

# THE INGED NEWSLETTER

## *NEWS ON-LINE*



HAPPY NEW YEAR !

Issue 4  
December 2006

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## *From the Past President*

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Dear INGED Members,

The Annual INGED General Assembly was held on 18 November 2006, and the new INGED Board was elected during this assembly. You can find the details of the new board members on the INGED website. Here, we would like to share the report of the previous INGED Board which covers the main activities in the November 2005 to November 2006 term as it was presented in the General Assembly to all INGED members:



**The 2005-2006 President Fatma Ataman  
presenting the annual report at the General Assembly**

- A Tax Identification Number has been issued for INGED.
- An additional bank account has been opened at *Turkiye Is Bankasi* to provide an alternative bank for INGED members to deposit their membership fee.
- The INGED website has been established with the financial support of Sabanci University and the American Embassy, English Language Office, and the technical support of METU, School of Foreign Languages. We are proud to be able to reach all INGED members through our INGED webpage.

- It has been decided that the INGED Newsletter, *News On-Line*, be issued four times a year in electronic format and that *News On-Line* become a fruitful resource for all INGED members.
- The INGED member database has been updated in electronic format to enable easy access to member details. We are proud to welcome 210 new INGED members in 2006.
- INGED's affiliation to TESOL has been renewed and INGED actively participated in the TESOL 2006 Convention fulfilling the requirements of being an affiliate, as a result of which TESOL sponsored a plenary speaker for the INGED 10th International Conference in Selçuk University, Konya. INGED has also been included in the TESOL Editors' Article Bank database, which means articles to be published in the affiliate newsletters will be shared.
- INGED being an associate of IATEFL has been updated, and INGED was actively represented at the 2006 IATEFL. Details of four potential speakers from Turkey who are all INGED members have been submitted to the IATEFL Regional Speakers' List database. Two articles from INGED members have been included in the IATEFL Article Bank database.
- INGED has provided financial support for four trainers to participate in the Ministry of Education in-service-training seminars. With the purpose of giving support to increase the quality of English Language Education in Turkey, INGED has initiated collaboration with the Ministry of Education, an example of which is the video-conferencing seminar scheduled for 4th and 5th grade English teachers to take place on 13 December 2006. 130 teachers from Ankara and Istanbul have been invited to attend this seminar to be given by the Project Manager of the new curriculum and the writer of the related course book so as to elaborate on the philosophy of the new curriculum.
- The 4th Drama Festival in Istanbul and the 8th Drama Festival in Ankara have been actualized; they both received a lot of interest thanks to the support of the British Council, Marmara College, Buyuk Kolej, and publishers.
- The 10th INGED International Conference was held on 3-5 November 2006 at Selçuk University, Konya. About 70 presentations of

distinguished speakers were highly appreciated by 250 participants. Following the conference, the plenary speaker, Tony Wright, conducted an INGED Afternoon video-conferencing session at the British Council Offices in Ankara; this interesting presentation was attended by teachers from Istanbul via teleconferencing as well as teachers from Ankara.



**The New INGED Board:**

**Cem Balcikanli, Kemal Sinan Ozmen, Bena Gul Peker;  
Husnu Enginarlar, Aysegul Daloglu, Serper Tumer. Suzan Oniz;  
Aydan Ersoz, Nazan Ozcinar, Fatma Ataman.**

The newly elected INGED board wishes to increase its support to meet the needs of English teachers from all over Turkey, and, in this spirit, we would like to ask you all to reach us and let us know how INGED can help you increase the quality of ELT in our country.

Fatma Ataman  
INGED President (2005 - 2006)



**The 2005-2006 INGED Board:**

**Suzan Oniz, Fatma Ataman, Serper Tumer, Beril Ayman Yucel, Ozlem Yazar, Nazan Ozcinar, Ayten Ince.**



## *From the New President*

As the new INGED Board, we hope to realize certain aims. We are aware of the fact that these aims cannot be realized in the short run and we need the support and help of all our members; however, we believe from the bottom of our hearts that our members are ready to help us.

Firstly, we want to increase the popularity of our association. Our association is a living entity that learns from everything and everyone and that is ready to share this knowledge with anyone who has the desire. We are aware of the individual and local differences and we strongly respect them. We believe that we can work with all English teachers who feel that they are professionals.

Secondly, we know that our most important responsibility lies in the task of national education. As Mustafa Kemal Atatürk stated in 1922, the real salvation of a nation can only be achieved by being successful in national education. We are also aware of the fact that we should be open-minded and flexible to learn from other nations. Hence, we want to better our relations with international professional organizations.

Thirdly, we know that our teachers are invaluable. They are productive and open for professional development provided that they are given the opportunity. We aim to create opportunities for our teachers so that we can teach and learn from each other. We wish to have more conferences, seminars, workshops, in-service sessions, daily meetings, special events and so on this year. Our web site will also be enhanced for this purpose.

Fourthly, we will try to share more practical ideas related to classroom situations. We know that sometimes it is difficult for the teachers to prepare additional activities or find solutions to their problems due to the heavy workload they have. Our newsletter and our web site will try to function as a troubleshooting mechanism and as an idea bank.

Lastly, we believe that our association can help to improve the social status of teachers as a professional body. Teachers are the most devoted citizens of our society and they should be given the social status that they deserve. They should feel happier, more confident, more successful, more respected and more satisfied.

If we stand together, we can achieve all these aims.



## From the Editor

Dear News On-Line Readers,

We have a full year behind us and a brand new one is about to start for everyone. I would like to wish you all

**good health,**

**success,**

**and most of all**

**happiness!**

In this last issue of the year, you will find several articles on sessions from the 10th International INGED ELT Conference held at Selcuk University in Konya. There are pictures from this event and descriptions of presentations so that those of you who were unable to attend this year's conference can still benefit from the presenters' ideas. INGED was lucky to be able to host an INGED Afternoon with our Plenary Speaker Tony Wright at the British Council in Ankara. Teachers in Ankara and Istanbul listened to Tony thanks to the wonderful technology provided by the British Council, Ankara. You can find a summary of this videoconference on the following pages. INGED was represented in Buenos Aires through Dr. Meral Guçeri who spoke at a conference there. The Technology in Teaching page in this issue presents an article by Simon Gill on Web Resources. All these and a full paper by Tony Wright are waiting for you in our December issue.

Please send us your summaries and papers for the March issue by the last week in February 2007.

Have an enjoyable holiday...

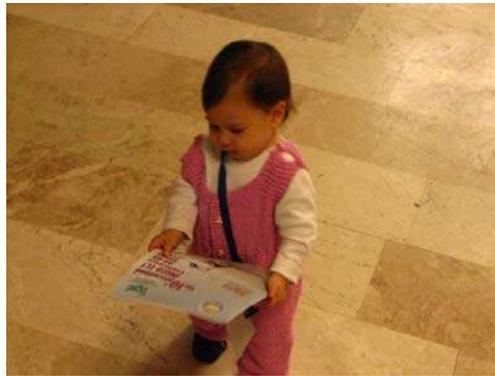


PICTURES FROM  
THE 10TH INTERNATIONAL  
INGED ELT CONFERENCE  
AT  
SELCUK UNIVERSITY, KONYA





Conference participants are getting younger every year!



A lot of interesting sessions to choose from!



A concurrent session

A poster session





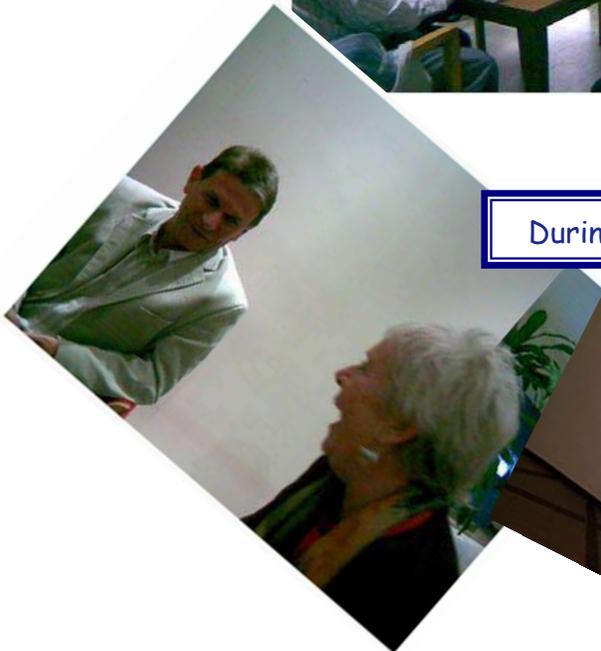
Conference Dinner



During a break



During another break





Thank yous...



The Raffle



The final morning!

# AN INGED AFTERNOON WITH TONY WRIGHT

## Towards Professional Development: Learning to Teach Less 'Innocently'

Summarised by: A. Suzan Öviz  
METU, Ankara



On 6 November 2006, INGED members gathered in the British Council meeting room in Ankara for Tony Wright's session on professional development. What made this INGED Afternoon so interesting was

that as we were listening to Tony in Ankara, another group of INGED members in Istanbul had gathered at Sabanci University to participate in the same event via video-conferencing. The technological aspect of this INGED Afternoon worked out very smoothly and we had very clear audio and visual reception on both ends. First, Tony talked about types of professional development and at the end of his talk, INGED members asked him questions. Here is a brief summary of Tony's presentation.

