

THE INGED NEWSLETTER

NEWS ON-LINE

Together we stand!



Issue 3
September 2012

TABLE OF CONTENTS

From the President	4
From the Editor	7
The Annual General Assembly Notice	8
INGED Afternoon vs. INGED Event	9
For Prospective Contributors	10
The 5th INGED Spell Event	11
The 4th English Story Writing Contest	11
SEETA, South Eastern Europe Teachers' Association News	12
The 15th INGED Drama Festivals in Ankara & Istanbul.....	14
Technology in Teaching: Word Clouds by A. Suzan Öniz	15
Facts About Monarch Butterflies	19
Let's Recycle Old Activities compiled by A. Suzan Öniz	26
Selected for you	32
Reflections on TESOL by B. Delen	41
Reflections from the 9 th AZETA ELT Conference by M. N. Demirbaş	50
A Session at the INGED Event at TAA in Ankara by A. Ersöz	53
The INGED - British Council Co-Event in Rize by A. Ersöz	63

Reflections on the Teaching Turkish as a Foreign Language Diploma Program by the Yunus Emre Institute by A. Ersöz	65
,A Session at the INGED-British Council Co-Event in Ankara By A. Ersöz	70
From a Colleague: "Best Teacher I Ever Had" by D. Owen	74
From Another Colleague: Two poems & three photos from N. Yavus	76
Something to Think About: "100 Whimsical Words," "How will Students Perform? Depends on Teacher Expectations," "Psychology and ELT: The Halo Effect 'Who said saints have a monopoly on halos?'"	80
News from the British Council	92
News from IATEFL	94
News from TESOL	95
Signs	96



From the President

Dear colleagues,

Another school year has just begun. Lots of new challenges are ahead of us in addition to those that are familiar. Teaching and/or learning is a process that is far more complicated than it seems. There are a number of factors that affect this process, but in this issue, I want to touch upon the role of the teacher and his/her contribution to (language) learning.

Ernst von Glasersfeld, a leading constructivist, believes that education has two main purposes: to empower learners to think for themselves, and to promote in the next generation ways of thinking and acting that are deemed important by the present generation (von Glasersfeld, E. 1995. *Radical Constructivism*. London: Falmer). Moreover, in his view, constructivist learning is best put into practice by presenting the learners with issues and concepts in the form of problems to be explored, rather than as factoids to be swallowed, digested and then regurgitated whenever needed.

The teacher cannot tell students what concepts to construct or how to construct them, but by judicious use of language they can be prevented from constructing in directions which the teacher considers futile but which, as he knows from experience, are likely to be tried (von Glasersfeld, 1995: 184). Teachers are no longer seen as gateways to knowledge; they are more like inspiring leaders.

According to Chris Argyris and Donald Schon, there is usually a contrast between what teachers say they believe and the ways in which they act. (Argyris, C. and D. A. Schon. 1974. *Theory in Practice*. San Francisco: Jossey-Bass.; Argyris, C. and D. A. Schon. 1978. Perceptions of self-managed learning opportunities and academic locus of control: a causal interpretation, *Journal of Educational Psychology*, 70 (b), 988-92.). If teachers can become "reflective practitioners", they can observe their professional practice critically and form their own theories to become consistent in their actions.

Smyth suggests that this critical reflection can be fostered by means of asking a number of questions: (Smyth, J. 1991. *Teachers as Collaborative Learners*. Milton Keynes: Open University Press. p. 116)

- What do my practices say about my assumptions, values and beliefs about

teaching? Where did these ideas come from?

- What views of power do they embody?
- Whose interests do my practices seem to serve?

Beliefs are hard to be defined or evaluated, but there are a number of things that we should know about them. Both culture and society have great effect on our beliefs. They tend to be resistant to change because they are formed early in life. They are really difficult to measure, so we almost always have to infer people's beliefs from the ways in which they act rather than from what they say they believe.

Beliefs about learners

Teachers hold any or a combination of beliefs about their students. They tend to see their students as:

- resisters
- receptacles
- raw material
- clients
- partners
- individual explorers
- democratic explorers

These constructs are seen in terms of a continuum which mirrors the nature of the teacher-learner power relationship. Thus, the first three constructs are teacher dominated, whereas the latter involve learner participation.

Teachers who see their learners as resisters, receptacles and/ or raw material believe that their students are individuals who do not wish to learn, and punishment is the most appropriate way of overcoming such learners. They also think that students are empty buckets to be filled with knowledge or raw clay to be shaped.

As is obvious, these teachers will never follow the principles of constructivism which asserts that learning is the result of social interaction and the meanings the teacher and the students construct together.

Beliefs about learning

Some teachers become extremely conservative in their teaching ways, thus perpetuating a model of teaching that is comfortable for them but not necessarily effective for student learning.

Teachers who have the direct transmission view of student learning believe that a teachers' role is to communicate knowledge in a clear and structured way, to explain correct solutions, to give students clear and resolvable problems, and to ensure calm and concentration in the classroom. For them language can be thought of as a set of grammatical structures which are learned consciously and controlled by the language learner. If language learners understand some of the basic grammatical rules of the language they can usually create lots of new sentences on their own.

In contrast, teachers with a constructivist view focus on students not as passive recipients but as active participants in the process of acquiring knowledge. They emphasize facilitating student inquiry, and prefer to give students the chance to develop solutions to problems on their own. They allow and, in fact, encourage students to play active role in instructional activities.

Teachers' beliefs about themselves

Teachers with self-esteem can easily build the self-esteem of others. They believe in themselves which is reflected in their posture; and this self-confidence will build trust and respect on their students. Such teachers have not only respect to and genuine belief in themselves but also in their students' abilities. As encouraging and supportive teachers, they are ready to recognize the students' effort and potential. They generally focus on using positive comments about students' abilities rather than negative comments about their performance.

There is no such thing as "the perfect teacher." However, it is not difficult to be a good teacher. Good teachers know that students are human beings who want to be treated with respect and care. They know that aggression, negative attitudes and behaviors cause more negative reactions. Good teachers know that they can change a young person's life by helping them to realize their potential, helping them to grow, helping them to find their talents, skills and abilities. Good teachers know that ongoing professional development keeps them up-to-date.

Remember what we usually get back from our students is what we, ourselves, have brought to the teaching-learning process.

Prof. Dr. Aydan Ersöz
September 2012



From the Editor

Dear Colleagues,

It is time again to start preparing lessons and reading homework assignments. A big 'kolay gelsin!' to all of you... We wish you a happy, healthy and successful new year, enjoyment in class and outside.

In this issue, we have a lot of practical ideas that you may wish to implement in your classes. Some of these are related to younger learners, others are for all ages with some adaptation on your part. You will find explanations of word clouds and suggestions for their use in the classroom on our Technology page; facts that you may wish to share with your students about monarch butterflies (our cover topic) and go on to projects that students can set up outside the classroom involving these intriguing butterflies; 100 whimsical words as the author calls them including the word 'lugubrious' for instance; vocabulary and structure practice activities from various colleagues, either ideas that they have created for their students or observations at workshops... The last section in this issue is about the meaning of some of the signs and their accompanying acronyms that we frequently encounter. Do you know what M&M stands for or the word ZIP in Zip Code?

The details for the Annual General Assembly can be found on the next page. Please make sure that you are free especially on 3 November to attend this yearly event. We are looking forward to seeing you there.

Hoping that ideas in this issue will motivate you, I wish you a fruitful and enjoyable semester...

Warm regards,

Suzan Öniz
INGED Newsletter Editor

NOTIFICATION: ANNUAL GENERAL ASSEMBLY

To all INGED Members,

The Annual INGED General Assembly will meet

on Friday, 19 October 2012

at 4:30 p.m.

at Middle East Technical University,

Department of Basic English,

E Building,

Auditorium 1.

**In the case of insufficient attendance,
the second and final meeting will take place**

on Saturday, 3 November 2012,

at 11:00 a.m.

at the above specified venue.

WHAT IS THE DIFFERENCE ???

AN INGED AFTERNOON AND AN INGED EVENT



INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS

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

NOTES FROM A CONFERENCE

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

TECHNOLOGY IN TEACHING

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

YOUR PAPERS

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

THE VOICE OF INGED MEMBERS

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



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

The 5th INGED SpellEvent

The details of the 2013 INGED Spell Event
will be announced
after the Annual General Assembly.

Watch the ANNOUNCEMENTS section of our web page...



THE 4th
ENGLISH
STORY WRITING
CONTEST

Nuance Publishing and Yabancı Dil Kitap in co-operation with INGED will organize the *4th Story Writing Contest*, the first of which took place in 2010 and which has now become an annual event.

Watch the ANNOUNCEMENTS on the INGED website for details.

SEETA

SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

<http://seeta.eu/>

SEETA South Eastern Europe Teachers Association

[Getting Started](#) | [SEETA Volunteers](#) | [Netiquette](#) | [SEETA World](#) | [Calendar](#) | [Contact](#)

Getting Started
Getting Active

Do you want to find out more about the SEETA Community? Do you want to know how you can contribute and be more active? Do you need help and advice about using the site? Click [HERE](#) to access this area.

Navigation

Home

- Site news
- Mike McCarthy's Q and A
- Gavin Dudney: An Introduction to digital literacies
- My working week: Eiranka Mitrovic
- Watch the Webinar Recording : Lawrence J. Zwier
- Vesna Novicic and Friends: Play Your Spectral Song
- Adapting Your Coursebook With Technology
- Closed Course - Queries
- Visit all of SEETA World
- Courses

SEETA is:-



Coming Soon!

SEETA Live Webinar



21 October 2012, GMT 7:00pm
Find out the time in your area [HERE](#)
Russell Stannard
The Connected Classroom - Using Technology to get our students speaking

In this talk Russell will present some simple web 2.0 tools that we can use to get our students speaking both in and outside of the class. Web 2.0 offers us tools that students and teachers can use to record themselves speaking and then at a click of a button share the recordings by email or place in Moodle, a blog or a website. This is a great way to set up speaking tasks and activities with your students. Based on work being carried out at the University of Warwick, teachers can learn these tools in minute and make immediate use of his ideas. Russell will explain in the talk why he calls the presentation the "Connected Classroom". Whether you are a technophile or a technophobe this is a talk not to be missed.

SEETA Music



8-31 October 2012
Saša Strahinjic
Wake Up Songs!

Hosted Discussion



19-30 November 2012
Carol Rainbow
E-safety: understanding issues and teaching resources

Using the web gives access to the world's biggest library with videos, sounds, images, photographs, academic papers and books being uploaded daily. It offers the opportunity to communicate globally, easily and cheaply. Access to the internet is becoming ubiquitous due to the massive uptake of smart phones, tablets, games machines, netbooks and various other mobile devices. Many of us are always connected and the numbers will continue to rise for the foreseeable future. E-safety is something that we all need to know about and understand.

Happening Now!

SEETA Interview



NEW
October 2012
Mike McCarthy's Q & A

Mike answers our questions on video. Watch the video now and make your comments.

Login

Username

Password

Remember username

[Create new account](#)
[Lost password?](#)

Online users

(last 5 minutes)
None

Future on-line guests

21 October 2012
SEETA webinar
Russell Stannard
The Connected Classroom : Using technology to get our students speaking

19-30 November 2012
Carol Rainbow
E-safety - understanding issues and teaching resources



Latest news

Anna Parisi 6 Sep, 12:39
SEPTEMBER 2012 on SEETA
[more...](#)

Anna Parisi 28 Jun, 20:36
Larry Zwier's webinar [more...](#)

Anna Parisi 22 Jun, 13:14
Lawrence J. Zwier LIVE
webinar today [more...](#)

[Older topics ...](#)

Upcoming events

There are no upcoming

SEETA Members

An area for the membership of Teachers' Associations in SEETA. You need an enrolment key from your TA. Click [HERE](#) to access this area.

SEETA Committees

This is an area for on-line courses for committee members of TAs participating in SEETA. Click [HERE](#) to access this area.

SEETA Administration

This is an area for SEETA administration. Click [HERE](#) to access this area.

SEETA articles bank



Teaching the Order of Adjectives in a Creative Way

by Catalina-Ecaterina Baltateanu

[Read the article](#)

On-going SEETA forums



Philip Kerr
What I wanna know is...

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

[Visit 'What I wanna know...'](#)

[RSS](#)



Catalina Ecaterina Baltateanu
SEETA Projects Corner

SEETA Projects Corner is the place where teachers can exchange ideas on projects to use with their classes or to share.

[Visit 'SEETA Projects'](#)

[RSS](#)



Sandra Vida
The ELT recipe book

Tell me what you have in your fridge and we will help you cook something with it! I don't promise it will always be edible, but it is worth a try!

[Visit ELT Recipes'](#)

[RSS](#)

Open for visits and tasks

SEETA Online course



10-23 September 2012
Gavin Dudeney
An Introduction to Digital Literacies

[Gavin Dudeney: An introduction to digital literacies](#)

Our regular monthly guest blog



10-14 September 2012
Brankica Mitrovic
My working week - Teaching Tolerance

[My working week: Brankica Mitrovic](#)

SEETA Live Webinar



6 September 2012, UTC 14:00 - 15:30
Lawrence J. Zwier
Evaluating the level of Readings and Vocabulary

SEETA Music



July-August 2012
Vesna Novicic and Friends
Play Your Special Song

[Vesna Novicic and Friends: Play Your Special Song](#)

Closed Course

SEETA CLOSED COURSES is a series of on-line courses exclusively for the members of the SEETA Teachers' Associations.



10 October 2011 - 15 January 2012
Duration: 12 weeks
Nik Peachey
Adopting Your Coursebook With Technology

If you are a member of one of the participating Teachers' Associations and would like to enrol on the course, send an email to your TA and ask for the enrolment key. You will then use this to enrol on the course. A Certificate of on-line Attendance will be awarded upon completion of the course.

[Adopting Your Coursebook With Technology](#)

Got a question about closed courses? Use [this forum](#) to get an answer.

[Closed Course - Queries](#)

Calendar

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Past Forums



THE 15TH INGED DRAMA FESTIVAL IN ANKARA



Get ready for the Drama Festivals in Ankara & Istanbul!

Pick your plays and stories and

start preparing for these exciting events...

Details: Will be announced on the INGED web site...

INGED - MARMARA SCHOOLS 15th DRAMA FESTIVAL in 2013



TECHNOLOGY IN TEACHING:



WHAT IS A WORD CLOUD AND HOW TO USE WORD CLOUDS IN CLASS

by A. Suzan Öñiz

What is a Word Cloud or a Tag Cloud?

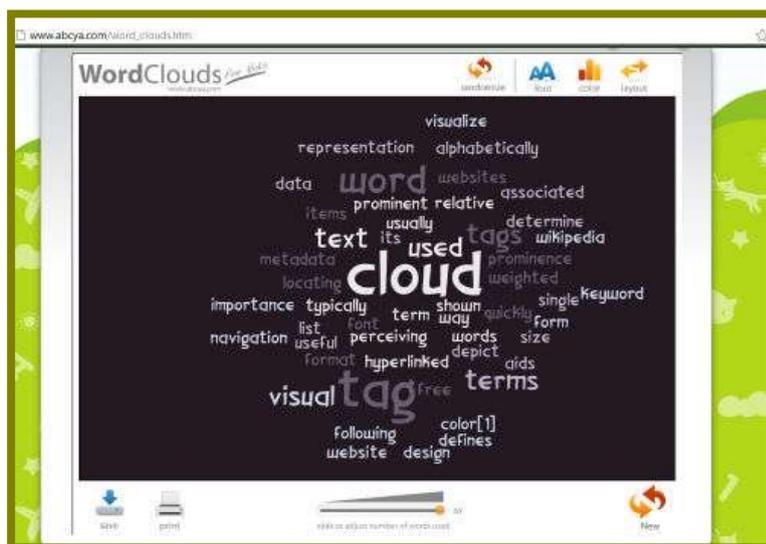
The Wikipedia defines a word cloud in the following way:

A tag cloud (word cloud, or weighted list in visual design) is a visual representation for text data, typically used to depict keyword metadata (tags) on websites, or to visualize free form text. Tags are usually single words, and the importance of each tag is shown with font size or color.[1] This format is useful for quickly perceiving the most prominent terms and for locating a term alphabetically to determine its relative prominence. When used as website navigation aids, the terms are hyperlinked to items associated with the tag.

