallipoli. More than 8,700 Australians died; approximately 2,500 New Zealanders.

While Gallipoli plays a large and apparently increasing part in Australia's sense of itself, Australia and Australians have little knowledge or interest in Turkey, its people, history and culture. I have recently returned from a holiday in Turkey. My trip was motivated by reports from family and friends about the wonderful time they had had on their visits and a burgeoning email correspondence with a Turkish scholar with whom I have common research interests.



I arrived in Turkey not knowing what to expect, despite numerous conversations with previous visitors and the reading of obligatory tourist guides. Australia is a new country in an old land, flat and sunburnt. Turkey's history dates back to the dawn of civilisation, has been a bridge between Europe and Asia, and has witnessed the rise and fall of various kingdoms over the ages. It has a beautiful landscape, mountain ranges, the 'moon scape' that is Cappadocia, countless ancient monuments and artefacts, as well as the carpets and ceramics, for which it is famous and a unique and tasty cuisine.

The most attractive part of Turkey, however, is its people. They are very friendly and most hospitable. This was a constant observation I shared with other tourists. Various people went out of their way to help me in overcoming the usual problems of the tourist. I was amazed at the number times someone would walk me to where I was heading, or asked someone on my behalf to solve a problem, found someone who spoke English to understand what it was that I wanted, or would stay with me to ensure that I successfully embarked on the next stage of my journey.

Because of Gallipoli, because we invaded their country and all that flowed from that, I feel that Australia is morally obliged to do something important for Turkey; something ongoing and lasting; something which will aid Turkey in helping to resolve a long standing problem. As the centenary of ANZAC day approaches there are plans afoot for ceremonies, speeches and the normal fare associated with such occasions. Brendan Schwab of the Australian Professional Footballers' Association has told me that a match between Australia and Turkey is in the planning stages for ANZAC day 2015. This may be the only game in my life where I do not care if Australia does not win.

During my travels I learnt that there is a desire in Turkey to learn and communicate in English. Substantial resources are devoted to teaching English with little result. School children are taught the finer rules of English grammar. But once classes finish the fruits of such teaching quickly wither on the vine. Students have no-one with whom to practice their English, particularly in the spoken form. Away from school students quickly forget whatever it is that they have been taught. Returning to school brings about the reteaching of material they have already been exposed to, which is perceived as being irrelevant to their needs, with the inevitable result of boredom, resentment and frustration. While in Turkey, by chance I happened to read a book by Geraldine Brooks, entitled *Foreign Correspondence: A Pen Pal's Journey from Down Under to All*



*Over*, Anchor Books, New York, 1999. She, like many Australian children in the 1950s and 1960s (including me) had pen pals. Writing letters to 'pals' in other parts of the city, country or overseas overcame problems with communications and helped to broaden one's horizons in becoming friends with and learning about the lives of others.

Why not extend this idea to take advantage of the technological developments associated with communications? In particular, why not make use of e-mail and skype where people can contact each other via the internet in either written or spoken form? Schools in Turkey and Australia could enter into twinning arrangements to establish systems of what will be called e-pal and skype-pal, whereby school children communicate with each other on a regular basis. E-pal would help Turkish children with their written English, while skype-pal would enhance spoken English. Such communication could be a stepping stone for broader cultural connections between school children of our two countries. In addition, it would provide a vehicle whereby Australia, in acting as a good friend in helping Turkish children acquire proficiency in English, could at one and the same time learn more about a nation, which by a quirk of history has played such a large part in the making of the Australian character.

***Braham Dabscheck*** is a Senior Fellow, Faculty of Law, University of Melbourne. For more than 35 years he has published extensively in the areas of Australian industrial relations and economic, legal, industrial relations and historical issues of professional team sports across the globe.

**Would you like  
to attend an INGED AFTERNOON  
in your city?**

**Please contact us for details.**



# From Affiliate Newsletters From Affiliate Newsletters

This article has been reprinted with the writer's permission;  
it first appeared in TESOL's *Essential Teacher*, Volume 5, Issue 2.