Tony pointed out that professional development could be viewed in two ways: As a natural process in which being a teacher in a school helps a person learn to be a teacher. This way of development was viewed as sufficient 50 years ago. In this way, some people developed into excellent teachers while others did not. The alternative way for development is Planned Professional Development (PD). Tony stated that he felt there are two types of PD: Inside Out (becoming critically reflective/responsive) and Outside In (imposed from outside).

The Outside In way means that an educational problem in a teaching context (e.g. a school) is diagnosed by an outsider (e.g. the Ministry) who then prescribes

a solution (e.g. a workshop). This is a common application especially when a new curriculum is being introduced in schools. This way is often rather unsuccessful as was the case with communicative language teaching workshops because the topic is not taken up in the spirit it was thought up.

Inside Out PD involves a loop or cycle in which a problem or question is identified in a teaching context by the people inside this school or institution. They then seek responses instead of solutions. Working out responses to a problem encourages continuous work whereas 'solutions' implies that there is a right answer and this solution is it but it may very well not be the best solution.

A Way Forward in PD is a personal action which is all about teachers learning to be more responsive; in other words, teachers start to listen to students and respond; the focus is on what is happening in the brain or even the heart of the student.

Steven Brookfield (1995:1) talks about teaching innocently. What we do every day means thinking we understand what we are doing; we think all is well; there is no questioning but doing things blindly. On the other hand, Critically Responsive Teaching means being clear about why we are doing what we are doing. Yet this is not enough! We need to go beyond and we must communicate to the students our values. This takes us beyond reflection.

How to develop professionally then?

1. Keep a teaching log (not a learning log) to record key moments and dilemmas regularly. Write in the log for 20 minutes.
2. Share key passages with students or colleagues thus developing a dialogue about the selected issues. This is 'inquiry-centered learning'.
3. Do further thinking, writing, or reading to try to deepen your understanding of issues. For example, on one course, Tony's students wanted him to talk more so every week for 30 minutes he checked the students' manifesto and made his adjustments. This is an example of genuine learner-centeredness because the students were in control of the process and there was a dialogue.
4. Make decisions on the new action.

Some principles:

- Start from where you are now.
- Create opportunities for dialogue and collective exploration.
- Work 'ecologically', or with the institution.
- Create the conditions for asking questions.
- Focus on the do-able.
- Seek outside assistance when you know what you want.

## 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 INGED DRAMA FESTIVAL

in 2007

in ANKARA



START PLANNING NOW FOR THE  
2007 DRAMA FESTIVAL!

WHICH PLAY?  
WHICH STORY?

WHO WILL ACT WHICH ROLE?  
WHO WILL HELP WITH THE COSTUMES?  
WHAT KIND OF MAKEUP IS THE BEST?

SEE YOU NEXT YEAR  
AT THE INGED DRAMA FEST!

## TECHNOLOGY IN TEACHING:

### WEB RESOURCES FOR TEACHERS 1: DISCUSSION GROUPS FOR TEACHERS



by

Simon Gill, pangill@hotmail.com

PdFUP, Olomouc

This article first appeared in MSSUA/MSATE Newsletter Spring 2005 and is used by permission of the author.

This is the first of two articles that have been prompted by two things I've often heard teachers say.

The first is "teaching can be a lonely job". It's ironic, really, that people can say that when, day in day out, they are working closely together with other humans in rooms which are full of people, in the form of their students, isn't it? But that doesn't stop it from being true, of course; students' perspectives are very different from ours, and not all of us have the time or opportunity to discuss our concerns and experiences with colleagues. And this, I think, is one of the reasons why teachers love to go to conferences, where they can meet friends and colleagues and share with them.

Another reason why teachers love to go to conferences seems to be to get fresh ideas and new materials. Which brings me to the second thing I often hear them say, "I can't ever find what I want on the internet". Again, I have considerable sympathy; trying to find exactly what you want, when you want it, can be rather like searching for a needle in a haystack. But the Internet offers real advantages that going to a conference or to the library can't, in terms of its convenience, cheapness, and the sheer volume of material that is available. If you can find it!

There are various features that the internet provides which I think can be of real help to teachers facing the problems above. Among them are *discussion groups*, which are groups of people who communicate with one another about topics of mutual interest, and *online journals* and *e-newsletters*, which are similar to print journals (such as the one you are reading now) but appear in electronic format. I

will deal with the latter in the second article. Now, though, let's look at some discussion groups.

A common way of dividing up discussion groups (also known as 'chat groups') is into *synchronous* ones, in which communication takes place in real time, and *asynchronous* ones, where you get messages a little bit later. All the groups I'm going to mention offer you a choice of either 'individual messages' (i.e. whenever somebody sends a message to the group it comes to you in the form of an email) or 'digests', which bundle messages together so that you receive all the postings from a certain time period at once. The 'individual message' option means you get things while they are still fresh and can see them in the order they come in, which is quite useful when you are trying to follow a discussion, but it also means that your inbox may get very full and that you may have to struggle through a lot of mail, not all of which is going to be interesting for you. Personally, I prefer to get my messages in digest form; I find it saves time. One problem is that digests often strip out any attachments that there might have been, but as most groups also have a website where all previous messages, and anything that may have accompanied them, is stored, I don't find that a problem.

All the discussion groups that I mention below were, at the time of writing, alive and well, free to join, and open to anybody. They are all also English-medium.

**CETEFL-L** was originally set up for teachers of English in Central and Eastern Europe, but has members as far away as Australia. A few years ago it was an extremely vibrant group. These days it's much quieter but still carries on. An interesting feature is that it is divided up into a number of dedicated channels, each of which exists for a specific purpose. So there is a **CHAT:** channel, for light topics, a **TECH:** channel for discussion of technical matters, a **REV:** channel, where reviews appear, and so on. You can decide which channels you want to be involved with and choose your settings accordingly. To subscribe you simply send an email to the address **LISTSERV@CESNET.CZ** with the command **SUBSCRIBE CETEFL-L YOUR NAME** (so I wrote **SUBSCRIBE CETEFL-L SIMON GILL**) in the subject line. You then receive a mail telling you what to do next.

**CREATIVE ENGLISH TEACHERS** is a relatively new and extremely active group founded by a teacher from Turkey. They seem to be very keen on sharing materials and classroom ideas and can be found at

<http://groups.yahoo.com/group/creativeenglishteachers/>

This group, like several of the others mentioned below, is organised through the popular Yahoo! Groups. You have to join Yahoo! Groups in order to join the group,

but the process is very simple and you can then join other groups hosted by Yahoo! For example, their search engine lists several hundred other groups that claim to be dedicated to English teaching. Some of them very obviously aren't, but there might be some gems that I haven't noticed in there.

**DOGME ELT** is a very active list, with over 8000 postings since it started in 2001, dedicated to 'a pedagogy of bare essentials', and I've mentioned them before in articles I've written for this newsletter. Their basic idea is that teaching should be less focused on materials and more focused on the interaction between the people in the classroom, i.e. the teacher and students. You can find out more about the group, and join it, by going to <http://groups.yahoo.com/group/dogme/> and they maintain a good website, 'Teaching Unplugged', at <http://www.teaching-unplugged.com/>

**ELTECS-L** is run by the British Council. It stands for *The English Language Teaching Contacts Scheme*. It functions primarily as a provider of useful information. For example, recent postings have mentioned up-and-coming conferences and courses, provided reports on events that have taken place, given news of job and study offers, and carried invitations to take part in research and to get involved in international programmes of various kinds. You can join by going to <http://mis.britishcouncil.org/archives/eltecs-l.html> and following the simple online instructions. There is also a complete archive of previous postings at this site. It's a moderated list, which means that anything you post will be looked at by an administrator before it actually gets posted to the list.

**IATEFL** is the International Association of Teachers of English as a Foreign Language and our own association is affiliated to it. It has a number of Special Interest Groups and many of them have their own discussion groups, again mostly organised through Yahoo! Groups. These include:

The Computer SIG - <http://groups.yahoo.com/group/IATEFLComputerSig/>

The Global Issues SIG - <http://groups.yahoo.com/group/gisig/>

The Teacher Development SIG - <http://groups.yahoo.com/group/TDSIG/>

The Teacher Trainers and Educators SIG- <http://groups.yahoo.com/group/ttedsig/>

The Young Learners SIG - <http://groups.yahoo.com/group/younglearners/>

So if you are interested in any of these areas these are worth checking out. You don't have to be a full member of IATEFL to join, although last year the Young Learners group were very actively discussing the idea that membership of the list should be restricted to members of their group. In the end, however, they decided not to.

**TESL-L** is the grandfather of all such lists. It was founded in 1991 and is administered from the City University of New York. It has a huge membership, with somewhere around 30,000 people subscribed, but not all of them, you will pleased to read, are active and the number of postings has always remained manageable. It also has a number of special interest subgroups, dealing with such areas as ESP, job opportunities, and computer technology in ELT. You can find out more by going to their website: <http://www.hunter.cuny.edu/~tesl-l/> or you can simply join by sending an email to: **LISTSERV@CUNYVM.CUNY.EDU** with the command, NOT in the subject line but in the body of an otherwise blank email, SUBscribe TESL-L yourfirstname yourlastname For example: SUB TESL-L Simon Gill

All of these groups have various settings that you can choose. You can get your messages individually or in digest form, you can get them as HTML or plain text, and you can also interrupt them if, for example, you are going to be on holiday or away for a period, so that there's no danger of your inbox getting totally swamped with unwanted mail. And you can always cancel them if you don't like them!

