

# THE INGED NEWSLETTER



## *NEWS ON-LINE*

*Together we stand!*

Issue 3  
September 2013

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## *From the President*

Dear colleagues,

As you all know, our 16<sup>th</sup> International ELT Conference will be held on 4 - 6 October in İzmir. It will be very exciting to be with our colleagues coming from different parts of the country and the world. Attending a conference is not only a professionally rewarding experience but also a great chance to socialize with colleagues from other schools and/or institutions. Conferences help us in several different ways:

- We feel integrated with the academic community. We get professional and personal satisfaction from being a part of a group, not being alone or isolated.
- We find a chance to listen to recognized experts (famous names) who are up to date with the latest developments in our field. We learn how they address the issues, ask our questions and can have personal conversations with them.
- We meet new people to exchange experiences, ideas and practices.
- We get together with old friends.
- We find a chance to interact with other colleagues who may be experiencing similar issues and problems. This allows us to tackle with the issues together. We get together with colleagues who can bring new perspectives to our problems.
- We get a chance to reflect on what we do and how good we are in what we are doing.
- We find information on how to do things a little differently or where to find resources to help us learn something new.
- We create ourselves a platform to discuss what we have read in theory as human interaction is more likely to make things clearer and gives us a variety of new ideas/interpretations that we might *not* receive by merely looking for information in printed or published resources.
- We spend a reasonably short period of time and get substantial information on topics in which we have interest. We save a lot of time by listening to people who have already done the reading from a variety of sources. Even when we have done the same amount of

reading and research, we get to hear other people's analysis and synthesis of the information.

- We gain the strength to fight against teacher burnout which is often described as a teacher's loss of idealism and enthusiasm for work where teachers stop considering themselves professionals, rather just paid individuals. We can re-gain our self-confidence as active, knowledgeable, and valuable members of our professional field.
- We feel inspired to try out new things in our daily practice, or to carry out our own research.
- We get exposed to different styles of presentation, some very good, some not so good. These become great examples for us if we ever want to present at a conference.

If all these still fail to convince you that you should participate, please simply remember our association's motto: TOGETHER WE STAND (the full version being "Together we stand, divided we fall"). I believe it is high time we stopped asking "what INGED can do for you" and started asking "what we can do for INGED" which represents our profession; because as we know unless we are united, we will find it more difficult to fight for our rights and gain our long- and much-deserved respect in the society.

Prof. Dr. Aydan Ersöz  
President  
September 2013



## From the Editor

Dear Colleagues,

In this issue we would like to present a new part of the theme Anatolia. In our 1<sup>st</sup> issue this year, we started with the meanings of the designs found in kilims and some carpets; next we looked at scientists and other great people who were born and who lived in Anatolia in ancient times and in this issue we look at a well-known Anatolian legend. We hope that the little activities that follow these articles give you an idea as to how to perhaps exploit this topic in class.

This issue introduces some free web resources that teachers can use to help their students learn vocabulary more efficiently. As always, there are several articles taken from different sources focusing on a variety of other ELT issues. We hope you will enjoy all these.

Finally, we would like to remind you that soon it is time for our biennial conference. The details regarding our conference can be accessed at our web site. The program is full with 7 plenary speakers and many concurrent sessions. We hope you will enjoy the variety of topics and will take away some of the ideas presented to your classes. The social activity at the end of the last day will be a trip to Ephesus. If you have not visited this site in recent years, it will be well worth the trip because there are many newly excavated and restored sections including the villas in which commanders and high officials of the time lived.

Hoping to see you at the conference in Izmir,

A. Suzan Öniz  
INGED Newsletter Editor

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



## INGED Afternoons

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

## INGED Events

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

## FOR PROSPECTIVE CONTRIBUTORS

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

### NOTES FROM A CONFERENCE

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

### TECHNOLOGY IN TEACHING

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

### YOUR PAPERS

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

### THE VOICE OF INGED MEMBERS

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



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

inged



**The 16<sup>th</sup> International  
INGED ELT Conference**  
by **Dokuz Eylül University**  
**The School of Foreign Languages**

**By  
WORD  
of MOUTH**  
**Embracing Inspiring Practices**

**4 - 6 October, 2013**

**DESEM, Presidency of Dokuz Eylül University  
Alsancak - İzmir, Turkey**

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

**The 16<sup>th</sup> International  
INGED ELT Conference:  
"By Word of Mouth"**

**4 - 6 October 2013  
Hosted by 9 Eylül University,  
School of Foreign Languages,  
Izmir, Turkey.**

**The Program, The Registration Form and other details  
are available at:  
[inged.org.tr](http://inged.org.tr)**

Registration deadline for participants: 6 September 2013

**THE PLENARY SPEAKERS**

Prof. Dr. Simon Borg  
Prof. Dr. Mehmet Demirezen  
Prof. Dr. Gül Durmuşođlu  
Prof Dr. Aydan Ersöz  
Jeremy Harmer  
Jim Scrivener  
Joan Shin King

# SEETA

## SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

<http://seeta.eu/>



**SEETA**  
South Eastern Europe Teachers Associations

Getting Started | SEETA Volunteer | Helpdesk | SEETA

**Getting Started**  
**Getting Active**

Find out more about the SEETA Community and how you can contribute. Help and advice about using the site. Click [HERE](#) to access this area.

online community

### Happening Now!

#### Refresh Your Class

28 October -10 November 2013



**Merve Ofiaz**

This online course will provide you with invigorating ideas to refresh yourself and your class. It will offer practical ideas that can be adapted to all levels and ages.

#### Refresh Your Class

#### A split-personality teacher

My working week : 28 October -1 November 2013



**Sneza Filipovic**

Sneza is an English teacher but also teaches Serbian to foreigners. In her SEETA blog, Sneza will be comparing her experience as a native and a non-native speaker teacher -two in one!

September-October 2013

What matters and what doesn't in this profession? What advice would you give to new teachers? Join the forum and share experiences and some words of wisdom

### Welcome

**New Teachers** ❤️

Penny Ur : It ain't necessarily so

Brian Tomlinson : Advice to new teachers

Roger House : The Job

Suzan Oniz : Remember yourself as a student

Georgia Psarra : The Dodecalogue of The Teacher

# INGED - MARMARA SCHOOLS 15th DRAMA FESTIVAL in 2013



Thursday, 30 May 2013

Marmara Private Primary School

ISTANBUL

## AWARDS

### 1. THE BEST LEADING ACTOR AWARD

FIRST PLACE : Umut UÇAK-MARMARA

SECOND PLACE : Fethi Can YAŞAR-Bursa TED

THIRD PLACE : Boğaç ÇELİKÖZ-AYAZAĞA IŞIK

### 2. THE BEST LEADING ACTRESS AWARD

FIRST PLACE : Dide SEZER- AYAZAĞA IŞIK

SECOND PLACE : Yağmur TOMRUK- MARMARA

THIRD PLACE : Deniz BİLEROĞLU-KOÇ

### 3. THE BEST SUPPORTING ACTOR AWARD

FIRST PLACE : Yiğit HANEFİ-- MARMARA

SECOND PLACE : Yiğit YÖRÜK-KOÇ

THIRD PLACE : Cenk ÖZÜTÜRK- AYAZAĞA IŞIK

**4. THE BEST SUPPORTING ACTRESS AWARD**

**FIRST PLACE** : Öykü Mina FİLİZ- MARMARA  
**SECOND PLACE** : Begüm KARAMAN- KOÇ  
**THIRD PLACE** : Rüya NEŞE-BURSA TED

**5. THE BEST SHINING STAR (ACTOR)**

**FIRST PLACE** : Umut TENGİZ-MARMARA  
**SECOND PLACE** : Ömer Efe YALÇIN- BURSA TED  
**THIRD PLACE** : Emirhan USTA-EDİRNE BAHÇEŞEHİR

**6. THE BEST SHINING STAR (ACTRESS)**

**FIRST PLACE** : Derya Selin CANLI- AYAZAĞA IŞIK  
**SECOND PLACE** : Mia Abulaf - KOÇ  
**THIRD PLACE** : Zeynep Nazlı OK - MARMARA

**7. THE BEST PLAY AWARD**

**FIRST PLACE** : Trojan War - MARMARA  
**SECOND PLACE** : Cinderella Story - AYAZAĞA IŞIK  
**THIRD PLACE** : Grease - BURSA BAHÇEŞEHİR

**8. THE BEST STAGING AWARD**

**FIRST PLACE** : Cinderella Story - AYAZAĞA IŞIK  
**SECOND PLACE** : Fame - TED BURSA  
**THIRD PLACE** : Grease - BURSA BAHÇEŞEHİR

**9. THE BEST MUSICAL PERFORMANCE AWARD**

**FIRST PLACE** : Fame - TED BURSA  
**SECOND PLACE** : Grease- BURSA BAHÇEŞEHİR  
**THIRD PLACE** : Trojan War - MARMARA

**10. THE BEST PRONUNCIATION**

**FIRST PLACE** : Deniz Biberoglu - KOÇ  
**SECOND PLACE** : Umut Uçak - MARMARA  
**THIRD PLACE** : Begüm Yıldırım - MEV

**11. JURY SPECIAL AWARD: Zeynep Su Özkalp - BURSA BAHÇEŞEHİR**

Some moments from this wonderful event:

Bursa Bahçeşehir



Bursa TED



Işık



Marmara



MEV



**We thank**

**Marmara Private Primary School**

**for hosting such a successful and rewarding event.**

**We also thank all the delightful young actors and actresses  
and their teachers who guided and helped them  
through this journey...**

**See you at next year's Drama Festival...**

# TECHNOLOGY IN TEACHING:

## FREE APPS TO SUPPORT VOCABULARY ACQUISITION BY ELLS



Source: <http://www.edutopia.org/blog/apps-support-ELL-vocabulary-acquisition-monica-burns>



### FREE APPS TO SUPPORT VOCABULARY ACQUISITION BY ELLS

One of my favorite aspects of integrating technology into instruction is the availability of resources to support students with different learning needs. Students who are struggling can benefit from the excitement and engagement offered by a tool like the iPad. Teachers of English-Language Learners (ELLs) can use technology to promote growth in their students. Developing a strong vocabulary is an important area of focus for ELLs who are building their reading comprehension. Educators use a variety of strategies to grow readers in their classroom, and there are many free iPad apps that support vocabulary acquisition.

#### *Kids' Vocab by MindSnacks*

This is one of my favorite literacy apps for all students, and it is a great tool for ELLs. [Kids' Vocab by MindSnacks](#) introduces students to Tier 3, low-frequency, context-specific vocabulary words. Each set of words is organized around a theme and built on games that keep children excited about learning. With supports and positive reinforcement, students who struggle won't feel defeated, since words are repeated as they work toward mastery. The high-quality graphics and engaging activities will grab your students' attention as they increase their Tier 3 vocabulary.

### ***English First High Flyers***

[EF High Flyers](#) is an easy-to-use game that helps students learn new vocabulary words starting with numbers and everyday objects. After studying a set of words (with audio and picture support), they test their knowledge through spelling, vocabulary listening and reading quizzes. The emphasis on a variety of skills holds students accountable for having a comprehensive understanding of how to use each new set of words.

### ***Flashcardlet***

If you're looking for a way to load your students' iPads with custom vocabulary, check out [Flashcardlet](#) by [Quizlet](#). It allows students to access decks of flashcards you've made right from their iPads. Quizlet is a free website where you can create flashcards decks based on your own list of words. Whether they correspond to the vocabulary in a social studies unit or simply help students learn new words, you can use this app to support a variety of ELL students. I love the feature on this site that lets teachers use one of Quizlet's definitions (instead of writing their own). It even has choices of images that teachers can match to their vocabulary words. Displaying pictures next to the vocabulary word and its definition will help students working to expand their English vocabulary. The Flashcardlet app loaded on your class' iPads (or iPod Touch) will let students swipe through the cards you've created on Quizlet, identify any words where they need extra practice, and monitor their own progress.

### ***Futaba***

A great game for 1-4 players, [Futaba](#) presents players with pictures of everyday items and asks them to name each object. Simple and fun, this is a game that encourages player competition to see who can choose the correct name for an item from a list of four choices. Whoever gets the most correct answers in one minute wins the round. Whether students are playing in groups or practicing solo, this game is sure to add new words to their vocabulary. Futaba also has an upgrade that offers customizable features.

Have you had success using technology to support English-Language Learners? What are some of your favorite apps?

# ANATOLIA

## The Source of Legends & More

Anatolia is the home for countless legends. Many of these mythological stories have inspired people and artists. In this issue of the INGED Newsletter, *News On-Line*, you will read about one legend that, as many others, is based on love.

### THE LEGEND OF HERO & LEANDER

Hero and Leander is a well-known myth from the Çanakkale (Dardanelle or formerly known as Hellespont) area because it involves the Çanakkale Strait and a love affair... Hero is a priestess of Aphrodite who lived in a tower by the sea in Sestos, which was on the European side or in Thrace. Leander was a young man from Abydos on the Asiatic side of the strait. Leander fell in love with Hero and would swim every night across the Hellespont to be with her. Hero would light a lamp at the top of her tower to guide his way. Hero had to remain a virgin and never marry as she was a priestess of Aphrodite. However, Leander's soft words and to his argument that Aphrodite, as the goddess of love, would scorn the worship of a virgin, convinced Hero to allow him to make love to her. These trysts lasted through the warm summer but one stormy winter night, the waves tossed Leander in the sea and the breezes blew out Hero's light; Leander lost his way and was drowned. When Hero saw his dead body, she threw herself over the edge of the tower to her death to be with him.

This romantic story has inspired many painters and sculptors who have produced their own versions of this legend. Below you will find two paintings to give you an idea.



Hero lamenting over the drowned Leander, by Nicholas Regnier (1591-1667), c1626. National Gallery of Victoria, Australia



The Parting of Hero and Leander by Joseph Mallord William Turner, (1775-1851) c. 1837, The National Gallery, London, Great Britain.



Hero Looking for Leander by William Wetmore (1819-1895)



Hero Mourning over the Body of Leander by Edward G. Bramwell. 1908

## ACTIVITY:

1. In the text above, there is a line that says: "These trysts lasted through the warm summer." What does 'tryst' mean?

Go to: <http://corpus.byu.edu/coca/>

and check the collocations with this word.