June 2008

## White Lies or Communicative Competence?

By

Sandra Hancock

My daughter had a slumber party for her birthday when she was in the fifth grade. I brought most of her 10- to 11-year-old friends over to our house, and the others arrived a little later. The girls brought their pillows and sleeping bags and spread them out for their big night in the living room. Our guests were a diverse group of language speakers from a variety of ethnic groups. The one common denominator they shared was that of living in the United States and trying to negotiate American English.

While the girls were getting settled, I wasn't actually eavesdropping—I was within earshot. They either didn't care that I could hear them or didn't think about it. I became intrigued by what they said as well as how they negotiated meaning and used nonverbal cues, including gestures and facial expressions. There were two- and three-way conversations with turn taking, interjections, and overlaps.

From time to time, a pair of girls would come into the dining room to talk together and some would go upstairs to my daughter's bedroom, which happens to be across from mine. They would gossip and comment about the girls at the slumber party as well as other classmates. Some accused others of lying to them about something or another ("I said . . . , but she said . . ." and "I can't believe . . . !").

I observed how various girls responded differently when they were accused of not being truthful. One argued that she "was telling the truth," another admitted that she had been fibbing to keep from hurting someone's feelings, and so forth. Some of the girls seemed to exaggerate, stretching the truth a little. Hearing the girls tell white lies (rather than "whoppers") fascinated me!



### **Communicative Competence**

As an ESOL/linguistic doctoral student, an elementary school ESL teacher, and the parent of three children, I have had ample experience with children's conversation. But witnessing this sociolinguistic display of multilingual children negotiating truths in varying degrees made me wonder about *terminological inexactitudes* (i.e., lies). Where do they fit in applied linguistics? Is their use, at least in U.S. culture, part of communicative competence?

*Communicative competence* refers to the ability to interact appropriately based on the cultural and linguistic rules of a speech community, and it is closely related to values, attitudes, and motivations (Hymes, 1971). Like the girls at my daughter's slumber party, almost everybody I know (including myself) has falsified the facts for a variety of reasons, both good and bad (e.g., to save face, to be nice, to get out of doing something, to mislead). However, I have never heard it talked about openly, and I certainly hadn't discussed it with my own children.

### **Conceptualizations of *Lie* and *White Lie***

To answer some of the questions that swam in my head since I heard the girls "telling stories" (as it was referred to in my southeastern Tennessee home), I decided to look for dictionary definitions of *lie*. I went first to my favorite online dictionary, *Dictionary.com*, which lists several definitions, including "a false statement made with deliberate intent to deceive; an intentional untruth; a falsehood"; "something intended or serving to convey a false impression"; and "an inaccurate or false statement." Next, I looked up *white lie* to see how it is distinguished from *lie*. According to the *American Heritage Dictionary*, a white lie is an "often trivial, diplomatic or well-intentioned untruth"; *WordNet* defines it as "an unimportant lie (especially one told to be tactful or polite)."

I decided to go to the university library to see whether I could find any books that addressed this topic. I found several that expanded on the dictionary definitions I had already found. For example, Bok defines a white lie as "a falsehood not meant to injure anyone, and of little moral import" (cited in Barnes, 1994, p. 14). Barnes discusses the fact that the term *white lie* carries many connotations, including that of a false statement told by White people (as opposed to African Americans) and thus is not an adequate analytical term. He prefers the term *simple benevolent lies* to describe untruths "in which the liar merely intends to enhance the dupe's interests by deceiving him or her" (p. 14).



## **Politeness Rules**

Now that I had a better conceptual understanding about white lies, I thought further about their appropriateness within social interaction. I recalled politeness principles that I had learned about in one of my classes. For example, Lakoff (1973) developed rules of rapport, which posited that those in conversation avoid imposing on others and strive to establish and maintain positive relations. And according to Brown and Levinson's (1987) politeness theory, politeness involves showing respect for *face needs*, including the desire not to be imposed upon and the desire to be liked. Although Brown and Levinson make no mention of lying, many times fibs serve the function of being polite.