Free WordCloud creators:

1. **ABCYA (wordclouds for kids):** http://www.abcya.com/word_clouds.htm

A word cloud is a graphical representation of word frequency. Type or paste text into the box and press the arrow button to view the word cloud generated. The appearance of a word cloud can be altered using the graphical buttons above the cloud. It is



7. WordSift: <http://wordsift.com/> (links each word to visual thesaurus)

It is a basic wordcloud generator but has the added ability to mark and sort different lists of words important to educators. The Stanford programmers who created this program have also integrated it with a few other functions, such as visualization of word thesaurus relationships (incorporating the amazing Visual Thesaurus® that they highly recommend

WordSift Visualize Text Take a quick video tour

Home Stanford University ELL Resources - more!

aid alphabetically associated **cloud** color[1] datum define depict design determine following font form forest free hypertexted Importance Item keyword list locating metadata navigation perceiving prominence prominent quickly relative representation shown single size **tag** term text typically used useful usually **visual** visualize way website websites weightant wikipedia **word**

Sort: Common to Rare | Rare to Common | A to Z | Z to A | Create Workspace | Squish Cloud | Unsquish | Mark: GSE | AVL | Litig, Arts | Science | MMH | Social Studies | Custom | Unmark

Make Images Draggable

tag cloud Search

Search for a word in the Visual Thesaurus®

Find a word to search LOOK IT UP

Search History | Random Word | Language English

Examples from Source

"Tag"

What is a Word Cloud or a **Tag** Cloud? The Wikipedia defines a word cloud in the following way: A **tag** cloud (word cloud, or weighted list in visual design) is a visual representation for text data, typically used to depict keyword metadata (tags) on websites, or to visualize free-form text.

Tags are usually single words, and the importance of each **tag** is shown with font size or color.[1] This format is useful for quickly perceiving the most prominent terms and for locating a term alphabetically to determine its relative

in its own right) and Google® searches of images and videos. With just a click on any word in the Tag Cloud, the program displays instances of sentences in which that word is used in the text.

How to use WordCloud in class

Some of the following ideas have been adapted from Michael Gorman's "108 Ways to Use Word Clouds in the Classroom...Word Clouds in Education Series: Part 2" at

<http://21centuryedtech.wordpress.com/2012/05/21/108-ways-to-use-word-clouds-in-the-classroom-word-clouds-in-education-series-part-2/>

Use your reading texts: Make a wordcloud from one of the reading texts that you already covered and ask students to tell you which reading it was and what they remember about it. Alternatively, make a cloud from the text you will deal with and ask students to predict the contents then reading the text to confirm or reject predictions.

Individual students make a cloud from a past reading text that they liked using colors to show the class their favorite words (thus concepts) or to rank the ideas.

Vocabulary revision: Students make their own clouds from a set number of words choosing the words that they learned easily or with difficulty or from words that they find hard to spell etc.

They can classify words (according to parts of speech or meaning) and make word clouds.

Class profile: The class jointly makes a cloud expressing their expectations of the course, or the term/year.

Just for fun: Students make a cloud with only their first names.

In a writing class: Students make word clouds of the paragraphs they have written (on the same topic) and through these clouds, they can see which words are frequent by looking at each other's clouds.

Give students a word cloud from which they create (individually or in pairs) their own story; then, they can make a cloud of their story and compare the one you gave them and the one they made from their own story to see how many words are frequent in both.

**FACTS ABOUT
MONARCH BUTTERFLIES...
HOW FAR CAN THEY FLY?
WHY DON'T BIRDS EAT THEM?
And more...**



http://www.riverdeep.net/current/2000/09/092900_migrations.jhtml

Time to Fly

Butterflies that migrate!

It's fall, and millions of monarch butterflies are migrating to warmer climates for the winter—heading either to the Californian coast or to certain mountains in Mexico. Why do the butterflies need to migrate?

Monarch butterflies know fall is here the same way that we do; they feel the chill in the air. While we adapt by putting on a sweater, the situation is much more serious for the monarchs. Temperatures below 12.8°C make it impossible

for them to fly; temperatures below 4.4°C paralyze them. The monarchs originated in the tropics and can't live for long at temperatures below freezing.

At the same time that the air is cooling, the nectar supply that feeds the butterflies is dwindling. To survive, the insects begin migrating in late summer, flying with the wind to reach their winter homes.



Up to 100 million monarch butterflies migrate either to California or to Mexico each year. (This isn't the entire population. Some monarchs never make the migration.) There are more than 25 winter roosting sites along the Californian coast and about a dozen known sites in the Sierra Madre Oriental Mountains of Mexico. In both regions, butterflies depend upon trees for their survival. The insects cluster in pine and eucalyptus trees along the California coast and in ovamel trees in Mexico.

Wintering monarchs cluster together. The end result looks like massive clumps of feathery orange-and-black grapes. Each butterfly hangs with its wings over the butterfly beneath it, creating a shingle effect that buffers the bugs from the rain and creates warmth. The weight of the cluster also prevents the butterflies from being blown away.

Butterflies stay in their winter homes until about March, when they begin a quick retreat to their summer homes, at times traveling as fast as 48.28 kph.

How long is this journey?

http://en.wikipedia.org/wiki/Monarch_butterfly

...The length of these journeys exceeds the normal lifespan of most monarchs, which is less than two months for butterflies born in early summer. The last generation of the summer enters into a non-reproductive phase known as diapause and may live seven months or more. During diapause, butterflies fly to one of many overwintering sites. The generation that overwinters generally does not reproduce until it leaves the overwintering site sometime in February and March.

It is thought that the overwinter population of those east of the Rockies may reach as far north as Texas and Oklahoma during the spring migration. It is the second, third and fourth generations that return to their northern locations in the United States and Canada in the spring. How the species manages to return to the same overwintering spots over a gap of several generations is still a subject of research; the flight patterns appear to be inherited, based on a combination of the position of the sun in the sky and a time-compensated Sun compass that depends upon a circadian clock that is based in their antennae. New research has also shown that Monarch butterflies can use the earth's magnetic field for orientation. The antennae contain cryptochrome, a photoreceptor protein that is sensitive to the violet-blue part of the spectrum. In the presence of violet or blue light it can function as a chemical compass, which tells the animal if it is aligned with the earth's magnetic field, but it is unable to tell the difference between the magnetic North or South. The complete magnetical sense is present in a single antenna.

Crossing the ocean!

Monarch butterflies are one of the few insects capable of making trans-Atlantic crossings. They are becoming more common in Bermuda due to increased usage of milkweed as an ornamental plant in flower gardens. Monarch butterflies born in Bermuda remain year round due to the island's mild climate. A few monarchs turn up in the far southwest of Great Britain in years when the wind conditions are right, and have been sighted as far east as Long Bennington. In Australia, Monarchs make limited migrations in cooler areas, but the Blue Tiger butterfly is better known in Australia for its lengthy migration. Monarchs can also be found in New Zealand. On the islands of Hawaii no migrations have been noted.

Protection against birds

Monarch butterflies are poisonous or distasteful to birds and mammals

because of the presence of cardiac glycosides that are contained in milkweed consumed by the larva. It is thought that the bright colors of larvae and adults function as warning colors. During hibernation monarch butterflies sometimes suffer losses because hungry birds pick through them looking for the butterflies with the least amount of poison, but in the process killing those that they reject.

Differences between migrating and breeding monarchs

A recent study examined wing colors of migrating monarchs using computer image analysis and found migrants had darker orange (reddish colored) wings than breeding monarchs.

Recent research has overturned a prevailing theory that the migration patterns of the eastern and western are due to genetic reasons and that their genetic material was different. The American populations have been found to be distinct from the Monarch populations in New Zealand and Hawaii but not from each other.

Reproduction:

The monarch goes through four radically different stages:

1. The eggs are laid by the females during spring and summer breeding months. The eggs are laid onto the leaves of milkweed plants.



2. The eggs hatch (after 4 days), revealing worm-like larvae, the caterpillars. The caterpillars consume their egg cases, then feed on milkweed, and sequester substances called cardenolides, a type of cardiac glycoside. During the caterpillar stage, monarchs store energy in the form of fat and nutrients to carry them



through the non-feeding pupa stage. The caterpillar stage lasts around 2 weeks.

3. In the pupa or chrysalis stage, the caterpillar spins a silk pad on a twig, leaf, etc., and hangs from this pad by its last pair of prolegs. It hangs



upside down in the shape of a 'J', and then molts, leaving itself encased in an articulated green exoskeleton. At this point, hormonal changes occur, leading to the development of a butterfly (metamorphosis). The chrysalis darkens (the exoskeleton becomes transparent) a day before it emerges, and its orange and black wings can be seen.

4. The mature butterfly emerges after about two pupal weeks and hangs



from the split chrysalis for several hours until its wings are dry (often in the morning). Meanwhile fluids are pumped into the crinkled wings until they become full and stiff. Some of this orangey fluid (called meconium) drips from the wings. Finally (usually in

the afternoon) the monarch spreads its wings, quivers them to be sure they are stiff, and then flies away, to feed on a variety of flowers, including milkweed flowers, red clover, and goldenrod.

Monarchs can live a life of two to eight weeks in a garden having their host *Asclepias* plants and sufficient flowers for nectar. This is especially true if the flower garden happens to be surrounded by native forest that seems to be lacking in flowers.

INTERESTING FACTS ABOUT MONARCHS

<http://www.monarch-butterfly.com/monarch-butterflies-facts.html>

Did you know that monarch butterflies go through four generations each year? The first three generations hatch from their cocoon state (also known as the pupa or chrysalis state) and live for up to six weeks, but the fourth generation continues to live on for up to six or eight months so that they can migrate to a warmer climate, hibernate, and then start a new first generation in the spring time.

Do you know how to tell a male from a female monarch butterfly? The male monarchs have a black spot (scent glands) on each of the hind wings over a vein. The female monarch butterfly does not have this spot. Many people think that only the male monarch butterfly is beautiful, but that is simply not true. Every monarch butterfly is beautiful.

<http://campfire.andycamper.com/10-fun-facts-about-monarch-butterflies>

Monarchs can travel up to 8,000 km per year.

The monarch butterfly caterpillar sheds its skin four times within two weeks of hatching.

When the monarch butterfly caterpillar is two weeks old, it weighs 3,000 times as much as it did when it was born.



LET'S RECYCLE OLD ACTIVITIES

Compiled by
A. Suzan Öñiz

In this issue, we continue with ideas from older issues of the paper-based newsletter, *News In-Brief*. On the following pages, there are 6 activities that you may wish to adapt to your classes. For these, we thank our colleague Nazan Özçınar, who is still an active INGED member. In addition, in response to two questions, you can find two more activity ideas and finally, there are suggestions, made by your editor, as to how you can use cartoons in class. We hope you will have a fun and active new term at school; we will be very pleased if you can write to us to let us know what activities you use with your learners and your comments concerning the suggestions that you find on these pages. Have a happy, successful and enjoyable year!

Actual Ideas from ACT-U-AL Teachers



PRACTISING VOCABULARY IN AN ENJOYABLE WAY

by

Nazan Özçınar
Hacettepe University

The following activities and games are all used as revision activities. Teachers can use them as they are or adapt them after an initial presentation. The reasons for revising vocabulary items through games and activities are as follows:

Vocabulary revision games

- * are enjoyable for students,
- * are practical and easy to prepare,
- * suggest a way to students as to how to practise them at home,
- * create a situation for the students to define the words in English,
- * create an atmosphere for groupwork; thus students can learn from each other.

I usually do one of the games or activities after finishing four or five units of the coursebook.

Activity 1: "Mime the Word"

Time: 10-15 minutes.

Skill: Speaking

Procedure:

The teacher (T) prepares a list of words that can be mimed. Two piles of blue and pink cards are put on the T's table. The class is divided into two groups; pink and blue (girls and boys if that's possible). One student from each group stands up and selects a word from their pile and mimes the word to his/her group. If the group guesses the word correctly, they get 1 point. If not, the other groups has a chance to guess and get a point. The group with the most points is the winner.

Activity 2: "Match the Word"

Time: 15-20 minutes.

Skill: Speaking & Writing

Procedure:

The T writes the words to be revised on yellow cards (7 cm X 3 cm) and gives each pair a yellow card and an empty green card. Each pair writes a synonym, a description or a translation on the empty card. The T checks the students' (ss') answers and collects them in a bag. The T then asks ss to choose one card, either yellow or green from the bag. After all the ss have chosen their cards, ss stand up and find their partners and sit together. Now the new pairs read out their cards. The task of the whole group is to listen and check if the info on the cards is correct or not. After checking the answers, pairs write a short dialogue inserting that particular word into their dialogue.

Activity 3: "Crazy Combinations"

Time: 15-20 minutes.

Skill: Listening & Writing

Procedure:

The T sticks the words to be revised on the walls playing soft music in the background. The T reads out a self-created example story by inserting 4 words from the wall. Ss guess the meanings of those words. Ss then chose 2-4 words from the walls & write a story individually by making crazy combinations with the words on the walls.

Activity 4: "Pelmanism or Memory Game"

Time: 15-20 minutes.

Skill: Listening & Writing

Procedure:

I adapted this "children's memory game" for the purpose of EFL learners. Although it is difficult and time-consuming to prepare, the cards can be kept and reused year-in year-out as long as you teach the same coursebook.

Each group of 4 ss is given 8 yellow cards (8cm X 8cm) with words to be revised and 9 white cards (same size). Groups quickly write the synonyms, descriptions or translations of those vocabulary items on the white cards. E.g., to remember x forget.

The T checks the groups' answers & corrects mistakes when necessary. After their work is checked, groups spread out all the cards randomly before them, face down. The first student turns over one yellow card and one white card. If they match, s/he has another turn. If not, s/he replaces the cards in their same places, face down and the next student turns over two cards.

This process is repeated, in turn, by the ss, the aim being to remember where the different cards were located & to turn up a matching pair - which then becomes the property of the one who matched them. The winner is the one who has the most pairs at the end. (Adapted from Ur, Penny., *Grammar Practice Activities*, CUP, 1988).

Activity 5: "Nazo's Vocabulary Show or Up, Up, Up"

Time: 10-15 minutes.

Skill: Listening & Writing

Procedure:

This game is the most practical of all and can be played when ss need some change during the lesson. The T has a bag of synonyms or definitions of the words to be revised with her. Ss sit in groups of 4 & find a groupname for their group. The T writes the groupnames on the board. Each group gets a pile of scrap paper on which they have to write the wanted vocabulary items. The T takes the microphone (unattached) in her / his hand & starts the show. The T pulls out one card with a synonym or a definition from the bag & reads it aloud. Ss get time to write the synonyms of the word the T has read out on the scrap paper. After 15 seconds, the T shouts "Up, up, up" & the group holds their word up. Groups get one point for the correct answer, half a point for wrong spelling. The group who has the most points is the winner.

Activity 6: "Vocabulary Oral / Written Quiz"

Time: 20-25 minutes.

Skill: Writing & Reading

Procedure:

This activity is also time-consuming to prepare, since the T. has to write 6-10 words on 7 or 8 cards but once you prepare the cards, you can re-use them.

Each group gets a vocabulary card with 6-10 words written on it. Groups quickly find the synonyms or definitions for these words & write them down on the same cards. The T checks the ss' answers. Then, one student from each group goes to another group and does the vocabulary quiz orally within 5 minutes. The student asks, for example "What is the synonym for....?" or "Listen to my definition: It's something that children like a lot & it's cold. What's this?" If the other group members know the answer, the quiz maker puts a tick on the vocabulary card. After 5 minutes, the quiz is over. The group with the most ticks is the winner.

