

# NEWS ON-LINE



Issue 3  
September 2010

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## *From the President*

Dear members,

We are all back to school, but I hope not back to the old routine. In this issue, I want to share my ideas on "change" with you. Being a teacher puts a tremendous responsibility on our shoulders; we can't simply stick to our old values and practices. We need to renovate ourselves to catch up with the demands of the new generation and new circumstances. As Jan Glidewell once said, "You can clutch the past so tightly to your chest that it leaves your arms too full to embrace the present". Change, however, is not very easy. I have recently read an article by psychologist Dr. A. J. Schuler (for the full version, please see: [http://www.schulersolutions.com/resistance\\_to\\_change.html](http://www.schulersolutions.com/resistance_to_change.html)). I will summarize the parts that I have found extremely useful.

People resist change because:

1. The risk of change is seen as greater than the risk of standing still.
2. People feel connected to other people who are identified with the old way.
3. People have no role models for the new activity.
4. People fear they lack the competence to change.
5. People feel overloaded and overwhelmed.
6. People have a healthy skepticism and want to be sure new ideas are sound.

However, in our case, standing still takes us nowhere which creates a need for a change. We keep doing what has been done without questioning the results. The result is unfortunately non-proficient speakers of English despite the money, time and efforts spent. When habitual ways of dealing with the world seem no longer to be effective, there is no choice but to "change."

I accept the fact that change is scary because it involves moving from a position of comfort and taking a step towards the unknown. It requires critically questioning our values, opinions and judgments. How many times have we heard the sentence "This would never work in my classroom" or "My students wouldn't be able to handle that."? Aren't these prejudices? Why do we underestimate the cognitive abilities of our students?

Whenever, something goes wrong in the education system, the teacher gets to be blamed. As teachers, if we do NOT want to play the victim anymore, we

should stop being powerless, exhausted, and indifferent. We cannot ignore "change" by burying our heads in the sand, and hoping that no one notices. Teachers play an extremely important role in enhancing student learning. Regardless of a school's social or economic circumstances, of students' bad learning habits, and of not-so-good physical conditions, better teaching will result in improved student learning.

Human beings are social species. We become and like to remain connected to those we know, those who have taught us, those with whom we are familiar - even at times to our own detriment. An objective look at those old days when our teachers were teaching us will remind us how much we suffered in the process of language learning. Do we really want to do what has been done to us?

Remember that we have the power to make things better; and remember our motto wherever you are: "Together we stand!"

Prof. Dr. Aydan Ersöz





## From the Editor

Dear Readers,

In this issue, in our Technology column, you will find an interesting article that originally first appeared in *The New York Times*. It is about what people did when they were asked to deal with life with no technology for a limited time. If you like this article, you may also be interested in what volunteers who were invited to give up technology have to say: The Unplugged Challenge:

<http://www.nytimes.com/interactive/2010/08/02/technology/unplugged.html?ref=technology>

Our President has been very busy these weeks, conducting a large number of workshops in different cities. You can find the summaries of these presentations in her articles where she shares, in detail, some of the ideas that she exemplified and discussed at her presentations.

Our annual conference is coming up on 22-23 October at Süleyman Demirel University, Isparta. The School of Foreign Languages at this university is our host and they have been busy getting ready to welcome you. Please go to our webpage for details and the Conference Program. This will be another wonderful opportunity to listen to a large variety of speakers from Turkey and from other countries. There will also be e-workshops, where you will be able to try out ideas that presenters will introduce. If you have been a little shy about using technology, this will be a good opportunity to attend some of these e-workshops to be able to get a feel for ideas that you may have heard about or those which are new to you. We hope to see you in Isparta...

Best wishes for a fruitful, successful and happy new school term...

Suzan Öñiz

Your Editor

# WHAT IS THE DIFFERENCE ???

## AN INGED AFTERNOON AND AN INGED EVENT



### INGED Afternoons

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

### INGED Events

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

## FOR PROSPECTIVE CONTRIBUTORS

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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 14<sup>TH</sup> INGED  
INTERNATIONAL ELTCONFERENCE:  
"Piecing it Together"



22 - 23 October 2010  
at  
Süleyman Demirel University,  
Isparta, Turkey.

The Conference Program is ready.  
Please go to the INGED HOME page...

The 14th INGED  
International ELT Conference:  
"Piecing it Together"  
22 - 23 October 2010  
hosted by Süleyman Demirel University,  
Isparta, Turkey.

<http://www.inged.org.tr>

# The Plenary Speakers

## Penny Ur



Penny Ur was educated at the universities of Oxford (MA), Cambridge (PGCE) and Reading (MA). She emigrated to Israel in 1967, where she still lives today.

Penny Ur has thirty years' experience as an English teacher in elementary, middle and high schools in Israel. She teaches M.A. courses at Oranim Academic College of Education and Haifa University. She has presented papers at TESOL, IATEFL and various other English teachers' conferences worldwide.

She has published a number of articles, and was for ten years the editor of the *Cambridge Handbooks for Language Teachers* series. Her books include *Discussions that Work* (1981), *Five Minute Activities* (co authored with Andrew Wright) (1992), *A Course in Language Teaching* (1996), and *Grammar Practice Activities* (2nd Edition) (2009), all published by Cambridge University Press.

### **Plenary: "Higher-order Thinking Skills and Language Teaching"**

Higher-order thinking skills are contrasted with lower order skills such as simple recall or mechanical manipulation, and can be divided into two types: analytic, critical thinking on the one hand, and creative and 'lateral' thinking on the other. I believe it is important to foster such thinking in our English classes, not only because of its educational value but also because it promotes good language learning, and because it is conducive to the creation of interesting, stimulating classroom activities.

In this talk, I'll suggest some ways we can integrate higher-order thinking skills into activities for classes all the way up the school.

## Workshop: "Creating Interesting Exercises and Making Boring Exercises Interesting"

In this workshop, we shall look at some grammar, vocabulary and spelling exercises, discuss what makes them more - or less - interesting, and explore some strategies that can add interest to the boring ones. The aim is to equip participants with some 'practical principles' for creating and maintaining interest in procedures that are essentially aimed at improving students' knowledge and use of correct language forms.



### Neil J Anderson



Neil J Anderson is a Professor of Linguistics and English Language and Coordinator of the English Language Center at Brigham Young University, Provo, Utah, USA. Professor Anderson has taught and presented papers and workshops in 33 countries (Turkey becomes the 34th country). His research interests include second language reading, language learner strategies, learner self-assessment, motivation in language teaching and learning, and ELT leadership development.

Professor Anderson is the author or co-editor of three teacher education texts in the area of second language reading: *Exploring Second Language Reading: Issues and Strategies* (1999, Heinle/Thomson), *Practical English Language Teaching: Reading* (2008, McGraw Hill) and *L2 reading research and instruction: Crossing the boundaries* (2009, The University of Michigan Press). He is the co-editor with Christine Coombe, Lauren Stephensen, and Mary Lou McCloskey of *Leadership in English language teaching and learning* (2008, The University of Michigan Press). In addition he is the author of an EFL reading series *ACTIVE Skills for Reading* (2002/2003 Heinle/Thomson) and a co-author of an integrated skills series for middle and high school learners of English as a second language, *Milestones* (with Jill Korey-O'Sullivan and Jenny Trujilo, 2009, Heinle/Cengage).

Professor Anderson served as President of Teachers of English to Speakers of Other Languages, Inc. from 2001-2002. He was a member of the Board of Trustees of The International Research Foundation (TIRF) from 2002-2008, serving as the President of the Board from 2004-2006. He has been a Fulbright Teaching and Research Scholar in Costa Rica (2002-2003) and in Guatemala (2009-2010).

### **Plenary: "A Key Piece of the Puzzle: Teachers as Motivators"**

Language learning motivation has been a topic of great interest for 50 years. Of the hundreds of articles that have been published only a fraction teach us how to become a motivational teacher. This plenary session will focus on the results of a replication of Chen and Dörnyei (2007), and Guilloteaux and Dörnyei (2008) that has been conducted in Guatemala. Recent research by Guilloteaux and Dörnyei (2008) indicates that "the teacher's motivational practice does matter (p. 72). Therefore it is imperative that we all learn how to be a motivational teacher in order to strengthen language learning.

### **Workshop: "Completing the Puzzle: Using the Top Twelve Motivational Strategies"**

Because we know that teacher's motivational practice in the classroom matters, it is imperative that we as language teachers take appropriate steps to motivate our learners. This workshop will provide you with the pedagogical strategies for "creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation" (Dörnyei, 2001, p. 29). In addition to the things that you already do in the classroom, these motivational tips will strengthen the teaching and learning process.



### **Allan James**



Allan James is Professor of English Linguistics at the University of Klagenfurt, Austria and has held previous positions in Germany, Kenya and The Netherlands. His main research interests are in international English(es), second language acquisition, Welsh Studies and, not least, pronunciation teaching. He has taught English pronunciation for many years and has regularly given talks and workshops on the topic internationally. He is a member of the IATEFL PRON SIG, publishing a recent article on "Questioning target codes in pronunciation teaching: implications for practice from the sociolinguistics of international English(es)" in Speak Out! 41, the SIG Newsletter (2009).

**Plenary: "Controversy and Confusion in Pronunciation Teaching?  
Piecing Together the Issues"**

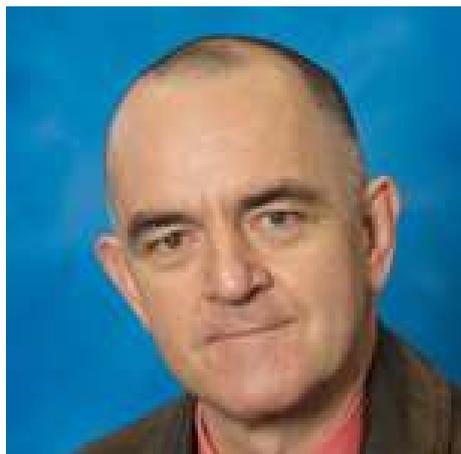
With lively international debate on targets, models and standards in the teaching of English pronunciation in diverse contexts and for diverse purposes, it is perhaps timely to review the core issues under consideration and to draw conclusions for practice. In general while we note a continued, if not intensified, marginalisation of pronunciation teaching in mainstream CLT-influenced general purpose ELT and an equal ongoing denial of the importance of pronunciation in ESP, or even EAP, or CLIL, there has at the same time developed in certain circles a concern over desirable and/or 'realistic' pronunciation goals for international learners as users of English as a lingua franca and an intensified interest in the various special purpose teaching contexts in the link between listening and pronunciation skills. Central to both considerations is the issue of intelligibility. Additionally, in the commercial sector, there has developed a niche market for pronunciation competence in the selling of accent skills for call center employees and upwardly mobile 'globalising' middle management, a fact which confirms the continuing 'image' importance of particular contextually appropriate pronunciation styles of English. Here the issue is 'authenticity'. However, both intelligibility and authenticity measures are listener-, not speaker-oriented criteria, whereas for motivating learners to work on their pronunciation surely involves encouraging them to use their oral skills for the expression of their own personae, their own projected selves via English. In the lecture these issues will be further explored and if possible followed up practically in an accompanying workshop.

**Workshop: "Speaker-, Message- and Listener-Oriented  
Pronunciation Practice"**

In this workshop to accompany the lecture "Controversy and Confusion in Pronunciation Teaching?" we will practice identifying and then piecing together the three strands of pronunciation performance and actively explore implications for teaching - priorities and methods. Using Turkish-accented English pronunciation recordings for analysis, we will highlight pronunciation features for attention and exchange ideas as to how to train them for specific English-using contexts.



## Huw Jarvis



Huw Jarvis is a senior lecturer in TESOL where he works with students at undergraduate and postgraduate levels. His areas of expertise include: methodology; syllabus design; materials evaluation; computers in teaching and learning and English for Academic Purposes. He graduated with a BA (Hons.) from Portsmouth in the early 1980s and went on to take an R.S.A. Certificate and then Diploma in Teaching English as a Foreign Language to Adult Learners. In the early 90s he took an MEd in Education

Technology and TESOL at the University of Manchester. He has been at The School of Languages, University of Salford for over 15 years and before that he worked at UMIST (now the University of Manchester) for two years. Prior to this he was a teacher and teacher trainer abroad for over 10 years. During this period of his life he worked in Thailand (with the British Council), in Kuwait (with the Ministry of Defence) and in Sudan (with the Ministry of Education). He has also worked with teachers on short training programmes, consultancies and guest presentations (visiting lectures or conferences) in a wide range of other locations including: China, Hawaii, Hong Kong, Indonesia, Korea, Malaysia, Oman, Poland, Russia, South Africa, Taiwan, The UAE and now Turkey.

His main research area covers computers in language pedagogy and he has published widely within this field. Currently he is particularly interested in the role of computer-based materials in independent self-study contexts. From January 2010 to 2011 his work in this area has been supported by The British Council's English Language Teaching Research Awards.