Another thing 'newbies' often worry about is the fact that they don't want to actually send anything but would rather just read what other people are saying. Don't worry; that's perfectly all right. The practice is called 'lurking' and it's actually very common and not at all frowned on; after all, can you imagine what it would be like if all 30,000 members of TESL-L wrote at once?

I don't claim that what we have here is a complete list; I am sure there must be many others. However, I think they provide plenty to be going on with. We are, after all, busy people, and the worth of these groups lies not in the fact that they fill up our long empty hours but that they help us to do our jobs better and more efficiently. I have found them to be an extremely useful 'virtual staffroom' in that:

- they provide me with a lot of useful information about conferences, courses, events, books, websites, downloads etc
- they are a great source of practical ideas for my teaching
- they are places I can go to with problems (pedagogical, linguistic, technical...) and know that there will be colleagues who will try to help me
- they put me in touch with teachers all over the world, which is a fantastic feeling!

I wish you pleasure and professional enrichment from the above groups and, if you find any others, please do let me know, either through one of them (I'm a member of them all) or by email: [pangill@hotmail.com](mailto:pangill@hotmail.com)



# NOTES FROM THE 10th INGED INTERNATIONAL ELT CONFERENCE, KONYA, TURKEY 3-5 Nov 2006

Summarized by: Lynne Diaz-Rico,  
Professor of Education  
at California State University, San Bernardino  
and coordinator of the M.A. in Education, TESOL program

## INGED CONFERENCE - "YEAR 10" WAS 10 ON A SCALE OF 10

Spirits were high as we made our way south from Ankara on a brisk Friday, November 3 to attend the 10th annual INGED conference in Konya. Four TESOL professionals—two from Middle East Technical University and two from hither-and-yon (Plymouth, England and San Bernardino, California, to be exact)—chatted about the myriad of topics that preoccupy English teachers: our



workload; our students; our mutual interest in that unrelenting enigma, English; and our total fascination with Turkey, its landscape, people, and customs. My companions from



METU, Suzan Oniz and Cigdem Ozen, previewed their presentations and I was intrigued enough to attend both—but more on the conference sessions in a bit.

Our host at Selçuk University was the superbly capable Dr. Ece Sarigül, Head of the English Language Training Department. The accommodations at the university were excellent, with sessions running smoothly, audiovisual equipment

at the ready, and session hosts aptly introducing each presenter. This level of support made the conference indeed run like a well-oiled machine.

The rousing keynote speech, "Combating Sexism in English Courses," by Professor Aydan Ersöz took us down a gendered path, sparking gasps of recognition from colleagues as we looked at English-language textbook illustrations that showed both little boys and men lounging and relaxing while their sisters and mothers worked in kitchens, worked in jobs as helpers and assistants, or prettied their face in the bathroom to go off to work in kitchens as helpers and assistants...get the picture? Consciousness-raising as the texts and photos were, I vowed to review texts in the United States for gendered-biased content and spend more time lounging around myself, against stereotype.



Preceding the keynote was a lecture by Nurcan Yalman, a leading anthropologist assigned to the excavations in nearby Çatalhöyük. Slides of the Neolithic lifestyle and art were uncannily exotic and beautiful. The translation by Suzan Oniz added yet another dimension of meaning and passion to the lecture. Mental addition to shopping list: an in-depth volume on this marvel, the oldest prehistorical urban settlement this side of Iraq.

Next for me was the workshop, "Activities to Increase Students Talking Time Using Cartoons and Film" by Çigdem Ozen, which got all participants actively involved in conversation using an "Information Gap" set-up in which the talker must narrate cinema action to a partner who can hear, but not see, the events unfolding on the silver screen. Both partners were given tidbits of dialogue and asked to predict the plot—but no one guessed correctly that we would be narrating the giant-worm-eats-the subway-car segment from *Men in Black II*. How limiting are words, even words tumbling out of my mouth a-mile-a-minute, when one has to describe the adventures of a hungry alien species! But at least we got a chance to practice fluency!

The Saturday morning keynote speech by Tony Wright of the College of St.



Mark and St. John (Marjon) took us into classroom management, leading from comprehensive survey to detailed vignette. Stimulated by the richness of his insights, I vowed to return home to buy his book, *Classroom Management in Language Education*, published in

2005 by Palgrave Press. But it is hard to pay attention when one's own keynote speech looms large, to be just after lunch.

Two more engrossing sessions in the midmorning, one by Nur Nilgün Demirok Aritürk on "Using Role Plays in Short Stories for Performance-Based Assessment" and the other by Suzan Oniz, "Grading Academic Papers: Feedback Tips" were exactly what I needed to further my own teaching in the M. A. in TESOL at California State University, San Bernardino. Teaching English is such international labor that one can travel one-third of the way around the globe and find high-quality presentations on relevant topics from seasoned professionals, with cogent tips for Monday morning's class.

My own keynote speech was prefaced by my realization that Anatolia was home to my own kinfolk—30,000 Celtic people, the Galatians, settled in what would someday be Ancyra in 300 B.C. Although Anatolia has welcomed millions of people from all parts of Europe and Asia, a strong European bloodline persists



from the ancient days. In my home state of Pennsylvania in the USA, over a million Celts immigrants were settled, including my ancestors from the western British Isles. Looking out in the audience I could see many people who could be my cousins, distant relatives of my own bloodline in the Celtic people of Ireland and Wales. This insight made my trip to the "other side of Europe" especially poignant and offered me some exciting insights into the persistence of culture through time.

The central thesis of my talk was that researchers may be misled in holding up the everyday communication of the native speaker of English as the second-language norm. English as a lingua franca is the wave of the future, when the young people of Turkey will be performing English all over the world as ambassadors of their own unique culture. Hence the cultural forms of Turkish drama, puppet shows, and other creative genres are excellent training for interlanguage performatives to stimulate cultural pride and intercultural communication. The background of performance, as in the INGED drama festival, is excellent impetus for second-language acquisition.

A whirlwind trip to the Mevlana Museum was culturally rich, despite the absence of the whirling dervishes themselves. Then on to the evening's banquet, hosted by Selçuk's Rektor Dr. Süleyman Okudan. All meals in Konya were succulent, unforgettable samples of the ethnic cuisine of Anatolia.

More workshops—I attended "Data-Driven Learning and Classroom Implications" by Serkan Çelik; "Style Wars in the EFL Class" by Emine Geçgil; "Feminist

Pedagogy in the ELT Classroom" by Habibe Burcu Baba; and Derya Erice's "Implications of Content and Language Integrated Learning (CLIL) at School in Europe" before my weekend was over. These talks added to my professional repertoire, with outstanding presentations and highly motivated, interested audiences.



The first snowfall of the year added drama to the long ride back to Ankara,



again full of English-teacher chat, this time augmented by new ideas, professional methods, and strategies. When it was time to say good-bye to my hosts from METU, I could hardly contain my eagerness to return to Turkey.

As a touching coda to my sojourn at the INGED Conference, at the Ankara airport in a duty-free store I met a young English major named Dogan. He said his name means "Sunrise." He certainly looked Celtic to me. Although his name looked foreign to me, when he pronounced it for me, I recognized it instantly, to my surprise. In English, his name means "Sunrise," too...not the Anglo-Saxon word "sunrise" (its cognate is *sonne reise* in German) but the old Celtic word that still survives in English. How enduring and persistent are our cultural roots! Two thousand years after the Celts first settled in Anatolia, children are still being given a name denoting the start of a new day—Dawn.



# NOTES FROM THE 10th INGED INTERNATIONAL ELT CONFERENCE, KONYA, TURKEY 3-5 Nov 2006

**Podcasts: What they are and how they can be used in the EFL environment**  
by Ashley Hazell Yıldırım and Erica Hoffman

**Summarized by: Mary Wynn, Ayfer Karaca and Nazan Özçınar**  
Sabancı University, Istanbul

Although all the sessions at Selçuk University 10<sup>th</sup> INGED International Conference were memorable, the one that stood out the most for us was the session entitled "*Podcasts: What they are and how they can be used in EFL environment*". Presented by Ashley Hazell Yıldırım and Erica Hoffman.

This session was not only well-organised and well-delivered, the content was fresh and new to ELT. We appreciated walking away from a session having learned something that will directly benefit our classroom and our students. On top of all of this, the presenters gave participants a lovely CD that included everything from the session, as well as tips for getting podcasting started with our students.

This session aimed at teaching instructors of the basic principles of podcasting. They explained that podcasting is simply listening to MP3 recordings on virtually any topic, any level and any interest. Teachers learned how to find podcasts and brainstormed ideas of how to create tasks and materials for them.



Overall, we hope the presenters continue their work on podcasting and present this topic at other conferences.

Thank you very much,  
Mary Wynn, Ayfer Karaca and Nazan Özçınar



# NOTES FROM THE 10th INGED INTERNATIONAL ELT CONFERENCE, KONYA, TURKEY 3-5 Nov 2006

**www.wonderland in the world of web  
presented by Gokcen Isik**

**Summarized by: Cigdem Ozen,  
METU, Ankara  
ozenc@metu.edu.tr**

In her session "www.wonderland in the world of web", Gokçen Isik shared with us the results of her research and her experiences in using the web in class. This session gave us an insight into some useful activities involving the web and how students responded to those. First, Gokcen presented the reasons for her research, which she summed up as follows:

- n Not using the Internet to its full potential as it can be intimidating for teachers and students,
- n Encouraging teachers who hesitate using the Internet as a materials resource because of technophobia,
- n Integrating different skills and catering for different learning styles,
- n Showing how the net motivates students.