2. What is the name of the modern Turkish city near which Sestos was?

3. Where does the word 'Hellespont' come from?

4. In ancient history, how did armies cross the Çanakkale Strait?

5. Which famous poet swam across the Çanakkale Strait?

6. Who is Leandra/Leander in 'The Leandra/Leander Tower'?

7. What is the cover picture about? What is this legend?



## KEY

1. tryst /trɪst/: noun: a private romantic rendezvous between lovers. "a moonlight tryst"

Verb: keep a private, romantic rendezvous with a lover. "a trysting place"

| CORPUS OF CONTEMPORARY AMERICAN ENGLISH |  |           |                      | EMAIL  |
|---|--|-----------|----------------------|--|
| 450 MILLION WORDS, 1990-2012            |  |           |                      | PASSWORD   |
|   |  |           |                      | (HELP) LOG IN (REGISTER)   |
| DISPLAY                                 | SEE CONTEXT: CLICK ON WORD OR SELECT WORDS + [CONTEXT] [HELP...] |           |                      | COMPARE  |
| LIST                                    | KEYWORD IN CONTEXT DISPLAY                                       |           |                      | FREQ   |
| CHART                                   | SECTION: NO LIMITS   |           |                      | Help / information / contact   |
| KWIC                                    | CLICK FOR MORE CONTEXT   |           |                      | PAGE: << < 1 / 3 > >><br>SAMPLE: 100 200   |
| COMPAR                                  | 1  | 2012 FIC  | Bk:PrincessCharming  | A B C the passionate Wilde clan could condemn a lady for flouting propriety with a lovers' <b>tryst</b> was the height of irony. The Wildes had long been legendary fi   |
| SEARCH-STRING                           | 2  | 2012 FIC  | Bk:PrincessCharming  | A B C her hands were tightly clenched. ≠ It did not appear to be a romantic <b>tryst</b> but a confrontation, he decided. He could overhear her low, impassioned voi     |
| WORD                                    | 3  | 2012 FIC  | KenyonRev            | A B C Rising of 1913 and knew it was important not to slow her velocity for a <b>tryst</b> with a terrace libertine, however tempting his ballroom duds. Then she tho-   |
| COLLO                                   | 4  | 2012 NEWS | NYTimes              | A B C but there isn't a lot of romance or sex, perhaps mercifully. One <b>tryst</b> takes place in the front seat of a car in a casino parking lot;                      |
| POS LIST                                | 5  | 2012 NEWS | CSMonitor            | A B C asked to leave his dorm room by Clementi, who was eager to have a <b>tryst</b> with an unknown individual known only as "M.B." ≠ Saying that he feared.            |
| RANDX                                   | 6  | 2011 FIC  | Bk:Intimates         | A B C . An oil change center abutting the ranch-style motel where Lyla had had an afternoon <b>tryst</b> with an older guy who was a friend of her mother's. She'd       |
| SECTIO                                  | 7  | 2011 FIC  | Bk:DesireWickedDuke  | A B C a sin she had not even committed. " I was not indulging in any <b>tryst</b> , your grace. It was just a simple kiss." The corner of                                |
| SHC                                     | 8  | 2011 FIC  | Bk:Slugfest          | A B C in the psycho-killer because he seemed harmless and had playfully suggested they'd had a <b>tryst</b> the night before? The show would open to the public in       |
| IGN                                     | 9  | 2011 FIC  | Bk:BlackLightNovel   | A B C me a lot at the institution, and I had just experienced my first real <b>tryst</b> in a broom closet with an overdeveloped redhead who smelled like acne cream     |
| .....                                   | 10   | 2011 FIC  | Bk:SocialClimbers    | A B C would be dark, except for the flicker of the occasional husband enjoying a quiet <b>tryst</b> with a secretary or a nubile young associate. ≠ Daisy Greenbaum      |
| SPO FIC                                 | 11   | 2011 FIC  | NewEnglandRev        | A B C we ever had that kind of passion. He was never someone to have a <b>tryst</b> with; he'd glom. One of those guys who tries to disguise a                           |
| MAG NEW                                 | 12   | 2011 MAG  | Atlantic             | A B C not go well. He couldn't stay aroused. Over the course of the <b>tryst</b> , I trotted out every parlor trick and sexual persona I knew. I was                     |
| ACA                                     | 13   | 2011 MAG  | TodayParent          | A B C even know existed). Shana Tillbrook, bra fitter and co-owner of Toronto's <b>Tryst</b> Lingerie, says that's typical of most women - we often wear a cup           |
| SORTIN                                  | 14   | 2011 MAG  | NatGeog              | A B C They're born in the trees; they eat, sleep, huddle, and <b>tryst</b> in die trees; they RIP in the trees." I bet most never  |
| AND                                     | 15   | 2011 NEWS | WashPost             | A B C two children out of wedlock. ≠ Jazmin Grace Grimaldi was born of a 1991 <b>tryst</b> with Tamara Rotolo, a California woman who had been vacationing in th         |
| LIMITS                                  | 16   | 2010 FIC  | Bk:LayoverInDubai    | A B C To Sharaf that suggested complicity, involvement, in a way that a mere sexual <b>tryst</b> never would have. Innocent victim? Perhaps not. The young man s         |
| SORTI                                   | 17   | 2010 FIC  | FantasySciFi         | A B C me. I roll my eyes. " Okay, we were having an incestuous <b>tryst</b> and plotting bloody rebellion. " I've been waiting for a ripe chance to                      |
|   | 18   | 2010 FIC  | Bk:HowClarissaBurden | A B C dozen or so people over to watch President Clinton's televised address regarding an alleged <b>tryst</b> he'd had with a White House intern. She and Iggy nev      |
|   | 19   | 2010 NEWS | NYTimes              | A B C in the same stylish building that Ashley Dupre, the Emperor's Club prostitute whose <b>tryst</b> with Mr. Spitzer was detailed in federal court papers, lived at t |
|   | 20   | 2010 NEWS | WashPost             | A B C varying interpretations of their civic duty. The good guys included Madam's Organ, <b>Tryst</b> , Pizza Mart, Gran Central, Rumba Cafe, Meze and the Diner,        |

2. Eceabat

3. Hellespont literally means "Sea of Helle, Helle being the daughter of Athamas, who was drowned here in the legend of the Golden Fleece

4. In 335 BC, Alexander the Great crossed the Hellespont into Asia. It took over one hundred triremes (boats with oars) to transport the entire Macedonian army.

In 480 BC, the Persian army led by Xerxes crossed the Hellespont on two temporary pontoon bridges later known as Xerxes' Pontoon Bridges and marched through Thrace and Macedon to Thessaly.

5. Lord Byron swam from Sestos to Abydos in four hours in 1810, recreating Leander's feat, and wrote a poem thereafter. This event is commemorated every year with an annual swim event that recreates the crossing. See:

<http://www.canakkalerotaryclub.org/?pnum=23&pt=Yar%C4%B1%C5%9Fma%20Bilgileri>

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

6. The Leandra/Leander Tower is 'Kız Kulesi' in Istanbul or 'The Maiden Tower'. Go to Wikipedia to learn more about the legend.

[http://en.wikipedia.org/wiki/Maiden's\\_Tower](http://en.wikipedia.org/wiki/Maiden's_Tower)

7. This is the legendary Trojan Horse from the legend of Troy. You can get some basic info from: <http://www.kusadasi.tv/troy-canakkale.html> and <http://en.wikipedia.org/wiki/Troy>

**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.**

# SELECTED FOR YOU

In this issue of our newsletter, you will find articles on free online resources and how to simplify wordy language. Hope you enjoy them...

<http://www.edutopia.org/blog/online-resources-primary-source-documents-monica-burns>



## 6 Free Online Resources for Primary Source Documents

The Common Core Learning Standards describe the importance of teaching students how to comprehend informational text. They are asked to read closely, make inferences, cite evidence, analyze arguments and interpret words and phrases as they are used in a text. Primary source documents are artifacts created by individuals during a particular period in history. This could be a letter, speech, photograph or journal entry. If you're looking to integrate social studies into your literacy block, try out one of these resources for primary source documents.

### 1. National Archives

The National Archives is a fantastic resource. Their website is easy to navigate and includes lots of teacher resources. They feature a daily historical document relating to an event from that day in history. The online catalog can be searched using keywords, and 100 "milestone" documents are identified as significant to American history.

### 2. DocsTeach

Also run by the National Archives, DocsTeach is full of activities for educators. The documents are organized by different periods in American history. If you're teaching "Civil War and Reconstruction" or "Revolution and the New Nation," just click on the topic to find hundreds of primary source documents. DocsTeach provides audio, video, charts, graphs, maps and more.

### 3. Spartacus Educational

Spartacus Educational is a great resource for global history. It contains free encyclopedia entries that directly connect to primary source documents, making it a perfect tool for educators looking to give students a starting point in their research. It can even be used for a historical figure scavenger hunt!

### 4. Fordham University

Fordham University is another good resource for global history. Similar to how DocsTeach organizes primary sources into periods of American history, this site categorizes documents as well. From the "Reformation" to "Post-World War II Religious Thought," teachers can find full texts available from Fordham or similar institutions. These sources are appropriate for the middle school and high school classroom.

### 5. The Avalon Project

Broken down by time period then listed in alphabetical order, the Avalon Project at Yale University also has primary sources for global history teachers. This database starts with ancient and medieval documents and moves into present times. In addition to categories that address specific historical periods, the Avalon Project includes links to human rights documents as part of Project Diana.

### 6. Life Magazine Photo Archive

Google and Life Magazine have a wonderful search engine that lets users search millions of images from the Life Magazine Photo Archive. Not only can you type in key terms to guide your searches, you can also look through images organized by decade (1860s through 1970s) or significant people, places, events or sports topics.

### **Easy iPad Access**

Using iPads in your classroom? Check out these free apps for primary source documents:

National Archives DocsTeach: access to documents and activities available on their website

Today's Document: quick look and searchable database of documents connected to a specific date in history

Quotable Americans: important quotes in American history with supporting images

Manifest Destiny: information on Westward Expansion connected to John Gast's famous painting

Building Titanic: National Geographic's app includes images and diagrams of this famous ocean liner

Where do you go to find primary source documents to use in your classroom?



<http://www.dailywritingtips.com/50-plain-language-substitutions-for-wordy-phrases/>

### **50 Plain-Language Substitutions for Wordy Phrases - DailyWritingTips**

The following phrases need not be summarily replaced by more concise alternatives, but consider making the switch, especially when you find yourself using various wordy phrases frequently in the same text.

- |                                |                           |
|--------------------------------|---------------------------|
| 1. a number of:                | some, many                |
| 2. afford an opportunity:      | allow, let                |
| 3. an appreciable number of:   | many                      |
| 4. as a means of:              | to                        |
| 5. as prescribed by:           | in, under                 |
| 6. at the present time:        | now                       |
| 7. by means of:                | by, with                  |
| 8. comply with:                | follow                    |
| 9. due to the fact that:       | because, due to, since    |
| 10. during the period of:      | during                    |
| 11. for a period of:           | for                       |
| 12. has a requirement for:     | needs, requires           |
| 13. have an adverse effect on: | hurt, set back            |
| 14. in a timely manner:        | on time, promptly         |
| 15. in accordance with:        | by, following, per, under |
| 16. in addition:               | also, besides, too        |
| 17. in an effort to:           | to                        |
| 18. in close proximity:        | near                      |
| 19. in lieu of:                | instead of                |
| 20. in order for:              | for                       |
| 21. in order that:             | so                        |

|                                       |                            |
|---------------------------------------|----------------------------|
| 22. in order to:                      | to                         |
| 23. in regard to:                     | about, concerning, on      |
| 24. in relation to:                   | about, to, with            |
| 25. in the amount of:                 | amounting to, for          |
| 26. in the event of:                  | if                         |
| 27. in the near future:               | shortly, soon              |
| 28. in the process of:                | (omit without replacement) |
| 29. in view of:                       | because, since             |
| 30. is applicable to:                 | applies to                 |
| 31. is authorized to:                 | can, may                   |
| 32. is in consonance with:            | agrees with follows        |
| 33. is responsible for:               | handles                    |
| 34. it is essential that [one]:       | [one] must                 |
| 35. it is incumbent upon [one] to:    | [one] should, [one] must   |
| 36. it is requested that you:         | please                     |
| 37. pertaining to:                    | about, of, on              |
| 38. provide(s) guidance for/to:       | guides                     |
| 39. relative to:                      | about, on                  |
| 40. set forth in:                     | in                         |
| 41. similar to:                       | like                       |
| 42. successfully accomplish/complete: | accomplish/complete        |
| 43. take action to:                   | (omit without replacement) |
| 44. the month (or year) of:           | (omit without replacement) |
| 45. the use of:                       | (omit without replacement) |
| 46. time period:                      | period, time               |
| 47. under the provisions of:          | under                      |
| 48. until such time as:               | until                      |
| 49. with reference to:                | about                      |
| 50. with the exception of:            | except                     |

# The 5th INGED SpellEvent

## The 5th INGED SpellEvent

Saturday, 6 April 2013

We thank Nesibe Aydın Schools, İncek, Ankara,  
for their hospitality...



### Results:

**1st place: Ozan Öcal**

ODTÜ Geliştirme Vakfı Okulları - Ankara  
Coaching Teacher: Elif Berk

**2nd place: Demirkan Çöker**

Nesibe Aydın Okulları, Ankara  
Coaching teacher: Işıl Kambak

**3rd place: Ilgaz Er**

ODTÜ Geliştirme Vakfı, Ankara  
Coaching teacher: Elif Berk

**4th place: Onur Orkun Kader**

Yüce Okulları, Ankara  
Coaching teachers: Ezgi Yücel & Rasime Ayarman

# The 5th INGED SpellEvent

## The 5th INGED SpellEvent

Saturday, 6 April 2013 at Nesibe Aydın Schools, İncek, Ankara

### Participating Schools:

Başkent Üniversitesi Özel Ayşeabla Okulları

Çakabey Okulları

Gazi Üniversitesi Vakfı Özel Okulu

Gelişim Koleji

Nesibe Aydın Okulları

ODTÜ Geliştirme Vakfı Okulları-Ankara

ODTÜ Geliştirme Vakfı Okulları - Kayseri

ODTÜ Geliştirme Vakfı Özel Denizli İlköğretim Okulu

Yüce Okulları

### Reflections by Defne Akıncı Midas, INGED

The spelling bee competition was held on the 6th of March 2013 with some difference. This year marked the first time for INGED to organize and fund the competition with some support from TESOL International Organization, USA. Franklin Electronic Publishers, USA, the funding and supporting company of the past years, announced that they had to withdraw from funding and running of the event at the international level due to changes in their company policies. However, the language teaching associations in certain countries including INGED in Turkey decided to continue hold the event at the local level. The participating schools expressed their willingness to continue running the event. Thus, this year the event was locally prepared by INGED and was hosted by Nesibe Aydın Schools, Ankara, taking place in the afternoon of the event day.