Variation: Vocabulary Written Quiz

Each group gets a vocabulary card containing 10 vocabulary items. The groups imagine they are teachers & that they have to prepare a quiz for their class. The quiz has to consist of two parts:

- A) Choose the correct word from the box for each sentence.
- B) Match the following words with their meanings.

The group then decides on the number of points themselves. After the quiz is ready, groups exchange tests & do the quiz. After finishing, they can get the answer key from the group who prepared the quiz.

Have Fun!!!

QUESTION: WHAT CAN I ASK MY STUDENTS TO DO WHEN I ASSIGN OUTSIDE READING?

Yes, what to do so that teachers can involve all students at the same time, especially difficult when each student is reading a different book! Outside reading is a very useful activity but it needs to be planned carefully. On one of the listserves, a question concerning 'whole language teaching' was posed. Linda Dehnad's answer to that question seems to also answer our question. The following is a reading activity involving 'whole language' suggested by L. Dehnad:

Could it be that the question about Whole Language "strategies" can be answered rather with a quick description of a classroom activity? In my ESL class my students each chose a novel to read, and after the initial hurdle of understanding how people who read for pleasure really approach a book, the students begin to keep a double-entry journal, which you've probably already heard about on this list. In the journal they copy quotes, both long and short, of passages that they find important, exciting, or beautifully written. Then they write down their own thoughts generated by the passage, about the characters, the plot, the ideas, etc.

These double-entry journals are shared with others in the class, and it's been my experience that many topics for discussion (both written and oral) are generated by the DE Journals. In my experience students are much more fascinated by thoughts and questions raised by their class-mates than they are by the topics I dream up.

Several things are achieved in the process of reading large amounts of good literature and keeping the journals. They read thousands of grammatically correct sentences which leave their imprint on their minds, and it's not unusual for students to use complex sentences in writing and speaking. They develop their own thoughts, and their papers, based on the journals, are often cogent, coherent, and correct. And, just as many of us are influenced in our own writing by the writer we happen to be reading at a given moment, students are influenced by their novels, and their writing often takes on a literary tone and flavor.

Linda Dehnad Ribet Academy Los Angeles, California lindad3@wenet.net

QUESTION: WHAT IS AN ACTIVITY THAT ENCOURAGES LISTENING AND OTHER SKILLS, ESPECIALLY WRITING?

A possible answer to this question is a challenging and integrated activity type called

DICTO-COMP

Read a short text to students at regular reading speed and then re-read partial sentences for the students to complete.

e. g. T reads the first half of the sentence (or the last half) and the students must write out the entire sentence from their own comprehension of the initial reading.

This not only requires ss to pay close attention to the original reading, but also requires them to fill in grammatical structures, reaching into their own knowledge and not just copying down dictated words.

A classical variation:

Read the text to the ss and write down the major content words from it on the board.

e. g. read, text, students, write, major, words, board

This provides the ss with a skeleton of the content of the dictation and they must "comp" (compose/recall) the rest of it.

This activity provides lower-level writing ss with a major transition from tightly controlled activities such as dictation and transforming sentences to free writing. It is clearly not "free writing", but it allows ss to start thinking for themselves about how to structure written sentences still within a controlled situation. In this sense, they are "half in control," and writing more freely, somewhere closer towards the middle of the manipulation-communication scale.

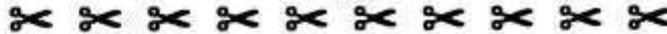
The ultimate DICTO-COMP is to read a text only once at regular speed and then ask ss to re-write it as closely as possible from memory, a technique which moves ss even farther along in control of their writing.

QUESTION: IS THERE A QUICK GAME I CAN PLAY WITH MY STUDENTS?

Sentence Hangman is a quick game played just like the traditional "Hangman," except that instead of a single word, the T writes a sentence on the board. Try starting with a question because the addition of the "?" is a clue, and seems also to add excitement. You can also use sentences taken from classwork, which all students had been exposed to. This game may serve as a warmer or filler and requires no preparation at home.

USING CARTOONS IN THE CLASSROOM

by Suzan Öñiz,
METU, Ankara



Materials:

Single cartoons (1 per pair or in large classes: 1 per 4 students) or cartoon stories (1 story per group) appropriate in content and language level

White out to erase captions/speech bubbles

Cardboard to mount the cartoons & glue & scissors

PROCEDURE FOR SINGLE CARTOONS:

Either photocopy the same cartoon so that the whole class is working on the same cartoon or find enough cartoons to give each pair/foursome different cartoons.

A. WHITE OUT

1. Cover the caption or speech bubble of the cartoon with white out.
2. Give out the cartoon to pairs or to groups of 4 students.
3. Students try to write the captions or speech bubbles themselves.
4. Pairs/Groups exchange cartoons to read each other's work OR post the cartoons on the walls for students to walk around and read. Option: Get students to do peer-correcting.
5. Collect the cartoons either at the end or just after the students have finished writing in order to correct errors or indicate errors so that pairs/groups can do self-correction on their own work.

B. MATCHING

1. Find 3-4 single cartoons and cut off the caption or speech bubble in each. If cutting is technically not possible, erase the bubble and copy the same words onto a separate paper, preferably shaped like a speech bubble. You will thus have the cartoons and the corresponding captions/bubbles on separate pieces of paper.
 2. Give each pair/group of 4 students one set of cartoons with their separate captions/bubbles.
 3. Students try to match the words to the cartoons. The more cartoons, the longer the activity.
- Tip: If you want students to self-check their answers: color code the backs of the cartoons and words so that for example cartoon one has a blue dot on the back and the matching bubble has a blue dot on the back, too. If you want to kill two birds: Write one half of a new word on the cartoon with the last part of the word on the bubble. In this way, learners have to make a word when they put the cartoon and its matching bubble side by side.

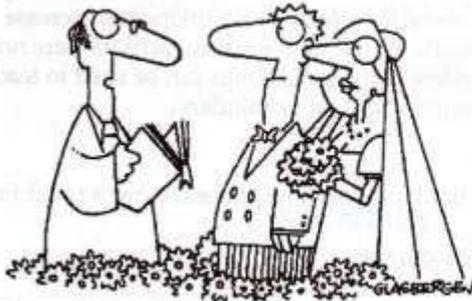
C. CLOZE

1. Choose words in the caption or bubble that you cover with white out.
2. Give each pair/group one cartoon. Students fill in the missing word/words on a separate paper (so that you can collect your cartoons back and reuse them later).
3. Give out a key or get students to exchange answers and do peer feedback or dictate the words in the wrong order to get students to put in the right order and read out and so on.

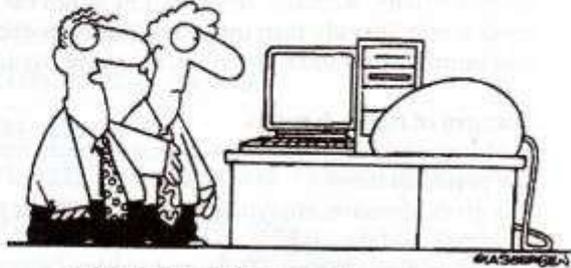
PROCEDURE FOR CARTOON STORIES: JIGSAWING

1. Cut up the story squares. The number of squares in each story is also the number of students in the group. For instance, if a cartoon story has 4 squares, this set goes to a group of 4 students; if another cartoon story has 7 squares, it goes to group of 7 students and so forth.
2. Give out one story to each group. Make sure that the students are grouped according to the number of squares in the story they will receive.
3. Students DON't show their square to anyone!
4. Each student studies their square and gets ready to describe what is happening in it. Give the class a time limit for this.
5. The student who thinks that their picture may be the first square in the story starts to describe their square WITHOUT SHOWING IT TO THE GROUP. The rest tries to decide if their square is next and what the story is all about.. Then the student who thinks their square is next gets a turn to describe and so on. The idea of this fluency activity is for students to talk and create the story verbally within a time limit.
6. Follow on: Get each student/each group to write down the story.

HERE ARE A FEW CARTOONS FOR YOU TO ENJOY :) HAVE FUN!



"Do you, Jason, take Karyn to have and to hold, to E-mail and fax, to page and beep, until death do you part?"

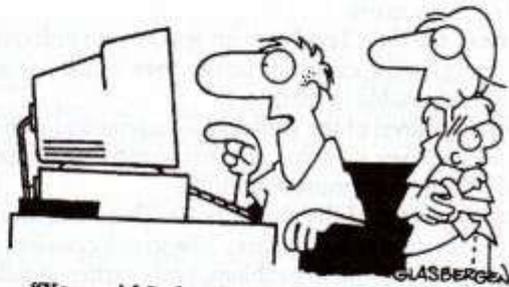


"Studies show that computer users don't get enough exercise, so we've made our mouse larger and harder to push."

Perfume



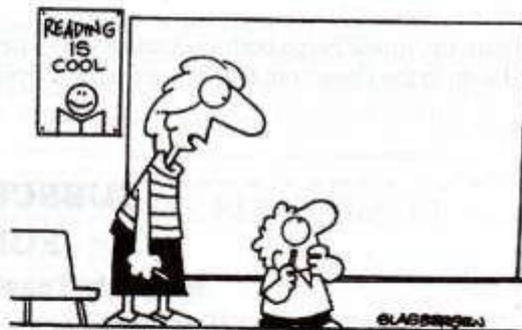
"I want my husband to pay more attention to me. Got any perfume that smells like a computer?"



"You said I should spend more time with our children, so I turned their faces into icons."



"No, you weren't downloaded. You were born."



"There aren't any icons to click. It's a chalk board."

SELECTED FOR YOU

In this issue of our newsletter, you will find

<http://www.nytimes.com/2003/03/14/opinion/14iht-edtharoor.html>



MEANWHILE : British English versus American English

By Shashi Tharoor

Published: March 14, 2003

NEW YORK— An English friend of mine says that he nearly had a heart attack on a flight in the United States when the American pilot announced that the plane would be airborne "momentarily." 'In British English, the language my friend speaks, "momentarily" means "for a moment," and he thought the pilot was suggesting an imminent crash soon after takeoff. In American English, however, "momentarily" means "in a moment," and the pilot was merely appeasing the impatient passengers.

The plane took off, stayed aloft, my friend's heart stopped thudding, and he lived to tell the tale. But he understood better than ever before the old adage that Britain and the United States are two countries divided by a common language.

Anecdotes abound about the misunderstandings that arise when foreigners come to the United States thinking that they know the language.

In one anecdote, a young man, in the course of a passionate courtship, tells his American girlfriend, "I'll give you a ring tomorrow." All he meant was that he would call her by telephone. But she understood him to have offered betrothal, and the relationship didn't survive the misunderstanding.

Then there's the hotel that failed to understand an English guest who called to say he had left his "trousers in the wardrobe." Translators had to be summoned before the hotel staff finally cottoned on: "Oh, you've left

your pants in the closet. Why didn't you say so in the first place?"

Sometimes you can get the right word but the wrong concept. India's former foreign minister, M. C. Chagla, once ruefully recounted the time he wanted to order a modest bite from room service in a New York hotel and requested sandwiches.

"How many do you want?" Chagla was asked. Imagining delicate little triangles of thinly-sliced bread, he replied: "Oh, half-a-dozen should be enough." Six sandwiches duly arrived, each about a foot long (30 centimeters) and four inches high.

In my first week on a U.S. university campus, I asked an American where I could post a letter to my parents. "There's a bulletin board at the Student Center," he replied, "but are you sure you want to post something so personal?" I soon learned that I needed to "mail" letters, not "post" them (even though in the United States you mail them at the "post office").

In Britain, one concludes a restaurant meal by asking for the bill, and conceivably paying by cheque; in America, one asks for the check and pays with bills.

The language of politics is also not exempt from the politics of language. When a member of Parliament in Britain "tables" a resolution, he puts it forward for debate and passage; when an American Congressman tables a resolution, he kills it off. A "moot" point is one the Englishman wants to argue; but if it's moot, the American considers it null and void.

Such differences of usage reveal something of the nature of American society.

It is no wonder, after all, that while the British "stand" for election, Americans "run" for office.

A British linguist once told a New York audience that whereas a double negative could make a positive, there was no language in the world in which a double positive made a negative. A heckler put paid to his thesis in forthright American: "Yeah, right."

Yeah, right, indeed. With the universality of English largely a result of U.S.

global dominance, it's time for other English speakers to stop quibbling about whether the American usage is right or wrong. It simply is.

And as the Americans have taught the rest of us to say: that's O.K. Though not even they can tell us what those two initials are meant to represent.

The writer grapples regularly with the differences between British English and American English, both as a novelist and as undersecretary-general for communications and public information at the United Nations. This is a personal comment.



<http://blogs.kqed.org/mindshift/2012/06/why-daydreaming-isnt-a-waste-of-time/>



Why Daydreaming Isn't a Waste of Time

By Annie Murphy Paul



Allowing time for reflection helps kids make meaning out of experiences and information they encounter.

Parents and teachers expend a lot of energy getting kids to pay attention, concentrate, and focus on the task in front of them. What adults don't do, according to University of Southern California education professor Mary Helen Immordino-Yang, is teach children the value of the more diffuse mental activity that characterizes our inner lives: daydreaming, remembering, reflecting.

Yet this kind of introspection is crucial to our mental health, to our relationships, and to our emotional and moral development. And it promotes the skill parents and teachers care so much about: the capacity to focus on the world outside our heads.

Our brains have two operating systems, Immordino-Yang and her coauthors explain in an article http://www-bcf.usc.edu/~immordin/papers/I-Y_et_al_REST%202012.pdf to be published in the journal *Perspectives on Psychological Science*. The first, which they call the "looking out system," orients our attention to the external environment, allowing us to get stuff done. The other, which they term the "looking in system," directs us inward, setting our thoughts free to wander. By scanning the brains of study subjects asked simply to rest and relax, scientists have discovered that our minds are anything but inactive in these moments. Relieved of the obligation to pay attention to what's going on around us, we engage instead with a rich internal environment: recalling the past, imagining the future, replaying recent interactions and sorting out our feelings. It's when we engage our brains' "looking in" mode, notes Immordino-Yang, that we make meaning out of the mass of experiences and information we encounter when we're "looking out."

Young people may have fewer opportunities to exercise the vital capacity of introspection. Immordino-Yang fingers two culprits: educational practices that demand constant attentiveness, even from young children, and a hyper-connected world that insistently draws attention away from the world inside. "If youths overuse social media, if they spend very little waking time free from the possibility that a text will interrupt them," the authors write, "we would expect that these conditions might predispose youths toward focusing on the concrete, physical and immediate aspects of situation and self, with less inclination toward considering the abstract, longer-term, moral and emotional implications of their and others' actions." Ironically, a lack of time to daydream may even hamper kids' capacity to pay attention when they need to. The ability to become absorbed in our own thoughts is linked to our ability to focus intently on the world outside, research indicates. In one recent neuro-imaging study <http://www.mitpressjournals.org/doi/abs/10.1162/0898929042568532?journalCode=jocn>, for example, participants alternated periods of mental rest with periods of looking at images and listening to sounds. The more effectively the neural regions associated with "looking in" were activated

during rest and deactivated while attending to the visual and auditory stimuli, the more engaged were the brain's sensory cortices in response to sights and sounds.

Focus and concentration are essential, of course. But so are introspection and reflection, and Immordino-Yang and her colleagues recommend that adults help children find a balance between the two modes: by regularly unplugging our kids' blinking, buzzing devices, and by providing time and space for a quieter, more inward kind of entertainment.

Annie Murphy Paul is the author of the forthcoming book Brilliant: The New Science of Smart. Visit her [website](#) and sign up for her monthly newsletter [here](#).



<http://www.eschoolnews.com/2012/02/18/seven-standards-for-effective-professional-development/>

Accessed: February 2012



Seven standards for effective professional development Conference presenter Stephanie Hirsch says collaborative teamwork among teachers is a key to 21st-century student achievement



By Meris Stansbury, Associate Editor

Read more by [Meris Stansbury](#)

Terms like “work collaboratively,” “share what you know,” and “problem-solve as a team” are commonly associated with the kinds of 21st-century skills that most people agree today's students should learn—but according to a professional development expert with decades of experience in the field, those terms should apply to teachers, too.

