http://www.learndash.com/7-major-learning-styles-which-one-is-you/

NEWS ON-LINE

Together we stand!

Issue 3
September 2015

TABLE OF CONTENTS

From the President

Dear members,

We are together again with a new issue. I would like to take this opportunity to write about the lecture method. Have you noticed that despite the lecture method being just one of several teaching methods, it is generally the most preferred one? C. Paris (May 13, 2014; https://www.udemy.com/blog/lecture-method/) states that the word lecture comes from the Latin word lectus, from the 14th century, which translates roughly into "to read." The term lecture, then, in Latin, means "that which is read." It was not until the 16th century that the word was used to describe oral instruction given by a teacher in front of an audience of learners. In our modern day, lecturing can be defined as a teaching method that involves an oral presentation given by a teacher to a group of students. Although originally the lecture method does not require any supplementary materials or devices, most teachers prefer to use some sort of visual aid (a slideshow, a picture or a photo, or a video/film) or a whiteboard or a chalkboard in order to emphasize important points in their lecture. In order for any teaching method to be classified as a lecture, what is needed is an authoritative figure delivering a speech to a group of listeners.

C. Paris claims that the lecture method has a few advantages that has kept it as the standard approach to teaching for so long. The characteristics listed below are the advantages of this method.

• Full teacher control: As an authoritative figure delivers the lecture, s/he has the full control of the content and the direction of the lesson, and the tone of the classroom. What is to be delivered and how it will be delivered are fully under the lecturer's control.
• Quick presentation of the new material: The content with all the new information and explanations is decided by the lecturer who can present all s/he wants in a short period of time.
• Less effort: The only responsibility that the learner has is to pay attention during the lecture and take notes when necessary. They are not expected to take any active role in the classroom as the necessary knowledge is given to them in the most clear, straightforward, and uncomplicated way.

Some teachers may think that all these advantages can be in fact disadvantages. They believe that the learning process involves much more than requiring students to rapidly take in and then master the information provided in the lecture. Learning cannot take place as a result of listening (one can seriously question how carefully learners can listen to a one-sided speech and how they can learn without analyzing or comprehending the given information). The list below reflects the disadvantages of this method:

• Full acceptance required: Learners do not get a chance to disagree with what the lecturer says or to contribute to the body of information poured down upon them or to add their own personal input. They are just expected to take whatever is given to them and repeat it whenever asked.
• No active involvement: This method is a completely passive experience for students. No one can claim that listening is a passive process but not being actively engaged in the learning process, learners are bound to lose their concentration or interest after a short while. They may even think that the content of the lecture is worthless as they are not given a chance to learn how to apply it in different contexts.

• Public speaking skill: Some teachers/academics who are extremely successful in their field, highly competent, and devoted to their field may have weak public speaking skills. In such a case the very important content embedded in the lecture will turn out to be boring and tiresome which will not be taken in by anyone.

Even when the nature of the course does not allow many other method options, it is possible to make lectures more colorful. First of all, the teacher/academic can include discussion fragments in the lecture. At appropriate points, they can raise a question and ask their learners to discuss in small groups. This way, learners will get a chance to interact with other students from their class, on a much more personal level. When learners have finished the discussion, they should be given a chance to report the result of their discussion and/or raise their questions if they have any. Secondly, the lecture should have a question and answer session at the end. This will allow the learners to participate and engage with the course material so that the academic takeaway is more in their favor. Even with the lecture method which is one-sided by nature, learners should be encouraged to be active as much as possible because "learning" is their process not ours.

Hope to be with you again in another issue. Together we stand.

Prof. Dr. Aydan Ersöz
INGED President

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

From the Editor

Dear Colleagues,

We would like to wish you all a successful new academic year. In this issue you will find a variety of articles, ranging from storytelling apps to how the English language is changing without our noticing it; from a short article on the meanings that 'yes' and 'no' can take to other ideas that we have selected from various publications.

It is also time to get together at our annual conference! This year we are holding the 17th International INGED ELT Conference and have very interesting presentations waiting for you. Our sister association SEETA will be holding their Annual General Meeting during our conference and the INGED Annual General Meeting will be held on the last day of the conference. We stand together at these events and so will be very pleased to meet you in person and reunite with friends and colleagues that we haven't seen in a while. Please make time to be with us at Çankaya University.

Warm regards,

A. Suzan Öniz
INGED Newsletter Editor

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

INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS

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

➡ **NOTES FROM A CONFERENCE**

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

➡ **TECHNOLOGY IN TEACHING**

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

➡ **YOUR PAPERS**

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

➡ **THE VOICE OF INGED MEMBERS**

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

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

The 17th International INGED ELT Conference
Theme: "Rise & Shine"
hosted by
Çankaya University, Preparatory School
on 23, 24, 25 October 2015
Ankara, Turkey.

THE 17th INTERNATIONAL INGED ELT CONFERENCE PROGRAM

DAY 1: Friday, October 23, 2015 *All sessions will be held in Çankaya University Etimesgut Campus	
9.00	Registration
9.30-10.00	Opening Remarks
10.00-11.00	**Plenary Session 1:** **How far have we come (really, really)?** Tony Gurr
11.00-11.30	**Tea/Coffee Break**
11.30-12.00 Concurrent Sessions (1) Papers (30 mins.)	**Room 1:** **Evaluation of an Undergraduate ELT Programme: Students' Voices** Şansel Zorba & Fatoş Erozan **Room 2:** **Promoting Innovation and Change in English Education: Towards a Philosophy of Lifelong Learning** Zakia Djebbari **Room 3:** **Exploring Teacher-student Classroom Feedback Interactions on EAP Writing** Züleyha Ünlü

12.05-13.05 Concurrent Sessions (2) Workshops (60 mins.)	**Room 1:** **It's Child's Play** Müzeyyen Nazlı Güngör **Room 2:** **Digital Immersion in the Classroom through a Blended Approach** Benjamin Hill Orero & Daryl Peel **Room 3:** **Innovative Collaboration of FLED Students to Rise and Shine Together** Hayal Köksal & Emine Karaduman **Room 4:** **What Game am I?** Ymer Leksi (ELTA – Albania) **E-session:** **Innovating and Educating Generation Y and Z Students through the Flipped Classroom Approach** Caroline Fell Kurban & Joel Compton
13.05-14.10	**Lunch Break**
14.10-15.10 Plenary Workshop (60 mins.)	**How far have we come (really, really)?** Tony Gurr
15.10-15.20	Break
15.20-15.50 Concurrent sessions (3) Papers (30 mins.)	**Room 1:** **EFL Learners' Interaction with the Content in Online Education** Mustafa Akın Güngör **Room 2:** **Tip of My Tongue: Multisensory Language Learning** Jamie Metzgar & Melissa Hooper **Room 3:** **Dissonant Experiences as a Catalyst for the Professional Identity Development of EFL Pre-service Teachers** Işıl Günseli Kaçar **Room 4:** **Conceptions of Grammar Teaching: Teachers' Beliefs and Classroom Practice** Amal Mahdi Mohamed

15.55-16.25 Concurrent Sessions (4) Papers (30 mins.)	**Room 1:** **Re-designing an EAP Writing Course through Blended Learning** Özlem Zengin Ünal **Room 2:** **Making Sense of World Englishes through Communication Accommodation Theory** Xing Fang **Room 3:** **How to Correct EFL Learners' Oral and Written Errors** Hale Ülkü Aydın
16.25-16.45	**Tea/Coffee Break**
16.45-17.15 Concurrent Sessions (5) Papers (30 mins.)	**Room 1:** **A Study on Extracurricular out of Class Language Learning Activities** Ceyhun Karabıyık **Room 2:** **Thesis Writing Challenges for Non-Native MA Students** Arash Shirzad Khajepasha & Karim Sadeghi **Room 3:** **Exploring Student Misbehaviors Perceived by EFL Teachers at Urban Vocational High Schools in Turkey** Cumhur Şaktanlı **Room 4:** **Efficient Tool for Disengagement of Students and Productivity Killer for Both Teacher and Learner in Language Learning Environment** Henry Uwem Tyron

17.20-17.50 Concurrent Sessions (6) Papers (30 mins.)	**Room 1:** **Assessing Writing: From Theory to Practice** Esen Metin Olmuşcelik & Funda Dörtkulak **Room 2:** **Competing Motivators of Positioning of Adverbial Clauses of Time in Academic English** Seyyed Ehsan Golparvar **Room 3:** **What is Metacognitive Strategy Use and Why Does it Matter?** Eda Ercan Demirel & Selma Durak Üğüten **Room 4:** **EFL Students' Learning Strategies: A Diary Study in Turkish Context** Senem Cellat
17.55-18.30 **Commercial sessions**	**Commercial sessions** by NILE ELT NÜANS OXFORD PEARSON ENGLISH SOUNDS FUN
****	**Cocktail Party** (hosted by Çankaya University)

DAY 2: Saturday, October 24, 2015 ***All sessions will be held in Çankaya University Etimesgut Campus**	
9.30-10.00	Registration
10.15-11.15	**Plenary Session 2:** **New & Old Trends in English Language Teaching** Prof. Dr. Birsen Tütüniş
11.15-11.30	**Tea/Coffee Break**

11.30-12.00 Concurrent Sessions (7) Papers (30 mins.)	**Room 1:** **Teacher Autonomy, Collaboration and Professional Development in Turkish Lower Secondary Schools** Betül Khalil **Room 2:** **Young Learners and Language Visibility: Linguistic Landscape Theory in Practice** Javanshir Shibliyev & Meryem Hıdıroğlu **Room 3:** **How Do We Get Students to Speak?: Turkish Program at UT** Nihan Yılmaz **Room 4 (Poster sessions):** ▪ **Baby Steps with EFP Courses: An Introduction to Studying and Perhaps Living in the UK** Adriana Foia ▪ **A Sample Storytelling Lesson Based on 21st Century Skills** Gizem Uzundurdu & Emre Ünsal ▪ **Teaching Games through Natural Intelligence** Tuğce Ayyıldız & Betül Celasun ▪ **A Tale of Two Cities** Rashin Pourabas ▪ **Teaching Grammar through Sherlock Holmes Story** Kamila Sezdi & Paulina Kowalczyk
12.05- 13.05 Concurrent Sessions (8) Workshops (60 mins.)	**Room 1:** **The TOEFL Speaking Dilemma: Do it All in One Minute, or Do it All One Minute at a Time?** Bruno Paul **Room 2:** **ADHD, a Myth or Reality?** Bozica Saric-Cvjetkovic **Room 3:** **The Effect of Culture on Learning and Using English** Tony Prince **E-Session:** **Augmented Reality in EFL Classes: Spice up Your Lessons!** Müfit Şenel & Deren Başak Akman Yeşilel

