

THE INGED NEWSLETTER

NEWS ON-LINE

Together we stand!



Issue 3
September 2011

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From the President

Dear members,

As you all know, our conference will be held between 20-22 October at Hacettepe University. As INGED, our mission is to improve the quality of English language teaching via helping teachers improve themselves. The most important way of doing so is to create platforms for sharing opinions, experiences and knowledge. We believe that this conference will provide TEFL professionals with opportunities for professional development through an exchange of ideas and practices in English Language Teaching and research. Participants will integrate their knowledge of current trends in the TEFL field and in ELT practices. We are all well-aware of the fact that *without well-qualified, caring, and committed teachers*, we cannot ensure that our students are prepared for life. This year's theme has been set as "Taking it to the limits" because we believe that good teachers do the best no matter what and they are always ready to take their teaching to the limits or even beyond. Our plenary speakers are **Donald Freeman, David A. Hill, Penny Ur, Marie Delaney, Hugh Dellar** and **John Brown**. We hope to see all of you there.

In this issue, I want to write a few notes on increasing student motivation because teaching can be a frustrating and stressful experience if students are not motivated. Often our students are frustrated and de-motivated because they are in an exam-oriented education system. This system is associated with control, dominance, rigidity, strictness, formality, memorization, student inactivity, and passiveness.

Students who have low motivation tend to cause more problems than the others, which can also be highly de-motivating for the teacher. Often such students don't want to be in class. When in class, they display a negative attitude. They are not happy with the materials, activities or teaching methods. They don't participate. If they are asked to do so, they do it as a drag. This situation is caused by having low awareness of the importance of learning a language.

Having awareness-raising sessions a) about what learning a language is, and b) the benefits of learning a language at the beginning of the school year can be fruitful. If necessary, such sessions can be held throughout the year again and again to keep them reminded.

Another way to motivate our students is to run motivating and fun lessons, and to address the students' needs and interests. If we can arouse curiosity and use activities that they can relate to, students can find the learning experience intrinsically pleasant and memorable. Motivating and fun lessons will surely keep our students busy, and give them the feeling that they are cognitively and emotionally involved in the learning process.

Providing the right level of challenge is another way of increasing motivation. Human beings love challenge; however, if they cannot succeed they may lose their motivation. We should keep in mind that success is the best motivator. Hence, we should give our students challenging but achievable tasks to give them a taste of success.

Yet another way of increasing student motivation is displaying appropriate teacher behavior; listening to our students; building empathy; establishing rapport and respectful, trusting relationships with our students. Students don't like patronizing, labeling, and intimidation. We should try to have good and effective communication and interaction with our students. Communication is not just about the words we use, but also our manner of speaking and body language. Human beings are sensitive to body language, facial expression, posture, movement, tone of voice and more. Our body language, facial expression, posture, movement, and tone of voice can help us emphasize the truth, sincerity, and reliability of our communication. The effectiveness with which we listen is another important part of successful communication. We should listen with our full attention directed toward understanding what our students need from us. We can then ask questions for clarification to make sure we understand the situation. At the end, we may summarize what we have understood for cross checking.

We should always be prepared: go through what we will teach beforehand and check any unknown pronunciation, vocabulary and syntax areas. When we are prepared, it shows in our attitude and behavior. Students respect that. When necessary, we should be ready to admit that we don't know something (we should try not to do it very often, though). Students immediately feel our sincerity.

We should believe in ourselves. Self-esteem is reflected in posture. Having confidence in ourselves will build trust and respect on our students.

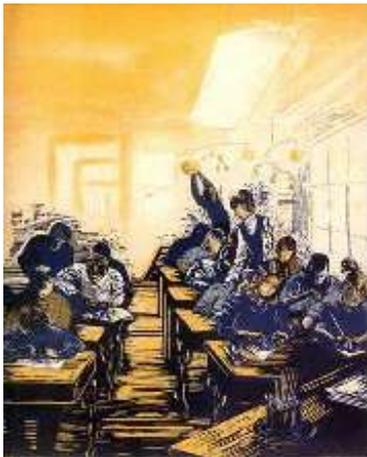
We should love and respect our profession. Students immediately understand

whether we do something because we *have to* or because we *want to*. Enthusiasm is infectious, and so is the lack of it.

As teachers, we should be competent in the language we teach and in the methodology we use. We should keep in mind that motivating students begins with a motivated teacher. If the teacher is motivated and enthusiastic about what he/she is doing, then there is a greater probability that students will be motivated as well.

Henry Brooks Adams once said "*A teacher affects eternity; he can never tell where his influence stops.*" We definitely want to make sure that this influence is a good and positive one. "Together we stand!" to fulfill this responsibility.

Prof. Dr. Aydan Ersöz



**Your students may
forget what you said
but they will never
forget how you
made them feel.**

Anonymous



From the Editor

Dear Colleagues,

We would like to wish you all a happy and successful new school year. We hope that our webpage and our newsletter both will continue to provide you with new ideas that you can use in your classes.

Our annual conference is just around the corner. There will be presentations reporting on research findings, practical sessions where you will get a taste of some ideas that other colleagues have tried in their own teaching environments and e-sessions in computer labs that will guide you through IT applications. Our invited speakers will give plenary talks as well as conduct workshops on topics that include playing with language, reading, grammar, teaching and learning, teacher development, story telling, culture, and the Common European Framework. The program has been posted on the INGED website for you to have a look and plan ahead as to which concurrent sessions to attend.

This issue has practical ideas taken from old INGED newsletters, impressions and summaries of a variety of workshops and presentations as well as news from the SpellEvent Finals in New York, the British Council, IATEFL and TESOL.

We wish you a happy and successful school term and look forward to seeing you at our conference at Hacettepe University.

Warm regards,

Suzan Öniz
INGED Newsletter Editor

WHAT IS THE DIFFERENCE ???

AN INGED AFTERNOON AND AN INGED EVENT



INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS

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

NOTES FROM A CONFERENCE

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

TECHNOLOGY IN TEACHING

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

YOUR PAPERS

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

THE VOICE OF INGED MEMBERS

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



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

inged



**15th International
ELT Conference**

taking it to
the limits

hosted by
**School of Foreign Languages
Hacettepe University
Ankara / Turkey
October 20 - 22, 2011
<http://inged.org.tr>**

HOW TO GET TO THE CONFERENCE VENUE & BACK TO THE CITY CENTER

Every morning:

A Shuttle Bus (Kazan Turizm) with the conference posters displayed on its windows will leave every morning at 8:00 a.m. from Güven Park, Kızılay.

The route:

Güven Park - DSI - Milli Kütüphane - Armada - Bilkent Bridge - Beytepe Campus (Conference venue)

Cost: 2 TL per trip

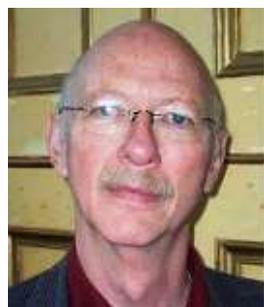
Every afternoon:

Regular campus buses going downtown

OUR PLENARY SPEAKERS & THEIR TOPICS

JOHN BROWN

Dr Brown has worked in over 30 countries. He is a teacher trainer, teacher and lecturer. He has been a deputy head in Tanzania, a head of English and Drama departments, a school director and lecturer at universities in both the UK and abroad. He at present delivers teacher training courses around the world. He is also an associate lecturer at the Open University, a TESOL Moderator & GESE examiner for Trinity College and an ABLIS school inspector. His most recent training programmes are with training teachers in CLIL in both primary and secondary schools.



Plenary Talk: "Beyond the Limits"

The presentation will be a collection of ideas, activities and movement from old comfort zones and dispelling old limits to new ones. We will look at what formulates our inner ideas in preparing lessons, making assumptions, doing activities and working within limits which we can bend, change, challenge or ignore.

At the basis of this is not that my students learn the English they are supposed to but that they come to know more about themselves through the English I offer them and by this the English they need. Education is about changing both

my and my students' limits cooperatively.

Workshop: "Story Telling and the Art of the Imagination"

Using our imagination to create stories from words, life situations or almost anything we can enhance our learners motivation and in all four skills with little preparation but with a little razzmatazz. We will create, adopt and enhance stories using English creatively.

MARIE DELANEY



Marie Delaney is an Educational Psychotherapist, MFL/EFL Teacher and Teacher Trainer and NLP Master Practitioner. She has extensive experience of working with challenging behaviour - both staff and pupils! She has worked on outside school projects - at DYP a Mentoring and Education programme in Hackney, London - as well as in schools as a Learning Support Unit manager for pupils at risk of exclusion and as Learning Mentor /LSU co-ordinator for primary and secondary schools in the London Borough of Havering. She was also a trainer and moderator on the National Training for Learning Mentors and worked as Emotional Literacy Consultant in a challenging secondary school in Essex. She is currently working in a school for children with social, emotional and behavioural difficulties in Cork as well as offering training and consultancy.

She has been Director of Studies for International House in Poland and Course Director for Teacher Training at Pilgrims, Canterbury, UK. She has trained teachers worldwide. Her main interests are introducing therapeutic approaches into mainstream schools to develop realistic strategies for challenging behaviour. She is the author of 'Teaching the Unteachable' 2008 Worth Publishing, UK and 'What can I do with the kid who...' 2010 Worth Publishing UK.

Plenary Talk: "Teaching the Unteachable - Why do Some Pupils Make us Feel They are Unteachable?"

Why do we feel that some pupils seem unteachable? Why do tried and trusted behaviour management strategies and plans not work with some pupils? What happens on those days when we feel incompetent and de-skilled? What is going on with us - the adults - and them - the young people? This presentation will address these questions with a view to developing a therapeutic thinking framework and a broader range of strategies to support these pupils in school.

Workshop: "The effects of trauma, loss and neglect on learning"

This workshop will continue the themes from the plenary speech and consider how traumatic events in a child's early years can affect their ability to make use of learning in the classroom. It will suggest an alternative way of looking at some challenging behaviours and help participants to develop their teaching skills with these pupils.

DONALD FREEMAN



Donald Freeman is a professor at the School of Education, University of Michigan, where he works with undergraduate and post-graduate teacher preparation in all subjects K-12. For 25 years, he was on the graduate faculty at the School of International Training, where he chaired the Department of Language Teacher Education and founded and directed the Center for Teacher Education, Training, and Research, a unit that designed and implemented teacher education projects around the world. He is editor of the professional development series, *Teacher Source* (Heinle-Cengage), and his books include *Teacher learning in language teaching* (with Jack C. Richards; Cambridge), *Doing teacher-research* (Heinle-Cengage). Dr Freeman is a past president of TESOL, a past member the International Advisory Council for Cambridge University ESOL Examinations (formerly UCLES), and immediate past chair of the International Research Foundation for English Language Teaching (TIRF).

"Bridging teaching and learning in the language classroom: Who does what, and how?"

Plenary

Since teaching does not 'cause' students to learn, the basic challenge in the language classroom lies in how we connect what teachers do to what students learn. This challenge plays out on many levels from policies about teacher qualifications to curriculum about communicative teaching to practices about classroom management. In this talk, we will examine the tensions in this challenge and what teachers can do about them.

"Developing questions about classroom teaching and learning"

Workshop

Teacher development through reflective teaching is based on the idea that teachers will create questions about what is happening in their classrooms. However, all questions are not equal¹; some questions point towards what

teachers do, while others lead to deeper examination of student learning. For this reason, it can be difficult to sort out which questions are useful and productive ones to pursue. In this workshop, participants will learn to distinguish between teaching and research-able questions as they develop questions that about their own work.

"Studying teacher development in two national contexts

Joint presentation

Aysel Kılıç, Anadolu University

Donald Freeman, University of Michigan

Handan Kopali Yavuz, Anadolu University

Professional development is intended to impact what teachers do and thus what students learn, but this premise has not been closely studied. In this session, researchers from Anadolu University and the University of Michigan report on the first phase of a transnational research project which is studying professional development opportunities for English language teachers in the state school sectors two countries, Turkey and Chile. The three-phase study will document professional learning opportunities that are available in each national system (Phase One), teacher participation in those opportunities (Phase Two), and how participation may influence classroom practice and ultimately student learning (Phase Three). The presenters will introduce the overall project and discuss the tools to audit¹ professional development opportunities (Phase One) and to survey teachers¹ participation in them, (Phase Two). We will report briefly on initial findings of the Phase One audit in Turkey and Chile. An open discussion of the project design and implementation will follow.

HUGH DELLAR

Hugh Dellar is a teacher and teacher trainer at the University of Westminster, London. He is also the co-author of two five-level General English coursebook series, **Outcomes** and **Innovations**, both of which are published by Heinle Cengage. He has been teaching for almost twenty years and has given papers, workshops and teacher training courses all over the world.



Plenary Talk: "Bridging the Culture Gap in the Classroom"

The traditional concept of culture in English language teaching far too frequently involved facts and figures about Britain - though in reality this usually meant England, and a rarified upper-middle class slice of English cultural

life at that! Students were sold visions of Windsor Castle and Bath, Stratford-upon-Avon and Stonehenge and perhaps given the occasional extract from Dickens or Shakespeare. The world has moved on!

The notion of culture as being a fixed, easily definable monolith is dated, and the belief that language is inextricably linked to one particular kind of culture has also started being called into question. At the same time, English has become a global language used increasingly by non-natives talking to other non-natives.

What, then, in the midst of all of this change and confusion, is the role of culture in the classroom today? What does intercultural competence really mean? How can we bring culture into the classroom? And how we help unlock and exploit our own students' cultural identities in mainly monolingual contexts? In this lively, challenging talk, I aim to answer all of these questions and more.

I will begin by exploring a dynamic fluid model of what culture actually is - and will then suggest some basic classroom implications of this. I will then move on to consider what aspects of culture are - and aren't - worth focusing on in the classroom and show a couple of different classroom lessons that bring global cultural content into class - and yet that have local cultural outcomes.

Workshop: "Does the CEF require different materials and teaching?"

Attitudes towards the Common European Framework (CEFR) seem to range from ignorance, annoyance or paranoia through to blind worship, with complacency perhaps being the dominant response.