During the American Association of School Administrators' [National Conference on Education](#), Stephanie Hirsch, executive director of [Learning Forward](#) (formerly known as the National Staff Development Council),

discussed how her organization has redefined its standards for teacher professional development to keep up with what is being expected of today's students.



The best teacher professional development happens in collaborative learning communities.

"What we mean by PD is not some one-off seminar," Hirsch said. "So many times I hear people say, 'This was a waste of time. Nothing changed.' Well, ... PD is only as good as its implementation. So let me tell you what we know: PD [should be] ongoing, and it means teachers collectively sharing the responsibility for all students—from grades to lesson plans—and that happens by implementing teacher teams that meet up regularly."

Hirsch encouraged school district leaders to think of teacher professional development as...

- The glue that fosters **collective responsibility** for the success of all students;
- The system for engaging **all teachers in learning teams** committed to continuous improvement; and
- The great equalizer that ensures that **all—not just some—students experience great teaching.**

"How many times have we heard of principals talking to parents [who are] concerned about what teacher their child will get?" asked Hirsch. "Imagine if this school had collaborative teacher teams using their meetings for continuous PD to foster student learning improvement and achievement. What if the principal could say, 'I know your child will receive the best education from any of our teachers, because our teachers work as a team to take responsibility for your child and meet continuously to discuss all students in the grade, not just the students part of his or her class.' Imagine how much better the parent would feel?"

According to Hirsch, these collaborative teams were inspired by some of the same characteristics found in the educational systems of higher-performing countries. For example, according to the Organisation for Economic Cooperation and Development ([OECD](#)), high-performing countries provide ample time for teacher professional development that is structured into teachers' work lives. Also, beginning teachers receive extensive mentoring and

induction supports, teachers are widely encouraged to participate in school decision-making, and governments provide significant levels of support for additional PD.

These methods are also supported by numerous studies, which can be found [here](#).

Before schools can adopt these new 21st-century standards for teacher professional development, Hirsch said there are some prerequisites: (1) Educators must commit to ensuring that all students succeed. (2) Educators must be ready to learn continually. (3) School district leaders must understand that professional learning involves collaborative inquiry and learning. (4) School district leaders must understand that educators learn in different ways and at different rates.

Learning Forward's seven standards for professional learning that increase teacher effectiveness and results for all students are:

1. **Learning Communities:** Groups of teachers who are committed to continuous improvement, shared responsibility, and collective goal alignment.
2. **Leadership:** Skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. **Resources:** Prioritizing, monitoring, and coordinating resources for professional learning.
4. **Data:** Using a variety of sources and types of student, educator, and school system data to plan, assess, and evaluate professional learning.
5. **Learning Designs:** Integrating theories, research, and models of human learning to achieve intended outcomes.
6. **Implementation:** Applying research and sustained support for implementation of professional learning to foster long-term change.
7. **Outcomes:** Aligning outcomes with educator performance and student curriculum standards.

To illustrate how these standards should be implemented, Hirsch showed a video of the math department of Ford Middle School in Allen, Texas, where the teachers meet to share their expertise. (To watch the video, click [here](#), then scroll down the page to "Ford Middle School: PD in Action" on the right-hand side.)

In the video, Teacher A tells the group that she's noticed students are having difficulty relating word problems to their equations. Teacher A then takes an example of student work and shows the group, explaining where in the problem trouble occurs. Teacher A then tells the group what she's been doing to try to solve this problem.

Teacher B says she's noticed another problem in her class that's similar and is interested in trying Teacher A's method, which might work in her class as well. Teacher B asks if Teacher A wouldn't mind co-teaching a few classes to help.

The group then collectively moves on to larger goals for the long term, such as weekly exams and unit objectives, as well as end-of-year assessments and state exams. The meeting continues with more teachers sharing their problems and ideas, and some even volunteer to design teacher projects for the upcoming year.

"Not only do students benefit," says the principal, "but teachers say they're more professionally satisfied as well."

"Research says that teachers plateau after four years," Hirsch explained, "and that's because they don't have access to new information or their peers."

North Dakota and Michigan have adopted Learning Forward's updated teacher professional development standards at the state board level, and one Kansas school district has, too. However, Hirsch recognized that implementing new standards isn't easy.

"Schools have limited resources, including time, as well as ... differing levels of expertise. Documenting the impact of investments is also hard, and there are competing priorities," she said. "Yet, by looking over the standards and planning to adopt them, you're already taking the first step forward."

Learning Forward also is urging Congress to amend the Elementary and Secondary Education Act (ESEA), Title IX, Section 9101(34), to include components of this new definition of teacher professional development, such as:

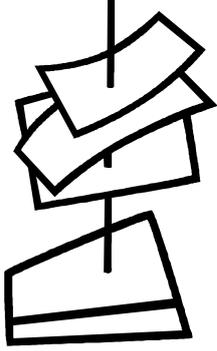
- A comprehensive, sustained, intensive approach—aligned with state and district standards—in which teachers take collective responsibility for student learning; and

- Conducted several times per week, using a cycle of continuous improvement, in teams facilitated by well-prepared principals, mentors, coaches, and teacher leaders.

"If teachers had this kind of professional learning community, I bet most would stay in their career for the long haul, feeling supported and knowing they're doing the best for their students," concluded Hirsch.

**HAVE YOU BEEN TO A WORKSHOP OR
CONFERENCE LATELY?**

**PLEASE SEND US YOUR REFLECTIONS SO THAT
ALL MEMBERS CAN READ ABOUT THIS EVENT
AND YOUR IMPRESSIONS.**



REFLECTIONS ON TESOL: A DECLARATION OF EXCELLENCE in Philadelphia, USA

28-31 MARCH 2012

Days 2 & 3

**Summarized by by Büşra Delen
Gazi University Department of English Language Teaching
busra.delen@gazi.edu.tr**

Day 2

After a full day of sessions on the 27th of March, the 'official' start day of the conference, 28 March also had a lot to offer, one of which was William Labov's plenary speech. Known for his work on language variation and African-American Vernacular English, William Labov can be said to have attracted a great deal of attention in the convention. Similar to Alberto Carvahlo's talk, Labov's zeroed in on ELLs, whose native language is Spanish, providing the audience with the findings of a research study he carried out. He focused on the concept of 'language contact' and looked into the sociolinguistic intersection of Spanish and English. Thus, he drew some conclusions based on both the similarities and the differences between these two languages with a special reference to literacy.

Following the plenary talk, I had a rough decision to make: Which concurrent session should I attend out of so many? Well, the winner was the one by *Dilin Liu* and *Eli Hinkel* titled "*Grammar Instruction in Language Teaching: Proven & Innovative Practices*". The session started with Dilin

Liu's introduction of a theoretical framework, which included the conceptualization of grammar and rule and pattern finding. The 'rule and pattern finding' aspect of the presentation was made more concrete with the examples of collocations and articles 'a/the' and Dilin Liu also touched on the corpus-based cognitive analysis of collocations. Then, Eli Hinkel picked up where Liu left off, directing the attention of the audience to 'Construction Grammar'. She started her piece first by defining what construction grammar is and pointed out that it "presents 'a whole unit' approach in language learning and teaching". She highlighted the importance of lexical and grammatical units (chunks) as well as formulae/formulaic language pointing out both form and function are essential in language. Dr. Hinkel found it useful to state that most research is autobiographical and that as a non-native speaker of English, "articles are hateful to her". She asserted that the problem arises especially because native speakers of English do not assemble items while using the language while non-native speakers tend to do so. So, she suggested non-native speakers memorize all pieces as a whole rather than separately and write the words in their minds together since it makes them easier to learn. At this point, she also focused on memorization stating that people learning languages had to memorize things in a second or foreign language at a point in their language learning experience. She also referred to a study which revealed that a group of people who memorized chunks performed better than the group of people who functioned by assembling the pieces. In the same vein, she identified the problem areas in learners' experiences as articles, prepositional phrases and subject-verb agreement in English and suggested that these problems could be eliminated with a change in their presentation to the learners, i.e. teaching them as a whole rather than as assembled particles. Another point of discussion in Hinkel's talk was the difference between academic language and spoken language in terms of grammar. She stated that academic language is less forgiving than spoken or conversational language and that grammar in academic writing is different from spoken grammar. However, she eased the tension that this realization may cause by telling the audience that the distinction between the formal and the informal is universal and that if you tell your students not to do something that they do not do in their native tongue while using their second or foreign language, you may save yourself the trouble. The final point she made before getting to the next section of her presentation was "the more errors, the better". She associated non-native speakers' being less tolerant toward student mistakes than native speakers with the

latter's suffering from those mistakes and wanting students to avoid the burden. In the other section of the session Eli Hinkel zeroed in on academic writing and provided the audience with a quick tip about academic writing: Students' having language problems does not mean they are not intelligent; on the contrary, they will perform better with shortcuts if you provide students with them properly since they love shortcuts, which means it is the teacher's job to lead them down the right path with the right guidance, as we all very well know. With the right techniques, it is not impossible to succeed in language learning, which is a point exemplified by Dr. Hinkel herself: "I'm so non-native speaker, you'll never know!"

My next stop was a joint session by several presenters on materials writing with the core question "Go global? Go local?" in materials writing. The session started with *Dorothy E. Zemach's* part, which was titled "*Materials for the Middle East: Go Global or Go Local?*" Ms. Zemach mentioned she worked actively in various countries in the Middle East teaching English and writing materials for EFL learners in those countries. It was apparent that she reflected on her experience of writing materials and came up with a list of assumptions of her own regarding the task.

1. It is possible to create materials well enough for different markets.
2. It is (or it is not) possible to teach 'culture-free' English.
3. Materials should be sold in different countries for economic reasons.
4. There are some topics that are OK for some countries and some topics for others.
5. There are some prohibited words in Middle Eastern countries. Some of them are hamburger, music, cross (even the verb!), Latin word roots, movie and film, married/marriage (not open to discussion because of excess privacy, I believe!), luck/good luck, smartphone, Voldemort.
6. Teaching methods and classroom culture are different in Middle Eastern English classes. Students have different resources.

Hence, here comes the question: Can global materials work under these circumstances? Ms. Zemach answered the question with a 'yes', followed by a 'but': Beware; they may not work in the same way in all the countries since the contexts really differ. The solution to the problem would be coming up with new technologies such as e-book or PDF versions of textbooks since they may provide the flexibility materials writers are in need of in contexts as mercurial as the Middle Eastern

ones. It was possible to say that Dorothy E. Zemach's presentation was solid in the way it provided not only examples of the case she was talking about but also realistic solutions regarding the obvious issue in creating materials in a certain part of the EFL world.

The second part of the same session was presented by *Jeremy Sykes*, with his presentation "*Go Global? Go Local? Teaching Materials for EIL*". Dr. Sykes provided a striking piece of statistical data, revealing that the number of non-native speakers of English indeed exceeds the number of native speakers of the language. He started to build up his argument on another fact. He pointed out that non-native speakers need to learn English to use it in contexts such as work, education or social activities, in which native speakers do not usually exist. So, as Jenkins (2006, as cited in Sykes, 2012) suggests, an International English should be developed by non-native speakers. In line with this argument, Mr. Sykes lists the latest work on the pedagogies designed for EIL (English as an International Language), which vary from selecting materials from different cultures to teaching negotiation of meaning between speaker and hearer. He also saluted the pioneers of the very same idea, i.e. Byram, Fleming, Kramsch and McKay. Although adopting an EIL curriculum is better for non-native speaker teachers, the effects of mainstream politics, economics, collective identities and ideologies on ELT curricula and on all the aspects of language teaching are unavoidable. Dr. Sykes summarized the findings that the mighty science of sociolinguistics came up with. The common results were that there is discrimination against non-native speakers of English and that the closer you are to mainstream English the higher your status among non-native speakers is. He finished his session providing the direction EIL policies take today in some countries such as Japan and Taiwan. In a nutshell, it is possible to say that Jeremy Sykes provided the audience with a comprehensive overview of EIL and made his viewpoint clear stating "the idea of English as a lingua franca has a liberating feeling."

After the sessions I was able to attend, there was a plenary talk coming up by Kurt Kohn. The title of his presentation was "The English Condition: SLA as Individual and Social Construction". He started his session by pointing out how non-native speakers' popularity is growing, which is reflected in the relevant literature by Labov (1970), Graddol (1997; 2000), Widdowson (1994; 2003) and Kohn (2011). The important

role non-native speakers' play in English inevitably results in research studies focusing on their preferences regarding the language and its use. He stated that non-native speakers, surprisingly, tend to acquire the native speaker English despite the fact that the tides in language have changed in their favor. To clarify, Kurt Kohn provided the audience with examples regarding this change, such as the emphasis put on communication and greater tolerance for deviations such as CLIL. In this sense, he proposed that the main point in the relationship between a non-native speaker and English is how the speaker makes it his own. As Eli Hinkel pointed out in one of the previous sessions, Mr. Kohn confessed that his research is autobiographical in the sense that he is a non-native speaker himself and that looking into the issue is 'a personal quest'. He also claimed that he found his answers in a social constructivist approach, underlining the steps he followed in the process. He wrapped up his presentation identifying what creating one's own English is about, i.e. creating one's communicative-linguistic knowledge and skills, his requirements of performance, and his individual and social identity orientation. The question he left in the air hanging at the end of the session was very meaningful: "A non-native speaker's ownership of English: Shattered dreams or a conceptual misunderstanding?". I noticed it sounded like the title of another session; well, who knows, maybe it will be so for another session by Dr. Kurt Kohn.

The final event of the day was the interest section meetings of TESOL International. There are 21 interest sections in the association and they organize meetings every year at the annual convention. These interest sections have their own web pages

(<http://www.tesol.org/connect/interest-sections>) for those who are interested in what is going on in their field of interest. My choice was Teacher Education Interest Section. This year's meeting started with the welcome speech of the chair of the IS, Gertrude Tinker Sachs. Following her informing us about the agenda of the meeting, she said her goodbyes and introduced the new chair Dr. Anne B. Walker. From that point on, it was about communicating within the mailing list, keeping up with the section's newsletter and so on. The best part of the meeting was when we all introduced ourselves since there were members from different countries around the world just like me. At first, the participants found it interesting that somebody from Turkey had come

all the way up here; however, there was also a participant from Indonesia, which made the sense of distance way more interesting for other participants. The final activity of the meeting was to make groups of four and get our heads together to compare and contrast the language teacher education systems in our countries, which proved to be a fruitful task.

Day 3

The final day of the convention for me started with the Presidential Plenary. *Dr. Christine Coombe* took the stage and thanked for the 'captive audience' since there were no other sessions coinciding with hers. The session was titled "*Teacher Effectiveness in ELT*", which led me to imagine all kinds of things since it is a broad, broad subject. Ms. Coombe gave a head start to her session by asking questions about what effective teaching is. These questions were "How can we define it?" and "How can we measure it?" She also pointed out that there is no consensus reached about their answers. Then, she took the audience to a walk down memory lane, reminding us of the researchers working on the qualities of an effective teacher and their studies. She listed some criteria as follows:

- ✚ street smarts (teachers who know how to pick their fights, in other words, teachers who know which battles to fight and which battles cannot be won),
- ✚ ones who are connected to the life outside the classroom (teachers who are interested in things that are not necessarily work-related),
- ✚ age, amount of teaching experience, amount of additional responsibilities, qualifications, career history (McBer, 2000),
- ✚ reasons for entering TESOL/TEFL (Coombe, 2007),
- ✚ skills in error correction,
- ✚ treatment of low achievers.