He is the editor of [WWW.TESOLacademic.org](http://WWW.TESOLacademic.org) which disseminates TESOL-based research via free video webcasts and includes contributions from some of the leaders in the field such as Keith Johnson, David Nunan, Anne Burns and David Little. He is a member of the editorial review board for the TESOL Journal published by TESOL, Inc. and is a senior advisor to the on the editorial board of The Asian EFL Journal . He is also on the editorial board of The Journal of Asia TEFL and a reader for CALL-EJ.

**Plenary: "Computers in language pedagogy:  
Piecing together theoretical insights and practical implications"**

The role of computers in the language classroom and beyond has changed significantly in recent years and this has profound implications for Computer Assisted Language Learning (CALL). This plenary presentation will identify key terms and discuss some of the most significant changes and arising issues in CALL. In particular the paper will argue that piecing it together requires a "normalisation" of CALL which might best be achieved within a task based approach which also embraces recent insights in: curriculum development; methodology; and English as an International Language.

**Workshop: "Websites for language teachers and learners:  
What's out there and how good are they?"**

This hands-on workshop will begin with a brief demonstration of how the presenter uses TWITTER (via [WWW.Tweetdeck.com](http://WWW.Tweetdeck.com) ) to keep abreast of some of the main websites which are out there for both students and teachers. The bulk of the workshop will be spent with teachers working in groups or pairs to look at and evaluate a website which is dedicated to language teaching or teacher development. Teachers will complete an evaluation template and by way of feedback we will then brainstorm some of the participants' findings. Completed evaluation templates will also be emailed to the presenter who will then get them posted on the INGED website.

# The 2nd INGED SpellEvent

NEWS FROM THE FINALS IN NEW YORK



**Ahmet Oğuz Atlı** represented Turkey in the International Spellevent in New York this year and placed 4<sup>th</sup>. We congratulate Ahmet Oğuz on his success and excellent representation of Turkey and INGED! Dear Ahmet Oğuz, we all wish you continued success and the desire to be daring and hard working! Best wishes for a happy and successful year!

Here are Ahmet Oğuz Atlı's impressions of the finale in New York:

## A DREAM CAME TRUE

The Franklin Global Spellevent New York Finale was just a dream for me a year ago. However, thanks to my teachers and lots of hard work, the dream came true and I finished in fourth place. That was a great honor, and it was fantastic to experience the magnificence of New York City and the excitement of the competition.

When my mother, my father, and I first arrived in New York City by taxi, I was very amused by the tall skyscrapers that were blocking the sky. I stared at all these gigantic masses of steel and glass in astonishment until we were in front of our hotel. It was a 40 story building with amazing architecture. We settled in, walked around the hotel and went to sleep.

The next day at breakfast, my friends and I saw each other for the first time. We already knew each other through Facebook, so we could easily recognize each other, but it was the first time we had all actually met face to face. After that delicious breakfast, we got on the tour bus that was waiting for us. We saw very important landmarks such as Times Square, the United Nations and Ground Zero. It was probably the most exciting day of my life.

The next day, after lunch, it was finally time for the competition. Since my surname starts with "A", I was to select my place first. I put my hand in the bag and took the stone that had number "10" carved on it. That meant that I should sit in the tenth chair, so that's what I did. Then the other contestants got their numbers and sat down. After a few introductory speeches, the Franklin Global Spellevent New York Finale officially started.

My head was about to explode when the first competitor stepped in front of the microphone. My nervousness continued to increase as more and more contestants spelled their words correctly. However, when it was my turn, I held the microphone in my hand and suddenly all my worries disappeared. I became very relaxed after spelling my word. That continued through the first three rounds as nobody misspelled a word.

In the fourth round, my Italian friend that was sitting next to me misspelled a very simple word accidentally and I felt really upset. In my last round, there were only five contestants left. I got my word and my mother says that my face became white as snow. I didn't know the word but I still tried it. I obviously failed. First, I thought that I came in fifth place and didn't win anything.

However, a Chinese girl failed to spell her word correctly in the same round and the jury asked me to come to the stage again. She and I had to spell another word to determine who would finish in fourth place. I spelled my word correctly whereas the girl spelled hers incorrectly and I was declared the winner of fourth place in the "Spellevent".

After the competition, my family and I stayed in New York City for five more days. We were able to see most of Manhattan in such a period of time. I also made twenty three foreign friends, and we are still in touch thanks to Facebook.

I will never forget this wonderful experience. It was a dream that came true. Competing in this competition not only gave me a lot of confidence but I know that it prepared me well for any challenges I will face in the future.

### THE WIZARD OF OZ AUDITIONS IN ISTANBUL

In December 2010 (precise dates to be confirmed)  
the Speech Bubbles theatre group,  
in association with the British Community Council (BCC),  
will perform  
**The Wizard of Oz.**

#### AUDITIONS

Open auditions will be held on  
SATURDAY, 16 OCTOBER 2010 at 11.30 a.m.  
at the British International School, Etiler, Istanbul.

We always welcome new members to the group.  
We are looking for actors, singers, dancers and musicians,  
so if you are enthusiastic, dedicated and interested in performing in  
The Wizard of Oz, or working backstage, please come to the audition.

For more information, please contact me as soon as possible either by  
replying to this email or phoning me on one of the numbers listed below.

Regards,  
Tom Godfrey: [tom@speechbubbles.org](mailto:tom@speechbubbles.org)  
+90 212 287 3984  
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# SEETA

## SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

<http://seeta.eu/>

21 - 26 September 2010

Moderator: Penny Ur

The Publishers and us: Are we pulling together? Are we both getting what we want?

27 September - 1 October

My working week: A teacher's diary of a week in the classroom with Özge Karaoğlu

Happening now!

What I wanna know is ...

Everything you always wanted to know about ELT, but never found the opportunity to ask.

An on-going Q & A session with Philip Kerr

Open for visits and tasks

Teaching Young Learners: To start early or to wait, is that the question? with Radmila Popovic

Coursebooks of the future: adapt, adopt or abandon?

with Lindsay Clandfield

# INGED - MARMARA SCHOOLS 13th DRAMA FESTIVAL 13 MAY 2011

Dear colleague,

Marmara Primary School has been the proud host of the INGED - Marmara Schools Drama Festival for the past eight years. We are delighted to announce that this year's festival will be held on May 13, 2011.

The aim of the festival is to give an opportunity for primary school (4<sup>th</sup> - 8<sup>th</sup> grade) students to perform a 20-30 minute play (or a part of a play) to demonstrate their drama skills in English, have fun and share experiences with students from different schools in a festive atmosphere.

As it is going to be a one-day event, we have to limit the number of the schools which will be participating in this year's festival. The first 6 schools that apply for the festival by fax or e-mail will guarantee a spot in the festival.

If you would like to join us, please fill in the form below and send it by e-mail until December 6, 2010. For further questions, please do not hesitate to write or call us.

Thank you for your interest in the festival in advance.

Best regards,

Yüksel Dağistanlı  
Head of Foreign Language Department  
Marmara Primary School  
Tel: 0216 626 10 00 -ex. 2138  
Fax:0216 626 10 10  
E-mail: [yukseldagistanli@mek.k12.tr](mailto:yukseldagistanli@mek.k12.tr)  
[ydag54@yahoo.com](mailto:ydag54@yahoo.com)



Start getting ready...

Have you decided which play yet?

And there are also stories to narrate.

Are you making plans?

Hope to see and applaud you!

The details will be on the web soon...

## TECHNOLOGY IN TEACHING:

# YOUR BRAIN ON COMPUTERS: OUTDOORS AND OUT OF REACH, STUDYING THE BRAIN



by

**Matt Richtel**

Published: 15 August 2010

This article first appeared in the *New York Times, Technology* section.

[http://www.nytimes.com/2010/08/16/technology/16brain.html?\\_r=3&th=&emc=th&page\\_wanted=all](http://www.nytimes.com/2010/08/16/technology/16brain.html?_r=3&th=&emc=th&page_wanted=all)

GLEN CANYON NATIONAL RECREATION AREA, Utah — Todd Braver emerges from a tent nestled against the canyon wall. He has a slight tan, except for a slim pale band around his wrist.

For the first time in three days in the wilderness, Mr. Braver is not wearing his watch. "I forgot," he says.

It is a small thing, the kind of change many vacationers notice in themselves as they unwind and lose track of time. But for Mr. Braver and his companions, these moments lead to a question: What is happening to our brains?

Mr. Braver, a psychology professor at Washington University in St. Louis, was one of five neuroscientists on an unusual journey. They spent a week in late May in this remote area of southern Utah, rafting the San Juan River, camping on the soft banks and hiking the tributary canyons.

It was a primitive trip with a sophisticated goal: to understand how heavy use of digital devices and other technology changes how we think and behave, and how a retreat into nature might reverse those effects.

Cellphones do not work here, e-mail is inaccessible and laptops have been left behind. It is a trip into the heart of silence — increasingly rare now that people can get online even in far-flung vacation spots.

As they head down the tight curves the San Juan has carved from ancient sandstone, the travelers will, not surprisingly, unwind, sleep better and lose the nagging feeling to check for a phone in the pocket. But the significance of such changes is a matter of debate for them.

Some of the scientists say a vacation like this hardly warrants much scrutiny. But the trip's organizer, David Strayer, a psychology professor at the University of Utah, says that studying what happens when we step away from our devices and rest our brains — in particular, how attention, memory and learning are affected — is important science.

"Attention is the holy grail," Mr. Strayer says.

"Everything that you're conscious of, everything you let in, everything you remember and you forget, depends on it."

Echoing other researchers, Mr. Strayer says that understanding how attention works could help in the treatment of a host of maladies, like attention deficit disorder, schizophrenia and depression. And he says that on a day-to-day basis, too much digital stimulation can "take people who would be functioning O.K. and put them in a range where they're not psychologically healthy."

The quest to understand the impact on the brain of heavy technology use — at a time when such use is exploding — is still in its early stages. To Mr. Strayer, it is no less significant than when scientists investigated the effects of consuming too much meat or alcohol.

But stepping away is easier for some than others. The trip begins with a strong defense of digital connectedness, a debate that revolves around one particularly important e-mail.

### **On the Road**

The five scientists on the trip can be loosely divided into two groups: the believers and the skeptics.

The believers are Mr. Strayer and Paul Atchley, 40, a professor at the University of Kansas who studies teenagers' compulsive use of cellphones. They argue that heavy technology use can inhibit deep thought and cause anxiety, and that getting out into nature can help. They take pains in their own lives to regularly log off.

The skeptics use their digital gadgets without reservation. They are not convinced that anything lasting will come of the trip — personally or scientifically.

This group includes the fast-talking Mr. Braver, 41, a brain imaging expert; Steven Yantis, 54, the tall and contemplative chairman of the psychological and brain sciences department at Johns Hopkins, who studies how people switch between tasks; and Art Kramer, 57, a white-bearded professor at the University of Illinois who has gained attention for his studies of the neurological benefits of exercise.

Also on the trip are a reporter and a photographer, and Richard Boyer, a quiet outdoorsman and accomplished landscape painter, who helps Mr. Strayer lead the journey.

Among the bright academic lights in the group, Mr. Kramer is the most prominent. At the time of the trip he was about to take over a \$300,000-a-year position as director of the Beckman Institute, a leading research center at the University of Illinois with around 1,000 scientists and staff workers and tens of millions of dollars in grant financing.

He is also intense personally — someone who has been challenging himself since early in life; he says he left home when he was a teenager, became an amateur boxer and, later, flew airplanes, rock-climbed and smashed his knee in a "high-speed skiing accident."

They are driving six hours from Salt Lake City to the river, and they stop at a camping store for last-minute supplies. Mr. Kramer waits out front, checking e-mail on his BlackBerry Curve. This sets off a debate between the believers and skeptics.

Back in the car, Mr. Kramer says he checked his phone because he was waiting for important news: whether his lab has received a \$25 million grant from the military to apply neuroscience to the study of ergonomics. He has instructed his

staff to send a text message to an emergency satellite phone the group will carry with them.

Mr. Atchley says he doesn't understand why Mr. Kramer would bother. "The grant will still be there when you get back," he says.

"Of course you'd want to know about a \$25 million grant," Mr. Kramer responds. Pressed by Mr. Atchley on the significance of knowing immediately, he adds: "They would expect me to get right back to them."

It is a debate that has become increasingly common as technology has redefined the notion of what is "urgent." How soon do people need to get information and respond to it? The believers in the group say the drumbeat of incoming data has created a false sense of urgency that can affect people's ability to focus.

In his case, Mr. Kramer says there have been few side effects: the only time he could recall being overly distracted by technology was when he became too immersed in writing a paper, and was late to pick up his teenage daughter.

"As academics, we live on computers," he says.

The scenery has turned spartan as they drop down into a red-rock desert. The group stops for gas in Green River, where Mr. Kramer checks his e-mail again. Mr. Strayer quips that he shows signs of addiction.