13.05-14.10	**Lunch Break**
14.10-15.10	**Plenary session 3:** **Teaching Engish to Young Learners** Aydan Ersöz
15.15-15.45 Concurrent Sessions (9) Papers (30 mins.)	**Room 1:** **Literacy Development Strategies for Dyslexic Language Learners** Anna Petala & Anastasia Metallinou **Room 2:** **Exploring Iranian English Language Teachers' Life Position Based on their Educational Level, Age, Gender, and Teaching Experience** Majid Elahi Shirvan & Pınar Karahan **Room 3:** **ELT Teachers' Engagement with Research as a Means of Professional Development** Aylin Selin Dewan & Deniz Saydam
15.45-16.00	**Tea/Coffee Break**

16.00-17.00 Plenary Workshop	**Reading Activities for Raising Awareness for Autonomous Learning** Prof. Dr. Birsen Tütüniş

17:10-18:10 Concurrent Sessions (10) Workshops (60 mins.)	**Room 1:** **How to Improve Listening Tasks from Interactive and Autonomous Perspectives?** Hatice Nur Özçelik **Room 2:** **Are you Ready to "Vlog"? Your Students Are!** Eftichis Kantarkis & Vicky Chionopoulou **Room 3:** **Using Mnemonic Devices in Vocabulary Instruction: A Sample Lesson Plan** Münevver Mine Şenyıl **Room 4:** **English as an International Language-Targeted Global Coursebooks and Treating Small c culture and big C Culture in Inner, Outer, and Expanding Circle Countries?** Mehdi Solhi Andarab **Computer Lab:** SEETA General Assembly (SEETA Delegates only)
	Conference Dinner (Reservation and Payment required)

DAY 3: Sunday, October 25, 2015 ***All sessions will be held in Çankaya University Etimesgut Campus**	
10.00-11.00	Plenary session 4: **Baby Steps** Christopher Sheen
11.00-11.15	**Tea/Coffee break**
11.15-12.15 Plenary workshop	**Engaging Young Learners and Encouraging Creativity with Global English** Prof. Dr. Jodi Crandall

12.20-13.05	**Round Table Discussions**
	T1 Young Learners & Teenagers
	Prof. Dr. Aydan Ersöz
	Assist. Prof. Dr. Neslihan Özkan
	Müzeyyen Nazlı Güngör
	T2 Curriculum & Materials
	Dr. Bülent İnal
	Esen Metin Olmusçelik
	T3 Testing & Assessment
	Prof. Dr. Hüsnü Enginarlar
	Assist. Prof. Dr. Abdullah Ertaş
	T4 Teacher Education & Development
	Assist. Prof. Dr. Ece Sarıgül
	Dr. A. Suzan Öniz
	Büşra Delen
	T5 ICT
	Defne Akıncı Midas
	Mustafa Akın Güngör
13.15	Closing remarks & raffle
14.00	INGED Annual General Meeting (INGED members only)

A Summary of the Third English Task Force Meeting
2 July 2015, Ankara
by Prof. Dr Aydan Ersöz

The 3rd English Task Force meeting was realized on 2 July 2015 in Ankara with the participation of Cem GENÇOĞLU (the Board of Education), Canan MUTER (Council of Higher Education), Gölge SEFEROĞLU (METU), Şebnem YALÇIN (Boğaziçi University), Emine DEMİREL (Ministry of Education), Mümin ŞEN (Yıldırım Beyazıt University), Merve GÖKMEN (The British Embassy), Aydan ERSÖZ (INGED), Abdülvahit ÇAKIR (Gazi University), Huan JAPES, Julian PARRY and Ayşen GÜVEN (British Council).

Ayşen Güven presented the results of the questionnaire designed to gather information on teachers' needs in in-service training programs. The results turned out to be unsatisfactory as only a small number of teachers had completed it; and the questions in the questionnaire were found to be less conclusive than expected.

As a result, Aydan Ersöz was asked to prepare a report from already existing academic works. 16 M.A. and Ph.D. theses and 2 articles published between 2014 and 2010 were read. Among these 11 were found relevant and summarized. At the end of the report, a section with common findings is given. You can find the last part of the report here:

Common Findings:
Teachers believe that they need further training in

- Improving their own language skills
- Education Programs Abroad
- Creative and effective teaching techniques + Practical activities for classroom use
  - Using Drama
  - Using authentic materials (video/audio)
  - Using games
  - Using tasks
  - Storytelling
  - Preparing activities for improving pronunciation (including intonation and stress)
  - Improving vocabulary
  - Coping with unknown words
  - Error correction
- Approaches and methods
  - Inductive grammar teaching approach
  - Use of context in teaching
  - Integrated LT
  - Improving critical thinking
- Materials development, evaluation and selection
- Engaging students
- Motivating students
- Learner autonomy
- Technology in the Classroom
- Material development
- Classroom management
  - Establishing a classroom management system with different groups of students
  - Dealing with difficult students
  - Adjusting their lessons to the proper level for individual students
- Lesson planning and Time management

- Assessment techniques (testing, evaluation and assessment)
- Reflective teaching
- Using extracurricular activities to promote continuous learning
- Cooperating with families to improve students language learning

Teachers' Expectations from the future in-service programs
- They should be practical, realistic and applicable
- They should be voluntary but not compulsory
- They should be given/taught by specialists and experienced professionals such as native speaker experts, associations like INGED, professors from universities, experienced English teachers
- They should be in the form of a series of seminars or one- or two-session workshops
- They should be held in a close location which has different ways to access
- They should be on weekdays with official leave provided that their classes are taught by another colleague **or** on Saturdays **or** in the summer during the seminar period.
- The class size should be small, not more than 20 people.

INGED depends on your membership…

Please renew your membership

so that

we can stand together…

SEETA
South Eastern Europe Teachers Associations

South Eastern Europe   **Teachers Associations**

http://seeta.eu

THE LATEST FROM SEETA

A SEETA WEBINAR
Troubling research: Rethinking the construct
3 October 2015
10.00 GMT - 12.00 CEST - 13.00 EEST
by David Nunan

'Research' has been defined in various ways. However, most definitions encompass the notion that it is a systematic process of inquiry involving the formulation of researchable questions, the collection of data that have relevant bearing on those questions, the analysis and interpretation of those data, and the publication of the results. In this presentation, I want to 'trouble' the traditional concept of research. I will argue that, while it may fit the psychometric paradigm, when it comes to naturalistic inquiry, it is problematic. In particular, I will explore the following questions:

Are questions necessary?
What counts as data?
Do 'analysis' and 'interpretation' mean the same thing?
To what extent is it possible to separate data, analysis and interpretation?
To want extent are reliability and validity defining characteristics of research?
Is publication really necessary in order for the activity to count as research?

This webinar marks the launch of Stage 2 of the SEETA Teacher-led Research Project and is sponsored by the IATEFL RESIG.

We would like to thank IATEFL for offering us their web conferencing facilities for this webinar.

You can join the webinar HERE: www.seeta.eu
****

THE SEETA BLOG
A week in the life of the IATEFL President
26 - 30th of October
SEETA BLOGGER
by Marjorie Rosenberg
We will take a look at a typical week which involves English classes at university, working with corporate clients and attending meetings/conferences related to my work as the IATEFL President.
****

THE SEETA RESEARCH PROJECT
A Short Description of the Research Project
SEETA in collaboration with Desmond Thomas, University of Essex and Zarina Markova, South-West University, Bulgaria.
Are you a practising teacher? Become an active researcher and make a difference. Join us and be part of this classroom-based research project led by teachers! This is a 2-year research project.

Stage 1: October 2014 - December 2015   (extended!)

On line seminars to train teachers for all stages of research. Teachers carry out a collaborative project to implement their newly-acquired skills!
Topic: The changing uses of technology in the EFL classroom

Stage 2: September 2015- June 2016
Teachers will be carrying out their own research projects with constant support from SEETA, Desmond, Zarina and fellow teachers-researchers. All results and reports will be published on SEETA.

Join us in this project and become a teacher-researcher. Influence the ELT world with your findings!

You can join now!
Don't miss this opportunity! You can do both Stages or choose to do only one Stage!
You can join individually or as a group and share project responsibilities.

TRAINING WEBINARS FOR THE SEETA RESEARCH PROJECT
Training webinars for all stages of research. A great opportunity to train how to become teacher-researchers!
Webinar 1: Designing a research project - Why? What? Where? When? How?
Webinar 2: Collecting data through interviews and questionnaires (part 1)
Webinar 3: Collecting data through interviews and questionnaires (part 2)
Webinar 4: Classroom observation and research journals
Webinar 5: Materials evaluation
Webinar 6: Analysing and reporting research data

The webinars are accompanied by on-line materials that can be downloaded from SEETA and printed.
There will be Certificate of Attendance for the series of webinars.
To watch the recorded webinars and follow the training, join the SEETA Research Project.

Follow the link from the SEETA homepage
SEETA Research Project supported by IATEFL Research SIG & the IRIS database
Approved by the Greek Ministry of Culture, Education and Religious Affairs – approval number: 39984/Δ2, 10.03.2015
****

CLOSED COURSE
"Tips for Teaching, Practicing and Evaluating the Academic Paragraph"
20 September - 20 October 2015 (You can still join this course)
by Suzan Oniz

As an instructor, I was fed up with hollow paragraphs that didn't say much and what they did say was repeated in informal language. My students couldn't write! The instructions in the teaching materials did NOT seem to help. I wasn't effective. I was a great corrector! Lots of red marks and lots of feedback! So very tiring! And time-consuming! So I started replanning my lessons and these ideas I would like to share with you. The examples are from real student paragraphs; the ideas are from a teacher who decided to get very serious about her learners' writing skills.