In the second part of her session, she presented questionnaires conducted with students and instructors. The third part of the presentation was about the activities involving the use of the web. Gokcen presented five activities that she had used with her students. The first activity involved using search engines to answer some questions which she had prepared for the task. Students received feedback to their answers via e-mail. As a follow up, students prepared a trivia quiz for their classmates using these search engines. The second activity was a lengthy, ongoing

one in which students prepared the most suitable holiday package for their classmates using the internet. The stages of the activity are as follows:



## II. GETTING TRAVEL INFORMATION



**Aim:** to prepare the most suitable holiday package for the given destination by planning and reporting on it

**Length:** an ongoing activity

**Language and Skill:**

Language:

holiday & travel vocabulary, making arrangements, suggesting, agreeing & disagreeing, times and timetables, facts and figures, justification, description

Skills:

*Reading:* reading for general information, scanning, skimming

*Listening:* Students listen to oral presentations and lectures to comprehend main ideas and specific arguments

*Speaking:* Students will be able to participate in short two way exchanges of 2-3 minutes in order to express satisfaction, dissatisfaction to others

Students will be able to research and write notes and prepare a short presentation (including audio visual aids)



### PRE STAGE:

Eliciting students' favourite holiday destinations

Asking students for criteria they have before deciding where to go on holiday

Students decide on prompts for criteria

Teacher sets 3 different holiday destinations which students have to do research on



**You work at a travel agency and university students asked you for an economical holiday to ..... for one week. Plan a cheap holiday for one week. The students want to eat three meals a day, visit at least one tourist attraction everyday, and stay at a cheap but clean place.**

Students plan one step of the holiday each week and send the information (eg. Website addresses) to their teacher via mail.



**WHILE STAGE:**

**Week 1 of task:**

get some general information about the country- most famous cities, population, language spoken, traditions, climate, food, travel tips for tourists, etc.

**Week 2:**

do research on

i-Travel Expenses (flight, train, bus, etc.)

ii-Accommodation (hostel, camping site, motel, etc.)

**Week 3:**

do reseach on

i-Food and Drinks (where to eat, what to eat, price)

ii-Sites to go (museum, art gallery, ancient sites, etc.)

**POST STAGE:**

**Week 4:**

Prepare a poster and present it

Listen to friends' presentations and take notes under the given headings

**FOLLOW UP:**

Which presentation did you like most? Why?

Write the name of the web site that helped you most. E-mail these to your teacher and two of your classmates

Write five of the new words you have learned while doing this research



This sounded like a really fun activity with a lot of student involvement. In the third activity, the students were asked to answer a quiz about EFL websites. The sample quiz is as follows:



**INTERNET BOOKLET**

Answer the following questions about the Website your teacher gave you. The information will be put together in a booklet that will be given to you and your classmates.

1-Who is this website for? \_\_\_\_\_

2-What can you find on this website?

Eg. Information on grammar, language games

3-Are there nice pictures on the Website? Please tick.

YES  NO

4-Is it easy to find what you are looking for on the website? Please tick.

YES  NO

5-Are there clear explanations, instructions? Please tick.

YES  NO

6-Are there links to other websites? Please tick.

YES  NO

7- Do these links work? Please tick.

YES  NO

8-Will you visit this website again? Please tick.

YES  NO

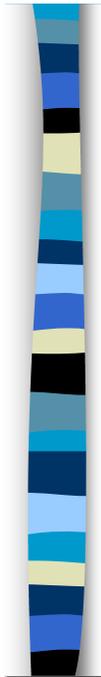
9-Why would you recommend this website to your friends?

10- Is the speed of the website good? Please tick.

YES  NO



The websites questioned in the quiz were listed as follows:

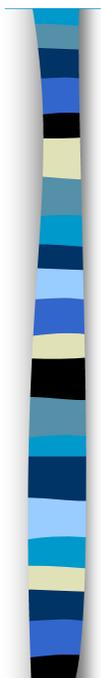


**Websites for students to explore**

- <http://www.teachingenglish.org.uk/>
- <http://www.lydbury.co.uk/grammar/>
- <http://www.selfaccess.com/>
- <http://www.onestopenGLISH.com/>
- <http://penguinreaders.com/>
- <http://www.englishclub.com/>
- <http://www.oup.com/>
- <http://www.longman.com/azar>
- <http://longman.com/grammarexchange>
- <http://bbc.co.uk/skillswise/words/grammar/>
- [www.oup.com/elt/englishfile/pre-intermediate](http://www.oup.com/elt/englishfile/pre-intermediate)

The fourth activity was about finding a pen pal. The suggested website in this activity was: <http://www.its-myworld.com/>

The tasks were as follows:



**Tasks for Key Pal Interchange**

**TASK I**

- Introducing yourself by writing about your school, physical appearance, personality, hobbies, family and hometown
- Asking questions about these to your pen pal

**TASK II**

- Writing about the largest city in Turkey
- Stating personal preference (city or countryside?) and its reasons
- Writing about advantages and disadvantages to living in the city and the countryside.
- Asking questions about these to your penpal

**TASK III**

- Writing about holidays in Turkey
- Writing about favorite holiday and describing it
- Asking questions about these

Adapted from: Sperling, D. (1999). *Internet Activity Workbook*. New York: Pearson Education

The fifth and last activity presented in this session was how students prepared and presented a summary of a newspaper article. The tasks were as follows:



## V. NEWS REPORTS

**Aim:** to prepare a summary of a newspaper article and present it

**Length:** 100'+ presentations

**Language and Skill:**

Skill:

*Reading:* Students will be able to read informative texts in order to comprehend a text

*Listening:* Students will be able to listen to different types of monologues of 4-15 minutes in order to comprehend key information

*Writing:* Students will be able to read, listen to a variety of text types of 500+ words or 4- 10 minutes in order to show an understanding of the text by summarising it

*Speaking:* Students will be able to participate in a small group discussion

Students will be able to do research, write notes and prepare a short presentation



### PRE-STAGE:

Students are given headlines of news in groups and discuss what the news is about and what kind of vocabulary they might come across in it

### WHILE-STAGE:

Students in same group look at the same news from different sources (e.g. CNN, NBC)

### Questions:

Where did the event happen?

When did it take place?

Who was involved?

What happened?

What is striking in this piece of news?

What are the key words in the news?

### POST-STAGE:

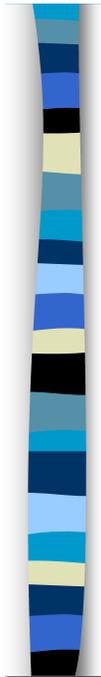
Students come together and prepare a summary of the piece of news and report it to the class.

### FOLLOW UP:

In the evening students look at a news channel on TV or check the Internet again if there is any added information on that piece of news.



Gokcen ended the session with the following guidelines:



**WARSCHAUER & WHITTAKER'S GUIDELINES  
FOR TEACHERS**

- 1-Consider Carefully Your Goals
- 2-Think Integration
- 3-Don't Underestimate The Complexity
- 4-Provide Necessary Support
- 5-Involve Students in Decisions

Mark Warschauer and P. Fawn Whittaker. (1997).  
*The Internet for English Teaching: Guidelines for  
teachers*. TESL Reporter, 30 (1), 27-33.



# NOTES FROM THE 10th INGED INTERNATIONAL ELT CONFERENCE, KONYA, TURKEY 3-5 Nov 2006

**Using Graphic Organizers for Improving Reading Comprehension  
presented by Gonca Eksi and Ceylan Yangin Ersanli**

**Summarized by: Işıl Günseli Kaçar  
Middle East Technical University, the Department of Basic English**

The 10th International INGED ELT Conference took place at Selçuk University, Konya between 3rd and 5th of November 2006, with a wide range of participants from a variety of universities and other organizations. The conference theme was *Practice and Progress*. Over 40 presentations and 20 workshops, along with 3 thought-provoking plenaries, cast light on how to ensure progress in our language classrooms, a challenging issue for us all. The participants shared and compared their own teaching practices and engaged in collaboration in generating solutions to common problems so as to facilitate progress.

Of a range of informative presentations, the one on the use of graphic organizers to improve reading comprehension by Gonca Eksi and Ceylan Yangin Ersanli provided the audience with a lot of insights into the ways to promote the intricate cognitive processes at work during comprehension. The rationale behind the presentation is that when students are made aware of the formal schemata of the texts and the various discourse organizations texts may possess, their level of text comprehension is likely to enhance to a great extent. In the first part of the presentation, the presenters introduced the concept of graphic organizers, the rationale behind their use, the research studies that have provided support for their use, the potential benefits of use, and a non-

exhaustive list of graphic organizers which are likely to be useful in reading comprehension. The second part of the presentation was concerned with the practical applications of these organizers to a reading text geared towards the elementary-level young EFL learners.