"Some people think only others have the problem," Mr. Strayer says. But he concedes of Mr. Kramer, whom he likes and under whom he earned his doctorate: "He's under a lot of pressure."

### **On the River**

They awaken at the Recapture Lodge, a rustic two-story motel surrounded by cottonwood trees. There are no phones in the rooms, but there is wireless Internet access, installed a few years ago because, the proprietor says, people could not stand to be without it.

Mr. Kramer still has not received any news on the grant. He stuffs his laptop into a backpack and stores it at the motel office.

Hours later, the group arrives at the raft launching site, Mexican Hat, named for a sombrero-shaped rock outcropping. The travelers assemble and pack the

rafts, loading food for five days, beer, water jugs, a portable toilet, tents and sleeping bags, kitchen and first aid supplies. Then they're off.

A short distance downstream they see it: a narrow steel bridge 150 feet above the river — after which there is no longer any cellphone coverage.

"It's the end of civilization," Mr. Atchley jokes.

Late in the afternoon, they make camp on the banks. They eat pork chops, the Big Dipper brilliant above, the thousand-foot canyon walls narrowing their view of the heavens. A few bats dart and dive, seeking bugs drawn to the flashlights.

The men drink Tecate beer and talk about the brain. They are thinking about a seminal study from the University of Michigan that showed people can better learn after walking in the woods than after walking a busy street.

The study indicates that learning centers in the brain become taxed when asked to process information, even during the relatively passive experience of taking in an urban setting. By extension, some scientists believe heavy multitasking fatigues the brain, draining it of the ability to focus.

Mr. Strayer, the trip leader, argues that nature can refresh the brain. "Our senses change. They kind of recalibrate — you notice sounds, like these crickets chirping; you hear the river, the sounds, the smells, you become more connected to the physical environment, the earth, rather than the artificial environment."

"That's why they call it vacation. It's restorative," Mr. Braver says. He wonders if there's any science behind the nature idea. "Part of being a good scientist is being skeptical."

Mr. Braver accepts the Michigan research but wants to understand precisely what happens inside the brain. And he wonders: Why don't brains adapt to the heavy stimulation, turning us into ever-stronger multitaskers?

"Right," says Mr. Kramer, the skeptic. "Why wouldn't the circuits be exercised, in a sense, and we'd get stronger?"

### **Ideas Start to Flow**

Scientists have long thought about how new forms of media affect attention — from the printing press to the television. But the modern study of attention

emerged in the early 1980s with the spread of machines that allowed researchers to see changes in blood flow and electrical activity in the brain. Newer machines have let them pinpoint the parts of the brain that light up when people switch from one task to another, or when they are paying attention to music or a movie.

This has become such a sizzling field of research that two years ago the National Institutes of Health established a division to support studies of the parts of the brain involved with focus.

Now, Mr. Yantis says, "we can study the brain and the mind together in a rigorous scientific way, rather than a Freudian sit-back-and-think-about-it way."

This trip is more about rowing while thinking. Mr. Braver and Mr. Yantis sit in a red kayak in calm waters, passing a goose and her two goslings on the banks. The skeptics are talking about how to study the toll taken by constant interruption from e-mail and other digital bursts.

Behavioral studies have shown that performance suffers when people multitask. These researchers are wondering whether attention and focus can take a hit when people merely anticipate the arrival of more digital stimulation.

"The expectation of e-mail seems to be taking up our working memory," Mr. Yantis says.

Working memory is a precious resource in the brain. The scientists hypothesize that a fraction of brain power is tied up in anticipating e-mail and other new information — and that they might be able to prove it using imaging.

"To the extent you have less working memory, you have less space for storing and integrating ideas and therefore less to do the reasoning you need to do," says Mr. Kramer, floating nearby.

Over the course of the next few days, the rafters find themselves darting in and out of such scientific conversations. Two scientists packing their tents discuss which imaging techniques may best show the effects of digital overload on the brain. The full group tosses around ways to measure the release of brain chemicals into the bloodstream. A pair paddling the big raft talk about how to apply neuroeconomics — measuring how the brain values information — to understand compulsive texting by teenagers.

The conversations blur, with periods of silence and awed looks at surroundings — the circling hawks, the bighorn sheep. There are moments, too, when the men experience intense focus during physical challenges, like rafting the rapids or hiking narrow canyon walls.

This is the rhythm of the trip: As the river flows, so do the ideas.

"There's a real mental freedom in knowing no one or nothing can interrupt you," Mr. Braver says. He echoes the others in noting that the trip is in many ways more effective than work retreats set in hotels, often involving hundreds of people who shuffle through quick meetings, wielding BlackBerrys. "It's why I got into science, to talk about ideas."

### **'Third-Day Syndrome'**

"Time is slowing down," Mr. Kramer says. He has been moving quickly his whole life, since he left home at 15, and has elevated himself to a position of great influence. It's the second day on the river, and he has finished packing his tent. He's the first of the morning to do so, but he feels no urgency.

He has not read any of the research papers he brought. And the \$25 million e-mail? "I was never worried about it. I haven't thought about it," he says, as if the very idea were silly.

Mr. Kramer says the group has become more reflective, quieter, more focused on the surroundings. "If I looked around like this at work, people would think I was goofing off," he says.

The others are more relaxed too. Mr. Braver decides against coffee, bypassing his usual ritual. The next day, he neglects to put on his watch, though he cautions against reading too much into it. "I sometimes forget to put my watch on at home, but in fairness, I usually have my phone with me and it has a clock on it."

Mr. Strayer, the believer, says the travelers are experiencing a stage of relaxation he calls "third-day syndrome." Its symptoms may be unsurprising. But even the more skeptical of the scientists say something is happening to their brains that reinforces their scientific discussions — something that could be important to helping people cope in a world of constant electronic noise.

"If we can find out that people are walking around fatigued and not realizing their cognitive potential," Mr. Braver says, then pauses and adds: "What can we do to get us back to our full potential?"

What he is getting at is something the scientists won't put a fine point on until the last few minutes of the trip: they have ideas on how to answer this question.

### **Heading Home**

Later that night, back at the Recapture Lodge, Mr. Kramer reclaims his laptop from the front desk. At first, he says he'll wait to log on until he showers and rests. Then he decides to have a quick peek. He has received 216 e-mail messages, but nothing about the military grant.

"The \$25 million saga continues," he says, and logs off.

The next morning, he and Mr. Braver sit in the back of the car, heading to the airport, the pair of skeptics sharing beef jerky and a perspective. The trip didn't transform them, but it did get them to change the way they think about their research — and themselves.

Mr. Braver says that when he retrieved his phone the night before, it dawned on him how much he turns to it in tiny moments of boredom: "Sometimes I do use it as an excuse to be antisocial."

When he gets back to St. Louis, he says, he plans to focus more on understanding what happens to the brain as it rests. He wants to use imaging technology to see whether the effect of nature on the brain can be measured and whether there are other ways to reproduce it, say, through meditation.

Mr. Kramer says he wants to look at whether the benefits to the brain — the clearer thoughts, for example — come from the experience of being in nature, the exertion of hiking and rafting, or a combination.

Mr. Atchley says he can see new ways to understand why teenagers decide to text even in dangerous situations, like driving. Perhaps the addictiveness of digital stimulation leads to poor decision-making. Mr. Yantis says a late-night conversation beneath stars and circling bats gave him new ways to think about his research into how and why people are distracted by irrelevant streams of information.

Even without knowing exactly how the trip affected their brains, the scientists are prepared to recommend a little downtime as a path to uncluttered thinking. As Mr. Kramer puts it: "How many years did we prescribe aspirin without knowing the exact mechanism?"

As they near the airport, Mr. Kramer also mentions a personal discovery: "I have a colleague who says that I'm being very impolite when I pull out a computer during meetings. I say: 'I can listen.' "

"Maybe I'm not listening so well. Maybe I can work at being more engaged."

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# DISCUSSION IDEAS

by Suzan Öniz

We started this section with the first issue in 2010 and hope that teachers looking for practical ideas can adapt some of these to their own teaching environments.

In this issue, the topic is using cartoons.

I would like to start the topic by referring to Diana Eastment's words on this issue:

Comics have been with us since Trajan's column, if not before. In the Anglo-Saxon world, they have been regarded as 'low art' at best, whereas other cultures, especially the French and the Japanese, have held them in high esteem. In the last few decades, however, Anglo-Saxons have started to take comics more seriously, and educationalists have started to pay them close attention. In EFL, influential figures such as Stephen Krashen have argued that comics are an important—and underused—genre for developing literacy. (ELT J, 2009. 63:4)

Cartoons are easy to use in the classroom because they are easy to find and there are many ways of exploiting them in class, especially for English language practice. The following are just a few ideas that you may wish to try in class. Make enough copies of the same cartoon or find enough cartoons for pair work. You could also save time by mounting the cartoons on plain paper and writing the



answer on the back so that you don't need to remember all the answers or run about from pair to pair in class.

1. What did s/he say? Write the original words on the back (because students often ask what the original line was); erase the words in the speech bubbles; let pairs decide what the character in the cartoon said. Provide blank paper so that pairs can write their suggested lines there and not on the cartoon because you may wish to rotate these among pairs and reuse them in other classes.

2. Sequence them: Collect enough strips; cut them up; pairs try to sequence them.

3. Fill in the blanks: Erase only one or two words in the bubble. Choose what to delete depending on your aims. You could blank out new language/new vocabulary that you plan to introduce or you may wish to delete structures or vocabulary that you wish to recycle.



4. Correct the mistake: Blank out the whole speech bubble and write out the original words but make a logic, vocabulary or structure mistake for pairs to detect.

5. Match the caption & cartoon: Put together 5-6 cartoon for each pair or small group of students; write out the caption of each cartoon on a separate slip; place cartoons and slips in an envelope; pairs/groups have to match the captions with the cartoons.

6. Grouping: Make copies of 8-10 cartoons; give each pair/small group these 8-10 cartoons to categorize. When time is up, ask one member from each group to go to another group to tell them how they categorized their cartoons. Elicit all the categories and write these up on the board. You could get a tally of how many groups preferred which categories.

7. Translating: Use cartoons with interesting expressions or idioms to get pairs/groups to translate into Turkish.

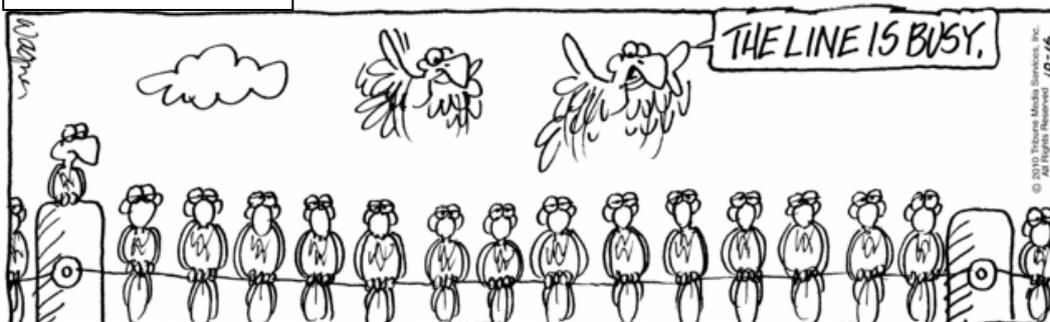
Peanuts

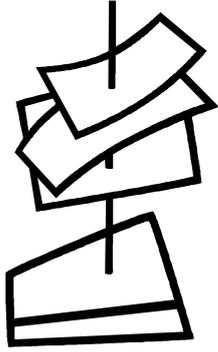


**WIZARD OF ID**  
by parker and hart



Animal Crackers





## REFLECTIONS ON THE SEMINAR

### “Innovations in English Language Teaching”

held by Wall Street Institute (WSI) and  
Bilgi University, Istanbul

by

**Prof. Dr. Aydan Ersöz**  
**INGED President**

The Wall Street Institute and Bilgi University co-hosted a seminar in İstanbul on June 25, 2010, Friday. On behalf of INGED, I joined this seminar which was to discuss the problems faced in ELT on secondary and tertiary levels and to suggest some solutions.

Among the participants were teachers from public and private secondary schools, and language instructors from state and private universities. The number of participants was estimated to be about 300.

The opening speeches were made by Dr. Muammer Yıldız (the Provincial Director of Education), Tim Daniels (the CEO of the WSI International), Prof. Dr. Alan Duben (Vice-Rector, Bilgi University), and Ömer Balıbey (the Director of Teacher Training and Education General Directorate).