This year's word lists was again one of Franklin 's word lists prepared to be used in this event. They were created and sent over to the INGED contact person, not to be seen by other parties, including the pronouncer and the judges, until the day of the event. The event lasted 14 rounds, the top 4 spellers were determined at the 11th round and the spelloff rounds determined the ranking of the top of 4 spelling bees.

Before the results, let us look at some examples of the words that came out causing some hesitation or difficulty in the rounds. The word "sweet", for example, looks very simple, but the spelling of the word can easily be confused by the word "sweat". Another word that can cause difficulty is "weight". The contestant must ask for the part of speech, its meaning and a sample sentence to be able to distinguish this word from "wait". A similar word is "sword" because it sounds like "soared". Sometimes, the pronunciation included in the list may be unfamiliar to the student or difficult to guess. If you try to say the word "totally" and then check it with a dictionary for the pronunciation, you may find that second syllable is swallowed somehow. One funny word that appeared in the list was "abracadabra". Though the pronunciation is not misleading, the repeating sounds make it hard to spell the sounds in the right order. Well, I believe I must stop here so that I do not give away all the words in the coming events.

This year, 34 students took part in the event. Each one of them displayed how hard they practised. They showed full respect to rules and other competitors. We congratulate all of them for their sportsmanship, courage, and hard work. We would also like to express our gratitude to the hosting school, Nesibe Aydın Schools, for making their facilities available for INGED and other participants of the event. We thank all the participating schools and particularly participants' parents for making this event possible.

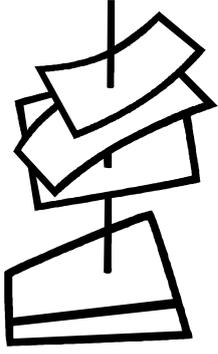
The students that came up to be the first 4 places are the following:

4th place: Onur Orkun Kader - Yüce Okulları, Ankara (Coaching teachers: Ezgi Yücel & Rasime Ayarman)

3rd place: Ilgaz Er - ODTÜ Geliştirme Vakfı, Ankara (Coaching teacher: Elif Berk)

2nd place: Demirkan Çöker - Nesibe Aydın Okulları, Ankara (Coaching teacher: Işıl Kambak)

1st place: Ozan Öcal - ODTÜ Geliştirme Vakfı Okulları - Ankara (Coaching Teacher: Elif Berk)



# REFLECTIONS ON The 3rd ELT CONFERENCE HELD BY ESKIŞEHİR GELİŞİM KOLEJİ

4 May 2013

Summarized by  
Prof. Dr. Aydan Ersöz



Upon an invitation from Eskişehir Gelişim Koleji, I ran a session on May 4, 2013. There were about 80 participants from different schools in Eskişehir



and its surroundings. The theme was 'Current Trends in ELT'. The conference started with a great musical feast by the students and a brief opening speech by Erdal ŞAHBAZ, the founder and general director of the school.



A wonderful performance by the students



Erdal Şahbaz, giving his opening speech

The first plenary session was mine with the title "A child needs grammar rules like a fish needs high-heel boots". My presentation had two parts: the first part highlighted the general principles of teaching English to young learners. Together with the participants, we discussed why the methods which focus on grammaticality and rote memorization don't work with children. Children do not learn with approaches that are associated with control, dominance, rigidity, strictness, formality, student

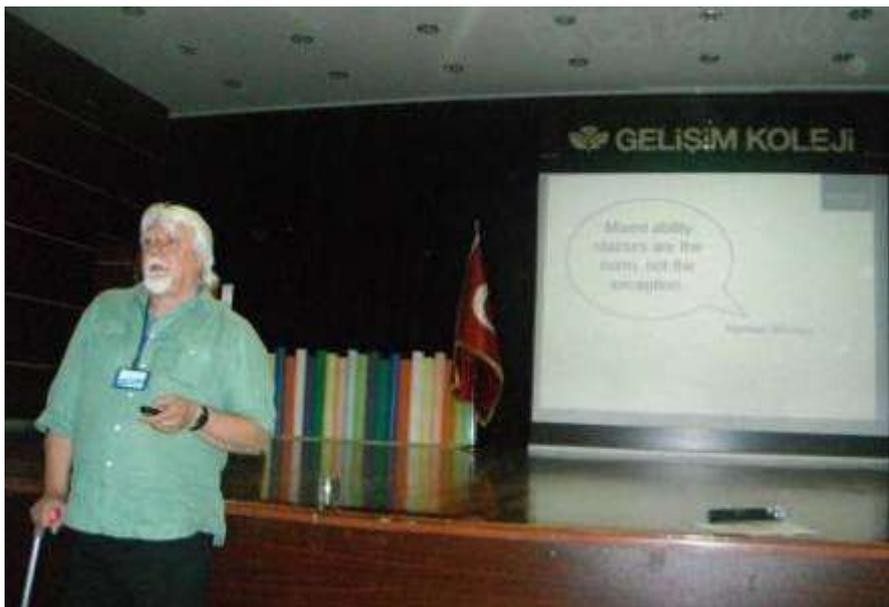


inactivity, memorization, and, passiveness. On the contrary, children love to



play and learn best when they have fun. Any syllabus for young learners should include contexts such as games, songs, rhymes, chants, stories, riddles, puzzles, drama, dramatization and art and craft activities, so on. All these contain authentic language and help us create a natural (or a less formal) atmosphere in the classroom. They are also a part of the child's life. In the second part, we covered a sample lesson which integrated the techniques that children prefer in their learning. We told "The Big Blue Fish and the Small Red Fish" story, dramatized, sang and played games together.

The second plenary was by Steve DARN and its title was "Teaching Mixed Ability Classes". Steve first tried to explain what is meant by a 'mixed ability' class. He covered different criteria for identifying learner types and suggested strategies for teaching which challenge more able students, encourage the less able and avoid concentrating on the 'average' learner.



The third plenary speaker was Fulya MULBUR DONNELLY. Her presentation was "A Digital Penguin in Education". In her speech, she asserted that promoting students' critical thinking skills has become one of



the most widely discussed topics in teaching. Concepts such as collaboration, diversity, raising awareness and Web 2.0 tools are now playing major roles in education in 21st century classes. As collaborative projects enable students to take solid actions as a result of their own research and work, many schools have started to encourage their students to take part in them. Plus, many of these projects provide an opportunity for students to use technology as a tool for their own learning. During her presentation, she drew upon her own experience organizing a collaborative web-quest project that involved 10 schools in Istanbul. The students who took part in this project not only dealt with challenging world issues in constructive ways, but also gained the skills necessary to take action and get their voices heard.

After the plenary sessions, concurrent workshops started. I attended the one by Richard O'Hearn whose title was "How I Met Myself". The main aim of the workshop was making the reading teacher 'meet herself' as a reader and discovering the processes of natural reading. Richard presented a number of methods for bringing reading in the classroom much closer to the experience of naturally reading a book for pleasure. Natural reading of fiction should be fast and fun and Richard's methods encourage students to read quickly, read for a gist understanding of the story, and

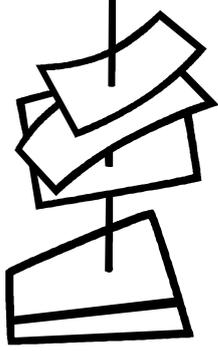
read a lot. The activities focused on image and performance rather than comprehension questions because students have enough language to cope with in the core text and further questions can make the student more dependent on the teacher rather than less so.



The conference ended with the certificates ceremony and raffle. The organizers did a wonderful job, putting theory and practice together. Our host school's hospitality was beyond expectations. It was a great pleasure for me to be a part of this well-organized and well-hosted event.



Highly enthusiastic participants listening to a plenary



## REFLECTIONS ON THE INGED - BRITISH COUNCIL CO-EVENT HELD IN BOLU

10 May 2013

Summarized by  
Prof. Dr. Aydan Ersöz

On 10 May 2013, Saturday we held an INGED - British Council Co-Event hosted by Abant İzzet Baysal University in Bolu. We started with my presentation entitled "Activities for strategy training", continued with



Assoc. Prof. Dr. Ayşegül Amanda Yeşilbursa, Prof. Dr. Aydan Ersöz  
and Assist. Prof. Dr. Selmin Söylemez

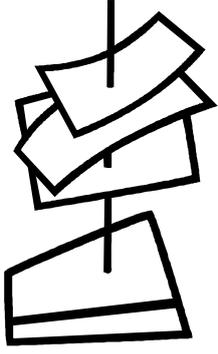
Nazlı Demirbaş and Akin Güngör's joint presentation entitled "Creative and collaborative writing", finished with two sessions by Jason Price from the British Council, Ankara, the first one being "Saying what you mean, meaning what you say", and the second one "lessons from nothing". We are extremely grateful to Assoc. Prof. Dr. Ayşegül Amanda Yeşilbursa and for helping us organize this event which was a huge success with more than 300 participants, both ELT staff and students of the university in addition to teachers from various schools in Bolu.



Aydan Ersöz,  
giving her  
speech



Nazlı Demirbaş and  
Akin Güngör, doing  
their session



# REFLECTIONS ON PROFESSOR JACK RICHARDS' SEMINAR AT DOKUZ EYLÜL UNIVERSITY, IZMIR

10 May 2013

Summarized by  
**Özlem Yağcıoğlu, Instructor**  
Dokuz Eylül University, Izmir, Turkey

On the 10th of May 2013, Professor Jack Richards visited Dokuz Eylül University and I had the opportunity to attend his seminar at the School of Foreign Languages at Dokuz Eylül University.



Jack C. Richards is a well-known professor. His biography is as follows according to his official website:

<http://www.professorjackrichards.com/about/>

*Jack Richards was born in New Zealand, Dr. Richards obtained a Master of Arts degree with first class honours in English from Victoria University in Wellington, New Zealand, in 1966. He obtained his Ph.D. in Applied Linguistics from Laval University (a French-Language University) in Quebec City, Canada in 1972.*

*He has worked in many parts of the world, including New Zealand, Canada, Indonesia, Singapore, Hong Kong, and the United States. After completing his PhD, he taught in Indonesia and was then appointed specialist in applied linguistics at the Regional Language Centre Singapore, under the auspices of the New Zealand Government. Later he was Senior Lecturer in English at the Chinese University of Hong Kong, before being appointed full professor in the Department of English as a Second Language at the University of Hawaii in 1981. In 1989 he returned to Hong Kong to set up a new department of English at the City University of Hong Kong, where he was head of the department of English and also chair professor. In 1996 he returned to his home country for two years to set up an MA program at the University of Auckland. In 1999 Dr. Richards retired from full-time university teaching and administration and since then has taught for part of each year at the Regional Language Centre (RELC), in Singapore, while making his primary residence in Sydney, Australia. At RELC, Dr. Richards teaches in the MA in Applied Linguistics program, as well as the RELC Post Graduate Diploma in Applied Linguistics.*

*Dr. Richards is a frequent speaker at conferences and workshops for language teachers, and visits some 12 countries every year.*

*He has written over 60 articles and 20 books. Many of his books and articles are classics in the field of second language teaching and have been translated into many different languages, including Spanish, Chinese, Korean, Japanese, and Arabic. Among his well known professional books are Error Analysis, (1974), Reflective Teaching in Second Language Classrooms (1996, with Charles Lockhart), Beyond Training (1998), The Language Teaching Matrix (1990), Curriculum Development in Language Teaching (2001), Approaches and Methods in*

*Language Teaching (second edition 2001, with Ted Rodgers), Longman Dictionary of Language Teaching and Applied Linguistics (4th edition 2010, with Richard Schmidt) and Professional Development for Language Teachers (with Tom Farrell), Cambridge University Press 2005.*

The title of his paper that he presented at our university was "What does it take to be an English teacher?" The presenter talked about language acquisition, competence and performance of the teachers who teach English as a second language. He asked the listeners what kinds of skills a language teacher must have. Participants replied that teachers of English must be efficient in reading, writing, listening and understanding in order to teach their students effectively. Participants added that teachers of English must be open-minded, positive thinkers and creative. After listening to our replies, he showed us the replies of different teachers of English from different foreign countries.



He talked about the importance of being creative in classes. He asked us how we could teach a lesson to our students if we had left our course books and other materials at home and if we had just a glass of water during that class hour. Different helpful and useful replies were given by the

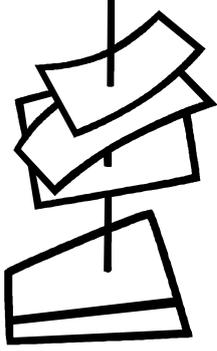
participants. After our replies, he showed the replies he had received from his students and different teachers on his power point presentation. At his seminar, he also talked about using literary texts in teaching English. He gave some sample studies of using literary texts in teaching English.

For me, it was a great pleasure and honour to attend his seminar at Dokuz Eylül University. All participants were very pleased to see him and to attend his seminar at the School of Foreign Languages at Dokuz Eylül University. He was heartily applauded and thanked by all of the participants of his talk.



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PAGE...**

**AND IF YOU HAVE ANY LINKS TO SITES  
USEFUL FOR ENGLISH LANGUAGE TEACHERS  
DO LET US KNOW**



# REFLECTIONS ON THE INGED - ÇANKAYA UNIVERSITY CO-EVENT, HELD IN ANKARA

31 May 2013

Summarized by  
Prof. Dr. Aydan Ersöz

On 31 May 2013, Friday we held an INGED - Çankaya University Co-Event co-sponsored by the British Council in Ankara. After the warm welcoming speech by Prof. Dr. Ziya B. Güvenç, the Rector (President of the University), we had the first session by Defne Akıncı-Midas entitled "Some



Prof. Dr. Ziya B. Güvenç,  
the Rector

Ideas about Student Motivation". The second session was mine and I used the title "Everything Little Little Into the Middle" making a reference to Cem Yılmaz' latest show in which he makes a lot of jokes about language learning/teaching in our country. Then Jason Price took the stage for the third presentation entitled "Tackling Intonation in Class: The Music of Speech". Ufuk Akdemir from Çankaya University was the last speaker with his presentation "Technology in EFL Classes: Practical Web 2.0 Tools". We closed the day with the raffle. The feedback we received from the participants was extremely positive which stated complete satisfaction with the event. I would like to take

this opportunity to express our gratitude to Esen Metin who worked very hard for the organization of this event.