This is going to be an online course in which you will find ideas for introducing the elements of a formal paragraph. There will be examples to introduce the ideas, time for discussions, suggestions as to what type of activities could be used to get learners to practise writing and a list of criteria for students to evaluate or self-evaluate their own or peer paragraphs.

SEETA CLOSED COURSES are exclusive offered to the members of the SEETA Teachers' Associations. So get in touch with your TA for the enrolment key!

SEETA Teachers' Lounge

****

SEETA FORUM

In the Teachers' Lounge, our community forum, we share ideas related to teaching or not. It's an area where we can chat on any topic, and why not, to sit back and relax. After all, this is the teacher's lounge!

FOR MORE: <www.seeta.eu>

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

> **HAVE YOU BEEN TO A WORKSHOP OR CONFERENCE LATELY?**
>
> **PLEASE SEND US YOUR REFLECTIONS SO THAT ALL MEMBERS CAN READ ABOUT THIS EVENT AND YOUR IMPRESSIONS.**

TECHNOLOGY IN TEACHING:

6 STORYTELLING APPS THAT GET
ENGLISH LANGUAGE LEARNERS TALKING

(Brad Flickinger/Flickr)
By Erin Wilkey Oh, Common Sense Graphite

For English language learners (ELLs) in the classroom, speaking English in front of others — particularly native speakers — can cause tremendous anxiety. In fact, the dread of speaking can actually interfere with students' ability to learn. Even with the most well-planned, immersive, real-world learning opportunities, the brains of students with high anxiety won't be receptive to learning, according to Stephen Krashen's "Affective Filter Hypothesis" (and the brain research that supports it).

So how can we design speaking activities that don't make our students' hearts race and palms sweat? Digital storytelling can be an effective way for ELLs to practice speaking English without the stress of being "on stage." Apps and tech tools allow students to practice in the comfort of their own home by themselves or with a caregiver. With digital storytelling tools, students can spend time formulating their stories, self-reflect and self-assess, collaborate with peers of differing skill levels, and in the end, feel confident in their abilities.

Here are a few digital storytelling tools to help get your ELLs talking.

 Kid in Story Book Maker
(Elementary**)**
Kids use green screen-like technology to put photos of themselves (or others) into a story template, then add text and voice recording. In-app templates focus on social stories, like visiting a new place, getting a haircut, or holidays. For ELLs, the templates offer a useful foundation for building social language skills. Plus, the app's voice recording feature offers low-stakes speaking practice since kids can record themselves talking, then can listen and re-record as many times as they want.

Tell About This

(Elementary)

This versatile pre-writing or publishing tool is easy for young storytellers to use. Dozens of photos sorted into categories including culture, people, family and fun, serve as inspiration for prompts. Kids can tell stories using the in-app recording feature. Teachers can also create custom prompts with their own images and voice. Giving ELLs a safe space to tell stories about their lives and experiences validates their unique contributions to the class community.

ShadowPuppet Edu

(Elementary/Middle)

Students can create impressive video slideshows using research resources built right into the app. They can capture screengrabs from an interactive map, safely search for images from the Web and access image archives from trusted sources like the Library of Congress. Kids put the slides in order, add text, music and narration, and then export the final project as a video file. Shadow Puppet Edu supports ELLs in developing academic vocabulary in both collaborative groups and independently. Students can use it to review new concepts, present research, track progress, explain their thinking and more.

Toontastic

(Elementary/Middle)

This all-time favorite app teaches kids how to organize and present story ideas through cartoons. It employs a "Story Arc" with five sequential scenes to guide story structure (setup, conflict, challenge, climax and resolution). Kids move characters around each scene as they record narration and dialogue. For ELLs, Toontastic can be an invaluable tool for building writing skills or practicing story analysis. Students can storyboard a piece of original writing or a story they read in class, and then bring it to life with fun settings and quirky characters.

VoiceThread

(Elementary/Middle/High)

Students or teachers can create and share media projects that incorporate video, image, voice, or even drawings. Once posted, projects can be open to text, voice or video comments from a select group or from all VoiceThread members. It's a natural fit for a range of student presentations and projects such as explaining research or retelling a story with original artwork. Alternately, teachers can create a VoiceThread to solicit student

commentary. For ELLs who sometimes are hesitant to speak up in class, VoiceThread gives them a chance to thoughtfully craft their presentations or comments and contribute their ideas with confidence.

Explain Everything

(Middle/High)

This formidable tool is like a superhero version of PowerPoint. Users can import photos, PDF files, movies and more from many sources to use in a presentation. Students can learn how to present information using multiple forms of expression (images, text, video and audio) through digital technology. Students can edit the audio in their presentations, which gives ELLs a chance to self-assess and revise before presenting to their peers and teacher. Plus, allowing students to create multimedia presentations can take some of the focus off the speaking task, and can give creative, tech-savvy students a chance to shine.

Erin Wilkey Oh is Executive Editor of Education Content for Common Sense, creator of Graphite, a free service for educators in search of the best apps, games and websites for learning. Tools included here have received high ratings on Graphite by educators and by the editorial staff at Common Sense. Go to Graphite to read full reviews of digital tools and how teachers use them for learning in class.

THE BRAIN,
RESEARCH &
LEARNING/TEACHING

Compiled by
A. Suzan Öniz

In this issue of our newsletter, you will find an article about the science of learning and visual representations of learning styles.

Source: http://us2.campaign-archive2.com/?u=bc04df008d4705e4e77c2eb35&id=f29a097959&e=d144b447df
To get a copy of her reports, write to: Annie Murphy Paul: anniempaul@gmail.com

A concise guide to the science of learning
by Annie Murphy Paul

Last week, I moderated a panel discussion in Washington, DC, sponsored by the organization Deans for Impact. This is a group of deans of colleges of education who are committed to "transforming educator preparation and elevating the teaching profession"—in part by ensuring that teachers-in-training are exposed to the science of how students learn.

To that end, Deans for Impact has produced a very concise and useful summary of the science of learning. You can read the full document here; below, I've pulled out some of the most useful cognitive principles from that document and added my own thoughts (in italics) about how these principles should guide the actions of parents, teachers, and managers.

Students learn new ideas by reference to ideas they already know . . . *and so: we should help students connect new ideas to old ideas with well-developed analogies. (Read more about making good analogies here.)*

To learn, students must transfer information from working memory (where it is consciously processed) to long-term memory (where it can be stored and later retrieved) . . . *and so: we should show students how to employ the strategies of retrieval, spacing, and interleaving. (Read more about these techniques here.)*

Students have limited working memory capacities that can be overwhelmed by tasks that are cognitively too demanding . . . *and so: we should help students break tasks down into manageable steps. (Read more about when to make learning easier and when to make it harder here.)*

We usually want students to remember what information means and why it is important, so they should think about meaning when they encounter to-be-remembered material . . . *and so: we should teach students to self-explain—that is, ask and answer questions about the meaning of what they're learning. (Read more about the value of self-explanation here.)*

Each subject area has some set of facts that, if committed to long-term memory, aids problem-solving by freeing working memory resources and illuminating contexts in which existing knowledge and skills can be applied . . . *and so: we should expect students to learn, understand, and remember this set of facts—not just be able to "Google it." (Read more about the importance of committing facts to memory [here](#).)*

The transfer of knowledge or skills to a novel problem requires both knowledge of the problem's context and a deep understanding of the problem's underlying structure . . . *and so: we should offer students a variety of examples that differ in their surface structure but share the same deep structure. (Read more about knowledge transfer and how it works [here](#).)*

Beliefs about intelligence are important predictors of student behavior in school . . . *and so: we should encourage students to set learning goals, and should praise them for their effort and their use of effective strategies to reach those goals—rather than for being "smart." (Read more about the importance of a growth mindset [here](#).)*

The ability to monitor their own thinking can help students identify what they do and do not know, but people are often unable to accurately judge their own learning and understanding . . . *and so: we should show students how self-explaining and self-testing can give them a more accurate sense of their own knowledge. (Read more about developing metacognition [here](#).)*

Students will be more motivated and successful in academic environments when they believe that they belong and are accepted in those environments . . . *and so: we should let students know that we have high standards,* and *that we believe they can meet those standards. (Read more about creating a sense of belonging [here](#).)*

Again, the full document from Deans for Impact can be found [here](#); I recommend it.

Please send questions and comments to me at annie@anniemurphypaul.com—I look forward to hearing from you!