Ömer Balıbey & Simon Buckland



Prof. Dr. Aydan Ersöz, Ömer Balıbey & Simon Buckland

Following the opening speeches, I gave a talk entitled "Teacher Development and Educational Change". Then Simon Buckland, WSI Curriculum Development Director, gave a speech on "Blended Learning". Dünder Uçar, the Chairman of WSI Turkey, summarized how WSI works and how they focus on personal training. Didem Mutçalıoğlu, (the Director of Foreign Languages, Bilgi University) talked about the issues in the English language program in their university, and summarized the problems encountered when students who have been trained in an exam-oriented system come to the university. Cem Gülan (the President of Turkish Private Schools Association) gave his speech on "ELT in Private Schools". (for the related news, see: <http://www.wsi.com.tr/wall-street-institute-ve-bilgi-universitesi-isbirligiyle-%e2%80%9cingilizce-dil-egitimi%e2%80%9d-uluslararasi-platformda-tartisildi/>)



Dünder Uçar

Didem Mutçalıoğlu



You can read the summaries of my speech and Simon Buckland's speech below.

**"Teacher Development and Educational Change"**  
by Prof. Dr. Aydan Ersöz



The ever-increasing prominence of English has caused several important changes in ELT methodology since the 1970s; however, not much has changed in English classrooms in Turkey. Despite long years of instruction, and effort and money spent, an average student fails to become a proficient user of English who can clearly express

himself/herself.

The only way to change our inefficient education system is through innovation and not protectionism. We all know the proverb "A well-beaten path does not always make the right road." Commonly, as teachers, we I don't look at what we do in the classroom, think about why we do it, and think about if it works. Most of the time, when teaching, we are guided largely by impulse, intuition, or routine. Rarely do we critically question our methods and techniques, what alternatives are available and what limitations there are.

No matter what changes in the education system (curriculum, coursebooks, etc.), we are trapped in traditional approaches and methods. We are attached to them like a custom, an entrenched habit and a long-time tradition.

Language learning takes a lot of time and effort. It is a cumulative process consisting of a very long series of very small, often unnoticeable steps, creating the discouraging impression that "nothing's happening." We, language teachers, turn to grammar, thinking that it can create a miracle. We think that if we can teach English by teaching grammar as a fixed set of word forms and rules of usage, the impossible will happen. We teach grammar by explaining the forms and rules, and learners learn the correct rules. Unfortunately this is not the case.

All those long and detailed explanations satisfy only us as the teacher; however, they do not mean much to learners. On the contrary, such explanations result in bored, disaffected students who can produce correct forms on mechanical exercises and standardized tests, but consistently fail when they try to use the language in context.



In fact, grammar is far too complicated, intriguing, complex, and mysterious to be adequately explained by brief definitions. Only professionals and advanced level learners can handle this extremely abstract system. Talking about language requires a "metalanguage", a language which is full of jargon. It is not fair to expect our learners to learn this metalanguage while they are trying to learn English.

Moreover, English is a language, and it cannot be treated like history, geography or maths where it is common to listen to lectures about information and theory. Learning English is like learning how to play the piano where it is common to practice and be active.

Another mistake we commonly make is to switch to Turkish finding several excuses for this misconduct. One excuse that we use is that we want our students to understand us more easily. We should not underestimate the cognitive abilities of our students. If we use the right techniques, they will understand. Heavy reliance on Turkish gives our students the wrong impression that translation is a natural language skill. Furthermore, the real communicative value of English is lost, and there is no challenge for learners.

The other excuse we have is that our students want us to speak in Turkish. Our students may have developed bad habits in language learning because of their educational background; but, it is our responsibility to break these habits and

show them how to be active learners. Teaching is a cooperative, not a productive, art. As teachers, we do NOT shape or transform raw materials into the desired objects. Teachers are no longer responsible to merely transmit knowledge and information. If they were, they would be in pursuit of memorization; however, memory is a by-product of sense-perception; understanding, an act of the intellect. Students are NOT passive recipients of knowledge or information. Genuine learning cannot occur simply by instruction, without acts of thinking and understanding. The acts of thinking and



understanding involve discovery by the minds of students.

The NLP adage "If you always do what you've always done, you'll always get what you always got." is true in our case. As Grace Hopper once said, "The most destructive phrase in the language is: it's always been done that way". Personally, I believe that it's high time we started "changing" because we are the craftsmen. We should not blame our tools like bad craftsmen do. We cannot expect to achieve new results, accomplish new goals or go beyond the point where we presently are with the old ideas and practices.

I will finish my presentation with a quotation from Dee Hock: "The problem is never how to get new, innovative thoughts into your mind, but how to get old ones out."

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## Blended Learning

by Simon Buckland



Blended learning is the latest buzzword in education. It is a flexible approach that combines face-to-face teaching/learning with remote (usually internet-based) learning. According to Colis and Moonen (2001), blended learning is a hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning. Blended learning is thus a flexible approach to course design that supports the blending of different times and places for learning, offering some of the conveniences of fully online courses without the complete loss of face-to-face contact. The result is potentially a more robust educational experience than either traditional or fully

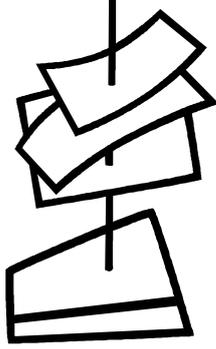
online learning can offer (for further information, see: Colis, B. and Moonen, J., 2001, *Flexible Learning in a Digital World: Experiences and expectations*. London: Kogan-Page).

Blended learning is really the natural evolution of e-learning into an integrated program of multiple media types. It is highly preferable because every learner is able to:

- have 24/7 access to all learning content, and to ensure equality of access;
- gauge their progress against the learning outcomes, to receive supporting feedback on this progress, and for staff to have information on student progress;
- participate in and engage with interactive learning opportunities in her or his face-to-face learning sessions. There is no expectation that this need necessarily involve the use of technologies.
- use asynchronous collaborative learning which extends the face to face learning, creating supportive learning networks, managed by learners at a time and place best suited to their needs;



- understand better her or his learning process, act on feedback, so as to become more effective and successful, as well as collecting evidence on achievement to enhance our learners employability;
- save time and paper, and provide feedback quickly to each learner.



## **REFLECTIONS FROM THE INTE CONFERENCE (International Conference on New Horizons in Education)**

by  
**Özlem Yağcıoğlu**  
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**Dokuz Eylül University**  
**School of Foreign Languages**

The INTE 2010 Conference was organised by many different universities to share new ideas and trends in education at the 5-star Salamis Bay Conti Hotel in Famagusta in Cyprus on 23 - 25 June 2010. Educators who came from many different countries and Cyprus had the opportunity to share and present new ideas with their papers, posters, demonstrations and workshops. I had the opportunity to listen to many different sessions at the INTE 2010 Conference. I would like to summarize one of the papers, entitled "Education in Multicultural Context and The Globalization Challenge". It was presented by Maria das Dores Formosinho from Oporto Lusephone University and de Sousa Reis and F. Carlos from the Polytechnic Institute of Guarda.

### **"Education in Multicultural Context and The Globalization Challenge"**

presented by

**Maria das Dores Formosinho, Oporto Lusephone University de Sousa Reis**  
**F. Carlos, the Polytechnic Institute of Guarda**

In the first part of their presentation, the presenters gave information about modernity and education: from the uniformity paradigm to multicultural policies. They explained that modernity carried out the construction of national education systems and, in turn, schools were the major instrument of construction and consolidation of nations and the inculcation of nationalism had

become and the school function encouraged a pedagogy tending to homogenization. The flag of equality, flown by the French Revolution, served simultaneously to achieve the democratic ideals and the expansion of schooling, which materialized through the geographical spread of schools and the social expansion of school attendance. This ideal of equality also consolidated policies of curricula uniformity, i.e., it evolved progressively from "education for all" to "the same kind of education for all." The principle of equality eventually gave rise to the unification of school routes and finally resulted in a unified curriculum.

In the second part of their paper, the presenters shared their ideas on multiculturalism: difference and identity. They talked about the concept of multiculturalism. They stated that

The concept of multiculturalism is not easily defined, nor is it of little dispute. Perhaps the most fundamental way to address it is to start by recognizing, as did Brunity (2001), that multiculturalism involves how to deal with the difference in our societies. However, dealing with difference is to deal with identity, or if you will, with the identities that express it. Turns out their own identities in themselves, are commonly complex, i.e., consist of a dynamic and unique combination of differences, based on multiple affiliations, which, at the individual, result from the very process of personal development and, in social terms, from complex historical processes. Maalouf, 2000.

They stated that if there was someone who supported multiculturalism as a postmodern sensibility that refused totalitarianism and cultural hegemony and promoted a difference in many areas, there were also people who say that therefore he should have been criticized for having contributed to the disintegration of culture and, in particular, for emptying it of its purpose.

Conservatives had criticized multiculturalism for allegedly being a factor of social and economic instability and for being responsible for the promotion of relativism and mass culture at the expense of elite culture and Western civilization.

The third part of their paper was about valuing differences in a post-modern society and the new challenges of globalization. The social assertion, since the mid-60s, of minorities' civil rights-social, regional, linguistic, ethnic, religious, gender and of sexual orientation led to a definition of democracy based more on

the respect for minority rights than on the imposition of the will of the majority.

Globalization had been affecting society in a rather expressive manner, the education and formation processes and it had been inducing a greater convergence in organizational systems and in the curricula contents. The following questions were discussed:

"Which meaning can be put down to multicultural education?" and "How to induce otherness in the cohabitation of these new communication technologies which tend to abolish the geocultural diversity?"

Everybody left this session with full energy, because there were many ideas in common to share in this subject.

**"Teaching Pronunciation through the Internet  
from EFL Teachers' Perspectives"  
presented by**

**Dr. Murat Hişmanoğlu, European University of Lefke University**

This paper aimed at emphasizing the prominence of teaching pronunciation to EFL students through the use of the internet. It defined the concept of the internet, expounded the relationship between the internet and pronunciation teaching via examples and examined preparatory school EFL teachers' perspectives on internet based pronunciation teaching.

In the first part of his paper, the presenter talked about the importance of using the internet and the reason why he engaged in this investigation. He stated that the teachers in North Cyprus had begun to view the importance of internet-based pronunciation teaching materials and activities in their classrooms as much as possible despite not being able to implement internet-based pronunciation teaching due to having very little knowledge of the implementation of internet-based pronunciation teaching, large class size encountered in the language classes of preparatory schools in North Cyprus universities and the inappropriateness of materials in textbooks for using internet-based pronunciation teaching.

In the second part of the presentation, Dr. Murat Hişmanoğlu talked about the internet and pronunciation teaching. The internet could be viewed as an ideal pronunciation learning and teaching tool in that it presented authentic pronunciation learning resources without having to go to English-speaking

countries. To illustrate, in a pronunciation lesson, language teachers may have got students to watch videos taken from online news sites, such as CNN, BBC and the Voice of America in relation to what was currently happening in the world (e.g. Swine influenza, global warming, earthquakes) After that, they could ask the students to make a list of as many words as possible with problem causing segmental and suprasegmental features of English pronunciation based on what they watched and heard in these video news. Meagher (1995) states that teachers can design homepages for the purpose of their lessons and that they can put their language teaching materials online. According to Muehleisen (1997), EFL teachers can use the internet in their classes to motivate their students to utilize the foreign language beyond the classroom context and to make the foreign language an inescapable part of their lives. Daugherty and Funke (1998) emphasize that the internet can present a wealth of information to students that are not available in textbooks and in-class lectures. To illustrate, on the internet, there are a variety of sites to assist in the implementation of internet-based pronunciation teaching. Since most of these sites offer sound animations for minimal pairs, animated articulatory diagrams of consonant and vowel phonemes of the English language, tongue twisters, activities, exercises and drills for students, they are very beneficial for teachers who need to implement internet-based pronunciation instruction. Some useful sites for teaching pronunciation are:

<http://lime.weeg.uiowa.edu/~acadtech/phonetics/>

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

<http://www.fonetiks.org/>

<http://www.manythings.org/pp/>

Dr. Hişmanoğlu also informed us that the International Phonetic Association, IATEFL's Pronunciation Special Interest Group, and TESOL's Speech/Pronunciation Special Interest Section informed language teachers of issues and news in the field of pronunciation learning and teaching.

In the third part of the presentation, the presenter explained the method of the study. Dr. Hişmanoğlu reminded the audience that TOEFL and IELTS type of proficiency tests were the prerequisites for teaching English as a foreign language to the students in North Cyprus. Moreover, all language teachers are expected to attend CELTA and DELTA programs. The following were the research questions of his study:

- 1- What are preparatory school EFL teachers' perspectives on internet-based pronunciation teaching?
- 2- Do preparatory school EFL teachers use internet-based pronunciation teaching in their teaching?
- 3- What are the reasons for preparatory school EFL teachers' choosing or avoiding the implementation of internet-based pronunciation teaching?

The presenter then shared the results of the questionnaire and stated that the results of the study revealed that preparatory school EFL teachers had positive perspectives on using the internet for pronunciation teaching purposes, albeit avoiding the implementation of internet-based pronunciation teaching in their teaching. Most of the teachers indicated that they needed training in relation to internet-based pronunciation instruction so that they could make use of the internet both as a technological and a pedagogical tool for teaching pronunciation to their students.