Defne Akıncı-Midas



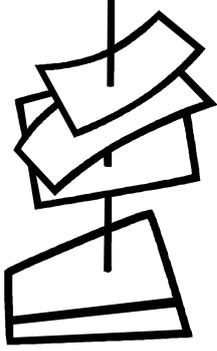
Aydan Ersöz



Jason Price



Ufuk Akdemir



# REFLECTIONS ON THE INGED - ÇANKAYA UNIVERSITY CO-EVENT, HELD IN ANKARA: "SOME IDEAS ABOUT MOTIVATION"

31 May 2013

**Summarized by Defne Akıncı Midas**

The final in the series of INGED Events of this season before the summer break was co-organized and hosted by Çankaya University Preparatory School, Ankara. Like the ones before, the topics of the presentations were appealing, making it for the presenters as well as the participants to enjoy and learn from others.



Starting off with an anecdote

"Some ideas about motivation" was the first presentation of the day in the program, which made it a bit daunting for the presenter. The very word "motivation" triggers a lot of emotions and probably a high level of expectation from the viewers. Thus, as the presenter, I wanted to have an easy start and started off by referring to how I find it difficult to be able to keep students motivated in class, which seemed to work to establish a common ground with the teachers in the audience. Therefore, in this article, I would like to do the same, and then go on to the main points that I made in the presentation.



Asking participants to choose the character closest to them

I teach preparatory school students at university level. Thus, I see the students four hours every weekday. We tend to focus on topics that may or may not interest students. As teachers, we tend to hear the following from the students on a daily basis:

"Why don't we watch a film?"

"Let's play a game!"

"Why don't you talk about your life?"

"What do you think about politics these days?"

"Let's not do lessons!"

"If we all leave now, will you still check absenteeism the next hour?"

There are so many of these. If, as a teacher, you try to show a film related to the lesson, the students still protest: "Oh, but that doesn't count as a film. That's related to the lesson!"

How about some behavior changes? Let me count a few:

Do your students constantly check email or text messages? Do they respond to them as well? Do they turn to each other and chat, and have a short peek at you or the board every once in a while? Well, most of my students do.

Let me share a picture with you to show what I mean:



From the cartoon "The Simpsons"

After about 20 years of teaching, I felt that I needed some help in the area of motivation in ELT. Perhaps one of the most well-known researcher, Zoltan Dörnyei's book "Motivational Strategies in the Language Classroom" (2001) proved to be of great help. I wanted to check what motivation involves, how it can be generated and maintained. I thought this would be really simple. When checking my own memory from undergraduate years, I could state that motivation related to the feeling of "willingness" or actually "wanting"

to do something. In other words, it related to a "push" to pursue a goal of some sort. Therefore, to me, motivating students meant to create this push in them, but how?

When I checked Dörnyei's book for a definition, I found out how simplistic my thinking had been. The following is on the first page of the book under the title "Is there such a thing as motivation?": "Strictly speaking, there is no such thing as motivation" (2001, p. 1).

Dörnyei goes on to explain that it is rather a whole lot of elements working together. We cannot talk about motivating someone, but we can talk about trying to get someone to feel motivated and stay motivated through our teaching behaviors. In other words, teachers can "facilitate" motivation through "effective teaching practices" (p. 7). Good teaching behavior is the key. As teachers, we need to prepare a package of these effective teaching practices to be implemented throughout the academic year to address the variety of student interests and needs. An important point, though, is that these practices should not be patchy. You cannot expect for motivation to skyrocket and stay like that by getting students to play a 10-minute lesson-irrelevant game at the end of a lock-step lesson. The lessons themselves need to incorporate motivational strategies.

To illustrate the full components of the motivational teaching practice cycle, Dörnyei uses the following:



The motivational teaching practice cycle (Dörnyei, 2001, p. 29)

An important point is that motivational teaching practice goes through stages. First, one needs to consider ways of "creating the basic motivational conditions". This involves appropriate teacher behavior, establishing rapport

with students, creating a positive atmosphere in the classroom, and determining group norms together (p. 31). Dörnyei makes numerous suggestions to implement these in class and I would like to dwell on a couple of these as they struck me as a teacher.

First, the idea of teacher enthusiasm hit me. I felt that I had been taking myself for granted for such a long time. By teaching the 'book' and covering the 'syllabus' with all my power, I thought I was showing how interested I was in student needs. However, this is not enough. An enthusiastic teacher would be interested in teaching 'English' and teaching 'students', not the 'book' or the 'syllabus'. This would mean designing lessons for learners the way they might benefit and enjoy most. Also, delivering the lesson while showing full interest in student responses is another way of displaying enthusiasm.

Another striking suggestion is on establishing classroom rules together. I felt that I have been imposing my rules and telling them what penalty they might get if they do not obey them. Now that I have been thinking about it, this does not make a classroom attractive. Getting students to agree on their own classroom rules and ways of enforcing these is a much better way to work with rules. Additionally, there must be rules for the teacher and the way the lessons are run. I do not remember thinking about establishing rules on my behavior or lesson delivery methods up to this moment. Now I understand why students are not quite positive about participating in lessons: they have no role in them. What I have been doing in class can be called a "one man show" to be honest. If we do not incorporate students in the fundamental makings of the classroom, they won't feel part of it or responsible for smooth and productive lesson processes.

Going back to the stages of motivational teaching practice, the second one mentioned is "generating initial motivation". Dörnyei's general suggestions relate to students' attitudes and beliefs about the target language and learning it, success orientation and goal-setting. One particularly practical idea that hit me is setting individual goals as well as classroom goals for students to attain. I have been setting goals for the whole class to achieve within a particular time mainly because they appeared in the syllabus. Naturally, one notices individual differences in class. Some are more interested in a topic or skill and would like to take more risks and do further work, while some need to dwell on an area for a longer amount of time and practice more. Not all students proceed at the same time in all areas. Thus, the objectives in the

syllabus fall short of defining clear goals for individuals. I believe doing this would help high-achievers to go further and other students to consolidate their skills within a plan that they set out for themselves.

The third stage of motivational teaching practice relates to "maintaining and protecting motivation", which generally covers the areas of making the learning process enjoyable and relevant, and keeping student confidence high in their own learning skills and abilities. One point that I knew I needed to polish up in my teaching is the idea of making lessons fun. Some strategies for this is to add variety, some mystery, or a kind of novelty to induce the feeling of expectancy anticipation or curiosity among students. This does not need to be costly or ground-breaking. You can use short ads in a different way to add a twist. You may get students to view but not listen to a short film, and get them to write the script. You may get them to listen to the script but not see the film, and guess the scene. Alternatively, you may show parts of a film, and get students to fill in the skipped areas. These are just a few ideas about how to use the video and still get students to be involved because the activity sounds like fun, but still it requires language practice.

Another point that I found that I had forgotten about the process of learning a language is related to how easy it is to shatter confidence through a comment, some correction or a low grade. We seem to focus too much on mistakes and state what students fail at very clearly. We forget to tell them what they are good at and what points are progressing in well. Success-orientation should not be confined to our already successful students.

Finally, perhaps the least practiced stage is "encouraging positive retrospective self-evaluation". This point is related to the points I made above, with a little bit more work on self-evaluation. This part was perplexing for me, because I never thought this would be necessary. I thought that students would be able to discern what areas they are failing at and why and what they need to do about it by looking at the corrections that we make on their written assignment or by examining our scoring style in their exam papers. This is so wrong. Our students do not understand our corrective comments on their written papers, thus they do not grasp what they should do next. This news is so heartbreaking because we, as teachers, tend to focus on correction a lot and spend a lot of effort and time providing correction, using red pen in particular. Unfortunately for us, this may be hard to take but we are not providing proper "feedback" to students if we keep writing corrections

on papers.

Feedback requires a focus on learning, not failure. Therefore, constructive notes on student achievement as well as mistakes and what to do about these mistakes would be more stimulating. Following this, the teacher could ask students to make notes on what they learned about their own performance by looking at their scores, our corrections and feedback. Then, the teacher could get students to set goals on how to tackle the next assignment or the next activity. In this way, we may involve students in the process of their own learning and show them how to deal with their successes and failures during this process, thus making it a safer, less daunting one.

Overall, we can see that generating motivation in students and keeping them motivated is not a simple task. However, we can also see that all the strategies relate to effective teaching practice. The moment we fall back to our routine of covering the syllabus or finishing the unit, we lose our right to comment on lack of student involvement in class. The whole process is directly related to how willing the teacher is to strive to sustain desirable teaching practice.

**Reference:**

Dörnyei, Zoltan. (2001). *Motivational strategies in the language classroom*. CUP: UK.



- 1- What is teacher research?
- 2- Why is teacher research a valuable activity for English language teachers?
- 3- How can English language teachers engage productively in teacher research?

His aim was to demonstrate that teacher research was a feasible and valuable professional development strategy that English language teachers could engage in and which could contribute to improvements in the quality of the educational experience they provided for their learners.

The second plenary speaker was Richard Smith, from Warwick University. The title of his talk was "Action research by teachers, for teachers-not forgetting learners, too!" Richard Smith defined teacher-research and emphasized its potential value to learners as well as teachers. In his talk, he stressed that research could be rewarding and empowering for both learners and teachers, offering examples from his recent work with teachers in several countries such as Chile, France, Turkey and the UK.

Eric Scott's paper presentation was the first concurrent session I attended. The title of his paper was "New Uses of Web Technology and Social Media in the EFL Classroom." In his talk, the presenter talked about the role of Facebook and the internet in teaching English to university students. He talked about the advantages of exploring new frontiers of technology in ELT.

During the second concurrent sessions, I attended Gizem Yeşil Korkmaz and Koray Akyazı's paper presentation. The title of their paper was "How to teach phrasal verbs effectively?" In their talk, the presenters handled the traditional teaching methods and learner problems. They stated



that it would be a good idea to teach phrasal verbs according to the learners' problems and they mentioned that students mostly prefer learning phrasal verbs with word for word translation.

The third paper presentation I attended was Simla Course's presentation. Simla Course presented her paper on behalf of Akdeniz University. In her talk, she talked about the teacher and learner autonomy. The title of the paper presented by Belgin Şahinoğlu, Ayça Deniz and Çağla Ünal was "The Possible Effects of Extensive Reading on Students." They stated that extensive reading motivated students to learn English effectively and happily.

In my opinion, the 2nd International ELT Conference was very useful. It was a good opportunity for all presenters and for all of the participants to share new ideas and to freshen up knowledge. All presentations were appreciated and heartily applauded. At the end of the conference, all participants were given certificates of participation.



## A Paper from a well-known ELT professional

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### Plenary Speeches

**Second language acquisition, teacher education and language pedagogy**

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### Abstract

Various positions regarding the Second Language Acquisition (SLA) - Language Pedagogy (LP) nexus have been advanced. Taking these as a starting point, this article will examine the nature of the SLA/LP relationship both more generally and more concretely. First, it will place the debates evident in the different positions regarding the relationship in a broader educational and professional context by examining the nature of the theory/practice nexus - because the issues at stake do not just concern SLA. Second, it will examine critically a number of options for bridging the divide (e.g. through presenting the pedagogical implications of research, engaging teachers in researching their own classroom or promoting research-teacher collaboration). Third, it will probe the relationship in terms of a framework that links (i) SLA researchers, (ii) classroom researchers, (iii) teacher educators and (iv) language teachers. This framework will serve as a basis for formulating a set of eleven principles that can guide attempts to use SLA theory and research in teacher education programmes.

(Online publication September 10 2009)

### Footnotes

A revised version of a plenary paper presented on 22 March 2009 at the American Association for Applied Linguistics conference in Denver, Colorado.

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### Introduction

Second language acquisition (SLA)<sup>1</sup> is now an established discipline, represented in both graduate programmes bearing its name and in programmes in Applied

Linguistics, TESOL and foreign language education graduate programs. It boasts journals and conferences specifically devoted to it and it figures conspicuously in conferences such as this one. While controversy exists regarding its exact boundaries, with some researchers (e.g. Doughty & Long 2003) arguing that it constitutes a branch of cognitive psychology and others (e.g. Firth & Wagner 1997, 2007) that it is primarily a social phenomenon, there is broad agreement about what the main areas of the discipline are (i.e. those associated with the description of second language (L2) learner language, whether narrowly or broadly defined, and the explanation of how it is acquired).

SLA originated in the felt need of a number of teachers-cum-researchers (e.g. Corder, Hatch, Schumann, Long, Cook, and myself) to understand how learners learn a second language (L2) in both untutored and tutored settings so as to better incorporate those experiences that were found facilitative of learning into the actual practice of language teaching. Thus, the close connection between theory and research in SLA and language pedagogy was established from the start. Over years this nexus eroded as SLA increasingly sought to establish itself as an academic discipline in its own right but the connection is still there, as evident in, for example, the continuing interest in form-focused instruction, in the role that theory and research in SLA play in the advocacy of language teaching approaches such as total physical response and task-based teaching and in the identification of general principles that can inform specific methodological practices such as corrective feedback. Arguably, SLA is still at heart an applied rather than a pure discipline.

SLA researchers have not been slow to assert the importance of SLA for language pedagogy. Spolsky (1990: 610), for example, commented 'we have a traditional concern to consider not just the explanatory power of a theory but also its relevance to second language pedagogy'. Long (2006: 156), with teachers and teacher educators in mind, viewed SLA as 'a field with considerable social consequences for millions of people all over the world'. SLA researchers have also written voluminously about the relationship between SLA and second/foreign language teaching (see, for example, Tarone, Cohen & Dumas 1976; Hatch 1978; Krashen 1983; Lightbown 1985, 2000; Long 1990, 2006; Nunan 1990, 1991; Schachter 1993; Crookes 1993; Ellis 1994, 1997, 2008; Van Lier 1994; Gass 1995; Markee 1997; Kramsch 2000; the articles in the special issue of *The Modern Language Journal* volume 89.3 (2005) on methodology, epistemology, and ethics in instructed SLA research; Han 2007; Pica 2008). In addition, there is a lengthy literature addressing the relationship between Applied Linguistics (of which SLA constitutes a subfield) and language pedagogy (e.g. Widdowson 1984, 1990, 2000;

Davies 1999; Larsen-Freeman 2000; Bygate 2004, 2005).