All my best,

Annie

VISUAL REPRESENTATIONS OF LEARNING STYLES

http://groupthink.kinja.com/learning-styles-1693802561

https://www.tes.com/lessons/zev7plZuzMoH4Q/learning-styles

http://lscomputerlab.weebly.com/whats-your-learning-style.html

http://www.slideshare.net/ndjame01/lesson-2-learning-styles-38783399

http://www.ramsey.k12.nj.us/Page/4103
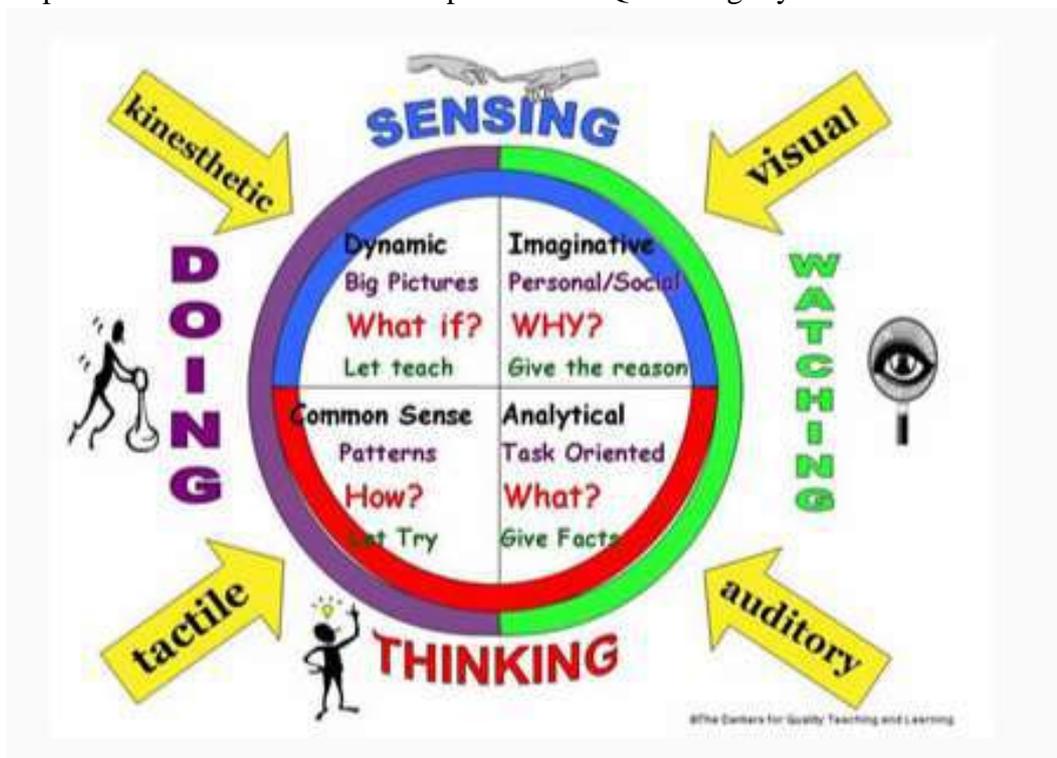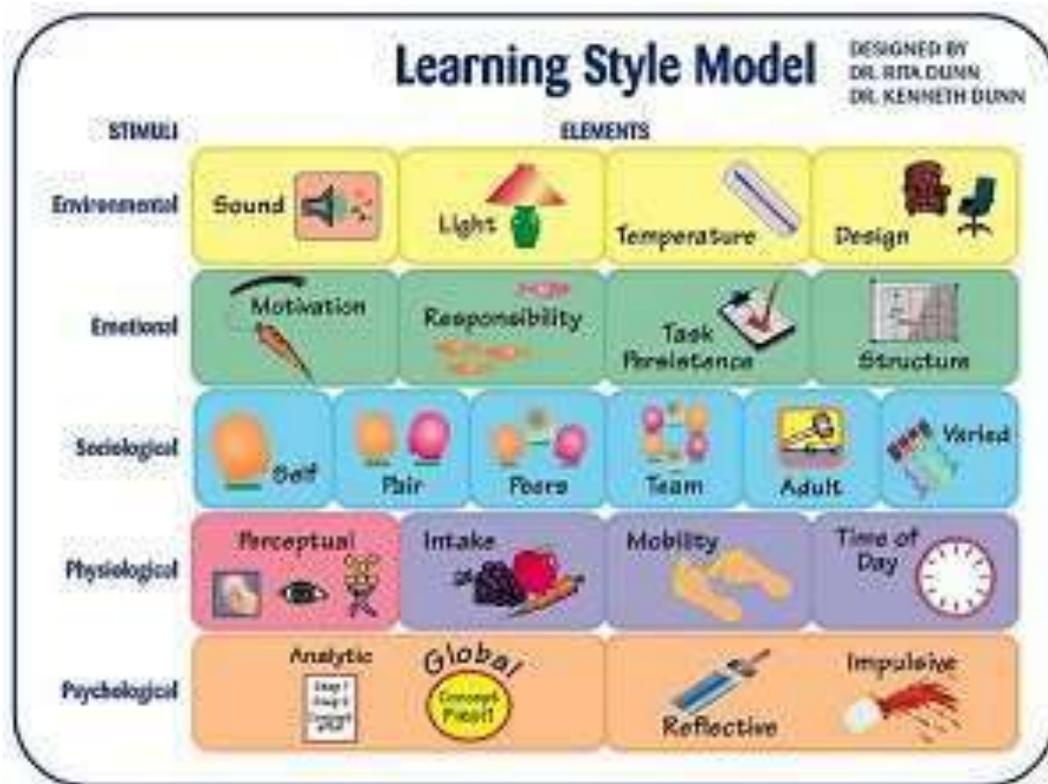

Journal Reference:
1. Floris Roelofsen et al. **Polarity Particle Responses as a Window into the Interpretation of Questions and Assertions**. *Language*, June 2015.

SOMETHING TO THINK ABOUT

Here are several articles, one by Stephen Krashen on reading aloud, others about methods and approaches, the effects of storytelling on English learning, how subtle changes in English are taking place and another article on how sometimes a simple 'yes' or 'no' response can be complicated. Enjoy!

http://exclusive.multibriefs.com/content/what-we-talk-about-when-we-talk-about-best-practices-methods-and-approaches/education

What we talk about when we talk about best practices: Methods and approaches
Debra Josephson Abrams

The previous two articles in this series examined the elements that constitute a best practices ESL program and began looking at the components of a best practices curriculum. Today, we look at the differences between methods and approaches and the critical application of multiple intelligence theory, learning styles theory and learning strategies.

Methods vs. approaches

Best practices research distinguishes between methods and approaches and asserts that educators must have the flexibility to adapt their pedagogical approaches (and, as seen earlier, materials) as necessary in order to best meet their learners' needs, just as those approaches must reflect the philosophical beliefs and values of the educator.

For most researchers and practicing teachers, a method is a set of theoretically unified classroom techniques thought to be generalizable across a wide variety of contexts and audiences.

H. Douglas Brown observes that methods are "no longer the milestones of our language teaching" because they are "too prescriptive, indistinguishable from each other" in the later stages of language learning, cannot be empirically tested by scientific quantification to determine which one is best, and laden with "quasi-political or mercenary agendas of their proponents." David Nunan notes, "It has been realized that there never was and probably never will be a method for all."

According to Brown, a teacher's approach to "language teaching is the theoretical rationale that underlies everything that happens in the classroom. It is the cumulative body of knowledge and principles that enables teachers ... to diagnose the needs of students, to treat students with successful pedagogical techniques, and to assess the outcome of those treatments."

I.S.P. Nation and John Macalister agree: "What teachers do in the classroom is to some extent going to be determined by what they believe. The importance of examining the role that teacher beliefs play in deciding what happens in the classroom has been increasingly

recognised in language education research." Therefore, teachers must be given the freedom to employ the strategies that best fit with their students' needs and their own philosophies.

"An approach is by definition dynamic and therefore subject to some tinkering as a result of one's observation and experience; and research in second language acquisition and pedagogy almost always yields findings that are subject to interpretation rather than conclusive evidence," Brown writes. A language approach is not "set in stone," but is a "dynamic composite of energies within a teacher that changes (and should change, if one is a growing teacher) with continued experience in learning and teaching. One teacher's approach may ... differ on various issues from that of a colleague."

Rebecca Oxford concurs: "Teachers need to learn the specific techniques that have so far proven useful in strategy instruction with students of various cultures. They must learn that no method or technique fits every student, and a certain amount of tailoring and personalization is essential in helping students improve their language learning strategies."

One of the many reasons educators must be given the latitude, as Brown notes, to tinker with strategies and treatments in an effort to nurture student success is based upon what is now firmly incorporated into progressive pedagogy: multiple intelligences and learning styles.

Multiple intelligences, learning styles and learning strategies

Mary Ann Christison urges instructors to help students identify and reflect upon their own learning styles: "The more awareness students have of their own intelligences and how they work, the more they will know how to use that intelligence to access the necessary information and knowledge from a lesson."

In her chapter, "An Introduction to Multiple Intelligence Theory and Second Language Learning" in "Understanding Learning Styles in the Second Language Classroom," Christison provides lesson plans and MI inventories of which teachers may avail themselves when working to help students identify and apply their multiple intelligences and learning styles.

Nunan also advocates for helping students to identify their MI strengths and learning styles because it encourages learner autonomy. At the University of Hong Kong, Nunan developed and implemented a program "to sensitize students to their own learning styles and to help them develop strategies for coping with university-level study through the medium of English." Nunan explains that the University of Hong Kong is an "international, English-medium institution" and, as such, students receive the majority of their instruction in a language that is not their mother tongue.

"Many (students) have a double struggle: coming to grips with highly challenging intellectual content, and at the same time struggling with a language in which their proficiency may not be particularly high" even though the students have had years of English instruction in school, Nunan writes. However, "the instruction is often poor" and based in the "transmission" method.

Educators will recognize the transmission method as what Paulo Freire identified as the "banking" method of instruction. Just as Christison provides materials for instructors to use to help students identify their MI strengths and learning styles, so does Nunan.

For years, K.T. Gray, an instructor at Northern Virginia Community College, which has students "literally from all over the world," has used the Kolb Learning Style Indicator (KLSI) and Keirsey's Temperament Sorter to "discover and analyze their academic fields of interest ... and to investigate their preferred writing processes."

Likewise, Gray has employed the KLSI and KTSA with university freshmen in Kyrgyzstan, with Peace Corps trainees in Kazakhstan, and with Chinese Ph.D. students at the University of Minnesota. Gray notes that, in one of her typical community college classes of 25 students, "20 to 22 countries are often represented," so it is no surprise that just as there is great cultural diversity, there is also great variation in MI strengths and learning style preferences.

Learning strategies are as varied as individual students and as the cultures from which they come. It is so necessary to help students identify and appropriately employ their MI strengths and learning styles preferences, that there is an entire text — to which more than two dozen teacher-researchers have contributed — devoted to multicultural learning strategies, "Language Learning Strategies Around the World: Cross-Cultural Perspectives."

Oxford observes that strategies in many cultures are gender based, and "culturally-based beliefs and attitudes ... affect students' motivation and therefore their use of language learning strategies and their ultimate language performance." Myra and David Sadker years ago recognized the issues of gender bias in education, even in the classes of the most well-meaning (and often female) instructors. Clearly, there are many reasons to consider multiple intelligences strengths and learning style preferences as well as cultural attitudes and beliefs when teaching.

Multimodal instructional approaches are practical ways to address MI strengths and learning styles preferences. Nontraditional learners have increased in number, so the need to teach using approaches that encourage their success is necessary.

Pervasive educational technologies have made converting traditional materials into multimodal materials far more accessible and possible than ever before. Of course, the underlying purpose "for incorporating educational technologies into the curricula is unquestionably the desire to improve the engagement and learning of students."
As Dawn Birch, Michael Sankey, Roxana Moreno and Richard E. Mayer all observe, "Multimedia can be used to represent the content knowledge in ways that mesh with different learning styles that may appeal to different modal preferences."

