

# THE INGED NEWSLETTER

## ACTIVE VS. PASSIVE LISTENING:



REVILLO

## NEWS ON-LINE

*Together we stand!*

Issue 3  
September 2014

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## From the President

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Dear members,

We are together again with a new issue. I have recently read an article about teacher development although the article itself is not recent. G. Miller de Arechaga wrote it in 2001 and it is entitled “Teacher Development: Awareness, reflection and sharing”. I would like to summarize it here.

Teachers almost always talk about their teaching practice and their students in particular, whenever they meet their colleagues in staff meetings, conversations in the staff room, talks following the observation of classes and even incidental chats in corridors. The topics that they talk about are frequently related to some problematic classroom situation, some negative attitudes or some difficulties students have in their learning process. We often hear teachers complain: “They don’t feel like studying and therefore they are getting low marks.” “They never get the initiative in oral interaction, I have to push them on all the time!” “They make too many spelling mistakes.” “Nothing seems to interest them.” “They don’t care about their homework”, etc. Rarely do teachers speak about their student’s achievements in a spontaneous way.

As C. Banfi (1997. “Some thoughts on the Professional Development of Language Teachers”, in *ELT News & Views Supplement* 4.1 – *Teacher Development*, March 1997, 13-16.) states “professional certification is only the starting point on the way towards professional competence. Within this perspective, professional competence is a constantly moving target, and professional development comprises those activities in which professionals are engaged for the purpose of achieving professional competence”. No one can disagree with the necessity of mastering the theoretical and scientific knowledge related to the field of teaching for a teacher trainee which is done by the certification program. However, the learning of theory does not necessarily result in successful practice. Theory cannot always guarantee effective teaching in practice. As human beings, we learn from our own experience better and can come to a self-recognition. Unless we recognize our own strengths and weaknesses or explore our own experience, we do not change.

Professional development is perceived as a variety of activities in which teachers are involved to be able to improve their practice. Special stress is laid on teaching experience and expertise, on the convenience of attending seminars and conferences and on subscribing to professional journals and publications. Other important issues to be taken into account are individual or group reflection and interaction with colleagues.

Miller de Arechaga states that the study has taken place in a private English language institute. In this institute, both less and more experienced classroom teachers are regularly confronted with a variety of situations and contexts where they are required to make use of professional expertise in an autonomous and self-directed way. Furthermore, there is an ever-increasing number of private English language schools and institutes in their city that must share the local demand for English language services, to put it in economic terms. Therefore, competing on the basis of sound professional teaching should be regarded as surviving tactics, and this was how the study has started.

The institute in the study assumes the following when it comes to teacher development:

- A teacher has the responsibility to be up-to-date with respect to recent developments in her/his field;
- A teacher regularly engages in a process of reflection on her/his own professional activity in order to improve her/his own practice;
- A teacher collaborates with other teachers in their practice and also shares experiences with them;
- A teacher is expected to engage in professional development throughout her/his career in an autonomous way.

Easier said than done as the author claims. Development does not just happen with time, it happens with awareness. An awareness of a need to change. This means that awareness is the first step towards change and improvement.

P. Ur has claimed in her work (1999. *A Course in Language Teaching: Practice and theory*. Cambridge. CUP.) that the reflective model may over-emphasize teacher experience, with a relative neglect of external input – lectures, reading, and so on – which can make a real contribution to understanding. So she has suggested that a fully effective Reflective Model should make room for external as well as personal input. She has called this model “enriched reflection”.

Critical reflection is not limited to teaching techniques, but includes our attitudes, beliefs, behaviors, and perceptions. The advantages of the reflective model are:

- Self-inquiry and self-discovery are extremely effective in changing our attitudes, beliefs, behaviors, and perceptions.
- Critical reflection enables us to take more responsibility for our actions as we examine our practice through reflection and find the aspects that need improvement.
- Critical reflection enables us to develop a quality of professional flexibility.
- Through reflection we can be aware of each and every detail of the classroom teaching.
- Reflection develops consciousness which is more important than experience for teacher development.
- Reflection enables us to learn from ourselves and others through observation.
- Reflective teaching helps us to critically question what we have done and why we have done it, what alternatives are available and what limitations there are; hence, it leads to continual improvement.

Miller de Arechaga proposes implementing an in-service development program for the institute. Some possible activities are the following:

1. Meetings or discussions with a colleague or some colleagues which may take the form of spontaneous, informal chats, or a kind of more formal interaction. Sometimes more formally structured meetings enable everyone’s participation. Conscientious professionals are always looking for solutions to problems and most colleagues are likely to be sympathetic and suggest solutions or encourage their peers to look for their solution.
2. Individual presentation made by a member of the staff on new teaching ideas, classroom experiences, something they have read, etc.
3. Observation of other teachers’ classes. In this particular case, certain understandings need to be negotiated ahead of time since observation has always been a sensitive issue.
4. Journal writing which can be carried out alone or in groups if teachers build in some ground rules on the entries to be included.

Despite the fact that sometimes there is a feeling of rivalry between teachers which stops them from revealing professional successes to one another, the entire staff should understand that everyone can gain by learning from everyone else and that everyone loses if they cannot do so. The common belief is that interaction with a colleague can contribute a lot to teacher development within the institution. An important component of a teacher development program is “time”. Time availability should be negotiated by the group at the start of the process.

Although the article does not present any new findings, I like it a lot as it underlines the importance of cooperation and collaboration among teachers once more. I will finish with our motto as usual: “Together we stand!”



**“Do you realize that the only change we have had in this school in the last decade is a change in our phone number?”**



**“I tried everything to get my class to pay attention. I tried bribes, sarcasm, guilt, shame, and threats. Nothing works! Are you paying attention to what I’m saying?”**

Prof. Dr. Aydan Ersöz  
INGED President



## From the Editor

Dear Colleagues,

Warm greetings to all teachers, trainers, materials developers, test writers, administrators... We wish you all a happy and fruitful new academic year.

In our autumn issue, there are several articles on workshops with many practical ideas outlined for you to try in your classes and small format changes to make reading easier.

We would like to remind you that the Annual INGED General Assembly will convene on Friday, 31 October but if the number of attending members is insufficient, the second and final meeting day is Saturday, 8 October at 14:45 at the Turkish American Association on Cinnah Street in Ankara. If you have time, please come earlier in the day to the INGED-US Embassy Co-Event to be held at the same venue in the morning. The program details are on our website. We are looking forward to seeing you at both events, especially the General Assembly.

Teachers interested in setting up their own small-scale research are strongly encouraged to read about the project set up by SEETA. You can find the explanation of the project, the webinars to be held to support teachers, the registration form in this issue and also on our webpage. This is a wonderful opportunity especially for teachers who have are relatively new to conducting research in their classes. This is just the project for you. And it is free.

In this issue, the language skill that we focus on is listening. Naturally, all aspects of this skill cannot be covered here but we hope the articles included will give you some ideas to think about. You can find the wonderful matrix for story telling that our colleague Marisa has developed for teachers also in this issue.

We have received sad news about the passing of an ELT phenomenon: Robert O'Neill. Many teachers will fondly remember his Kernel Lessons course books, the stories incorporated into the text books to get students interested in reading... You can read impressions by a good friend of his in this issue. Rest in peace dear Robert. I will always remember you because I still have your very helpful English in Situations, a very handy book when I needed an introductory situation before diving into the presentation of a structure...

We hope you will browse this issue and find ideas that you can use in your classes. Have a great semester... See you at the General Assembly.

A. Suzan Öñiz  
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

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



### **NOTES FROM A CONFERENCE**

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



### **TECHNOLOGY IN TEACHING**

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



### **YOUR PAPERS**

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



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

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



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

## **OLAĞAN YILLIK GENEL KURUL İLANI**

INGED/İngilizce Eğitimi Derneği Üyelerine,

Derneğimizin yıllık olağan Genel Kurul toplantısı

31 Ekim 2013 Cuma günü saat 15:30 da  
Orta Doğu Teknik Üniversitesi,  
Temel İngilizce Bölümü,  
E Binası, Amfi 1'de  
yapılacaktır.

Yeterli çoğunluk sağlanamaması durumunda,  
ikinci toplantı

8 Kasım 2014 Cumartesi günü saat 14:45'de  
Türk Amerikan Derneği, Reşat AKTAN Salonu, Ankara  
adresinde yapılacaktır.

8 Kasım 2014 günü, Türk Amerikan Derneğinde  
saat 10:00da İNGED – US Embassy ELT Co-Event yapılacaktır.  
İlgili detaylar sitemizde duyurulacaktır.

[inged.org.tr](http://inged.org.tr)

Üyelerimize duyurulur.

### **NOTIFICATION: ANNUAL GENERAL ASSEMBLY**

To all INGED Members,

The Annual INGED General Assembly will meet

at 3:30 p.m. on Friday, 31 October 2014  
at Middle East Technical University,  
Department of Basic English, E Building, Auditorium 1.

In the case of insufficient attendance,  
the second and final meeting will take place  
at 2:45 p.m. on Saturday, 8 November 2014,  
at the Turkish American Association (TAA), Reşat AKTAN Hall, Ankara.

There will be an INGED – US Embassy Co-Event  
at TAA on the same day at 10:00 a.m.

The details will be announced on our website:

[inged.org.tr](http://inged.org.tr)

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# AN INGED & US EMBASSY EVENT



8 NOVEMBER 2014



Venue  
TAA

Cinnah Caddesi No: 20, Kavaklıdere, Ankara



## PROGRAM

9:45 – 10:00	Welcoming Remarks
10:00 – 11:00	Workshop 1 (INGED)
11:00 – 11:15	<i>Coffee Break</i>
11:15 – 12:15	Workshop 2 (US Embassy)
12:15 – 13:15	<i>Lunch</i>
13:15 – 14:15	Workshop 3 (US Embassy)
14:15 – 14:30	Certificates & Raffle: INGED members only
14:45	INGED ANNUAL GENERAL ASSEMBLY

**Note 1:** This Event is free.

**Note 2:** The INGED CERTIFICATE OF ATTENDANCE will be available for 5 TL to those teachers who will send us an email to: [ingedturkiye@gmail.com](mailto:ingedturkiye@gmail.com) NO LATER than 2 November 2014 so that certificates can be printed.

# SEETA CALENDAR

South Eastern Europe Teachers Associations

<http://seeta.eu>

**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.

**NAVIGATION**

Home  
Site news  
Yearbook of SEETA World  
Courses

**SEETA IS:**



**SEETA MEMBERS**

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



**COMING SOON**

**DESIGNING A RESEARCH PROJECT**

Tuesday 21 October 2014  
14.00 UK Time/15.00 CEST /16.00 EEST  
**Teacher-led Research Project: WEBINAR 1 with Desmond Thomas**  
Join the project area now and find out more info here

**MOTIVATE, MANAGE, MONITOR**

**My Working Week 20-24 October 2014**  
Branka Deckovic  
Branka shares her tips for her teenage students with us. She takes us on a journey to teaching in a middle school for teenagers 1

**HAPPENING NOW 1**

**SMALL-SCALE, TEACHER-LED RESEARCH PROJECT**

SEETA in collaboration with Desmond Thomas, University of Essex  
**ELT Teachers becoming researchers!**  
Join the project area and find out more

**Welcome SEETA BOOKLET 2013-2014**

What advice would you give to new teachers? Post your advice in the forum to be included in the SEETA Booklet for new teachers 1 Join us here

**KEEP CALM AND BLOG**

SEETA BOOKLET 2013-2014  
Join us in a collaborative project: a SEETA booklet on how to become a successful blogger. See the project all its happening and find out how you can contribute.  
**KEEP CALM AND BLOG - JOIN HERE**

**SEETA TEACHERS' LOUNGE**

On-going community forum  
My favourite...s 1 - Behaviour Management: weirdest tips?  
Join us here

**YOUNG LEARNERS: TIPS AND TRICKS 1**

Teaching Pronunciation  
Roleplay - Fortune telling and palmistry  
Amazing Systems for Teaching English to YL1  
Join us here

**COMING YOUR WAY**

**SEETA Interviews with Philip Kerr**  
Join the interview with Willy Cardoso

**LOGIN**

Username

Password

Remember username

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

**ONLINE USERS**

0 online (0 members)  
None

**FUTURE ON-LINE EVENTS**

0 October 2014  
[Joanna Flint](#)

**FUTURE GUEST BLOGGERS**

20-24 October 2014  
[Branka Deckovic](#)  
Motivate, manage, monitor

**LATEST NEWS**

September 2014 on SEETA  
18 Sep: RE38 Area Paris  
SEETA Teacher-led Research Project: invitation to a webinar  
18 Jan: 0627 Area Paris  
Happening now on SEETA!  
20 Jan: 1540 Area Paris  
[Click topic...](#)

**UPCOMING EVENTS**

There are no upcoming events.  
[Go to calendar...](#)

**CALENDAR**

October 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**PAST FORUMS**



#### SEETA COMMITTEES

On-line courses for committee members of SEETA TAG. Click [HERE](#) to access this area.

#### SEETA ADMINISTRATION

SEETA administration. Click [HERE](#) to access this area.

#### HOW TO .....



##### web 2.0 tools

Find out how to use some popular web 2.0 tools. Read teachers' experiences and share tips and ideas. Follow how-to-videos.

Join us here. ☺

#### OPEN FOR VISITS

#### SEETA WEBINAR

September 2014

Find the time in your city here



**Willy Cardoso**

Retraining materials and activities to promote critical thinking

[WATCH THE WEBINAR VIDEO](#)

#### A WEEK IN THE LIFE OF AN ELT CONSULTANT



**My Working Week 22-25 September 2014**

**Jasmina Nedeljkovic**

Jasmina takes us on a one-week tour through her world of teaching materials, resources and coursebooks!

• Join Jasmina's blog [HERE](#) ☺

#### YOGA IN THE ESL CLASSROOM

[Watch the Webinar here](#)



**RYE Bulgaria and Mariana Dimitrova**

RYE - Research on Yoga in Education

[Join the SEETA Forum here](#)

#### SEETA WORLD

[Visit all of SEETA World](#)

#### SEETA Open Forums

Visit past open forums

[Visit Open Forums](#)

#### SEETA Music

Visit our regular feature where teachers act as guest DJs

[Visit Playlists](#)

#### Guest Blogs

Visit our regular feature where teachers blog about a week in their working lives

[Visit Guest Blogs](#)

#### Site news



September 2014 on SEETA

by Ana Faria - August 16, September 2014, 6:18 AM

Dear Members,

Happy new academic year!

• We kick off the new year on SEETA with a webinar by Willy Cardoso!

In this presentation Willy will share some ideas that can improve learners' engagement with texts and involvement in discussions. We'll also see how to improve the quality of questions and ...

[Read the rest of this topic via iNews!](#)



# THE LATEST NEWS FROM SEETA

## THE SEETA RESEARCH PROJECT

Dear Colleagues,

I am writing as the representative of SEETA, an online community of Teachers' Associations in South Eastern Europe with 4,500 registered users.

I'd like to invite your institution and your teachers to take part in a **SEETA Teacher-led Research Project**. This project involves teachers engaging in small scale teacher-led research. Teachers will be conducting the research with their group(s) of learners and/or group(s) of colleagues within their institution.

The underlying aim of this project is to encourage teachers to become active researchers and bridge the gap between understanding and action by merging the role of researcher and practitioner.

### **A short description of the project:**

This is a two –year project.

#### **YEAR 1 (October 2014 - May 2015): THE TRAINING PHASE**

Year 1 is the collaborative stage of the project. All teachers taking part in the project will be conducting research on the same topic: *The Changing Uses of Technology in the EFL Classroom*.

**The aim** is to find out the similarities and differences in the type of technology used and discover what takes place in the EFL classroom from the teachers' perspectives and the students' perspectives.

**Support:** During Year 1 teachers will receive systematic online training on SEETA for all stages of research. This training will be in the form of **6 webinars** with accompanying tasks and support/discussion forums on SEETA. SEETA will also offer active support to teachers when collecting their data and when analysing their findings. SEETA will publish the findings and teachers' reports online.

Year 1 therefore is the training phase for teachers to become researchers and implement their newly acquired skills. Teacher-researchers will receive a certificate upon completion of Year 1.

**Academic collaborators:** Desmond Thomas, University of Essex,UK  
Zarina Markova, South-West University, Bulgaria

#### **YEAR 2 (September 2015 - March 2016): THE INDIVIDUAL PHASE**

Year 2 is the individual stage of the project. EFL teachers will choose and develop their own research projects to be carried out within their institutions with the support of SEETA, Desmond Thomas and Zarina Markova. The findings and teachers' reports will be published on SEETA.

At both stages of research, we aim to find similarities and differences in EFL classes in

South Eastern Europe. We also aim to find out our students' opinion of current classroom methods, activities and practices.

To this effect, teachers will be conducting interviews, surveys and carrying out peer observation sessions within their institution. Teachers will also be made fully aware of the principles of ethical research. To facilitate both participating teachers and institutions, the data collection can be carried out by more than one teacher but only one teacher may attend the webinars.

Teachers will also be made fully aware of the principles of ethical research. All participants will remain anonymous. When the results are published, each participating institution can receive an honourable mention unless anonymity is requested. The result findings will be divulged only through the SEETA Project.

There is no fee for teachers or institutions to join the SEETA Teacher-led Research Project.

We strongly believe that it is important that teachers learn how to carry out small scale research projects to evaluate their work and find out their students' opinion. It's also very important that this information is shared among teachers.

### **How to participate and facilitate**

I would therefore like to ask you to agree that your institution would like to actively take part in the SEETA Teacher-led Research Project. This means allowing teachers from your institution who wish to become teacher-researchers to carry out their research with their learners and allocate time for data collection. It also means that you agree that your teacher-researchers are allowed to carry out peer observation sessions within your institution. It also means that, if you wish, the name of your institution will appear in the publications of the SEETA Project under the list of collaborators.

A full description of the project and its rationale can be found on the INGED website..

If you wish to take part in this project as an institution, please complete the project registration form. [Follow this link](#) to register or go to the INGED website.

Your collaboration would be an honour and a prerequisite for the project's success.

Warm regards,

Anna Parisi

SEETA Community Coordinator  
[www.seeta.eu](http://www.seeta.eu)

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## The 16th INGED Drama Festivals



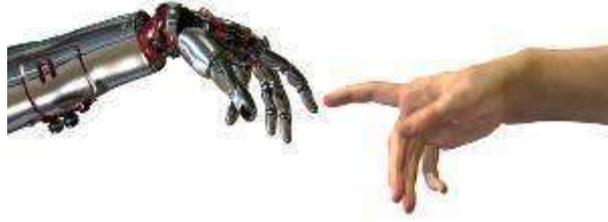
The 2015 INGED Drama Festivals will be held in three cities:  
Ankara  
Istanbul  
Izmir.

We invite schools to start planning for this exciting event and wonderful opportunity for learners to practice English as well as their acting and perhaps singing and dancing skills...

The details will be announced on our website.

We wish you all a happy and successful school year...

**PLEASE CHECK OUT OUR 'USEFUL LINKS' PAGE ...  
AND IF YOU HAVE ANY LINKS TO SITES USEFUL  
FOR ENGLISH LANGUAGE TEACHERS  
DO LET US KNOW.**



## TECHNOLOGY IN TEACHING: A LISTENING TOOL - AUDIOPUZZLER

[www.audiopuzzler.com](http://www.audiopuzzler.com)

**Audio Puzzler**

Intro How to play About Contact

Audio Puzzler is a new kind of puzzle game based on, well, snippets of audio found online. The audio is taken from popular video clips, so that when you complete the puzzle you'll be able to watch the video as well. Get a sense for [how to play](#) and then dive in.

[Play Audio Puzzler](#)

If you like it, or even if you don't [let us know](#). Audio Puzzler is in Alpha testing and is actively being developed to improve game play and fun.

### Objective

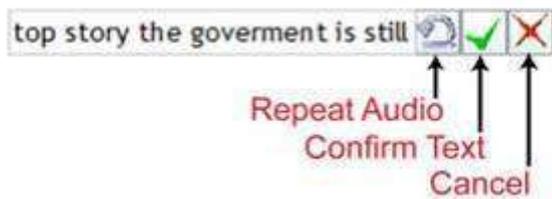
The objective of Audio Puzzler is to assemble the given audio puzzle as accurately and quickly as you can. Each puzzle starts as a set of audio bubbles which you must pop and transform into textual pieces that you can fit together. Match the pieces to assemble and complete the puzzle!