**“Student Engagement in the Context of Work Based Learning  
as an Unconventional Form of Higher Education”  
by Dr. İrem İnceoğlu and Dr. Natasha Shukla  
the Institute for Work-Based Learning, Middlesex University, London, UK.**

The Work Based Learning (WBL) approach was explained in the first part of the presentation. The presenter stated that WBL is designed around the idea of learning that provides a flexible learning experience which is delivered through work, in work, for work. At the Institute for WBL, the candidates are offered university level learning in their workplace. Through the accreditation of candidates' work experience via self-reflective reports, the Institute guides the candidates through BA or MA degrees. The outcome of the process of studying at a WBL programme could be summarized as constructing worker researchers/learners.

All students enrolled in WBL programmes are experienced workers and they carry out their studies on a part-time basis which is based in their work environment. Due to this unique student profile, student engagement in WBL programmes requires a thorough understanding of the concept of engagement within a part-time and distance learning setting. For this purpose, the research focused on the perception of engagement by the work based learners at Middlesex University. In order to grasp the needs and perceptions of these learners, the researchers conducted in-depth interviews with eight recent graduates. The research adopted a holistic approach to include the two main

components of student engagement: the learner's context and motivations, and the approach and strategies of the higher education institutions. This study aimed to provide and understand the WBL students' experience, identify any gaps that exist between current provision and expectations, and achieve indicators of good practice at institutional level to strengthen work based learners' engagement.

In the second part of the presentation, we were informed that it is widely understood that the level and quality of student engagement with their higher education institutions is critical in determining student retention, learning, achievement and graduation (Laird et al, 2008; Bryson and Hand, 2008). Student engagement has also been cited as an important mediating factor in the development of students' sense of belonging to their educational institutions (Coates, 2006).

In order to guide the present study, the operational definition of student engagement provided by Harper and Quaye (2008) was adopted. They state:

Student engagement is simply characterized as participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes.

In the third part of this presentation, methodology and data analysis were explained. A literature search was conducted to gain an overview of conceptualizations, debates and approaches towards student engagement. This was then used to form a semi-structured interview schedule and a student survey in order to examine students' engagement with the IWBL.

In line with literature which supported the conceptualization of student engagement as a dual interaction between students' expectations and institutional strategies, informal and formal conversations and interviews were held with members of staff at the IWBL in order to explore its institutional approach. This methodology cohered with the holistic approach to student engagement that was adopted by this study.

The semi structured interviews were conducted with a selection of undergraduate and postgraduate students who graduated in 2009. Interviews were conducted by two independent researchers who had had no contact with the research participants prior to the commencement of this study.

The two researchers who collected the data initially worked independently of each other to code the interview material and then compared their codes while making necessary adjustments through a process of dialogue and discussion. Analysis was related to literature in order to contextualize the findings and develop recommendations.

In the fourth part of the paper, the framework for WBL student engagement was explained. The WBL programmes were based in students' actual work as well as having a distance relationship with the university and this was reflected in the kinds of support, resources and interactions that students received and garnered for their learning. The most important source of guidance was certainly the higher education institution, but the workplace, with its concrete and immediate bearing on students' lives, was also a contributor.

Students' contact and interaction with the IWBL and the higher education institution in general took tangible form predominantly through their relationship with their assigned WBL adviser, commonly referred to as an "academic adviser". In many cases, this was the sole personal relationship that students had with the higher education institution. The fact that communications between students and advisers were based almost entirely on e-mail contact, supported sometimes by telephone conversations, was an important indicator of the university-related aspect of the WBL study experience. E-mail and telephone communication was used to ask questions, discuss ideas and get clarifications with e-mail having the added use of enabling students to submit work and receive written feedback.

Other institute resources were also used to facilitate student learning. These included guidebooks and other reading material, often posted to students, containing the programmes' structure and module content and guidelines for planning and writing course work.

As a conclusion, the personal characteristics of learners were an important determinant of student engagement, more so than within traditional, campus-based education in the context of work-based learning studies. To meet the challenge of distance learning, students needed to have high levels of self-motivation, determination and self-sufficiency. The learner-centered pedagogy of work-based learning and learning content which had a high degree of relevance to students' professional and career objectives, encouraged students to take ownership and responsibility for their learning and so also contributed to student engagement. Support from the higher education institution in the

form of adviser guidance and interaction, learning sources and administrative help was another critical factor in student engagement. Through this support, learners proceeded to understand higher education institution standards and norms and achieve academic interaction which was vital to student retention and achievement. The workplace, with its concrete and physical presence in learners' lives also facilitated their engagement by providing various forms of practical, emotional and intellectual support that could not be provided by the distant university. Social networks of friends, family and work colleagues played a similar supportive role.

This study suggested that taking ownership of learning was a vital aspect of student engagement. Within WBL degrees, this process of ownership was facilitated in large part by the relevance of the course to learners' work context and professional development. This provided an important factor for enhancing student engagement in taught courses. If students were to be engaged with their learning, courses needed to be made relevant to them.

**"Language Learning:  
A Tool to Promote European Awareness and Co-operation"  
by Dr. Monica Boldea, researcher Ionut Dragoi,  
Professor Rodica Dragoi and Teaching Assistant Dr. Patrick Lavrits**

This study focused on globalization, which had many interactive and cross-cultural paths, pointing out how it would be possible to distinguish between approaching cultural difference "through language" and the use of learning techniques whose objectives were more overtly "behavioral". The idea that led to the analysis of this topic had, as a starting point, the fact that language, on one hand, was a sensitive political issue, as it was a profound symbol of national and personal identity. On the other hand, the burgeoning field of Intercultural Studies was a complex, eclectic, hybrid "inter-discipline" which was transforming the way Modern Languages were perceived and taught.

The chosen case study aimed to draw attention to the possibilities of establishing a sound policy regarding the growth of Intercultural Studies through language teaching and learning as both a catalyst and an agent for institutional change. Intercultural Studies was offering Modern Languages in Romanian Higher Education the potential for a fertile intellectual future.

In the first part of the presentation, the presenter stated that the present world has become small and manageable, in the era of modern means of

transport and communication. Modern mass tourism brings millions of people each year to other countries. The economy, trade and transport are internationally intertwined, interrelated and mergers and joint ventures of large organizations do not represent any longer a rarity. More and more supranational organizations arise. States unite to form larger groups such as the European Union. The buzz-word seems to be integration. Therefore, at least in the United Europe, a common language is necessary, but also the idea of multilingualism is becoming more and more important. In Europe today, it is no longer enough to only master one language but one must be able to speak at least one or two foreign languages fluently. The role of this common language seems to be inherited by the English language, because it is estimated that nearly two billion people routinely use English.

In the second part of this study, the presenters shared their ideas on globalization and the language of a globalized power. The presenters stressed that the European Union was a truly multilingual institution that fostered the ideal of a single community with a diversity of cultures and languages. Three core aims of the European Commission's multilingualism policy were to encourage language learning, to promote a healthy multilingual economy, and to give all EU citizens access to legislation, procedures and information of the Union in their own language.

The term "multilingualism" refers to both a person's ability to use several languages and the co-existence of different language communities in one geographical area. Whilst pointing out its supporting role for member states, the commission said it regarded respect for linguistic diversity as a core value of the European Union. Language is a sensitive political issue as it is a profound symbol of national and personal identity.

In the third part of the paper, cultivating global literacy for a peaceful world was explained. Globalisation was defined as global, transnational interactions of people, shared cultures, information and technology, education, economy and value systems beyond the cultural divide of West and East. The world has already witnessed a dramatic increase in multicultural, bicultural, cross cultural and transnational and cross-cultural organizations and institutions. In many multinational companies, understanding culture is more important than understanding technology. Being ahead of the competitor in terms of cultural understanding is increasingly more important. Culture is the way people approach and resolve dilemmas.

Culture is a dynamic process of solving human problems and these problems appear as dilemmas. Secondly, the study of languages other than one's own cannot only serve to help people understand what they have in common, but also assist them in understanding the diversity which underlies not only their languages, but also their ways of constructing and organizing knowledge, and the many different realities in which all these people live and interact. Thirdly, as language and culture are symbiotic, cultivating global literacy for a peaceful world is one of the most urgent tasks for educators and researchers. Fourthly, the significance of English as an International Language is becoming more vital as a means of global communication.

In the fourth part of this presentation, the intercultural dimension of foreign language teaching in the Romanian Higher Education was explained. Language teaching with an intercultural dimension helped learners to acquire the linguistic competence needed to communicate in speaking or writing, to formulate what they want to say or write in correct and appropriate ways. In addition to this, it developed their intercultural competence.

As a conclusion, the methods applied within the foreign language courses demonstrated that students working together cooperatively progress faster and the overall learning process not only had positive effects on the classroom climate, but also taught them to accept differences, to become more tolerant and to change attitudes into positive ones. Being able to perform language skills such as listening, speaking, reading, writing was valuable indeed, but of little use if the person could not apply these skills in cooperative interaction with other people in career and/or multinational settings.

I presented two papers, entitled **"Teaching New Words in English to University Students"** and **"Using Abbreviations and Acronyms in English"**. Teaching vocabulary of all levels of English is an important subject in English language education. Many kinds of teaching methods can be used according to the language levels and ages of the students in our classes. Students need to learn the meanings and the pronunciation of the words they are learning from their textbooks.

New words in science, technology and medicine, new words in entertainment and in many other areas have recently been created in English. These words have to be introduced to students in order to develop their communicative competence. My study dealt with the use of the new words in English and how they could be

taught to students. Samples of these words and their usage were explained. Dealing with vocabulary and types of dictionaries were also mentioned.

Abbreviations and acronyms are often seen in many different places in our lives. Abbreviations are simply the shortening of words and expressions. Some abbreviations are acronyms; i.e., they are formed from the first letters (or occasionally syllables) of a word or series of words and are pronounced as a word. (McCarthy & O'Dell: 2002: 20). My paper dealt with using and teaching abbreviations and acronyms in English. Types of abbreviations and sample abbreviations were given. Sources to find common abbreviations were suggested. The pronunciation of the common abbreviations was also discussed.

The next paper that I would like to summarize is "**A Search for Effective Higher Education to Meet the Priorities of the Professional World**" presented by Assoc. Prof. Dr. Mustafa Kalkan from Dokuz Eylül University. The purpose of his study was to discuss what could be done in higher education to cope with the recent trends observed in the professional world. The aim of his paper did not include any specific prescription in terms of the educational method(s) to be adopted because no single method was believed to respond to all the requirements of the priorities. Instead, a kind of flexibility in paving the roads was underlined.

The presenter shared his ideas about the rapid developments in technological movements. These changes in return have affected the overall curriculum and outlook of higher education.

The frame of the recent changes and movements witnessed in the world of business and industry which have in turn been reflected in the overall view of higher education could be summarized in the following table, reformed and adapted from (Barnett, 1992: 155-170)

	<b>Specific</b>	<b>General</b>
Theoretical	Subject-Based Competencies	General Intellectual Competencies (analyzing, synthesizing, critical thinking, communication skills)
Practical	Specific Professional Competencies	General Transferable Skills (interpersonal skills, ability to work in a team, decision making, problem solving, risk taking, leadership, communication skills)

Associate Prof. Dr. Mustafa Kalkan suggested that there was no single method in higher learning; different kinds of methods and approaches seem to be more effective in teaching.

The following table shows the results of the research of this study:

<b>Educational Activity</b>	<b>Structural Nature of the Activity</b>	<b>Perceptions of Marine Transportation Engineering Department (valid percentage)</b>	<b>Perceptions of Maritime Business Administration Department (valid percentage)</b>
Problem Based Discussion Sessions	Subject-Based	38.5	21.2
	Process-Based	7.7	7.7
	Cooperative	30.8	36.5
	Competitive	3.8	15.4
	Individualistic	19.2	19.2
		Cooperative	Cooperative
Lectures/Presentations	Subject-Based	51.9	63.6
	Process-Based	7.7	9.1
	Cooperative	15.4	13.6
	Competitive	13.5	11.4
	Individualistic	11.5	2.3
Conclusions Drawn		Subject-Based	Process-Based
Professional Presentations	Subject-Based	32.1	28.3
	Process-Based	11.3	19.6
	Cooperative	11.3	15.2
	Competitive	7.5	6.5
	Individualistic	37.7	30.4
Conclusions Drawn		Individualistic	Individualistic

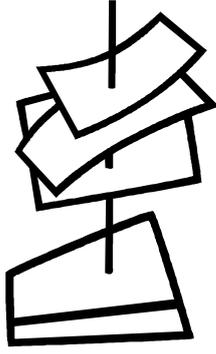
As a conclusion, the presenter stated that the purpose of this research is to gather and share the learners' perceptions in the recent adoption. To do this, a questionnaire was used, the 5-point Likert Scale was used and the statistical results were interpreted. The structural nature of the learning activities, the

types of competencies supposed to be provided, and the level of the gain provided by each of the activities were the basic aspects of the research aim.