So far my investigation revealed that the twisting of the truth is an intentional speech act and that its forms and functions differ depending on the social context, whether it be to enhance the interests of the listener (Barnes, 1994), to avoid conflict, or to obtain what the speaker desires. Miller and Stiff (1993) argue it "may even be sanctioned as fulfilling norms of social acceptability and accountability" (p. 23). My suspicion that lying in some form or another is part of the communicative competence for certain cultural groups was gaining more and more confirmation. After all, telling the truth in certain situations is socially unacceptable because it can be hurtful and humiliating.

## **What the Girls Say About Lying**

My next step in coming to a better understanding of the appropriateness and use of white lies was to talk to some of the girls from the slumber party (after asking their parents' permission, of course). I met with five girls individually and asked them how they would respond to various scenarios, including the following:

- You're having a sleepover. Somebody you are not friends with wants to come. You don't want her to.
- Your friend reads you a story she wrote and thinks it's wonderful! You think it's weird.
- Your friend asks you to spend the night. You want to go to her house to play but not spend the night.

I followed up with these questions:

- Why would you say that?
- Has something like this really happened? What did you do?
- What does it mean to lie? To tell the truth?
- Are some lies worse than others? How?
- Has an adult talked to you about lying? What did he or she say?



What the girls told me was quite interesting. All admitted to telling white lies at one time or another, but some did so rather reluctantly. For example, Melanie, a child from a bicultural family, said that she didn't tell lies because her mother had told her that it was wrong and that she would be punished for doing so. When asked directly, "Have you ever told lies?", she hesitantly responded that she had, pointing out that she only did so in an effort to be nice, but it didn't happen often. She said that when she did lie, she felt guilt and shame because she was disobeying her mother.

Melanie's responses to the scenarios suggested that she is quite blunt, confirming what I had noticed at the slumber party. For example, when asked how she would respond to a friend who thought she had written a great story, Melanie said that she would say, "I don't think that it's a good story" because "it would be the truth." During her later visits to my house with friends, I observed that she could indeed be blunt, causing others to question their friendship with her. Did this occur as a result of translation from her native language to English? Did she realize she was being so blunt? Perhaps a native English speaker might soften the words, trying to be diplomatic. It was difficult to discern.

The other girls indicated that they saw white lies as a politeness strategy and therefore justified their use.. Krista, a native English speaker from an African American family, said that her uncle had told her that it was okay to bluff and deceive if she was trying to avoid hurting someone's feelings. Of the five girls, she was the only one given explicit permission to do this. The other girls said that it hadn't really been discussed, but that they had observed their family members being less than honest, usually for the sake of politeness or to make themselves seem "nicer" than they were.

Another interesting finding was that the girls suggested that the gender, age, and relationship of others influenced whether they would lie to them. They had no problem being forthright with boys their age because they really didn't care if they hurt their feelings. And some of the girls said they might lie to teachers and parents about doing their homework to "not get into trouble."

### **Insights and Unanswered Questions**

My interviews with and observations of my daughter and her friends gave me insight into girls at this age. Like many adults I know, the girls use white lies primarily for politeness or to protect themselves. And they had become quite comfortable and skilled in doing so—except for Melanie, who felt shame. I



became convinced that the telling of white lies is part of communicative competence for at least some of the diverse groups living in the United States (see "The Ubiquitous Art of Bluffing," *Essential Teacher*, September 2007).

But how does a teacher—or a parent for that matter—address a sensitive topic like this one? Should we talk to English language learners about the appropriateness and use of white lies and the norms of politeness in U.S. society? Should we discuss and practice strategies that can be used to maintain positive relationships without the use of lies? Should we just ignore the topic and let language learners figure things out on their own or simply use their own cultural norms? I still have so many unanswered questions.