The CEFR itself has perhaps been guilty of exacerbating the situation by consistently fudging, and refusing to be drawn on methods or approaches. Clearly, the CEFR does not DEMAND different material or approaches. However, by raising such questions as which theory of grammar teaching is based on, what assumptions about learning teachers make and what language learners will need to be equipped with, it does demand we consider some potentially very interesting debates. When one examines in more detail the underlying political goals stated in the CEFR, it seems to me that there is a requirement - if not a demand - for a rethinking of current practice and course content.

In this session, we will be exploring our own theories of grammar and language learning, as well as considering what kind of theories seem to underpin mass-market classroom materials. I will then move on to outline one possible alternative approach to meeting CEFR goals before finally asking the audience

to consider the implications for their own classrooms of nine core supposedly non-prescriptive words that recur regularly within the CEFR.

DAVID A. HILL



David A. Hill has been working in education for over 40 years, as teacher, teacher trainer, British Council manager and materials writer. Since 1998 he has been a freelance consultant for English language and literature, working out of Budapest. He divides his time between travelling to around 10 countries a year to work with students, teachers and publishers, and writing different types of educational materials for all situations, ages and levels. For Helbling Languages, he is the co-author of *Top Grammar* - a grammar practice book for students, the co-author of *Writing Stories* - a teachers' resource book; he has adapted 6 classic novels as readers (e.g. *The Canterville Ghost*, *Dracula*) and written two original stories: *Operation Osprey* and *The Boy Who Could Fly*. David is currently the Coordinator of the IATEFL Literature, Media & Cultural Studies SIG.

Plenary Talk: "Language Play and Creative Language Learning"

The ability to play with language is one of the fundamental competences of the native speaker, and yet it is sadly neglected in mainstream language teaching and learning. This talk will rehearse the background to language play, and then work through a range of activities which can be used in the classroom to include language play as a regular part of classes.

Workshop: "Why Extensive Reading is Essential"

In this workshop we will look briefly at the background to and research into extensive reading to see why it should be an essential component of all language courses. We will then examine ways in which an extensive reading programme can be set up in a class and a school. Finally, we will experience a number of activities which indicate the kind of appropriate things we can do with students involved in such a programme.

David A. Hill is sponsored by Helbling Languages.

PENNY UR

Penny Ur was educated at Oxford, where she read Hebrew and Arabic, and at Cambridge (PGCE). She completed her MA TEFL at Reading University in 1987.



Penny Ur has thirty-five years' experience as an English teacher in elementary, middle and high schools in Israel. From 1980 she has also been teaching pre-service and in-service courses at Oranim Academic College of Education and Haifa University, at BA and MA level. 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), *Grammar Practice Activities* (2nd Edition) (2009), *Vocabulary activities* (forthcoming), *A Course in English Language Teaching* (forthcoming), all published by Cambridge University Press. She is also the editor of *Active Grammar* (2011).

Plenary Talk: "Grammar teaching: research, theory and practice"

The first part of this talk will provide a critical overview of current research and theory on the grammar in second-language courses. The second part will consist of some suggestions how insights from the research literature may be combined with teachers' professional expertise and intuitions to produce optimal outcomes in terms of student learning, illustrated by some practical examples.

Workshop: "Teaching grammar: both accuracy and fluency"

Many of us have had the experience of seeing our students perform well on grammar exercises and tests in particular grammatical structures - but then produce mistakes in the same structures when they communicate on their own through speech or writing! In this talk I shall discuss why this might be so, and suggest a practical model of grammar teaching that is likely to enable students to use the grammar acceptably in their own production. Participants will have opportunities to experience and discuss some sample procedures.

The 3rd INGEd SpellEvent

The 3rd Global SpellEvent Championship took place in New York and INGEd was successfully represented by Ayşegül Barlas. Here's a summary of events.

Franklin® Bringing the WORLD Together one word at a time!

global SpellEvent® CHAMPIONSHIP

Marriott NEW YORK MARQUIS
 New Host Hotel for 2011 Global SpellEvent Championship!
 Students to arrive on Monday August 15, 2011
 Bus Tour of NYC on Tuesday August 16, 2011
 Championship SpellEvent to be held on August 17, 2011

Participating Countries:

- Argentina
- Brazil
- Chile
- China
- Czech Republic
- France
- Germany
- Italy
- Spain
- Turkey
- UAE
- South Korea

Date of the SpellEvent in Turkey: April 15, 2011
 1st place Ayşegül Barlas

Franklin Electronic Publishers in cooperation with TESOL announces the Third Annual Global SpellEvent® Championship for EFL Students Age 15 and younger.

Championship Announcement [Click here for more...](#)

Franklin Product Prizes [Click for more...](#)

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Championship participants
April 7, 2011 – May 28, 2011
Top Finisher Results

Sao Paulo, Brazil- April 7, 2011 • Julia Harumi Namba
Munich, Germany- April 9, 2011 • Julia Fritsch
Mexico City, Mexico- April 9, 2011 • Olga Itzel Garay de la Rosa
Seoul, South Korea- April 16, 2011 • Jung Yeo Jin
Ankara, Turkey- April 16, 2011 • Ayşegül Barlas
Dubai, UAE- April 23, 2011 • Ahmet Mohammed Al Aryani
Dakar, Senegal- April 23, 2011 • Cheikh Ahmet Tidiane Dieye
Rome, Italy- May 7, 2011 • Nicola Bovenzi
Hradec Králové, Czech Republic May 7, 2011 • Jiří Fof
Moscow, Russia May 14, 2011 • Rakhilya Mekhtieva
Santiago, Chile May 14, 2011 • Oscar Sebastian Rosas Stange
Buenos Aires, Argentina May 21, 2011 • Abril D'Angelo Lebrero
Beijing, China May 21, 2011 • Wang Yiran
Paris, France May 28, 2011 • Elena Ghika
Barcelona, Spain May 28, 2011 • Mario Borrás Fernández

On Aug. 17, 15 students ages 15 and under competed for a grand prize of \$10,000 in the Third Annual Franklin Spell Event Championship at the Marriott Marquis Times Square in New York City. Each competitor won a local or regional competition in his or her home country and earned a trip to the championship round in New York. Sponsored by Franklin Electronics, local and regional competitions were held this year in Argentina, Brazil, Chile, China, Czech Republic, France, Germany, Italy, Mexico, Russia, Senegal, South Korea, Spain, Turkey and the United Arab Emirates. The local spell events were open to nonnative-English-speaking students age 15 and under. To assist with the local competitions, Franklin partnered with TESOL, which has a worldwide network of 100 affiliates. The year's grand prize winner was Yeo Jin Jung from South Korea. The winning word was "repetitious." For video of the championship and an interview with the winner, [click here](#). The other winners were second place, Jiri Hof, Czech Republic; third place, Julia Harumi Namba, Brazil; and fourth place, Juli Fritsch, Germany.

1st place finisher - Yeo Jin Jung- South Korea
2nd place finisher - Jiri Fof- Czech Republic
3rd place finisher - Julia Harumi Namba- Brazil
4th place finisher - Julia Fritsch- Germany

The initial event took place in 2009 with 7 countries signed on to participate:



Argentina,
China,
Germany,
Italy,
Mexico,
South
Korea, and
Turkey. In
2010 we
added 5
new
countries:
Chile,
France,

Russia, Senegal, and United Arab Emirates. The local events took place throughout April and May of 2010 where hundreds of students participated. In 2011 we have added 3 new countries to our SpellEvent program: The new countries are: Brazil, Czech Republic and Spain. Therefore, in 2011 we will have total of fifteen countries participating. The local events for the 2011 SpellEvent Championship will begin in late March and run through early June 2011.

Note

Franklin selected The Merriam Webster's Advanced Learner's Dictionary as the source of our word list for the Franklin Global SpellEvent.



THE SPELLEVENT IMPRESSIONS OF OUR FINALIST: AYŞEGÜL BARLAS

When I stepped outside of JFK Airport, I knew that something life-changing was going to happen. I knew that it was going to be the best experience I'd ever have, but I definitely wasn't aware of the fact that I was going to learn the most important lesson about life.

Once we passed through the customs, we went out and took a taxi to the Marriott Marquis Hotel. We looked around and tried to form our first impressions of New York City: The Big Apple. When we arrived at the hotel, we directly headed to the SpellEvent room to meet the organizers. After registering, we checked into the hotel and went out to look around and have some food.

I really couldn't believe how alive and crowded Times Square was. I was really excited to see shops like The Disney Store or Toys R Us, right in front of our hotel, but we were so tired that we just glanced at them from outside and moved on. There were people from all over the world and everyone was so cheerful.

The next day, we had breakfast in the ballroom and took the bus to visit the piers and take a tour on the little cruise ships. We visited the Statue of Liberty and honestly, I thought that it was going to be much bigger! Then we had lunch at the Hard Rock Cafe. The menu wasn't so great, but the other stuff, like clothes and musical instruments of some famous rock singers were really cool.

That night, we had dinner altogether and met each other. Everyone took a shine to each other and had a long conversation while sitting on the floor. We all were so exhausted, so as soon as we had given our compulsory interviews with the organization, we went to our rooms to sleep.

When we came down to have breakfast on the morning of the big day, I was very stressed and I couldn't even eat anything. I started trembling with excitement. They called us to the stage one by one to pick a number, which would determine the order during the competition, and my heart was pounding like a drum when I got on the stage.

I was really nervous in round 4 and I forgot to ask questions about the word and to think about it until I was sure of the correct spelling. The word they asked me was a word that I knew well. But I was shocked when they rang the bell. I had made a mistake.

Later that night, after the competition, we had dinner and chatted a bit with my friends from all over the world. I learned that one of my friends forgot the spelling of the name of her English book, one of them just thought that the word he got was different from the word they asked. We went to the 1st floor from the 45th floor with the famous- they are so fast- Marriott Hotel elevators, and thought that it would be nice if we went out and walked around. So we promised to meet each other half an hour later in the ballroom.

When we met in the ballroom, we learned that our parents were also going to a club together and we went out with the sister of one of my friends. We walked to a park, sat there, played games and chatted. We ate some ice cream and went back to the hotel.

We left Marriott Hotel the next morning and we were really upset about saying "bye" to each other. The rest of the trip was just travelling around with my family but nothing else happened that was as exciting as the days at the SpellEvent.

Do you remember the important lesson that I mentioned? I learned that it wouldn't matter if you missed a letter in a spelling bee if your friends are there for you. I'm still keeping in touch with my new friends. We are all planning to meet each other again. So what if I missed a letter? I mean, it's not the end of the world. Actually, the only thing I am really upset about is that I really miss my friends a lot. That is the end of the world for me.



SEETA

SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

<http://seeta.eu/>

October 2011 on SEETA

16-25 October 2011

Lexical Dimension in ELT

The course is run by Leo Selivan

17-21 October 2011

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

Our regular monthly guest

Blog with Marija Hladni

Happening now!

What I wanna know is...

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

Our on-going Q & A session with Philip Kerr

SEETA Projects Corner

The place where teachers can exchange ideas on projects to use with their students or to share.

Hosted by Catalina Ecaterina Baltateanu

The ELT Recipe Book

A how-to-tackle- problematic moments forum

Hosted by Sandra Vida

Seeta Music

October 2011

Dj: Catalina Ecaterina Baltateanu

Theme: 'Songs for Teaching English'

**INGED - MARMARA SCHOOLS
14th DRAMA FESTIVAL
in 2012**



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TECHNOLOGY IN TEACHING:

ELT DICTIONARY APPS - LOOKING UP!



by
Paul Sweeney

ELT LEARNER DICTIONARIES have long been one of the most innovative ELT products around. This article considers how well they have handled the latest generational hurdle - the leap into the *appmosphere* - and how, to some extent, this most modern of formats presents a series of opportunities which are not being taken up. Although this article is orientated towards improving the pedagogy and usability of ELT dictionaries, it considers several examples of non-ELT apps as examples of emerging good or, just standard, practice.

Concise history of learner dictionaries

Cowie's *English Dictionaries for Foreign Learners: A History* (1999) points out how the first monolingual learner dictionary, West & Endicott's *The New Method English Dictionary*, 1935, was preceded and followed by a series of insights and breakthroughs on pedagogic grammar (both H. E. Palmer and A. S. Hornby) and on word sets (Palmer's *Grammar of English Words*, 1938) which all led to the best known, and apparently definitive, early monolingual dictionary - Hornby's *Learner's Dictionary of Current English* (1948). From that point, Cowie considers that learner dictionaries went through two generations before the arrival of the Collins Cobuild in 1986, a completely new and new-type dictionary. It is well to remember that computer involvement in dictionaries dates from then or even before, as other dictionaries were also availing themselves of computer-powered textual analysis, although Cobuild was the first to be completely based on computer-catalogued corpora. From the perspective of examining contemporary dictionary apps, this phase is notable as much for the approaches developed to making dictionaries as useful as possible to learners as the fact that they were increasingly based on corpora.

IT WOULD BE easy to assume that the innovation baton then passed from paper to the electronic medium with the first appearance of dictionaries on CD-ROM and then internet accessible from the 90's onwards. In fact it could be argued that those formats did not progress much beyond adjuncts to the off-the-shelf model. Indeed paper dictionaries continued trying very hard to make themselves more

relevant and accessible. Longman (Pearson) in particular offer the largest range of dictionaries angled towards vocabulary building, pronunciation skills and exam preparation, amongst others. A new format and platform was needed to go further.

Fast forward to apps

AND SO FAST forward to apps, if a metaphor drawn from audio cassette players is still appropriate in the 21st century. "Swipe/double tap for apps"? Long before it became apparent that mobile was going to be central to, well, everything, the early smartphones such as Blackberry and Palm had a range of suppliers offering productivity tools. Within that, reference resources like dictionaries had an obvious place.

Before the seamless wonder of the iTunes apps store had arrived, people were still prepared to go to a 3rd party website, pay and download some software to their desktop for manual installation. It is not hard to see why: paper dictionaries are cumbersome and heavy and, in the author's view, the more likely they were to fit in your pocket, the less practically useful they would turn out to be when called on. How often as teachers did we warn students off buying the very smallest dictionaries which could be positively misleading?