The overall results reveal that the learners perceive the overall curriculum quite favorable; the structural nature of the sessions is perceived in compliance with the basic educational principles and the aim of providing the learners with certain general transferable skills seems to have been reached to an acceptable extent.

In the last part of this presentation, participants had the opportunity to share the methods they were using in their institutions.





# REFLECTIONS FROM THE 1<sup>ST</sup> INTERNATIONAL CONGRESS OF EDUCATIONAL RESEARCH at 18 Mart University

by  
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School of Foreign Languages

I had opportunity to attend the 1st International Congress of Educational Research at 18 Mart University in May 2009 in Çanakkale. It was a three-day conference with many Turkish and foreign participants from different universities. Participants of this congress shared their ideas and research findings during their workshops, paper and poster presentations; in addition, there were also book exhibitions in every field of education which the participants of this congress could browse through and find the latest editions of a large variety of books. I would like to summarize one of the papers, entitled **"EFL Teachers' Professional Development through Self-Assessment Strategies"** from this conference. It was presented by Dorota Anna Nawacka from Adam Mickiewicz University from Poland. The presenter's paper aimed at presenting some strategies that prompted development, namely: self-assessment strategies. This study evaluated some self-assessment strategies and presented several ways of implementation.

The presenter stated that professional development is an elusive term in education. Lange (1990, quoted in Bailey et al. 2001:4) defines teacher development as " a process of continual, experimental, and attitudinal growth of teachers." For Head and Taylor (1997:250) teacher development is associated with the process of becoming "the best teacher that I personally can be". It is centred on personal awareness of the possibilities for change but it also builds

on the past, since recognizing how past experiences have or have not been developmental helps identify opportunities for change in the present or future.

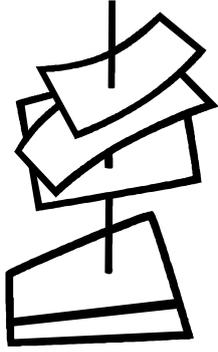
For teachers of English as a foreign language, professional development should consist of at least four components, namely:

- 1) recognizing and dealing with needs of individual teachers; the needs may range from confidence-building to technical expertise;
- 2) creating new experiences, challenges, and opportunities for teachers to broaden their repertoire;
- 3) engaging in language development; particularly for those teachers for whom English is not a native language;
- 4) training teachers in the use of self-assessment and cooperative techniques of professional growth.

Participants shared their experience in professional development according to the above-mentioned four components. The presenter also stated that the main self-assessment strategies adopted by the teachers included:

- Diaries,
- Self-reporting,
- Audio and video recording,
- Teaching and portfolio.

Participants of this presentation left the session happily because they heard about insights, shared their own strategies and also realized that there were many things in common.



# REFLECTIONS ON THE INSERVICE TRAINING SEMINAR

“English Language Teaching  
Curriculum, Methodology and  
Techniques”

held by  
the Ministry of Education in Zonguldak

by  
Prof. Dr. Aydan Ersöz

The Ministry of Education holds inservice training seminars on “English Language Teaching Curriculum, Methodology and Techniques” all over the country. The major aim is to inform English teachers



ZONGULDAK is rainy and humid; but the warmth of people is amazing.

about the innovations in the curriculum and the teaching materials. These seminars are planned for 2010 and 2011. I take part in this project on behalf of

INGED, and joined the MEB trainers between 20 and 24 September 2010 for the seminar in Zonguldak. There were about 20 trainers and 400 participants. The participants attended concurrent sessions held by different trainers. The courses were all day long. The titles of the courses are given below:

Ice-breakers and warmers

Introducing the new Curriculum, Samples from the new coursebooks

Integrated Language Teaching

Classroom Management

Teaching Vocabulary and Grammar in Context

Developing Listening Strategies

Developing Speaking Strategies

Developing Writing Strategies

Materials Adaptation and Development

Testing and assessment

In this particular seminar, I ran two courses for 4 different groups: Developing Speaking Strategies, and Developing Writing Strategies. You can find the summary of these sessions below.

### **Developing Productive Skills**

**Prof. Dr. Aydan Ersöz**

Speaking and writing have a lot in common. They are both productive skills and major sources of output. They are the means of getting our message across, communicating, and making ourselves understood.

Speaking is a process where speakers encode meaning and purpose to be decoded in oral texts.

Writing is a process where writers encode meaning and purpose to be decoded in written texts.



Doing sample speaking activities with one of the groups.

We speak and write

- ▶ for ourselves (diary or journal keeping; inner voice; monologues; etc.), and
- ▶ for others (dialogs, conversations, notes, text-messages, blogs, etc.).

In many English language classrooms less time is devoted to speaking and writing skills than to reading and listening.

Speaking activities are skipped; and, writing activities are given as homework.



Information gap activity: Two students stand together; one facing the board, the other facing the wall. Teacher shows a set of pictures. The student who sees the board tries to explain what they are without saying their names. The other tries to guess.

There are numerous reasons for this:

- ▶ Writing and speaking are seen as time-consuming. Teachers do not want to waste valuable classroom time on these.
- ▶ Writing and speaking are productive skills. Teachers do not want to deal with correction of the products.
- ▶ Learners usually have a negative perception of speaking and writing activities. They see them as being something tiring and boring, or maybe a "waste of time".
- ▶ Students do not have enough background (cognitive and linguistic) to produce an oral or written work. They feel reluctant to talk or write.
- ▶ When speaking is the case, students feel really shy. They do not want to lose face in front of other students.
- ▶ When writing is the case, they feel lazy because they do not have good writing habits in their own language either.

Students should engage in a range of awareness-raising tasks to understand that the best way to learn English is to use it. Oral and written products are also a good indication of students' strengths and weaknesses. Not only should

speaking and writing activities be seen as a valuable way of practicing language, but also as an indispensable part of the language learning process as a whole.

A popular approach used by teachers to develop these skills is to assign a topic and require students to write or talk about it. This approach assumes that the students are highly articulate and able to argue and express abstract notions in rapid and comprehensible language products.

Such activities often intimidate most students because they have nothing much to say or write about and look to the teacher to supply most of the language and ideas. Furthermore, students do not see any reason to produce anything.

The resultant lack of interest and motivation can be attributed to the purposelessness of the language they are being asked to produce.

We should arouse in learners a willingness and need to talk or write about by providing them with something they feel they have a need or reason to talk or write about.

Giving positive feedback also helps to encourage and motivate shy students to produce more.

Why don't students want to participate in *SPEAKING* and/or *WRITING* activities?

- ▶ Students don't have an opinion on the subject
- ▶ Students have an opinion, but are worried about what the other students might say or think
- ▶ Students have an opinion, but don't feel they can express exactly what they mean
- ▶ Students begin expressing their message, but want to state it in the same eloquent manner that they are capable of in their native language
- ▶ Other, more actively participating students, feel confident in their opinions and express them eloquently making the less confident students more timid

We can overcome most of the problems that our students encounter by giving them pre-activities such as observing, brainstorming, using graphic organizers, making/taking notes, making lists, talking to others, and reading/listening about the topic.



Doing the same session with another group



## SPEAKING

Language learners need to realize that speaking involves three areas of knowledge:

- ▶ Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- ▶ Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- ▶ Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

### Types of Communicative Activities:

Information-gap, reasoning-gap (problem solving) and opinion-gap activities

*An Information Gap Activity* is supposed to mimic one of the real-world purposes of communication: to exchange unknown information.

*An Opinion Gap Activity* involves identifying and articulating a personal preference, feeling, or attitude.

*A Reasoning Gap Activity* (problem solving) involves deriving some new information from given information through the process of inference, deduction, practical reasoning, or a perception of relationships or patterns.



Writing can be fun.  
Look how much fun we are having in the session!

## WRITING

When writing is the case, the more basic you get with your writing students, the better. Begin with sentence level, move to paragraph level, and then to composition or essay writing.

There are four sentence manipulatory skills--combining, rearranging, subtracting, and expanding.

Language learners need to realize that writing involves three areas of knowledge:

- ▶ Mechanics (spelling, punctuation, grammar, and vocabulary): Using the right words in the right order with the correct spelling and punctuation.
- ▶ Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- ▶ Social and cultural rules and norms (beginning, ending, choice of words, formality level): understanding how to take into account who is writing to whom, in what circumstances, about what, and for what reason.

## 6 Traits of Writing

### 1) Ideas and content

As you begin your paper you generate ideas. Your ideas and content are the reasons for writing a paper. Every paper should convey a message and be easy to follow. Some thoughts to get you going:

- What is my message and is it focused and clear?*
- Did I include important details relevant to my topic?*
- Did the reader learn something new?*
- Is my paper interesting and easy to understand?*

### 2) Organization

Organizing your ideas helps a reader move through your paper in a meaningful way. Here are some things to keep in mind as you write your paper:

- Does my beginning hook my reader?*
- Is my paper easy to follow? Did I choose the best way to organize my story?*
- Do my ideas link to a main message?*
- Do I have a strong conclusion that wraps up the story?*

### 3) Voice

Your voice is what gives your writing personality, flavor and style.

Questions to think about as you write your paper:

*Can you tell I am enthusiastic about my topic?*

*Does this writing sound like me?*

*How do I want my readers to feel?*

*Will my story hold readers' attention? Will they want to hear more?*

### 4) Sentence Fluency

Fluent writing has rhythm. Sentences vary in length and structure. It is easy and pleasurable to read aloud.

It is important to think about:

*Is my story easy to read?*

*Do my sentences begin in different ways?*

*Did I use some long and some short sentences?*

*Does my paper sound smooth as I read it aloud?*

### 5) Word Choice

The specific words that you choose create images, capture a reader's attention and make your story memorable.

Look at your paper and decide:

*Have I used some strong verbs or colorful phrases that grab my reader?*

*Have I chosen the most precise word?*

*Have I used any unique words?*

*Did I repeat common words too many times?*

### 6) Conventions

You have finished your first draft. Now it is time to start editing for conventions.

These include spelling, punctuation, grammar, capitalization and paragraphing.

Proper use of conventions make your story easy for others to read.

To begin editing ask yourself:

*Did I leave spaces between words and sentences*

*Did I use a title?*

*Did I use correct punctuation?*

*Did I use capital letters in the right places?*

*Have I proofread for correct spelling and grammar?*

*Have I indented any new paragraphs?*



Giving the session on writing in another group. We had lots of guests in the session. The participants wanted to test my skills to teach in crowded classrooms, I guess.

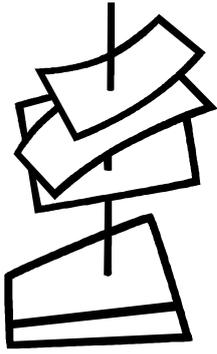


Accepting a gift from the Office of Zonguldak Provincial Directory of Education.



After long and tiring hours of training, we had to visit a coal mine.  
It was an incredible experience.





# REFLECTIONS ON IATEFL 2010

## The 44<sup>th</sup> Annual Convention

### Harrogate, UK

### April 7 - 11

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

This year the conference was held in Harrogate with over 2000 people from over 80 countries attending over 400 sessions... In addition, countless new networks and friendships were established while professionals from ELT had the opportunity to think about ideas, techniques, and aspects of education philosophies. Some thoughts were triggered by 'old' or familiar ideas; some were brand new, at least to a lot of the participants, and a lot of them were amazing IT applications.

I would like to share with you some of my impressions and some of the practical teaching ideas that I have become aware of at this wonderful learning & awareness opportunity and that I will adapt to my learners at our university. Impressions: Too many to cite one by one. Here are some that stuck me as an instructor, teacher educator, and conference convener:

- \* Extremely participant-friendly: Communication all throughout, timing of the sessions and breaks, program booklet, signs to direct people, evening events, and above all volunteers at all desks, corridors, entrances...
- \* The heads-down people: The most striking for me was how many of the participants were looking down at their laps especially during IT-related presentations! Well, they were actually busy on their net or notebooks following the session as well as blogging and tweeting! To the non-IT teacher or the teacher attending such a big international conference for the first time, all these heads-down participants may have seemed disengaged. They were after all not looking up at the presenter! But they were paying attention! In fact, they

were engaged double or even triple as they followed Harrogate Online, blogged and tweeted all while they were following the session in the room...

\* The level of professionalism: The event was organized in a very professional manner. The pre-conference communication was always timely and all queries were promptly addressed. The conference itself went by very smoothly although I'm sure several problems arose but participants did not feel this due to the professional manner in which everything was handled.

### **A practical idea**

I would like to share with you a vocabulary recycling activity that I really liked and have tried in my class after I returned.

**Presenter: Ken Lackman**

**Workshop: "Classroom Games from Corpora"**

**Name of activity: Categories on walls (Competition)**

### **Procedure**

**Before the lesson:** Preparation of collocation lists:

Decide on which key word you wish to recycle/practice in class. Look up the word in a concordancer (e.g. <http://collins.co.uk/Corpus/CorpusSearch.aspx> and <http://corpus.byu.edu/>), copy paste the collocation list on a Word document. Delete the ones your students will be unfamiliar with. Re-order the items in this list so that there is a variety of collocates; you want to cut up this list so that you can put your students into pairs or small groups who receive one list and with several extra lists available for groups that finish early.