Graphic organizers can be defined as a visual and graphic display that depicts the relationships between facts, terms, and/or ideas within a learning task. They are handy visual tools that enhance the organization of information in a text hence contributing to the learners' comprehension level to a substantial degree. They appeal not only to learners with well-developed visual and spatial intelligence but also to learners with different types of multiple intelligences, e.g., logical mathematical, linguistic, and interpersonal.

As regards the beneficial features of graphic organizers, they can be of use from a multitude of aspects. To illustrate, they can assist the transfer of complex and messy information into meaningful displays, the chunking and anchoring of information, the summary and interpretation of information, the provision of an outline of the text, the development of higher level thinking skills, the promotion of creativity, and the arrangement of information in line with the main ideas and supporting ideas. Apart from these benefits, active use of such organizers can contribute to learner autonomy.

With respect to the theoretical background concerning the use of graphic organizers, Dammasio (1994), a famous neurologist, points out the essentially image-based nature of the prior knowledge and the salience of task focus on relevant images and pattern recognition in the learning process.

As far as the areas of use, graphic organizers can be utilized in various subject areas. Their use cannot be restricted to the teaching of language skills, grammar, and vocabulary exclusively. In fact, they can be incorporated into various school subjects ranging from social sciences to mathematics. As well as a teaching tool, they can also be used as an assessment tool to evaluate learners' performance in project work. Graphic organizers can help achieve the ultimate goal in the reading comprehension process, that is, to make meaning out of the text. To accomplish this end, it is of great importance that one should succeed in establishing a relationship between the textual information and the reader's content schemata, to draw inferences as to the author's message, to assess its quality and relate some aspects of the texts to others. Given that text structure has a strong impact on the students' comprehension ability, thanks to the use of graphic organizers, learners will be able to perceive certain organizational formats and patterns embedded in the texts, thereby raising

their awareness regarding the coherence and unity of the information being presented and becoming more competent at distinguishing the main ideas and the details.

As far as sample graphic organizers are concerned, below is a non-exhaustive list which is likely to be useful in reading comprehension:

**a) KWLH**

K	W	L	H
What do I know?	What do I think I will learn or want to learn?	What have I learned?	How can I learn more?

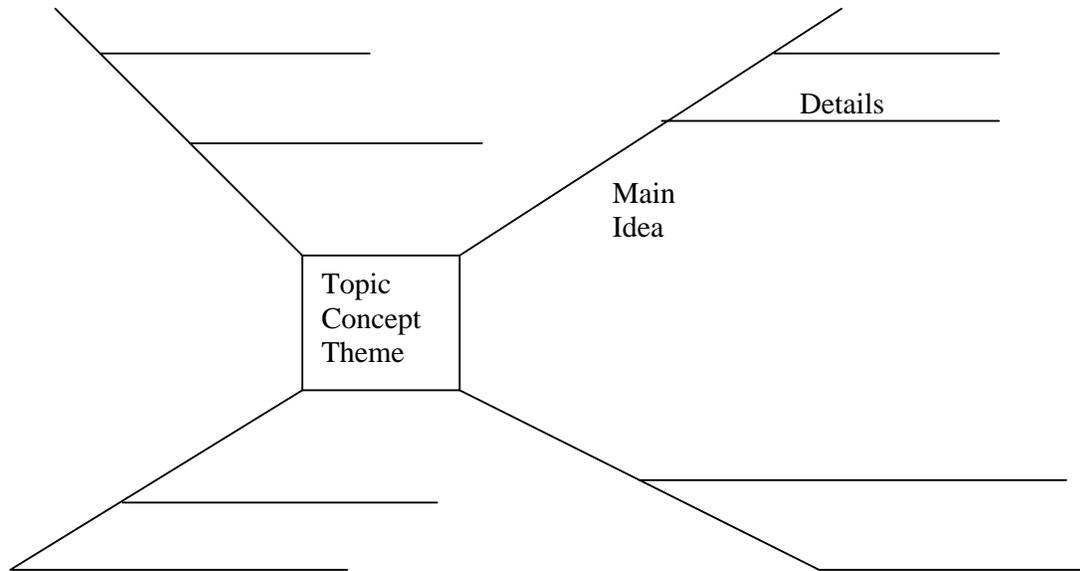
This organizer can be utilized in pre-, while-, or post-reading activities. 'K' represents activating learners' text-related background knowledge while 'W' stands for guiding learners to determine what they want to learn. 'L' is concerned with the learners' identification and reflection upon what they have learned at the end of the activity. 'H', which is an optional stage, is related to how learners can learn more about the topic.

**b) The Spider Map**

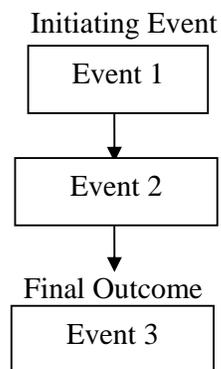
This organizer is useful for describing a central idea such as a thing (e.g., a geographical region), process (photosynthesis), concept (inflation), or a proposition with support (distance education via the internet is beneficial for university students). The key questions are as follows:

- 1) What is the central idea?
- 2) What are its attributes?
- 3) What are its functions?

### A Spider Map

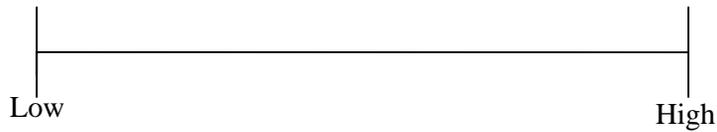


### c) The Series of Events Chain



This organizer is useful for the description of a process (e.g., the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). The following key frame questions may be utilized: What is the object, procedure, or initiating event? What are the key stages or steps? How do they lead to one another? What is the final outcome?

**d) The Continuum Scale**



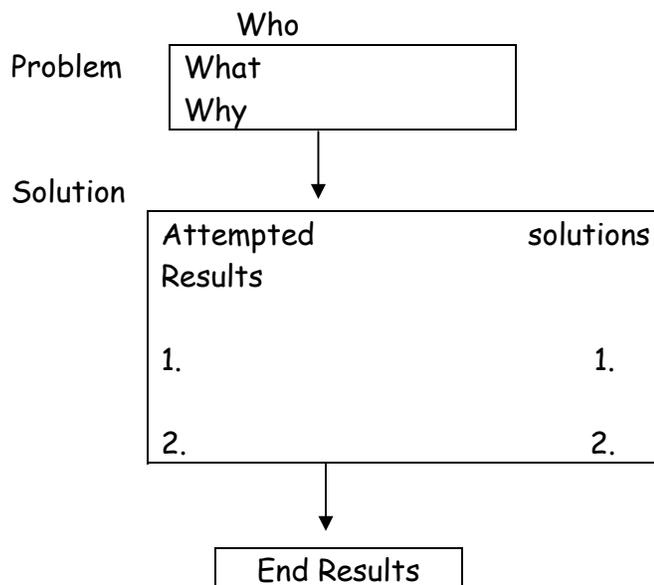
This type of organizer is used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or rating scales (achievement in school). The key frame questions are as follows: What is being scaled?

**e) Compare / Contrast Matrix**

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

This organizer is used to show similarities and differences between two things (people, places, events, ideas, etc.). The following key frame questions can be asked: What things are being compared? How are they similar? How are they different?

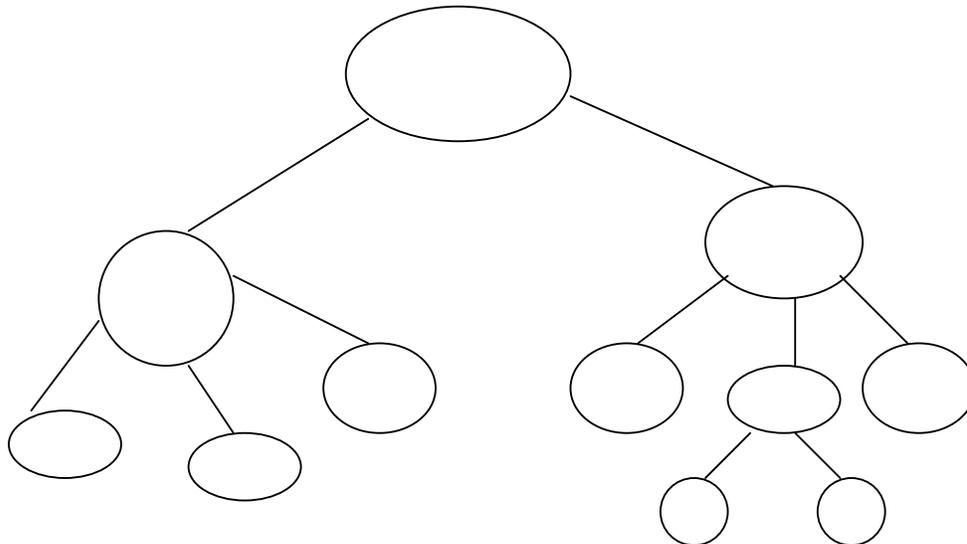
**f) Problem / Solution Outline**



This organizer can be beneficial when representing a problem, attempting solutions, and results (e.g., the national debt). Some key frame questions have been stated below:

- a) What was the problem?
- b) Why was it a problem?
- c) What attempts were made to solve the problem? Did those attempts succeed?