Multimodal learning allows for instructional design to include visual and auditory elements. "The major benefit of (multimodal instruction), as identified by Picciano, is that it allows students to experience learning in ways in which they are most comfortable, while challenging them to experience and learn in other ways as well."

When concluding her article on theme-based learning of ESL students in Hong Kong, Chi Cheung Ruby Yang advises, "(Instructors) should be aware of the fact that there are learner differences even with the same grade level or the same class." Again and again, best practices teach us that one size does not fill all.

Best practices research incontrovertibly indicates that a curriculum that helps students identify and apply their MI strengths and learning styles preferences and provides multimodal instruction nurtures student success and contributes to learner autonomy.

About the Author

For nearly 30 years, Dr. Debra Josephson Abrams has taught English to both native and non-native English users. A national and international conference presenter, Abrams has written in a number of genres and for many publications. Her areas of expertise include liberatory pedagogy; teacher training, peer coaching and mentoring; multiple intelligences and learning styles; composition pedagogy and practice; critical thinking, critical literacy and critical reflection; research and research training; curriculum design; and formative assessment. Abrams teaches at Colorado State University's INTO CSU Program and can be reached at debra.abrams@colostate.edu.

◆◆

http://languagemagazine.com/?page_id=124133

Stephen Krashen on what to do and what not to do when reading aloud

Thanks in large part to the success of Jim Trealease's *Read-Aloud Handbook*, now in its 7th edition, reading aloud has become a popular activity. According to Scholastic's 2015 Kids and Family Reading Report, over 75% of American children age five and younger are read to at least four times a week, and the vast majority of parents and children enjoy read-aloud sessions. Read alouds are not only pleasant, they are also the first step on the road to literacy development. But it is possible to push reading aloud too far and actually harm literacy development.

What Read Alouds Do Well
Research informs us that:
- Hearing stories results in significant vocabulary development. Children gradually acquire the meanings of unfamiliar words when they hear them in stories.
- Hearing stories develops the ability to understand complex grammatical constructions.
- Hearing stories helps children develop a sense of how stories are constructed; they acquire a knowledge of "story grammars."
- Hearing stories results in more knowledge of the world.

All of these factors will contribute to better comprehension of texts when children start to read. Also, hearing stories helps children develop an interest in reading: when children hear exciting stories, they want to read more on their own.

What Read Alouds Do Not Do Well
A current fashion is to try to make read alouds do what they are not designed to do. A series of studies has appeared claiming that if we interrupt the story to point out details of the print, it helps children make faster gains in what are called emergent literacy skills, which in

turn will result in more rapid development of literacy. Emergent literacy skills include print awareness (familiarity with the alphabet), performance on tests of words in print (e.g., knowing words are separated by spaces), word segmentation (e.g., knowing how many words are in an utterance), print recognition (e.g., the ability to pick out print when part of illustrations), and print concepts (e.g., knowing where the title of a book is located).

The interruptions in the studies consisted of asking children questions and providing explanations such as: "Where should I read on this page? Do you know this letter? This word is 'dangerous.'"

The size of the improvement documented in these studies is, however, usually quite modest, even though, as we will see later, interruption was frequent. Also, unnoticed by the investigators, children develop this knowledge anyway, without instruction, through reading, and it is developed quite early. For example, interrupting the story to pay attention to print helps preschool children do better on tests in which they have to recognize that words are separated by a space, but there are few children in first grade who do not know this.

Consistent with this observation is the fact that the comparison groups in these studies also improved in print awareness, often nearly as much as the experimental or "interrupted" groups. In many cases, the experimental group scored only a few items more correct, and the difference in percent gained between the groups was modest.

The danger of interruption
When children normally hear stories, interruptions are quite rare. In the comparison groups in these studies, the verbal interruptions (questions and comments about the print) hardly happened at all, and readers made nonverbal references to print (e.g. pointing to print) about four times a minute.

But in the experimental groups, verbal interruptions occurred about four times per minute, and nonverbal references took place nearly eleven times a minute. Combining the two, this means that stories read to the experimental students were interrupted in some way about every four seconds. None of the research studies claiming interruptions are good for literacy development investigated the children's reactions to the interruptions: none examined whether the interruptions distracted the children from the stories or affected their enjoyment of the stories, or their interest in hearing more stories.

Conclusions
When children enjoy hearing stories, they get interested in reading more on their own, and their increased vocabulary, and knowledge of grammar and text structure makes reading more comprehensible and thus pleasurable. A long-term voluntary reading habit ensures continuing progress in literacy development, as well as increasing knowledge of the world. Excessive interruptions focused on small details about print might disturb the enjoyment of hearing stories, and thus disturb the development of literacy.

Of course, stopping to talk about the story and answer questions can add to the read-aloud experience. Also, there is nothing wrong with occasionally stopping to explain a word the children don't understand. But interrupting the reading in order to try to teach children about print is a bad solution to a problem that doesn't exist. It doesn't produce strong

results, children easily develop print awareness when they read, and this kind of interruption might destroy the value of read alouds.

Stephen Krashen is professor emeritus at the University of Southern California's Rossier School of Education. His work in the fields of second-language acquisition, bilingual education, and reading has shaped the way languages are learned today, and his activism has inspired a whole generation of educators and parents. He promotes free voluntary reading, which he says "is the most powerful tool we have in language education, first and second." For details of the studies discussed here, please see: Krashen, S. 2013. "Read-alouds: Let's stick to the story." Language and Language Teaching, issue 3, (Azim Premji University and the Vidya Bhawan Society). [Download at: http://sdkrashen.com/articles.php?cat=1]

◆◆

http://www.edutopia.org/blog/storytelling-inspires-children-learn-english-matthew-friday

How Storytelling Inspires Children to Learn English
by Matthew James Friday

Storytelling has tremendous benefits for classroom learning, as I discussed in my post Why Storytelling in the Classroom Matters. This time, I want to further explore those benefits, in particular how storytelling inspires children to learn English.

The motivation for this comes from my recent experience of teaching in an international school in China that has a 97 percent cohort of students learning English as an additional language (EAL). In my Grade 3 class last year, I had four students join with no English and as many again with very basic language skills. I worried that I would struggle to engage these students as both a teacher and a storyteller.

The Power of Story

I set aside my worries and started telling stories in the manner described in my earlier post. However, I quickly adapted my style for my new class. These adaptions were:

- I spoke slower, putting more dramatic emphasis into my voice.
- I used more physical actions and sound effects to help associate universally recognised body actions (running, sleeping, etc.) with new English words.
- I frequently asked the audience to repeat key words and actions.
- I used more physical humour. Laughter was essential to breaking down the barrier of language.

After a few months of this, I started receiving some of the biggest surprises of my career. Firstly, a German student who was in the listening phase of language acquisition began spontaneously writing her own fairy tales and requested to tell them -- the first student storyteller. She was quickly followed by a Japanese student who had been enjoying himself as an actor in the stories but was always nervous about speaking English. Now he started telling short but lively stories that he had written. Several Korean students then started sharing stories, overcoming shyness and worries about publicly making mistakes.

Within a month, I had a list of students wanting to tell stories, and this continued for the rest of the year, right up to the very last day of term. Those first EAL storytellers went on to make rapid progress in the wider curriculum, with writing and telling fiction remaining their favourite activity. Over the summer, I reflected on why storytelling had been so powerful in inspiring English communication. I concluded:

1. Stories are innately part of human experience, in any language. Storytelling is the one commonality between all world cultures, regardless of literacy rates.
2. Children naturally inhabit fantasy worlds, and stories are a natural way for them to express language and emotion.
3. With a beginning, middle, and end, stories have a structure that creates a sense of achievement.
4. When peers appreciate your story, it is a big boost to confidence.
5. It's great fun seeing your friends act out your story, dressing in costumes and using props. Fun is the best motivation.
6. Storytelling doesn't require complex, technical vocabulary. Think of silent films and comics. Sophisticated narrative can be understood with few words.
7. I don't worry about the student's spelling, grammar, and handwriting at this stage. A focus on these areas can easily demotivate and inhibit creativity. There must be freedom to take risks and make mistakes.

Beyond the Language Barrier

In my previous post on this topic, you'll find a breakdown of the skills to help you become a storyteller. In terms of working with students new to English, I have adapted my technique in the following manner:

1. I'm ready to support shy students and help them when they get stuck on a word. Any student who stands up to tell a story in English has made an incredible breakthrough.
2. I set my classroom up in a large inverted U shape, which creates a stage space in the centre and means that everybody can see each other and have open, dialogic-style discussions. I am often asked, "How do you do group work if the tables are not grouped together?" That's easy -- students move their chairs or sit anywhere they like.

3. Most of my students write their own stories, but some work together, which is wonderful for developing confidence in creativity. Some love to use postcards as imagination prompts or sequence aids.
4. Most students draw inspiration from their reading, so a varied book corner is essential in the classroom. This year, two German students worked together to tell a story in English, readers theatre style, which they were translating together from a German book.
5. I play lots of language games that I either make up or gain from other storytellers and literacy workshops. They make talking (and laughing) the forefront of language learning.

The ideal situation is finding yourself overwhelmed by student requests. To have problems managing enthusiasm is the best problem a teacher can have. During the last week of term, my students were worried that their next teachers would not let them be storytellers. I can show anyone how to be a storyteller, but I cannot make any teacher try it. Be the teacher who tries, not the teacher who disappoints. Meanwhile, I cannot wait to start all over again with my new class!

Has storytelling helped break the language barrier with your students or in your school? Please tell us about it.

🔹🔹

http://mentalfloss.com/article/51362/4-changes-english-so-subtle-we-hardly-notice-theyre-happening

Changes to English So Subtle We Hardly Notice They're Happening

Everyone knows that language changes. It's easy to pick out words that have only been recently introduced (bromance, YOLO, derp) or sentence constructions that have gone out of style (How do you do? Have you a moment?), but we are constantly in the middle of language change that may not be noticeable for decades or even centuries. Some of the biggest and most lasting changes to language happen slowly and imperceptibly. The Great Vowel Shift, for example, was a series of pronunciation changes occurring over 350 years, and not really noticed for over 100 years after that. It resulted in an intelligibility gap between Modern and Middle English and created the annoying misalignment between English pronunciation and spelling. But it was impossible to see while it was going on.