The criteria mentioned above were only a part at what was to come. After presenting this preview, Christine Coombe began to speak on the list of aspects of teacher effectiveness that she had come up with as a result of her (obviously) meticulous review of the relevant literature. These were as follows:

1. *Personal Qualities* are important since "Kids don't learn from people they don't like" as Aspy and Roebuck (1977) suggested and since "Kindness is more effective than coercion" (Stevick, 1990, p. 143).
2. *Attitude towards the Profession* is another significant aspect, for it affects the performance of the teacher to a great extent.
3. *Verbal Ability*
4. As for *Professional/Content Knowledge*, Pasternak and Bailey (2004) state that an effective teacher should be in hold of both declarative knowledge, which is knowledge about content and procedural knowledge, which means knowing how to teach the content. In the same vein, Shulman (1987) mentioned that there are seven kinds of knowledge an effective teacher should have.
5. Although there are no certain results about the required amount of years a teacher has to spend in the profession to an effective one, *teaching experience* is another undeniably important quality.
6. *Intercultural Competence* of the teacher contributes to a teacher's effectiveness because a teacher has to act as a facilitator in the process of introducing cultures, which has a tightly knit relationship with language teaching.
7. As we all know a teacher is the one who never ceases to learn, making *lifelong learning* play a pivotal role in teacher effectiveness.

Dr. Coombe handled this broad topic very well and established a framework for what we had gathered during that single hour. She emphasized the fact that the ones who start the profession unwillingly turn out to be the best teachers, a fact which was mentioned by David Nunan in one of his sessions titled "The Accidental Teacher" last year as she quoted him. Christine Coombe finished her neat presentation saying "There is no recipe for being the perfect teacher" and "No teacher is uniformly strong in all areas". So, what it boils down to is that we teachers need to make the most of our potential. No one expects us to be heroes; however, it is worth trying to be 'effective' just to see the inspired gleam in a student's eye. It makes a teacher's day-well, at least mine.

What was next on the menu for me was the TESOL Affiliate Assembly, an event which is crucial for our association, INGED, as the sole affiliate of the TESOL International Association in Turkey. The assembly started with the welcome speech of Suzanne Panferov, the incoming president of

TESOL Int'l. She provided us with some statistical data like the number of TESOL affiliates around the world, which is 125. There were also five new affiliates, i.e. TESOL Nova Scotia, English Teachers Association of Georgia, Tanzanian Teachers of English, Bolivian Teachers of English and TESOL Persia. She also informed us about what the Affiliate Leadership Council does throughout the year. In addition to giving feedback about the things TESOL Int'l plans to do with and for the affiliates, the ALC organizes several events during the annual convention, publish the Affiliate News twice a year with Member A as the responsible party. After reminding the affiliate leaders of the dates regarding asking for a speaker from TESOL Int'l for their conferences, Misty Adoniou, the chair of the ALC arranged a group discussion to get ideas on what TESOL Int'l should do to make its ties stronger with its affiliates. The popular results were as in the following:

- ❖ promotion of affiliates' conferences on the TESOL Int'l website
- ❖ presence of TESOL Int'l in affiliate conferences and/or events
- ❖ funding for a speaker by TESOL Int'l
- ❖ use of TESOL Int'l's membership base for affiliates' benefit

Following the group discussion, TESOL Argentina was awarded for its 25 years of affiliation with TESOL Int'l Association. The assembly ended with the wishes to meet next year in Dallas during the 2013 Convention. (For more information on affiliates and TESOL Int'l:

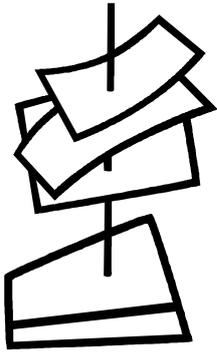
<http://www.tesol.org/connect/affiliates-regional-organizations>)

The last session was like the frosting on the cake. It was *Scott Thornbury* with his session "*Another Way of Being an (Excellent) Language Teacher*". It is possible to say it was in line with *Christine Coombe's* plenary talk, which was also about effective teachers. Mr. Thornbury began his session by showing the picture of a letter written by a student. We later learned that it was written to his grandfather, who was also a teacher. It was written by one of his students who always remembered him as a model in her life. With this example, Scott Thornbury attracted our attention to the point where he wanted it to be: How to practice teaching so that you can be that memorable as a teacher? He expressed his views on the issue making use of the literature in the first place and referring to Paulo Freire, Sylvia Ashton-Warner and Jill Cadorath. He said "We need a rescue mission for ELT" and a dogme for it, giving examples for relevant attempts such as

'Dialogic Pedgagogy' by Claire Kramersch and 'Project Unplugged'. He put the final touches on his session by reminiscing about his grandfather again, telling the audience that he was "a visionary and lightened teacher" as well as "one of the most inspiring teachers" who advised "to learn not only for your career but also for the sake of learning", which I interpreted as "If he could do that many years ago with so few resources, there is no reason why we cannot do it in a world full of opportunities".

As all good things end sooner or later, my adventure in the wonderland of ELT ended. I am not sure if I got excellent after the TESOL International Convention experience as the slogan of the event suggested, but I am certain that it broadened my horizons both personally and professionally. The TESOL International Convention is definitely worth the time and effort you spend and it is an experience an ELT professional should get a taste of sometime in his/her life and/or career.

For more information on the 2013 Convention:
<http://www.tesol.org/convention2013>)



REFLECTIONS FROM THE 9TH AZETA ELT CONFERENCE, QEBELE, AZERBAIJAN 2012

22-24 JUNE 2012

By M. Nazlı Demirbaş

Dear INGED members,

From the windows of the THY plane from Istanbul to Baku, the weather was cloudy. As we were descending, we caught a glimpse of Baku. The overview of Baku reminded me of the beautiful countryside of Şanlıurfa where buildings are made of mud brick in cone shapes. The conference was held in the Qafqas Resort Hotel in Qebele, 3,5 hours away from Baku. The hotel was situated around the skirts of the Qafqas mountain ranges where tall and green trees covered the neighborhood. Therefore, the place, which had a peaceful and calming effect on guests, resembled the forests of the Black Sea region in Turkey.

On 22 June, the conference started with the opening speeches of the founder of Azeta, Ragsana Mammadova and the first plenary speaker, Damian Ross from British Council Serbia. Ragsana Mammadova introduced their association Azeta. Azeta has been organizing conferences in which many ELT professionals from different parts of the world have attended since 2004. Azeta has the mission of providing support for high quality education in English Language Teaching (ELT) and the professional development of English language teachers of the country. Therefore, Azeta realizes different projects such as teacher training, materials development, study tours, TV matinees, conversation groups, workshops, regional and annual conferences. Such a strategy has produced impressive results and builds networks of teachers, committed and empowered to implement the

Education Reform of the Ministry of Education. In addition, the association has seven Special Interest Groups (SIG) for ELT teachers. These are adult learning, civic education, materials development, newly qualified teachers, teacher training, testing and assessment, and young learners. Azeta members can join any or all of these SIGs depending on their interests.

British Council Azerbaijan has contributed a lot to this wonderful conference by bringing Damian Ross, Director of English, Wider Europe, British Council and Gerald McIntosh, Regional Teacher Trainer and Business Development Manager, British Council as plenary speakers. What's more, British Council funded our participation to enable us, as INGED representatives, to give our presentations and make a contribution to the conference from Turkey. Other plenary speakers were Helen Emery from University of Essex, Prof. Peter Medgyes from Eotvos Lorand University of Budapest, and Prof. Dr. Birsen Tütüniş from Istanbul Aydın University.

The sessions covering teacher development, materials adaptation, young learners, testing, teaching language skills and technology were held outdoors. There was no projection, computer or other technical facilities. The reason why the rooms arranged like this was that teachers could teach effectively in real-like situations and do their best without relying on technology. The fresh air surprisingly increased our energy and motivation towards the sessions and everybody was fully active during the presentations.

The conference lasted for 3 days. On the second day, we were taken on a trip to Cukur Qebele, a village which used to be the capital of Caucasian Albania in the 8th century, BC. In the evening, the plenary speakers and INGED representatives were kindly invited to dinner in the Qafqas restaurant.



This dinner initiated more fruitful and effective relationships and

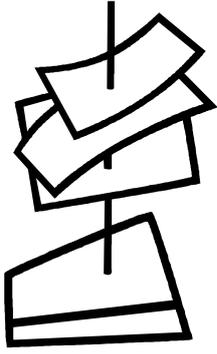


friendships between INGED and Azeta as very useful decisions were taken to broaden ELT professionalism across the borders. The last day was full of concurrent sessions as well as a

presentation on Azeta projects and a closing ceremony. After the closing ceremony, we left Qebele with beautiful memories. You can also follow Azeta and its ELT events on its facebook page:

<www.facebook.com/profile.php?id=1207897152>





A SESSION AT THE INGED EVENT HELD ON 28 APRIL 2012 AT THE TURKISH AMERICAN ASSOCIATION, ANKARA

Prof. Dr. Aydan Ersöz

Children love to hear stories, especially if there are colorful, child-friendly visuals to help them follow the story, because they are motivating and fun. They create a desire to continue learning. Stories exercise the imagination helping children develop their own creative powers. They help children to link fantasy with the real world. Moreover, most children are familiar with most of the stories, so they work with familiar contexts when they work with stories.

Stories offer great contexts for drama and dramatization. Dramatizing means that the children become actively involved in a text. This personalization makes language more meaningful and memorable than drilling or mechanical repetition can. Using drama and drama activities has clear advantages for language learning. It encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions. Drama involves children at many levels, through their bodies, minds, emotions, language, and social interaction.



As a part of this event, I held a storytelling and dramatization session. You can find the lesson plan below.



All participants were eager to take part in the dramatization stage, and we all had great fun.



A Sample Lesson Plan for Young Learners

Stage 1: Engage

Use activities to prepare students for the upcoming task linguistically, emotionally and cognitively.

Activity: Look at the picture and make guesses.

- Who are these people?
- What are they doing?
- How can you tell?

How about you?

What do you eat for breakfast?

What do you drink at breakfast?

Where do you have breakfast?



Activity: Do you know the sounds that we make when we?

- Open the door? (SQUEAK + door opening movement)
- Walk down the stairs? (TAP TAP + hitting their legs with their palms slowly)
- Scream? (AAAHH + screaming)
- Run up the stairs? (TAP TAP + hitting their legs with their palms fast)
- Burst through the door? (WHOOSH + swinging the hand and snapping)
- Slam the door? (BAM + door closing movement)

Note: Students both dramatize the actions and make the sounds.

When the storytelling begins, students are expected to do the actions and make the sounds to help the teacher.

Stage 2: Explore

Activity: Students listen to and watch their teacher while s/he tells and dramatizes the story. They help the teacher by doing the actions and making the sounds they have rehearsed before.

The Ghost With One Black Eye

There is a family who lives in the middle of nowhere. There is a Mother, a Father, a Brother, a Sister and a Baby. One morning as the family is sitting at breakfast, and the baby says,

"I want my milk and I want it now!"

So the father says,

"I'll get your milk. But it's in the basement."

So he opens the door (**SQUEAK**), walks down the stairs (**TAP TAP**), and sees a ghost.

"I am the ghost with one black eye", says the ghost.
So the father screams (**AAAAHH**), runs up the stairs (**TAP TAP**), bursts through the door (**WHOOSH**), slams the door (**BAM**) and says
"There's a ghost down there!!!"
But the baby says,
"I want my milk and I want it now!"
So the mother says
"I'll get the milk."
So she opens the door (**SQUEAK**), walks down the stairs (**TAP TAP**), and sees a ghost.
"I am the ghost with one black eye", says the ghost.
So she screams (**AAAAHH**), runs up the stairs (**TAP TAP**), bursts through the door (**WHOOSH**), slams the door (**BAM**) and says
"There's a ghost down there!"
But the baby says,
"I want my milk and I want it now!"
So the brother says
"I'll get the milk."
So he opens the door (**SQUEAK**), walks down the stairs (**TAP TAP**), and sees a ghost.
"I am the ghost with one black eye", says the ghost.
He screams (**AAAAHH**), runs up the stairs (**TAP TAP**), bursts through the door (**WHOOSH**), slams the door (**BAM**) and says
"There's a ghost down there!"
But the baby says,
"I want my milk and I want it now!"
So the sister says
"I'll get the milk."
So she opens the door (**SQUEAK**), walks down the stairs (**TAP TAP**), and sees a ghost.
"I am the ghost with one black eye", says the ghost.
She screams (**AAAAHH**), runs up the stairs (**TAP TAP**), bursts through the door (**WHOOSH**), slams the door (**BAM**) and says
"There's a ghost down there!"
The baby is really angry now. So he says
"Fine! I'll get the milk myself!"
So he opens the door (**SQUEAK**), walks down the stairs (**TAP TAP**), and sees a ghost.
"I am the ghost with one black eye", says the ghost.

So the baby says

"Look here, Mr. Ghost. If you don't give me my milk now, you will have two black eyes.

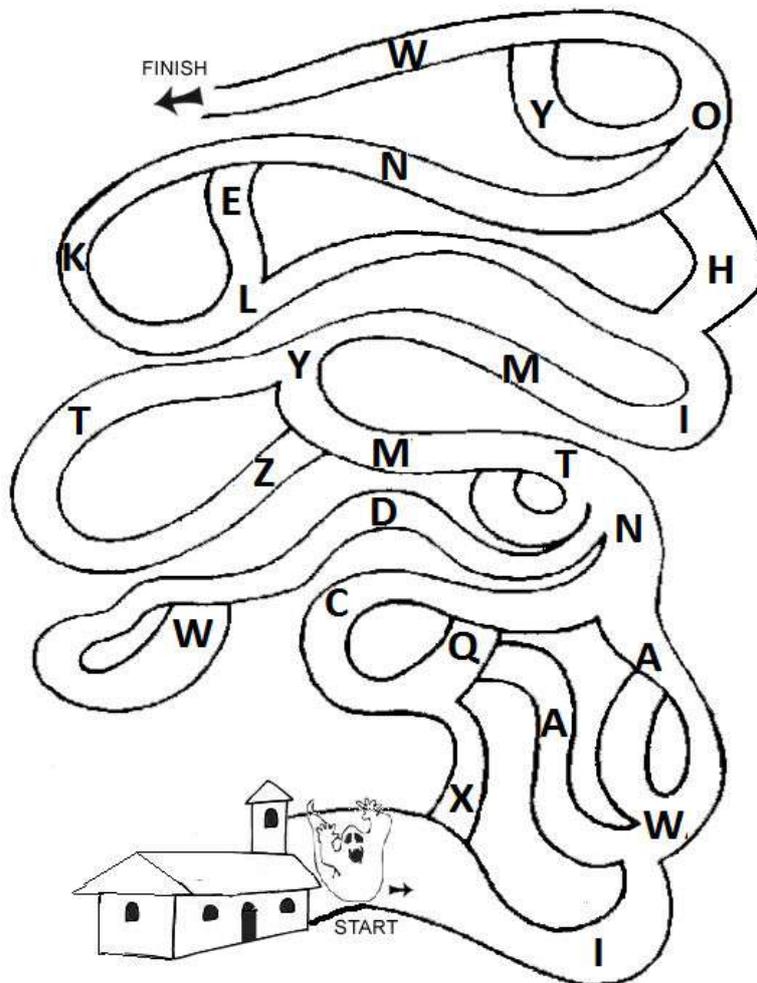
The ghost screams (**AAAAHH**), runs up the stairs (**TAP TAP**), bursts through the door (**WHOOSH**), slams the door (**BAM**) and runs out of the house. No one has seen him again.

Activity: Students take roles and dramatize the story. The teacher helps them by acting as a prompter.

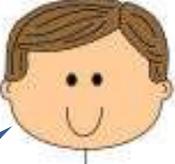
Stage 3: Elicit

Help the ghost run away from the little boy.

Collect letters. What's the hidden sentence?



Activity: Can you write the missing words in the speech bubbles?

	<p>I want my milk and I want it now!</p>	<p>I will get your milk.</p>	
	<p>I want my and I want it now!</p>	<p>I will get your</p>	
	<p>I want and I want it now!</p>	<p>I will get</p>	
	<p>I and I want it now!</p>	<p>I</p>	

Stage 4: Expand

Activity:

a) Circle the items that we DRINK.



b) Write sentences as in the example.

Eg: I am cold

I am cold. I want some hot chocolate.

Use ONLY the drinks.



I am sick.

I am thirsty.