### Instructions

1. Double click an audio bubble to pop it and hear the audio.



2. Type the text for the piece as you hear the audio



3. Double click a text piece to correct errors



4. Drag and drop to assemble matching pieces



## Longer Description

### How to Play

Double click an audio bubble to pop it and hear its audio. Type in the text from an audio bubble to form a puzzle piece. You only need to type complete words. Your goal is to assemble these text puzzle pieces in the right order.

As you pop bubbles and type the text you will see where some of the text pieces fit together. Be careful when typing to include ALL words including things such as repeated words and stutters. In the event that there are no words in a bubble leave it blank but you'll have to guess as to where it fits. As you form puzzle pieces it's not necessary to type punctuation such as . , ; ! ? . The puzzle pieces can be dragged onto one another to merge them. As you drag a piece, overlapping pieces with matching words turn green. If you mistyped a word it will turn red so you can correct it before merging the pieces. You will see your progress for merging each colored group of bubbles at the top. Merge all the bubbles to complete the level.

Once the puzzle is completed you can watch the video that the audio puzzle came from.

### Scoring

You get a bonus score (and more time on the clock) every time you merge two pieces. The bonus is higher the faster you merge pieces and the more accurate they are. You also get a bonus score at the end of the level depending on how accurately and quickly you completed that level.

If the clock goes below zero, you lose 5 points every 5 seconds until the clock goes positive again.

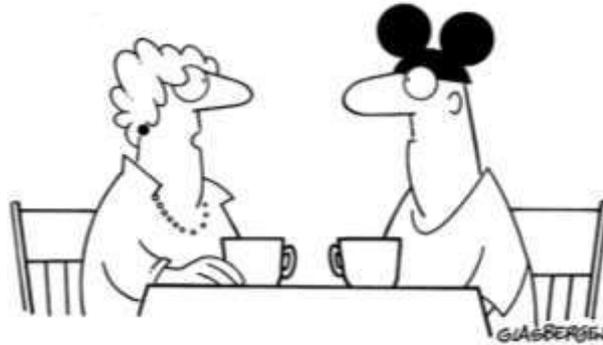
### Controls

Double-Click a bubble: Pops the bubble  
Double-Click a text piece: Re-edit the text  
Click and Drag: Arrange pieces to merge them

**Keyboard shortcuts:**

ENTER: Confirm typed text in a text piece  
CTRL-Z: Re-play the audio of a bubble  
ESCAPE: Cancel a bubble pop

Copyright 2010 by Randy Glasbergen.  
www.glasbergen.com



"Okay, if you think it will help you be a better listener."

**NOT REALLY LISTENING**



# LANGUAGE SKILLS: LISTENING

Compiled by  
A. Suzan Öñiz

Special time and effort is needed to teach effective listening skills, especially those skills that will help learners take notes and understand what the other person's intentions are. The following are selected articles that may give teachers ideas for dealing with this difficult task, especially story telling.

<http://exclusive.multibriefs.com/content/easy-listening-exercise-for-esls/education>

## EASY LISTENING EXERCISE FOR ESL STUDENTS



**Douglas Magrath**

Wednesday, July 16, 2014

Students need to bridge the gap between short ESL exercises and real lectures. The trend is now toward authentic texts, radio broadcasts and real lectures for college ESL to promote student learning and interest by stressing communication skills and presenting culture in a natural way.

Listening is considered an active skill, and is emphasized in today's proficiency-oriented classrooms. Due to poor listening skills, students may not be ready to follow academic lectures and demonstrations when competing with native speakers.

Additionally, students need to [listen for cues](#) in academic lectures. International students often ignore cues for important information and try to focus on information without distinguishing its relevance.

For example, an ESL student in a math course where the instructor taught by the question-answer approach said afterward that he [did not get much information](#) from the course and considered the teacher to be poor since he "didn't teach."

A radio advertisement makes a good activity because learners can experience an authentic chunk of language both cognitively and effectively:

"Are you planning a vacation? How about a quiet island in the Pacific Ocean? Palm Island is a great place for a vacation. You can hike in the mountains, swim and relax on the beach, and eat in wonderful restaurants. Palm Island is only one hour from Malibu by plane, but it seems like another world. Contact your travel agent to get more information about beautiful

Palm Island or call 1-800-PALM-ISLE. Hotel-airline packages available from \$299."

Here are some exercises and questions that can follow, based on the ESL's level:

**1. Lower levels:** The item presented is a (a) weather report, (b) sports report or (c) travel advertisement.

**2. Middle levels:** Do exercise 1. What activities are available? How can you get to Palm Island? From where do you leave? How long does it take to get to Palm Island? How much does it cost?

**3. Higher levels:** Do exercise 2. How do you arrange your trip? Is it a campsite or a full-service resort? Would you like to go? Why? Suggest other activities not listed in the commercial. Have students make an oral presentation on a summary of their last trip or have them set up a vacation plan for the class.

Other possibilities for presentation via audio are weather reports, sports reports or even an excerpt from a cooking show.



<http://www.guardian.co.uk/education/2012/apr/10/storytelling-for-teachers-inspire-learners>



## ARE YOU SITTING COMFORTABLY? TELLING FOLK TALES IN CLASS CAN INSPIRE LEARNERS TO SHARE THEIR OWN STORIES

David Heathfield



Ingrid Barton entertaining the crowd at the storytelling evening at the Chopin Bar in Chorlton, south Manchester. Photograph: Christopher Thomond

Many teachers tell personal stories to their students. They go into class and illuminate language forms or simply build relationships by sharing personal information and anecdotes. Nothing can help to better illuminate a dry grammar point than putting it into the context of a funny incident or personal reflection.

But while blurring boundaries between students and personal life can sometimes be problematic, there is a way to achieve that engagement with learners without breaching confidentiality, and that is by telling traditional folk tales in class.

Ten years ago I went from being a full-time English language teacher to becoming a professional storyteller and part-time teacher. Helping teachers to become classroom storytellers is a significant part of my work.

Recently a teaching colleague had a go at telling a folk tale from the Dartmoor area of south-west England to her class of mixed nationality adults studying academic English. She was looking forward to trying something that was outside her comfort zone, but the telling of the story required her listeners to repeat a phrase three times and she was concerned about whether she would be able to get the students to join in. Would she get it right and would these adult learners participate? She needn't have worried.

Her students threw themselves into the storytelling experience. As soon as they found out they were going to be told some local folklore, the students were interested, happily putting down pens and gathering round her. She started the story and immediately felt comfortable. The students were in a secure listening frame of mind. There was none of the anxiety about listening to a recording and taking notes or filling gaps.

Here was a comfortable and deeply human listening experience, familiar to most of them from their mother tongue as part of their own home and school learning background. They relaxed and she relaxed.

When it came to the repeated phrases she indicated with a hand signal that they could join in and all of them did. Afterwards the students were inspired to prepare and tell folk tales from their own heritages. Instead of doing comprehension exercises, students were being invited to respond creatively and share their cultures. Storytelling is, in its very nature, a reciprocal activity.

So what is stopping many teachers from becoming classroom storytellers? Only a small minority of English language teachers tell folk tales without the support of a written text and nearly all of those who do so are teaching young learners. But storytelling, the longest established oral art form, has never been exclusively for children. Communities have always gathered together to share stories – we are all primed for storytelling.

One obstacle may be that this most fundamental skill has been neglected by recent generations. We may not have been told stories by our teachers – although we are likely to remember the one who did. Very few teacher training courses include a storytelling skills workshop, perhaps because the trainers lack experience.

You may be apprehensive about the ability of your students to follow stories because of their limited language skills. But it is the case that simple vocabulary and sentences suit storytelling

and that repetition and the universality of the folk-tale structure make storytelling accessible to language learners of all ages and levels.

After I told the simple Chinese tale of The Island of the Sun in English to post-beginner young learners in Italy, they talked in Italian about what they had imagined and then pairs acted out scenes from the story in English. Beforehand neither the students nor their teachers had believed that they would cope with listening to an extended piece of spoken English. The students succeeded and their confidence was boosted.

Folk stories offer an open and respectful way for students and teachers to learn about other cultures. I contribute to [worldstories.org.uk](http://worldstories.org.uk), a website launched in the UK recently that offers interlingual resources celebrating the 21 most spoken languages in UK school students' homes. The stories are both in English and the language the story comes from, so you can read and listen to 'The Island of the Sun' in Mandarin Chinese as well as English. This provides a unique opportunity for teachers to raise students' awareness of the beautiful scripts and sounds of many different languages. And for multinational classes, where students come from different cultures, here is an opportunity for their heritages to be acknowledged among their peers.

The site also includes simple tips to develop classroom storytelling skills and to get learners responding creatively through drama, guided mental imagery and writing.

David Heathfield is one of the trainers on the [horizonlanguagetraining.co.uk](http://horizonlanguagetraining.co.uk) one-week Storytelling in Language Teaching course starting 12 August



<http://marisaconstantinides.edublogs.org/2014/01/13/the-giant-storymaker-ideas-for-a-hundred-million-stories/#.UtwngNL8Kt8>

## **MY STORYMAKING MACHINE**

**by Marisa Constantinidis**

Here is a simple tool borrowed from surrealist writers' workshops; apologies for not being able to trace the originator of this idea – not mine originally. Apparently, surrealist writers used the matrices below as a source of inspiration for their writing!!!!

I thought it was a wonderful idea when I saw this and translated it into language learning activities, quite a while ago; in fact this was the topic of a talk I presented in one of the early TESOL Greece Conferences.

### ***How it works***

There are four matrices: characters, places, situations and objects – which are in fact some of the ingredients of any story.

Each matrix is numbered from 1-9 vertically and horizontally. So, to choose a character, place, situation and an object as ingredients to create a story or part of a story, ask your learners (groups or teams) to decide on a two digit number from 1-9, e.g. 58.

This will give them **a giant baby, a dark cave, going on a hunger strike, and a whistle**

Groups or teams will then have to build a story around these four ingredients.

**The four matrices**

**Characters**

9	a shy salesman	an Italian family	a Polish immigrant	a tired housewife	an old politician	a short-sighted taxi driver	a tired teacher	a beautiful heiress	a divorced couple
8	a five-year old girl	a circus clown	a grumpy old man	a deaf policeman	a sad prince	a magician	a sadistic dentist	a talking statue	identical twins
7	a basketball team	a beautiful witch	a priest	a crying girl	an honest politician	a mad dog	a sleepy teacher	a UFO visitor	a tactless friend
6	a warrior	an ageing film star	a nosy reporter	a loose tiger	a secret agent	a talkative neighbour	a hijacker	a drunk	a rude waiter
5	a great inventor	the school bully	a slave	a robot	a mad professor	a grave digger	a cruel father	a giant baby	a telepath
4	giant spiders	a war hero	a ship's captain	a tycoon	a miser	a very fat man	smugglers	a lighthouse keeper	a knight
3	the richest man	a sensitive ghost	a living statue	a zombie	a monster	a headmaster with a secret	a very lonely child	the prince of the gypsies	a fisherman who brags
2	a man on the run	a police inspector	a wounded shark	a burglar	a pirate	a girl with x-ray eyes	an Egyptian mummy	a war hero	children from the future
1	a time traveller	an animal trainer	a prisoner	a princess	a rock star	a disc-jockey	a pilot	a mysterious newcomer	a kidnapper
	1	2	3	4	5	6	7	8	9

**Places**

9	an empty theatre	a telephone booth	a greenhouse	a fancy dress party	a bank vault	a steep mountain	a cold classroom	a mountain top	a full restaurant
8	a treehouse	a desert	a kiosk downtown	an empty palace	a full train	an old church	a cricket pitch	a dentist's waiting room	a haunted castle
7	a beauty salon	a farmhouse	a summer camp	a deserted graveyard	an army camp	a grocery shop	a swimming pool	a dog's house	a windowless house
6	a ghost town	Stonehenge	a very deep well	a prison cell	a gas chamber	a cathedral	the throne room	the Tower of London	a house on fire
5	a secret panel	a hidden staircase	down a mine	a damp dungeon	the moon	a spaceship	the stomach of a whale	a dark cave	a hot classroom
4	a minefield	an air-raid shelter	a space station	deep in the woods	at the borders	a gypsy caravan	an Egyptian tomb	a crowded cinema	a huge supermarket
3	a school for the deaf	an attic in an old house	inside a pyramid	enemy territory	a snakepit	in a hot air balloon	in a submarine	in the middle of the ocean	a magician's castle
2	a hall of mirrors	in the jungle	in a joke and magic shop	a circus	in virtual reality	a junkyard	a mausoleum	at the crossroads	a train station
1	an airport	a shipwreck	a school	a ministry	a beach	a secondhand shop	a funfair	the top of a skyscraper	a museum
	1	2	3	4	5	6	7	8	9

## Situations

9	turning into another creature	two more days to live	a bomb threat	a picture come to life	a hurricane	a last hope	encounter with a shark	invasion of the earth	a strange light shining in the dark
8	a door that leads to the future	all alone on a whole planet	having plastic surgery	a deadly trap	a thick red mist	a terrible nightmare	a voodoo curse	someone screaming for help	an erupting volcano
7	a pair of glowing eyes without body	getting electrocuted	revenge	a man ready to jump off a cliff	trapped in quicksand	the start of World War III	an elephant stampede	trapped in a flood	looking for buried treasure
6	finding a secret passage	lost in a thick fog	face to face with a monster	escape	chasing a thief	feeling very shy	kidnapped	making your parents angry	finding a body in a cupboard
5	losing your memory	doing something forbidden	being someone's favourite	deserted by friends	being followed at night	caught red-handed	losing your passport	going on a hunger strike	inventing something new and vital
4	having to share the blame	passing through a mirror	meeting your double	looking like someone famous	organising a jailbreak	being accused of stealing	finding yourself in prison	turning into a frog	hitting someone on the head
3	playing chess	losing a lot of money in a card game	a fifty-fifty chance	missing the last train home	losing all your money	falling an important exam	silent phonecalls at night	running out of ideas	petrol supplies running out
2	falling in love with a stranger	finding a suitcase full of money	having to cook for fifty people	breaking a code	gossiping	sending anonymous letters	crossing a graveyard at night	meeting a visiting alien	having to survive in the desert
1	getting angry with your best friend	getting married	crashing into another car	getting arrested	a noisy party upstairs	travelling first class on an ocean liner	driving a car without knowing how	strange noise in the kitchen at night	a visit by the president
	1	2	3	4	5	6	7	8	9

## Objects

9	an empty coffin	a poisoned arrow	the wrong suitcase	a helmet	a stolen motorcycle	a gun	a xylophone	a lion trap	a length of rope
8	a stolen painting	a creaking chair	a shaky table	a top secret document	a tin full of worms	an old diary	anonymous letters	a bottle of champagne	a dress with a big hole
7	a piece of chalk	a ladder	a love letter	a hammer	two theatre tickets	a magnet	a compass	a rusty knife	a crucifix
6	a silver door	poison	a taped message	an electric chair	a waterbed	a secret microfilm	a harpoon	a dictionary	a fossil bone
5	a bucket of milk	a bag of rubles	a mirror	a UFO	an old steam train	an alarm clock	a siren	a whistle	a boomerang
4	an electric eye	an umbrella	a frogman's suit	footprints	a dilapidated car	a flashlight	invisible ink	a secret formula	a history book
3	a speedboat	a syringe	a rowing boat	a set of false teeth	a football	a television camera	the crown jewels	an old toothbrush	an airplane ticket
2	an empty fridge	a fake painting	a book of jokes	two cold pizzas	a horseshoe	nail polish remover	a wig	a pair of old shoes	a poisonous plant
1	a map with a hole	a Monopoly game	a wedding cake	a pack of cards	a book of crosswords	a faded photograph	a horse saddle	a dog collar	soap
	1	2	3	4	5	6	7	8	9

*Matrices are scanned images from work written by Marisa Constantinides*

If the students run out of idea, they can look up their number backwards for inspiration or they can choose a new two-digit number.

### ***Who controls the matrices***

The teacher can keep the matrices, they can be posted on the wall of the classroom, they can be copied and distributed to the learners, or they can be posted on a class blog or wiki.

### ***Variations***

1. You don't have to use all the matrices – you can choose only two or three
2. You can enlarge, print and cut out in the shape of cards. Packs of these cards can be kept in separate piles, or they can be shuffled and small selections can be given to groups to play story telling games
3. If you use card packs, you can play story-dominoes, where each learner continues a story started by the teacher or another learner: they can pick up a card, make a connection and build a collaborative story.
4. If playing the game for the first time, or for learners who need more thinking time, you can deal out four or five cards to each learner and they can choose which one to put down in order to continue a group story
5. You can make your own matrices with characters and ingredients more suitable for your own learners; for example, for a pharmaceutical company language course, I make character cards that had to do with their own business, such as a reluctant doctor, a persistent salesman, etc. For younger learners, you could make fairy tale variations or comic book hero variations.

There are millions of stories possible through such a tool and most of them will involve surprise, adventure, combining unlikely elements and, of course, laughter, a great tool for learning. At the same time, you will be catering not just to language development but to creative thinking skills training as these activities help develop some of the most important aspects of **creative verbal behaviours**; flexible thinking, fluency, elaboration and originality.

## **THE INGED ANNUAL GENERAL ASSEMBLY**

**The Annual INGED General Assembly will meet  
at 3:30 p.m. on Friday, 31 October 2014  
at Middle East Technical University,  
Department of Basic English, E Building, Auditorium 1.**

**In the case of insufficient attendance,  
the second and final meeting will take place  
at 2:45 p.m. on Saturday, 8 November 2014,  
at the Turkish American Association (TAA), Reşat AKTAN Hall,  
Ankara.**

**There will be an INGED – US Embassy Co-Event  
at TAA on the same day starting at 10:00 a.m.**

# SELECTED FOR YOU

In this issue of our newsletter, you will find two articles on how language is hardwired in the brain.

<http://www.sciencedaily.com/releases/2014/04/140408122316.htm>



## Language structure: You're born with it

**Date:** April 8, 2014

**Source:** Northeastern University College of Science

### Summary:

Humans are unique in their ability to acquire language. But how? A new study shows that we are in fact born with the basic fundamental knowledge of language, thus shedding light on the age-old linguistic 'nature vs. nurture' debate.



A new study shows that we are born with the basic fundamental knowledge of language, thus shedding light on the age-old linguistic "nature vs. nurture" debate.

*Credit: © Vladimir Mucibabic / Fotolia*

Humans are unique in their ability to acquire language. But how? A new study published in the *Proceeding of the National Academy of Sciences* shows that we are in fact born with the basic fundamental knowledge of language, thus shedding light on the age-old linguistic "nature vs. nurture" debate.

While languages differ from each other in many ways, certain aspects appear to be shared across languages. These aspects might stem from linguistic principles that are active in all human brains. A natural question then arises: are infants born with knowledge of how the human words might sound like? Are infants biased to consider certain sound sequences as more word-like than others? "The results of this new study suggest that, the sound patterns of human languages are the product of an inborn biological instinct, very much like birdsong," said Prof. Iris Berent of Northeastern University in Boston, who co-authored the study with a research team from the International School of Advanced Studies in Italy, headed by Dr. Jacques Mehler. The study's first author is Dr. David Gómez.

### BLA, ShBA, LBA

Consider, for instance, the sound-combinations that occur at the beginning of words. While many languages have words that begin by bl (e.g., *blando* in Italian, *blink* in English, and *blusa* in Spanish), few languages have words that begin with lb. Russian is such a language (e.g., *lbu*, a word related to *lob*, "forehead"), but even in Russian such words are extremely

rare and outnumbered by words starting with bl. Linguists have suggested that such patterns occur because human brains are biased to favor syllables such as bla over lba. In line with this possibility, past experimental research from Dr. Berent's lab has shown that adult speakers display such preferences, even if their native language has no words resembling either bla or lba. But where does this knowledge stem from? Is it due to some universal linguistic principle, or to adults' lifelong experience with listening and producing their native language?