### References

- Barnes, J. A. (1994). *A pack of lies: Towards a sociology of lying*. Cambridge: Cambridge University Press.
- Brown, P., & Levinson, S. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Hymes, D. H. (1971). *On communicative competence*. Philadelphia: University of Pennsylvania Press.
- Lakoff, R. (1973). The logic of politeness: Or minding your P's and Q's." In C. Corum, T. C. Smith-Stark, & A. Weiser (Eds.), *Papers from the Ninth Regional Meeting of the Chicago Linguistic Society* (pp. 292-305). Chicago: Chicago Linguistic Society.
- Miller, G. R., & Stiff, J. B. (1993). *Deceptive communication*. Newbury Park, CA: Sage.

*Sandra Hancock is a doctoral candidate and instructor in the School of Teaching and Learning at the University of Florida, Gainesville, in the United States.*

The International Association of Teachers of English as a Foreign Language (IATEFL) was founded in 1967 to identify the needs of teachers from a wide range of educational contexts across the world, and to provide opportunities for them to share and benefit from each other's practical classroom experiences.

Presently, the number of members is 3500 members worldwide, many through our Wider Membership Scheme.

**INGED's IATEFL Contact Person:**

**Prof. Dr. Birsen Tutunis**

**([tutunisster@gmail.com](mailto:tutunisster@gmail.com)).**

**She will be very happy to help you.**



**The 43<sup>rd</sup> Annual International IATEFL Conference and Exhibition  
in Cardiff,  
31 March - 4 April 2009**

**Plenary speakers:**

Claudia Ferradas

Bonny Norton

Marc Prensky

Fauzia Shamim

Elana Shohamy

Details of IATEFL's next conference are now available at  
<http://www.iatefl.org/content/conferences/index.php>

The preliminary conference brochure will be posted to all members at the end of June.

The speaker proposal deadline is 22 September 2008 and registration forms are now available to download, or you can register online.

**Watch video sessions recorded at this year's IATEFL conference**

Did you miss the Exeter IATEFL Conference?

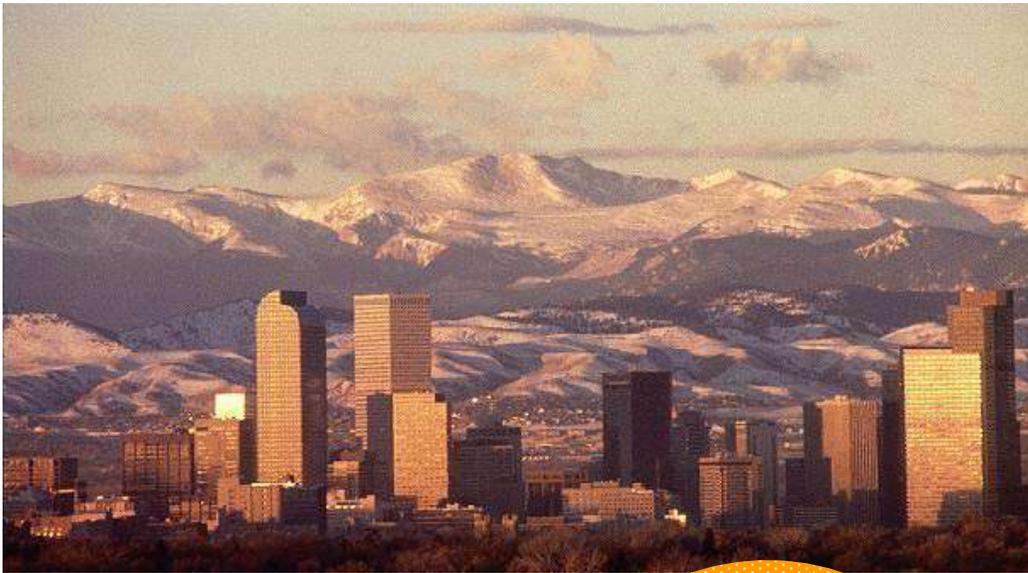
You can watch over 20 video presentations from the Exeter 2008 IATEFL conference at

<http://exeteronline.britishcouncil.org>



**The 43<sup>rd</sup> Annual TESOL Convention & Exhibit (TESOL 2009)**  
**"Uncharted Mountains Forging New Paths"**  
will be held in Denver, Colorado, USA.  
[http://www.tesol.org/s\\_tesol/convention2009/](http://www.tesol.org/s_tesol/convention2009/)

The 43<sup>rd</sup> Annual TESOL Convention and Exhibits will start on Thursday, March 26, 2009 and run through Saturday, March 28, 2009. It will be held in scenic Denver, Colorado. Please visit [http://www.tesol.org/s\\_tesol/convention2009/](http://www.tesol.org/s_tesol/convention2009/) to learn more about how to participate in order to immerse yourself in the theme of *Uncharted Mountains, Forging New Pathways*.