I am cold.

I am hot.



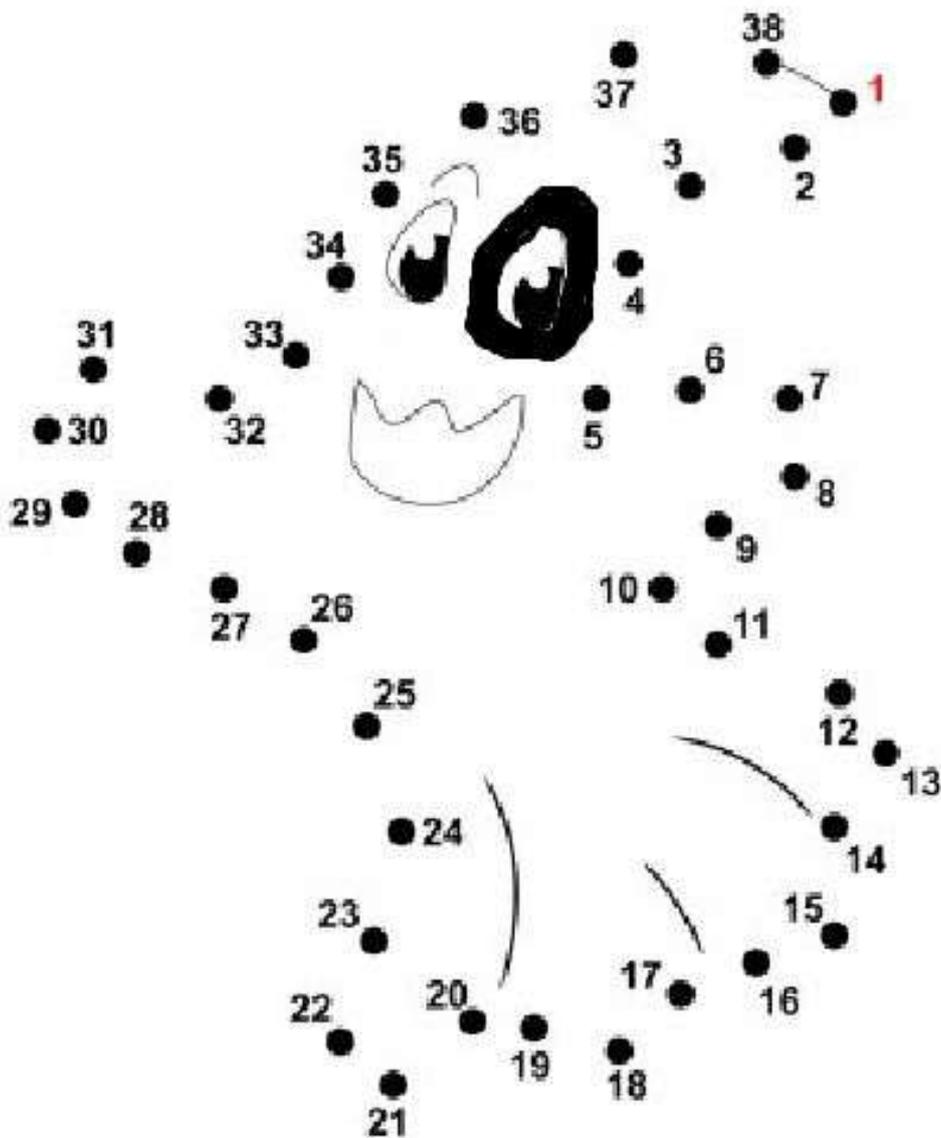
I am sleepy.

Stage 5: Evaluate

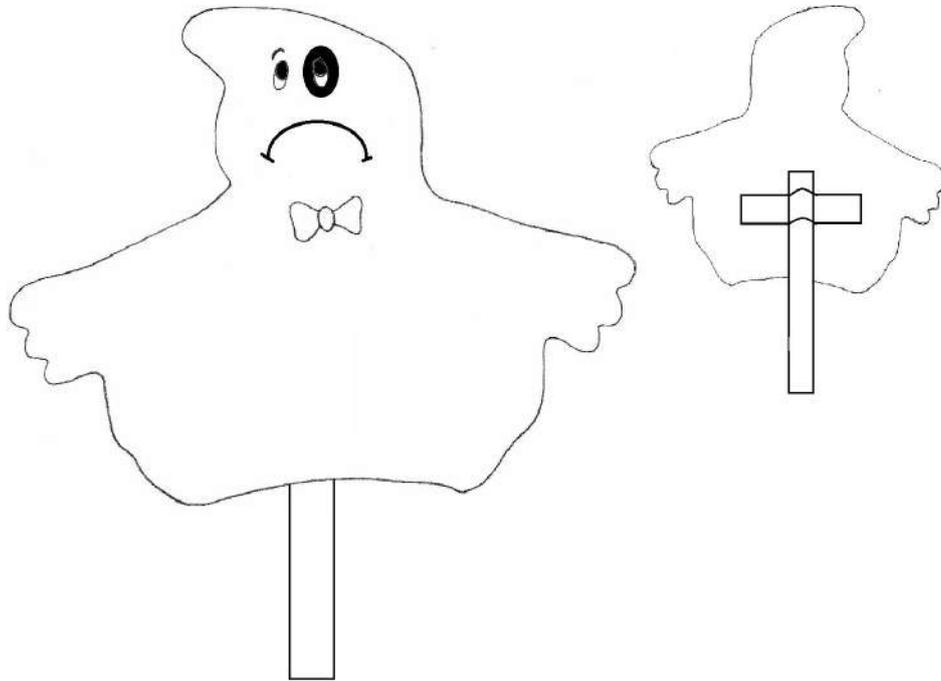
Although it is listed as the last stage, evaluation is an on-going diagnostic process that allows the teacher to determine if the learner has attained understanding of concepts and knowledge. Evaluation and assessment can occur at all points along the continuum of the instructional process.

Extra activities: These activities can be done as a part of the "engage" or "expand" stages.

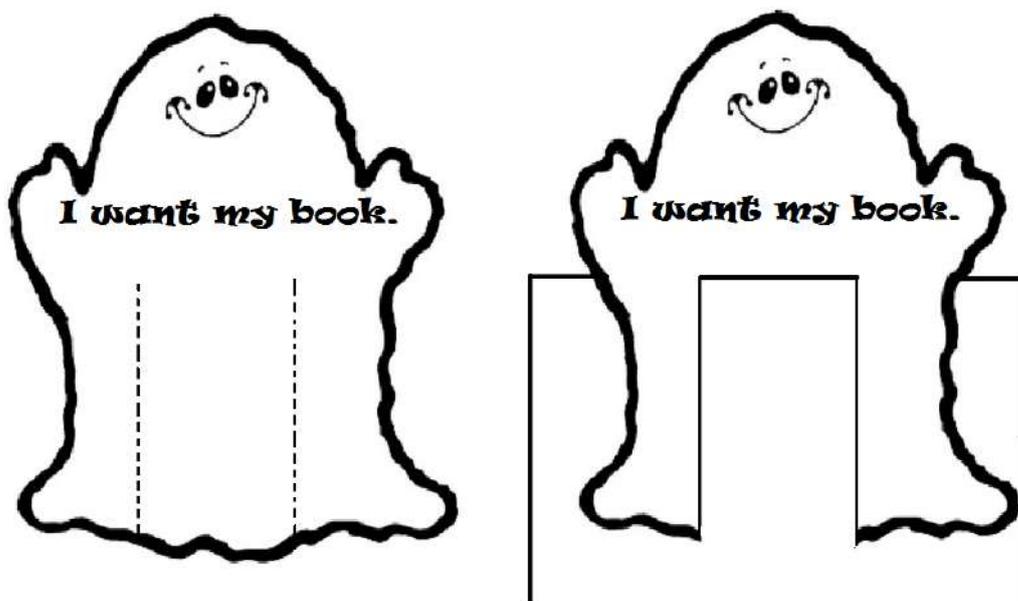
a) Connect the dots. What's hiding in the picture?

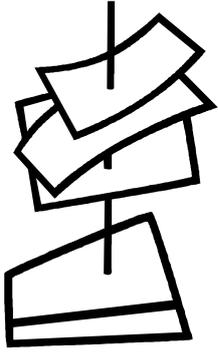


b) Puppet Making: Students need a piece of white cardboard, a black pen/crayon, a drinking straw or a popsicle stick, a piece of scotch tape. Teacher gives the ghost template or asks students to draw a ghost with one black eye. Teacher gives the ghost template or asks students to draw a ghost with one black eye.



c) Bookmark Making: Students need a piece of white cardboard, a black pen/crayon, some glue to paste the template on the cardboard, scissors. Teacher gives the ghost template or asks students to draw a ghost.





THE INGED - BRITISH COUNCIL CO-EVENT HELD ON 2 JUNE 2012 IN RIZE

Prof. Dr. Aydan Ersöz

On 2 June 2012, Saturday we held an INGED - British Council Co-Event in Çayeli Inservice Training Institution, Rize. We started with Simon Shephard from the British Council, İstanbul who gave a presentation entitled "Box of Tricks". Then I held a



session entitled "A Sample Lesson for Young Learners". After the lunch break, Simon Shephard had a second session called "Creative Poetry Writing". The last session was "Using Web Sites for Materials

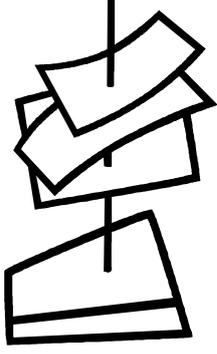


Development" by Büşra Delen. We finished the event with a certificate ceremony.

There were about 50 participants from Rize and surrounding villages, all extremely enthusiastic to make the best of the event.

We had two extraordinary MEB trainers, İsa Bakay and Mehmet Özcan, who helped us at every stage of this event.





REFLECTIONS ON THE TEACHING TURKISH AS A FOREIGN LANGUAGE DIPLOMA PROGRAM BY THE YUNUS EMRE INSTITUTE

Prof. Dr. Aydan Ersöz

On 5 June 2012 and 11 September 2012, I ran four different sessions on teaching Turkish as a foreign language at the Diploma Program that Yunus Emre Institute held in Ankara. The programs aimed to train Turkish teachers to teach Turkish as a foreign language. The participants were Turkish teachers who would be stationed in Turkey and in other countries all over the western and Eastern Europe and some Arabic countries.

My sessions were: Teaching Turkish with an Integrated Approach, and Sample Lessons. The first session was more theory based, and the second session contained demo lessons where the participants acted like the students. The lesson plan was based on the discovery technique. Below you can find a short summary of this part of the session.

Stage 1: Film poster/afişlerine bakın. Bu filmin konusu ne olabilir?



Sizce aşağıdakilerden hangisi doğrudur. Nasıl anladınız?

- A) Bu film polisiyedir.
- B) Bu film aşk filmidir.
- C) Bu film korku filmidir.

Film poster/afişlerine tekrar bakın. Aşağıdaki soruları yanıtlayın.

- 1) Filmin başrol oyuncularını kimler?
- 2) Filmde önemli başka kaç tane oyuncu var?
- 3) Filmin yönetmeni kim?
- 4) Film ne zaman gösterime girecek?

Stage 2: Bu filmin özetini okuyun ve soruları yanıtlayın:

- 1) Film hangi yılda ve mevsimde başlar?
- 2) Yılmaz bey arabayı yavaş ve dikkatli mi kullanmaktadır?
- 3) Bebekler aynı hastanede mi doğar?
- 4) Bebeklerin isimleri nedir?
- 5) Daha sonraları tesadüfen mi karşılaşırlar?
- 6) Film hep aynı şehirde mi geçer?

Yıl 1977, Ankara'da bir Eylül sabahı... Hamile
Kansu Neriman'ı hastaneye yetiştirmeye çalışan
Yılmaz Bey'in kullandığı araba, Ömer Bey'in ata-
basına arkadan çarpıyor. Bu çarpışma Ömer Bey'in
arka koltukta oturan hamile Kansu İnci'nin erken
doğum yapmasına neden olur. İki bebek aynı gün
dünyaya gelirler. İki kez birbirlerini götürür gözleri...
Bu kaza Özgür ve Deniz'i bir araya getiren
tesadüflerin başlangıcı olur. Bundan sonra yıllar,
çocukluk yılları ve ilk gençlik yılları boyunca
Ankara'da bir kaç kez daha kesişir. Her kesişme
onların hayatında büyük değişikliklere sebep olur.
Bibirlerinin çocukluk aşkı olurlar ya da ilk kalp
kırıklığı... Ama onun da ötesinde, her temasın
hayatlarının rotasını değiştirir. Sadece onların
değil, ailelerinin de... Bazen felaketlere, bazen
mucizelere neden olurlar birbirlerinin hayatlarında.
Ancak hiçbir zaman bir arada olamazlar. Onları
bir araya getiren şey her neyse, aikalama seffaf
bir duvar ötmeyi de başarır her seferinde.
Ya ki 25 sene sonra İstanbul'da yıllar kesişene
kadar...

Bu filmin özetini tekrar okuyun. Altı çizili sözcüklerin yerine aşağıdakilerden hangisi gelebilir?

*Kötü olaylara/karşılaşmaları/
engel koymayı/aşk acısı/
götürmeye/görünmez/
doğarlar/yolunu/buluşur/
harika olaylara*

Yıl 1977, Ankara'da bir Eylül sabahı... Hamile
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Ancak hiçbir zaman bir arada olamazlar. Onları
bir araya getiren şey her neyse, aikalama seffaf
bir duvar ötmeyi de başarır her seferinde.

Stage 3:

1) Aşağıdaki tümceye bakın. Bu tümcenin görevi nedir?

- her zaman olan olayları anlatmak
- süreklilik göstermek
- bir işin başlayıp devam ettiğini ve devam edeceğini göstermek
- öykü anlatmak

Yd 1977, Ankara'da bir Eylül sabahı... Hamile Karısı Neriman'ı hastaneye yetiştirmeye çalışan Yılmaz Bey'in kullandığı araba, Ömer Bey'in arabasına arkadan çarpar.

2) Yukarıdaki tümceye tekrar bakın. Bu tümcenin fiili nedir?

- çarpmış
- çarptı
- çarpıyor
- çarpar

3) Yukarıdaki tümceye tekrar bakın. Bu tümcenin öznesi nedir?

- Neriman
- Yılmaz
- Ömer
- araba

4) Bu örnek için aşağıdakilerden hangisi özet tümcedir?

- Ben çarptım.
- Sen çarpıyorsun.
- Onlar çarpmış.
- Araba çarpar.

Stage 4:

1) Özete tekrar bakın ve benzer fiilleri bulun. (Cevap anahtarı ile birlikte verilmiştir).

Yd 1977, Ankara'da bir Eylül sabahı... Hamile Karısı Neriman'ı hastaneye yetiştirmeye çalışan Yılmaz Bey'in kullandığı araba, Ömer Bey'in arabasına arkadan çarpar. Bu çarpışma Ömer Bey'in arka koltukta oturan hamile Karısı Jnci'nin erken doğum yapmasına neden olur. Jki bebek aynı gün dünyaya gelir. Jk kez biberonünü getir gözleri... Bu kaza özgür ve Deniz'i bir araya getiren tesadüflerin başlangıcı olur. Bundan sonra yılları, çocukluk yılları ve ilk gençlik yılları boyunca Ankara'da bir kaç kez daha kesilir. Her kesilme onların hayatında büyük değişikliklere sebep olur. Biberonünün çocukluk aşkı olur ya da ilk kalp kırıklığı... Ama onun da ötesinde, her temasları hayatlarının rotasını değiştirir. Sadece onların değil, ailelerinin de... Bazen felaketlere, bazen mucizelere neden olur. Biberonünün hayatlarında, Ancak hiçbir zaman bir arada olmazlar. Onları bir araya getiren şey her neyse, aralarına seffaf bir duvar ötmeyi de basarır her seferinde.

2) Özete göre hangi özne hangi fiille kullanılabilir?