### The Experiment

These questions motivated our team to look carefully at how young babies perceive different types of words. We used near-infrared spectroscopy, a silent and non-invasive technique that tells us how the oxygenation of the brain cortex (those very first centimeters of gray matter just below the scalp) changes in time, to look at the brain reactions of Italian newborn babies when listening to good and bad word candidates as described above (e.g., blif, lbif).

Working with Italian newborn infants and their families, we observed that newborns react differently to good and bad word candidates, similar to what adults do. Young infants have not learned any words yet, they do not even babble yet, and still they share with us a sense of how words should sound. This finding shows that we are born with the basic, foundational knowledge about the sound pattern of human languages.

It is hard to imagine how differently languages would sound if humans did not share such type of knowledge. We are fortunate that we do, and so our babies can come to the world with the certainty that they will readily recognize the sound patterns of words-no matter the language they will grow up with.

### Story Source:

The above story is based on [materials](#) provided by [Northeastern University College of Science](#). *Note: Materials may be edited for content and length.*

### Journal Reference:

1. D. M. Gomez, I. Berent, S. Benavides-Varela, R. A. H. Bion, L. Cattarossi, M. Nespors, J. Mehler. **Language universals at birth.** *Proceedings of the National Academy of Sciences*, 2014; DOI: [10.1073/pnas.1318261111](https://doi.org/10.1073/pnas.1318261111)



<http://www.sciencedaily.com/releases/2014/04/140417191620.htm>



### Our brains are hardwired for language

**Date:** April 17, 2014

**Source:** Northeastern University College of Science

### **Summary:**

People blog, they don't lbog, and they schmooze, not mshooze. But why is this? Why are human languages so constrained? Can such restrictions unveil the basis of the uniquely human capacity for language? New research shows the brains of individual speakers are sensitive to language universals. Syllables that are frequent across languages are recognized more readily than infrequent syllables. Simply put, this study shows that language universals are hardwired in the human brain.

A groundbreaking study published in *PLOS ONE* by Prof. Iris Berent of Northeastern University and researchers at Harvard Medical School shows the brains of individual speakers are sensitive to language universals. Syllables that are frequent across languages are recognized more readily than infrequent syllables. Simply put, this study shows that language universals are hardwired in the human brain.



This is Prof. Iris Berent, professor of psychology at Northeastern University.  
*Credit: Northeastern University*

### **LANGUAGE UNIVERSALS**

Language universals have been the subject of intense research, but their basis remains elusive. Indeed, the similarities between human languages could result from a host of reasons that are tangential to the language system itself. Syllables like lbog, for instance, might be rare due to sheer historical forces, or because they are just harder to hear and articulate. A more interesting possibility, however, is that these facts could stem from the biology of the language system. Could the unpopularity of lbogs result from universal linguistic principles that are active in every human brain?

### **THE EXPERIMENT**

To address this question, Dr. Berent and her colleagues examined the response of human brains to distinct syllable types -- either ones that are frequent across languages (e.g., blif, bnif), or infrequent (e.g., bdif, lbif). In the experiment, participants heard one auditory stimulus at a time (e.g., lbif), and were then asked to determine whether the stimulus includes one syllable or two while their brain was simultaneously imaged.

Results showed the syllables that were infrequent and ill-formed, as determined by their linguistic structure, were harder for people to process. Remarkably, a similar pattern emerged in participants' brain responses: worse-formed syllables (e.g., lbif) exerted different demands on the brain than syllables that are well-formed (e.g., blif).

### **UNIVERSALLY HARDWIRED BRAINS**

The localization of these patterns in the brain further sheds light on their origin. If the difficulty in processing syllables like lbif were solely due to unfamiliarity, failure in their acoustic processing, and articulation, then such syllables are expected to only exact cost on regions of the brain associated with memory for familiar words, audition, and motor control.

In contrast, if the dislike of lbif reflects its linguistic structure, then the syllable hierarchy is expected to engage traditional language areas in the brain.

While syllables like lbif did, in fact, tax auditory brain areas, they exerted no measurable costs with respect to either articulation or lexical processing. Instead, it was Broca's area -- a primary language center of the brain -- that was sensitive to the syllable hierarchy.

These results show for the first time that the brains of individual speakers are sensitive to language universals: the brain responds differently to syllables that are frequent across languages (e.g., bnif) relative to syllables that are infrequent (e.g., lbif). This is a remarkable finding given that participants (English speakers) have never encountered most of those syllables before, and it shows that language universals are encoded in human brains.

The fact that the brain activity engaged Broca's area -- a traditional language area -- suggests that this brain response might be due to a linguistic principle. This result opens up the possibility that human brains share common linguistic restrictions on the sound pattern of language.

### **FURTHER EVIDENCE**

This proposal is further supported by a second study that recently appeared in the Proceedings of the National Academy of Science, also co-authored by Dr. Berent. This study shows that, like their adult counterparts, newborns are sensitive to the universal syllable hierarchy.

The findings from newborns are particularly striking because they have little to no experience with any such syllable. Together, these results demonstrate that the sound patterns of human language reflect shared linguistic constraints that are hardwired in the human brain already at birth.

### **Story Source:**

The above story is based on [materials](#) provided by [Northeastern University College of Science](#). *Note: Materials may be edited for content and length.*

### **Journal Reference:**

1. Iris Berent, Hong Pan, Xu Zhao, Jane Epstein, Monica L. Bennett, Vibhas Deshpande, Ravi Teja Seethamraju, Emily Stern. **Language Universals Engage Broca's Area.** *PLoS ONE*, 2014; 9 (4): e95155 DOI: [10.1371/journal.pone.0095155](https://doi.org/10.1371/journal.pone.0095155)



## REFLECTIONS ON THE FIRST ESBB CONFERENCE

22 - 22 March 2014

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

In this paper, I would like to write the summary of the first ESBB Conference. The abbreviation 'ESBB' stands for English Scholars Beyond Borders and it is a new teaching organisation which organises international conferences on English language teaching. The first ESBB Conference 2014 was organised in the Faculty of Education at Dokuz Eylül University in Izmir between 20 and 22 March 2014. I was one of the participants of the 2014 ESBB Conference. The aim of the conference was to assemble scholars from across the globe to share ideas and to expand the epistemological horizons. The opening speeches were made by Prof. Dr. Roger Nunn from the Petroleum Institute, Abu Dhabi, Assist. Prof. Dr. Ahmet Acar from the Faculty of Education at Dokuz Eylül University and Prof. Dr. Süleyman Başlar, Dean of the Faculty of Education at Dokuz Eylül University. At the ESSB Conference 2014, there were eleven plenary speeches and numerous concurrent sessions on various kinds of topics in ELT.

John McCrae from the University of Nottingham, UK was the first plenary speaker of the conference. We were informed that the presenter was nominated Special Professor of Language in Literature Studies at the University of Nottingham in 1993 and now, he is working as a senior teaching fellow and a teaching associate. He holds visiting professorships in several universities and has lectured in some 70 countries worldwide. His best-known books include The Language of Poetry (Routledge), Literature with a Small l (Macmillan/MEP), Reading Between the Lines (Cambridge University Press), Now Read On (with Malachi Edwin Vethamani) (Routledge), and The Routledge History of Literature in English (with Ronald Carter), the third edition of which is forthcoming. Creative Reading and Five Skills English is currently available through Anvil Press, Manila. The title of his paper presentation at the ESBB Conference 2014 was "Competence and the Fifth Skill." His plenary focused on how ideas of linguistic competence evolved to encompass a range of other competences, including, in no particular order, reading competence, testing competence, literary competence, social interactive competence, pragmatic competence, creative competence, and probably many others. The presenter argued that in many ways and in most contexts, all these competences could be boiled down to a competence in the handling of representational language, which he frequently described as the fifth skill.

Professor Theresa Lillis from the Open University in the UK was the second plenary speaker of the ESBB Conference 2014. We were informed that Theresa Lillis was a professor in English Language and Applied Linguistics at the Open University in the UK and she taught English as a second language at primary and secondary school levels as well as undergraduate, postgraduate and doctoral level courses in language studies, language and learning, applied linguistics, literacy studies, sociolinguistics and English as a second language and bilingualism. Motivated by an interest in the politics of access, production and participation, her main research centres on the academic writing and literacy practices of students and professional scholars. We were also informed that she worked for publication practices and experiences of scholars working outside of the 'Anglophone centre' – Hungary, Slovakia, Spain, Portugal (with Mary Jane Curry, University of Rochester US). Key publications include Student Writing: Access, Regulation, and Desire (Routledge, 2001), Academic Writing in a Global Context (with Mary Jane Curry, Routledge, 2010) and The Sociolinguistics of Writing (Edinburgh University Press 2013). The

title of her paper at ESBB Conference 2014 was “What counts as ‘local’ and ‘global’ knowledge in the ‘international’ academy? Ideologies of production and evaluation in academic writing for publication.” Her presentation drew on a longitudinal text oriented ethnographic study carried out in 4 national contexts, Hungary, Slovakia, Spain and Portugal (see Lillis and Curry 2010), to discuss the challenges faced by multilingual scholars in writing for academic publication in ‘national’ and ‘international’ journals. Focusing on scholars’ accounts and perspectives, and data drawn from 300 text histories, she considered what the study enabled us to learn about the following questions: Which communities are scholars writing for and why? What are the challenges and obstacles that scholars face in seeking publication in English medium journals? In what ways was English linked to ‘national’ and ‘international’ publication practices—in writing for publication and in the establishment of academic journals? In what ways was locality represented and evaluated in academic papers submitted for publication? The presenter discussed the implications of findings for the building of an international academy.



Prof. Dr. Roger Nunn from the Petroleum Institute in Abu Dhabi was the third plenary speaker of the ESBB Conference 2014. We were informed that Dr. Roger Nunn was a professor of communication at the Petroleum Institute in Abu Dhabi, a teaching and research university for petroleum engineers. He was also introduced as a founding member of the ESBB as a chief academic editor

of the Asian EFL Journal, a post which he is currently handing over to John Adamson to pursue his current interest into holistic approaches to EAP and ESP as the new Chief Editor of the Asian ESP Journal. We learnt that he recently completed six EAP/ESP research projects sponsored by the Petroleum Institute in Abu Dhabi into the academic competence needs of engineering and science students and was leading a project into critical reasoning in academic discourse, a project which provided rich data for this ESBB presentation. A fuller profile of him can be viewed at the following link:

<http://www.englishscholarsbeyondborders.org/members-profiles/roger-nunns-profile/>

The title of his paper presentation at the ESBB Conference 2014 was “Competence and international communities of practice: Developing an approach to publishing and republishing a developing theoretical construct.” At this presentation, the presenter tried to provide a summary of his work to date on the international communicative competence, emphasizing the holistic nature of competence and the relationship between specific local efforts to define competence in relation to a more global and holistic characterization. The presenter stated that

Competence in International English is a rapidly developing holistic construct. Even long term detailed conceptual work can never provide a ‘finished’ product. However, international copyright for journals and conference proceedings emphasizes the ownership and publishing rights of finished and dated studies which are then to be cited in literature reviews with an accompanying reference list. There are restrictions on republishing, some of which may even lead to suggestions of ‘self-plagiarism’. CVs for institutions such as universities also tend to record chronological records of finished publications. Publishing norms are therefore sometimes an obstacle to working in a developing conceptual area over time, especially when it involves broad international dimensions. Regular updates, which would be highly appropriate in this kind of conceptual area, while they transform the earlier published studies may not be novel enough to constitute a new paper.

The presenter mentioned that the association of the ESBB was an international community of

practice and it was suggested how ESBB could address some of the publishing issues by the presenter.

John Adamson and Naoki Fujimoto Adamson were the fourth plenary speakers of the ESBB Conference 2014. Participants of the ESBB Conference 2014 were informed that John Adamson was a professor at the University of Niigata Prefecture in Japan and the chief editor of Asian EFL Journal and a senior advisor at the Linguistics Journal. He received his Ed.D. from Leicester University in the U.K. and he was interested in interdisciplinarity and developing journal editorial systems. We were also informed that Naoki Fujimoto-Adamson was an associate editor for Asian EFL Journal. She received her M.Ed. (Master of Education) from Leicester University, U.K. and her MA in ELT (English Language Teaching) from Essex University, U.K. Her research interests are in the fields of team-teaching in Japanese secondary schools, the history of ELT in Japan, multilingualism, self-access, and journal editing. The title of their paper presentation at the ESBB Conference 2014 was “From Reviewing to Supervision: Issues facing Associate Editors in journal editing.” Their presentation investigated the shift of editorial responsibilities from reviewer to associate editor, a promotion often sought after. It was stated by the presenters that

Questionnaire findings from associate editors at the Asian EFL Journal and its sister journal, The Linguistics Journal, reveal a lack of preparedness for such supervisory roles in dealing with reviewers and authors, and a need for shared approaches, especially concerning the discourse of mediating feedback to authors.

Gloria Shu-Mei Chwo from Hungkuang Technology University in Taichung from Taiwan and Wen-chi Vivian Wu from Providence University in Taichung from Taiwan were the fifth plenary speakers of the ESBB Conference 2014. Gloria Shu-mei Chwo graduated from Tunghai University with a Bachelor of Arts Degree in 1990 and she completed a Master Degree in Instruction and Curriculum from Seattle Pacific University, U.S.A. in 1992. She worked at different levels in the education system of Taiwan and the first English teacher to pioneer an advanced English club as an extra curriculum course in Tunghai Elementary school. She earned her Doctor of Philosophy Degree in Languages and Linguistics at University of Essex in the U.K. in 2005. She was introduced as an associate professor at the Dept. of Applied English Language, Hungkuang University in Taiwan. She has served as a member of the National Entrance Examination Committee Board in designing reading and writing assessments since 2009. The presenter also served as a program committee member for the ICCE, TELL ICALT and, GCCCE. Her research interests include word reading processing, literature circle, EFL an ESP teaching methods and educational technology. She was awarded as one of the 2013 Super Teachers in Taichung City for her serving and teaching model. We were informed that Wen-chi Vivian Wu was a professor of the Department of English Language and director of CALL R & D Center at Providence University in Taiwan. She has published extensively since 2006 when she received her doctorate, including 15 peer-reviewed high-quality journals locally and abroad and gave 30 international conference presentations. Her recent research areas included ESP, application of technology in instruction, mobile learning, learner motivation for English as a global language, and learner-centered instruction. The title of their paper presentation at the ESBB Conference 2014 was “Developing Medical English Learning Materials for Frontline Hospital Staff: A Third-Year Project Report.”

The presenter stated that:

A successful extension of academic project-based ESP courses has been implemented over two years in the Nursing, Health Management, and Physical Therapy departments of

a major private university-affiliated hospital in central Taiwan. After two years of development, however, further expansion of pedagogical and pragmatic medical-English training course materials were still needed to meet the needs of the medical staff and promote the use of English as an international language (EIL). Therefore, this study focuses on the third ear of development of this academic-industrial partnership project.

The presenter explained that the holistic assessment including a mixed-methodology integrating survey was used during their study.

Assist. Prof. Dr. Ahmet Acar was the sixth plenary speaker of the ESBB Conference 2014. Ahmet Acar works as an assistant professor of ELT at the Faculty of Education at Dokuz Eylül University. He was a Fulbright Scholar to teach Turkish as a foreign language to the students at Syracuse University, Cornell University and Colgate University at the same time via multipoint videoconferencing. He is also working as a reviewer of several internationally refereed journals such as *Foreign Language Annals*. Acar's research interests are EIL, Competence, Cultures of Learning, ELT syllabus design and teaching languages from a distance. The title of his paper presentation at the ESBB Conference 2014 was "Cultures of learning within the framework of EIL: A case study in the Turkish Context." It was mentioned by the presenter that:

Since English as an international language does not belong to a certain country or a certain culture, an appropriate methodology for teaching English as an international language should not be informed by a western methodology but by a methodology informed by the local culture of learning of a particular teaching context. For this reason while the current communicative approach, which is often characterized by a western culture of learning, promotes a certain set of assumptions about language or language learning which must be adopted in all cultural contexts, the teaching of EIL suggests devising methodologies appropriate to the local culture of learning.

The presenter explained how the 'Turkish students' culture of learning could be explored with different examples.

Dr. Sivakumar Sivasubramaniam was the seventh plenary speaker at the ESBB Conference 2014. We were informed that Dr. Sivakumar Sivasubramaniam was an Assoc. Prof. and head of the Language Education Department (LED) in the Faculty of Education at the University of the Western Cape in the Republic of South Africa. He was a foreign language, second language educator for over 30 years. He has taught English in India, Ethiopia, Thailand, Bahrain, Armenia and in the UAE prior to locating to the Western Cape. Dr. Sivakumar Sivasubramaniam also works for the Editorial Board of the *Journal of English as an International Language (EILJ)* as a chief editor and the editorial board of the *Asian EFL Journal (AEJ)* as an associate editor. The title of his paper presentation at the ESBB Conference 2014 was "Maximizing EIL Competence through Students' Agency, Voice and Intersubjectivity." We were informed that the express purpose of this plenary talk was to alert English language teachers/educators across cultures and continents to a host of issues and insights that underlied constructivist approaches for maximizing EIL competence through students' agency, voice and inter-subjectivity. It was mentioned by the presenter that

An unhealthy preoccupation with collecting evidence for language learning appears to have led many of the English teachers to view language learning as 'a reaping or harvesting act'. This is because researchers, policy-makers as well as teachers, in the rationalist/positivist tradition believe that competence in language learning is synonymous with closure-focused task(s) aimed at producing determinate/fixed meanings/outcomes, which are universal, measurable and quantifiable and therefore, justifiable.

The presenter's talk focused on an array of beliefs, intuitions and value-systems which should

help us challenge the main stream SLA's preoccupation with the development and measurement of competence and proficiency in language as approximation to a linguistic code rather than a phenomenon in which learners cross the border of their first language into a second in order to reconstruct their selves and world.

Dr. ZN Patil was the eighth plenary speaker at the ESBB Conference 2014. Dr. Z. N. Patil was a Professor of English and head of the Department of Training and Development of the School of English Language Education, The English and Foreign Languages University in Hyderabad in India. He has an M.A., M. Phil. and Ph. D. from University of Pune, a Post-graduate Certificate in the Teaching of English from the Central Institute of English and Foreign Languages (presently English and Foreign Languages University, Hyderabad) India, and a Diploma and M. A. in TESOL from Edinburgh, U. K. He has published articles in national and international journals, and authored and co-authored several English language textbooks, teachers' manuals and resource books for Indian, Vietnamese, Russian and Japanese students. He was nominated by the Ministry of External Affairs of the Government of India to Vietnam for three and a half years from 1999 to 2002 to develop communication skills and spoken English of prospective diplomats. Later he served as a senior English Language adviser in Japan from April 2003 to March 2006. He has taught at universities, colleges, institutes, language centers, and schools in Britain, India, Indonesia, Japan, Korea, Singapore, Thailand and Vietnam. He has delivered invited and sponsored plenary speeches and keynote addresses in Bangladesh, Canada, China, Germany, India, Indonesia, Japan, Korea, Nepal, the Philippines, and United Arab Emirates. He has been invited by a reputed educational institution in Bhutan to deliver lectures and conduct workshops as a visiting professor in the first half of 2014. The title of his paper presentation at the ESBB Conference 2014 was "Enriching Intercultural Communicative Competence through International Literature."

The presenter stated that

Literatures from different cultures exhibit different norms of polite behaviour and those of solidarity and power principles. We need to highlight these differences to sensitize our learners to cultural differences in norms of acceptable verbal conduct. Literature as a rich resource to teach language for real life is rarely tapped. For example, poetic lines are explicated with great effort and in great detail, but few teachers demonstrate how poetic lines, among other literary resources, can be used to perform certain speech acts such as apologizing, complimenting, and criticizing and so on. Similarly, few teachers draw the students' attention to how characters in novels, stories and plays use language to agree and disagree politely, to offer suggestions, to make requests, to complain in direct as well as indirect ways.

The presenter of this plenary speech explained how we could exploit international literature to enrich intercultural communication.