THE EXPERIENCE OF using early and not so early dictionary apps was clearly that of work in progress, not entirely attributable to any failings of the app itself. In the mobile equivalent of the pre Microsoft Windows era, there was a multiplicity of different platforms and operating systems, often within the same brand of handset and it was difficult to guarantee what the end user experience would be. The author bought a (quite expensive) Longman dictionary for Blackberry in early 2009 and it proved to be the definition of recursive. The app did not distinguish between looking up key words on the screen and searching for any word on the screen inadvertently clicked on which happened to be either part of the metalanguage or a definition. This meant the dictionary could easily get locked into a cycle of looking itself up. Clicking was a very inexact science on the first touch screen Blackberry which, it must be pointed out, was not nearly so well supported as other parts of the Blackberry family at the time.

Enter app store stage right

Cometh the hour of the app store, all the main ELT publishers were readying their wares. Several years on, a snapshot taken in early 2011 (March), which mobile operating systems a representative selection of the large educational publishers were targeting with their dictionary apps. Most of the publishers are represented on all the platforms with multiple titles.

	iPhone/ iPod	iPad (tablet)	Android phone/ tablet	Blackberry
Cambridge University Press	Yes	Yes	Yes	Yes
Harper Collins	Yes	Yes	Yes	Yes
Longman Pearson	Yes	Yes	Yes	Yes
Macmillan	Yes	Yes	No	No
Oxford University Press	Yes	Yes	Yes	Yes

On a side note, researching apps is less straightforward than searching for other types of software on the web. The iTunes app store is not the best way of doing quick general research as it relies on Apple's internal categorisation and, of course, has to be done from within iTunes. Googling instead does turn up useful if patchy information though there are direct links to the app store(s). Chomp www.chomp.com and Apptism <http://apptism.net/> are more useful. Chomp also covers Android apps which are, in any case, web searchable in the normal way on the Android's Market <https://market.android.com>. Blackberry apps are here <http://appworld.blackberry.com/webstore/>

App dictionaries referred to in this article

	iPhone/ iPod	iPad (tablet)	Android phone/ tablet
Chambers Thesaurus and dictionary	✓	✓	✓
Cambridge Advanced Learners dictionary with audio	✓	✓	
Dictionary.com *	✓		✓
Longman Diccionario Conciso (English - Spanish bilingual)			
Oxford Dictionary of English	✓	✓	✓
Macmillan English - Spanish bilingual dictionary	✓	✓	
Macmillan English Dictionary HD		✓	
Dixel Mobile French native speaker dictionary (based on leRobert)	✓	✓	
Collins Cobuild Advanced			✓
WordWeb English dictionary and thesaurus *	✓		

Note. Columns ticked indicate platform used to view. Blanks do not imply that dictionary is not available for that platform, only that it was not viewed on that platform. Items with * are aimed at native English speakers and, in so far as this article recommends any models, caution should be used in recommending these to intermediate learners and below as their metalanguage is not accessible.

Several issues become apparent from a brief overview:

Free vs. paid-for

DICTIONARY.com and WordWeb are each a combined dictionary / thesaurus with both free, ad supported and paid-for versions and are among the most popular apps. Even the paid-for versions in the UK app store retail at a very modest sum. This begs the question that if such resources are seen as valid, reliable resources, what will the traditional publishers, who generally wish to charge something close to the paper price, need to offer? If users learn to see mobile dictionaries as merely a very long word list with definitions, could the core content lose its value or become commoditised? For native speakers, quite possibly. For learners, free dictionaries such as Dictionary.com and others do not have definitions written in learner accessible language so they are of much less use.

Judging the dictionary by its software cover

OF COURSE, DICTIONARIES are much more than 'word lists' - they are richly tagged databases. However, they are dependent on a software 'container' or 'wrapper' which provides the functionality for learners to interact with. Therefore it is possible to have an award-winning dictionary database inside a limited software program which restricts the user to simple searches or offers little or no learning support functionality. From the user experience perspective, this is now potentially a 'bad' dictionary. In fact, one of the notable trends in dictionary apps is how they have upgraded their wrappers adding lots more functionality. This seems to be especially the case with more recent apps designed specifically for the iPad.

Online vs. offline

IN A RECENT survey of English learning apps which I carried out with Caroline Moore (www.constellata.com), a surprising number of vocabulary apps required an internet connection before they would even start. Luckily this was only the case with one of the dictionary apps - the Android version of Dictionary.com. Dictionaries need to be able to work offline which in effect means downloading and installing all the files. Online necessary features are rare but potentially useful.

The OED and Chambers dictionary, for example, both have a feature called X-ref ('cross reference') which enables the user to quickly find out more about an entry from sites such as Wikipedia, Wikimobile or Google.

Audio

AUDIO IS ARGUABLY essential for a learner dictionary and almost all of them have it. CUP offer their advanced learners dictionary with and without, with the version with audio costing 30% more. It could be said that advanced learners have less need for a pronunciation guide, relying instead on phonemic script. However, what if they cannot read phonemic script?

Functionality overview

FOR THOSE WHO have not tried one, a dictionary app works more or less as follows. The user sees a text box and begins to type in the search query. A list of head words appears and the user selects. It may be possible to run more sophisticated searches allowing for variants.

With a paper dictionary, the user will find their word they initially looked up but can easily compare with adjacent words and jump to related terms suggested by the dictionary. At the most basic level, searching in a dictionary app leaves something to be desired as some apps operate on the basis of which word on the very, very long list to expand in response to the query. The better apps will provide options in terms of homophones or relatives in the same word family and alternative spellings though the CUP approach is very fiddly on small devices. This helps of course.

However, what happens if the user - who is, of course, a learner - hasn't spelled the word correctly? It is perfectly possible that the learner user is guessing and hoping the dictionary will confirm. In that case they need a bit of artificial intelligence built into the search, a type of learner-friendly version of the Amazon.com functionality: "Users who searched for this item, often really meant (something else)".

By far the best for 'fuzzy logic' searching is Dixel, which anticipates a wide range of what the user might mean as they type in.

Defining the user experience

UNTIL RECENTLY THERE was very little the learner could do with the information searched for apart from listen to the pronunciation and view the term in a sample sentence. Most apps had a simple 'history' function to search for words

previously viewed or allow the user to bookmark particular sections. There is so much more obviously useful functionality that dictionary apps could be offering but are not. This is very limiting, in effect viewing the device as a dumb multimedia terminal instead of a smart device which plays an important role in the user's general productivity. More features are being added to the dictionary software 'wrappers' so the issue is being addressed.

That said, the current picture is, yes, many of the apps referred to here have a range of useful features, but most have some way to go and almost all cause the user problems in navigating.

THE PROBLEM RESIDES in thinking that most of the issues involved in porting content on to a mobile device are to do with interface design. Although that is true in a secondary sense, that assumption skips the primary stage of conceptualising the end user requirements and how they will interact with the device. This is what the pros call user experience or UX.

What do I mean by this? Before the creative designers are let loose creating pretty buttons and eye-catching menus, it is important to think about questions such as, where will the users be when they are accessing the content using that nice design? If on the move, then searching should be possible with just one hand for example.

What else will they be doing or what are they likely to want to do afterwards? One of the many facilities which users really appreciate about mobiles is the ability to quickly and easily export content. Enjoying that newspaper article / blog post/video you are viewing on a mobile device? Well, on a mobile, it is very quick to save it to view later or tweet it or send to a friend or do all three. This is not just a facility; it is a type of content productivity which we are coming to expect as standard.

What sort of learner productivity habits are the dictionaries identifying and responding to? In terms of using the dictionary for more structured learning, dictionary apps have begun to take slow steps towards building their own learning lists, of which Macmillan English Dictionary HD has the best. Once the learner has made a list, why not let them review and interact with this content using games? Of the list above, only one app, Dixel, lets the user actually export the entry to email or a word processor. Why not more?

THAT IS ONLY the beginning of a number of features which dictionary producers should be exploring. Ginsburg's (2010) very readable design manual for iPhone and

iPad apps discusses the depth of thought which has gone into User Experience design which is embodied in the iPhone Human Interface Guidelines (HIG) - in essence, the reason why Apple is so successful. It is not because the devices look nice; they *feel* nice to use. One of Ginsburg's fundamental premises, based on the HIG, is that apps should fall into one of three categories: utility (single function, quick look-up with easy fuzzy logic search to allow for misspellings); productivity (more fully featured with a range of connected functionalities) and immersive (used to play games, view media and perform specialised tasks).

I WOULD ARGUE that dictionaries should be in the *productivity* category with certain functions, such as look-up, done very simply to *utility* standard. Within the productivity category, there is a case to be made for app producers to revisit the same principles underlying the original moves to develop learner dictionaries - make them as useful as possible to learners. The table below shows how a selection of dictionary apps measure up against the criteria identified in this article.

	Easy look up with fuzzy logic	Audio & pronunciation guide	Definitions in accessible language	Results are tagged and categorised.	Sample sentences from a learner corpus	Self study functionality - records	Self study functionality - notes	Export content	Link to 3rd party
Chambers Thesaurus and dictionary	?		?					?	✓
Cambridge Advanced Learners dictionary with audio	?	✓	✓	✓	✓				
Dictionary.com *		✓	?	✓		✓			✓
Longman Diccionario Conciso (English - Spanish bilingual)		?	✓	✓	?	?			
Oxford Dictionary of English	?	✓	✓	✓	✓	?	?	?	✓

Macmillan English - Spanish bilingual dictionary			✓							
Macmillan English Dictionary HD	?	✓	✓	✓	✓	✓	✓	?		
Dixel Mobile French native speaker dictionary (based on leRobert)	✓	✓	✓	✓	?	✓	✓	✓		
Collins Cobuild Advanced			✓	?	✓	✓				
WordWeb English dictionary and thesaurus *	?		?	✓		?				✓

Conclusions

THESE ARE STILL early days in content development for mobile language learning. Many of the limitations highlighted in dictionary apps firstly represent problems which most learning disciplines and providers world wide are yet to resolve. Secondly, the reason it is possible to disagree and suggest alternatives is precisely because the publishers have started innovating the only way possible: fail, fail again and fail better. Across the board, ELT apps generally are not updated nearly as often as they should be but most of the above show enormous progress relative to where, for example, vocabulary, grammar or pronunciation apps currently are on the development curve.

This article forms part of a study carried out by Paul Sweeney and Caroline Moore into apps for language learning. The results have led to an ongoing series of conference and seminar presentations, panel events with a whitepaper coming soon. See www.eduworlds.co.uk or www.constellata.com for more details.

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Sinclair J. M., Hanks P., Fox G., Moon R., and Stock P. (eds.), *Collins Cobuild English Language Dictionary* (First edition), 1987.

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LET'S RECYCLE OLD ACTIVITIES

Compiled by
A. Suzan Öniz

We continue revisiting old issues of *INGED News in Brief*, the paper based newsletter published by INGED when our association was first established. A variety of practical ideas from the *INGED News in Brief*, 1998 issues have been selected. Please feel free to use these if you like them and please don't hesitate to send us your questions.

? QUESTION BOX ?

Here are some of your questions and possible answers.

QUESTION: WHAT DOES 'JIGSAW LISTENING' MEAN?

The term jigsaw refers to the originally wooden children's puzzles which consisted of a picture pasted on a wood surface which was then cut up into small pieces. The idea was for children to put the pieces together again and get the original picture. Today there are a large variety of jigsaws on the market addressing children (and made of textured rubber or cardboard and consisting of few big pieces) as well as adults (consisting of very intricate pictures and very small pieces). In the English language class, the jigsaw

principle means that half of the class know or read or listen to something different from what the other half know or read or hear; students then get together as pairs or groups to pool their information and complete a task collectively. There can be more than two parties involved; the teacher can set up this lesson so that there are three groups of students with each one of these three groups dealing with different information. To illustrate, let's look at a video lesson: the teacher picks a video that has a lot of action in it as in Indiana Jones films, selects a portion of the film full of action for the class to watch. The teacher then tells the class that they will watch a video, giving the name of the film, but that they will do this in pairs with one student watching and telling the other one what is happening while that other student carefully listens without watching because s/he can't see the film. Later, they will switch positions and roles. The teacher then asks the students to sit in pairs in such a way that one student in each pair faces the video while the other student's back is turned to the video but this student is comfortably face to face with the partner so as to listen to the partner and see her/his face. In a class with fixed rows, one student in each pair turns around in their seat and puts their feet out through the back of the seat thus sitting backwards in the row. After several minutes of watching, the teacher stops the tape and asks students to switch positions and roles. After several more minutes, the teacher gives out a task sheet that pairs have to complete together or the class may do any othersuitable follow up activity. If the video film is a commercial one with subtitles, tape a piece of paper across the subtitles onto the TV screen so that students can't read them. What you feel you need to do, in terms of preparation, before and after the activity is up to you. You may want to introduce some new words before or after the viewing. In most classes, after the activity,

students want to see and hear the parts that they have worked with. This is why films in English will come in handy. One variation in a reading lesson is that the teacher selects a text, copies it, cuts it up and makes enough copies so that different students read different paragraphs simultaneously. For instance, all students get a copy of the introductory paragraph but then only student A's get the advantages paragraph, all student B's get the disadvantages paragraph, and all student C's get the description of the item or process paragraph. Students then form triplets consisting of one A, one B and one C student. The teacher distributes one task sheet to each triplet which these students have to complete jointly. The teacher decides on how the answers will be made public and checks the answers.

WHAT IS THIS ???

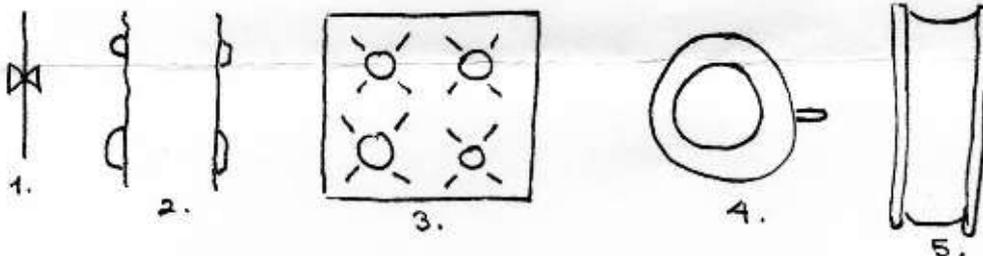
Suzan Öñiz, METU, DBE

Objectives: To present and practise asking and answering genuine questions about drawings by using "What's this?/What're these?" and "It's a /They'res".