These days, however, it is possible to spot subtle linguistic changes by analyzing large digital collections of text or transcribed speech, some of which cover long periods of time. Linguists can run the numbers on these large corpora to determine the direction of language use trends and whether they are statistically significant. Here are 4 rather subtle changes happening in English, as determined by looking at the numbers.

1. SHIFT FROM "THEY STARTED TO WALK" TO "THEY STARTED WALKING"
There are a number of verbs that can take a complement with another verb in either the "-ing" form or the "to" form: "They liked painting/to paint;" "We tried leaving/to leave;" "He didn't bother calling/to call." Both of these constructions are still used, and they have both

been used for a long time. But there has been a steady shift over time from the "to" to the "-ing" complement. "Start" and "begin" saw a big increase in the "-ing" complement until leveling out in the 1940s, while emotion verbs like "like," "love," "hate," and "fear" saw their proportion of "-ing" complements start to rise in the 1950s and 60s. Not all verbs have participated in the shift: "stand," "intend," and "cease" went the "to" way.

2. GETTING MORE PROGRESSIVE

English has been getting more progressive over time—that is, the progressive form of the verb has steadily increased in use. (The progressive form is the –ing form that indicates something is continuous or ongoing: "They are speaking" vs. "They speak.") This change started hundreds of years ago, but in each subsequent era, the form has grown into parts of the grammar it hadn't had much to do with in previous eras. For example, at least in British English, its use in the passive ("It is being held" rather than "It is held") and with modal verbs like "should," "would," and "might" ("I should be going" rather than "I should go") has grown dramatically. There is also an increase of "be" in the progressive form with adjectives ("I'm being serious" vs. "I'm serious").

3. GOING TO, HAVE TO, NEED TO, WANT TO

It's pretty noticeable that words like "shall" and "ought" are on the way out, but "will," "should," and "can" are doing just fine. There are other members of this helping verb club though, and they have been on a steep climb this century. "Going to," "have to," "need to," and "want to" cover some of the same meaning territory as the other modal verbs. They first took hold in casual speech and have enjoyed a big increase in print in recent decades.

4. RISE OF THE "GET-PASSIVE"

The passive in English is usually formed with the verb "to be," yielding "they were fired" or "the tourist was robbed." But we also have the "get" passive, giving us "they got fired" and "the tourist got robbed." The get-passive goes back at least 300 years, but it has been on a rapid rise during the past 50 years. It is strongly associated with situations which are bad news for the subject—getting fired, getting robbed—but also situations that give some kind of benefit. (They got promoted. The tourist got paid.) However, the restrictions on its use may be relaxing over time and get-passives could get a whole lot bigger.

This article draws on work by [Mark Davies](#), [Geoffrey Leech](#), and [Christian Mair](#).

🔹🔹🔹

http://www.sciencedaily.com/releases/2015/06/150617135403.htm

ScienceDaily
Your source for the latest research news

Mobile | Follow f 🐦 8+ in Subscribe 🔊 ✉
Breaking News: How Bats Fly at Night

What don't you understand about yes and no?

Date: June 17, 2015
Source: Linguistic Society of America

Summary:
The words 'yes' and 'no' may seem like two of the easiest expressions to understand in any language, but their actual behavior and interpretation are surprisingly difficult to pin down.

39

In a new paper, two linguists examine the workings of 'yes' and 'no' and show that understanding them leads to new insights concerning the understanding of questions and statements more generally.

The words 'yes' and 'no' may seem like two of the easiest expressions to understand in any language, but their actual behavior and interpretation are surprisingly difficult to pin down. In a paper published in the scholarly journal *Language*, two linguists examine the workings of 'yes' and 'no' and show that understanding them leads to new insights concerning the understanding of questions and statements more generally.

Floris Roelofsen (University of Amsterdam) and Donka F. Farkas (UC -- Santa Cruz) provide a comprehensive account of 'polarity particles', as these words are called, across languages, and explain the intricate pattern of their distribution. For example, "Yes, it is" and "No, it isn't" are acceptable answers to the question "Is the door open or is it not open?," but not to "Is the door open or is it closed?." Furthermore, the intonation used when pronouncing a sentence can affect whether 'yes' or 'no' are appropriate responses to it.

The distribution of these particles, it turns out, is also affected by the polarity of the sentence they respond to. For example, both "No, he hasn't" and "Yes, he hasn't" are acceptable as agreeing responses to "Ben has not called today," but in an agreeing response to "Ben has called today," "Yes, he has' is acceptable but "No, he has" is not.

Roelofsen and Farkas build on previous insights from semantics and discourse models, as well as on quantitative surveys of how speakers judge various responses. The framework they create not only explains the distribution and interpretation of these particles in English, but also predicts what patterns one expects to find across languages. These predictions are then checked and verified against data from French, German, Romanian, and Hungarian.

Story Source:
The above post is reprinted from materials provided by **Linguistic Society of America**. *Note: Materials may be edited for content and length.*

<div style="border:1px solid black;">

If you are interested in writing:
The Writing Lab Newsletter:

https://www.facebook.com/writinglabnewsletter?fref=nf

</div>

SPEECH BUBBLES 'SCHOOL OF PERFORMING ARTS'

New Term starts October 10th 2015 – 12th December (8 weeks).

'An hour to dance, an hour to sing, an hour to act – a lifetime to perform.'

Join our Saturday (and Sunday) morning classes from 9.30 – 12.30.

The school runs from 9.30 – 12.30 and provides students aged 7 – adult the opportunity to work in groups dependent on age and maturity taking classes in dance, acting and singing. The aim of the classes is to develop confidence and self-esteem as well as developing performance and language skills in a disciplined and creative environment.

Venue: ITI, 4th Levent. http://www.iti-istanbul.com/misc/contact-us

Term dates.
Autumn term: 10th October – 12th December (Xmas pantomime)
Winter term: 9th January – 12th March (30th January / 6th February semester break holiday)
– Spring show (Saturday 12th March).
Spring Term: 9th April – 28th May

Fees.
Fee: 250 GBP per term (24 hours).
Annual fee (3 terms) – 600 GBP (20% discount).

Speech Bubbles School of Performing Arts Summer School is for everyone interested in singing, acting and dancing and participating in musical theatre. Split into groups by age, students gain confidence, self-esteem and learn to express themselves creatively. This year we will be introducing a class for adults (over 16) on Sunday. All classes are run by professional teachers who are passionate about what they do.

The Speech Bubbles ethos is to enable children to grow gradually, and at their own speed, and to fulfill their personal potential. The programme is broad to enable students to experience a wide range of styles and skills. Each day there will be one hour of dancing, singing and acting. The dance class will improve coordination and technique and give the opportunity to learn popular pop dance routines and musical theatre ensemble pieces while keeping fit! In drama, young people will explore their creativity through improvisation and role play, improving vocabulary, social awareness and communication skills. The singing class will introduce students to different rhythms and tempos in music allowing them to challenge themselves with a wide range of songs while improving technique and vocal ability.

Fun is an essential element and Speech Bubbles has learned one truth over many years: children love to achieve and flourish in a disciplined, trusting environment. Speech Bubbles set the highest standards for their shows.

This year we are employing new teachers to help us and we are also opening a "Teaching Performing Arts" teacher training course to ensure the teachers recieve the highest quality training and support.

Details of this course from: http://www.iti-istanbul.com/pages/performing_arts
In order to complete your registration please visit our web site: www.speechbubbles.org
And click on the 'Apply Now' button.

Places are limited and fill up quickly so apply early to avoid diappointment.
For further information visit: www.speechbubbles.org
or email: tom@speechbubbles.org

Regards

Speech Bubbles Staff

A Message from
a colleague

Here are the details of an app for learning English that colleagues have developed.


VOSCREEN
life itself...

ABSTRACT

Across the world, it is estimated that close to a billion people speak English. Additionally, one in four of us has some competency with the language and some linguists believe non-native speakers outnumber native speakers by three to one. This very moment a further one billion people are learning English; in schools, universities, at home and on the Internet. *The language* is reaching more people than ever before. Yet, how is the twenty first century meeting the challenges of teaching a truly global language? Many systems have been developed in order to bridge the gap between native and non-native speakers of English, yet none have sufficiently closed this distance. Using the power of the information revolution to bring authentic English learning to every corner of the globe, voscreen is tackling these challenges head on. Drawing from the language's vast culture, history and artistic expression, voscreen is transforming the learning process, allowing individuals to absorb English as it is truly spoken today and to connect with it like never before.

DEFINITION

voscreen is a *Language Learning Accelerator* (LLA), best suited to language learning outside the classroom. It has been developed as a tool to engender independent language acquisition in an entertaining and inspiring way. **voscreen** exposes students to authentic language in real contexts, away from the occasionally artificial confines of a textbook. Like a window to the world of English that stretches across the arts, music, history and cinema, it immerses the student in the language, carrying across not just a lexicon and grammatical structures but also dynamic living vernacular. Learning does not begin and end in the classroom so **voscreen**'s vast library of content acts like a network of assistant teachers that reach your students wherever they are. Over 120,000 unique videos expedite their progress at any time, in any place and work seamlessly alongside any program of study at any level.
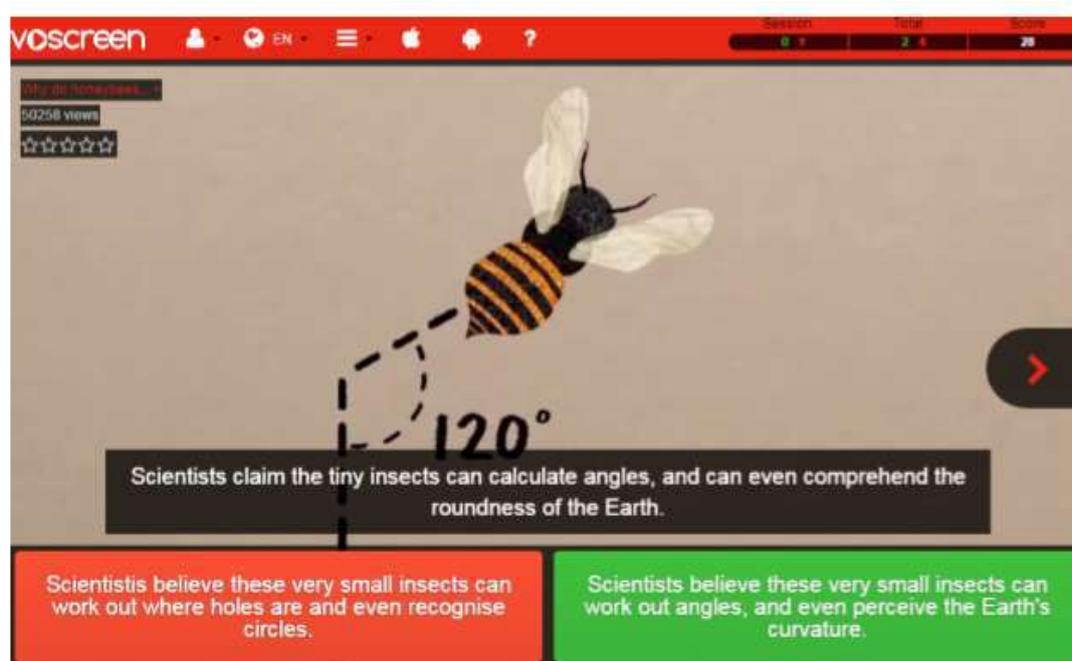

OBJECTIVES

- A first benchmark to add 2,000 of the most commonly used English words to the student's vocabulary, before further developing their lexicon to include 4,000 additional unique words, including some of the most essential academic vocabulary.