John Unger was the ninth plenary speaker at the ESBB Conference 2014. We were informed that John Unger was an Associate Professor of Education at Georgia Gwinnett College in Lawrenceville, Georgia, USA. He teaches English for Academic Purposes courses to students from a wide variety of language and literacy backgrounds. His research revolves around bringing theory directly to bear on classroom activity, specifically the process of explaining the relationships of evidence to propositions (i.e. supporting details to main ideas and thesis statements). He has been teaching literacy and language courses in a variety of educational contexts for over 20 years. Before his life in higher education, he spent four years in the U.S. Navy and fifteen seasons on coastal and deep-sea commercial fishing boats in the northern

Pacific, Gulf of Alaska, and Bering Sea. The title of his paper presentation at the ESBB Conference 2014 was “Attempting to Cross Academic Borders with Digital Video Cameras and Language Competency as Semiotic Design.”

The presenter explained how the student-generated video recordings could be used to explore several relatively recent ideas from semiotics, theories of learning and development, and language competency as a formative process of working fluidly across different modes of communication (e.g., speech, writing, large poster-paper visuals, and digital video) rather than competency as a fixed, static outcome.

Rahma Ibrahim Al-Mahrooqi was the tenth plenary speaker at the ESBB Conference 2014. Dr. Rahma Al-Mahrooqi is an Associate Professor of English at Sultan Qaboos University (SQU), where she has worked for 20 years. We learnt that she taught a variety of courses in language skills, academic writing, communication, business English, research, and sociolinguistics. Among many academic and administrative positions held, she has coordinated tertiary English courses and an ESP program for SQU's College of Science and for almost four years she was SQU's Language Center Director. During her tenure of this post she concentrated on bringing quality to English language teaching and was responsible for such innovations as an English program for SQU staff, an English program for the community, an IELTS Preparation program, and an IELTS Testing Center. She has published widely on English language teaching and learning in Oman with major focus areas in teaching and reading, literature, and English communication skills. Currently, she is the Principal Investigator for two major studies - one funded by the Omani Research Council and the other by His Majesty Sultan Qaboos' Trust Fund for Strategic Research. The many journals for which she reviews include *The International Students' Journal*, *Gulf Perspectives*, and *The Arab World English Journal*. Moreover, she is the Associate Editor for *The Arab World English Journal* and Production Editor for the June quarterly issue of *The Asian EFL Journal*. The title of his paper presentation at the conference was “Teaching Pragmatic Competence Creatively.”

The presenter noted that

It is well known that language learning involves more than just knowing the vocabulary and grammar of the target language. It essentially involves cultural rules of speaking that render utterances either appropriate and acceptable or inappropriate and so unacceptable. In short, knowing a language involves knowing what to say, how to say it, when to say it, and to whom to say it. The ability to articulate oneself in an appropriate and acceptable way is called pragmatic competence, which is part of linguistic and communicative competence. While foreign language instructors need to concern themselves with teaching pragmatic competence (Bachman, 1990), they often ignore this very important aspect of language proficiency. Research has found that both direct and indirect instruction on pragmatics is beneficial for foreign language students in both the short and long run (Bardovi-Harlig, 2001). It not only boosts their confidence but also improves their linguistic and communicative ability.

The presenter introduced a set of creative techniques which could be used to teach pragmatic competence to EFL students. The techniques utilize findings from previous research and integrate cultural considerations in speech act conventions.

Theron Muller was the last invited speaker at the ESBB Conference 2014. He is an Associate Professor at the University of Toyama in Japan and his publications included exploration of TBL and academic publishing. He is also lead editor of *Innovating EFL Teaching in Asia* and the

forthcoming *Exploring EFL Fluency in Asia*, both with Palgrave Macmillan. His research interests involve investigating the experiences of authors pursuing academic publication and improvement of journal review systems. He is active with JALT Publications and the Asian ESP Journal, and part of the University of Birmingham CELS Open Distance Learning team. The title of his paper presentation at the conference was “Japan-based language teachers writing for academic publication: Exploring practices and experiences.” The presenter explained data from a larger project investigating the experiences of language teachers based in Japan, both Japanese and non-Japanese, who are relatively new to writing for academic publication as they seek to publish their work. The presentation will focus on email interaction between authors and “literacy brokers” (Lillis & Curry, 2006, p. 3) during the process of negotiating editorial changes to manuscripts as they move through submission, review, and revision.

In my opinion, attending the first ESBB Conference at Dokuz Eylül University was very useful. It helped me to expand my ideas on writing new essays and learning the innovations on ELT. It was really nice to attend this great conference with lots of unique and respectful participants. At the end of the ESBB Conference 2014, all of the presenters and participants were given certificates of participation for the ESBB Conference 2014. The proceedings of the first ESBB Conference will be published soon. All the details of the conference program can be viewed and read from the following link:

<http://www.englishscholarsbeyondborders.org/wp-content/uploads/2014/03/ESBB2014IzmirConferenceProgram.pdf>

All the details of the ESBB can be viewed and read from the following link:  
<http://www.englishscholarsbeyondborders.org/>





**REFLECTIONS ON THE 8TH INTERNATIONAL ELT  
RESEARCH CONFERENCE**  
held by Çanakkale 18 Mart University  
15 - 17 May 2014

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

The ELT Department, Faculty of Education, Çanakkale 18 Mart University, held the 8<sup>th</sup> International ELT Research Conference. This year the title was “Innovative Approaches to Research in ELT”.



The conference began with the opening speeches and commemoration of Prof. Dr. Cem ALPTEKİN (the honorary chairman of the conference) who had passed away the previous



week. Prof. Dr. Dinçay Köksal gave a very touching speech on the academic influence of Cem Alptekin on ELT in our country; he also shared a few personal anecdotes.

I was invited to hold a plenary session, sponsored by Pearson Limited Company. Because of a delay of the flight from İstanbul, I found myself on the stage giving the first plenary speech after a depressing opening. I think I managed well delivering my speech and doing a kind of a stand-up comedy show. Just as I was leaving the stage, almost everyone in the audience was expressing their gratitude for changing the whole atmosphere. My session was on reflective teaching and the title was “*What, how and why: think twice (or more)*”.





During the break, together with Stephen Krashen



Another break, another networking activity with my colleagues from Gazi University, Gaziantep University, and Çanakkale 18 Mart University.



**REFLECTIONS ON AN INGED EVENT  
HOSTED BY THE ELT DEPARTMENT,  
SÜLEYMAN DEMIREL UNIVERSITY, ISPARTA  
23 May 2014**

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

The ELT Department, Süleyman Demirel University, Isparta kindly hosted an INGED event on 23 May 2014 sponsored by the Cambridge Press. On behalf of INGED, I held two sessions, one in the morning and one in the afternoon entitled “A Sample Integrated Lesson Plan for Teenagers” and “A Sample Lesson for Young Learners”. We had about 100 people as our audience, mostly the Foreign Languages Teaching Department students and English instructors of the university. You can find a brief summary of one of my sessions below.



### **A Sample Integrated Lesson Plan for Teenagers**

Integrated language teaching is based on the belief that language is a whole with all the major skills and sub-skills. All main language skills (reading, listening, speaking, and writing) and sub-skills (grammar, vocabulary, and pronunciation) exist to serve communication. They do not mean much by themselves; only when they function together they give us the whole picture.

Integrated language teaching is an inductive approach by nature. Students induce the rules and meaning from exposure to the language in use which involves the discovery technique. Students need to pay attention to the relationships among form, meaning, and use for a specific grammar rule. They need plentiful, appropriate language input to be able to discover this relationship. That's why language should be taught integratedly and inductively.

### ***Sample Lesson***

**Activity 1:** You will see some photos. Try to guess what they are. Write them down.



**1**



**2**



**3**



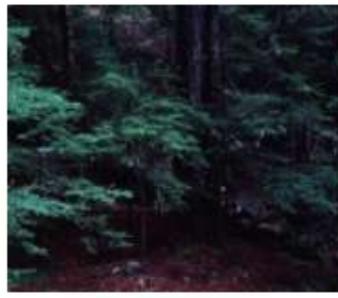
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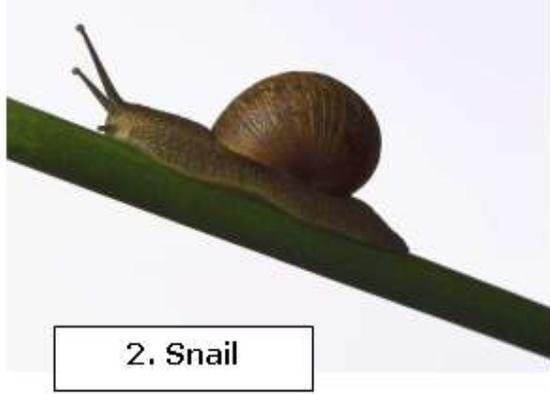
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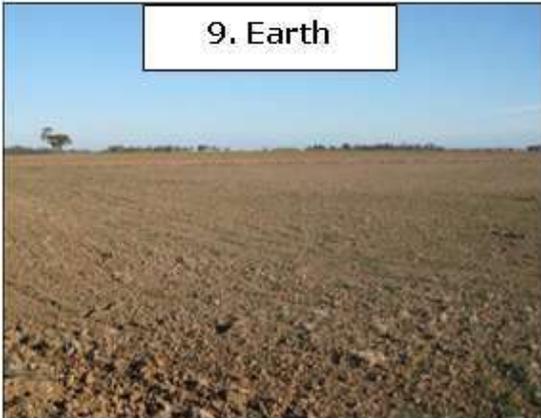


**9**

Check your answers:

1. Compare your answers with a friend.
2. Check your answers with the teacher.
3. All these words/phrases are taken from a song. What kind of a song can it be?





**Activity 2:** Listen to the song (Simon and Garfunkel's "El Condor Pasa"). What's the main idea?

The singer thinks that

- a) love is worth everything, and is ready to leave everything behind for love.
- b) people should always be active in life; and if they stop, life will be meaningless.
- c) good and evil exist together and people make their own choices.

**Activity 3:** Listen to the song again. What does the singer prefer? Put "+" in the right column.

	YES	NO
<b>Sparrow</b>		
<b>Snail</b>		
<b>Hammer</b>		
<b>Nail</b>		
<b>Sailing away</b>		
<b>Swan</b>		
<b>Forest</b>		
<b>Street</b>		
<b>Earth under his feet</b>		

**Activity 4:** Try to remember and write the missing words in the song. You can use the table above to help you.

I'd rather be a ..... than a .....  
Yes I would, if I could, I surely would  
I'd rather be a ..... than a .....  
Yes I would, if I only could, I surely would  
Away, I'd rather .....  
Like a ..... that's here and gone  
A man gets tied up to the ground  
He gives the world its saddest sound  
Its saddest sound  
I'd rather be a ..... than a .....  
Yes I would, if I could, I surely would  
I'd rather feel the ..... beneath my .....  
Yes I would, if I only could, I surely would

**Activity 5:** Examine the following sentences.

*I'd rather be a sparrow than a snail.*

*I'd rather feel the earth beneath my feet than the concrete of the street.*

- What is common in these sentences? Underline the elements.
- How many choices do we have in these sentences?
- Do we use this phrase to express our specific preference?
- Now examine this sentence:

*I'd rather be a sparrow than a snail.*

*Yes, I would .....*

What is the full form of 'd' ?

**Activity 6:** Personality Quiz: Circle the answer that best suits you.

- You find a box in the Street. Would you rather find a black stone or a green stone in it?
  - Black stone
  - Green stone
- You need to choose one place to live the rest of your life. Would you rather ...?
  - live in the place where you already are?
  - live in a faraway land?
- You are lost in the desert. Suddenly you see a village in the distance. You also see an oasis in the opposite direction. Would you rather .....?
  - go to the village?
  - go to the oasis?



- 4) Tomorrow is Sunday. Would you rather .....?
  - a) stay home and rest?                      b) go out?
- 5) You have a problem. Would you rather .....?
  - a) try to solve it yourself?                      b) ask for help from family or friends?
- 6) You have just learned that you have only 24 hours to live. Would you rather .....?
  - a) spend your time with friends and family and have a good time?
  - b) tell no one and stay alone?
- 7) There is fire at your home. Would you rather .....?
  - a) save your ID and wallet?                      b) save an object to cover yourself?

**Analysis:**

1. Your answer reveals what kind of luck you think you will have in an unexpected circumstance.
 

Black stone: You believe that you won't have any good luck.

Green stone: You believe that you can overcome all problems with the help of luck.
2. If you choose the place where you live already, your life is comfortable and gratifying.
 

If you choose a faraway land, you are a dreamer or a romantic.
3. Your answer describes your personal work ethic.
 

If you go to the oasis, you prefer to play first and work later. You dislike rules and regulations.

If you go straight to the village then you like to assume responsibility. You know how to make good use of your time and you plan your day carefully.
4. Your answer describes your spending habits.
 

If you decide to stay home and rest, you try to spend as little as possible.

If you decide to go out, you love spending money and sometimes you spend carelessly.
5. If you try to solve your problems by yourself, you believe that you are strong. You believe in yourself.
 

If you go to others, you feel a little insecure. You don't want to accept full responsibility in difficult situations.
6. If you choose friends and family, you have an emotional and sentimental nature. You want to share your fate with your loved ones.
 

If you choose to stay alone, you are brave but at the same time unhappy. You feel a bit alone and you turn to yourself.
7. If you save official documents, you are materialistic. You are also practical. You don't care much about what other people think or say.
 

If you save something to cover yourself, you are cautious and conventional. For you, social acceptance is very important.

**Activity 7:** What would you rather be OR do?

Let's write a poem. You can use the phrases below or write your own.

Have friends / buy expensive brands  
 Have a big wealth / have good health  
 Fly in the sky / watch and sigh  
 Wear a crown / have fun like a clown  
 Be solid as brass / be fragile like glass  
 Be strong as a bear / be cute as a hare  
 ...

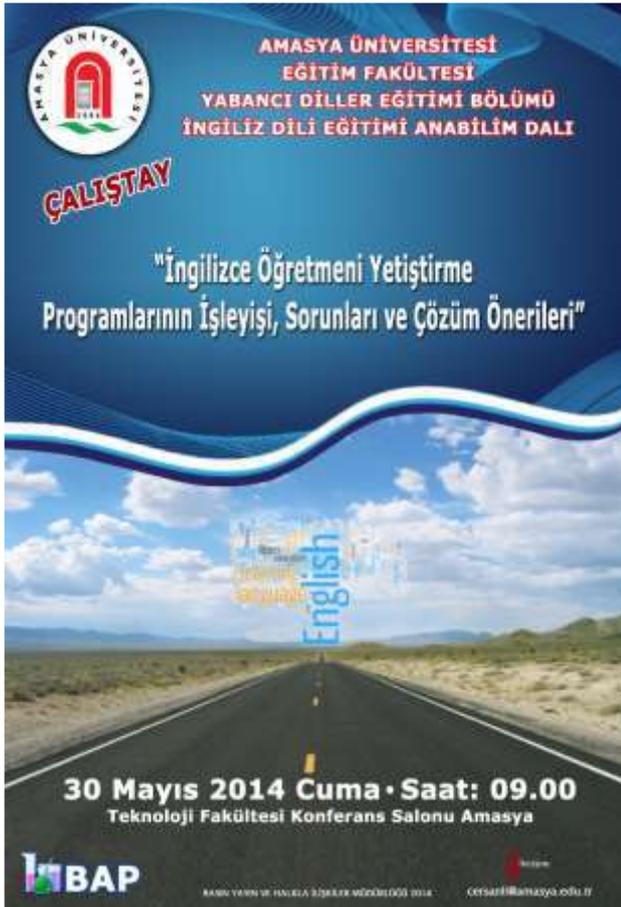




**REFLECTIONS ON THE TEACHER TRAINING SYMPOSIUM  
HELD BY AMASYA UNIVERSITY  
30 May 2014**

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

The ELT Department, Faculty of Education, Amasya University, held a teacher training symposium to discuss the present teacher training programs, their problems and possible solutions on 30 May 2014.



The symposium began with the opening speeches by Assist. Prof. Dr. Ceylan YANGIN ERSANLI, the organizer; Assist. Prof. Dr. Ekrem SOLAK, the Head of the ELT Department; Prof. Dr. Murat GÖKDERE, the Dean of the Faculty of Education; and, Prof. Dr. Metin ORBAY, the Rector of the university.

Then the participants formed four groups to continue the discussion in different committees:

Group 1: Basic Problems in ELT Teacher Training Programs and Possible Solutions

Group 2: The Quality Issue in the Teacher Training Programs and Accreditation

Group 3: Basic Problems related to Compulsory and Elective Courses and Course Descriptions in ELT Teacher Training Programs and Possible

Solutions

Group 4: Basic Problems in the School Experience and Practicum Courses in ELT Teacher Training Programs and Possible Solutions

On behalf of INGED, I was invited to take part in this symposium. I worked in the third group and was chosen to be the moderator. The committees worked concurrently until 3 p.m. Then we had a general session in which all committee reports were presented and discussed. The symposium finished at 6 p.m. with an extremely positive outcome.





## REFLECTIONS ON THE INGED & KOCAELI UNIVERSITY EVENT 30 May 2014

Summarized by  
Asena Çifçi  
INGED Board, Secretary

Kocaeli University ELT Department hosted an INGED ELT Event on Umuttepe Campus on 30 May 2014. There were four sessions, 3 of which were presented by INGED Boards Members, Nazlı & Akın Güngör, Dr. A.Suzan Öniz and me respectively. My colleagues made wonderful presentations sharing practical ideas and experiences with the listeners. Our hosts had prepared very well for the event and everything went smoothly. The atmosphere was very warm and friendly with the help of our hosts, the teachers and more importantly, the students at the ELT department at Kocaeli University. The sessions were really interactive thanks to the participation of the audience and the feedback which we received after the event demonstrated that our audience were pleased and it was a successful event.

My session was also one in which I shared some activities from various workshops,



professional talk and peer observation which I have adapted and used in class. Among these, I presented the ones I got positive feedback about and I have found beneficial for my students, who are ELT students at Preparatory Level at Gazi University. The activities

mentioned were weekend warmers and other warmers or fillers.

The logic behind weekend warmers is to make students ready for the week and help them get over Monday blues, which they experience every week.

Some of them are as follows:

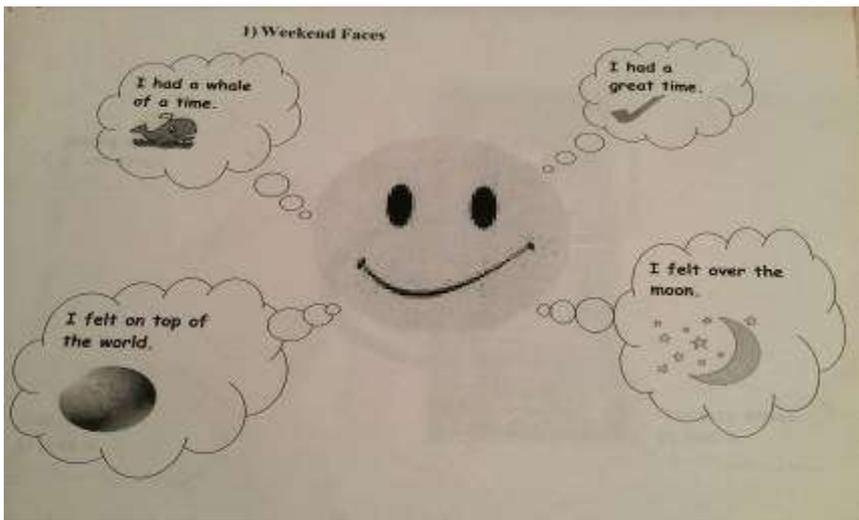
**Stand up if you...:** The teacher writes/shows students some sentences about what they did at the weekend. (e.g. I went to the cinema with my friend./ I was at home and I didn't do much. / I did a lot of studying and homework, etc.) If the student thinks the sentence is true for his/her weekend, he/she should stand up and each time he/she stands up, he/she should put a mark on a piece of paper. The teacher tells them that the student(s) with the most marks will be the winner(s) in the end. When the student(s) stand(s) up, the other students or the teacher is free to ask him/her some follow-up questions.