Yılmaz bir araba kazası *yapar / yaparlar*.
Kaza, erken doğuma *neden olur / olurlar*.
Gözleri birbirlerini *görür / görürler*.
Yolları daha sonra pek çok kez *kesişir / kesişirler*.
Birbirlerinin çocukluk aşkı *olur / olurlar*.
Her karşılaşma hayatlarını *değiştirir / değiştirirler*.
Olaylar aralarına *girer / girerler*.
Olaylar onları ayırmayı *başarır / başarırlar*.

3) Fiili tamamlayan eki bulun.

çarp - (ar / er / ır / ir / ur / ür)
ol - (ar / er / ır / ir / ur / ür)
gör - (ar / er / ır / ir / ur / ür)
dur - (ar / er / ır / ir / ur / ür)
kesiş - (ar / er / ır / ir / ur / ür)
kal - (ar / er / ır / ir / ur / ür)
değiştir - (ar / er / ır / ir / ur / ür)

4) Tümcelerin eksik öğelerini tamamlayın.

Özgür ve Deniz, 25 sene sonra İstanbul'da karşılaş.....
Birbirlerine deli gibi aşık ol.....
Olaylar onları yine ayır.....
Film, acıklı bir sonla bit.....



Stage 5: Bu filmi de siz anlatın.



Ferman (Şener Şen) ve "Deli" İdris (Cem Yılmaz) cinayet masasında görevli, baba-oğul kadar yakın iki polistir. Antropoloji mezunu, Hasan (Okan Yalabık) bu ikiliye sonradan katıl.....

Bu üç polis, ormanda kesik bir kol bul.....

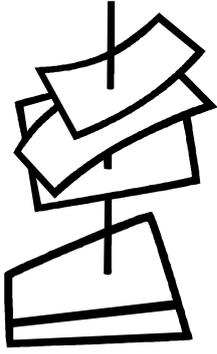
Bu kesik koldan yola çıkan polisler, öldürülen genç kızın cinayetini çözmeye gayret ed.....

Film boyunca kendi özel hayatlarındaki sorunları, davadan uzak tutmaya çalış.....

Deliller, onları önce uyuşturucu satıcısı Asit'e, sonra da Türkiye'nin en zengin adamlarından Battal Çolakzade'e (Çetin Tekindor) götür.....

Dava boyunca polislerimiz kızın ağabeyleri Abbas, Vakkas ve daha birçok farklı insanla karşı karşıya gel.....

Çözmeye çalıştıkları bu cinayet, üç polisin hayatını tamamen değiştir.....



A SESSION AT THE INGED - BRITISH COUNCIL CO-EVENT HELD ON 22 SEPTEMBER 2012 IN ANKARA

by Prof. Dr. Aydan Ersöz

On 22 September 2012, Saturday we held an INGED - British Council Co-Event in Ankara. We started with Gary Motteram from Manchester University who gave two presentations entitled "Designing Classroom Materials with ICT, Part 1 and Part 2". After the lunch break, I held a session entitled "Pen-Assisted Language Learning (PALL)". The last session was "Using Visuals" by Defne Akıncı Midas. We finished the event with a raffle for INGED members. There were about 70 participants from different cities.

Below you can find the activities I used in my session. These activities require only students, a pen or a pencil, and a piece of paper. They can be used as ice-breakers, fillers or for revision purposes.



Activity 1: Students will form two teams. One person from each group will hear or see a word. S/he "writes" the word in the air with his/her finger and others in his/her group guess what it is. The team that answers first wins the game.

You can do this activity with one word or a list of words related to the topic that you want to cover or have just covered. Group members can write all the words in the list, then try to guess the related topic.



Two participants doing "air writing"

Activity 2: Work in groups of 5.

- a) Create a product that you think will sell.
- b) Name it.
- c) Decide on a slogan, and write an advertisement for your product.
- d) Present it to the class.

Example:



CO - COO
 Let the lovers be together forever:
 Coffee cup and cookie holder

Activity 3: Work in groups of 5.

Choose a classroom object. Change or modify its function(s).

Present it to the class.

Example:



Ruler comb
 This ruler has a special slide at the back. When you move it forward, the comb teeth come out. Comb your hair and then move the slide backward. Now, it's a ruler.

Activity 4: Work in groups of 5. Prepare a grid with 7 columns on a piece of paper. I will say a letter and you will find one answer for each category in 60 seconds. When you finish, a group member runs to the board with your paper. The group with more correct answers wins the game. A panel of judges will keep the scores.

Scoring:

First group: Extra 10 points (if the answers are all correct).

Same item: 10 pts

Different item: 20 pts

No answer: 0 pts

Incorrect/unacceptable answer: 0 pts

Name	Plant (Vegetable or fruit)	Animal	Object	Adjective	Place	Celebrity
<i>Ann</i>	<i>apple</i>	<i>antelope</i>	<i>accordion</i>	<i>amazing</i>	<i>Argentina</i>	<i>Arnold Schwarzenegger</i>

Now, use all these words in a sentence to get an extra 50 pts.

Eg: Ann went to Argentina to buy an accordion, and there she saw Arnold Schwarzenegger, but he didn't see her because he was eating apples together with an amazing antelope.



Activity 5: Draw a picture that includes the seven items given below. Do not look at others' drawings. You can draw as you like.

Items: SUN, CLOUD(S), HOUSE, TREE(S), SNAKE, PATH, BUSHES

Teacher interprets the drawings.

- Sun and cloud/s: how you see life
- House: home and family
- Path: how you see your future
- Tree: an important relationship in your life
- Bushes: your friends
- Snake: sex (for actual classroom purposes, you may change it to "enemy or enemies")

Example: Is your house big or small? If your house is big, that means your family and home are very important in your life. If it is small, your family and home are not very important for you. They are there but you have your eyes on other goals. ...



Farewell Activity: Write an Acrostic Poem using your first name. (An acrostic poem uses the letters in a word to begin each line of the poem. All lines of the poem relate to or describe the main topic word. Teachers can use this activity for the topic of the class.)

Example:

Artichokes I don't eat,

You, all, I greet.

Delivering this speech was sweet.

Appearing in front of you was neat.

Nice days until we again meet.



FROM A COLLEAGUE

Here is a piece that our president read and would like to share...

Best Teacher I Ever Had by David Owen

Extracted from Reader's Digest (Asian Edition), April 1991, pp. 47-48.
(<http://www.mrsciguy.com/teachstories.html>)

Mr. Whitson taught sixth-grade science. On the first day of class, he gave us a lecture about a creature called the cattywampus, an ill-adapted nocturnal animal that was wiped out during the Ice Age. He passed around a skull as he talked. We all took notes and later had a quiz.

When he returned my paper, I was shocked. There was a big red X through each of my answers. I had failed. There had to be some mistake! I had written down exactly what Mr. Whitson said. Then I realized that everyone in the class had failed. What had happened?

Very simple, Mr. Whitson explained. He had made up all the stuff about the cattywampus. There had never been any such animal. The information in our notes was, therefore, incorrect. Did we expect credit for incorrect answers? Needless to say, we were outraged. What kind of test was this? And what kind of teacher?

We should have figured it out, Mr. Whitson said. After all, at the every moment he was passing around the cattywampus skull (in truth, a cat's), hadn't he been telling us that no trace of the animal remained? He had described its amazing night vision, the color of its fur and any number of

other facts he couldn't have known. He had given the animal a ridiculous name, and we still hadn't been suspicious. The zeroes on our papers would be recorded in his grade book, he said. And they were.

Mr. Whitson said he hoped we would learn something from this experience. Teachers and textbooks are not infallible. In fact, no one is. He told us not to let our minds go to sleep, and to speak up if we ever thought he or the textbook was wrong.

Every class was an adventure with Mr. Whitson. I can still remember some science periods almost from beginning to end. One day he told us that his Volkswagen was a living organism. It took us two full days to put together a refutation he would accept. He didn't let us off the hook until we had proved not only that we knew what an organism was but also that we had the fortitude to stand up for the truth.

We carried our brand-new skepticism into all our classes. This caused problems for the other teachers, who weren't used to being challenged. Our history teacher would be lecturing about something, and then there would be clearings of the throat and someone would say "cattywampus."

If I'm ever asked to propose a solution to the problems in our schools, it will be Mr. Whitson. I haven't made any great scientific discoveries, but Mr. Whitson's class gave me and my classmates something just as important: the courage to look people in the eye and tell them they are wrong. He also showed us that you can have fun doing it.

Not everyone sees the value in this. I once told an elementary school teacher about Mr. Whitson. The teacher was appalled. "He shouldn't have tricked you like that," he said. I looked that teacher right in the eye and told him that he was wrong.

FROM ANOTHER COLLEAGUE

Our colleague Nükhet Yavuz has sent us two of her recent poems and three photos that she would like to share with you. Here they are...



untitled poem1

i can't make out what dough you're made of
and what sly thoughts come next
every time you open your mouth
you make me believe...
i fear of what comes next
lies which i have gotten used to
lies which you chew in your mouth
lies that won't do...
around me they swirl around
and i think i'm in a whirlpool
lies which cannot be changed
and make up your dough
lies-all around.

untitled poem2

i love you
because you're pure
because you have the energy
the enthusiasm
and the air of
self esteem
you shine
your eyes are bright
your face is fine
its the whole that sparks
that special something

which can scarcely be seen
among people
among men...

writing: the broken glass

broken glass was lying scattered on the floor. bits of little, tiny pieces were being picked up-bit by bit-little by little-slowly the floor was wiped up and its old shiny surface came into light.

the tiny, little pieces were put into the bin and the cleaner had vacuumed everything. there was not a single glass to cut the wining bare feet.

the bed was empty, the sheets were almost hot, still soaking in the sun which had shone into the room the whole morning. it was a very hot summer leaving memories behind...

and she was missing him...oh, how she was missing him...her bare hands were holding out for nothing, not even a single flesh that could trace back his roots...there were hands that had begged for mercy, for soul, for something to hold on, but obstinacy and selfishness had turned his eyes so mad that he would see nothing but revenge.

who was he taking revenge from? not from his present one...oh no. not from her. she was just the victim was another man. oh, how good it would have been now to have a shoulder to cry on, to ease that insatiable feeling for love... and she was being loved. maybe not by him, but by many others she was adored. secretly, she was given shelter, secretly she found the love. the love that had been thrown inside, the love that had waited for so long...the love that fitted into anything.

thinking to herself she was taking the bits apart and together. a cry in her soul was telling her the sorrow in her heart. she felt sad...

she remembered that evening, having passed so nicely and peacefully. and then suddenly, those sharp words and the splitting and splirring sound of glass...

and with it the consequences of which she had to face and endure...

she was thinking of the broken glass that had put her heart into two...





HAVE YOU RENEWED YOUR

INGED

MEMBERSHIP?

INGED DEPENDS ON YOUR CONTRIBUTIONS...

SOMETHING TO THINK ABOUT

There are three pieces for you in this section. The first one is related to lexes, the second to teacher expectations and the third to the halo effect. Hope you enjoy them...

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100 Whimsical Words by Mark Nichol

Taken from

<http://www.dailywritingtips.com/100-whimsical-words/>

The English language can be maddening to native speakers and learners alike, but is also delightfully rich, especially for those who seek to convey a lighthearted tone in their writing. Here are 100 words it's difficult to employ without smiling. Though their meanings may be obscure, they each present a challenge — I mean an opportunity — for you to paint a vivid word picture. Imbue your musings with mirth by incorporating these terms:

absquatulate: to flee, abscond
abstemious: restrained in consumption of food and alcohol
balderdash: nonsense
ballyhoo: commotion, hype
bindle stiff: hobo
bodacious: remarkable, voluptuous
borborygmus: sound of intestinal gas
cahoots (in the expression "in cahoots with"): scheming
callipygian: possessing a shapely derriere
cantankerous: irritating, difficult
carbuncle: pustule
caterwaul: to wail or protest noisily
cattywampus: in disarray
cockamamie (also cockamamie): ridiculous
comeuppance: just deserts
concupiscent: possessed of erotic desire

copacetic (also copasetic, copesetic): satisfactory
curmudgeon: ill-tempered (and often old) person
debauchery: sensual gratification
doohickey: gadget or attachment
effluvium: unpleasant smell
factotum: all-around servant or attendant
farrago: confused mixture
festoon: to decorate; dangling decorative chains
finagle: to trick
fisticuffs: fighting with fists
flabbergasted: dumbfounded
flagitious: villainous
flibbertigibbet: flighty person
flummoxed: confused
foible: fault
folderol: nonsense
foofaraw: flash, frills
fusty: moldy, musty, old-fashioned
gallimaufry: mixture, jumble
gallivant: to jaunt or carouse
gobbledygook: nonsense, indecipherable writing
haberdasher: men's clothier; provider of sundries
harridan: shrewish woman
higgledy-piggledy: in a disorganized or confused manner
high jinks (also hijinks): boisterous antics
hodgepodge: mixture, jumble
hokum: nonsense
hoodwink: to deceive
hoosegow: jail
hornswoggle: to dupe or hoax
hortatory: advisory
hullabaloo: uproar
ignoramus: dunce
imbroglio: confused predicament
jackanapes: impudent or mischievous person
jiggery-pokery: deceit
kerfuffle: disturbance
lackadaisical: bereft of energy or enthusiasm
loggerheads (in the expression "at loggerheads"): quarrelsome

lollygag: to meander, delay
loquacious: talkative
louche: disreputable
lugubrious: mournful, dismal
malarkey (also malarky): nonsense
maleficence: evil
mendacious: deceptive
oaf: clumsy or stupid person
obfuscate: confuse, obscure
obloquy: condemning or abusive language, or the state of being subject to such
obsequious: flattering
orotund: sonorous, or pompous
osculate: to kiss
paroxysm: convulsion or outburst
peccadillo: minor offense
periwinkle: light purplish blue; creeping plant; aquatic snail
perspicacious: astute
pettifogger: quibbler; disreputable lawyer
poltroon: cowardly, coward
prognosticate: to predict
pusillanimous: cowardly
raffish: vulgar
ragamuffin: dirty, disheveled person
rambunctious: unruly
resplendent: brilliantly glowing
ribaldry: crude or coarse behavior
rigmarole (also rigamarole): confused talk; complicated procedure
ruckus: disturbance
scalawag: scamp
scofflaw: lawbreaker
shenanigans: tricks or mischief
skedaddle: flee
skulduggery: devious behavior
spiffy: stylish
squelch: to suppress or silence; act of silencing; sucking sound
subterfuge: deception, or deceptive ploy
supercilious: haughty
swashbuckler: cocky adventurer; story about the same

sylph: lithe woman
tatterdemalion: raggedly dressed person; looking disreputable or decayed
termagant: shrewish woman
whirligig: whirling toy; merry-go-round; dizzying course of events
widdershins (also withershins): counterclockwise, contrary
willy-nilly: by force, haphazardly

=====

How Will Students Perform? Depends on Teachers' Expectations

By Alix Spiegel



Taken from

<http://blogs.kqed.org/mindshift/2012/09/how-will-students-perform-depends-on-teachers-expectations/>

Teacher expectations can affect the performance of the children they teach.



The first psychologist to systematically study this was a Harvard professor named Robert Rosenthal, who in 1964 did a wonderful experiment at an

elementary school south of San Francisco.

The idea was to figure out what would happen if teachers were told that certain kids in their class were destined to succeed, so Rosenthal took a normal IQ test and dressed it up as a different test.

"It was a standardized IQ test, Flanagan's Test of General Ability," he says. "But the cover we put on it, we had printed on every test booklet, said 'Harvard Test of Inflected Acquisition.' "

Rosenthal told the teachers that this very special test from Harvard had the very special ability to predict which kids were about to be very special — that is, which kids were about to experience a dramatic growth in their IQ.

After the kids took the test, he then chose from every class several children totally at random. There was nothing at all to distinguish these kids from the other kids, but he told their teachers that the test predicted the kids were on the verge of an intense intellectual bloom.

As he followed the children over the next two years, Rosenthal discovered that the teachers' expectations of these kids really did affect the students. "If teachers had been led to expect greater gains in IQ, then increasingly, those kids gained more IQ," he says.