There is, however, no consensus on the nature of the relationship between SLA/Applied Linguistics and language pedagogy. As Bardovi-Harlig (1995: 151) pointed out, 'the relationship of pedagogy to second language acquisition is a complex one that is not clearly agreed on by applied linguists'. In fact, a number of sometimes conflicting positions can be identified, ranging from a super-cautious 'don't apply' (Hatch 1978) to a confident 'go ahead and apply' (Long 1990) while also claiming that the relationship should not be one-way but symbiotic (Van Lier 1994; Pica 2008).

I have considered each of these positions in detail elsewhere (see Ellis 2008). Here I want to examine the nature of the SLA/language pedagogy relationship both more generally and more concretely. First I would like to place the debates evident in the different positions listed above in a broader context by examining the nature of the theory/practice nexus - because the issues at stake do not just concern SLA. Second, I will consider a number of options for bridging the divide that many commentators consider exist. Third, I would like to probe the relationship in terms of a framework that links (i) SLA researchers, (ii) classroom researchers, (iii) teacher educators and (iv) language teachers and, using this framework, attempt to formulate a set of principles that can guide the nexus.

### **The theory/research and language pedagogy divide**

Discussions of the gap between research and theory on the one hand and practice on the other can be found in a number of professional areas - law, medicine and education. Friedson (1977, cited in Eraut 1994: 53), for example, describes how medical practitioners operate, a group whom we might expect to act 'scientifically':

One whose work requires practical application to concrete cases simply cannot maintain the same frame of mind as the scholar or scientist: he cannot suspend action in the absence of incontrovertible evidence or be sceptical of himself, his experience, his work and its fruit. Dealing with individual cases, he cannot rely solely on probabilities or on general concepts or principles: he must also rely on his own senses. By the nature of his work the clinician must assume responsibility for practical action, and in so doing he must rely on his concrete, clinical experience.

The divide that Friedson illustrates is encapsulated in the general distinction between 'technical' and 'practical knowledge'. Technical knowledge is explicit; it exists in declarative form that has been codified. There are established procedures, such as the 'scientific method', for determining it and disputing it. Technical knowledge is also generalized in the sense that it takes the form of laws that can be applied to many particular cases. For this reason, it cannot be rapidly

applied when immediate decision-making is required. Practical knowledge, in contrast, is procedural; it is readily available to handle specific cases in concrete situations. It is not acquired scientifically but experientially and is fully expressible only in practice. Thus, there is a world of difference between studying and acquiring technical knowledge and developing and using practical knowledge. This core distinction is, of course, reflected in L2 acquisition itself - in the difference between explicit knowledge/learning and implicit knowledge/ learning of a second language (L2) (Ellis 2009).

The divide in education (including language education) is fully documented. Hirst (1966: 40), drawing on work in the philosophy of education, noted that:

To try to understand the nature and pattern of some practical discourse in terms of the nature and patterns of some purely theoretical discourse can only result in its being radically misconceived.

Using an amusing fictional account of a teacher's attempts to apply the results of research concerning strategies for teaching about race relations, Stenhouse (1975) demonstrated that whereas researchers are concerned with what works by and large or for the most part, teachers can only be concerned with what will work in their own teaching contexts. Applied linguists, SLA researchers and teacher educators have followed Stenhouse's lead. Brumfit (1983: 61) pointed out that 'learning to perform competently is never the same as learning to explain the process of performance'. Pennycook (1994) talked about the 'incommensurability of discourses' of those engaged in academe and practice. Freeman & Johnson (1998: 399) noted that 'research knowledge does not articulate easily and cogently into classroom practice'. Byrnes (2000: 489) commented on the diverse voices evident between theory and practice, between research and teaching as general goods, between researcher and teacher as valued members of the profession, between those who initiate change on the basis of the exigencies of the classroom and those who prefer to base it on research evidence that can more easily garner and intellectual primacy, between those who determine the focus of research and those who are relegated to being its consumers.

Bygate (2004: 17), in a general discussion of the pragmatic nature of Applied Linguistics, acknowledges 'the outsider's account cannot by definition be the insider's account'.

Implicit in these comments is a critical perspective on the divide. This is frequently made explicit. Researchers and teachers inhabit different social worlds and communicate through different 'Discourses' - defined by Gee (1990: 143) as 'a socially acceptable association among ways of using language, of thinking, feeling,

believing, valuing and acting that can be used to identify oneself as a member of a socially meaningful group'. Discourses are not equal - some accrue greater social value than others. Kramsch (1985) noted that the 'input metaphor' - so prevalent in SLA (Block 2003) - constructs SLA researchers as those who study input and teachers as those who mediate it. She commented 'as we know, delivery and mediation have never been so highly valued in academia as discovery and exegesis' (p. 12). Clarke (1994) in an article entitled 'The dysfunctions of the theory/practice discourse' views the Discourses of researchers and teachers in terms of a centre-periphery divide, pointing out that a 'strata of expertise' underlies the theory/practice divide, with theoreticians at the centre and teachers in the periphery. Clarke objects to the fact that teachers are invariably positioned as recipients of proclamations from researchers. His solution to this inequitable situation is to reconstitute the centre-periphery divide by placing teachers on top. Clarke's article is a strident call for teachers to reject research and instead value their own Discourse. Along the same lines, Templer (2008) has proposed that 'silenced teachers' need to be given a voice by making their own accounts of language teaching more readily available.

However, not everyone accepts the existence of a theory-practice divide. Lantolf (2008) rejects this dualism and argues that from the point of view of sociocultural theory there can be no separation - 'research is praxis'. Certainly, it is possible to talk about both theory and practice with regard to both research and teaching but clearly too the 'practice' that researchers engage in is of a very different kind to the 'practice' of teachers. Similarly, 'theory' as understood by researchers is also different from the 'theory' that informs teachers' actions. Whereas the former is 'espoused', emphasising explicitness and couched in the language of technical knowledge, the latter is a theory of action, is largely implicit and based on practical knowledge (Schon 1983). These distinctions are clearly evident in the different Discourse worlds that researchers and teachers inhabit.

### **Bridging the divide**

There are two ways of addressing this divide. One way is revolutionary - change the underlying social structure that is responsible for the power imbalance in the Discourse worlds of researchers and teachers. This is the solution advocated by Clarke and, more recently, by Stewart (2006). Noting that 'who tells the story of teaching and how it gets told matters a great deal' (p. 422), Stewart argues that what is needed is 'teachers' research', i.e. research done by teachers for teachers. He dismisses the viability of collaborative research (discussed below), claiming that teacher-researcher collaboration simply prolongs the inequality that exists between them. However, while such calls for revolution are likely to resonate with

some (especially perhaps those in the practitioner camp) and serve as a useful reminder to others (especially those in the researcher camp) of the need for researchers to acknowledge their privileged status and to take care not to exploit it, they are unlikely to lead to change. As I will argue later, we do need an academe capable of conducting research and building espoused theories of language learning. There is nothing so practical as a good theory (Lewin 1952: 246) but only providing it is put to effective use.

The alternative, then, is to consider how the divide between researchers and teachers, between theory and practice, can be bridged. As I pointed out in Ellis (1997), this involves considering how a transfer of knowledge can be achieved. How can the researcher's technical knowledge be made available to teachers in such a way that it can impact on their teaching? How can what teachers know and do inform the theories that researchers seek to build? In other words, how can technical knowledge inform practical knowledge and vice-versa? The answer to these questions requires the services of a mediator. In the case of education, this job falls primarily to the teacher educator. I will consider the role to be played by teacher educators later. First, though, I will examine some of strategies for achieving a transfer of knowledge between researchers and teachers.

### **Pedagogical implications**

The customary way in which researchers seek to make the results of their research available to teachers is by means of an 'implications' section tacked on to the end of a research report. There are problems for both researchers and teachers in such a strategy. TESOL Quarterly 41.2 (2007) published an interesting exchange about the value of including pedagogical implications in its research articles. Han (2007) criticized the tendency of research articles to 'ostentatiously link the research to practice' by means of an implications section. In justification of such a view she pointed out that 'in the domain of SLA . . . not every topic is relevant to second language teaching, and the ones that are relevant may bear a direct or indirect, actual or potential, and above all complex relationship to teaching' (p. 31). In contrast, Chapelle (2007) bluntly (and surely rightly) argued 'if an author can state no implications for teaching and learning, TESOL Quarterly is the wrong journal' (p. 405) and went on to point out that the author is in the best position to make the first attempt at pedagogical implications and so should do so. For teachers, the problem of implications is different. All research - including research based on an experimental design and the use inferential statistics intended to ensure generalizability - is necessarily conducted in a specific research site (not always a classroom), which may or may not share characteristics with the instructional site in which an individual teacher operates. It does not follow then

that the implications drawn from a single study are of any relevance to the individual teacher. It is for this reason that I have argued that research can only afford what Stenhouse (1975) has called 'provisional specifications', which teachers need to evaluate in terms of whether they are applicable to their own classrooms. This calls for the identification of evaluation criteria that might help teachers to decide which 'implications' are worth acting on, an issue I will return to later.

An alternative to basing pedagogical implications on specific research studies might be to base them on theories that have been tried and tested through research. Krashen (1983) noted that he made the mistake of initially trying to apply the results of research to pedagogy before realising that what was needed was a pedagogically-oriented theory of L2 acquisition that could provide teachers with a clear set of principles for constructing and implementing language curricula. The result, as we all know, was Monitor Theory (later revamped as the Input Hypothesis), which, for some time, had a demonstrable impact on language teaching. The advantage of applying a theory such as Krashen's is that it affords a set of very general illuminative ideas that are applicable to a wide range of instructional settings. The danger is that the theory might not be right and also, even if it is right, might afford ideas not practical in particular cultural contexts. I would argue that a theory, like an individual research study, can provide no more than 'provisional specifications'.

### **Making SLA accessible**

One problem with both of these strategies is that many teachers do not read reports of research studies perhaps because they lack the technical knowledge to make sense of them but more likely because they do not have the time needed to locate and read the reports. For this reason, if teachers do come into contact with SLA research it is via the summative (and often simplified) accounts available in books specially written for teachers. Bygate (2004) argued that applied linguists (and I would argue SLA researchers too) need to be doubly accountable - to the academy and to the lay community. The latter include teachers. The question arises, then, as to how SLA theory and research can be made accessible to teachers. There are two ways in which this might be achieved. One is to prepare summaries of the main findings. In Ellis (1997) I suggested that such summaries will need to make a principled selection of the issues of relevance to teachers, to provide surveys of the findings of research that has addressed these issues, to evaluate these findings in terms of their validity and trustworthiness, and to present them in a language that is comprehensible to teachers. I also addressed how such summaries might be organized, suggesting that rather than basing them

on constructs from SLA (e.g. fossilization), it might be better to base them on pedagogical concepts (e.g. error correction). The second way in which SLA might be made accessible to teachers is by 'telling a story' (Bygate 2005). This means abandoning the expository discourse of summaries in favour of a narrative discourse that arguably corresponds more closely to how teachers make sense of their work (Freeman 1994). One way in which this might be done is through carefully selected case studies of classroom learners and of instructional interventions in language learning (what Freeman & Johnson (1998) referred to as 'situated accounts'). As Crandall (2000: 40) noted 'case studies and stories . . . provide a means of bridging theory and practice and demonstrating the complexity of teaching as a profession'. In this way we might also be able to achieve the 'critical research reporting' that Canagarajah (1996) has argued is needed.

### **Researcher-teacher collaboration**

A better strategy, perhaps, is 'embedding research in the realities of practice', which Uccelli & Snow (2008: 633) suggest involves addressing how to build researcher-practitioner collaborations so that they are 'feasible, robust and mutually informative'. They suggest that one way might be to build 'field sites' in school districts where practitioners nominate issues of concern and then co-construct solutions with researchers who function as 'engineers constructing tools to solve problems of practice'. They point out that, for this to work, there is a need for systematic ways for researchers to find out what practitioners think and what problems they face. They draw on Hudson's (2008) distinction between 'ideas' and 'models' to suggest how this might be achieved. 'Ideas' refer to concepts about the nature of language (and, I would add, language learning) whereas 'models' provide explanations (which are necessarily controversial in nature). When researchers function within the confines of academe they will be focused on developing models but when they don their 'applied' hats and move out into the world they need to focus on developing 'ideas' for educational practice. In other words, researchers need to adjust their practices to meet the requirements of practitioners. Uccelli & Snow's arguments point in exactly the opposite direction to Krashen's - better to explore an 'idea' than try to apply a theory.

The importance of researchers consulting teachers in order to identify the specific problems that need to be addressed is also emphasised by Bygate (2004). Bygate notes that central to any discussion of the role of Applied Linguistics (and by implication applied SLA as well) is the issue of 'problematicity'. In a thoughtful discussion of this he argues that 'real world problems' (the solution of which is the goal of Applied Linguistics) need to be defined not just in terms of the academy but in ways that make sense to non-applied linguistic members of the community.

This involves addressing a number of key questions:

Who has identified the problem?

How have the data been collected, by whom, under what circumstances, and for what purposes?

Who analyses the data?

Who evaluates the overall findings?

What happens with the results?

He then notes that many of the problems addressed by Applied Linguistics are not located in any problems perceived by the lay community, that the findings of research are rarely submitted back to the lay communities for membership checking, that the findings are rarely converted into a programme of action and that potential solutions are therefore not tried out and evaluated. This rather bleak picture is a wake-up call to researchers to re-examine how they can successfully embed their research in actual practice.