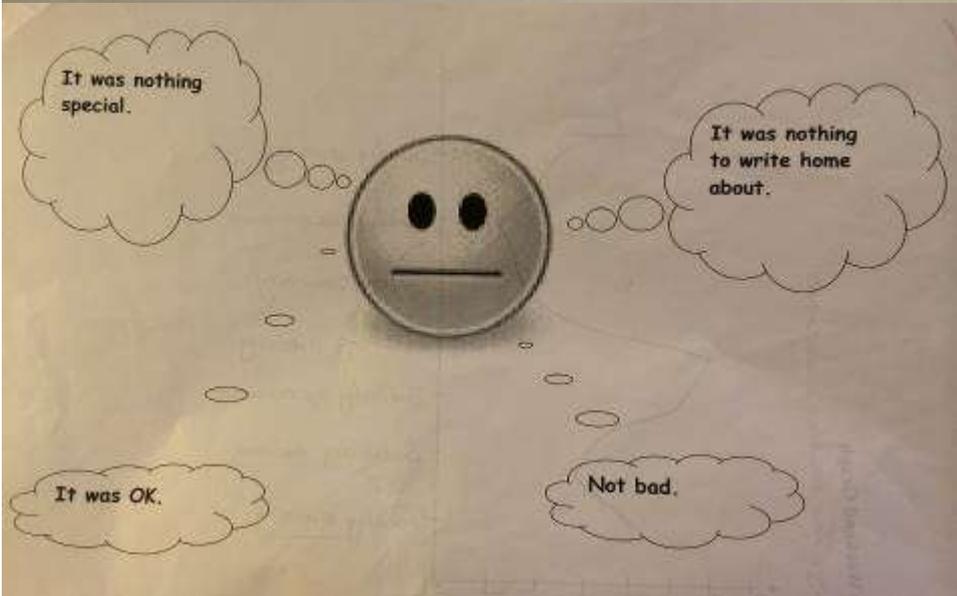
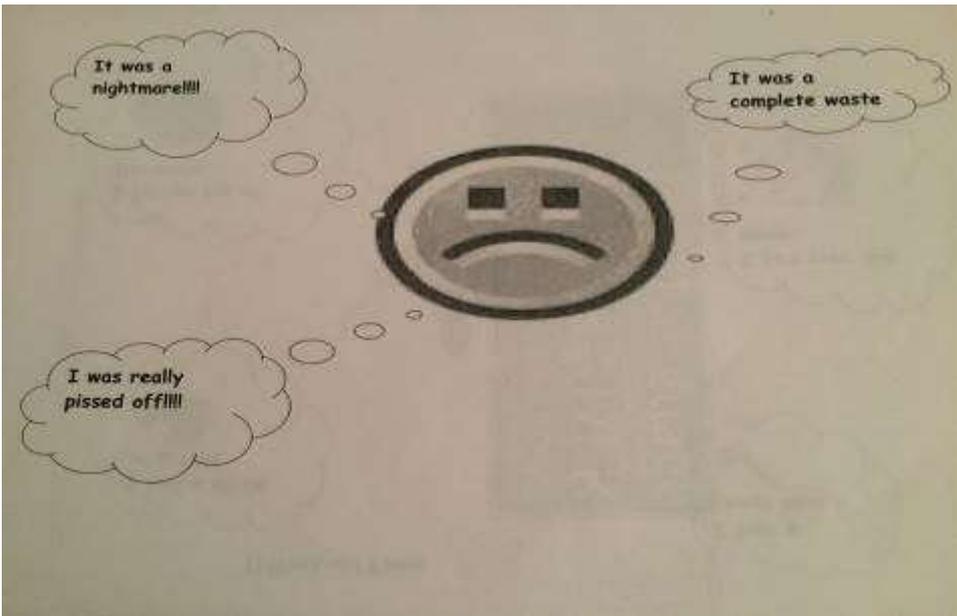
**Snowball fight:** Students are given sheets of paper and asked to write 2-3 sentences about their weekends without their names. Then they crunch the pieces of paper into balls and they form a circle. They have a snowball fight for some time and when the teacher thinks that they have had enough, he/she asks them to stop and grab the paper ball that is closest to them, unfold it and read the sentences written on it while the others try to guess whose weekend it is. When they guess the person, they are encouraged to ask follow-up questions to him/her. This activity should be tried in the middle of the term or towards the end, when it is certain that the students know each other well enough.



**Miming the weekend:** The teacher mimes his/her weekend and the students guess what he/she has done. They are encouraged to ask further questions related to their teacher's weekend. Then, in pairs, groups or as a whole class activity, in a circle, the students mime their own weekends. The others try to guess and ask questions to each other.

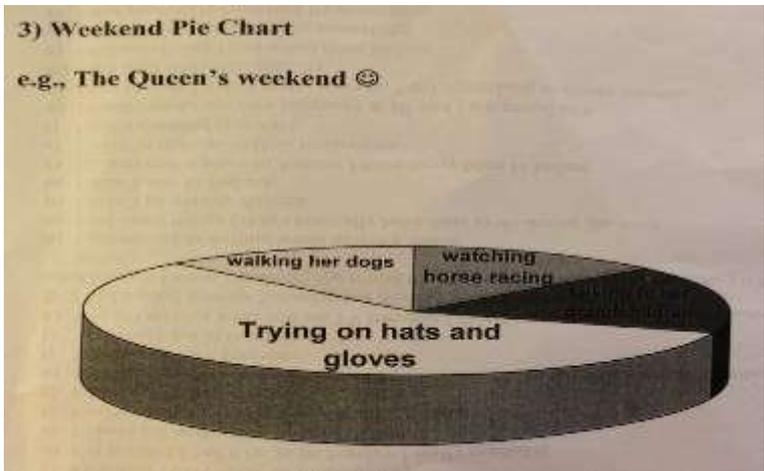
**Weekend faces:** The teacher hangs the following sheets of paper with emoticons on them on different walls of the classroom and asks the students to go and stand in front of the one that is true for their weekend. This way, they form groups in front of each. The groups talk to each other about why their weekend was great, terrible and so-so and ask each other questions.





**Weekend pie chart:**

The teacher shows either the Queen's Weekend pie chart below, or draws his/her own weekend pie chart on the board and tells the students to ask him/her questions about his/her weekend based on the chart. Then he/she hands out post-its to them and asks them to draw their own pie charts and then stand up, mingle and talk to as many of their friends as possible about their weekends. Then the teacher asks some of them to



tell the whole class about the ones that they have found interesting, or the ones they remember.

As to the other warmers and fillers, the most important point for me is to somehow connect these activities to the topic which is supposed to be covered according to the syllabus, provide a smooth transition. They can be used at any point during the lesson as long as the natural flow of the lesson is not disturbed. Some of the aims of these are to introduce a theme, relax students before or after a hard day's work, wake them up, wait for late arrivals, provide a break in the lesson, have fun, and enable them to practice their oral fluency.

Some of these activities are:

**Guess the list:** The class is put into two groups and a different student comes to the board turning his/her back to the board so that he/she does not see the list of words given. His/her friends from the group try to define each word given in the list. If the student guesses all the words, the group gets a point. The game is like the “hot seat” game, but it is more challenging. Here are two examples of lists of words:

**Guess the list (1)**

disappointment  
fear  
joy  
anger  
jealousy

**Guess the list (2)**

hope  
relief  
pity  
regret  
excitement

**Pecha Kucha:** Pecha Kucha presentations are common in different professions and they include 20 pictures, each of which change after 20 seconds in slide show view. In an EFL class, the teacher can use this to make the students talk about each picture for 20 seconds. The teacher can find many examples of these kinds of presentations if they google it, or they can choose the pictures related to the topic in the coursebook, the text they are going to read, etc. themselves. There does not have to be only 20 pictures, but more, depending on the time the teacher has, the number of students in the classroom, etc. The teacher can first put the students in pairs, or groups of three until they feel comfortable. After some time, it can be done as a whole class activity. They take turns talking about each picture until it changes. The teacher can take notes of their mistakes and give general feedback to them afterwards.

**Word Association:** This is fun if it is done as a whole class activity. The teacher starts by saying a word and the students take turns saying a word that they associate with the previous word they hear. If the teacher or other students are not satisfied with the word, they can ask the student to clarify and if the student is convincing enough, he/she is in. Otherwise, he/she is out. If a word is repeated, the student who does this is also out. The game goes on until there is a winner.

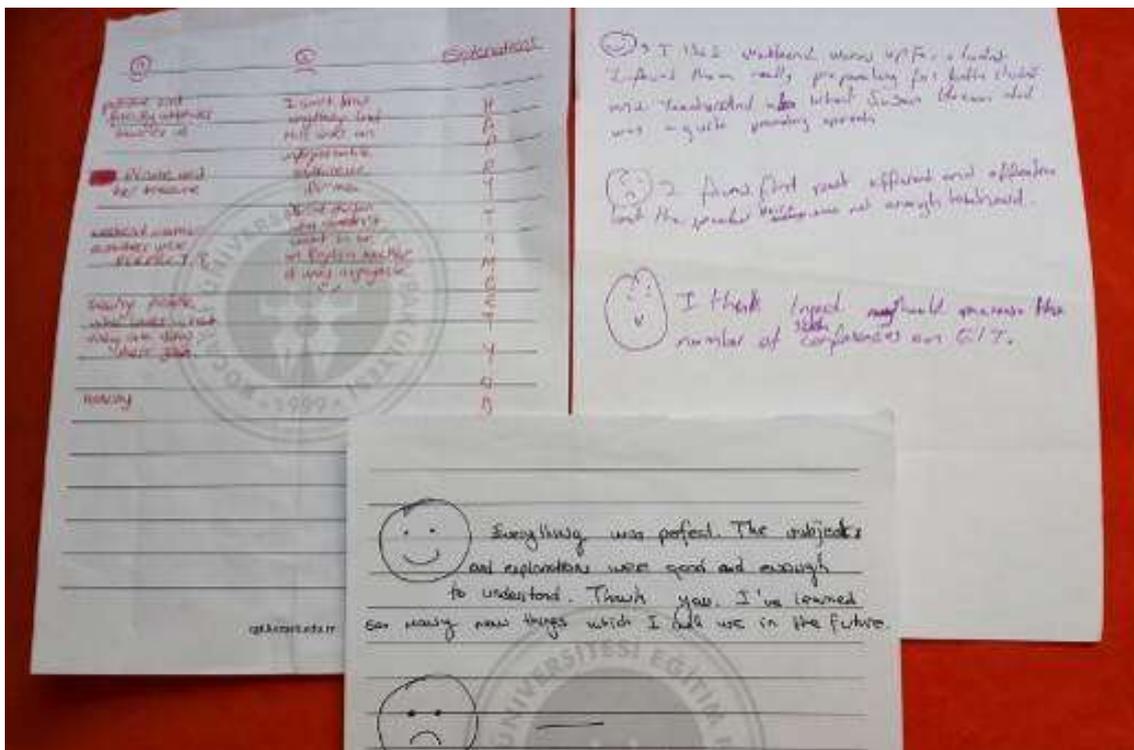
**Household Appliances:** The teacher tells the students to each write the name of one household appliance they know on a piece of paper. He/she collects the pieces of paper in a bag and then puts the students in pairs or groups of three or four. Then he/she picks a name from the bag and asks them to get prepared in a given amount of time and show the appliance as if they were the parts that form that appliance. This activity might be done as a pre or post activity when the topic is ‘technology’.

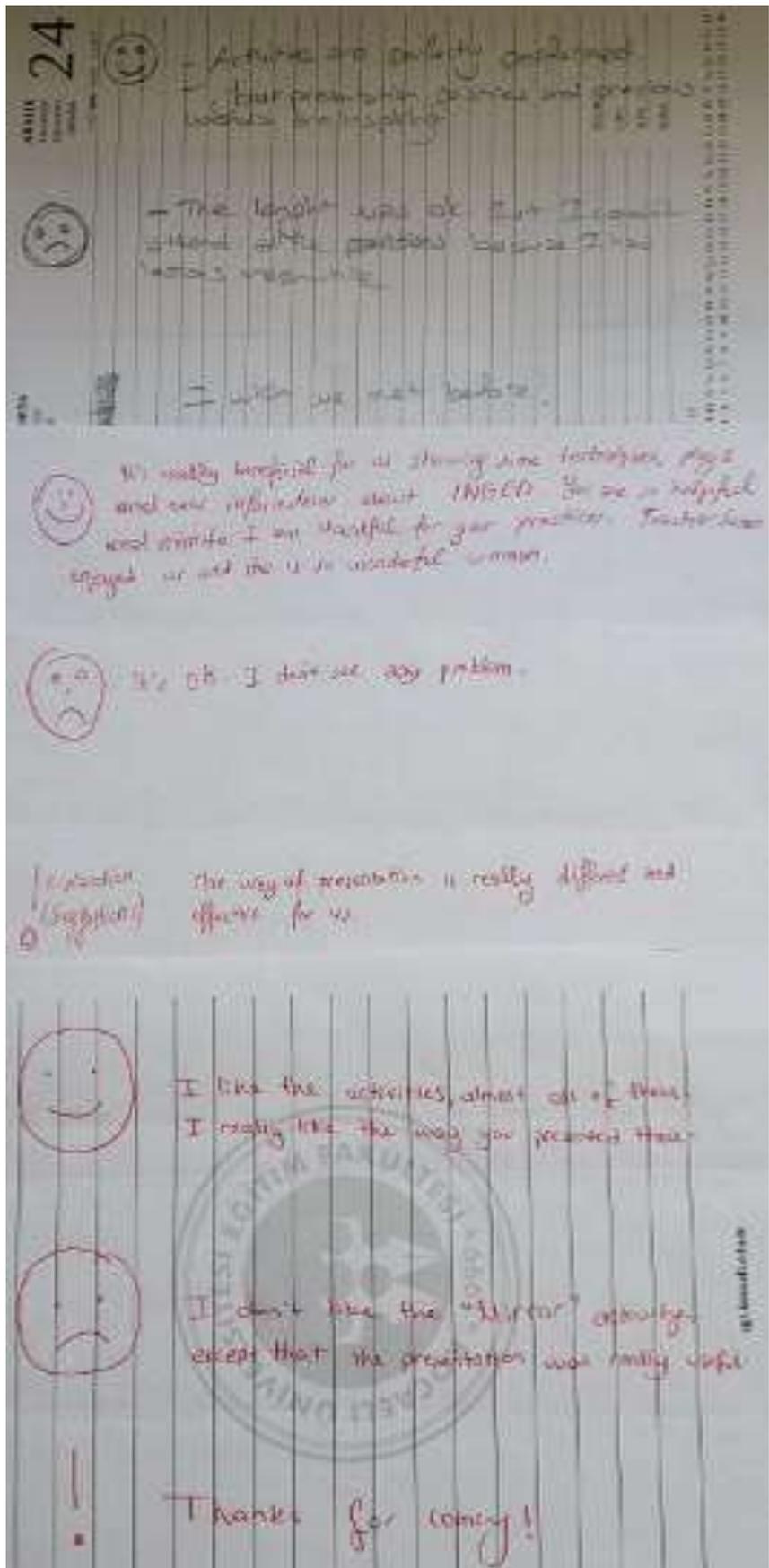
**Definition Game:** The class is divided into two groups. A student from each group comes and stands facing the teacher. The teacher reads a definition of a word and says the first letter of the word and the student who guesses the word in the given time receives a point for his/her team. If neither of the students can guess the word within the given time limit, the teacher tells them to go to their groups to get the answer, run back and say the answer to the teacher. Therefore, the groups have to be paying attention all the time, not only the competitors. The student who runs faster and gives the right answer gets the point. Meanwhile, it is a good idea for the teacher to write the words asked on the board as it is a good way for the students to remember the words from the last few weeks. When the game is over, the teacher may put the students in smaller groups and ask them to create a story using some of the words on the board.

**References:**

<http://www.pechakucha.org/presentations/professional-puppet>  
[http://www.developingteachers.com/newsletterplans/News\\_warmers\\_nov1999.htm](http://www.developingteachers.com/newsletterplans/News_warmers_nov1999.htm)

**HERE IS THE OVERALL FEEDBACK FROM THIS INGED EVENT:**







It's really informative, I think it  
 will help me come up with some ideas  
 It's really nice enjoying the activities  
 and games.



For me, there is no problem in the  
 information.

I hope you will come again to Kocaeli  
 University  
 I hope I will see you again.  
 Thanks for everything!

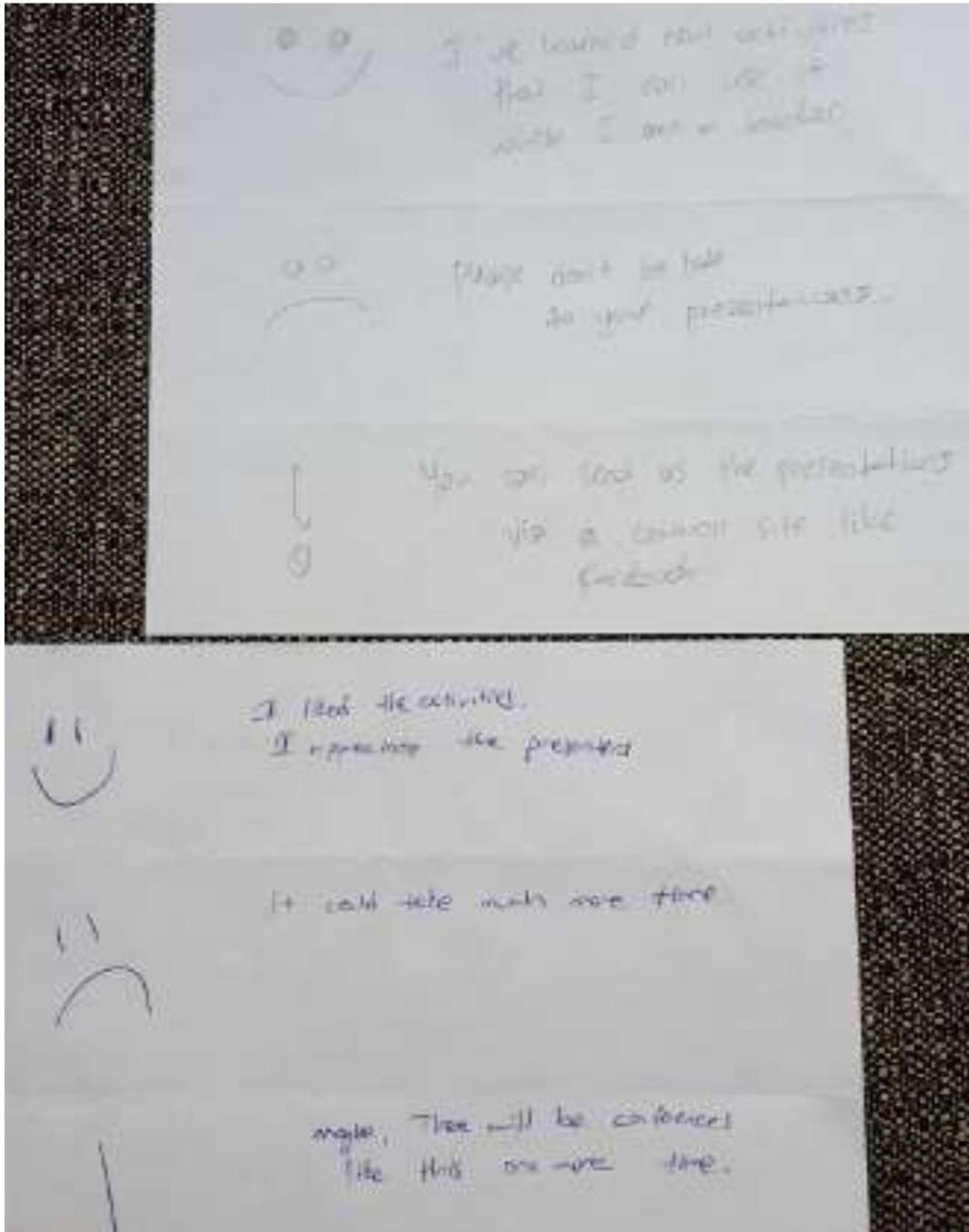
LIFE

① Activities, enjoyable!

② It was a good day  
 I liked it.

Evaluation → Today, I have learned many different activities which  
 could be useful when it is used in EBSES.

Thanks for everything



Simply thank you for presentations.  
Activities were really enjoying.  
I liked the presentations  
I learned very practical stuff to use  
in class

There was nothing for  
me said Don't be late!

I hope we can meet at other  
conferences...



I like your energy videos and activities were  
active.  
And also, all of you are so sweet and kind.



Some presentations were long, make us feel  
bored.