**Before the lesson:** Preparation of collocation categories:

Now categorize the collocates and put the name of each category at the top of a blank sheet.

Ken had chosen the word 'day' and categorized the collocates as quality (e.g. pleasant), time (e.g. next), colors (e.g. grey), weather (e.g. rainy), number (e.g. several), length (e.g. short), each of which he had put on an A4 to be posted on the walls.

**During the lesson:**

Post the A4s on walls with enough space between them; form pairs or small groups; give each group a list and a different color pen. Ask them to work as a team and write one example from their list on each of the posters on the walls. When they are finished with their list, they exchange it with another one, on which there will be different collocations. They cannot write a collocation that

another group has already written up; if they do, they lose points. They will get points only for correct items. They also cannot write two items in a row; they lose points.

This was the first activity Ken had us do and we had loads of fun! The whole room got very competitive! Unfortunately, Ken wouldn't let us finish! We were all hyped up but had to stop so that he could show us the other activities. I tried this activity in my advanced class and my students really got into it. I had 23 students and so allowed them to use any strategy they liked. Some sat and figured out the match between the collocations and categories and then raced from poster to poster while others worked out the matches as they stood by posters. One group had all members all over the room hunting for the right category and throwing the pen to the person who needed it! I think because my learners were very competitive and wanted to win, they often stood around a poster blocking it on purpose! They were 18-20 years old but acted like children when it came to games so next time, I'll have one member from each group stand by a poster and time the group writing! That will help I think.

Ken very briefly showed us the collocation categories and how he got the software to find the categories. I am very happy to have participated in this workshop because now I have another corpus, and a free one too, which I can work with.

Have you been to a conference or workshop lately?  
Would you like to send us your summary of one or two of the  
sessions that you liked?

We will be more than happy to publish them here.

Please contact the editor: [suzanoni@metu.edu.tr](mailto:suzanoni@metu.edu.tr)

## ELTons

The ELTons is the only international awards ceremony that rewards the wealth of innovative new English language teaching (ELT) resources that help English language learners and teachers achieve their goals.

Applications are submitted online by the end of September. Judged by a panel of ELT experts, the shortlist is announced in December and the winners are announced at an awards ceremony, held in London in March. Each winning entry receives a prize of £1,000.

This site provides you with all the information you need to apply for an ELTon, along with coverage of previous ceremonies and winners.



### Call for ELTon 2011 Awards

The British Council is now calling for applications to the ELTons 2011. Now in its ninth year, ELTons (British Council Innovation Awards), are a celebration of excellence in English language teaching from around the world. They are offered to outstanding new language learning products and services, and aspiring ELT authors, that use innovative ideas to help learners achieve their goals, or to innovative research which has clear practical benefits for English language teaching. For more information please visit [our website](#).

Any ELT professional, including authors, teachers, trainers and publishers can apply for consideration to one of the three categories: The UK Award for Innovation, The Cambridge ESOL International Award for Innovation and The Macmillan Education Award for Innovative Writing.

Each winning entry, announced at a prestigious ceremony in London, will receive a cash prize of GBP 1,000 and will become part of a growing network of ELTons alumni around the world.

Application packs can be downloaded from [here](#) and the deadline for submissions is 30 September 2010.

For more information please visit:

<http://www.britishcouncil.org/learning-eltons.htm>

The deadline for submissions is 30 September 2010.



### ENGLISH TEACHER OF THE YEAR 2009-2010

We are extremely happy to name **Gül Önderen** as **English teacher of the year**. She is a very dedicated teacher that inspires those around her. While she worked in Ordu- Ünye in the Black Sea region, she motivated her students with poetry, stories and music. She also set up a library by collecting books for her learners. All in all she has made a big difference to her learners' lives.

We would also like to recognise the **achievements of Gülsüm Özerol** who coordinated many projects in the Yenisehir/Diyarbakır area and **Murat Aydoğmus** who prepared two Comenius school partnership projects for his village school.

We were astounded by the enthusiasm for this competition. It has been a very hard decision as we saw that there are some very special teachers out there who motivate their learners and are well respected by their colleagues.

***Anyone whose name was entered into the competition should feel proud that they were selected by the people who know them the best.***

### FREE ONLINE COURSES OFFERED BY THE BRITISH COUNCIL

In partnership with online training company Alison, the British Council has produced six interactive, multimedia courses of English from pre-intermediate to upper-intermediate. Click on the link to register free and improve your English skills.

<http://alison.com/course/category.php?id=11>

The courses are all self-access and include activities such as listening, drag and drop, matching exercises, gap-filling and multiple choice tasks. They also feature interactive, real-life situations with native speakers of English to give learners practical opportunities to improve their fluency and understanding.

# A POETRY COMPETITION

<http://learnenglishkids.britishcouncil.org/en/your-turn/poetry-competition-2010>



The screenshot shows the 'LearnEnglish Kids' website interface. At the top, there are navigation tabs for 'TeachingEnglish' and 'LearnEnglish'. The main header includes the British Council logo and 'LearnEnglish Kids'. Below this is a menu with icons for 'home', 'games', 'listen & watch', 'read & write', 'more', and 'explore'. A secondary navigation bar contains 'your turn', 'practise your English', and 'word of the week'. The main content area features a large banner for 'Poetry Competition 2010' with a cartoon cat illustration. Below the banner, there is a search bar, a 'User login' section with fields for 'Username or e-mail' and 'Password', and a 'More about this' section. The page also includes a small text block about the competition and a link to last year's winning poems.

## Stop press! : Britain closes to foreign students

In a move that sidesteps the UK Court of Appeal and the Houses of Parliament, and right as the *Gazette* goes to press, the British government has given just 24 hours' notice of a change to immigration law.

The change bans adult students from coming to the UK to study English or any other course below degree level for more than six months, unless they have passed a specified intermediate English qualification at B1 level on the Common European Framework of Reference for Languages (CEFR).

A new list of qualifications comes into effect from 12 August; the only ones accepted for entry are Toefl, Ielts, the Pearson Test of Academic English and Cambridge Esol exams. Among the qualifications no longer accepted is Toeic, the world's largest English language exam, which is taken by over four million candidates a year and dominates in Korea and Japan, the two largest markets for English language courses in Britain.

The government laid the new immigration rules before parliament just 24 hours before implementation and three days before the beginning of the summer recess. It also comes at the peak time for student applications for courses for the next academic year. The House has forty days to disagree with the judgment, in which case the government must amend it, but this is unlikely to happen before autumn. Meanwhile, thousands of students will be rejected because they do not have the right language level, or because they do not have the correct qualifications.

The move follows two important rulings on the UK's student immigration policy by the British courts. In the first case, known as Pankina, three Lord Justices of the Courts of Appeal ruled, in what they described as a question of 'constitutional importance and real difficulty', that amendments to the immigration rules must be laid before parliament. In the second case, brought by language-centre association English UK, the Judge also ruled (following the precedent set in Pankina) that the language levels could not be increased to B1 without a negative resolution procedure (the forty-day period above) being implemented.

### UKBA admits mistake

The *Gazette* has also obtained evidence (see p5 of our September issue) that the UK Border Agency has taken the decision to reintroduce the B1 level even after admitting that it had been wrong in claiming that B1 was 'just below a GCSE in a modern foreign language'. This would make it equivalent to the foreign language level of an English 16 year old. The comparison to GCSE was first made on 10 February and has been repeated by ministers in statements to the House and to the public. It was also used in court in the English UK case.

However, on 16 February Dr Brian North, who developed the CEFR levels, wrote a letter to the UKBA pointing out that a GCSE pass is a low A2, two school years below the B1 level, and that high-school students in most northern European countries require seven years of English at school to achieve that level - making it equivalent, in British terms, to at least an AS-level pass.

The UKBA did not reply to Dr North's letter, saying that when a copy was sent to them by the *Gazette* it had been 'overlooked'. The UKBA's Jeremy Oppenheim finally replied on 20 July, agreeing that the comparison to GCSE was 'simplistic', but argued that it was the correct level for language students. Two days after sending the letter, the government reintroduced the B1 requirement.

A Paper from a colleague

This article was first published in ETAIForum, Summer 2009 as a Featured Article

## **The Use of a Lexical Syllabus in EFL Teaching to Improve Second Language Vocabulary Acquisition**

by  
**Sharon Fayerberger**

The Use of a Lexical Syllabus in EFL Teaching to Improve Second Language Vocabulary Acquisition

Over the past two decades more and more researchers have realized the importance of vocabulary acquisition in second language teaching. Vocabulary is vital for both communicative purposes as well as being a good predictor of reading comprehension. Much has been written about different methods of acquiring and teaching vocabulary, in particular implicit vocabulary acquisition. However, less has been researched about the effects of direct (i.e. explicit) vocabulary teaching since it has often been criticized for being old fashioned to teach directly from word lists.

For my masters dissertation I investigated the effects of a lexical syllabus on second language vocabulary acquisition. The lexical syllabus is a list of specific words, meanings, and phrases to be taught in a direct approach at different levels at high school. The syllabus I used was made up of most frequently used words and lexical chunks which can be found on the web (<http://www.lextutor.ca/>) from the first 1000, 2000 and up to 5000 most frequent words as well as lexical chunks used from the text books currently being used in high school. For example:

I admit being wrong  
Appointed as manager  
Associate yourself with someone  
Cause and effect  
Prevent/prevention  
Childhood dreams/friends

Each grade has its own syllabus with many of the words recycled each year.

In the study two groups of high school learners were compared. The treatment group (N=96) is defined as the group who learned from the lexical syllabus over a period of six months and the control group (N=43) learned vocabulary spontaneously and sporadically. Both treatment and control groups were made up of 10th and 11th graders. A pre-test that consisted of two sections; one that tests passive vocabulary size and the other that tests active vocabulary size was administered at the beginning of the school year. Six months later the same test was administered to check for vocabulary gains in each group. In addition, since research has shown that attitudes and motivation are important variables in second language achievement, the research investigated the relationship between motivation and vocabulary gains. Therefore, a questionnaire that checks student's motivations towards learning English as a foreign language was administered at the beginning of the year and then again six months later.

First, the results showed that the 10th grade treatment group made significantly higher gains on the passive vocabulary sections of the test, whereas fewer gains were made by the 10th grade control group. Similarly, the 11th grade treatment group made significantly higher gains throughout the passive vocabulary sections of the test whereas no significant gains were made by the 11th grade control group. In addition, the results of the 11th grade treatment group were higher than 10th grade treatment group whereby passive vocabulary gains were higher than active vocabulary gains. However, among the control group participants there were no significant differences found between the 10th and 11th grade active and passive vocabulary gains. Regarding active vocabulary size, significant gains were made both by treatment and control groups in the active vocabulary sections of the test.

Second, the results corroborate research done on the differences between active and passive vocabulary acquisition. Namely, that there is a diverging gap between active and passive vocabulary knowledge and that active vocabulary knowledge is more difficult to master. The more the students know in a low frequency passive vocabulary level (i.e. 5000 word level), the greater the gap will be in the parallel active vocabulary level. The results of the vocabulary gains are explained in light of three second language theories which have application to teaching: explicit vocabulary instruction, the differences between active and passive vocabulary size and adopting a lexical approach.

With regards to the relationship between motivation and vocabulary gains, the finding show a positive but low correlation between integrative motivation and

vocabulary gains which suggests that motivation alone is not enough to explain the significant vocabulary growth made by the treatment group but rather the implementation of a lexical syllabus or other variables that were not checked in this study.

The study indicates that implementing a lexical syllabus by means of explicit instruction i.e. teaching straight from the word lists instead of in a contextualized manner is highly effective in expanding passive vocabulary acquisition quickly. Furthermore, the results seem to support the claim that lexis should become a central part of an EFL syllabus and a more lexical approach should be applied in the classroom.

I have incorporated a lexical syllabus into my school's main English syllabus. Each teacher has received a lexical syllabus for each grade (10th, 11th and 12th). The syllabus includes 600 words and teachers attempt to teach at least 20 new words a week which are tested in order to get the students to learn them both passively and actively. Later on the students are exposed to texts that include the very same words that are on the syllabus.

The idea is certainly not new. In the past the ministry had a list of words to be taught which disappeared with the new curriculum. The idea behind a lexical syllabus is to organize vocabulary teaching for teachers so that teachers know what lexical items are worth teaching, and how much they have to cover per year. Thus, it becomes a friendlier means to teaching such a vital element of EFL teaching.

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Sharon Fayerberger was born and raised in London England. She is currently living in Haifa, Israel where she has been teaching EFL in high school for the past 18 years as well as being the Head of English Department at the Hebrew Reali School, Israel- upper division. She holds a master's degree from Oranim Academic College and authored "Writing Right for modules F&G - 2005," published by Reches educational projects. In addition, Sharon has edited and compiled "English for 10th grade" A workbook in English published by The Hebrew Reali School.