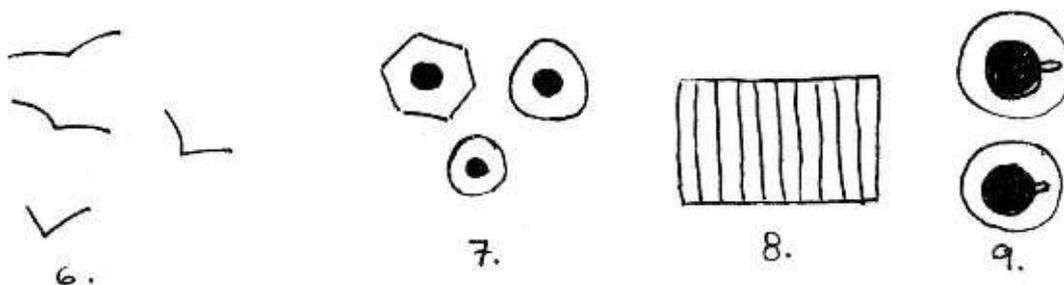
Procedure in class: Prepare large drawings to show in class or draw the shapes on the bb; set the context by telling your ss that these drawings were made by your little daughter/nephew/etc as a joke adding that you kept asking "What's this?" "And what're these?" because you couldn't figure out what the shapes were. Show the pictures/Draw the pictures on the bb starting with the singular items and moving on to the plurals; ask "What's this?" and get the ss to answer. Do a few with the class like this (T to ss); then get ss to ask and answer (St-st). Before starting pair practice, elicit the question-answer patterns and put them on the bb. Later, get ss to create their own drawings and practise from their own drawings.

VISUALS

What's this ?



What're these ?



Key:

1. a waiter in an elevator
2. a bear climbing a tree
3. a stove/cooker

4. an empty mug
5. a book
6. birds

7. pencils
8. CD's
9. coffee cups (& saucers)

Actual Ideas from ACT-U-AL Teachers



The following two ideas were presented by a teacher during an RSA/ DOTE workshop at METU. It can be used with all students starting from lower intermediate to advanced levels.

Crazy Compliments

Idea by: Hadfield, Jill. 1992. Classroom Dynamics. OUP.

*Demonstrated by: Zeynep Alganatay
METU, DBE*

Objectives:

By the end of this activity, the students will have practised giving crazy compliments to each other by using "you are+ adjective"
"your is/are + adjective".

Materials:

Make one placard per student (and one extra for modelling while giving instructions).

Sample placards:

Tell me something nice about my eyes!
Tell me how good I am at something!
Say something nice about my English!
Bring pins to class.

Procedure:

1. Start this section of the lesson by praising a few students.
2. Show the extra placard asking what it might be.
3. Tell students it is a placard with instructions on it and that each student will receive one of these, stand up, walk to the front of the class or to the rows between the desks, pin their placard on a classmate's back WITHOUT LOOKING AT THEIR OWN and play a game.
4. Check students' comprehension of your explanations so far by asking them to repeat to you what they have heard about this game.
5. Tell students that you will now show them what to do: Show the extra placard, get a student to read the instructions on it, get volunteers to suggest responses. Clearly indicate if these responses are correct or not. Tell them to mill around, read the placards on their classmates' backs and obey the instructions.

6. Start the activity by giving each student a placard to pin on someone else's back.

Feedback: Ask students how they feel. Also ask students if they can tell their desk partner or someone near them what they think is written on their backs. Their partner checks the placard and if the guess is correct, removes the placard. (Make sure and collect back your placards for reuse with another class.)

Blackboard Football

Idea by: Not known; if anyone knows the source, please write us.

*Demonstrated by: Zeynep Alganatay
METU, DBE*

Objectives: Language revision

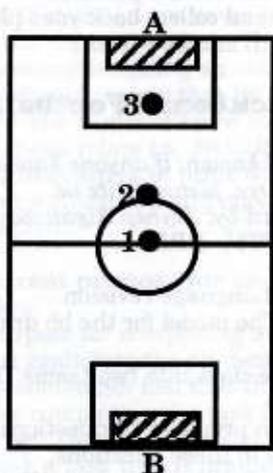
Materials: The model for the bb drawing

Procedure:

1. Divide the class into two teams: Team A and Team B.
2. Each team prepares 10 questions and the answers to these questions.
3. The teacher collects the questions and corrects them (during the break or during the evening to continue with the game the next lesson).
4. The teacher returns the questions to the teams.
5. The teacher draws a football field on the blackboard indicating which goal is Team A's and which Team B's as well as the positions. (See drawing) The teacher also crumbles up a piece of scrap paper into a 'ball' and attaches it to the center of the football field with blutac.
6. The teacher explains the rules of the game: Teams take turns to ask each other questions. If the answer is right, this is a reward so the team moves the ball wherever it is more advantageous. The number of questions increases to TWO questions when a team lands on position 3. Let's pretend, we've flipped a coin and Team A won. Team A asks a question. If Team B answers correctly, Team B advances the ball from the center line (position 1) to the nearest next line towards Team A's goal (position 2). If Team B's answer is wrong, they move the ball from the center line (position 1) to the next line towards their own goal as

punishment.

When the ball is just in front of the goal of for instance Team A (position 3) and it is Team B's turn to ask a question, then Team B asks 2 questions instead of just one. If Team A can answer BOTH questions, Team A scores a goal. If Team A cannot answer either one of the two questions, Team A moves back one line (position 2). If you are absolutely confused about this game, then ask someone who knows more about football than I do to help you. Please don't call me...



A Game with Riddles

*Idea and demonstration by: Aydan Ersöz
Gazi University, ELT Department*

Regardless of his age, each learner enjoys games as learning activities. Language learning is a hard and long process which can be very frustrating and which requires effort at every moment. Games provide a wonderful opportunity for the learner to learn and practise while having fun.

Below you will find a game which you can use in your classes. This game can be used as a listening activity. It also reflects the sense of humor in the target language, thus, can be exploited to introduce some cultural elements of the target community.

Preparation Stage

Cut out at least 20 pieces of paper or card for each pair of learners. Divide these into two groups, write the first part of the riddle on one of the cards and the other part on the other. You can use the following riddles:

1. At what sports do waiters excel?
2. Waiter! Have you ordered my prunes?
3. Waiter! Have you got frogs' legs?
4. Waiter! How long will my sausage be?
5. How do you make a banana split?
6. What do you call someone who's mad about cocoa?
7. Waiter! Do you call this steak well-done?
8. Waiter! Do you serve crabs?
9. Waiter! Will my omelette be long?
10. Heard about the waiter who always carried a ruler with him?

- a) No, sir, it's just the way I walk.
- b) A coconut.
- c) Sit down, sir, we serve anybody.
- d) Tennis. They really know how to serve.
- e) Call it what you like, sir, it won't hear you.
- f) No, sir, round.
- g) About four inches, sir.
- h) He wanted to see how long he waited on the tables.
- i) Cut it in half.
- j) No need sir, they came quite willingly.

KEY:

1. d; 2. j; 3. a; 4. k; 5. i;
6. b 7. e; 8. c; 9. f; 10. h

Procedure:

Ask the students to pair up. Give each pair a card. It may be a good idea to divide the class into two. This will make it easier for you to call out the names of the pairs who have the first part of the riddle. When a student reads his part, the pairs who are in the group who has the second parts will try to decide whether the card they hold completes what has been read appropriately. The group that is answering may be asked to nominate a spokesperson or each student gets a turn to answer; in brief, it can be made into a competitive game by adding rules and a reward for the winners in the end.

Variation

You can also use jokes in this game. If you do, divide the joke into two halves (or even three parts). This time the beginning and the end should match. Some suggested jokes have been given below:

- A man walked into a newspaper office and told the girl in the classified ads department, "I want to put an ad in the

paper. My wife's cat is missing and I'm offering a \$10,000 reward"

The girl was shocked, "Isn't that an enormous amount of money for a cat?"

The guy grinned. "No, it isn't. I drowned the cat yesterday."

- A cannibal wife stormed up to her husband and demanded, "who was that lady I saw you with last night?" The husband replied, "That was no lady, that was my dinner."

- A wife was suing for divorce, charging that her husband was a cleanliness fanatic. "Every single night, he insists on washing my face."

"What's wrong with that?" the judge asked.

"Afterward, he irons it," she replied.

- "With my VCR, I can tape a show on one channel while watching a program on another," a woman bragged to her friend.

"That's unbelievable!"

"Yeah, those machines are really something."

"No... I mean it's unbelievable that you can find two shows on TV you want to watch."

- A young woman and her date had just been seated at a fancy eatery. "Great choice of restaurant, Jeanne," said the fellow. "It's sophisticated, classy and urbane - just like me!"

"Go ahead and try the shrimp cocktail," she recommended.

"No, thanks. I don't drink."

- "I just walked out on my wife," a man said to his pal.

"How did she take it?" his friend asked.

"It's funny," the fellow replied. "You live with someone for years but you never really know them. I had no idea she could sing and turn cartwheels at the same



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In order to register your place at the Embassy of Ireland event simply log on to www.irelandscholarship.com and click on **Book your Place Now**. Registration will close at 17.00 on Tuesday October 18th 2011 so register your place now! Spaces are limited.

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Accreditation and Co-ordination of English Language Services rigorously audits each school, programme and their qualified teachers, ensuring that students in any of Ireland's 110+ approved and accredited English language schools are met with an excellent educational experience.

Whether you are an executive looking to brush up on your business English, an English language teacher in need of a refresher course, a university student preparing for an exam or a teenager starting from the beginning, Ireland has approved courses and programmes to cater for all levels.

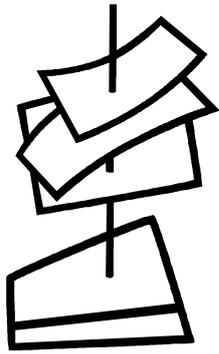
Students can choose to stay with host families where they will be welcomed into an Irish home and made to feel part of the family. Residential, hotel and B&B accommodations are also available if required.

But language learning in Ireland isn't just about the classroom experience. Ireland offers a unique and exciting experience for English language students of all ages. Did you know that Ireland tops the list of Lonely Planet's most friendly countries and the Frommers Guide 2011 voted Ireland its favourite holiday destination? Not only that, the Lonely Planet voted the bustling city of Cork on Ireland's south coast one of its top 10 cities in the world to visit.

2011 also saw Dublin, Ireland's capital, being awarded the status of UNESCO City of Literature, only the fourth such city in the world. Considering that Ireland has produced some of the world's greatest authors and poets (among them four Nobel Prize winners - Beckett, Shaw, Heaney and Yeats) that should come as no surprise. Ireland's great literary tradition has always been a huge attraction for foreign students of English.

Ireland's outdoors offer the more active student a huge range of adventure activities from walking and mountain-biking to kayaking and surfing. Did you know that Ireland's Atlantic coast has some of the world's biggest waves with the European Surfing Championships taking place in Bundoran in the north west of the country in 2011. Or if the water is not for you, why not experience Ireland's famous beaches on horseback!

Whatever your interests are, Ireland's rich culture and heritage, buzzing cities, breath-taking scenery and thrilling outdoor pursuits will ensure your stay is as full and rewarding an experience as possible.



**REFLECTIONS ON THE
5TH BELTA
(Bangladesh English Language
Teachers' Association)
INTERNATIONAL CONFERENCE
2011
in BANGLADESH**

20 - 22 May 2011

by

Dr. Arifa Rahman, BELTA, TESOL Affiliate Leader

This summary first appeared in the August 2011 issue of the *TESOL Affiliate News*
<http://newsmanager.commpartners.com/tesolalc/issues/2011-08-01/11.html>

The 5th BELTA International Conference 2011, with its theme "Learning English in a Changing World: Global Perspectives and Local Contexts," was held May 20-22, 2011, at BIAM Foundation, Dhaka. It was organized jointly by Bangladesh English Language Teachers Association (BELTA) and English in Action (EIA) and sponsored by UKAid, the British Council, and the American Center.



The objective of the conference was to provide a platform for introducing new developments, discussing challenges, and sharing best practices and research findings in English language teaching and learning. More than 500 ELT professionals from mainstream education (primary to tertiary), language policy bodies, education boards, development organizations, and administration as well as freelance entrepreneurs, researchers, and writers took part in this 3-day paper-discussion-debate-packed forum. Participants came from all regions of the country as well as from overseas. There were 89 presentations—32 percent were from overseas (United Kingdom, United States, Australia, India, Pakistan, Nepal, Malaysia, Iran, Afghanistan, Middle East, Eastern Europe). The rest of the papers were from Bangladesh. All the papers reflected a medley of practice, research, and innovative approaches.

Among the presentations were

- **Plenary papers** by invited speakers on the major issues subsumed under the conference theme
- **Papers** reflecting new developments in ELT, classroom practice, and research findings
- **Workshops** linking theory and practice and involving the audience in hands-on activities
- **Discussions/debates** on issues such as managing classroom innovation in ELT and the role of teachers' associations in professional development
- **Poster presentations** on online learning

Day 1: After the inaugural session on the first day, the keynote paper was presented by David Graddol, ELT expert on global English. His argument on the rising importance of English worldwide hinged on researched figures on the changing scenario in industry—the emphasis had shifted from agriculture through production to services in the current world. And services depended a great deal on effective communication, often among nonnative English speakers using English as the lingua franca. Here David Graddol showed clearly the need to learn/teach the English language in use, within contexts and role relationships, not English in a void, reflecting abstract grammar rules. The second highlight of Day 1 was the indomitable Jeremy Harmer, teacher educator and writer, who presented a highly entertaining but realistic presentation on teaching large classes and some ways of drawing all learners into engrossing classroom activities.

Day 2: The highlights of the second day covered a variety of issues—from ELT teacher development aspects, testing/assessment, and the use of technology in ELT down to a daring challenge on the use of CLT in Bangladesh. Amol Padwad, teacher educationist, presented a very interesting profile of the Indian ELT professional and the status of teacher development in India. Christine Coombe, assessment expert and President of TESOL, ran through the essential ingredients of reliable testing in ELT and the issues and challenges of second language teacher assessment literacy. Huw Jarvis, a technology expert in ELT,



spoke on computers, globalization, and the digital native and issues related to ELT. Arifa Rahman took up cudgels against the inappropriate use of CLT in Bangladesh with a plea for classroom practitioners to understand the underlying principles

of this communicative approach. The highlight of Day 2 was the panel debate moderated by Mike Solly on the use of classroom-based innovation in ELT.