- **voscreen** enables beginners to significantly improve their comfort with the language by using the power of their L1. Unlike the grammar translation method, the language is always placed within a meaningful context. A comprehensive audio-visual approach forms strong bonds between the students' L1 and English. **voscreen** currently supports L1 learning in 16 foreign languages, including Turkish, French, German, Spanish and Arabic. More advanced learners can build upon their knowledge with English to English paraphrasing, expanding beyond the essential vocabulary and grammar structures picked up using their L1.

- **voscreen** uses a custom designed adaptive learning algorithm. Our Artificial Linguistic Intelligence for Visual Education system (ALIVE) adjusts to the needs of each individual student, meaning that the language acquisition process is totally unique for each and every pupil and caters to their strengths and weaknesses. Any given group of students can start the program in the same place and end up with entirely different lines of study by the end of the course depending on their individual performance. ALIVE utilizes a system of repetition and reinforcement (which incorporates acquisition, recognition and retention) that intelligently assesses whether a student is ready to progress to the next level.

ALIVE
Artificial Linguistic Intelligence
for Visual Education

- Slower learners or those looking to maximize their learning potential can use **voscreen**'s **voStep** system to help structure their learning according to universally accepted standards. Covering six different levels of English, from A1 through to C2, **voStep** offers the perfect level of challenge for each student and provides a touchstone system for progression, where students can clearly identify their goals and track their progress on their own or according to their tutors' advice.

- **voscreen** aims to reduce the workload of EFL teachers everywhere. With **voStructure**, students can tailor their learning to focus on specific grammar points at various levels, from A1 to C2. Teaching a class focusing on phrasal verbs? We have thousands of videos to further develop your student's vocabulary. Some students having problems with the present perfect tense? After practicing with **voscreen** they will soon catch up with their peers. With access to the Internet, a teacher can transform the classroom environment, using **voscreen** to provide bona fide examples of the language in use. The benefits are far reaching for both the students and the teacher.
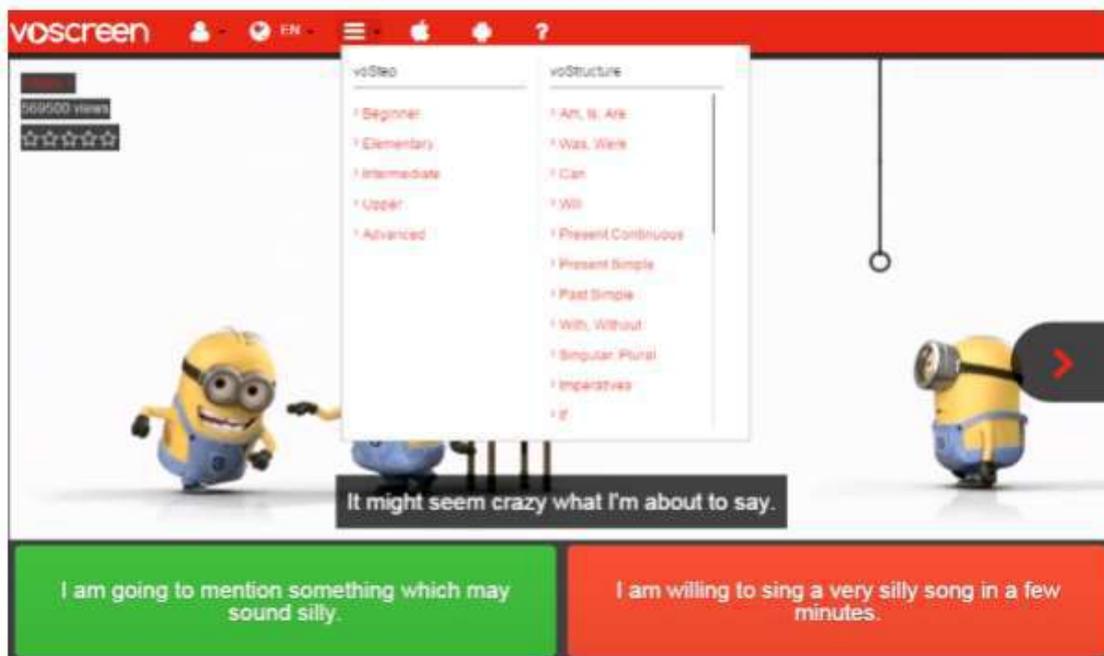
- **voscreen** goes beyond language learning by offering its users insight into the cultural context of English. Indeed it encourages the learner to go beyond **voscreen** and seek out more information regarding the video content. See a clip from a documentary that grabs your interest? Click on the "More Info" tab to delve deeper. Catch a scene from a film that blows you away? We link more details so you can go ahead and watch the whole movie that same day. **voscreen** breeds fascination for whatever strikes your fancy. It's a tool that inspires its users to discover more.

- **voscreen** allows its users, language coaches and parents to monitor a **voscreen** user's progress as part of an **observation** group. Anyone can create a group and invite **voscreen** members to join it and users have complete control over which groups they join and who can observe them. Through comparing scores, encouraging competition and logging progress, a course leader can effortlessly check on their class's development and provide the necessary feedback to best support learning.

  - The Gamification, Dynamic Assessment and Customization Systems which **voscreen** has independently developed push learners to increase their comprehension speed, to improve their quick reading skills and to amplify their reflexive thinking abilities.

  - Going beyond a language learning tool, **voscreen** has provided an ecosystem for English learners across the world to interact and bond over their shared experiences. A vibrant community of 'VOSCREENERS' share their stories and advice, while forging new social circles along the way as well as nurturing their current relationships.


  - At its heart **voscreen** is a *Language Learning Accelerator (LLA)*, providing the opportunity for EFL students to interact with native English in a controlled, bite-sized way that they can comprehend. Step by step, week by week and video by video, **voscreen** is the ultimate English aid, a system that jump starts a learner's progress and then makes tracks.

TIPS AND GUIDELINES

- Any English instructor is strongly encouraged to watch 3,000 voscreen videos before beginning to incorporate it into a program of study. In this way a teacher can fully comprehend the width and breadth of the tool, drawing on all its possibilities to fully maximize learning potential.

- When voscreen is used as part of an educational program we recommend administrating entry and exit tests to gauge how successful it has been across the board and with each individual student.

- Ideally, voscreen should be used for around 20 minutes each day in total. That's enough time to watch 40 different videos. This can be achieved in one sitting or in short bursts. Of course, depending on the needs of the learner, this time can be increased accordingly. Our mobile apps mean that you can use voscreen on the bus, on a lunch break, or even at the beach.

I am convinced that education is the key to world peace.

| I believe that if everyone were well educated, there would be no wars. | I have been persuaded that education is essential to peace on Earth. |

- Students should only attempt to answer the question if they are reasonably sure of the answer. This enables the ALIVE system to better understand the student's progress and adapt the content to best suit their needs. Of course students are encouraged to view the videos multiple times, if necessary, before attempting to answer the question.

- Students are encouraged to keep a learning diary. Writing twelve sentences of their choosing from voscreen every day and challenging themselves to record key vocabulary will ensure that they make consistent progress and allow the course leader to administer continuous assessment. This system has the added benefit of improving spelling, an often problematic and little liked area of language learning by developing a kind of muscle memory for the language.

- Our five star system means that videos must be answered correctly five consecutive times before they are removed from the individual student's customized learning sequence. Repetition aids retention, nevertheless, our system ensures that the student always makes progress and has access to new content.
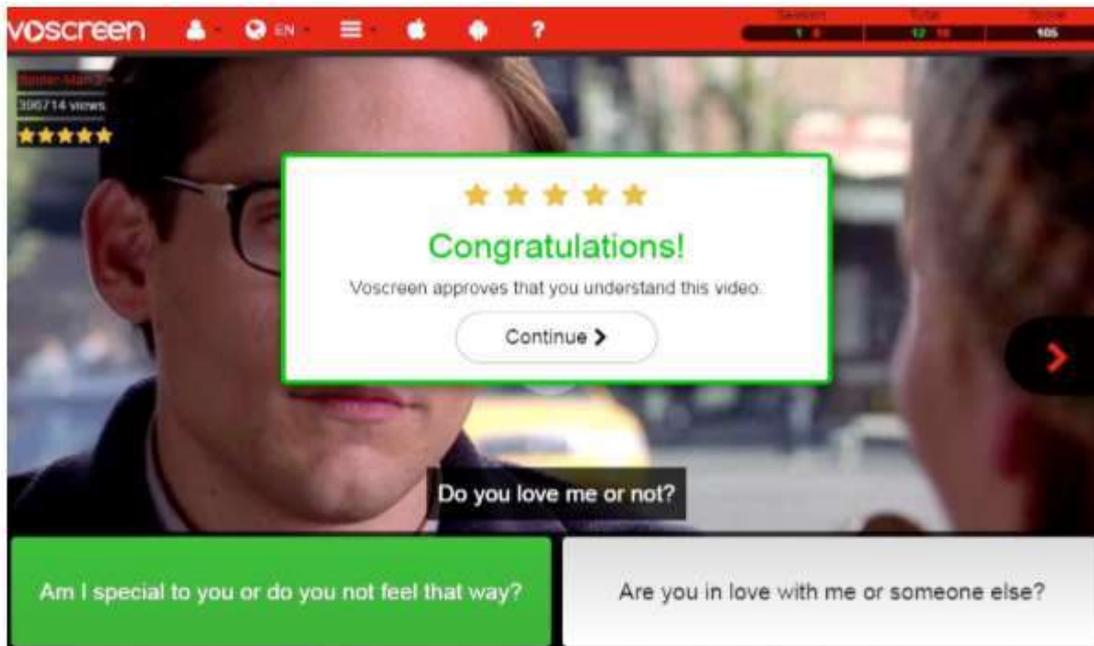
- As part of a lesson plan, voscreen works well as an icebreaker or warmer exercise, or at the end of a session to allow students to take a breather before the break. Utilizing the program five minutes at the end of the class and encouraging participation from different members of the group, works as both a reward and energy booster; something students can look forward to that also benefits their learning.