### **Teacher-research**

The strategy favoured by many commentators (in both SLA and education) is some form of teacher-research. From the teacher's perspective, this can serve a dual purpose. First, it enables teachers to investigate solutions to problems that they have identified in their own classroom. That is, it potentially has a practical outcome - identifying obstacles to learning and finding ways of overcoming them. Second, more generally, it encourages the reflection that is considered central to the process of teacher development. From the SLA researcher's perspective, the advantages are less clear, as the problems that the teacher elects to investigate may have no or limited relevance to the problems that the SLA researcher is concerned with and also the methodological limitations that are evident in much teacher-research may make its findings of little value to the academe. Van Lier's (1994) proposal that teacher-research can feed back into SLA is well-taken but probably not realistic. I cannot think of a clear example of an action research study that has had any impact on SLA.<sup>2</sup> Pica (2008), however, has argued that the current exploitation of tasks in the classroom affords an opportunity for bi-directional applications.

There is the question of what form teacher-research should take. Traditionally, the model of teacher-research most commonly advocated is action research (see e.g. Wallace 1997, Burns 1999). But there are problems with this model. One concerns the extent to which such research needs to match the standards of scientific research. Brumfit & Mitchell (1990) argued that it should for, like other forms of research, it is just as concerned with 'clear understanding'. However,

Wells (1994: 28) argued that because the goal was 'the personal and professional growth of the practitioner', teacher-research 'should be judged less in terms of the 'quality of the product or the rigor of its methodology, and more in terms of the learning that results from the person carrying it out'. A more significant problem concerns the fact that teachers do not find it easy to carry out action research. Nunan (1990) noted that the Australian teachers he studied experienced technical problems in designing their research (e.g. formulating appropriate research questions). Nunan also noted that action research was extremely time-consuming, a point taken up by Allwright (2003) in proposing an alternative form of teacher-research - exploratory practice. This is not directed at solving problems but at developing the participants' (meaning both the teacher's and the learner's) understanding of 'the quality of life' in the classroom. Allwright (2005: 27) explains that exploratory practice was developed out of two ethical concerns - 'the damaging split between researchers and teachers and the high risk of burnout associated with current proposals for teacher-based classroom research'. An example of an exploratory study that has drawn on (and challenged) an SLA construct (negotiation of meaning) can be found in Slimani (2003). In general, however, the relationship between SLA and either action research or exploratory practice remains tenuous.

To sum up, for those committed to forging a second language acquisition - language pedagogy nexus (henceforth SLA-LP nexus) (and there are voices opposed to this), a number of strategies exist: the addition of an implications section to SLA research reports, the preparation of texts (in the form of summaries or stories) that make SLA research accessible to teachers, collaborative research involving SLA specialists and teachers and different forms of teacher-research (action research and exploratory practice). These strategies need not be seen as alternatives but as mutually supporting. In general, they raise two key questions:

1. What can SLA offer teachers?
2. How can SLA have an impact on what teachers do?

To search for answers to these questions I will now propose and explore a model of the SLA-LP nexus.

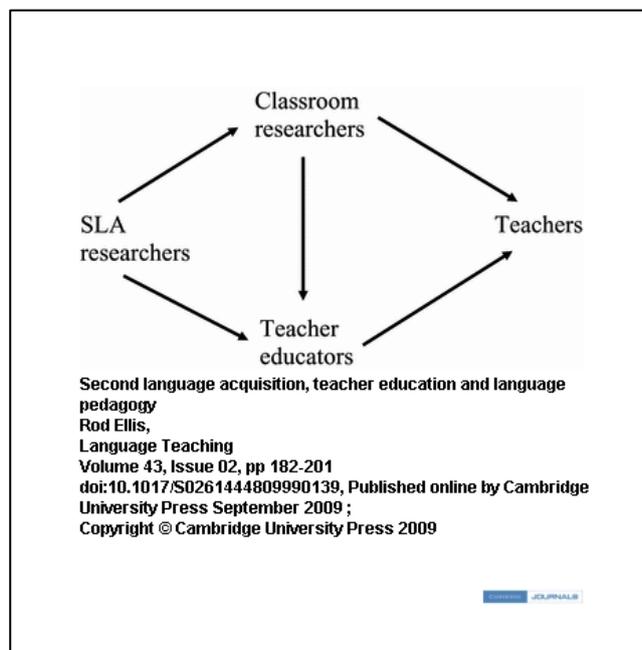
### **A framework for examining the SLA-LP nexus**

The first premise of the framework, shown in Figure 1, is that relationships need to be specified in terms of the actors involved rather than, abstractly, in terms of the kinds of actions they perform. Thus, I will talk about SLA researchers, classroom researchers, teacher educators and teachers rather than researching, teacher development and teaching. This is because if a nexus is to be established then it must necessarily be so in terms of the roles and relationships of the actors.

A second premise of the model is that the relationships among these actors are to a certain extent prescribed by the social worlds they inhabit. Thus, SLA researchers are in general more likely to be in contact with teacher educators and classroom researchers while teachers are more likely to be in contact with classroom researchers and teacher educators. In other words, it is the classroom researchers and teacher educators who function as mediators between SLA researchers and teachers. Of course, actors can assume more than one identity. For example, SLA researchers often also function as teacher educators while teachers can act as classroom researchers. Finally, it should be noted that the roles performed by these actors are, to some extent at least, determined by the wider context in which they operate - the culture and policies of the educational establishments where they work.

Figure 1

A framework for examining the second language acquisition - language pedagogy nexus.



### SLA researchers

Following Kramsch (2000), two kinds of SLA researchers can be identified - those who engage in 'basic research', which focuses on the general principles and processes of L2 acquisition and is directed at constructing a general theory, and 'applied research', which focuses on the teaching and learning of specific L2s in classroom or naturalistic settings. As a field of enquiry, SLA has increasingly rewarded researchers engaged in basic

research, a good example being the current attention given to the work on emergentist theories by researchers such as Nick Ellis (see, for example, Ellis 2002). A characteristic of much basic research is the 'internecine feuding and fragmentation' (Larsen-Freeman 2000: 165) that arises as researchers seek to promote and immunize their own preferred theories and epistemologies over those of their rivals. It is basic research and the controversies that this gives rise to that commentators such as Freeman & Johnson (1998) and Allwright (2005) probably had in mind when they argued that 'academic research . . . is of negligible value to current classroom participants, who need their understandings now'

(Allwright, op. cit., p. 27). More promising for building a nexus with practitioners, then, is applied research. Applied researchers take as their starting point questions of pedagogical significance and also are cognisant of classroom realities (Han 2007). They take care when proposing pedagogical implications, bearing in mind the kind of criteria proposed by Magnan (2007) (e.g. implications might be presented as 'informed questioning' rather than 'declarations') and Cook (1999).

### **Classroom researchers**

Classroom researchers are researchers who conduct their research in or on actual classrooms. Applied SLA researchers may or may not be classroom researchers and classroom researchers may or may not have a background in SLA. Many applied SLA researchers elect to conduct their research in a laboratory setting, seeking to make a connection with teachers by selecting participants (learners and teachers) drawn from real-life classrooms. Other applied researchers, however, investigate learners and teachers within classroom contexts. There are advantages and disadvantages of so doing. The main advantage is that research carried out within classrooms has high ecological validity and thus is more likely to be heeded by practitioners.<sup>3</sup> The main disadvantage is that usually it is necessary to make use of intact classes, which precludes the possibility of forming randomized groups for experimental studies. Research conducted in classrooms need not necessarily be any more applicable to language pedagogy than research conducted in laboratories. As Wright (1992) noted, what is really needed is research on classrooms rather than research in classrooms. Nor does it follow that research conducted in (or on) a specific classroom can be transmitted to teachers in the form of recipes for effective practice, as the same problem of 'transfer' of research findings from one classroom setting to another discussed earlier applies.

### **Teacher educators**

Teacher educators can adopt a number of different roles (Wallace 1997). They can function as transmitters of information about SLA. As Wallace noted, this role assumes an applied science theory-to-practice model of education. Teacher educators can also function as mentors, as in a craft or apprenticeship model of education. Finally, they can function as awareness-raisers, encouraging teachers to examine their own teaching practice as in a reflective model of education. According to Crandall (2000), there has been a gradual shift in the role played by teacher educators. While the mentor role has always been evident in programmes that include a practicum, teacher educators have increasingly abandoned the transmitter role in favour of the awareness-raising role. Crandall's own view (which I endorse) is that teacher education requires teacher educators to engage with teachers in all three roles depending on the specific needs of individual teachers.

Somewhat surprisingly, there have been relatively few studies of how teacher educators approach SLA when functioning in these different roles and even less of what impact they have on teachers. I will briefly consider a sample of those studies that I have been able to locate and try to draw some general lessons from them.

Badger, McDonald & White (2001) sought to encourage students taking an undergraduate course in SLA as part of a BA degree to reflect on their own beliefs about language learning and teaching. They administered Lightbown & Spada's (1993) questionnaire to the students at the beginning and the end of the course. They reported no significant changes in the responses of a control group that did not take the course. In the SLA group, statistically significant changes were evident to seven of the statements in the questionnaire. In general, these changes indicated a movement away from a behaviourist view of language learning (e.g. the students became less convinced of the importance of imitation and L1 interference).

Angelova (2005) also set out to investigate to what extent her students modified their views about language learning over time. In this case the participants were a mixed group of teacher trainees (experienced and novice: native and non-native speakers of English). They took part as students in a series of mini-lessons in Bulgarian - a language they had no prior knowledge of. A 20-item Likert scale questionnaire was administered before and after the lessons. In addition, the participants completed a journal and engaged in focus-group discussions after completion of the mini-lessons. The questionnaire revealed relatively few radical changes in beliefs, with most of the changes consisting of a strengthening or weakening of an original belief. However, an exception concerned their perceptions of the role of imitation, which was viewed favourably initially but generally rejected later. A key finding of the journals was the trainees' increased awareness of how learners feel when they are learning a new language, in particular the high level of frustration they experience. Angelova noted that the trainees found the mini-lessons more useful than traditional transmission methods of teacher education.

Erlam (2008) reported a study of her own involvement in an inservice-teacher education workshop in which she specifically set out to bridge the gap between research and teaching. Her starting point was a set of general principles culled from a literature review of instructed language learning (Ellis 2005) and reports of case studies of how 'expert' language teachers demonstrated evidence of these principles in their own teaching (Erlam, Sakui & Ellis 2006). Erlam's approach consisted of giving the workshop participants a key word for each principle and

asking them to specify the principle, inviting them to discuss why they thought the case studies failed to provide evidence for some of the principles in classroom practice, and then encouraging them to discuss the relevance of the principles and case studies for the teaching contexts in which they worked.

McDonough (2006) reported the results of her attempts to involve a group of teaching assistants at a university in the USA in action research as part of a graduate-level seminar. Her aim was to provide the students with experience in conducting classroom research and disseminating its findings. The main findings of this study were that the participants did succeed in broadening their view about research (e.g. they came to see that it could be qualitative as well as quantitative), changed their initially negative views about conducting research collaboratively, used the insights they gained from the research to change their own teaching practices, and continued to work on their action research projects after the seminar had ended.

All of these studies demonstrate that knowledge of SLA can have an effect on trainees' beliefs about language learning. In the case of Badger et al. (2001), a fairly traditional course where they functioned mainly as transmitters of knowledge about SLA brought about changes in the students' beliefs. In the case of Angelova (2005), Erlam (2008) and McDonough (2006), more innovative educational practices (mini-lessons in an unknown language, awareness-raising activities based on published research and an action research project) were also found to have an impact on trainees' beliefs. However, only one study (McDonough) investigated whether the teacher education had any effect on the trainees' actual teaching. We are a long way from knowing which teacher educator role has the greatest effect on teachers and teaching. There is clearly a need for more research on the roles that teacher educators can play in mediating between SLA researchers and teachers.

### **Teachers**

A distinct pendulum swing has taken place in Applied Linguistics over the last thirty of so years. Where the 1970s and 1980s were characterized by a focus on the learner and a concern for ensuring that teaching took account of how learners learn, the 1990s and the first decade of this century have been more concerned with teacher cognitions and teacher-learning (Freeman & Johnson 1998). Teachers are no longer seen as technicians implementing methods prescribed by SLA researchers but as individuals with their own sets of beliefs about teaching, formed in large part by their prior experiences of classrooms as learners and as trainee teachers, and with their own theories of action that guide the decisions they make as they teach. Thus, the key question has become not 'What do

teachers need to know about SLA?' but 'How can SLA contribute to teacher-learning?' This question can only be answered if teachers are allowed to articulate the specific issues relating to learning that they see as important and in need of attention. As Bahns (1990: 115) put it 'the initiative for applying results of any kind to any field of practice must come from the practitioners themselves'. This is, of course, the principle that guides practitioner research.

There is, however, a problem in this. What if teachers, lacking in any knowledge of SLA, identify issues in need of attention that have nothing to do with L2 acquisition? McDonough (2006), in the action research study described above, listed the topics her students elected to investigate. They were the effectiveness of specific teaching practices (e.g. grammar instruction), ways of encouraging class participation, techniques for transitioning between classroom activities and broader issues to do with course assessment and syllabus design. None of these were specifically concerned with L2 acquisition. Teachers, understandably, are concerned with teaching rather than learning. Given this, teachers may need some input about SLA to help them 'theorize' their problems in relation to learners and learning. As Widdowson (1990) pointed out, teacher-research cannot take place unless teachers engage in the process of conceptual evaluation. A familiarity with SLA will help teachers identify and shape problems about learners and learning as well as inform them about the kinds of instruments and procedures they will need to investigate them.

However, as Widdowson went on to argue, any input must be 'client-centred'. Thus, the question arises as to which SLA topics should figure in an SLA course/guide for teachers. Pica (1994) provided an answer to this. She took as her starting point not SLA but the questions that teachers had asked her 'both in the privacy of their classrooms and in the more public domain of professional meetings' (p. 50). These questions covered such topics as the relative importance of comprehension and production, the role of explicit grammar instruction, and the utility of drill and practice. Interestingly, one topic that figures strongly in SLA textbooks - the order and sequence of acquisition - did not figure in the list of questions.<sup>4</sup>

This model of the SLA-LP nexus enables us to see the importance of examining the roles of the various actors involved - SLA researchers, classroom researchers, teacher educators and teachers. It suggests that the key roles are those played by classroom researchers and teacher educators, who function as mediators between SLA researchers and teachers. It also suggests that the topics that classroom researchers choose to investigate and teacher educators choose to include in their courses need to be filtered through teachers' own ideas about what is important for learning but that these ideas need to be fine tuned by a better

understanding of SLA. Building on these insights, I will now attempt to formulate a set of general principles that can guide how SLA can be effectively used in language teaching.