You can make presentations short.  
Before coming to the stage, inform people about  
what they are going to do.



I like whole presentations generally. We learned much more things that we can do or use in class teaching.



Susan Hlova's presentation was short :(  
I liked her presentation much.



It can be longer :)



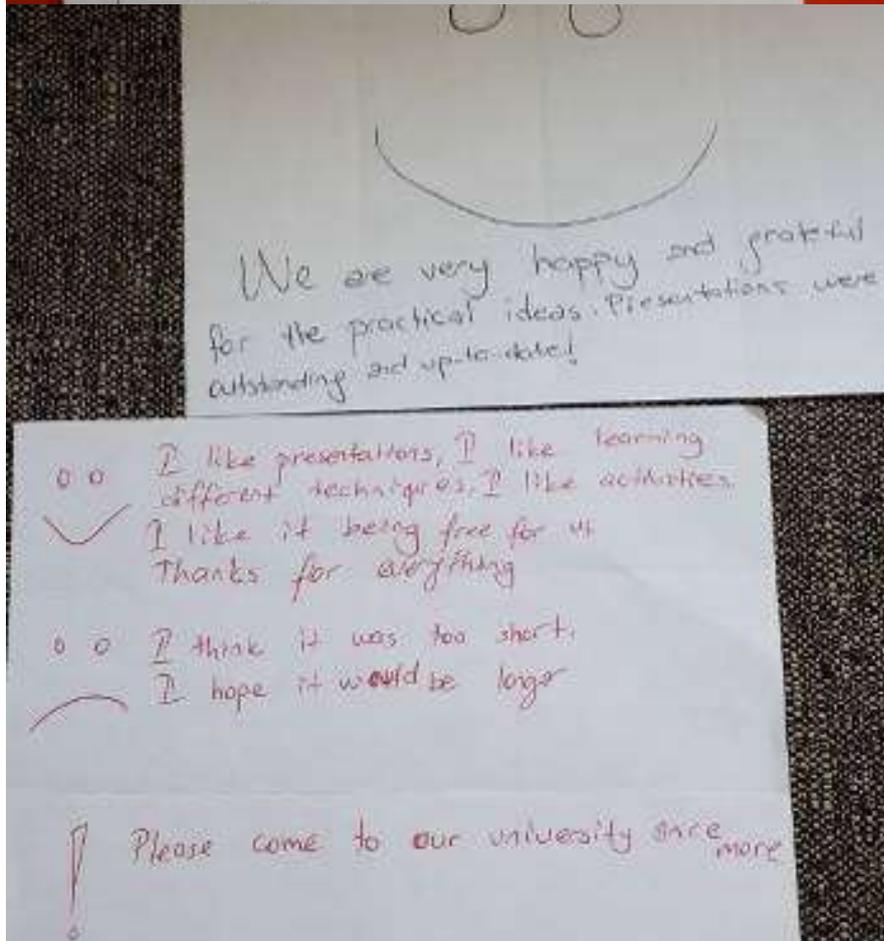
Susan Cain's Presentation was easy and enjoyable to watch. Also, the one with the warmer/fillers subject, I just loved it and think that it is really helpful.



It was a little bit hard to watch 5 different people one after the other.



I don't have any suggestions, sorry... :)



 I liked activities. All activities were good.

 We didn't have enough time to do/practice all activities. (There is nothing to be done for this, I know)

 • Want to see you here again with more activities!

**KOCAELI**  
 GENÇLİK HİZMETLERİ  
**MERKEZİ**

 I learnt a lot of excellent games to practise in future. They are so interesting. I hope I won't forget these games ~~play~~ work. Thank you for everything!



1) You should come again to Kocaeli.

2) My favorite presentation is Susan Harra's presentation.

Thank you 



I really like because everything was great  
 thank you for your coming



I just sorry for people who are leaving so early

I think there is not the thing saying  
 Everything was wonderful



I didn't see any promise of delay  
 because the activities are very good, I'm going to  
 use all at time in the future,



4. Explanation! All in all presents are very good. Sincerely, you all  
 are activities with us. I hope you are you keep going like  
 that

☺☺ The activities are well set out.  
Just thank you so much!

☺☺  
☺

I think you're doing your best, you don't need  
to feel bad (at least for now :))



I liked Alphabet and Animal Country  
game and the ocean activity



If it were too long



I love them all.  
I want to do it!

 I like the activities and Mrs Susan. She is very cute and happy person. It was very useful.

 Some presentations were boring but the price of the isn't a problem.

 Come again.

 I liked the practical suggestions as we were tired of having a lot of things it was good to learn about some new activities.

 Do it more frequently please.

 I like your <sup>(Crewster)</sup> participant's honest mood. I think it is going to be much better for us especially students who will be a teacher.

 There was a few participants for work like that.

 In class activities were amazing. I notes all one by one and you can be sure all of them will be used by me.

 Nothing had to remember.

 It was ~~not~~ theoretical so we had chance to put things in practice. I enjoyed a bit and learned at the same time.

 Nothing to say.

 Nothing to say.

 I have more activities for students I'm sure they will enjoy it and learn.

 I'd love to see some more activities for next learner.

All our good, I'm happy to see you.



## REFLECTIONS ON THE SYMPOSIUM ON TECHNICAL ASSISTANCE FOR INCREASING PRIMARY SCHOOL ATTENDANCE RATE OF CHILDREN HELD BY THE MINISTRY OF EDUCATION IN PENDİK, İSTANBUL

11 – 13 June 2014

Summarized by  
Prof. Dr. Aydan Ersöz  
INGED President

The Ministry of Education held a symposium on Technical Assistance for Increasing Primary School Attendance Rate of Children between 11 and 13 June 2014. The major focus was on International Language Education. I was invited to take part in the symposium on behalf of INGED.

The symposium began with the opening remarks by Funda KOCABIYIK, Ministry of National Education (MoNE) Director General of Basic Education, and Nabi AVCI, the Minister of Education. Assistant Prof. Dr. John O'DWYER gave a speech on CEFR (Common European Framework of Reference for Languages: Learning, Teaching, and Assessment).



İlköğretim Kurumlarına Devam Oranlarının  
Artırılması Teknik Destek Projesi  
TR2010/0136.05-01/001



### İlköğretim Kurumlarına Devam Oranlarının Artırılması Projesi Uluslararası Dil Eğitimi Konferansı

*International Language Education Conference under  
Technical Assistance for Increasing Primary School Attendance Rate of Children*

11-12-13 Haziran 2014 / June 11,12 and 13, 2014  
Green Park Pendik Otel  
İstanbul



I was one of the speakers in the first plenary session on Program Development in Language Teaching. The moderator was Prof. Dr. Emin KARİP, the head of the Board of Education. The speakers were Assoc. Prof. Dr. Eyyup COŞKUN in Turkish as a First Language, Assoc. Prof. Dr. Özay KARADAĞ in Turkish as a Second Language, and Prof. Dr. Aydan ERSÖZ in Foreign Languages.



Following that, the participants were put in three different groups and continued their discussions in committees. One group worked on Program Development in Teaching Turkish as a First Language, the second group worked on Program Development in Teaching Turkish as a Second Language, and the third group on Program Development in Teaching Foreign Languages. I was in the third group where the moderator was Prof. Dr. Mustafa ÇAKIR, and the rapporteur was Assist. Prof. Dr. Lütfiye ÖZAYDIN CENGİZHAN. We were informed that the conference outputs will serve in developing a general language education strategy and action plan.



You can find a summary of my presentation below.

### **CURRICULUM DEVELOPMENT in FLT**

A curriculum is a statement that specifies the philosophy of an educational institution.

philosophy of language (an understanding of the nature of language)

+

philosophy of learning in general and language learning (an understanding of the nature of learning and language learning)

+

philosophy of teaching in general and language teaching (an understanding of the nature of teaching and language teaching)

*A CURRICULUM covers*

1. Goals and Objectives (which reflect an overall educational-cultural philosophy)
2. Syllabus (Content: What and when & Methods: How)
3. Evaluation and Assessment

Issues:

- 1) We want to change the curriculum without changing our understanding.
- 2) We want to implement the CEFR without implementing its philosophy.

<b>CEFR</b>	<b>Our Practice</b>
<b>Process-oriented</b>	<b>Product-oriented</b>
<b>Analytic</b>	<b>Synthetic</b>
<b>Inductive Approach</b>	<b>Deductive Approach</b>
<b>Integrated</b>	<b>Segregated</b>
<b>Procedural Knowledge</b>	<b>Declarative Knowledge</b>

<b>Communicative</b>	<b>Structural</b>
<b>Skills-based</b>	<b>Grammar-based</b>
<b>Task-based</b>	<b>Exercise-based</b>
<b>Active learners (forming their own learning)</b>	<b>Passive learners (receiving information)</b>
<b>Learner and learning-oriented</b>	<b>Teacher-oriented</b>
<b>Reflective</b>	<b>Habitual</b>

3) We want «the imposed change» to be accepted by all parties involved (teachers, students, and parents) at once. However, without taking the necessary steps, there will be nothing but resistance to any change offered by the Ministry. These steps are:

- Raising social awareness
- Changing beliefs and attitudes before changing the curriculum
- Providing in-service training
- Providing continuous teacher coaching
- Encouraging «observation and feedback» rather than «inspection»
- Promoting «reflection» and «critical thinking» in learning and teaching

4) We employ people who do NOT have the necessary expertise in curriculum development, syllabus design, assessment or coursebook evaluation as decision-makers.

5) We focus too much on teaching but not enough on learning or learners. (physical conditions, teacher behavior, learner motivation, learner autonomy, etc.)

Unless these issues are solved as soon as possible, it is impossible to see much positive change in language teaching in our country.

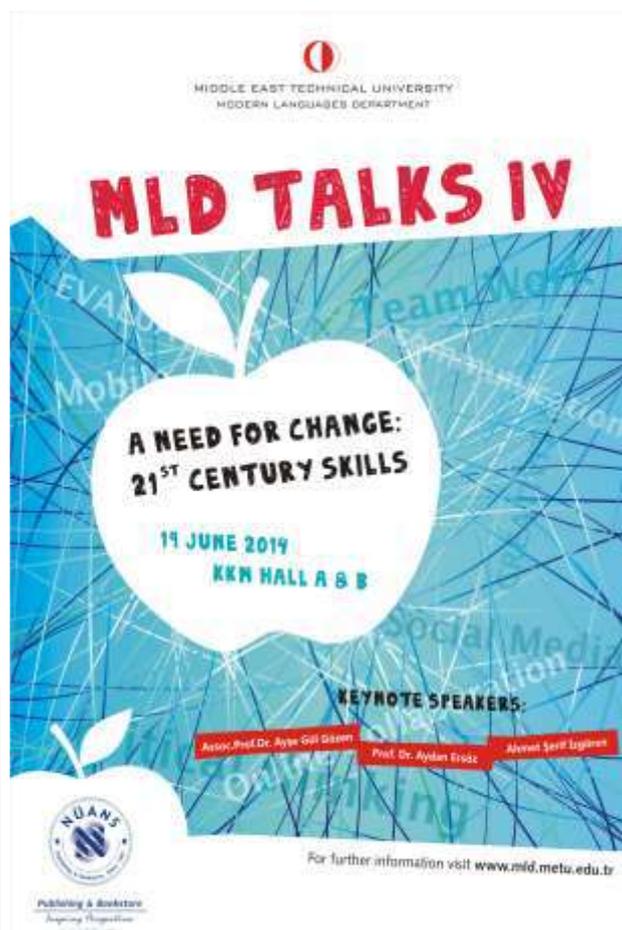


## AN INGED PRESENTATION AT THE MODERN LANGUAGES DEPARTMENT, METU, ANKARA

19 June 2014

Summarized by  
Prof. Dr. Aydan Ersöz  
INGED President

The Modern Languages Department, METU, Ankara kindly invited me to give a speech on behalf of INGED on 19 June 2014. The theme was "A Need for Change: 21<sup>st</sup> Century Skills". There were about 50 people as the audience mostly the English instructors of the university and Foreign Languages Teaching Department students. You can find a brief summary of my session below.



### Are 21<sup>st</sup> Century Skills any Different?

The term “21<sup>st</sup> century skills” refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21<sup>st</sup> century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student’s life. Generally speaking, the 21<sup>st</sup> century skills concept is motivated by the belief that teaching students the most relevant, useful, in-demand, and universally applicable skills should be prioritized in today’s schools, and by the related belief that many schools may not sufficiently prioritize such skills or effectively teach them to students. The basic idea is that students, who will come of age in the 21<sup>st</sup> century, need to be taught different skills than those learned by students in the 20<sup>th</sup> century, and that the skills they learn should reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society. (taken from <http://edglossary.org/21st-century-skills/>)



Seven Cs	Component Skills
<b>Critical Thinking-and-Doing</b>	Problem-solving, Research, Analysis, Project Management, etc.
<b>Creativity</b>	New Knowledge Creation, "Best Fit" Design Solutions, Artful Storytelling, etc.
<b>Collaboration</b>	Cooperation, Compromise, Consensus, Community-building, etc.
<b>Cross-cultural Understanding</b>	Across Diverse Ethnic, Knowledge and Organizational Cultures
<b>Communication</b>	Crafting Messages and Using Media Effectively
<b>Computing / ICT Literacy</b>	Effective Use of Electronic Information and Knowledge Tools
<b>Career &amp; Learning Self-reliance</b>	Managing Change, Lifelong Learning and Career Redefinition

*Why Are Silicon Valley Executives Sending Their Kids to a Tech-Free School?* (Posted by **Liz Dwyer** on October 24, 2011)

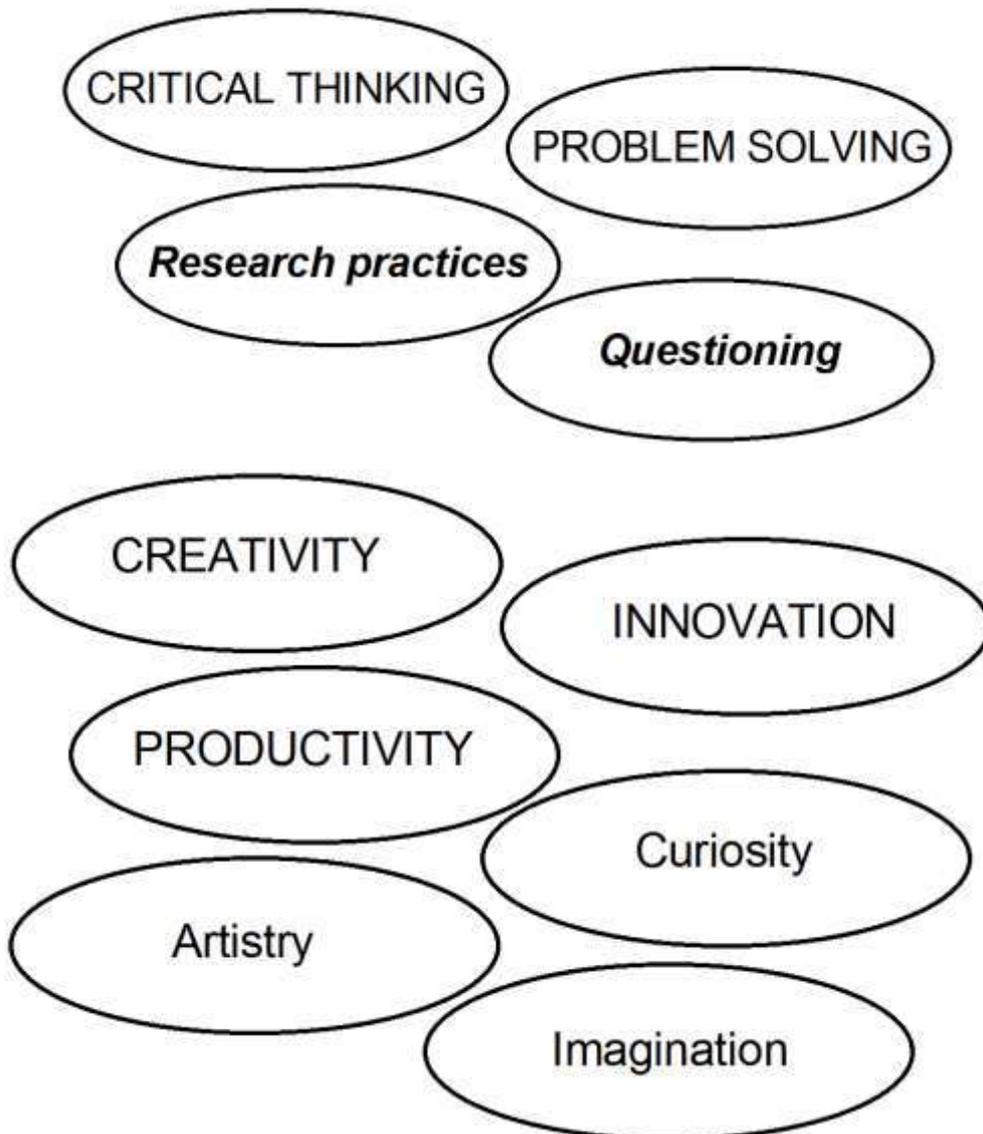
Some people are seriously concerned about too much reliance on technology in education. They believe that

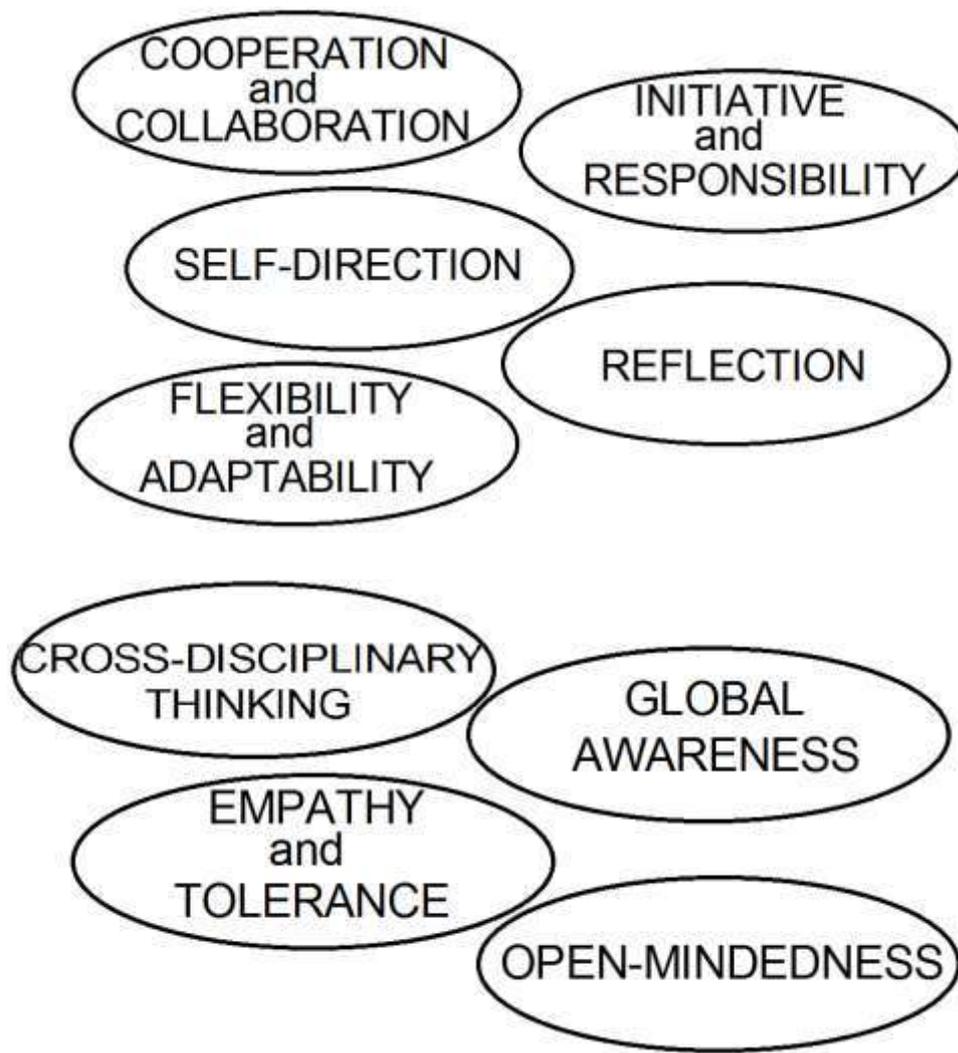
- Children are losing creativity and practical skills because they spend too much time in front of screens.