Panelists were from different fields and defended their own procedures while questions were raised about aspects of context and culture being major issues to be considered.

Day 3: The major papers on the final day focused on the use of literary texts and the environment by M. E. Vethamani while another strand looked at access and equity in education with relation to English language policy and practice by Sabiha Mansoor. The highlight of Day 3 was a panel discussion on the role of teachers' associations in professional development, with TA participants from India, Pakistan, Bangladesh, Nepal, and Afghanistan. In addition, there were two book launchings, with four contributors and two publishers present for the occasion. The book titles were:

H. Coleman (Ed.). (2011). *Dreams & Realities: Developing Countries and the English Language*. London: The British Council.

L. Farrell, U. N. Singh, & R. A. Giri (Eds.). (2011). *English Language Education in*

South Asia: From Policy to Pedagogy. Delhi: Cambridge University Press.



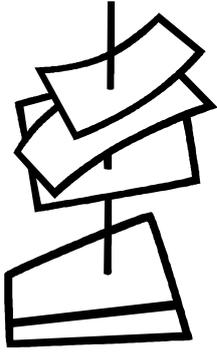
Besides these topics, there were papers and presentations on innovative approaches in teacher development and classroom methodology undertaken by major ELT projects in-country: English in Action (EIA) and English for Teaching and Teaching for English (ETTE) for both urban and rural/marginalized areas. There were different models

of learning and their application in classroom practices especially in promoting learner engagement, motivating, and exploring the fun element in learning. Technology played an important role and there were several papers on the use of mobile phones for learning English. Sociolinguistic aspects were also featured in the papers that researched code-switching and code-mixing and the use of FM radio language today. There were critiques of ELT materials used in state schools as well as a recognition of the need to develop academic reading,

writing, and listening at the tertiary level. Pronunciation, rhythm, and intonation found a place and so did specialized papers on the teaching of young learners. In short, there was a fair mix



of theory and practice with research findings, methodology, demonstrations, and application as well as an awareness of technology and context that made this conference worthwhile for all those who participated.



**REFLECTIONS ON
ECLIPSING EXPECTATIONS:
Sabancı University
School of Languages
2nd International Conference on
Language Education**

2 - 4 June 2011

**by Meral Güçeri (PhD)
Sabancı University School of Languages
meralg@sabanciuniv.edu**

Sabancı University School of Languages organised its second international language education conference on June 2 - 4, 2011 in Istanbul at the Sabancı



University Campus hosting delegates from 21 countries. The conference was entitled Eclipsing Expectations due to the solar eclipse which took place just before the conference and the lunar eclipse which was on the day following the conference. The conference aimed to enable the students and the educators to explore their expectations collaboratively. Thus, key note speakers were invited to highlight the crucial aspects of the teaching learning process. Learner plenary and concurrent sessions were also held to hear learner experiences and expectations from their own voices. It has been a very fruitful but also a challenging journey, with learner and

educator expectations met and eclipsed where possible. The conference utilized social networks, with chat appearing on Facebook and Twitter before, during and after the conference. Sabancı University School of Languages blog and TV

channel broadcast interviews with the key note speakers and the delegates. Our official interviews with the plenary speakers, are now available on the School of Languages TV <http://digital.sabanciuniv.edu/e-rezerv/e-video/do/sltv/> In these interviews speakers refer to their 2011 Eclipsing Expectations presentations: <http://www.eclipsingexpectations.com/>. Finally, as a culmination of the event, a collection of selected papers, summaries and experiential essays by the delegates has been published.

Plenary speakers were Prof. Kathleen Bailey, Monterey Institute of International Studies and Anaheim University (United States), Dr. Christine Coombe, Higher Colleges Of Technology (United Arab Emirates), Prof. Howard Gardner, Harvard University (United States), Dr. Tony Humphreys, Consultant Clinical Psychologist, Senior Fellow at National College of Ireland (Ireland), Dr. Nur Kurtoglu-Hooton, Aston University (United Kingdom), Prof. Patsy Martin Lightbown, Concordia University (Canada) and Joe Pereira, British Council (Portugal).

The main themes of the conference can be listed as follows:

- Noticing critical incidents and learning to reflect critically
- "A bit like taking your hands off the handlebars on your bike or something": When we experiment with learning
- Transfer-appropriate processing: How can we ensure that classroom learning is transferable?
- Comprehension in second language acquisition: Listening and reading as the basis for language acquisition
- Bridging Student Learning and Teacher Development with Dialogue Journals
- Using Communication Strategies to do More with Less
- Foreign/Second Language Teacher Assessment Literacy: Issues, Challenges and Recommendations
- Burnout in ELT: Strategies for Recovery or Prevention
- The art and science of changing the mind-sets of learners and educators
- The Inner Course of Teaching and Learning
- 'I'-sight in the Classroom
- Question Time on Teachers' and Students' Challenging Responses
- A narrative at war with a crossword: an introduction to Interactive Fiction
- Playing and learning outside the box



The language of the conference was English in order to create a forum for research and practices in foreign language education through one common language, which allowed language educators to share and exchange

ideas across languages and across diverse language learning and teaching contexts.

The opening plenary talk was by Patsy Martin Lightbown who began her speech by stating that transfer appropriate processing (TAP) is synonymous to Transfer-appropriate learning. She emphasized that practice does not make perfect if practice is merely drilling students. Dr. Lightbown claimed that de-contextualized drills have no resemblance to the natural way we usually learn languages; hence, isolated drills can not really foster language learning. So, she asked "what kind of learning and practice can actually lead to automatized procedural learning?"

She is cautious in her approach to content-based instruction by focusing on content-based teaching. She claims that if we have to focus a lot of attention to content, less attention may be given to the language and hence processing of the features of language. In other words, focus on general meaning can distract focus on meaning and structure.

Dr. Lightbown ended her speech by stating that the TAP classroom need to provide opportunities to use language communicatively, focus on linguistic features that cannot be learned through communicative interaction or have been learned incorrectly, practice that leads to proceduralization and automatization. She also highlights that task meaningfulness must be defined relative to learning goals.

<http://www.eclipsingexpectations.com/2011/06/02/summary-of-patsy-lightbowns-plenary/#en>

Kathleen Bailey argued how dialogue journals can bridge the gap between learner and teachers, as they provide students with the opportunity to use the language as well as to express themselves. Pedagogical scaffolding by Walqui & van Lier (2010) is "progressive help provided by the more knowledgeable to the less knowledgeable." She also explained the significance of these journals in terms of how teacher responses can help students reflect critically. What is important about scaffolding is that once the individuals are capable of performing themselves, the "scaffold" is removed. Dr Bailey ended her talk by posing some questions about student home culture and dialogue journals.



<http://www.eclipsingexpectations.com/2011/06/05/summary-of-kathleen-bailey%E2%80%99s-plenary/#en>

Nur Kurtoğlu-Hotoon of Aston University quoted Dewey: "*We do not learn from experience but from reflecting on experiencing*". She argued that critical incident analysis promotes this learning. Then, she provided a definition to "critical incidents" as an everyday event, a memorable happening, a problematic situation which promotes reflection and has a possibility for personal change and development. She claimed that critical incidents can open up learning opportunities as '*Critical reflection is a way of life*' (Larrivee, 2000). In order to learn from a critical incident we need to reflect and when we reflect we fit new understanding into what we already know. Dr Hotoon shared the following five levels of reflection by Bain et al. saying that reflection requires mental space:

1. reporting the event
2. responding to the event
3. relating it with past experience
4. reasoning about the event in terms of alternatives
5. reconstructing the event in terms of theory and applying to experiences

She concluded by saying that we need to promote reflection through critical

analyses.

<http://www.eclipsingexpectations.com/2011/06/03/summary-of-nur-kurtoglu-hootons-plenary/#en>

Christine Coombe talked about the practical application of teacher involvement in assessment, alternative forms of assessment, burnout and toastmasters. Dr. Coombe discussed how teachers and students view assessment and continued by explaining four models of in-house test development, namely "Teachers Write the Tests", "Testing Specialists Write the Tests", "Administration Buys the Test" and "Teachers/Testers Write the Tests". She said that the last option is the most preferable. However, she added that in order to apply this model, teachers had to acquire certain assessment skills, such as learning how to design tests, to analyze test results, to provide diagnostic feedback to students, evaluate the quality of tests/tasks, evaluate learner performance according to rating scales and write evaluative reports. Dr. Coombe expressed her concerns about the time pressure related to "testing training, insufficient resources, trust issues, getting institutional and administrative support, overcoming increased workload, mismatch between teaching and testing and the fact that alternative assessment still had a few slippery slopes." She highlighted the crucial role of testing professionals and teacher collaboration for quality assessment. For more please visit:

<http://www.eclipsingexpectations.com/2011/06/06/summary-of-christine-coombe%E2%80%99s-plenary/#en>

Joe Pereira of the British Council reflected on his personal experience of gaming. He highlighted the crucial role of interactive fiction and its role in language learning, anti-social stereotypes surrounding gaming and karaoke. Joe shared one simple game: In this type of game where the reader is able to influence the pace and to determine how the story unfolds through input in natural language. The game takes the readers input, analyses it and responds to it. The reader can also back-track and discover different paths through the narrative. It is a little similar to the idea of a "Reading Maze", but at a more sophisticated level. The reader is engaged in the story as an outcome is sought through the second person narrative and logical puzzles. He also gave some useful links:

<http://digitalplay.info/blog> has information about creating classroom activities for computer games

www.IFDB.tads.org and www.wurb.com/if and www.brasslantern.org have IF downloads

<http://parchment.toolness.com> and www.iplayif.com have online IF games.

More information about Joe's session is available on:

<http://www.eclipsingexpectations.com/2011/06/06/summary-of-joe-pereiras-plenary/#en>.

Tony Humphreys discussed how we can create a climate of emotional and social



safety in not only staffrooms but also classrooms so that both parties involved in a relationship can have a chance to express themselves freely. Dr Humphreys highlighted the fact that each teacher and each

student has a unique story which he describes as 'inner core' (our 'unconscious'). He adds that this core includes our background, experiences and feelings, thoughts etc, and determines the way we see the world, act, react, think, behave, work and so on. In educational settings, the unconscious determines the way teachers teach and the way students learn. He also said that conflicts, disagreements and confrontations are inevitable in any context. In classrooms, when hidden conflicts are consciously worked at, a mutual sharing of the teacher's experiences of teaching and the student's experience of learning becomes possible. Tony emphasized that although we live in an age of 'Internet' where interconnectedness is indispensable to catch up on what goes on, many people seem to lose connection with themselves. Our relationship with ourselves and our individuality is important and inhabiting our own individuality is our main responsibility as individuals. Tony claimed that pupils are always ready to learn—not necessarily for what we teach. He believes that the mission of teachers is to discover what they are ready for learning. Tony Humphreys completed his talk with a quotation by Chomsky: "99% of teaching is making students feel interested in the material." And the following thought provoking questions: "How do we as teachers / learners / managers become aware our inner core? Who can help us to keep in touch with our unconscious?". For more about Tony Humphreys' session please see:

<http://www.eclipsingexpectations.com/2011/06/03/summary-of-tony-humphreys-plenary/#en>

Howard Gardner was the last plenary of day one in the conference. His talk was entitled: Eclipsing Expectations: The art and science of changing the mind-sets



of learners and educators. His talk briefly defined what "Individuation" (teaching each person in the way they understand best) and "Pluralisation" (teaching something in many different ways) meant in education. He said that about the theory he has put forward, he was posed questions whether there were many ways of being creative or just one and whether leadership was connected to a

certain kind of intelligence. His answer to these questions was highly creative people like Pablo Picasso, Atatürk or the other leaders' one common feature is that they changed not only the way people think, feel or behave but their entire lives. Prof. Gardner suggested that people who want to change minds either directly or indirectly use seven different approaches: These seven levers of mind change are listed as: 1. Reason/Argument 2. Research/Data, 3. Resonance that is, some leaders are very charismatic - they resonate with large populations, that is, the teacher role is significant as students feel comfortable with us and as we feel comfortable with them. 4. Redescription meant when we are trying to teach something to students, if we present it in many different ways, this would help us reach more students and also would demonstrate what it is to understand. 5. Reward and Punishment are essential in changing behavior but may not change attitudes. 6. Real World Events were explained by Gardner as "a good leader takes real world events and uses them to his advantage," a good teacher should bring the real world into the classroom to enhance learning. 7. Resistance was explored as trying to understand the origin of the resistance to change which should take precedence over trying to change somebody's minds.

Learner voices were heard not only in plenary sessions but also in learner concurrent sessions where learners shared their learning experiences by giving

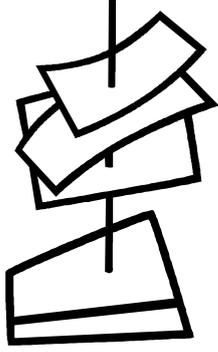
tips and hints relying on their language learning experiences. It was amazing to listen to learners who reflected more than 3 or even 4 foreign language learning journeys that they were exposed to. Learner voices backed up Gardner's seven approaches that he put forward in his plenary talk. We hope that learner and educator experiences eclipsed in this 2nd Language Education Conference at Sabancı University in Istanbul.



USEFUL LINKS & EVENTS CALENDAR

are two sections that are updated regularly.

Have you visited these pages?



REFLECTIONS ON THE WORKSHOP ON THE SECONDARY SCHOOL CURRICULUM DRAFT HELD BY THE MINISTRY OF EDUCATION 30 - 31 May 2011

Prof. Dr. Aydan Ersöz

The Ministry of Education had a series of workshops to collect opinions of and suggestions from academics, teachers, testers and students about the Secondary School Foreign Languages Curriculum draft on 30 and 31 May 2011 in Ankara. The meeting started with the opening speeches by Emin Gürkan, the Director of Secondary Education General Directory, Merdan Tufan, the Head of the Board of Education, and İbrahim Bükel, the member of Board of Education. The importance of implementing the principles the Common European Framework of References was emphasized by all speakers. All speakers mentioned the link between the national standards and the CEFR. The main idea of having such a meeting was to get some feedback on the curriculum draft prepared by a group of academics and teachers.