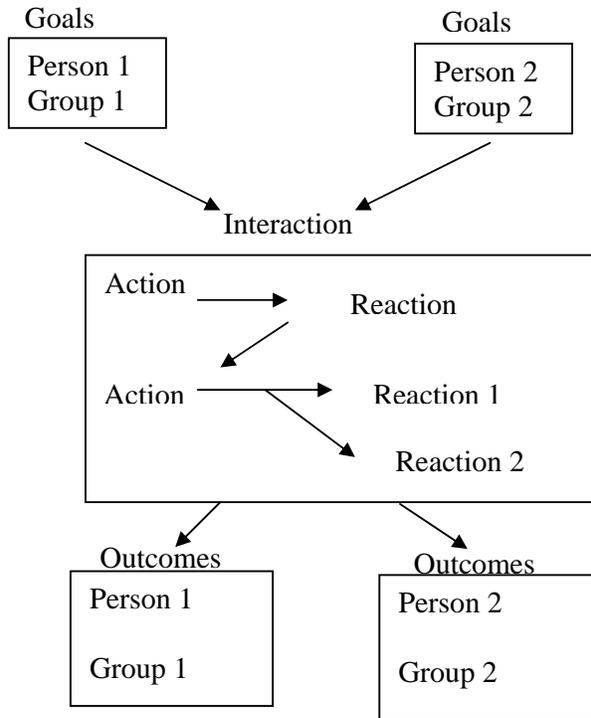
**g) Network Tree**



This type of organizer is used to indicate causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Some of the key frame questions are given below:

- a) What is the superordinate category?
- b) What are the subordinate categories?
- c) How are the subordinate categories related?
- d) How many levels are there?

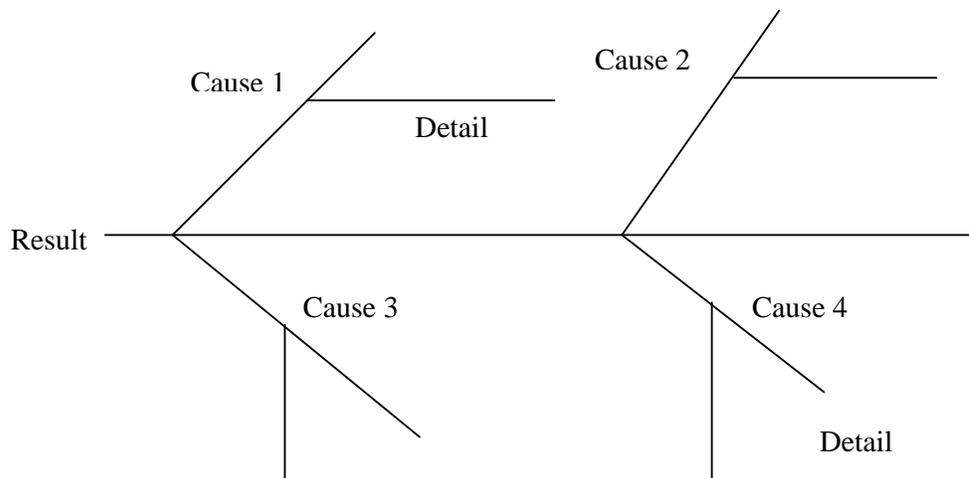
**h) Human Interaction Outline**



**i) Fishbone Map**

This organizer is utilized to point out the causal interaction between complicated events (e.g., an election, a nuclear explosion) or complex phenomenon (e.g., learning disabilities). Some sample key frame questions are as follows:

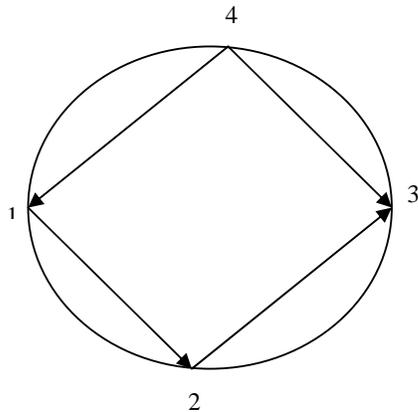
- a) What are the factors that cause X ?
- b) How do they interrelate?
- c) Are the factors that cause X the same as those that cause X to persist?



**j) Cycle**

This type of organizer indicates how a series of events interacts to produce a set of results again and again (weather phenomena, cycles of achievement and failure, life cycles). The following key frame questions can be asked:

- a) What are the critical events in the cycle?
- b) How are they related?
- c) In what ways are they self-reinforcing?



**k) Fairytale Characters**

Character's Name	Strong	Weak	Brave	Coward	Beautiful	Handsome	Ugly	Has Weapon

**l) Story Grid**

For each of the stories you read, record the information below. Now compare and contrast the books in a short report. Remember to use the words of comparison such as *although*, *however*, *but*, *on the other hand*, *similarly*, *in contrast*, etc.

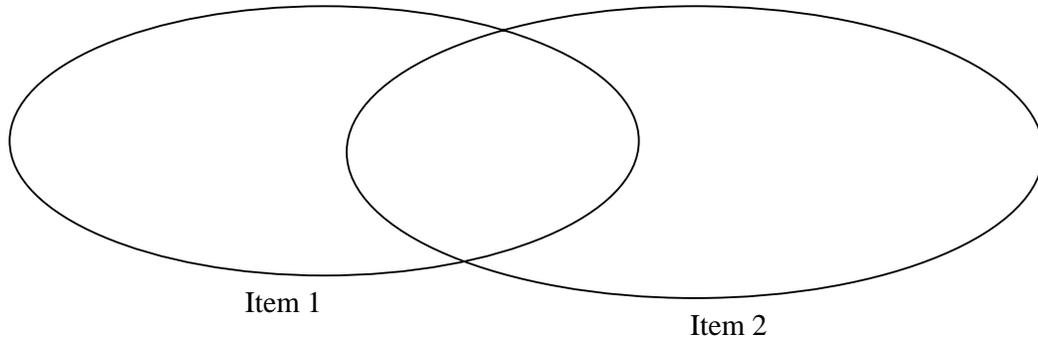
Hero	Villain	Setting	Conflict	Ending

**m) PMI**

Use the table to record pluses, minuses, and interesting points about the book you you have read (you could discuss its plot, setting, characters, problem/ solution, writing style, etc).

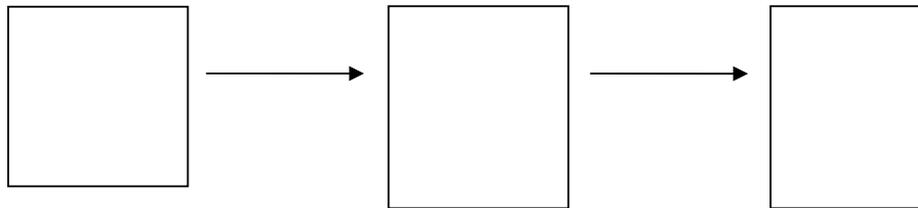
**n) A Venn Diagram**

Use the Venn Diagram below to compare two characters from your book.



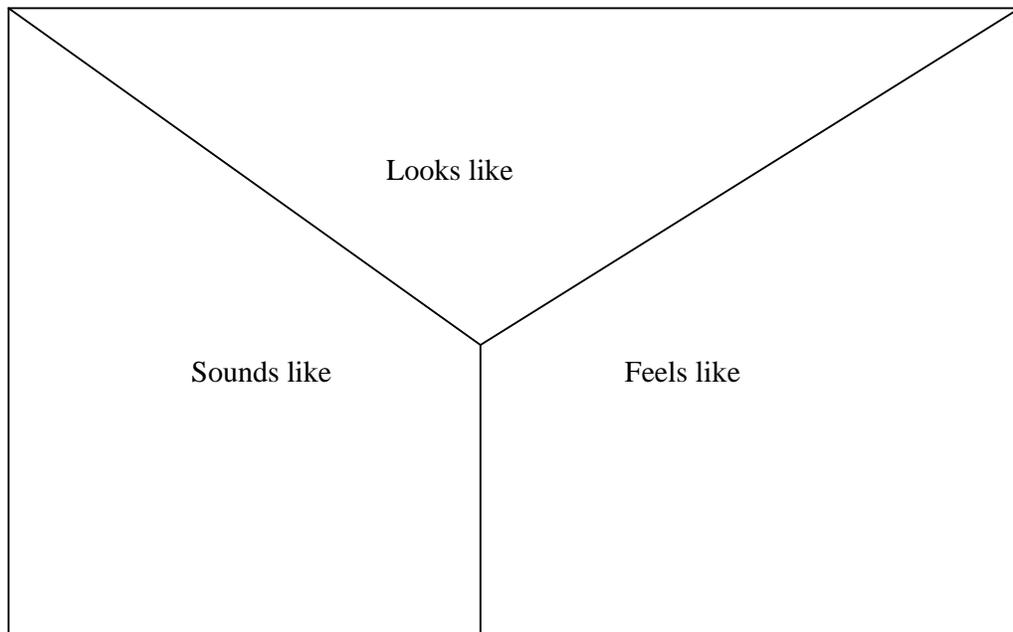
**o) The Simple Story Map**

Use the story map below to draw and write about the story you have read:



**r) The Y-Chart**

Use the Y-chart below to analyse the setting from the book you are reading.