## Global SpellEvent 2009



The poster for the Global SpellEvent 2009 features the Franklin logo at the top left and the TESOL logo at the top right, with the text "in cooperation with" above it. The main title "Global SpellEvent" is in large blue letters. Below it, the location and date "New York City, U.S.A. August 2009" are written. A central graphic shows a red apple with a green leaf, where the apple's body is a map of the world. Below the apple are six national flags: Argentina, Germany, Italy, Mexico, South Korea, and Turkey, each with its name underneath. At the bottom, the text "US\$10,000" is prominently displayed in red, followed by the details of the scholarship and prizes.

in cooperation with

**Franklin®**

**TESOL**  
Teachers of English to Speakers  
of Other Languages, Inc.

**Global  
SpellEvent**

New York City, U.S.A.  
August 2009

Argentina Germany Italy Mexico South Korea Turkey

**US\$10,000**

Scholarship awarded to the first place winner  
at Global Event in New York City!

1st and 2nd place finishers of local events  
earn a free trip to New York City

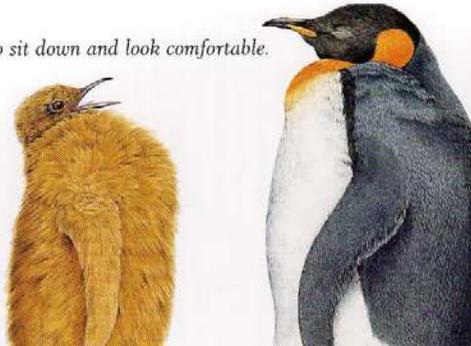
14 students from 7 countries, including Turkey, will compete in the Spelling Competition, "Global SpellEvent," in New York City in August 2009. The Global SpellEvent is a collaborative work of TESOL, Franklin Electronic Publishers and INGED.

7 schools in Turkey will participate in the National SpellEvent to select 48 students. The 48 spellers will then compete in the National SpellEvent Competition, organized by INGED, to select two finalists. The First and Second Place winners of the National Competition will travel to NYC to compete with spellers from Argentina, Germany, Italy, Mexico and South Korea for the various prizes awaiting them.



## WISE SAYINGS

*The quickest way for a parent to get a child's attention . . .  
is to sit down and look comfortable.*



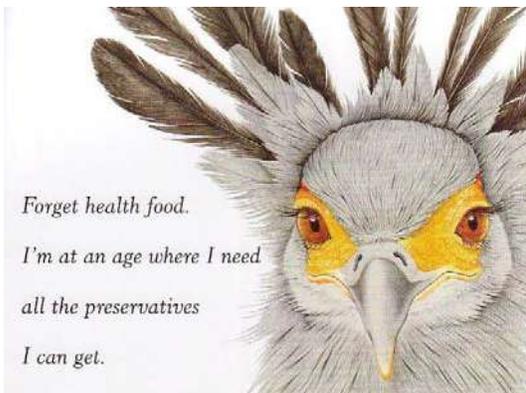
*I live in my  
own little world.  
But it's okay—  
they know me here.*



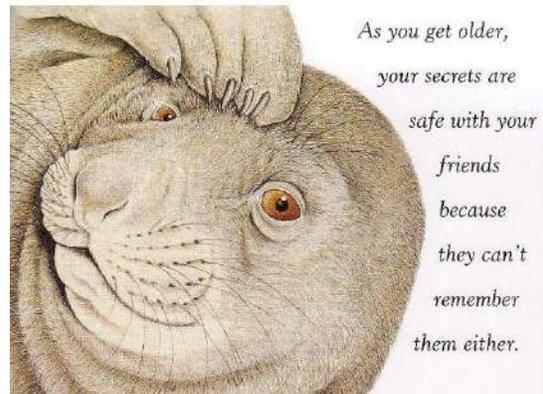
*You can't stay  
young forever.  
But you can be  
immature for the  
rest of your life.*