### **SLA research and language teaching: some guiding principles**

The principles that I propose below are directed at designing a course in SLA as part of a graduate programme in TESOL or foreign language teaching.<sup>5</sup> They concern the 'what' and the 'how' of the relationship between SLA research and language teaching - what SLA topics are of relevance to teachers and how technical knowledge drawn from SLA can interface with the practical knowledge that informs actual teaching.

Principle 1: The overall goal of an SLA course for teachers should be to contribute to teacher-learning by assisting teachers to develop/modify their own theory of how learners learn an L2 in an instructional setting.

A corollary of this principle is that the theory that teachers develop should be explicit. Teachers are likely to come to the SLA course with a set of beliefs about how learning takes place. The purpose of an SLA course is to assist them to evaluate these beliefs and modify them in the light of information from SLA that they find relevant to their own instructional setting.

Principle 2: The topics covered in an SLA course need to be demonstrably relevant to teaching.

Relevance can be achieved in two ways. The way often advocated is to invite the teachers themselves to identify the topics they find relevant. However, as noted above, teachers may not be able to evaluate the relevance of some SLA topics until they have information about them. An alternative strategy, therefore, might be to consult handbooks for teachers (e.g. Harmer 1983; Ur 1996) to identify pedagogic issues deemed important for teachers and then relate these to SLA topics.

Principle 3: The topics covered in an SLA course should consist of 'ideas' rather than 'models'.

For example, it would be preferable to tackle an idea such as 'learners inevitably and naturally commit errors' and 'learners sometimes make errors and sometimes don't' than to examine models such as Krashen's Monitor Model or N. Ellis' emergentist theory of learning. Theoretical positions should emerge out of the 'ideas' discussed in the course.

Principle 4: The texts selected for an SLA course need to be comprehensible to teachers who lack technical knowledge about SLA.

In effect, this means that the text should have been written for teachers and not for SLA researchers or applied linguists (or even for students preparing to become applied linguists). A good example of an accessible text for teachers is Lightbown & Spada (2006). In addition, teachers might be invited to refer to more technical texts (e.g. Ellis 2008) to research specific topics of interest to them in greater detail.

Principle 5: Specific research articles used as readings should be selected bearing in mind the kind of criteria proposed by Cook (1999). Ideally, these articles should be reports of classroom research rather than laboratory studies.

Principle 6: Any proposals emanating from the SLA 'ideas' examined in the course or from the pedagogical implications of research articles should be viewed as 'provisional', to be evaluated in the light of teachers' own classrooms and experiences of learning and teaching an L2. This process of evaluation needs to be conducted explicitly.

One way of facilitating evaluation might be to make use of published responses to articles. For example, Nobuyoshi & Ellis' (1993) study of 'pushed output' elicited a response from Hopkins & Nettle (1994). After reading both the original article and the response, teachers can decide to what extent they consider Nobuyoshi & Ellis' pedagogical proposals applicable to their own classroom.

Principle 7: Teachers can benefit from reflecting on their own experience of learning a new language as part of the SLA course.

As in Angelova (2005), teachers can be given mini-lessons in a new language which have been designed to expose them to specific pedagogical practices (e.g. deductive grammar teaching, task-based teaching), to relate these to 'ideas' from SLA introduced in the course, and to evaluate the practices in terms of their own experiences of learning.

Principle 8: Awareness-raising tasks based on L2 data or on SLA texts can be used to encourage teachers to evaluate the relevancy of specific 'ideas'. Such tasks may prove more effective in making the link between technical and practical knowledge than more traditional, transmission modes of teacher education.

Awareness-raising tasks serve two purposes in teacher education. They guide teachers to the self-discovery of 'ideas' and they encourage reflection on 'ideas' presented to them in texts. An example of an awareness-raising task directed at self-discovery can be found in Ellis (1994) while a good example of awareness-raising activities designed to stimulate reflection can be found in Erlam's (2008) report of her inservice workshop for teachers.

Principle 9: Teachers need opportunities to become researchers in their own classroom as well as consumers of SLA research. This can be achieved in a variety of ways - through collaborative research with an SLA researcher or through action research and exploratory practice.

In the case of collaborative research, it is important that it is the teacher who identifies the issues to be investigated, not the SLA researcher. That is, the issues must be drawn from teachers' own understanding of language pedagogy as this is practised in their own classrooms. The role of the SLA researcher should be that of facilitating the teacher's research by providing relevant information from SLA and helping to develop appropriate data collection instruments and procedures.

In the case of action research, teachers will identify problems relating to their own teaching. In the case of exploratory practice they will identify aspects in the life of their classroom that they wish to gain a better understanding of. These problems and issues are not likely to be the kinds of problems and issues that SLA researchers would choose to examine. This is not important. What is important is that teachers are able to relate SLA ideas to their own research questions. SLA is best viewed as a body of technical knowledge that can illuminate pedagogically inspired questions.

It may also be useful to encourage teachers to give public presentations of their research. McDonough (2006) reported that the teaching assistants in her course appreciated the assistance they received in publicly disseminating their research. One advantage of this is that it narrows the gap between 'researchers' and 'teachers'. A variety of ways of reporting teacher-research should be encouraged, including narrative forms of reporting.

Principle 10: It is always the teacher who ultimately determines the relevance of SLA constructs and findings for teaching, not the SLA researcher. As Freeman & Johnson (1998: 409-410) put it: Clearly any understanding of teaching must be anchored in examinations of learners and learning. However, teaching as an activity cannot be separated from either the person of the teacher as a learner or the contexts of school and schooling in which it is done.

A corollary of this principle is that it is the SLA researcher who determines the relevance and acceptability of the findings of teacher-research for SLA.

These principles are unlikely to be agreed to by every SLA researcher, teacher educator or teacher. They require SLA researchers to be prepared to put aside the requirements of the academy in which they work, at least when they take on the role as teacher educators. They require teacher educators to allow teachers

a much greater say in the content of SLA courses than is the norm and also to acknowledge that traditional modes of transmitting knowledge about SLA may not be the most effective way of assisting teachers to develop/modify their own theories of language learning. It requires teachers to accept that technical knowledge is of relevance to their own teaching and to seek ways in which they can make it relevant. These principles are perhaps best seen as a set of proposals for how to design and implement an SLA course for teachers that can be challenged and, hopefully, investigated empirically. Thus a final proposal is as follows:

Principle 11: Teacher educators mounting SLA courses for teachers (or including SLA content in methods courses) need to engage in evaluation of these courses in order to establish which 'ideas' teachers found useful and which teacher-education methods were most successful in helping teachers develop/modify their own theories of language learning.

Examples of such evaluation can be found in the studies by Badger et al. (2001), Angelova (2005) and McDonough (2006).

### **Conclusion**

My central argument in this paper has been that if SLA researchers wish to ensure that their work is of relevance to language teachers they need to adopt a mediating role by examining how, as teacher educators,<sup>6</sup> they can facilitate the process by which technical knowledge about SLA can interface with teachers' own practical knowledge of teaching. To this end I have posed a number of strategies for achieving this, culminating in a set of eleven principles for guiding the relationship.

My perspective, therefore, has been that of an applied SLA researcher. The purpose of an applied SLA researcher is not to assume the relevance of SLA to language pedagogy but rather to enquire into its applicability. This is what I have tried to do. SLA has the same status as linguistic description. Just as 'what is a "good" description in reference to "sound linguistic principles" cannot be assumed to be good for language pedagogy' (Widdowson 2000: 28), so what is a 'good' research and theory in SLA should not be assumed to be of value to language teachers. Nor can we assume that SLA is the only or even the primary source of technical knowledge about language pedagogy.

Finally, I should make it clear that I am not proposing that all SLA research should be of the applied variety. There is clearly a need for SLA research to advance our theoretical and empirical understanding of L2 acquisition. This can be pursued without any reference to language pedagogy although, as the growing literature on form-focused instruction demonstrates, one of the main ways of advancing SLA as

an academic discipline is by investigating how instruction affects learning.

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(Oxford University Press, 1994, 2nd edition in 2008; Duke of Edinburgh prize 1995). Other books are *Learning a second language through interaction* (1999), *Planning and task performance in a second language* (2005), both published by John Benjamins, *Task-based learning and teaching* (2003) and (with Gary Barkhuizen) *Analyzing learner language* (2005), both published by Oxford University Press. He has also published several ELT textbooks and is also currently editor of the journal *Language Teaching Research*.

### Notes

**1** Rather confusingly, the abbreviation 'SLA' is often used to refer to both the academic discipline and to the object of this discipline's study. I propose to use 'SLA' to refer to the discipline and 'L2 acquisition' as its object of study.

**2** Crookes (1993) distinguished two types of action research; 'technical action research' where researchers co-opt practitioners into working on questions derived from theory or prior research and research undertaken by teachers in their own classrooms with a view to improving local practices. It is possible to think of examples of the former - 'technical action research' - that have impacted on SLA, for example a study undertaken by one of my own students to examine the role of 'pushed output' in language learning (Noboyoshi & Ellis 1993). However, such research would not be considered true action research by many.

**3** A key question is whether the results obtained from laboratory and classroom studies differ. Researchers do not agree on this issue, with some arguing that the setting makes no difference, and others arguing that it does (see, for example, the arguments regarding the classroom applicability of research on recasts in laboratory settings in Long (2006) and Sheen (2006)). Whether there are or are not differences is, of course, an empirical question. Gass, Mackey & Ross-Feldman (2005) compared task-based interactions in classroom and laboratory studies and found no differences. However, they did not examine whether there were any differences in the effects that these interactions had on learning. Also, as they pointed out, both laboratory and classroom settings are not monolithic.

**4** Brindley (1990) conducted an evaluation of an SLA he taught as part of an MA program by asking students how valuable to teaching they found each of the topics he had covered. Order and sequence of acquisition received a very low rating.

**5** The principles can also be used to select topics and strategies for other kinds of courses (e.g. inservice workshops as in Erlam 2008 or general methods courses). I have elected to focus on courses in SLA because these are very common and because they provide a specific and concrete context for considering the relationship between SLA and language teaching.

**6** Teacher educators are not the only potential mediators between SLA and language pedagogy. Materials writers can perform the same function (see Ellis 2009).

# SOMETHING TO THINK ABOUT

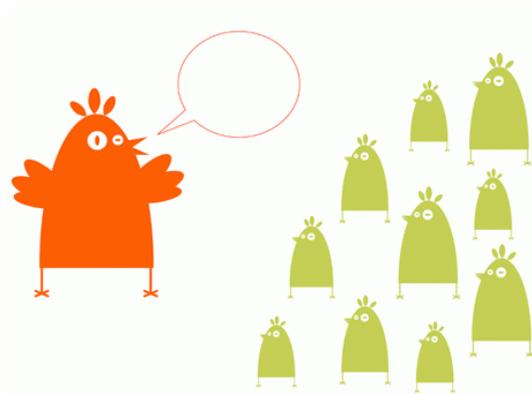
In this issue, how about thinking about how to make your learners better listeners, how language and word use change and efficient learning. Happy reading...

<http://www.edutopia.org/blog-five-listening-strategies-rebecca-alber>



## Say What? 5 Ways to Get Students to Listen

Ah, listening, the neglected literacy skill. I know when I was a high school English teacher this was not necessarily a primary focus; I was too busy honing the more measurable literacy skills -- reading, writing, and speaking. But when we think about career and college readiness, listening skills are just as



important. This is evidenced by the listening standards found in the Common Core and also the integral role listening plays in collaboration and communication, two of the four Cs of 21st century learning.

So how do we help kids become better listeners? Check out these tactics for encouraging a deeper level of listening that also include student accountability:

### Strategy #1: Say it Once

Repeating ourselves in the classroom will produce lazy listening in our students. If kids are accustomed to hearing instructions twice, three times, and even four times, listening the first time around becomes unnecessary. Begin the year by establishing that you are a teacher who rarely repeats instructions and this will surely perk up ears.

Of course you don't want to leave distracted students in the dust so for those few who forgot to listen, you can advise them to, "ask three, then ask me."

#### Strategy #2: Turn and Talk

One way to inspire active listening in your students is to give them a listening task. It might look like this, "I'm going to describe the process of \_\_\_\_\_. I will pause along the way and ask you to turn to a partner and explain to them what you heard." You can ask students to take turns talking each time you pause, and meanwhile, walk around observing their conversations (also allowing you to check for understanding).

#### Strategy #3: Student Hand Signals

Asking students to pay full attention and indicating that they will follow this with a non-verbal signal is a wonderful tool for sharpening those listening skills. It can look like this: "I'm going to read a former president's statement about why he believes war is sometimes necessary. When I'm finished, you will share your opinion by holding up one finger if you agree, two fingers if you disagree, and three fingers if you are undecided or if you have a question." This strategy allows whole-class participation and response. It's also a favorite for kids who are more on the shy side, giving them a "voice."

Watch how hand signals encourage active listening in a fifth-grade classroom.

#### Strategy #4: Pay Attention, Pause, Paraphrase

Children need structured opportunities to restrain themselves from speaking in order to keep their attention on listening, especially when working in groups. Try this strategy:

When students talk in pairs or small groups, assign one speaker at a time only (they can number off).

Ask all others to listen fully to whoever is speaking and to avoid formulating a response while the other person talks. Tell them to simply listen that is all. (This is a difficult task even for adults!)

When the person stops talking, the other takes a breath before she speaks and then paraphrases something her partner just said: "You believe that...."

"You aren't sure if....".

After paraphrasing her partner, she can then follow that with an "I" statement: "I see what you mean...", "I'm not sure I agree...".

Discussion sentence starters are a helpful tool for students as they learn this new way of having a conversation. It's also incredibly helpful for students to see this in action. Ask a couple of students to model it for the whole class or have an adult visit to partner with you.

#### Strategy #5: Creating Questions

If your students are listening to a speech, watching a documentary clip, or hearing a story read aloud, break it up by stopping a few times and having students write a question or two about what they just heard. This way, students actively listen for any confusion or wonderings they may have -- this takes a high-level of concentration. It's important to provide models for this since we are typically trained in school to look for the answers and information rather than to focus on what is not understood or is still a mystery.

#### Motivating Words

Good listeners are both rare and valued. It's important to share this with students, and to also share the fact that people who really listen -- make eye contact, show interest, and restrain from cutting others off in a conversation -- are easy to like and respect.