**s) The Five W's Chart**

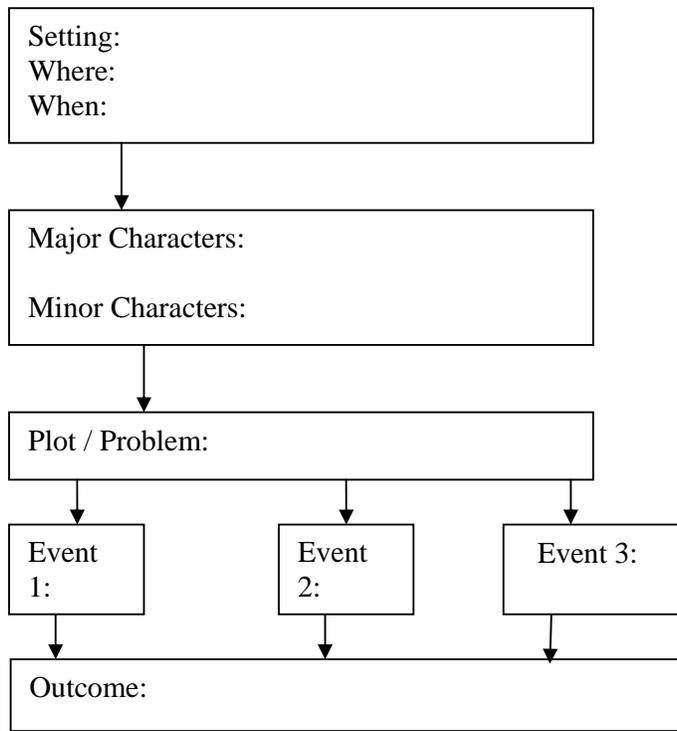
Use the Five W's below to reflect on the most exciting part of the book you have read.

What happened?	
Who was there?	
Why did it happen?	
When did it happen?	
Where did it happen?	

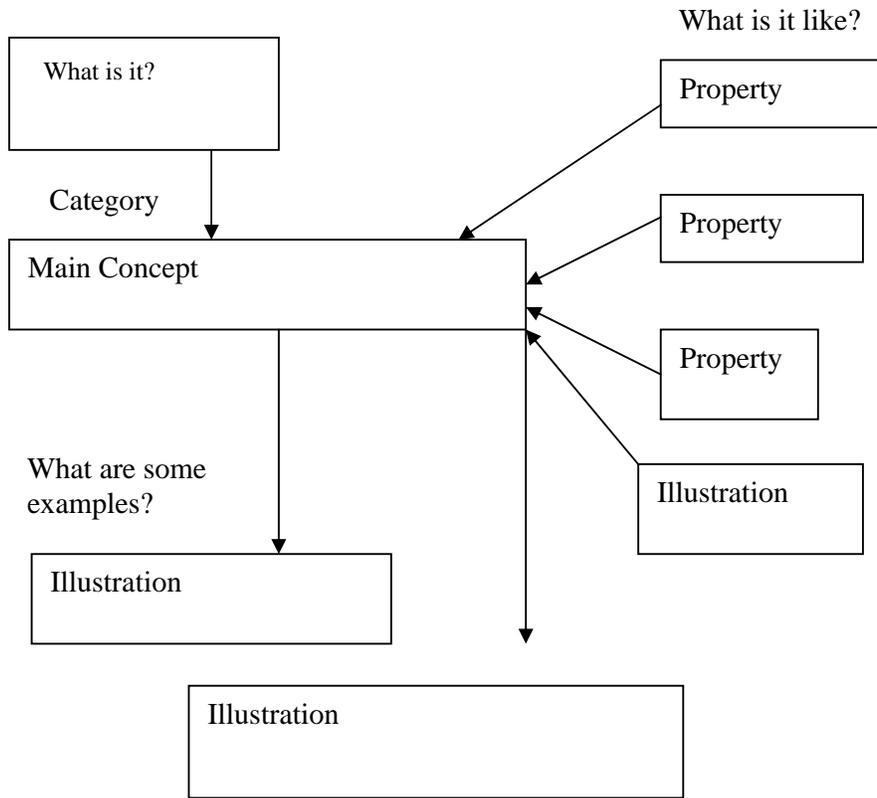
Use the information above to create a newspaper headline and a first paragraph of a newspaper article about this event.

**t) Story Map 2**

Write notes in each section:

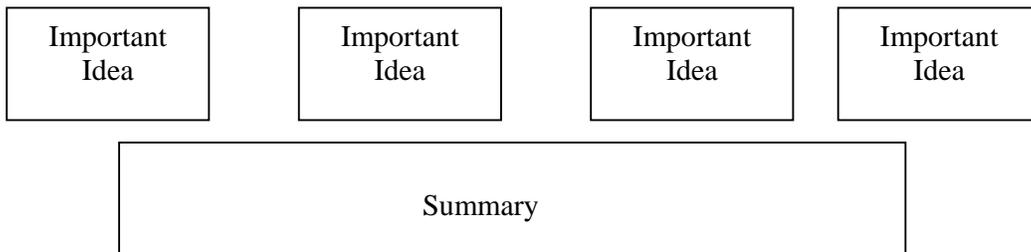


**u) Concept Definition Map**



New Definition: -----  
 -----

**v) Summarizing**



## y) Making Inferences

Story Clues	+	What Know	=	Inference

Having introduced all the graphic organizers and provided an opportunity for the audience to practise some of them in a story entitled *The Lucky Seed* for elementary-level young learners, the presenters concluded by recommending the following websites and references for teachers who wish to learn how to employ graphic organizers in their teaching effectively:

- <http://www.graphic.org/>
- [http:// www. readwritethink.org/lessons/lesson\\_view.asp?id=95](http://www.readwritethink.org/lessons/lesson_view.asp?id=95)
- [http://www.teachingld.org/pdf/teaching\\_howtos/graphic\\_organisers.pdf](http://www.teachingld.org/pdf/teaching_howtos/graphic_organisers.pdf)
- <http://www.teacher.scolastic.com/lessonplans/graphicorg/>
- [http://english.unitecnolgy.ac.nt/resources/units/creative\\_writing/organizer.html](http://english.unitecnolgy.ac.nt/resources/units/creative_writing/organizer.html)

Anders, G., and Beech, L. W. (1990). *Reading: Mapping for meaning: 70 graphic organizers for comprehension*. Kent, CT: Sniffen Court Books.

Bromley, K., Irwin\_De Vitis, L., and Modlo, M. (1995). *Graphic organizers: Visual strategies for active learning*. New York: Scholastic Inc.

Drapeau, P. (1998). *Great teaching with graphic organizers: Lessons and fun-shaped templates that motivate kids of all learning styles*. New York: Scholastic Professional Books.

Merkley, D.M., and Jefferies, D. (2001). Guideline for implementing a graphic organizer. *The Reading Teacher*, 54 (4): 350-357.

Parks, S., and Black, H. (1990). *Organizing thinking: Graphic organizers. Book II*. Pacific Grove, CA: Critical Thinking Press and Software.



# NOTES FROM THE 10th INGED INTERNATIONAL ELT CONFERENCE, KONYA, TURKEY 3-5 Nov 2006

## **The Assessment of Critical Thinking Skills and Individualized Voice in Writing Essays in English presented by Dr. Nuray Alagözlü**

**Summarized by: Işıl Günseli Kaçar  
Middle East Technical University, the Department of Basic English**

Another presentation that I would like to share with you is the one by Dr. Nuray Alagözlü, entitled *The Assessment of Critical Thinking Skills and Individualized Voice in Writing Essays in English*, which has shed light into the intriguing connection between critical thinking skills and EFL writing. It is concerned with the examination of the argumentative essays of Turkish undergraduate EFL students from the perspective of critical thinking and the expression of individualized voice. During the presentation, prior to the discussion of the study, the speaker familiarized the audience with the concept of critical thinking, offered several definitions by various researchers, and showed the criteria whereby critical thinking was evaluated in the study. Critical thinking can be defined as the ability to analyse facts, generate and organize ideas, defend opinions, make comparisons, evaluate arguments, solving problems and drawing inferences (Chance, 1986). In line with Beyer (1995), it involves using criteria to judge the quality of something from a recipe to a conclusion of a research paper. Critical thinkers judge and question an idea based on reliable evidence by establishing logical relationships. In addition to critical thinking, the presenter also elaborated on the concept of individual voice in writing. Individual voice in writing refers to the authorial identity or authorial presence (Elbow, 2000). At this point, the presenter set the background to the study. Turkish EFL learners are likely to have great difficulties writing essays in English and they may find it hard to express their ideas in the written medium effectively.

The study investigated whether Turkish EFL students in EFL departments displayed elements of artificial thinking.

To evaluate critical thinking, the following criteria were used in the study (Stapleton, 20001):

1. Arguments: They are claims supported by reasons. A claim consists of a statement whose truth is arguable and is advanced in response to a problem or controversial issue.

2. Reasons: They are statements used to support claims. If they are simple repetitions of those found in the prompt, without an evaluation, they do not indicate critical thinking.

3. Evidence: They are statements or assertions serving to strengthen the argument. They can be defined as the support for the truth of a proposition derived from experience. They can be in the form of personal experience or empirical research studies.

4. The recognition of opposition and refutation: The students are expected to recognize the alternative view in opposition to the claim stated in the essay. These views do not have to be original. They can be taken from the prompt. As regards the refutation of the main thesis statement, the writer needs to respond to the opposing viewpoint in a way that indicates its inadequacy. However, if the writer only reports what he/she has read without any elaboration, it is not critical thinking.