# NEWS FROM AN *inged* PLENARY SPEAKER



Here is another article from our dear Michael Berman, a faithful INGED follower. Thank you so much for your support and interest, Michael...

Which language contains the largest number of words, and approximately how many does it contain? The answer is English and the number is approximately a million. What implications do you think this has for foreign students when choosing what kind of dictionary to use?

Now read through the article below to find words in it which mean the same as:

a. the most recent / b. number one position / c. are not convinced that this is true / d. people who live in a very poor part of a city / e. it has a negative meaning / f. people who write dictionaries / g. a stricter definition of / h. much more than / i. manage to survive with / j. it is not surprising (When you find the words in the passage that you need, underline or highlight them).

## **'Millionth English word' declared**

**A US web monitoring firm has declared the millionth English word to be Web 2.0, a term for the latest generation of web products and services.**

Global Language Monitor (GLM) searches the internet for newly coined terms, and once a word or phrase has been used 25,000 times, it recognises it.

GLM said Web 2.0 beat out the terms Jai ho, NOOb and slumdog to take top spot.

However, traditional dictionary makers are casting doubt on the claim and the methods behind it.

GLM, based in Texas, makes its money telling organisations how often they are mentioned in new media, such as the internet, but it can also track new words and expressions.

Once a word has been used 25,000 times on social networking and other sites, GLM declares it be a new word.

The terms Jai ho and slumdog originate from the hit movie Slumdog Millionaire, about India's slum dwellers.

But NOOb comes from the gaming community, the company said, explaining that it is used as a disparaging term to describe a neophyte in a particular game.

It is also the "only mainstream English word that contains within itself two numerals", GLM said in a statement posted on its website.

### **Landmark doubted**

However lexicographers doubt GLM's claim, says BBC arts correspondent Lawrence Pollard.

Dictionaries have tighter criteria about what constitutes a new word. For example, it has to be used over a certain period of time.

Lexicographers say the exact size of the English vocabulary is impossible to quantify, but if every technical term or obscure specialist word is accepted then we are already beyond one million, according to our correspondent.

And if the inclusion of specialist slang is restricted, then there are possibly three quarters of a million words in English.

All of which is way beyond the 20-40,000 words a fluent speaker would use, or the few thousand you could get by with in English.

But with 1.5 billion people speaking some version of English, it is small wonder it is the fastest growing language in the world, our correspondent adds.

Discuss the following questions in small groups, and then elect a spokesperson to present your findings to the rest of the class:

- a. Which dictionary or dictionaries do you use to help you with your English, and why? And now that you're aware of all the facts, are you going to make any changes in future?
- b. What's your favourite English word or a word in English you find yourself using a lot?

- c. What about your favourite word in your own language or a word you find yourself using a lot?
- d. What word best sums up these times we are living in (a word from any language)?
- e. Invent a new word in English, and then be prepared to tell the rest of the class what it means.

Story from BBC NEWS:

<http://news.bbc.co.uk/go/pr/fr/-/1/hi/world/americas/8092549.stm>

Published: 2009/06/10 11:14:01 GMT

© BBC MMIX

### **ANSWERS:**

- a. the latest / b. top spot / c. are casting doubt on the claim / d. slum dwellers /
- e. it is used as a disparaging term / f. lexicographers / g. tighter criteria about /
- h. way beyond - much more than / i. get by with / j. it is small wonder

**Michael Berman** BA, MPhil, PhD, works as a teacher and a writer. Publications include *A Multiple Intelligences Road to an ELT Classroom* and *The Power of Metaphor* for Crown House, and *The Nature of Shamanism and the Shamanic Story* for Cambridge Scholars Publishing. *Shamanic Journeys through Daghestan* and *Shamanic Journeys through the Caucasus* are both due to be published in paperback by O-Books in 2009. A long-awaited resource book for teachers on storytelling, *In a Faraway Land*, will be coming out in 2010. Michael has been involved in teaching and teacher training for over thirty years, has given presentations at Conferences in more than twenty countries, and hopes to have the opportunity to visit many more yet. For more information please visit [www.Thestoryteller.org.uk](http://www.Thestoryteller.org.uk)

# AN ACTIVITY FROM AN

## inged SUPPORTER

"What is This?"

by Maria Snarsky

[RELOBrazil@state.gov](mailto:RELOBrazil@state.gov)

Regional English Language Officer,  
U.S. Consulate Sao Paulo, Brazil



This activity involves quick brainstorming (either individually, as a group, or as a whole class) to make a list of what an object *could* be if one used their imagination. E.g. hold up a pen. It IS a pen, but one could imagine it to be: a laser pointer, a toothbrush, a comb, lipstick etc. The key guideline for brainstorming a list is to avoid judging the ideas as they come up. All ideas no matter how silly or simple should be noted. The purpose of this brainstorm is to get students active and stretch their vocabulary. Because the activity can and should be combined with motion and 'acting' the vocabulary will be better remembered. Also, when 'debriefed' with just the motion; it becomes a good guessing game.

### Preparation

For individuals: have students write down as many things they can imagine the pen to be. Be sure to set a time limit. Have them count up the number of items. The one with the most; reads the list or acts them out.

For groups: have the instructions clearly written out with a pen/pencil taped to the instructions (as a prompt!) and one piece of paper available for each group to brainstorm the list together. Set a time limit as in instructions above.

### Relevant Goals

- To introduce vocabulary
- To energize a class
- To introduce element of competition in the class

### Level

Typically beginning - but the higher the level, the more vocabulary will be generated

### Skills

Speaking, Vocabulary

### Materials

Writing materials or blackboard

### Preparation Time

5 minutes

### Activity Time

10 -15 minutes

### Text

Any

For a whole class activity: no paper is needed; the teacher leads the activity with a spare pen that gets passed around as students imagine/act out/say a new object.

### Procedures

1. Have a writing instrument: pen, pencil, chalk or a marker.
2. Hold up the writing instrument and ask "What is this?" The students may reply "It's a pen etc."
3. The instructor should say "No, it's not a pen, it's a *insert imaginary item name such as "toothbrush"* while gesturing with the pen as that item.
4. Hand the pen to a student and ask "What is this?" The student should pretend the pen is something else, gesture the new item, and say the word.
5. Have the student pass the pen onto the next student and continue the game. Students should not repeat words.

### Variations

1. Learning Stations: Have this activity as part of a learning station where the group has 5 minutes (timed!) to work together to make out a list. They should be prepared to act out the object in the debrief.
2. Group competition: Divide the class into groups and have each group brainstorm a list at the same time. The group with the most items listed wins.
3. Consolidation: After the competition is over, have each student mime one of the uses of the pen and have the other students guess. This is a good way to share the various ideas across the classroom. Uses should not be repeated.
4. Review/Warm Up: For a quick, effective review of vocabulary have students mime the item the next day/week from the original activity. See what others can remember.
5. Use other objects (shaped differently) for variety and for more advanced levels: ball, hat, book (those seem more difficult).

### When to Use "What is This?"

1. To introduce the notion of brainstorming.
2. As a warm up/cool down/energizing activity.
3. As an activity for Learning Stations.

## NEWS FROM A COLLEAGUE



Here is an announcement for teachers who are interested in having their papers published. Dr. Hacer Hande Uysal has informed us about a brand new publication: The Journal of Language Teaching and Learning. We congratulate them on their effort and hard work to get this journal off the ground and hope to read your articles in it...

Dear colleagues,

We are pleased to inform you that we have completed the legal formalities to publish an international journal in the field of language teaching and learning. The title of the journal is "The Journal of Language Teaching and Learning" with the web address of <http://www.jltl.org>

The first issue will be published in January; hence, we are looking forward to receiving your articles. The authors will be sent a printed issue of the journal once their papers are published.

Best regards,

Hacer Hande Uysal, Ph.D.  
Editor  
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**45th Annual Conference and Exhibition  
Brighton Centre, Brighton, UK  
15th -19th April 2011**

**Conference registration fees:**

Full four-day conference

Registration form and full payment received on or before 28th January 2011

IATEFL members £125

Registration form and full payment received after 28th January 2011

IATEFL members £160

**Pre-Conference Event (PCE) registration fees:**

Registration form and full payment received on or before 28th January 2011

IATEFL members £55

Registration form and full payment received after 28th January 2011

IATEFL members £65

**British Council / IATEFL 'Brighton Online'**

Both members and non-members remote delegates will be able to watch live video sessions and recorded highlights of the conference on the Brighton Online website and access a wide range of multimedia resources including audio and PowerPoint presentations of the majority of the sessions. Online delegates will also be able to participate in discussion forums linked to the main conference themes and post messages about individual presentations. Brighton Online will also feature participant interviews and vox pops, and a large photo gallery where at venue delegates will be able to share their thoughts and experiences with online delegates.

**IATEFL Jobs Market**

There will be a Jobs Market at the Brighton conference - a valuable forum for connecting employers and talented ELT professionals from around the world.

Jobseekers should go to [www.iatefl.org](http://www.iatefl.org) to register for the conference and preview jobs online. Recruiters who would like to participate in the Jobs Market in Brighton can request an information pack by emailing [jobsmarket@iatefl.org](mailto:jobsmarket@iatefl.org).

#### IATEFL MEMBERSHIP

INGED has renewed its bid for IATEFL's Wider Membership Scheme (WMS) and has just received 40 IATEFL memberships at reduced cost through WMS. If you need to renew your IATEFL membership, contact Sibel Tüzel Kandiller at [tuzel@metu.edu.tr](mailto:tuzel@metu.edu.tr)

### IATEFL Scholarships Newsflash!

from Eryl Griffiths for the Scholarship Working Party

Find full information at [www.iatefl.org/scholarships](http://www.iatefl.org/scholarships) and apply, using a brand new and convenient online application form, by 1st September.

There are two new scholarships funded by our dear SIGs: **the Leadership and Management Scholarship** and **the BESIG Facilitator Scholarship**; they require applicants to be speakers at conference.

There are five new scholarships funded by Cambridge ESOL offering opportunities for professionals or post-graduates working in the areas of EL teaching, language assessment, teacher training, EAP, and state education to attend conference without the requirement of giving a paper.

Improved awards are to be found in **the Frank Bell IATEFL Scholarship** as well as in IATEFL's own **Ray Tongue and WR Lee Scholarships**.

Occasionally and surprisingly some scholarships have too few applicants. This happened last year with the Trinity College London Scholarships which were publicised rather late and with the Ray Tongue and WR Lee Scholarships where the value of the awards had eroded over time. It's well worth while taking another look at these scholarships.

#### The Diana Eastment Scholarship Appeal

Friends and colleagues of Diana Eastment decided at the Tribute Session at the IATEFL Harrogate 2010 Conference to work with Learning Technologies Special Interest Group (LT SIG) to set up a scholarship in her honour.

The scholarship will enable an ELT professional interested in Learning Technologies and in becoming actively involved in the LT SIG to attend our annual conferences. (Future changes to the terms of the award may be made by agreement between the LT SIG and the Scholarship Working Party subject to funding resources).

If you would like to contribute to this scholarship, please send your cheques, made payable to IATEFL and marked Diana Eastment Scholarship on the back of the cheque and on the envelope, to IATEFL, Darwin College, University of Kent, Canterbury CT2 7NY, UK. Alternatively you can donate by credit card on our website at <https://secure.iatefl.org/onl/donate.php>.

Click on the link <http://www.iatefl.org/tribute> to read an extract from the tribute to Diana which appeared in the July 2010 issue of English Language Teaching Journal (Vol 64/3). This is reproduced by kind permission of Oxford University Press and the author.

*News from*



**The 45th Annual TESOL  
Convention & Exhibit:**

**in  
New Orleans, Louisiana, USA  
on  
17 - 19 March 2011**

**Details at:  
[http://www.tesolmedia.com/docs/convention2011/  
TESOL2011CallforProposalsnew.pdf](http://www.tesolmedia.com/docs/convention2011/TESOL2011CallforProposalsnew.pdf)**

## SIGNS

In a podiatrist's office:

"Time wounds all heels."

On a septic tank truck:

"Yesterday's Meals on Wheels"

On a plumber's truck:

"We repair what your husband fixed."

On an electrician's truck:

"Let us remove your shorts."

In a non-smoking area:

"If we see smoke, we will assume you are on fire and take appropriate action."

On a maternity room door:

"Push. Push. Push..."

At an optometrist's office:

"If you don't see what you're looking for, you've come to the right place."

On a fence:

"Salesmen welcome! Dog food is expensive!"

Outside a muffler shop:

"No appointment necessary. We hear you coming."

In a veterinarian's waiting room:

"Be back in 5 minutes. Sit! Stay!"

In a restaurant window:

"Don't stand there and be hungry; come on in and get fed up."

In the front yard of a funeral home:

"Drive carefully. We'll wait."