But just how do expectations influence IQ?

As Rosenthal did more research, he found that expectations affect teachers' moment-to-moment interactions with the children they teach in a thousand almost invisible ways. Teachers give the students that they expect to succeed more time to answer questions, more specific feedback, and more approval: They consistently touch, nod and smile at those kids more.

"It's not magic, it's not mental telepathy," Rosenthal says. "It's very likely these thousands of different ways of treating people in small ways every day."

So since expectations can change the performance of kids, how do we get teachers to have the right expectations? Is it possible to change bad expectations? That was the question that brought me to the Curry School of Education at the University of Virginia, where I met Robert Pianta.

Pianta, dean of the Curry School, has studied teachers for years, and one of the first things he told me when we sat down together was that it is truly hard for teachers to control their expectations.

"It's really tough for anybody to police their own beliefs," he said. "But think about being in a classroom with 25 kids. The demands on their thinking are so great."

Still, people have tried. The traditional way, Pianta says, has been to sit teachers down and try to change their expectations through talking to them.

"For the most part, we've tried to convince them that the beliefs they have are wrong," he says. "And we've done most of that convincing using information."

But Pianta has a different idea of how to go about changing teachers' expectations. He says it's not effective to try to change their thoughts; the key is to train teachers in an entirely new set of behaviors.

For years, Pianta and his colleagues at the Curry School have been collecting videotapes of teachers teaching. By analyzing these videos in minute ways, they've developed a good idea of which teaching behaviors are most effective. They can also see, Pianta tells me, how teacher expectations affect both their behaviors and classroom dynamics.

Pianta gives one very specific example: the belief that boys are disruptive and need to be managed.

"Say I'm a teacher and I ask a question in class, and a boy jumps up, sort of vociferously ... 'I know the answer! I know the answer! I know the answer!' " Pianta says.

"If I believe boys are disruptive and my job is control the classroom, then I'm going to respond with, 'Johnny! You're out of line here! We need you to sit down right now.' "

This, Pianta says, will likely make the boy frustrated and emotionally disengaged. He will then be likely to escalate his behavior, which will simply confirm the teacher's beliefs about him, and the teacher and kid are stuck in an

unproductive loop.

But if the teacher doesn't carry those beliefs into the classroom, then the teacher is unlikely to see that behavior as threatening.

Instead it's: " 'Johnny, tell me more about what you think is going on ... But also, I want you to sit down quietly now as you tell that to me,' " Pianta says.

"Those two responses," he says, "are dictated almost entirely by two different interpretations of the same behavior that are driven by two different sets of beliefs."

To see if teachers' beliefs would be changed by giving them a new set of teaching behaviors, Pianta and his colleagues recently did a study.

They took a group of teachers, assessed their beliefs about children, then gave a portion of them a standard pedagogy course, which included information about appropriate beliefs and expectations. Another portion got intense behavioral training, which taught them a whole new set of skills based on those appropriate beliefs and expectations.

For this training, the teachers videotaped their classes over a period of months and worked with personal coaches who watched those videos, then gave them recommendations about different behaviors to try.

After that intensive training, Pianta and his colleagues analyzed the beliefs of the teachers again. What he found was that the beliefs of the trained teachers had shifted way more than the beliefs of teachers given a standard informational course.

This is why Pianta thinks that to change beliefs, the best thing to do is change behaviors.

"It's far more powerful to work from the outside in than the inside out if you want to change expectations," he says.

In other words, if you want to change a mind, simply talking to it might not be enough.

This post originally appeared on NPR.

7 Ways Teachers Can Change Their Expectations

Researcher Robert Pianta offered these suggestions for teachers who want to change their behavior toward problem students:

Watch how each student interacts. How do they prefer to engage? What do they seem to like to do? Observe so you can understand all they are capable of.

Listen. Try to understand what motivates them, what their goals are and how they view you, their classmates and the activities you assign them.

Engage. Talk with students about their individual interests. Don't offer advice or opinions - just listen.

Experiment. Change how you react to challenging behaviors. Rather than responding quickly in the moment, take a breath. Realize that their behavior might just be a way of reaching out to you.

Meet. Each week, spend time with students outside of your role as "teacher." Let the students choose a game or other nonacademic activity they'd like to do with you. Your job is to NOT teach but watch, listen and narrate what you see, focusing on students' interests and what they do well. This type of activity is really important for students with whom you often feel in conflict or who you avoid.

Reach out. Know what your students like to do outside of school. Make it a project for them to tell you about it using some medium in which they feel comfortable: music, video, writing, etc. Find both individual and group time for them to share this with you. Watch and listen to how skilled, motivated and interested they can be. Now think about school through their eyes.

Reflect. Think back on your own best and worst teachers, bosses or supervisors. List five words for each that describe how you felt in your interactions with them. How did the best and the worst make you feel? What specifically did they do or say that made you feel that way? Now think about how your students would describe you. Jot down how they might describe you and why. How do your expectations or beliefs shape how they look at you? Are there parallels in your beliefs and their responses to you?

This article first appeared in the TESOL Greece Newsletter
To see the rationale behind this article, view:
http://www.youtube.com/watch?v=toW_BoNj230



Nick Michelioudakis (B. Econ., Dip. RSA, MSc [TEFL]) is an Academic Consultant with LEH (the representatives of the Pearson PTE & Exams in Greece). In his years of active involvement in the field of ELT he has worked as a teacher, examiner and trainer for both teachers and Oral Examiners. He has written numerous articles many of which have been published in a number of countries. He likes to think of himself as a 'front-line teacher' and is particularly interested in one-to-one teaching and student motivation as well as Social and Evolutionary Psychology. When he is not struggling with students, he likes to spend his time in a swimming pool or playing chess. To download articles or handouts of his, you can visit his site at www.michelioudakis.org.

Psychology and ELT: The Halo Effect
'Who said saints have a monopoly on halos?'
By Nick Michelioudakis

How important is one's handwriting? Hardly at all you might say, especially today when most people use a computer. Yet research shows otherwise. In a revealing experiment, a number of exam scripts were copied twice - once in good handwriting and once in bad handwriting. They were then passed on to two groups of examiners who were told to mark them and were specifically instructed to mark for content. Amazingly, the neatly-written scripts got significantly higher marks than the others (Sutherland 1992). Why did such a thing happen? The answer is that very often when we have to assess someone (or something) and this person has a salient, positive feature, the latter colours our judgment, so we tend to make all kind of positive attributions about this person, judgments which are at best only marginally related to the quality which stands out. This is called the 'Halo Effect'.

An experiment: One would expect the scientific world to be less susceptible to such an effect. Not so. In 1982, two psychologists decided to try out an interesting experiment. They selected 12 well-known journals of psychology and to each one they sent an article to be considered for publication. These articles are routinely checked by two authorities on the particular field as well as the editor. The results: in 8 out of the 12 cases the articles were deemed

unworthy of publication. Out of 16 'evaluators' and 8 editors who (presumably) read them, not a single one had a different view. Well, one might say, not all articles submitted are up to par. This is true, only in this case these particular articles had been published by the very same journals, under the same title only a few months previously!! The only thing the two psychologists had changed were the names of the authors (eminent university professors) to imaginary ones and their affiliations (originally such prestigious universities as Harvard or Princeton) to non-existent (and by definition obscure) ones! Well, you might think, at least 4 of the articles were thought to be good. Not quite. In 3 out of the 4 cases someone simply realised that they had published this material before... (Sutherland 1992)



Why did such a thing happen? The answer is probably that journals like the above are probably inundated with submissions from academics on the make who are anxious to add yet another entry to their CV. It is equally likely that many of these articles are run-of-the-mill, with little to recommend them. This being so, it makes sense for the 'evaluators' to resort to 'shortcuts' (Cialdini 2001) - rather than scrutinize each script, they look at the name of the writer first. If s/he is a famous professor from an Ivy-League University, then the article is more likely to be worthy of publication. But if we start thinking like this, then an amazing change happens: as Sutherland (1992) points out, when faced with a piece of work by an established writer, we tend to look for its positive aspects, while if the writer's name rings no bells then we start looking for flaws!

Still not convinced? Here is another example. In the mid-70s, someone sent a book to no less than 27 different publishers and literary agents. No marks for guessing what happened. All 27 rejected it. Yet this book ('Steps' by Kosinsky) had actually been published in 1969 and had won the American National Book Award! All that had been changed was the title and the name of the writer. What is more remarkable is that one of the publishers who rejected the 'new book' was 'Random House' - the ones who had published the original one!! (ibid)

Lest you should think that this phenomenon is restricted to the world of books and publishing, here are some more examples to show you just how widespread it is: Good-looking people are universally thought to be friendlier, more intelligent and more humorous, tall people are thought to have all kind of leadership qualities, they are clearly favoured in job interviews and make more

money than people like me who are slightly challenged in the vertical dimension, and, of course, men of a high social status are judged as more attractive by women...(Brehm, Kassin & Fein 2002).

Applications in the field of teaching: If we can create for ourselves this 'aura' of the competent/charismatic/special teacher, then we are halfway towards winning the battle for the 'hearts and minds' of our students. Here are some ideas:

Friendliness: When I ask my students to describe the best teacher they know, they almost invariably mention someone possessing this quality. When I try to probe deeper to see what it is about their method that is so special, my students are often stumped. It is because attitude is such a salient feature that it colours the students' perception of the teacher both as an individual and as a professional (for research on this very theme, see Alberson, Frey & Gregg 2004, p. 8)

First impressions: Teachers often 'save' their best techniques for later - a big mistake in my view. By using your favourite materials/techniques early on, you create a positive impression in the students' minds which will pre-dispose them favourably towards all your subsequent lessons. The tendency of first impressions to 'stick' has been demonstrated again and again (Fine 2005)

Professionalism: Little details like being prepared, giving an outline of your lesson in advance, revising what you did the previous time, showing students that there is a continuity in your sessions - all these create an impression of 'professionalism' and they are more observable than, say, a profound activity sequence (Lewis & Hill 1992). The point is that once you have acquired a reputation as a 'true professional', this reputation precedes you and everything you do will then be seen in this light!

Success: Unfortunately perhaps, teachers too are judged by results. This is particularly true in the case of 1-1 lessons. Consequently, there is a lot to be said for 'blowing your own trumpet'. This will create an expectation of success which boosts the students' confidence and acts like a self-fulfilling prophecy (Dornyei 2001).

Titles: As I have said in other articles and as the above experiment clearly demonstrates, titles like 'MSc', 'PhD' etc. never fail to impress people about your competence - so if you have them, flaunt them! (On how effective this 'aura' can be, see also Goldstein, Martin & Cialdini 2007). Similarly, if you happen to

work for a prestigious institution, then mention it to your students. I remember how people's faces used to light up when I told them I was an Oral Examiner for the British Council!

Looks: At the cost of repeating myself, the importance of being good-looking can hardly be exaggerated. Not only does this quality affect the 'marks' one gets in virtually all other fields, but there is evidence that this positive predisposition of others actually elicits all kind of positive behaviours from them (Aronson 1999). The moral is clear: it pays to work on your appearance!

What about ELT? So, what about our field? Are there any elements which can create a 'Halo Effect'? Yes, there are - two of them: a) Your passport and b) your accent. Let me explain. I believe that if would-be employers receive 2 identical CVs, one from a native speaker and another from a Greek teacher, there are many cases when only the former will be short-listed. I believe that if two Greek EFL teachers go through an interview and one of them has a native-like accent while the other one does not, then the former is far more likely to be hired, even if the latter has better qualifications/more experience. And I am certain that (*ceteris paribus*) native speakers are on average better paid when it comes to private lessons. Now, I do not have any hard evidence for all this, but I am prepared to bet good money that all 3 hypotheses are true. Anyone for research?

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News from the British Council

WEBINARS

Fiona Mauchline: Teenage kicks (for grown-ups)

Date: 18th October 2012

Time: 12pm UK time (check what time this is in your country)

Location: <http://britishcouncil.adobeconnect.com/r91aj3gwj4h/>

Theme: Current coursebooks have moved away from the 'describe your house/last holiday format of earlier materials as content/culture-based learning and model texts take pole position. The content may be more challenging, but is it memorable? How do we personalise it all? Where do the 'Me Moments' come in. Fiona's webinar will look at a wealth of creative, learner-centred activities to put the 'Me' back into memorable and meaningful lessons for teens and adults alike

Chia Suan Chong: A trip down the memory lane of methodology

Date: 29th November 2012

Time: 8pm UK time (check what time this is in your country)

Location: <http://britishcouncil.adobeconnect.com/r7zii0aq95y/>

Theme: As we walk down the memory lane of English language teaching, we can see a correlation between the trends in the most popular language acquisition theories of its time, and the application of such assumptions into the language classroom. Whether it be Krashen's 'affective filter' hypothesis translating into humanistic approaches, such as suggestopedia, or Searle's speech acts giving rise to the functional syllabus, practitioners have tried to apply theory to practice in a way that best helps learners to best acquire the language. But we don't always get it right.

For details:

<http://www.teachingenglish.org.uk/webinars>



ELTons 2013 - call for applications

Applications are now open for the **ELTons 2013**. The categories to apply for this year are:

- Excellence in course innovation
- Innovation in learner resources
- Innovation in teacher resources
- Digital innovation
- Local innovation

The Macmillan Education Award for Innovative Writing is open to aspiring ELT authors who have not yet published any of their work. The winner receives £1,000 and the opportunity to publish their work.

Applications are judged by a panel of ELT experts; the shortlist will be published in March; and the winners will be announced at an awards ceremony in London on 22 May 2013. The deadline for applications is 23 November 2012.

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Find out more about the categories and how to apply on the [ELTons 2013 website](#). Any queries should be addressed to eltons@britishcouncil.org.

IATEFL MEMBERSHIP

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

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David Crystal Deniz Kurtoglu Eken Jun Liu Roger McGough (photo - Leila Rismay) Susan Barduhn

Key dates

23rd August 2012 - Scholarship application deadline

13th September 2012 - Speaker proposal deadline

13th December 2012 - Speaker payment deadline

31st January 2013 - Early bird payment deadline

Our Conference Brochure is available at:

<http://edition.pagesuite-professional.co.uk/launch.aspx?referral=other&refresh=Ct213ZOnOqP7&PBID=84ca8b03-9d97-4d7b-85765f9ad1ece0a7&skip=>



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

**The Annual TESOL Convention
20 - 23 March 2013
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SIGNS

BMW



BMW means Bayerische Motoren Werke, which translates to "Bavarian Motor Works."

M&M's stands for Mars & Murrie's, the last names of the candy's founders.

M&M'S



3M



3M is a shorter, snazzier way to say Minnesota Mining and Manufacturing.

HSBC stands for Hongkong and Shanghai Banking Corporation

HSBC



KMART



Kresge is the K in Kmart, for founder Sebastian S. Kresge.

TASER



TASER stands for Thomas A. Swift's Electric Rifle.

SMART CAR



A collaboration between Swatch and Mercedes, smart car is short for Swatch Mercedes Art (car)

ZIP CODE



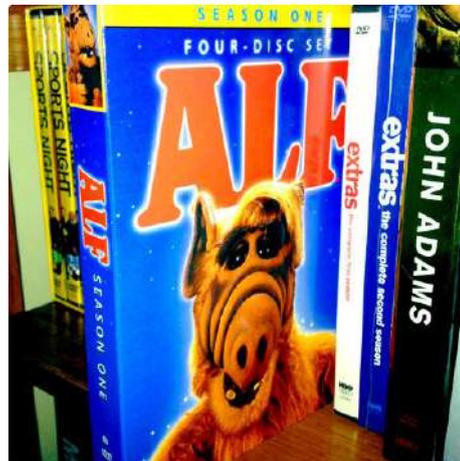
ZIP = Zone Improvement Plan.

DHL



DHL = (Adrian) Dalsey, (Larry) Hillblom and (Robert) Lynn.

ALF



Gordon Shumway's nickname is an acronym for Alien Life Form.

JCPENNEY



James Cash Penney