Engaging, authentic, rich and free...

News from the British Council

BRITISH COUNCIL
Education UK
Innovative. Individual. Inspirational.

EDUCATION UK DAYS
17 and 19 October 2015
FREE ENTRY

45 universities from England, Scotland, Wales and Northern Ireland are coming to Turkey in October to join Education UK Days organised by the British Council.

The events are a great opportunity to meet the representatives from prestigious universities and receive first-hand information on UK study and scholarship opportunities.

Register Now

Programme

Istanbul
Saturday, 17 October 2015
11.00 - 17.00
Hilton Istanbul Bosphorus

Ankara
Monday, 19 October 2015
13.00 - 19.00
Ankara HiltonSA Hotel

By registering visitors will have the chance to win one of our special prizes including 3 i-Pad Minis, a return flight ticket to London, 5 IELTS exams and other great prizes.

You will have an opportunity to ask all your questions about studying, living and scholarship opportunties in the UK at the event attended by the representives from the UK universities, YOK, MEB, TÜBİTAK, Chevening and Jean Monnet.

Seminars

- Studying and living in the UK
- Newton-Kâtip Çelebi Fund from the Scientific and Technological Research Council of Turkey (TUBITAK)
- Scholarship Opportunities from MEB, Chevening and Jean Monnet
- UK student visas
- Tips and hints on preparing a personal statement
- Success starts with IELTS
- Studying MBA, arts and design, engineering, law in the UK and many other subject specific presentations
- Studying in Wales and Scotland
- Alumni talks

The event is open to all students, young researchers, professionals, parents, UK education advisors and representatives from Turkish Universities.

Please complete the registration **to be entered into the prize draw**.

Register Now

To watch the video from the Education in the UK Days in October 2014, please click **here**.

* The prize draw will take place in the UK after the event.
*For all the information regarding all prizes and draws, please click **here**.

News

**The 50th Annual Conference and Exhibition
the ICC, Broad Street, Birmingham, B1 2EA Birmingham, UK**

13th - 16th April 2016

PCEs - 12th April

Plenary Speakers:
David Crystal
Jan Blake
Diane Larsen-Freeman
Silvana Richardson
Scott Thornbury

http://www.iatefl.org/annual-conference/birmingham-2016

THE 2ND IATEFL WEB CONFERENCE

After a very successful first Web Conference held in October 2014, IATEFL invite you to join us for our second Web Conference to be held in October 2015.

Making connections across borders in ELT will be held over two days and will again be focusing on particular topics and themes relevant to ELT teachers across the globe. If you would like to be there, please add the following dates to your calendar:

Friday 23 October 2015 at 13.00-19.45 GMT (14.00-20.45 BST) To check your local time please click here:
http://www.timeanddate.com/worldclock/fixedtime.html?msg=IATEFL+web+conference+%22Making+connections+across+borders+in+ELT%22&iso=20151023T14&p1=136&ah=6&am=45

Saturday 24 October 2015 at 07.30-14.30 GMT (08.30-15.30 BST).
We would love you to come along and be part of this fantastic event. Free to both members and non-members of IATEFL, this will be an excellent opportunity to network, learn and share information with colleagues all over the world. We will be sending out updates, including how to register for this event and the full programme, over the next couple of months so please keep an eye on your inbox.

IATEFL MEMBERSHIP
contact M. Nazlı Demirbaş Güngör at nazlidemirbas_06@hotmail.com

---

News from ![TESOL logo]

an affiliate of

tesol

international
association

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

TESOL 2016 International Convention & English Language Expo
5–8 APRIL 2016 • BALTIMORE, MARYLAND, USA

50 Reflecting Forward 1966-2016

VISA INFORMATION   TRAVEL GRANTS   JOIN/RENEW   REGISTRATION RATES

Registration is open for TESOL 2016

REGISTER NOW! ▶

The earlier you register, the more you save!

The 2016 TESOL International Convention & English Language Expo presents a special opportunity to be part of TESOL's 50th anniversary celebration, while providing a year's worth of professional development in just four days!

Your registration includes access to not only 900+ educational sessions, including keynote and invited speakers, but also:

• Admission to the English Language Expo • Ice cream break in the Expo • Convention program • Convention mobile app • Discounts at the TESOL Press Bookstore • 50th anniversary commemorative book • 50th anniversary lapel pin • Entrance to the big 50th anniversary Closing Celebration on Friday evening.

As always, enjoy wireless access throughout the Convention Center.

The 2016 convention officially begins on Tuesday evening, 5 April with opening keynote speaker Aziz Abu Sarah. The convention closes on Friday evening, 8 April with the 50th anniversary celebration.

New in 2016 is the Community College Day and the updated PreK-12 Day.

Pre- and PostConvention Institutes (PCIs), will be held on Monday, Tuesday, and Saturday.

Join the Conversation: #TESOL16

[f] [📷] [y] [in]

Don't miss this great opportunity to learn and network with colleagues from around the world!

STRATEGIC PARTNERS

NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning·

aft
A Union of Professionals

TESOL International Association
1925 Ballenger Avenue, Suite 550 | Alexandria, VA 22314-6820 USA
+1 703.836.0774 | Email | Website

TESOL 2016 International Convention & English Language Expo
5-8 APRIL 2016 · BALTIMORE, MARYLAND, USA
Reflecting Forward 1966-2016

VISA INFORMATION   TRAVEL GRANTS   JOIN/RENEW   REGISTRATION RATES

They will enlighten and inspire!

Aziz Abu Sarah
Tuesday, 5 April
Opening Keynote

Revolutionizing Education: Building Peace in a Divided World
More

Sponsored By
NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning

Andy Curtis
Wednesday, 6 April
Presidential Keynote

Reflecting Forward, Reflecting Back: Looking in the Mirror at 50
More

Jeanette Altarriba
Thursday, 7 April
James E. Alatis Plenary

Beyond Linguistic Borders: Language Learning Cradled in Cognition
More

Anne Curzan
Friday, 8 April
Friday Keynote

Survey Says... Determining What English Usage Is and Isn't Acceptable
More

Association News

Call for Contributions: Two titles from the Voices from the TESOL Classroom series are seeking contributors.

Participant Inquiries in Young Learner Classes
Participant Inquiries in Online and Hybrid Classes

TESOL Seeks Awards Reviewers: Apply to serve as an awards reviewer for one of the TESOL's awards or grants. Deadline: 25 September 2015.

TESOL Symposium Video: Sa Chau Vu talks about her experience at the July 2015 TESOL symposium in Vietnam.

TESOL 2016 Proposal Submission Status: Did you submit a proposal for TESOL 2016? You will be notified mid-October if yours was chosen.

TESOL Professional Development: Take advantage of all TESOL has to offer your professional growth; sign up for one of these courses or events today!
TESOL Symposium: TESOL Symposium in Cancun, 4 November. Explore breakthroughs & innovations that have shaped today's classroom.
Online Course: Fundamentals of TESOL. Ideal for new or prospective ESL/EFL teachers. Begins 8 Oct Register now.
Online Course: Separating Difference From Disability: Explore assessment, intervention, and identification techniques. 26 Oct–22 Nov.
Online Course: Training of Trainers: Take action to revitalize and transform your ELT Continuing Professional Development program. 11 Nov–22 Dec.
And check out these FREE TESOL Virtual Seminars:

Supporting English Language Learners Through Parental and Community Engagement, 23 Sept
Leading Your Leader: How to Talk to Administrators about Your English Learners' Needs, 28 Oct.

TESOL Awards & Grants: Now accepting applications. Funding for TESOL 2016 available. Deadline 1 November.

Call for Proposals: The Master's Student Forum and Doctoral Research Forum, at the TESOL 2016 International Convention & English Language Expoin Baltimore, Maryland USA, seek submissions by 18 September

From the TESOL 2015 Conference:

**Plenary: "Redefining Communicative Competence and Redesigning
ELT in the 21st Century"
by Jun Liu, Lourdes Ortega, Michael Byram**

http://www.softconference.com/tesol/2015_webcast/Redefining.html

STUDENT WHO GOT 0% ON EXAM

Who will give him 100?

Q1. In which battle did Napoleon die?
* His last battle

Q2. Where was the Declaration of Independence signed?
* At the bottom of the page

Q3. River Ravi flows in which state?
* Liquid

Q4. What is the main reason for divorce?
* Marriage

Q5. What is the main reason for failure?
* Exams

Q6. What can you never eat for breakfast?
* Lunch & dinner

Q7. What looks like half an apple?
* The other half

Q8. If you throw a red stone into the blue sea what will it become?
* It will simply become wet

Q9. How can a man go eight days without sleeping?
* No problem, he sleeps at night

Q10. How can you lift an elephant with one hand?
* You will never find an elephant that has only one hand

Q11. If you had three apples and four oranges in one hand and four apples and three oranges in other hand, what would you have?
* Very large hands

Q12. If it took eight men ten hours to build a wall, how long would it take four men to build it?
* No time at all, the wall is already built.

Q13. How can u drop a raw egg onto a concrete floor without cracking it?
*Any way you want; concrete floors are very hard to crack.