*If you  
leave me  
can I  
come too?*

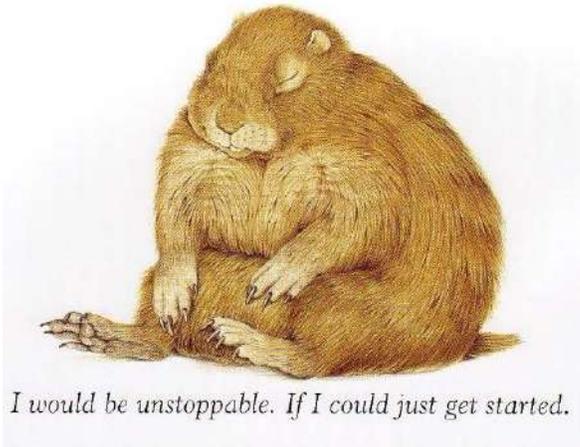


*Forget health food.  
I'm at an age where I need  
all the preservatives  
I can get.*

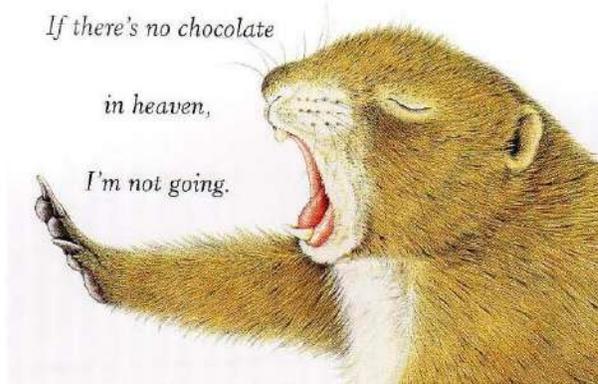


*As you get older,  
your secrets are  
safe with your  
friends  
because  
they can't  
remember  
them either.*

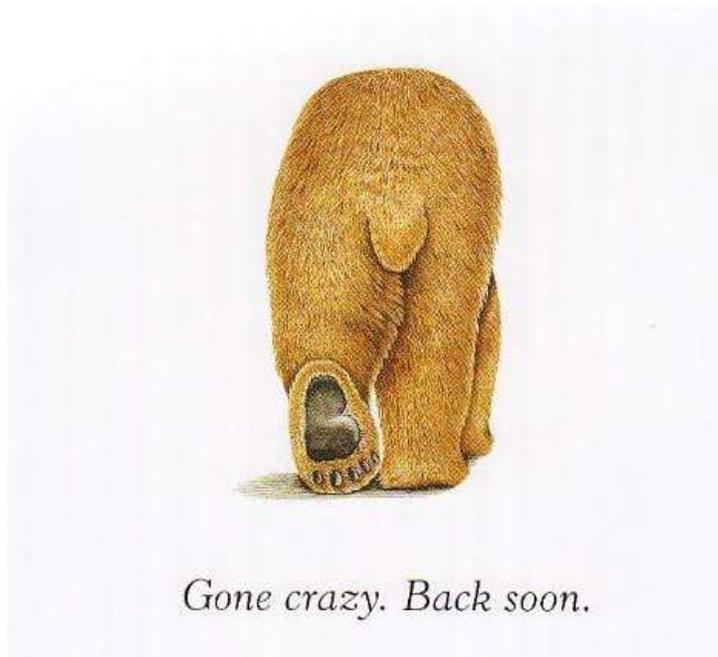




*I would be unstoppable. If I could just get started.*



*If there's no chocolate  
in heaven,  
I'm not going.*



*Gone crazy. Back soon.*