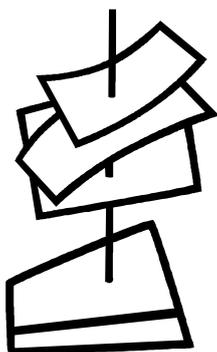
After the opening speeches, groups were formed for English, French and German. Each group had 4-5 academics, 10-15 teachers, 3-5 students, and 3-5 testers. Smaller study groups were then formed to be more practical. Each study group prepared its own report on the draft. All together there were 6 workshop-sessions; two on the first day in the afternoon, two on the second day in the morning, and two on the second day in the afternoon. After each session, the groups completed their reports and handed them in.

As the program is still a draft and has not been approved yet, I cannot give detailed information about it but I think I can mention some important points which are new. The most important change is that the new curriculum does not have the ambition to be extremely prescriptive as it leaves enough room for creativity by the teacher and the learner. It only aims to act as a guide for the teacher who is allowed to make the necessary adjustments in line with the learners' needs or regional requirements. The teacher is seen as a materials developer and a resource manager. This curriculum does not treat the linguistic content only as vocabulary and grammar but also as notions and functions that the learner needs to communicate. The philosophy of the curriculum is in line with that of the Common European Framework of References. It is communicative and skill-based, and the skills are similar with the ones referred to in the language passport: UNDERSTANDING (LISTENING and READING), SPEAKING (SPOKEN INTERACTION and SPOKEN PRODUCTION), and WRITING.

According to the Principles and Guidelines that define the ELP and its functions (Council of Europe 2000/2004), the ELP reflects the Council of Europe's concern with "the development of the language learner", which by implication includes the development of learning skills, and "the development of the capacity for independent language learning"; the ELP, in other words, "is a tool to promote learner autonomy". In line with these principles, the new curriculum aims to develop the learner not only cognitively but also mentally, morally and metacognitively. It aims at promoting intercultural understanding, tolerance, cooperation and respect among individuals.

With this innovation, the shift has moved from teacher-centred approaches to more learner and learning-centred approaches, product-oriented approaches to more process-oriented approaches. The new curriculum views the learner as an active participant of the process and as an individual who is continually moving towards learner autonomy to become lifelong learners. The teacher is no longer seen simply as a transmitter of knowledge, but as an advisor, a guide, a leader, a motivator and a resource. According to the principles of the curriculum, the teacher should use the target language as the preferred medium of classroom communication and expect the same from the learners. The teacher should provide the learners with texts and tasks which can function as a source of input where the learner can discover the use and usage of the target language. The learner will be encouraged to set his/her own learning targets, to identify individual goals but pursue them through collaborative work in small groups, and to keep a record of his/her learning to assess his/her own progress.





REFLECTIONS ON A PHD COURSE: TEACHING ENGLISH TO YOUNG LEARNERS

by

by

Müzeyyen Nazlı Demirbaş

Hello,

My name is Müzeyyen Nazlı Demirbaş. I have been working as a research assistant for over a year at Gazi University, ELT Department. I am doing my PhD at the same department as well. Out of the seven innovative online courses offered by the University of Oregon and the University of Maryland, Baltimore County (UMBC), I chose the course 'Teaching English to Young Learners' from the University of Maryland. This course is designed to introduce participants to the theory and practice of teaching young learners in the EFL classroom. The course will investigate approaches for teaching language within a meaningful context as well as the different techniques for making language input more comprehensible and encouraging student participation. We will look at the major principles that govern language teaching based on the four skills—listening, speaking, reading and writing.

(<http://exchanges.state.gov/englishteaching/eteacher/courses.html>)

In addition, we will study both traditional and modern instructional strategies and techniques for teaching EFL and look specifically at the application to young learners, including the classroom language necessary to teach English through English. Multiple Intelligence Theory, Language Experience Approach and Total Physical Approach are the ones that are studied and practiced throughout the course. Through academic reading and writing assignments, individual learner-centered activities, virtual collaborations with a mentor, and online discussions, participants in this course will explore various aspects of teaching EFL to young learners. In the last unit of the course, participants are required to develop a training unit for teachers of young learners. As a result of these units, two or three participants will be chosen for the 3 week e-teacher Professional

Development Workshop. This workshop is held at UMBC and aims to bring together 26 participants from different cultures for academic, social and cultural purposes. The courses that were given during three week workshop are:

- Teaching English To Young Learners by Assoc. Dr. Joan Kang Shin (UMBC)
- Instructional Strategies for Teaching Reading and Writing by Prof. Dr. Sarah Shin (UMBC)
- Teaching Academic Writing; Insights from E-teacher writing instructors by Carol Haddaway, Monique Nicastro and Michael Flores (UMBC)
- Differentiated Instruction by Dr. Leslie Opp-Beckman (Oregon)
- Matching Objectives to Assessments in Project Based Learning by Janine Spulveda (Oregon)
- Methods by Dr. John Nelson (UMBC)
- Learning Styles and Strategies for ELLs by Teresa Valais (UMBC)
- Writing Goals & Objectives for EFL/ESL courses by Jennifer Rice (Oregon)
- Language Assessment Principles by Heather Linville (Oregon)
- Technology in the ELL classroom; Web 2.0 and social media by Tom Penniston (UMBC)
- Critical Thinking by Dr. Deborah Haley

The purpose of the *E-Teacher Professional Development Workshop* is to enhance participants' understanding of TESOL methodology and introduce them to innovative best practices for teaching English as an international language. This, in turn, will lead to the development and implementation of ongoing effective EFL training programs in the participants' home countries following the *Workshop*. The program will culminate with a mini-conference on August 11-12, 2011, which will include presentations from all participants to share the professional development (PD) plans designed during their three-week stay at the University of Maryland, Baltimore County (UMBC).

By the end of the *Workshop*, all participants will have completed a professional development (PD) plan uniquely suited to their local EFL context. This plan should disseminate widely the knowledge and skills learned through the U.S. Department of State's *E-Teacher Scholarship Program*. It can be a continuation of the final project developed by participants in their online E-Teacher course or it can be a newly designed project based on the participants' experiences in their online course coupled with the three-week summer program. (<http://umbc.uoregon.edu/eteacher/>). As a result of projects developed in 3

weeks, I was chosen to present my Project titled as '**Professional Development for Teachers of Very Young Learners in Turkey**' at the U.S. Department of Education, Washington D.C. We spent two wonderful days at Omni Shoreham Hotel at Washington, D.C. and at the reception that the new Turkish RELO George Chimney and other English Language Fellows participated as well.

For the Washington D.C. reception and presentations, visit <http://www.flickr.com/photos/umbcnms/6026352977/in/set72157627162620861>

Furthermore, for other online courses provided by UMBC and University of Oregon, visit <http://exchanges.state.gov/englishteaching/eteacher.html>

Project Presentation Day with e-teacher scholars and e-teacher instructors at the U.S. Department of Education, Washington D.C.



A Paper from a colleague

This article originally appeared in CREATE Briefs, in July 2011.

<http://www.cal.org/create/resources/pubs/improving-reading-across-subject-areas-with-word-generation.html>

Improving Reading Across Subject Areas With Word Generation

by

Joshua F. Lawrence, Claire White, and Catherine Snow

Harvard Graduate School of Education

The screenshot shows the homepage of the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE). The header features the CREATE logo and a photograph of children looking at a globe. A navigation menu on the left includes links for Research, Events, News, Resources, Publications, and Related Web Sites. The main content area displays the title of the paper, the authors' names, and the date of publication (July, 2011). A Google Site Search bar is visible in the top right corner.

Introduction

In 2008, approximately 10.8 million children ages 5-17 in the United States spoke a language other than English in the home (Aud et al., 2010). While most language minority students receive all of their instruction in English, 3.8 million students received English language learner services during the 2003-2004 school year (Capps, Fix, Murray, Ost, Passel, & Herwantoro, 2005). Compared with their native English-speaking peers, language minority students on average have lower reading performance in English (August & Shanahan, 2006). While numerous factors account for this gap, researchers have pointed to differences in word knowledge as part of the explanation. Language minority students have both less depth (Verhallen & Schoonen, 1993) and less breadth of vocabulary. In order to read with clear comprehension, students also need to understand the words they read, construct an interpretive cognitive model of what the author is trying to say, and have the requisite background knowledge to categorize, interpret, and remember what an author is saying in relation to established facts or a field of understanding (such as a content area subject). Although a deficit in any of these areas may prevent an adolescent reader from comprehending grade-level texts, deficits in vocabulary knowledge (and in the

world knowledge indexed by vocabulary knowledge) may be the most widely shared problem among struggling adolescent readers.

One way that vocabulary supports reading comprehension is through reading subskills. There is substantial evidence that phonological, orthographic, and semantic processing of words are interrelated, such that vocabulary knowledge predicts rates of word reading (Nation & Snowling, 2004), and students with better semantic abilities also have advantages in orthographic identification tasks (Yang & Perfetti, 2006). Vocabulary knowledge also plays an important role in students' higher order comprehension abilities. Established as well as current models of reading comprehension argue that word meaning and form selection are critical to creating a situation model from text and for integrating new knowledge from the text with prior background knowledge (Kintsch, 1986; Perfetti, Landi, & Oakhill, 2005). Recent reviews of research on adolescent literacy demonstrate that these higher order processes are exactly where most struggling adolescent readers break down (Kamil, 2003; Rand Reading Study Group, 2002); thus it is not surprising that vocabulary scores show increasingly strong correlations with reading comprehension scores as students move from primary to middle and secondary grades (Snow, Porche, Tabors, & Harris, 2007).

A challenging subdomain of vocabulary knowledge acquisition and instruction is all-purpose academic vocabulary, a segment of the lexicon that becomes particularly relevant to comprehension in adolescence. All-purpose academic vocabulary is a category with somewhat fuzzy boundaries, but prototypical members are words used for making fine distinctions in referring to communicative intents (e.g., affirm, confirm), argumen-tation (e.g., evidence, conclusion, warrant), abstract entities (e.g., theory, factor, process), and categories (e.g., vehicle, uten-sil, artifact). All-purpose academic words are used across content areas, occur frequently in glossaries where content-area words are defined, and receive little explicit instructional attention precisely because they are not seen as the responsibility of any content-area teacher. Yet control over this segment of the lexicon is crucial to comprehending and producing academic language. This is the vocabulary domain on which the research program described in this brief focuses.

By the time normally developing children enter middle school, most will have mastered thousands of words for oral use, but comprehension of the rich language of text requires an understanding of more and different words (Nation, 2006). In middle school, students begin to take core subject area classes and are expected to read and understand expository texts with

increasingly difficult vocabulary demands (Gardner, 2004). Clearly, exposure to new words in texts is one of the primary vehicles for word learning (Nagy & Anderson, 1984; Nagy & Herman, 1987). However, there are differences in students' abilities to learn new words incidentally while reading; these differences relate to their concurrent vocabulary levels (McKeown, 1985) and to their comprehension levels (Swanborn & de Glopper, 2002). Without instruction and support, independent reading is unlikely to improve word-learning outcomes for students of low socioeconomic status, although highly skilled readers may benefit (Lawrence, 2009).

Given the evidence that reading comprehension supports vocabulary development and that vocabulary development supports reading comprehension, we can describe the relationship between these two processes as one of reciprocal causation. It has been widely noted that less able students are likely to fall farther and farther behind if they struggle with learning processes linked by reciprocal causation (Stanovich, 1986). Fortunately, there is evidence that vocabulary instruction can have an important and lasting impact on student word learning (Beck, Perfetti, & McKeown, 1982; Carlo et al., 2004). There is reason to think, then, that a robust vocabulary intervention that targets academic language may improve vocabulary and reading comprehension in the short run while also supporting the struggling reader's facility at learning new words independently. The research project described here presents findings from an unmatched quasi-experiment of the Word Generation Program, an intervention firmly grounded in what is currently known about effective practice, while also casting light on how enhanced vocabulary levels relate to improved reading comprehension. While findings from a quasi-experiment are not firm grounds for causal inference, the data here are suggestive and form the basis for our ongoing randomized trial. The actual program itself can be downloaded for free at www.serpininstitute.org/word-generation. More information about how the program was created and how words were selected is also available on the Web site and in published studies (Lawrence, White, & Snow, 2010; Snow, Lawrence, & White, 2009).

Program Implementation

The Word Generation materials define a list of key elements that are used to organize instruction. Those elements include the following:

Monday launch: Reading a paragraph aloud with students that introduces a civic dilemma, modeling comprehension processes and word inferencing during reading, guiding discussion through comprehension questions, highlighting focus

words, eliciting student opinions on the controversy of the week. This is usually done in English class.

Math activity: Recurrently using target vocabulary in all-purpose and (if applicable) math-specific ways, engaging students in discussion of math problems, reminding students of controversy and soliciting their thinking about it, revoicing student comments to model clarity and target word use.

Science activity: Recurrently using target vocabulary in all-purpose and (if applicable) science-specific ways, linking topic of the week to science content, reminding students of controversy and soliciting their thinking about it, revoicing student comments to model clarity and target word use.

Social studies activity: Recurrently using target vocabulary in all-purpose and (if applicable) social studies specific ways, structuring a debate format, giving all students a chance to participate in debate, revoicing student comments to model clarity and target word use.

Friday writing: Reviewing the controversy and reading the prompt aloud, reminding students to reread the paragraph or their notes to make good arguments for their point of view, having the target words posted or written on the board, ensuring quiet and order so students can write uninterruptedly.

Quasi-Experiment of Word Generation in Partnership With Boston Public Schools

In 2007, our research team began a quasi-experimental study in which academic word learning by students in five schools implementing the Word Generation Program was compared to academic word-learning by students in three schools within the same system that did not choose to implement the program. Because the implementing schools were those that volunteered for the program, selection effects must be taken into account in interpreting the findings. The results presented here have been described in greater depth elsewhere (Snow, Lawrence, & White, 2009).