- Children have got to be taught hands-on, and not to become mobile phone or computer dependent.
- Young people are dependent on Google searches. A lot of kids will become fairly brain-dead if they become so dependent on the internet, because they will not be able to do things the old-fashioned way. They should use their brains more.
- Young people are unable to make anything with their hands.

*What should be different then?*

If teachers do not want to fall behind in terms of their teaching techniques and/or materials, they should promote





**HAVE YOU RENEWED YOUR  
INGED  
MEMBERSHIP?  
INGED DEPENDS ON YOUR CONTRIBUTIONS...**



**REFLECTIONS ON  
THE 23<sup>rd</sup> INTERNATIONAL IATEFL POLAND CONFERENCE:  
INNOVATION AND MODERNITY  
IN FOREIGN LANGUAGE TEACHING**

12 - 14 September 2014

**“MOTIVATING AND MOVING STUDENTS TO PRACTISE VOCABULARY”  
A Workshop by Nazan Özçınar Sirel & Eirini Gkora**

Summarized by  
Nazan Özçınar Sirel (nazan.ozcinar@ozyegin.edu)  
Özyeğin University, Istanbul, Turkey.



Vocabulary is said to be important but has never received enough importance in language classes. Actually, recognizing the communicative power of vocabulary is of utmost importance not only for teachers but also for students. For example, a student who says: yesterday, go disco, and friends will get his message better across than a student saying: I wonder if you could lend me your ..... This sentence means very little without that word. Therefore, language teachers need to find systematic ways of helping students with vocabulary learning. Random explanations and examples will not help any student and words that are dealt with in that way will not become a long-term part of learners' vocabulary storage. Teachers are all aware that it is not enough to just create games and activities in class to make students memorize the words. Therefore, teachers need to pay attention to the importance of reading, too. A great deal of vocabulary work in class or outside class occurs in relation to reading and listening. In this way students will be able to see the words that are taught in class in the reading texts outside class. So, teachers can assign reading texts and highlight the words that students are taught in class. After students have seen and heard the new lexical item for the first time in class, they will need opportunities to become more familiar with the words, in other words they will need practice activities in order to recognize, use and remember it.

There are so many vocabulary practice activities that we sometimes forget to do in classes. Sometimes we do simple games, sometimes we do other tasks but all of them are aimed at

helping our students remember new words. Students need to practise regularly what they have learnt; otherwise, the material will fade away and ultimately disappear. This is called the ‘decay theory’ according to Ruth Gairns. There is no point in studying new words if they are not remembered. Although the process of retaining vocabulary is often perceived as a tedious and long process students often need some time for the new item to ‘sink in’. For this reason, it is useful to plan activities that recycle and reactivate the new vocabulary items through games or activities in a more memorable way.

The following games and activities have all been tried out in our classes and we would like to share them with other teachers who pay attention to the importance of vocabulary games.

### 1. Kill the Word

Teacher sticks word cards (15 cm-15 cm) to be revised on walls randomly. The class is divided into two big groups. There are two volunteers selected to represent their groups in order to kill the word cards on walls with fly swatters in their hands. The volunteers will change each time a word is revised. From each group one volunteer comes to the board and gets a fly swatter from the teacher. The teacher either reads out the definition, synonym, antonym, or shows the sentence on the projector with a gap to be filled in with the word from the walls. When the volunteers read the sentence or hear the teacher’s definition, they have to find the word that matches on the wall and have to hit (kill) the word with their flyswatters in their hands. Their groups are not allowed to shout. They can only point at the word to help their volunteer. The group with the most ‘dead’ words is the winner.



From each group a volunteer is chosen to count the dead words. (Preferably a person from group A counts the words of group B and vice versa).

### 2. Steal the Word

This is a variation of “Kill the Word”. Instead of playing the game as a whole class activity, they play it as a small group activity (each group consists of 4 students). Each group gets a set of cue cards with words taken from any story or sentences. They place the words face up on their desks. When the teacher reads out the story, group members try to guess the word that will replace the word “buzz”. After guessing, they take the card from the desk (in other words: steal it). The person with the most stolen cards is the winner.

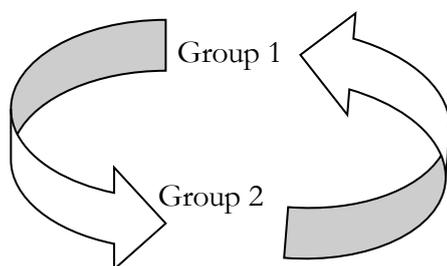
### 3. Up, Up, Up

This activity could be done with any text as a pre-activity or as a post activity to revise words. Teacher chooses 10 - 15 words from the unit and distributes these to students. Each student can get 1 or 2 words on a cue card. Students are asked to find the synonyms from those words. The teacher collects those words in a bag. Students are asked to sit in groups of 3 or 4 and choose one secretary in their group. When the teacher reads the synonym or description of the word, each group is asked to write the word that is being described by the teacher on a scrap paper. This is the secretary’s task to do. Finally, when the teacher says “up, up, up” the groups raise their scrap paper with the word written on it.

#### 4. Pass the Sentence

This is a variation of any gap fill activity. For this activity students need to form groups of 3 or 4 and choose a secretary from their group members. The teacher first distributes a sheet with words to be revised. Each group looks at the words and tries to remember their meanings by asking each other or by checking the meanings from their smartphone dictionaries. After this, the teacher distributes one sentence with a blank in font 18 to each group. The groups read their sentence and try to choose the best word that fits into the blank from their list. However, they do not write the word onto the sentence but write the number of the sentence on top of the word on the list.

When the teacher rings the bell, each group passes their sentence to the next group clockwise. Group 1 passes on their sentence to group 2; group 2 passes on their paper to group 3; etc. They do this until the sentence reaches group 1. When all the sentences are done, the teacher can display the sentences on the projector and check groups' answers.



#### 5. Line up, line up

This activity can be done as a start-up activity early in the morning. Before students come into class, the teacher writes the first two letters of each word on the board in two columns: But these two columns should be apart from each other so that it prevents cheating. I usually have the projector screen in the middle of the board and write the two columns on both sides of the projector.

1.af	1.af
2.st	2.st
3.ef	3.ef

After the teacher has written about 16 - 20 first two letters of each word in both columns, the students are divided into two groups and are asked to line up in front of each column. The first people of the columns get a board marker and when the music plays, the 1<sup>st</sup> person starts to finish the word that s/he can remember. E.g. 1. **af**fect. The student can start wherever s/he likes. So, it could be number 3 or number 1. When the music stops, the person passes her/his board marker to the person behind her/him and runs to the end of the line.

#### 6. Box & Ball Activity

The teacher has some words to be revised in a box. The class is divided into two groups. These two groups sit in a circle. One group gets the box with words and the other group gets the ball. The teacher plays the music and both groups pass their box/ball to the next person. When the music stops, the person who has the box in his hand, reads out a word from the box to the other group. The person from the other group who has the ball has to give a definition/synonym/example sentence of the word. If the person can define the word, then that group gets a point. Then the groups exchange their box and the ball. And the activity continues like this.

## 7. Buzz-group Words

This activity can be done at the beginning of a lesson. The teacher distributes each student a card with a word on it. The student finds the meaning of the word from his/her dictionary and writes an example sentence/ definition/synonym/explanation of the word. After everyone knows their words, they sit in two rows facing each other. When the teacher says “BUZZ”, each pair facing each other explains their own word to each other. When the teacher rings the bell, everyone moves one chair to the right. In this way everyone gets a chance to explain their word. After this activity, teacher can give a quiz containing the words from the buzz-group activity. In this way, the teacher can test students’ vocabulary knowledge.

## 8. Backwards Spelling

This activity can be done at the beginning of a lesson. The class is divided into two groups and from each group 1 volunteer comes to the board and writes the word that the teacher spells backwards. The first group that guesses the word, gets 1 point.



**INGED is partners with several associations.  
You may wish to see  
what other EL associations are doing  
by  
visiting our PARTNER ASSOCIATIONS link  
and visiting their web sites...**



**REFLECTIONS ON  
THE 23<sup>rd</sup> INTERNATIONAL IATEFL POLAND CONFERENCE:  
INNOVATION AND MODERNITY  
IN FOREIGN LANGUAGE TEACHING**

12 - 14 September 2014

**“Why Won’t the Little Beasts Behave?”  
Presented by Peter Medgyes**

**Summarized by  
Nazan Özçınar Sirel (nazan.ozcinar@ozyegin.edu)  
Özyeğin University, Istanbul, Turkey.**

On 13 September I was so glad that I could find a seat for Peter Medgyes’ plenary at the IATEFL POLAND Conference. I had planned the day before to attend his session because I was sure that he would make my day. And guess what? He really made my day because he made the whole audience laugh and keep their attention active for one hour.

Motto: “It is a war out there, and we need to use every single weapon we have at our disposal.”  
(Sue Cowley)

Professor Medgyes, who is also the President of IATEFL started his plenary by saying:

“I’d like to announce that this lecture addresses only those colleagues in the audience who often have discipline problems. So may I ask the lucky ones who have never experienced the humiliation caused by rowdy pupils to stand up please and leave the lecture room? I’m sorry, but you’ve come to the wrong place...”

And he continued:

“..I can’t see anybody leaving. Am I right in thinking then that you’re fellow-sufferers? Great! Welcome to the club - and thanks for your honesty”.

The reason why people keep quiet about their discipline problems is because they think they’ll be regarded as a bad teacher.

Throughout his lecture Peter read out some diaries of teachers who had discipline problems. But the way he read those entries was so funny that people made people laugh rather than feel bad for those teachers.

**Some of the diaries that he read out to give us a taste of their feelings were:**

“My only weapon is punishment I can’t make them work unless I threaten them with a test which they’ll have to do next lesson.”



“To be honest, during these months I decided to throw in the towel at least three times because I felt so disappointed. Nevertheless, I decided to stay because I thought giving up would mean that I was ill-suited for this job.”

“They’ll get loads of homework”

“I am going to murder Christopher”

“She keeps yawning in my face. How dare she?”

After he read out some of the diaries, he added that teachers need to understand the nature of the problem first before they can deal with it. He compared our jobs to a doctor’s job by saying:

“When a doctor does not know what the problem of the child is, he diagnosis it as stomach ache”

He also emphasized the fact that language teaching methodology books and journal articles get written by non-experts. They may well be experts in some other field of study, but not in classroom teaching. They don’t have chalk on their faces.

The next part of the lecture focused on types of teachers. He started by saying: “a teacher has to have a strong personality, so that pupils will not take any advantage of it”.

“A teacher who cannot maintain control is regarded as a threat to the good order of the school” (Hoyle, 1969. P.43)

There are two kinds of teachers: those who can enforce discipline, and those who can’t.

Those who can need no advice. Those who can’t had better keep quiet about their ineffectiveness.

### **What are Some Features of the Disciplined Classroom?**

According to Penny Ur (1996) these are:

1. Learning is taking place.
2. It is quiet.
3. The teacher is in control.
4. The teacher and students are cooperating smoothly.
5. Students are motivated.
6. The lesson is proceeding according to plan.
7. The teacher and students are focused on the same objective.
8. Teacher has natural charismatic “authority”.

Ur assumed that each of these features fosters classroom discipline, but in varying degrees.

### **Main Categories of Teachers according to Peter Medgyes are:**

In this part of the lecture he talked about teachers who are capable of imposing order. Who are these wizards?

In her book “Getting the buggers to behave”, Sue Cowley (2001) conducted a survey among school pupils. Pupils said that teachers who are able to keep control in the classroom fall into two categories. One category is the ‘strict and scary’ teacher. Her attributes can be summarised like this:

### **The strict and scary teacher:**

- She demands perfect behaviour at all times.
- There has a high level of control over the pupils.
- She tends to shout at pupils when applying a sanction.
- She makes frequent use of sanctions to control her classes.
- She imposes a sanction at the first sign of misbehaviour.

### **The firm-but-fun teacher:**

- She tells the class what she expects in terms of behaviour right from the start, and sticks to these rules consistently.
- She will shout if necessary, but normally does not need to.
- She makes the work interesting, and sets her pupils hard but achievable targets.
- She does use sanctions, but will give a series of warnings first.
- She gets to know her pupils on a personal level.

At the other end of the scale, there's the 'soft and shaky' teacher, who is unable to control the class.

The last part of the lecture focused on the question: What leads to misbehaviour? The causes are manifold. The three types of causes: external, pupil-specific and teacher-specific.

And finally he focused on how teachers can prevent disorder?

1. Preventive measures: start the class with a bang. Have house rules but agree on each rule.
2. Punitive measures: poor behaviour won't go away by itself – apply the deadly stare – explode, in other words kill them all.

He concluded his session by emphasizing the buzzword of today: Becoming a REFLECTIVE TEACHER.

We all have 3 things to learn:

- DON'T GET TOO CLOSE
- DON'T SHOW YOUR AFFECTION
- DON'T LAUGH

In other words, behave like a teacher. Be strict and scary. Alternatively, be firm but fun. But for God's sake don't be soft and shaky!

Thank you Peter.





REFLECTIONS ON  
THE 23<sup>rd</sup> INTERNATIONAL IATEFL POLAND  
CONFERENCE:  
INNOVATION AND MODERNITY  
IN FOREIGN LANGUAGE TEACHING

12 - 14 September 2014

“I think, I feel, I learn”  
by George Kokolas

Reflections by  
Eirini Gkora (eirini.gkora@ozyegin.edu.tr)  
Özyeğin University, Istanbul

It was a bright and breezy Sunday morning in Lublin, Poland. Although it was the last day of the 23<sup>rd</sup> International IATEFL Poland Conference, there were plenty of enthusiastic teachers hustling on the corridors of *Uniwersytet Przyrodniczy* and eager to ‘devour’ knowledge on the latest developments in the field of ELT. I was one of them... The last day of the conference, I had the wonderful opportunity to attend George Kokolas’ presentation “*I think, I feel, I learn*”.

The seminar focused on ‘understanding the thinking processes of students, based on their age and cognitive development, and identifying them according to Bloom’s Taxonomy’ (George Kokolas). Kokolas also analysed some of the most common thinking types and concluded his seminar by giving examples of useful EFL activities that can be used in classroom ‘to help students practise the target



language in a creative and inspirational manner.’ (George Kokolas)

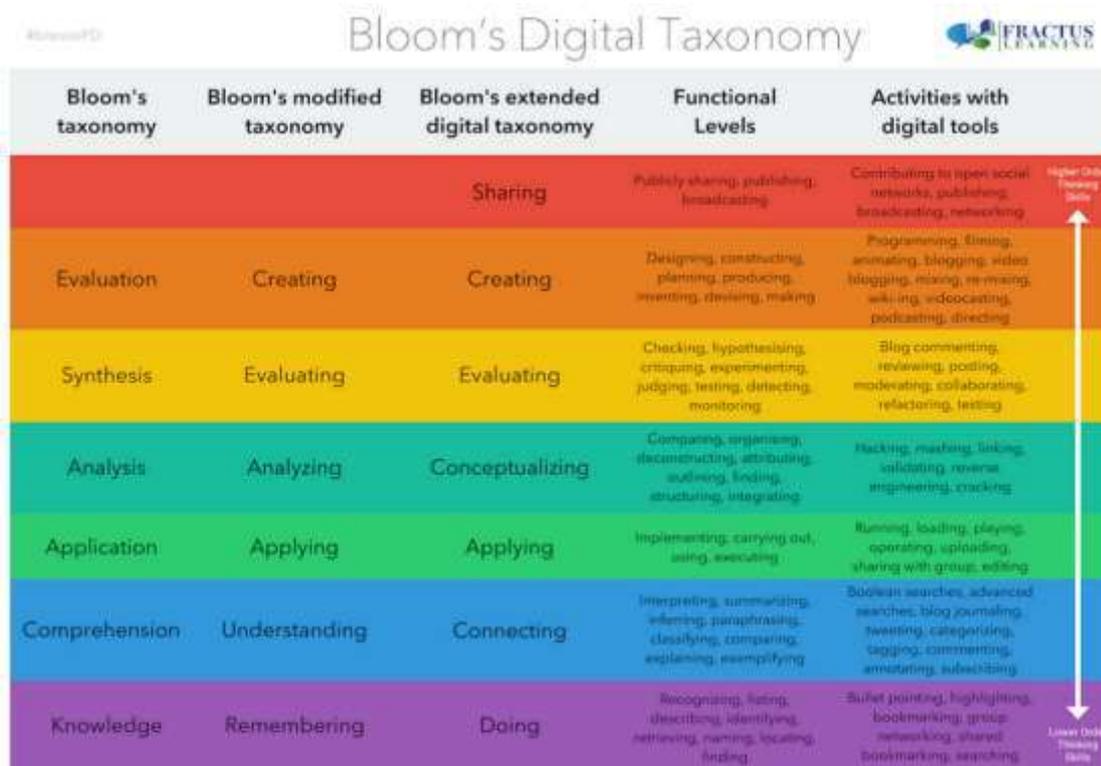


At the very beginning of his presentation Kokolas stated that students, particularly children and teenagers, need to develop their *critical thinking skills*. What do we mean by critical thinking? According to the National Council for Excellence in Critical Thinking, ‘critical thinking is the intellectually disciplined process of

actively and skillfully conceptualising, applying, analysing, synthesising, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.’ (*criticalthinking.org*) Living in the Age of Distraction, which provides people with a plethora of ready-made and easy to digest

information, can steadily lead to the loss of cognitive abilities. In terms of education, this means that students lose their ability to interpret information, judge, experiment, and produce. However, critical thinking skills are not only required in a classroom environment, but they can be extremely important in daily life, too. Therefore, it is imperative to educate students how to think analytically and critically in order to develop themselves and contribute positively to the society in which they live.

An interesting part in Kokolas' presentation was the analysis of *Bloom's Taxonomy*: *Bloom's Taxonomy*, named after Benjamin Bloom, is an attempt to classify forms and levels of learning by categorising them in three domains: the *cognitive*, the *affective* and the *psychomotor* domain. According to this taxonomy, a lower level of thinking involves knowledge, comprehension



and application, whereas a higher level of thinking requires analysis, synthesis and evaluation. It is highly important to cultivate to students the skills to analyse, synthesise, and ultimately evaluate through a wide range of activities that can be provided by the teacher. Fortunately for all the ELT teachers, there is a plethora of activities that can enhance the students' cognitive skills in and out of the classroom.

How is the above-mentioned taxonomy related to what teachers should do in the classroom? To answer this, Kokolas shared with the audience some precious rules that teachers need to follow:

- Determine learning objectives.
- Teach through questioning.
- Practise before you assess.
- Review, refine, and improve.
- Provide feedback and assessment of learning.

In the second part of his presentation, Kokolas analysed the most common thinking types

that teachers encounter in a classroom environment. These types can be divided into *analytical, practical, creative, convergent and divergent*, and finally *vertical and lateral thinkers*:

### **Analytical thinkers**

Many mathematicians and scientists belong to this type. ‘Analytical thinkers loathe contradictions and illogicalness; with their sharp intellect, they quickly and comprehensively grasp patterns, principles and structures. [...] their ability to concentrate is more marked than that of all other personality types. They are open for and interested in new information.’ (*ipersonic.com*) Analytical thinkers require studying long texts and can deal well with a large number of vocabulary items. What teachers can do with students who belong in this thinking type? During a grammar lesson, for instance, they can encourage them to read the examples of a new grammatical phenomenon that is introduced, and elicit information on how this can be used in the target language.

### **Practical thinkers**

‘Practical thinking is not concerned with gathering additional information, [...] but rather using or applying knowledge effectively to guide some action and solve problems.’ (*education-portal.com*) Teachers dealing with practical thinkers can assign various tasks that focus on the use of “everyday English”.

### **Creative thinkers**

Creative thinking does not involve solely the ability to think out of the box and generate ideas. It also includes the ability to test new ideas, validate them and implement them in real life. Students who belong to this thinking type can be involved in creative and interactive activities, such as story writing and the presentation of it to the class.