Here's also a few quotes to present to students and/or post around your classroom:

"If speaking is silver, then listening is gold." -- Turkish saying

"I think the one lesson I have learned is that there is no substitute for paying attention." -- Diane Sawyer, newscaster

"One of the most sincere forms of respect is actually listening to what another has to say." -- Bryant McGill, author



Accessed: August 2013

<http://newsroom.ucla.edu/portal/ucla/changes-in-language-reflect-our-247626.aspx>

## **Changes in language and word use reflect our shifting values,**

### **UCLA psychologist reports**

*Study analyzes more than 1 million books published over 200 years*

**By Anna Mikulak and UCLA Newsroom August 07, 2013**



Patricia Greenfield

A new UCLA analysis of words used in more than 1.5 million American and British books published between 1800 and 2000 shows how our cultural values have changed.

The increase or decrease in the use of certain words over the past two centuries — a period marked by growing urbanization, greater reliance on technology and the widespread availability of formal education — reveals how human psychology has evolved in response to major historical shifts, said Patricia Greenfield, a distinguished professor of psychology at UCLA and the author of the study.

For instance, the words "choose" and "get" rose significantly in frequency between 1800 and 2000, while "obliged" and "give" decreased significantly over these two centuries. "Choose" and "get" indicate "the individualism and materialistic values that are adaptive in wealthier urban settings," while "obliged" and "give" "reflect the social responsibilities that are adaptive in rural settings," Greenfield said.

Usage of "get" declined between 1940 and the 1960s before rising again in the 1970s, perhaps reflecting a decline in self-interest during World War II and the civil rights movement, she noted.

Greenfield also observed a gradual rise in the use of "feel" and a decline in the use of "act," suggesting a turn toward inner mental life and away from outward behavior. She found a growing focus on the self, with the use of "child," "unique," "individual" and "self" all increasing from 1800 to 2000.

Over the two centuries, the importance of obedience to authority, social relationships and religion in everyday life seems to have waned, as reflected in the decline of "obedience," "authority," "belong" and "pray."

"This research shows that there has been a two-century-long historical shift toward individualistic psychological functioning adapted to an urban environment and away from psychological functioning adapted to a rural environment," Greenfield said. "The currently discussed rise in individualism is not something recent but has been going on for centuries as we moved from a predominantly rural, low-tech society to a predominantly urban, high-tech society."

For her research, which appears Aug. 8 in the online edition of the journal *Psychological Science* (with print publication to follow), Greenfield used Google's Ngram Viewer, a publicly available tool that can count word frequencies in a million books in a matter of seconds. The Google Books database comprises a wide variety of books, including novels, non-fiction publications and textbooks.

To assess culture-wide psychological change, Greenfield examined the frequencies of specific words in approximately 1,160,000 books published in the United States.

Drawing on her theory of social change and human development, she hypothesized that the usage of specific words would wax and wane as a reflection of psychological adaptation to sociocultural change. The data supported her hypothesis.

The same patterns in word usage also emerged in approximately 350,000 books published in the United Kingdom over the last 200 years. She was able to replicate all findings using synonyms for each target word in the both the U.S. and U.K. books.

"These replications indicate that the underlying concepts, not just word frequencies, have been changing in importance over historical time," Greenfield said.

Empirically testing hypotheses about psychological adaptation to long-term cultural change on the scale of centuries would not have been possible as

recently as a decade ago, she said.

Greenfield hopes to replicate these findings using Google Books' Spanish, French, Russian and Chinese databases. The socio-demographic shifts driving cultural and psychological change are global, she noted.

**UCLA** is California's largest university, with an enrollment of more than 40,000 undergraduate and graduate students. The UCLA College of Letters and Science and the university's 11 professional schools feature renowned faculty and offer 337 degree programs and majors. UCLA is a national and international leader in the breadth and quality of its academic, research, health care, cultural, continuing education and athletic programs. Six alumni and six faculty have been awarded the Nobel Prize.

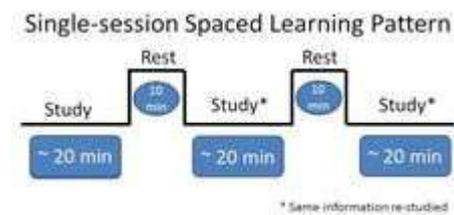


<http://www.psychologytoday.com/blog/memory-medic/201310/new-strategy-more-efficient-learning>

In 1913, Ebbinghaus demonstrated that spacing learning out over time creates much more efficient learning than cramming a learning task into a single intense session. Now, a new discovery has been made for a specific spaced-learning strategy that so far is the best of all. In reviewing this new design, Kelley and Whatson (2013) point out experiments showing that this kind of spaced learning is optimal for information encoding and for activation of the genes needed to form long-term memory.

And what is the design? The idea begins with the established notion that a given learning task should be "chunked" so that it can be studied in a short

time, on the order say of 20 minutes. What is novel about the new design is that a given chunk is studied three times in a single session, with two intervening "rest" periods of 10 minutes in which there is little mental activity. During the rest periods, physical activity, like shooting hoops or cycling, seem to be ideal. The reason for these intervening rest periods is that thinking about new information or performing mental tasks creates interference with the memory-forming processes already under way.



Of course, like most learning tasks, a single session, even with three repetitions within it, is not likely to be sufficient unless you are really adept at mnemonic techniques (Klemm, 2012). After a day or so, this strategy needs to be repeated one or more

times.

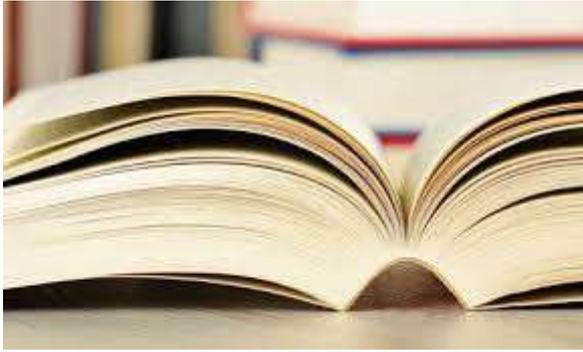
This is so simple to do and, if replicated in more studies, should become standard practice in schools. However, very few teachers know about this technique and school curricula are not designed to be taught this way. Changing the educational establishment is probably too much to hope for. But this strategy can be used by all students in homework study. Home schoolers and students taking Internet courses can easily use the technique on their own.

If you try this approach, please add comments to this post to let us know how it works for you.

Sources:

Kelley, P. and Watson, T. (2013). Making long-term memories in minutes: a spaced learning pattern from memory research in education. *Frontiers in Human Neuroscience*. 25 September. Doi: 10.3389/fnhum.2013.00589.

Klemm, W. R. (2012). *Memory Power 101*. New York: Skyhorse Publishing.



# BOOK REVIEW

**The Developing Teacher**  
**Reviewed by Özlem Yağcıoğlu**  
**Dokuz Eylül University, Izmir, Turkey**

I would like to introduce a book on professional development in English language teaching. It was published in England by Delta Publishing and written by Duncan Foord. The name of this book is "The Developing Teacher: Practical Activities for Professional Development." I refreshed my knowledge on English language teaching and learnt some new techniques after reading this book. Duncan Foord is a teacher trainer and the director of a language school in Spain. He is the co-author of *The Language Teacher's Survival Guide* (iT's Magazines) and he has written several articles on ELT.

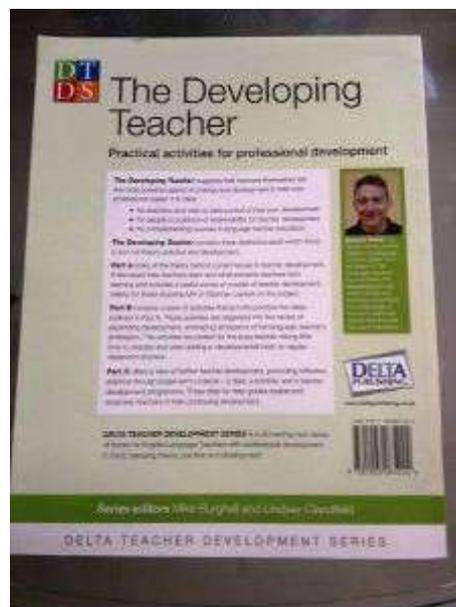
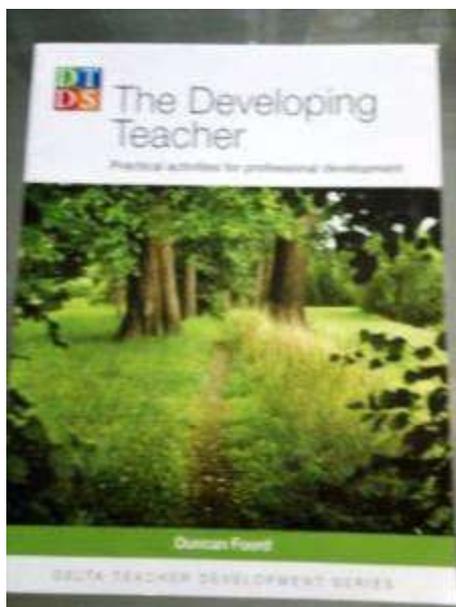
There are three parts in this book. In Part A, the following topics are covered: The developing teacher, why do we need teacher development, who is responsible for teacher development, how do teachers develop, what stops teachers developing, five circles of development, steps to development and stepping forward. This focuses on the theory behind the issues in teacher development. All topics in Part A can help English language teachers who are doing an MA or are taking graduate courses.

In Part B, there are some activities which are related with ideas outlined in Part A. All activities are explained together with their goals. These activities can help all English language teachers to develop their thinking and creativity skills on ELT.

Part C aims to take the readers' development one step further. Activities are suggested to fit into and around teachers' busy schedule. Three longer-term projects are explained. The first project is a diary in which teachers

reflect and comment on the activities they carried out. In the second and third projects, a selection of these activities are incorporated and combined with the other material from teachers' professional practice and they can also be collated and reflected on. Three circles of further development are introduced in this part. It is suggested that these three projects could be visualised as concentric circles moving from the individual and possibly private to the public and collaborative and as they took some time; the writer points out that it is important to pay attention to these before making a commitment to seeing them through. At the end of the book, there are three samples of teacher diaries, explanations of a teaching portfolio, a sample of a teaching portfolio, a teaching portfolio checklist and explanations of a teacher development scheme.

In my opinion, this book can help all English language teachers to develop their teaching and learning skills. It can also help all teachers to be more creative.





## British Council invites entries for 2014 ELTons

The British Council has made a worldwide call for applications to the ELTons 2014. Now in their twelfth year, the awards, run by the British Council and sponsored by Cambridge English Language Assessment and Macmillan Education, are a celebration of innovation and excellence in English language teaching (ELT) from around the world.

ELT professionals can apply in five categories: Excellence in Course Innovation, Innovation in Learner Resources, Innovation in Teacher Resources, Digital Innovation, and Local Innovation, as well as The Macmillan Education Award for New Talent in Writing.

This year the submission criteria for the Macmillan Education Award for New Talent in Writing have been broadened in recognition of the rich variety of resources available to teachers. Submissions are now welcome from aspiring ELT authors who may have chosen to self-publish or make their voices heard through different media such as blogs, eBooks or within their own institutions.



The award is open to proposals big and small, from original lesson plans, blogs, research or articles to ideas for fully-fledged products.

The British Council Lifetime Achievement Award, now in its fourth year, awards an ELT professional who has made a substantial contribution to the ELT profession throughout their career.

Last year's winner was Brita Haycraft, who founded International House

along with her husband John.

Anna Searle, Director of English Language at the British Council, said: "The demand for English language teaching around the world continues to grow and innovations in English language teaching contribute to meeting new demands and reflecting new learning styles. These awards are a great way to support and showcase the creativity in the sector, and to help to bring new ideas to the wider ELT community. The award ceremony is a fantastic event, where ELT authors, publishers, and practitioners from around the world can find out more about new innovations and celebrate the new ideas that will shape English language teaching in the years to come."

The British Council is the UK's cultural relations organisation, and builds relationships for the UK through English, education and the arts. It teaches English in more than 80 countries through face-to-face contact and innovative methods including radio, the internet and mobile technology.

Any ELT professional can apply for consideration for one of the categories including authors, teachers, trainers and publishers. Application packs can be downloaded from <http://englishagenda.britishcouncil.org/eltions> and the deadline for submissions is 22 November 2013.

Applications will be judged by a panel of ELT experts and the winners are announced at a prestigious ELTons awards ceremony, held in London in May 2014.



<http://www.iatefl.org>

48th Annual International IATEFL Conference and Exhibition  
at  
Harrogate International Conference Centre, Harrogate, UK  
on  
2 - 5 April 2014

Pre-Conference Events and Associates' Day: 1 April 2014

<http://www.iatefl.org/harrogate-2014/harrogate-2014>

### **Important Dates**

Scholarship application deadline: 22 August 2013

Conference registration for speakers and delegates: Open now

Speaker application deadline: 19th September 2013

Speaker payment deadline: 12th December 2013

Earlybird payment deadline: 30th January 2014

### **IATEFL MEMBERSHIP**

contact M. Nazlı Demirbaş at [nazlidemirbas\\_06@hotmail.com](mailto:nazlidemirbas_06@hotmail.com)



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Oct 30, 2013: "Exploring the (Often) Unexplored": Sociopragmatics for Students, Educators, and Administrators"

Nov 06, 2013: "Insights from Other Worlds: What TESOLers Can Learn from Other Professions"

Dec 04, 2013: "Talking in Order to Learn: Insights and Practical Strategies on Learner Anxiety and Motivation"



## ANAGRAMS

ASTRONOMER:

When you rearrange the letters:  
MOON STARER

DESPERATION:

When you rearrange the letters:  
A ROPE ENDS IT

THE EYES:

When you rearrange the letters:  
THEY SEE

THE MORSE CODE:

When you rearrange the letters:  
HERE COME DOTS

ANIMOSITY:

When you rearrange the letters:  
IS NO AMITY

ELECTION RESULTS:

When you rearrange the letters:  
LIES - LET'S RECOUNT

SNOOZE ALARMS:

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

A DECIMAL POINT:

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

ELEVEN PLUS TWO:

When you rearrange the letters:  
TWELVE PLUS ONE