Participants and Setting Schools

At the start of the study, the average scores of the intervention schools on the state accountability assessment were lower than those of the comparison schools (mean of 56% failing in the treatment schools compared with 45% failing in the comparison schools). This is not surprising; the participating

schools volunteered to do so, and those with lower scores were more likely to show an interest. We do not have detailed information about the vocabulary instruction in the comparison schools. Through limited observation and interviews we know that there is discipline-specific vocabulary being taught in each of the comparison schools as required by that state's curriculum framework. Furthermore, in one school, a long-time literacy coach had coordinated vocabulary instruction to some extent through a school-wide word-of-the-week effort. That being said, none of the comparison schools was using a commercial vocabulary program, nor were any heavily invested in a school-wide approach to vocabulary instruction.

Students

All students in the treatment schools received the intervention; both pre- and posttest data were available on 697 sixth-, seventh-, and eighth-grade students (349 girls and 348 boys) in the five treatment schools and 319 students (162 girls and 157 boys) across the three comparison schools. Of these, 438 students were classified as language minority (i.e., students whose parents reported preferring to receive materials in a language other than English); 287 in treatment schools and 151 in comparison schools. The vast majority of students in both treatment and comparison schools were low-income.

Research Design

Data Collection and Analysis

The efficacy of the intervention was assessed using a 48-item multiple choice test that sampled words from throughout the year. A high proportion of students failed to complete the vocabulary assessments in the time available. Because items at the end of the assessment had particularly low rates of completion, we dropped the last four items from our analysis of both pre- and posttest. The reliability of the test with the 40 items that remained was acceptable (Cronbach's alpha = .876).

This instrument was administered to students in all of the treatment schools in October 2007, before the introduction of Word Generation materials. Because of difficulty recruiting the comparison schools, the pretest was not administered at these schools until January. The posttest (identical to the pretest except for the order of items) was administered in all of the schools in late May. Because of the unfortunate disparity in interval between pre- and posttesting in the two groups of schools, we analyzed words learned per month as well as total words learned.

In addition to this curriculum-based assessment, we had access to most students' spring 2008 scores on the Massachusetts Comprehensive Assessment System (MCAS) English Language Arts. Additionally, we had Group Reading and Diagnostic Evaluation (GRADE; Williams, 2000) for both spring and fall for a selection of students in comparison ($n = 133$) and treatment ($n = 256$) schools. These scores were provided by the district for all the students for whom data were available. The decision to administer the GRADE was made at the school and classroom level. Thus, while these data are far from complete, we have no reason to think that there was a particular sampling bias across the schools.

Findings

Descriptive statistics show that students in the Word Generation Program learned approximately the number of words that differentiated eighth from sixth graders on the pretest. In other words, participation in 20-22 weeks of the curriculum was equivalent to two years of incidental learning. Unfortunately, the relative improvements in the Word Generation schools will be exaggerated by the differences in timing of the pretest. In order to account for the differences in test administration times, the pre-to-post improvement in all schools was divided by the number of months between the pre- and posttest administrations: the average improvement per month in the treatment schools was greater than that in the comparison schools. The average effect size of program participation on the researcher-developed vocabulary assessment was 0.49 (controlling for the improvement attained in the comparison schools).

Regression analysis was used to determine if participation in Word Generation predicted improved vocabulary outcomes, controlling for the pretest. Boys learned more words than girls ($\beta = -0.052$, $p < .007$) and participants in the program learned more words than nonparticipants ($\beta = 0.166$, $p < .001$). Language status (language minority versus English only) was not a significant independent predictor of word learning, but language minority students learned words at a relatively faster rate than English-only students in treatment schools, but not comparison schools (language status interacted with treatment at the margin of significance, $p = .055$); including the interaction improved the overall model. Interestingly, student pretest vocabulary did not interact with treatment in predicting posttest scores. It was decided to split the data set to investigate the home language variable more closely. The first set of regressions used pretests and gender to predict posttest scores in the comparison schools ($r^2 = .62$) and Word Generation schools ($r^2 = .64$). In Word Generation schools

language minority status predicted improved vocabulary ($\beta = -0.053$, $p = .022$), but it was not a significant predictor in comparison schools. These results are demonstrated in Figure 1: In the comparison schools (the light lines) English-only students improved more than language minority students, in the treatment schools (bold lines) language-minority students improved more than English-only students.

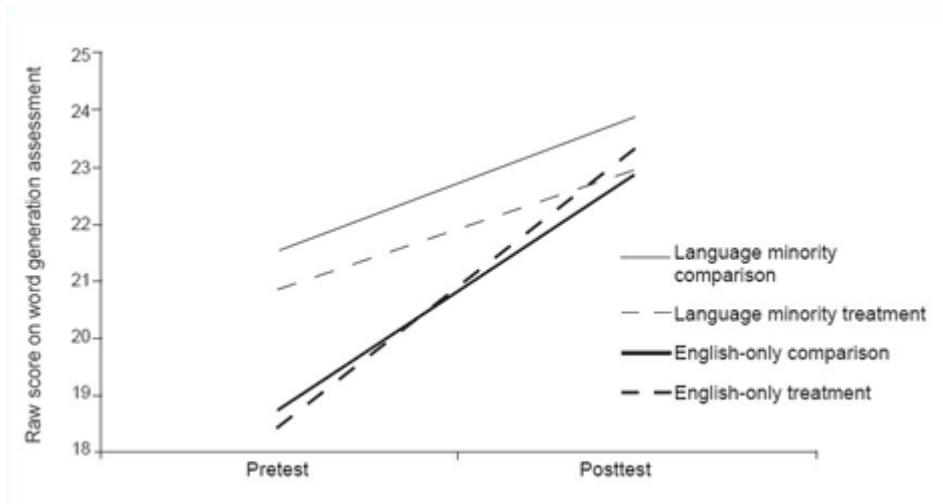


Figure 1. Vocabulary improvement for English-only and language minority students in Word Generation and comparison schools.

In order to determine whether participation in Word Generation had any relationship to performance on the MCAS, a regression model was fit with MCAS scores in April 2008 as the outcome; gender, treatment status, pretest, and posttest scores were used as predictors. We added an interaction term to see if posttest scores on the curriculum-based assessment interacted with treatment in predicting MCAS scores (controlling for pretest scores). The interaction term was significant ($\beta = .21$, $p = .01$) and its inclusion improved the model. In other words, students who benefited most from participation in Word Generation had higher MCAS scores than students with similarly improved vocabularies acquired without Word Generation exposure.

We further explored the interaction between treatment and vocabulary improvement by splitting the data and refitting the models to data from the treatment and comparison schools separately. The fitted model for comparison school data did not predict MCAS achievement ($R^2 = .41$) as well as the fitted model for the treatment school data ($R^2 = .49$). In the Word Generation schools student vocabulary posttest scores ($\beta = 0.527$, $p < .001$) were much stronger predictors of MCAS achievement than pretest scores were ($\beta = 0.201$, $p < .001$), perhaps because the posttest scores captured not only target vocabulary

knowledge at the end of the year, but also level of student participation in the Word Generation program. These conclusions maintained even when we used available baseline GRADE data as a covariate in our models.

Longitudinal Follow-Up on Quasi-Experiment

The goal of Word Generation is to improve vocabulary so that it results in improved reading comprehension; clearly, short-term vocabulary learning will not generate long-term comprehension improvement. Despite the evidence of vocabulary gains for all Word Generation participants on average, and in particular for language minority participants, we did not know whether these students maintained vocabulary knowledge after summer vacation and through the following school year. We conducted a follow-up longitudinal study to examine the effects of Word Generation on the learning, maintenance, and consolidation of academic vocabulary for students from English-speaking homes, proficient English speakers from language minority homes, and limited English proficient students. Using individual growth modeling, we found that students receiving Word Generation improved on average on target words during the instructional period. We confirmed that there was an interaction between instruction and language status such that English-proficient students from language minority homes improved more than English-proficient students from English-speaking homes. We administered follow-up assessments in the fall after the instructional period ended and the spring of the following year to determine how well students maintained and consolidated target academic words. Students who participated in the intervention maintained their relative improvements at both follow-up assessments (Lawrence, Capotosto, Branum-Martin, White, & Snow, 2010). We thus have reason to expect that these students will display improved reading comprehension and enhanced academic learning. A randomized experimental study of Word Generation now underway will enable us to test this expectation more rigorously.

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**International Training Institute
Istanbul**

PREPARE TO BE SPELLBOUND THIS HALLOWEEN!
**Don't miss this spectacular, dynamic production of
the classic story of adventures in Oz.**

Speech Bubbles are performing **THE WITCHES OF OZ** at Profilo Shopping Centre, Mecidiyeköy. Information and tickets available from [Speech Bubbles](#)

Tickets are 10 TL for children and students and 20 TL for adults. All proceeds will be donated to TEGV (Türk Eğitim Gönüllüleri Vakfı).

Performances are: Friday 28th October 20.00 Saturday 29th October 15.00 & 19.30 Sunday 30th October 15.00

A FUN LEARNING OPPORTUNITY

OFFER FOR SCHOOLS 13; 12 tickets for less than the price of 3!

Teachers bring your class. Buy a block of 10 tickets for 50 TL and we give an extra two free tickets for teachers. Email Tom **NOW** to make your block booking tom@speechbubbles.org

About Speech Bubbles 26; Speech Bubbles Educational Drama group aims to motivate young learners of English through the use of drama. The group has successfully performed in many schools and educational establishments throughout Turkey and abroad. Speech Bubbles is an Istanbul based drama group set up in 1992 with a mixture of professional and amateur actors, singers and musicians from the International and Turkish community (currently 11 nationalities).

Our current production is The Witches of Oz which is based on the smash hit Broadway musical 18;Wicked 19;. The show is a spectacular array of singing and dancing and a great night out for all the family (children aged six and above). All proceeds will be donated to TEGV (Türk Eğitim Gönüllüleri Vakfı)

www.speechbubbles.org



A POEM, A PAINTING & DRAWING FROM A COLLEAGUE

Here's a poem, a painting and a drawing from our colleague, Nükhet Yavuz Yıldız.

the woman and the sea

the first time i saw her
i noticed that
she was different from the others
so unique,so unusual-
she said frankly,that this certain job hadnt been arranged
but she would try to do it
and in the end she managed quite well

i was impressed-that lady on stage
was somebody who had hidden talents
i wondered if she was foreign-
and she turned out to be both

multinational and multilateral
a mix of cultures
like orient and oxident
like the bosphorus,the dardanelles,and the marmara sea...

she was giant,ancient istanbul
intermingling cultures
and taking everybody in...
the more i knew her
the more i was fascinated...
she astonished me with every step
and gave me life,hope,a philosophy
and a tolerance like the vast sea...

a lady whose life should be taken as an example
whose way of life i wish to lead
and who i would like to lean on
and turn to whenever im in need...

nukhet yavuz yıldız



FROM THE BRITISH COUNCIL

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BRITISH COUNCIL Turkey

Education English Science Society Arts and culture About us

50 WORD STORY COMPETITION

Welcome to our fun writing competition.

WHO CAN ENTER?

There are two categories:

- Category 1 for anyone under 16
- Category 2 for anyone over 16

WHAT CAN I WIN?

Category 1 winner – a set of storybooks
Category 2 winner – an E-reader

*There are English readers for runners -up

WHAT DO I HAVE TO DO?

Write a **50 word story**. This means that your story can not have 49 words or 51 words.

<p>This is a category one example:</p> <p><i>'The circus came to town but there was a car accident and a lion escaped. The lion was very big. Bill was walking to school when he saw the lion. At first he was scared but then he saw it had no teeth. He took it back to the circus.'</i></p> <p>Sign up to our LearnEnglish kids website to get some inspiration.</p>
<p>This is a category two example:</p> <p><i>'Anna was nervous about the blind date. Would he really like her? She sat waiting. Oh no! It was her boss. What is he doing here? How embarrassing! He looked around and spotted her. Then she noticed it, the red rose in his hand. It now matched her face colour.'</i></p> <p>Sign up to our LearnEnglish website to get some inspiration.</p>

HOW CAN I ENTER?

Fill in the competition form below **by October 3rd 2011**.

We will **announce the winners** on our website and share the best stories **by October 7th 2011**.

Good luck!

TWO LETTERS FROM RAYMOND KERR, Istanbul BC:

For teachers

We have created a lesson plan for teachers to use with their young learners aged 6-12. <http://learnenglishkids.britishcouncil.org/en/competition> This could be a great 'back to school', 'tell us your summer news' project for the start of term. You can download worksheets and activity packs from the website. We suggest you do the preparation in class and have them actually film their videos at home for homework. Their parents need to give their permission by entering their child's video themselves on the site.

Extra Info

The deadline is October 15th

It's open to children aged 6-12.

They can be any level to enter (EFL, bilingual or native speakers)

They have to make a 1-2 minute video of themselves talking about their breaking news.

The prizes include flip cameras and the winning videos will have the cartoon characters superimposed onto their videos and shown on the LearnEnglish Kids site.

Raymond Kerr | Teacher Development Manager | ELT | Turkey | Wider Europe

T +90 (0)212 355 5610 | F +90 (0)212 355 5658 | BCTN: 8523 5610

raymond.kerr@britishcouncil.org.tr

<http://www.britishcouncil.org/Turkey>

Hi all,

If your school is interested in finding a school in the UK to work with on projects, then now you have everything you need here on the British Council Schools Online website.

<http://schoolsonline.britishcouncil.org/schools-online-news>

Please share!

Raymond

Raymond Kerr | Teacher Development Manager | ELT | Turkey | Wider Europe

T +90 (0)212 355 5610 | F +90 (0)212 355 5658 | BCTN: 8523 5610

E raymond.kerr@britishcouncil.org.tr

W <http://www.britishcouncil.org/Turkey>

Check out our websites [Teaching English](#), [Learn English](#) and [Learn English Kids](#).



HAIKU COMPETITION

Win an MP3 player!

HOW TO ENTER

A Haiku is a short poem with three lines that originally comes from Japan. Haikus don't have any rhyme and the complete poem only has 17 syllables:

- **Line 1** has **five** syllables
- **Line 2** has **seven** syllables
- **Line 3** has **five** syllables

Here is an example of a haiku written by a teacher:

Young teacher standing (5 syllables)
Looking at school days pass by (7 syllables)
Wanting them to stay (5 syllables)

COMPETITION TASK

Write a "haiku" about teaching English using exactly the same structure as above and send it us by filling in [the registration form](#).