### **Convergent and Divergent thinkers**

‘Convergent thinking is a term coined by Joy Paul Guilford as the opposite of divergent thinking. It generally means the ability to give the "correct" answer to standard questions that do not require significant creativity, for instance in most tasks in school and on standardised multiple-choice tests for intelligence.’ Convergent thinkers seek for speed and accuracy. They also tend to use logical arguments. On the other hand, divergent thinking ‘is a thought process or method used to generate creative ideas by exploring many possible solutions. [...] Divergent thinking typically occurs in a spontaneous, free-flowing manner.’ (*Strategies of Divergent Thinking, faculty.washington.edu*) According to Kokolas, divergent thinkers see many possible answers to questions, and have the need to elaborate on them. For this thinking type, teachers can ask students to be involved in “make a list” tasks and either presenting them to the class or having a discussion with a partner.

### **Vertical and Lateral thinkers**

For the last thinking types, it can be said that vertical thinkers are very logical and analytical, while lateral thinkers enjoy solving problems following a creative approach. Teachers, can incorporate into their teaching, activities that refer to the above-mentioned thinking types, such as *analytical, creative, convergent and divergent thinkers*.

Kokolas concluded his presentation by referring to the importance of emotions. He stated that ‘positive memories create positive emotions, and positive emotions always lead to a positive attitude.’ Some ways to help students manage their emotions are the following:

- Develop Social Competence  
Success in the social world will help with positive regard for oneself and positive emotions and feelings.
- Play to student's strengths  
The best way to build a student's confidence and self-esteem is through engaging activities where they are competent.
- Build in Reasonable Expectations  
Students get overwhelmed when the workload seems unmanageable. Break down tasks to manageable pieces.
- Awareness of Emotions  
Assist students in identifying their emotions.
- Managing our Emotions  
Once we recognise our emotions we can implement strategies to gain better control.  
(George Kokolas)

In order to create a positive learning environment, the implementation of various types of activities in the classroom is more than advisable: jokes, games, role play discussions, songs, films (with a specific learning purpose) can increase the motivation of the students and therefore, facilitate the learning process.

Consequently, incorporating games into our teaching is not a waste of time, but rather imperative as games develop:

- Attention
- Situational awareness
- Multidimensional visual-spatial skills
- Inductive discovery
- Attention deployment
- Creative problem-solving
- Calculated risk-taking
- Persistence
- Attention to detail  
(George Kokolas)



In summary, what was the *golden equation* of this wonderful and very informative presentation?

**“I think (critical thinking skills) + I feel (emotions) = I learn!”**

Thank you Mr Kokolas!

# SOMETHING TO THINK ABOUT

**In this issue, let's think about the role that color plays in classrooms...**

[http://learning.blogs.nytimes.com/2014/06/11/does-the-way-your-classroom-is-decorated-affect-your-learning/?\\_php=true&\\_type=blogs&\\_php=true&\\_type=blogs&\\_php=true&\\_type=blogs&\\_php=true&\\_type=blogs&\\_php=true&\\_type=blogs&\\_r=5](http://learning.blogs.nytimes.com/2014/06/11/does-the-way-your-classroom-is-decorated-affect-your-learning/?_php=true&_type=blogs&_php=true&_type=blogs&_php=true&_type=blogs&_php=true&_type=blogs&_php=true&_type=blogs&_php=true&_type=blogs&_r=5)



Photographs by Psychological Science

In a new study, 24 kindergartners were taught in two classroom settings: one unadorned, the other decorated with posters and artwork. [Related Article:](#)

<http://well.blogs.nytimes.com/2014/06/09/rethinking-the-colorful-kindergarten-classroom/>

## **Does the Way Your Classroom Is Decorated Affect Your Learning?**

**By Michael Gonchar**

JUNE 11, 2014 5:00 AM

A new study tries to determine whether there might be a correlation between how a room is decorated and kindergartners' learning. The researchers wanted to know if too many decorations could actually be distracting or overstimulating for young minds. But similar questions could be asked about how classroom environment might influence older students' academic performance as well.

Does the way your classroom is decorated affect your learning?

In the article "[Rethinking the Colorful Kindergarten Classroom](#)," Jan Hoffman writes: Imagine a kindergarten classroom. Picture the vividly colored scalloped borders on the walls, the dancing letters, maybe some charming cartoon barnyard animals holding up "Welcome to School!" signs.

That bright, cheery look has become a familiar sight in classrooms across the country, one that has only grown over the last few decades, fed by the proliferation of educational supply stores. But to what effect?

A new study looked at whether such classrooms encourage, or actually distract from, learning. The study, one of the first to examine how the look of these walls affects young students, found that when kindergartners were taught in a highly decorated classroom, they were more distracted, their gazes more likely to wander off task, and their test scores lower than when they were taught in a room that was comparatively spartan.

The researchers, from Carnegie Mellon University, did not conclude that kindergartners, who spend most of the day in one room, should be taught in an austere environment. But they urged educators to establish standards.

"So many things affect academic outcomes that are not under our control," said Anna V. Fisher, an associate professor of psychology at Carnegie Mellon and the lead author of the study, which was published in *Psychological Science*. "But the classroom's visual environment is under the direct control of the teachers. They're trying their best in the absence of empirically validated guidelines."

In the early years of school, children must learn to direct their attention and concentrate on a task. As they grow older, their focus improves. Sixth graders, for example, can tune out extraneous stimuli far more readily than preschoolers, the study's authors noted.

But could information-dense kindergarten classroom walls, intended to inspire children, instead be overwhelming? Could all that elaborate décor impede learning? Some experts think so.

**Students:** Read the entire article, then tell us ...

- Does the way your classroom is decorated affect your learning? In what ways?
- Do you appreciate when teachers display your work — or your classmates' work — on classroom walls?
- Do you pay attention to word walls or posters that are intended to remind you about material you are studying in class?
- Are your classrooms ever too decorated or distracting? Are your classrooms ever too unadorned or austere? Does it make a difference to your level of engagement or desire to learn?
- If you were a teacher trying to create a positive learning environment for students, how would you decorate your classroom?

---

**Students 13 and older** are invited to comment below. Please use only your **first name**. For [privacy policy](#) reasons, we will not publish student comments that include a last name.

**Danielle** June 11, 2014 · 8:40 am

In my opinion, the way a classroom is decorated does affect my learning. I would most likely fall asleep more easily in a completely bare white room. The decorations around me help to keep me up and awake... most times. I certainly do appreciate it when teachers decorate the room with my, or my classmates work. It is sort of like an honor. To be honest, I do pay attention to the posters on the walls and the word walls provided to remind me about the material I am learning in class. Some classrooms are too decorated and distracting. Many teachers feel the need to cover up the walls with posters and such. Other teachers dont bother to decorate. The bare walls cause students to lose interest in what the teacher is saying, some may even fall asleep. It causes alterations in our desire to learn and our levels of engagement. If I were a teacher, I'd decorate the walls with bright, inviting colors and I would put posters related to what we are learning that are both engaging, and educational. That way, when a lecture may be luring them to sleep, the posters around them will keep them up. Decorations do play a part in the engagement and levels of learning in students.

---

**Alejandra** June 11, 2014 · 2:14 pm

In my opinion, the way a classroom is decorated does affect my learning. I would most likely fall asleep more easily in a completely bare white room. I honestly think that classrooms should be decorated but with what the material is relating to, and not just random colors or pictures. If I was a teacher I would decorated where it had only the material we are learning about, and maybe some posters that push the students to do better in their work.

---

**Rabiya S** June 12, 2014 · 4:29 am

In my opinion , the way a classroom is decorated does affect my learning. I think a environment provided by a decorated classroom enhances creativity among students of any age. Empty walls makes my brain feel empty.

---

**Mario** June 12, 2014 · 10:54 am

There are many fundamental reasons why teachers in the educational system decorate the walls around the room. These decorations not only stimulate children's creativity, but they also help to understand the material that the decorations are about. These brain stimulations help the children create new ideas, understand difficult problems, and establish a base for whatever it is that they are studying. This is an important role that kids should be allowed to enjoy while they work on their everyday education. On the other hand, if you teach children in a Spartan or blank room they would easily get uninterested in their work and would lack creativity.

---

**Monica** June 12, 2014 · 11:16 am

Every single student at some point, pays attention to the walls on the classroom, maybe when they are bored or just to remind them of something that they learned before. Students, for the most part, thank the teachers for having posters on the walls. The way classrooms are decorated affect the way that kids learn, the colorful posters and walls make the learning environment more engaging.

On the other hand, plain, white walls make students not interested in the topic and leads them to falling asleep in the middle of a lesson or a lecture. This is one of the main reasons why most teachers now-a-days choose to decorate the classroom.

**Daniel C. 41** June 16, 2014 · 11:12 am

The way classrooms are decorated do help me. Just having peoples work or like class notes on the walls help because you can use your surroundings to your advantage.

---

**Becca** June 17, 2014 · 12:39 pm

Yes, decorations do impact my learning. Too many decorations, whether they're learning centered or just for decoration, are a distraction. Also, a bare undecorated room looks empty, ugly, and boring. The best thing would be a balance between some decorations that are about what we're learning but not too many crazy decorations.

---

**Christa** June 18, 2014 · 5:43 pm

I believe that a way a room is decorated truly does affect the students' learning. When a teacher has posters around the room that have something to do with the subject that they are teaching, it really enhances the learning experience for the children. It makes learning more creative and interesting. When a classroom is dull and empty, the kids tend to get bored very easily and make it harder for them to comprehend the material. However, a classroom should never be too crazy because then the students may get distracted and cause them to not pay attention.

---

**deving rm 41** June 20, 2014 · 8:35 am

I think that the way the room is decorated does help me learn because if it was just a bare room with nothing but white walls I would be bored sitting there staring at nothing on the walls when I have nothing to do and would most likely fall asleep in that class or not do any work. So I think the way the room is decorated does affect the way some people learn.

---

**Dagny** June 20, 2014 · 5:54 pm

This article was interesting to me, because as an aspiring elementary school teacher, I have always envisioned my classroom walls filled with bright signs and student-artwork. Especially after four years of separation from elementary school classrooms, I reflect with fond nostalgia on the scalloped-borders and grammar posters.

However, this article caused me rethink. I can easily see how overly decorated walls would be overstimulating and distracting for students, especially ones as young as kindergarten. In transition from home-life, day care, or preschool, children are having to make the adjustment to sitting still in a seat for longer periods of time than they're used to. This is hard enough as it is, without adding additional layers of distraction.

When taking the lower test scores into consideration, there is no question in my mind that highly-decorated classrooms should be taken down a notch. During such a developmental age as five and six years old, it's important to provide the best possible environment for learning, and if that means taking out the staple remover, then so be it.

That said, I don't think completely bare walls are the solution, either. As with everything in life, there needs to be a balance. So perhaps teachers only hang up artwork on the back wall, and have all desks facing the front. Creating a place where young students are happy to be is important, which can be provided in part by the teachers, but also in part by the physical classroom. Cheery decorations do improve the mood of a room, and as long as they are kept in moderation, can extremely valuable.

## Feedback from the 7 June INGED Event in Ankara

*Dear Defne,*

*Thank you very much for the excellent interactive presentation on 07 June 2014. I could see how all the activities you shared with the group could be adapted for a variety of levels and contexts.*

*I am happy to finally be an INGED member. If there is anything that I can be doing to be of support to the organization, please let me know.*

*My best,*

*Marlene Elwell*

*Bilkent University*

*Faculty Academic English Program*



*Dear Cem,*

*Thank you so much for an excellent INGED presentation on Saturday, 07 June 2014 at the Turkish American Association.*

*Not only was your content spot on, your use of language, nonverbal communication and paralinguistic cues was very good.*

*I greatly appreciate your recommendation for the LMS dokeos and edmods. I will be looking those up soon on the Internet.*

*Could you please send me your excellent slide presentation so I can further reflect and learn from your work?*

*All my best,*

*Marlene Elwell*



*Dear Cem,*

*Your presentation was absolutely useful and inspiring for my professional development. All of your efforts with the work you shared with us is greatly appreciated. Thank you so much for contributing to our learning and for sharing so generously.*

*All my best to you and yours,  
Sylvia Renfr*

# OBITUARY

## Robert O'Neill

Those of us who have been in the teaching field for a while remember Robert O'Neill very well for his many course books including the Kernel series and the unforgettable stories these books included. The Janet Snow character is one of these. Coke is another in Kernel Lessons Intermediate.

<b>THE MAN WHO ESCAPED</b>	<b>Unit 5</b>
<i>Episode 5</i>	<b>c</b>
<small>SYNOPSIS: Coke escaped from prison and hid in a field. It was very cold and he knew he had to find warm clothes and food somewhere. He saw a house in the country, isolated and far away from the nearest town. He stood outside the house before going in. He could not understand why there was no noise coming from it, not even the sound of a radio or television.</small>	
<b>1</b> Coke listened for several seconds but he could not hear anything at all. And yet there was smoke coming from the chimney and there was a light on in the front room! "Why is it so quiet? Is it a trap? Are the police waiting for me in there?" he asked himself. He went to the front door and pushed it. To his surprise it was open! He went in very quietly. In the front room there was a fire burning in the fireplace. The room was clean, small and very warm. There was very little furniture in it—only a couch and a table in front of the fire and two old-fashioned chairs. There were also some photographs on the shelf above the fire. They were yellow and old. One of them was of a young man in a World War I uniform. There were also a few of the same young man and also a woman in old-fashioned wedding-clothes.	5 10
<b>2</b> Suddenly Coke froze. There was someone else in the room. He knew it. He could feel it! He turned around quickly and, at the same time, put his hand in his pocket. There was a small knife there. He saw an	15

### The following is from Peter Viney's blog

Robert O'Neill stands with Louis Alexander as one of the major innovators in our profession. Both were also story-weavers. Robert introduced extensive reading into the Kernel Lessons series, with 'The Man Who Escaped'. He was later the Series Editor of Longman Structural Readers, as well as an author, before they were subsumed into Penguin Readers.

Where do I start? I'm looking at the bookshelves in my office, where I think and hope I have a complete set of Robert's work. Periodically the shelves fill, and some ELT books get shifted to the book storeroom upstairs, but none of Robert's work ever makes that journey.

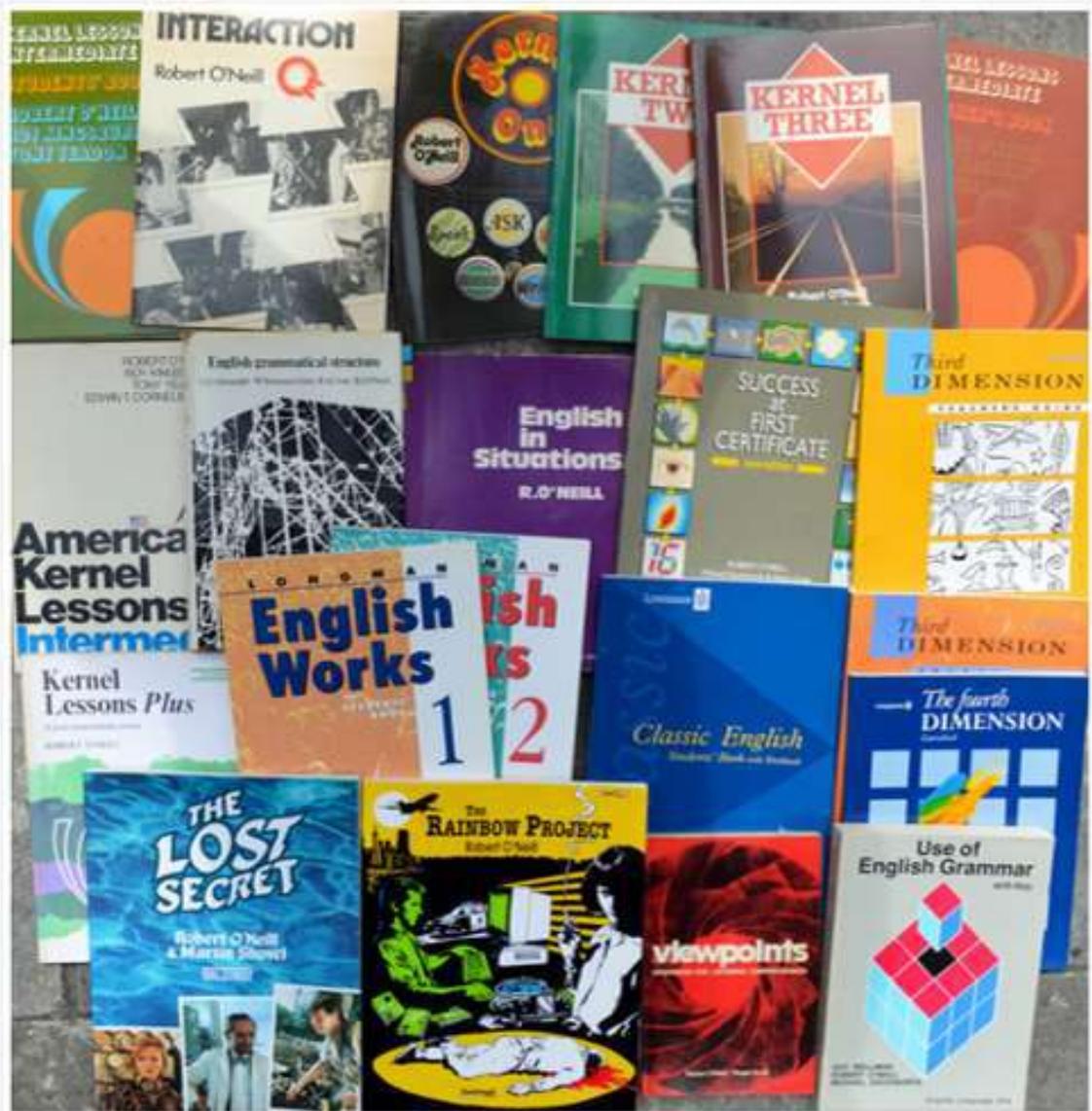
When I began teaching in Bournemouth, Robert O'Neill was already a local legend at Eurocentre, just around the corner from Anglo-Continental where I worked. He was known as the author of English in Situations (OUP 1970) which I consider an essential tool to this day. Robert perfected the art of finding a brief, interesting situation which crystallized a structural point. For years I kept a copy with me because if a student came up with a problem you could use a situation with leading questions which made it clear. Then you had an invention exercise where students created their own explanatory situations.

Kernel Lessons Intermediate (with Roy Kingsbury & Tony Yeadon) was the textbook I considered the benchmark of excellence when I started writing. I didn't know Robert then...

You can read the rest at:

## Robert O'Neill

This isn't an official obituary, just my personal recollections on the passing of a very great writer.



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## DID YOU KNOW THIS?

In the 1400's a law was set forth in England that a man was allowed to beat his wife with a stick no thicker than his thumb.

Hence we have 'the rule of thumb'

Many years ago in Scotland , a new game was invented.

It was ruled 'Gentlemen Only...Ladies Forbidden'

And thus, the word GOLF entered into the English language.

It is impossible to lick your elbow.

The first novel ever written on a typewriter, Tom Sawyer.

Each king in a deck of playing cards represents A great king from history:

Spades - King David

Hearts - Charlemagne

Clubs - Alexander, the Great

Diamonds - Julius Caesar

$111,111,111 \times 111,111,111 = 12,345,678,987, 654,321$

If a statue in the park of a person on a horse has both front legs in the air, the person died in battle.

If the horse has one front leg in the air, the person died because of wounds received in battle.

If the horse has all four legs on the ground, the person died Of natural causes.

Q.. If you were to spell out numbers, how far would you have to go until you would find the letter 'A'?

A. One thousand

Q. What do bulletproof vests, fire escapes, windshield wipers and laser printers have in common?

A. All were invented by women.

Q. What is the only food that doesn't spoil?

A. Honey

In Shakespeare's time, mattresses were secured on bed frames by ropes. When you pulled on the ropes, the mattress tightened, making the bed firmer to sleep on.

Hence the phrase...'Goodnight , sleep tight'

In English pubs, ale is ordered by pints and quarts...

So in old England, when customers got unruly, the bartender would yell at them 'Mind your pints and quarts, and settle down. It's where we get the phrase: 'mind your Ps and Qs'

Coca Cola was originally green.

At least 75% of people who read this will try to lick their elbow!