PRIZES

- **The winning entry** will receive an **MP3 Player**
- **5 Runners up** will receive a **teacher's resource book**

SUBMITTING YOUR ENTRY

- All entries must be submitted by **October 30th, 2011**
- Winning entries will be selected by a panel.
- We can only accept entries from teachers of English who are currently working in Turkey.
- Winners will be contacted directly by **November 4th** and a list of winners will appear on the British Council Turkey website:

[Register Now!](#)

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Pilot Examinations in Turkey

The University of East London Global Examinations Board is a new British awarding organisation, and is going to be one of the biggest names in the business. Offering awards in ESOL recognised by the Office of Qualifications and Examinations Regulation (Ofqual), our qualifications will very soon sit on the National Qualifications Framework (NQF).

We are keen to pilot our ESOL examinations at ECF levels B1, B2, C1 and C2; levels B2 and C1 have both General and Academic streams.

Teachers / school owners who are willing to participate at all or any of the above levels, can write to Jeremy Hanshaw, Chief Executive, University of East London Global Examinations Board: J.Hanshaw@uel.ac.uk

Advantages for schools/students taking part in our pilot:

- It is FREE
- It leads to a certificate of thanks from the University of East London Global Examinations Board
- Participants will receive a grade on their performance in speaking, listening, reading, writing, and use of English
- It is an opportunity to participate in a pilot for what is going to be one of the biggest names in examinations in Turkey!
- It'll be fun!! (Oh yes it will.)

Write to Jeremy Hanshaw (email address above) to express your interest and take part in the future of ESOL examinations.



<http://www.iatefl.org>

**46th Annual Conference and Exhibition
Scottish Exhibition & Conference Centre, Glasgow, Scotland
19th - 23rd March 2012**

<http://www.iatefl.org/glasgow-2012/46th-annual-conference-and-exhibition>

IATEFL MEMBERSHIP

contact Sibel Tüzel Kandiller at tuzel@metu.edu.tr

The August IATEFL E-Bulletin



Dear Member,

Welcome to the August edition of our e-bulletin.

Let me again point out some important deadlines around scholarships and conferences (all dates 2011):

- 22 August: scholarship applications for our annual conference in Glasgow 2012 (click [here](#))
- 16 September: speaker proposal submission (click [here](#))
- 25 August: speaker registration for a ReSIG supported conference in Sheffield, UK (click [here](#))
- 26 August: online registration for the LA SIG conference in Venice, Italy (click [here](#))
- 31 August: early bird registration for IATEFL BESIG conference in Dubrovnik, Croatia (click [here](#))
- 31 August: applications for David Riley Award (click [here](#))

Check below too for important information on conferences and seminars organized or supported by our SIGs in various countries (again all dates 2011):

- 4 September: IATEFL BESIG Online Workshop (click [here](#))
- 9 September: IATEFL LA SIG conference in Venice, Italy (click [here](#))
- 16-17 September IATEFL TEA SIG event in Innsbruck, Austria (click [here](#))
- 22-23 September: IATEFL TD SIG supported event with LAKMA in Vilnius, Lithuania (click [here](#))
- 14-16 October: IATEFL ReSIG supported conference in Kalisz, Poland (click [here](#))
- 10-13 November: IATEFL LT SIG event with MATE and the British Council, Marrakesh, Morocco (click [here](#))
- 12 November: IATEFL LA SIG event Kanda, Japan (click [here](#))
- 18-20 November: Annual IATEFL BESIG Conference, Dubrovnik, Croatia (click [here](#))
- 25 November: IATEFL ReSIG supported conference in Sheffield, UK (click [here](#))

And of course the [IATEFL ANNUAL CONFERENCE GLASGOW](#), March 19 - 23, 2012

Have you ever thought of involving yourself in voluntary work for IATEFL?

Why not apply as the webmaster for the TTEd SIG? Or help the colleagues from GISIG develop a new logo for their website? Details below.

Last, but not least, I'd like to point out to you a contribution by our new Membership Committee Chair, Gary Motteram. Read his thoughts below about belonging to a professional Teachers' Association, and what he has to say about a new addition to the IATEFL membership package.

With best wishes,

Herbert Puchta

Chair, Publications Committee, and Vice President, IATEFL

News from



<http://www.tesol.org>

TESOL HAS CHANGED ITS NAME



Dear Affiliate Leader:

We have exciting news! TESOL has a new name: **TESOL International Association**. Though the name has changed, the association will continue to be your source for knowledge, quality professional development, and important research in the field. Most important, TESOL is still your professional community, a community of more than 12,000 members representing 156 countries, and more than 100 international affiliates.

Of course, “TESOL” is still a handy abbreviation, and it’s been around for almost 50 years, so the association will continue to use it when appropriate to refer to the association as well as the field of English language teaching and learning.

So why the change?

As the demand for English language teaching has exploded worldwide, the association has evolved to support it. Thus, following many months of deliberation and discussion, the TESOL Board of Directors has recently approved a new name that more accurately reflects the mission and breadth of the organization.

In addition to the new name, the TESOL Board also recently approved a new 3-year [strategic plan](#), a new [credo](#), and updated [core values](#). Later this year, you can also look forward to a newly designed and more user-friendly Web site and an expanded and redesigned TESOL Connections newsletter with new feature articles and contributions from members.

In our rapidly changing world, growth is essential. With these changes, TESOL International Association continues to explore new ways to expand and strengthen the relationship with its affiliates, who are integral partners in supporting the field. The association will continue to provide

resources and opportunities for your association and your members to connect with the dynamic and global field of English language teaching and learning. The new name, along with a new look and logo, will also help the association reach out to engage with new groups and individuals to advance excellence in the field of English language teaching and learning.

When you have a moment, please visit the [TESOL Blog](#) to read an important message from TESOL President Christine Coombe. The association welcomes your thoughts and comments at Dr. Coombe's [blog](#) and in the [TESOL Community](#).



Rosa Aronson, PhD, CAE
Executive Director
TESOL International Association



Christine Coombe, PhD
President, Board of Directors
TESOL International Association



The screenshot shows the website for the 2012 TESOL International Convention & English Language Expo. The main banner features the title "A DECLARATION OF EXCELLENCE" in large, bold letters, with "TESOL INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO" underneath. To the right, it says "28-31 MARCH, 2012 PHILADELPHIA, PENNSYLVANIA, USA" and includes the TESOL logo. Below the banner is a navigation menu with "EXHIBITORS", "PRESENTERS", and "PRESS". On the left, a sidebar lists "Home", "Convention Schedule", and "ILSUL Home". The central content area has a large graphic that says "2012 JOIN US IN PHILADELPHIA" with a background image of a classical building. Below this, it states "REGISTRATION OPENS 1 September 2011" and "Plan now to attend THE meeting of the year for English language professionals." On the right, there are social media icons for YouTube, Facebook, and Twitter, along with a "Latest Tweets" section and a "Join the conversation" button.

TESOL KEYNOTE SPEAKERS



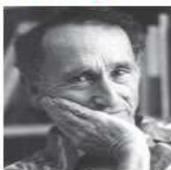
Keynote Speakers Announced

Wednesday, Opening Speaker Alberto M. Carvalho



Alberto M. Carvalho is an outspoken advocate for high-quality education for all students. An innovative leader, he is currently superintendent of Miami-Dade County Public Schools, the fourth largest school system in the United States. More

Thursday, Alatis Plenary - William Labov



William Labov is professor of linguistics and director of the Linguistics Laboratory, University of Pennsylvania, USA. His widely recognized contributions include classic studies on language variation and African-American Vernacular English (AAVE). More

Thursday Afternoon Plenary - Kurt Kohn



As chair professor of English and applied linguistics at the University of Tübingen, Germany, and director of the Steinbeis Transfer Center Sprachlernmedien/ Language Learning Media, Kurt Kohn pursues his research and teaching interests in English as a lingua franca and second language learning. More

Presidential Plenary, Christine Coombe



Dr. Christine Coombe, current President of TESOL International Association, is on the English faculty of Dubai Men's College, UAE. Christine has lived and worked in the Arabian Gulf for the past 19 years, serving as President of TESOL Arabia and founder of the TESOL Arabia Testing Special Interest Group. Her numerous awards and publications reflect her special expertise and passion for assessment and task-based learning in TESOL. More

Friday Afternoon Plenary, Heidi Byrnes



Heidi Byrnes is George M. Roth Distinguished Professor of German at Georgetown University. She currently serves as immediate past president of the American Association for Applied Linguistics and has been selected as the new editor-in-chief of the Modern Language Journal, beginning in 2013. More

Saturday Morning Plenary, Jun Liu



Jun Liu is an associate provost for International Initiatives at Georgia State University, USA; a past president of TESOL International Association (2006–2007); TESOL's representative in China; a Board Trustee for the International Research Foundation for English Language Education (TIRF); co-editor of the Michigan Series on Teaching Multilingual Writers; and former director of the Confucius Institute at the University of Arizona, USA. More

Registration Now Open

Registration is now open for the 2012 TESOL Convention. Haven't attended a TESOL convention before? Why not make this the year to take advantage of all the education and networking opportunities that make the TESOL convention THE meeting for English language professionals?

Through 1 February you will receive a special discount if you bring additional colleagues from your institution. Visit the registration page for all the rates and discounts. The program sessions will be available online in early November. Check the convention Web site frequently for new information.

After you register you will be able to book your hotel room. Book early for the best rates.



Art Museum & Downtown Philadelphia
Courtesy Philadelphia CVB

Global Partners



Our Conference has been advertised
in the TESOL Newsletter for Affiliates:

The screenshot shows the TESOL Affiliate Newsletter website. At the top, there is a navigation bar with links for TESOL HOME, Convention, Jobs, Book Store, and TESOL Commu... Below this is a header section with the TESOL logo on the left and the title "TESOL Affiliate News" in large, bold letters on the right. Underneath the title is the subtitle "TESOL News and Information for TESOL Affiliate Leaders".

The main content area features a central banner for the "TESOL Conference in Qatar: Putting Research Into Practice" held at the Qatar National Convention Centre in Doha, Qatar, from 1-3 October 2011. To the right of this banner is a sidebar titled "In This Issue" with a list of topics: LEADERSHIP UPDATES, 45TH ANNUAL TESOL CONVENTION AND EXHIBIT, and RSS FEED.

Below the banner, there is a section titled "TO THE LIMITS" by Suzan Oniz, INGED Editor. The text describes the 15th International INGED ELT Conference, "Taking It to the Limits," which will take place from October 20-22, 2011, at Hacettepe University in Ankara, Turkey. The call for papers and contact details are provided at <http://inged.org.tr>. Below the text is a large graphic for the conference, featuring a wooden ladder extending into a blue sky with clouds. The text on the graphic reads: "inged 15th International ELT Conference taking it to the limits Hosted by School of Foreign Languages Hacettepe University Ankara / Turkey October 20 - 22, 2011 <http://inged.org.tr>".

At the bottom of the article, there are navigation links: « Previous, Newsletter Home, Print Article, and Next ».

TESOL 2012
28-31 March 2012
Philadelphia, Pennsylvania, USA

**Electronic Village Special Events:
Call for Proposals**

EV Fairs, Hardware & Mobile Technology Fair,
Mini-Workshops, Developers' Showcase, Mobile Apps for Education

Deadline for Submissions: November 15, 2011

You are invited to submit a proposal for participation in one or more of the CALL Interest Section's Electronic Village Special Events. More than one proposal from the same individual may be accepted based upon space availability.

Proposals are being accepted for the following EV Special Events:

EV FAIRS

EV Fairs are informal demonstrations where teachers or teacher-developers share their use of technology resources in two consecutive 25-minute sessions on one computer station in a presentation format similar to a poster session.

HARDWARE & MOBILE TECHNOLOGY FAIR

The Hardware & Mobile Technology Fair focuses on the uses of devices other than computers that offer unique applications, such as iPods or Tablets. The Fair provides presenters with two consecutive 25-minute sessions to demonstrate their hardware applications in a presentation format similar to a poster session.

MINI-WORKSHOPS

After a brief demonstration, presenters guide participants in "hands-on" practice. Space in these ticketed workshops is limited to 20 participants. Workshop duration is 90 minutes.

DEVELOPERS' SHOWCASE

The Developers' Showcase is an opportunity for ESOL teachers and curriculum/course designers to demonstrate new and original computer applications and/or websites. Presenters have 8 to 12 minutes to demonstrate

and/or operate their software and explain its features and applications. A question-and-answer session follows each presentation.

MOBILE APPS FOR EDUCATION

The Mobile Apps for Education session provides ESOL teachers with the opportunity to demonstrate pedagogical uses for their favorite mobile applications. Presenters will have approximately ten minutes to demonstrate their application and explain its uses for ESOL classrooms. A question-and-answer session follows each presentation.

To access more detailed descriptions of all events and a proposal submission form, go to <http://www.call-is.org><<http://www.call-is.org/>>

Suzan Stamper
CALL-IS Past Chair and EV Events Coordinator

Suzan Stamper
Senior Lecturer and Associate Director, EAP Program
stampers@iupui.edu<<mailto:stampers@iupui.edu>>
in the IU School of Liberal Arts, Dept. of English
IUPUI

English for Academic Purposes Program
Cavanaugh Hall 341B
425 University Boulevard
Indianapolis, IN 46202
317-278-5734

ANAGRAMS

ASTRONOMER:

When you rearrange the letters: MOON STARER

DESPERATION:

When you rearrange the letters: A ROPE ENDS IT

THE EYES:

When you rearrange the letters: THEY SEE

THE MORSE CODE :

When you rearrange the letters: HERE COME DOTS

DORMITORY:

When you rearrange the letters: DIRTY ROOM

SLOT MACHINES:

When you rearrange the letters: CASH LOST IN ME

ANIMOSITY:

When you rearrange the letters: IS NO AMITY

ELECTION RESULTS:

When you rearrange the letters: LIES LET'S RECOUNT

SNOOZE ALARMS:

When you rearrange the letters: ALAS NO MORE Z'S

A DECIMAL POINT:

When you rearrange the letters: I'M A DOT IN PLACE

ELEVEN PLUS TWO:

When you rearrange the letters: TWELVE PLUS ONE

MOTHER-IN-LAW:

When you rearrange the letters: WOMAN HITLER