5. Conclusion: It is a statement or a series of statements in which a writer sets out what he/she wants the reader to believe. This belief is conveyed via the argument. It is limited to agreeing with, disagreeing with or taking some middle ground with the specific prompt.

With a view to determining the level of critical thinking that occurs, the quantity of fallacies and errors in reasoning were also taken into account in this study'. As for the examination of individual voice in the essays (the reflection of personality, the pronoun 'I'), essays were divided into the smallest terminable units, which are the shortest units which a total sentence can be reduced to. The total number of T- units and the number of T- units representing self per essay was calculated.

As far as the results of the study are concerned, the study revealed that a large number of fallacies were found in the students' essays: *the straw man policy* (41), where the students change the direction of the essay, *the irrelevant conclusion* (24), *hasty generalization*, jumping at conclusions without evaluating reasons and evidence, (8), *begging the question*, which is a kind of circular

reasoning, (1), and *ad hominem*, an attack against the source of argument rather than the argument itself, (1).

Regarding the use of individual voice in writing, out of 267 T- units, only 14 utterances of self were found.

In the light of the results of the study, it can be said that the majority of the Turkish EFL students in the study were devoted to the texts, scared to isolate themselves from the prompts and the arguments, and hesitant to add their comments. They did not filter what they read through their judgment and reasoning. They did not seem to support their claims with adequate evidence from the text. They tended to handle the texts for their own informativity only. A close examination of the students' essays revealed that there were a large number of claims in the form of definitions; nevertheless, there were not as many reasons and as much evidence as the claims. In addition, students remained unable to obtain evidence from the texts to back up their claims; they failed to really support the arguments owing to the inadequacy of evidence and reasons. Although the students had already studied the texts and read the commentaries and criticisms about the literary works they studied, they were unable to narrate what they had read with a critical eye and to produce a critical response to the texts. Attempting to write about essays closely connected to the topic, students averted the directions of the argument in the essays, which may be attributed to their bombardment with the ready-made essays on the internet that disregard the conventions of academic writing.

In short, the presentation was informative and thought-provoking in terms of the insights it provided into the reasons for and the results of the failure of the Turkish EFL writers to incorporate the elements of critical thinking, take a critical stance in their writing, and to raise their individual voices in the process of creating a written product.



# NOTES FROM THE 10th INGED INTERNATIONAL ELT CONFERENCE, KONYA, TURKEY 3-5 Nov 2006

## Activities to Increase Student Talking Time Using Cartoons & Film Extracts Presented by Cigdem Ozen

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This workshop aimed at sharing some practical and effective activities that increase Student Talking Time through the use of cartoons and film extracts. The presenter first briefly discussed teacher concerns regarding lack of in-class language practice. She also stated that often students receive language input but they are unable to use these structures in their conversations. Ms Ozen then went on to show two activities that she found helped her students talk in class by asking participants to act as her class.

### **Speaking Activity 1: Using a film extract**

Warm up: Pairing up

The teacher distributes slips of paper containing half of a sentence from the movie they are going to watch. Students find their partners by matching the two parts. In pairs, they sit together with one student facing the screen, the other with his/her back to the screen.

Pre-watching

Students are given 1-2 minutes to answer the following questions related to their sentences:

- \*What does the sentence mean?
- \*Who said this?
- \*When, where and how was this sentence used/said?
- \*What happened before and after this sentence?

As a round up, the teacher elicits the answers and the rest of the class can add ideas if they want. The teacher reminds the students that these sentences will come up in the film that they are going to watch.

#### While-watching A

The students facing the screen are 'A's and the students with their backs turned to the screen are 'B's. All 'A's watch the film without sound but with English sub-titles for 3 minutes and while watching, they have to tell 'B's what is happening in the film. They give as much information and detail as possible.

#### Post-watching A

'B's sum up what they've heard and 'A's make the necessary corrections or additions.

The teacher asks if they remember hearing any of the sentences from the warm up. If students don't remember, the teacher can help and provide the sentences; it would be best to have half of the sentences appear in the first three minutes and the other half in the second.

#### While-watching B

Students switch places and now 'B's watch and describe what they see.

#### Post watching B

The same procedure as above .

### **Speaking Activity 2: Using a cartoon**

Cigdem Ozen then showed us her second activity, which involved using a cartoon. We were already seated in pairs and ready to watch the cartoon with the people facing the screen being 'A's and the others 'B's.

#### While-watching A

'A's watched the first half of a Tom & Jerry cartoon with sound, but without subtitles this time, and described the scenes to their partners. We tried to include as much detail and information as possible because 'B's were going to be asked some questions related to the scenes later.

#### Post-watching A

'A's summed up what they just described to their partners and 'B's asked questions for clarification.

The teacher asked 'B's some questions to check whether 'A's had been good story-tellers.

While-watching B

'A's and 'B's switched places and the cartoon went on. The same was repeated with partners who had been listening before watching and talking this time.

Post-watching B

The same procedure as before.

### **FOLLOW UP IDEAS**

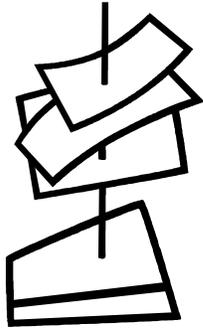
Some possible follow-ups to Speaking Activity 1, using film extracts, could be:

- \* Ask students to write a summary of the 6 minutes total watching.
- \* Ask students to write/discuss how the film will continue.
- \* Watch the rest of the movie together and ask them to write a review or summary of the film.

Some possible follow up ideas for Speaking Activity 2, involving a cartoon film:

- \* Ask students for a description of the funniest/saddest/most cruel/ scenes of the cartoon.
- \* Ask students to write a summary of the cartoon.
- \* Ask students to identify the most commonly used tenses/vocabulary items during the description of the scenes.





# NOTES FROM THE INTERNATIONAL CONGRESS FOR ENGLISH COORDINATORS AND DIRECTORS OF STUDY

August 24-26 2006,  
Buenos Aires, Argentina

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I attended the Congress for English Coordinators and Directors of Studies in Buenos Aires and did a presentation entitled 'Am I a Leader or a Manager?'. Not only the venue but also the hospitality and professionalism of ABS Conference organisers is worth praising as I am amazed at their skills in making the event a significant one for all the participants. There were hundreds of participants from the USA to Brazil and the UK to Australia. On the corridors of the venue, one could hear all sorts of Latino languages spoken to reflect the multicultural nature of the conference. There were sessions not only in English but also in Spanish. Plenary talks, lectures and workshops targeted both school administrators and teachers who were provided with a wide range of topics such as tips on practical classroom delivery, performing effective team work or developing leadership skills. Theory was united with practice in most of the sessions that I attended and participants were eager to learn by asking questions and participating in the tasks set.

Pre-conference events started with Leonor Corradi of Surrey University (UK) and her team stressing the role of effective team work in achieving professional satisfaction. They gave examples of how team work has been part of our lives as well as in the field of education. They emphasised that team work involved

much more than a group of people working together and how willingness of a team member had a significant impact on the results compared to a person who is asked to do so. Team leadership, according to Corradi, requires skills to coordinate the team and to establish a team spirit; therefore, a team leader should know how to create the conditions for team coordination.

There were various sessions discussing whether there was any difference between management and leadership. David Hall who has worked in the Department of Linguistics, Macquarie University, Sydney, put forward the differences between management and leadership in language teaching, commerce and industry. David focused on the challenges faced on a daily basis by program managers, including the varied skills they needed to have and the compromises they are forced into. He shared case studies to illustrate the issues.

Judy Reed, the Director of the Intensive English Language Program at Portland State University, claimed that leading an intensive English language faculty through times of declining enrollment could be challenging. She provided anecdotes and shared the process and outcomes of how using key concepts over a two year period had a positive impact on faculty morale.

Alison Rice of Hunter College in New York described 'change' both as pleasure and burden due to the resistance that occurs. She defined the role of a director as a catalyst for change even though the process is supposed to be frustrating. She stressed the importance of teacher involvement in the change process and how quality coordinators made it bottom up. She listed guidance, patience, encouragement and knowledge as key concepts not only for coordinators but also teachers. However, Rice also said that the most exciting aspect of change for directors is working with good teachers for refresher methodology courses but not on teacher training because refresher courses encourage teachers to go forward by enabling them to set future goals.

My session was entitled 'Am I a leader or a manager?' and focused on organisational structure and attitudes of teachers and school administrators to the teachers' role as agents for change. Organizations are established with the aim of attaining certain goals. Fundamental consideration of most of the organizations is to survive, to remain competitive, to grow and to be profitable. In Turkey, English language teaching has been recognized as a profession and a field of education that is very dynamic with its new methodologies and techniques that are developed to meet the demands of the changing world. The Ministry of Education, in collaboration with International English Language Teachers' Association, (INGED), offers training to teachers not only to keep

them up-to-date but also to help them act as agents for change in their school environment. I have conducted a research study on an in-service teacher - training program from the point of view of the teacher as agent of change and leadership. I tried to find out whether there has been any change in the teachers' teaching behavior, whether teachers have performed change agent roles in their institutions or contributed to school development after they completed the course. For this purpose, teachers, coordinators, directors of studies and principals have been interviewed after six months of the course. Managerial styles that encourage or prevent a change agent and leadership roles of teachers have been identified. The data is converted into mazes which reflect the emerging issues at schools and the participants of the workshop were invited to take part in role play activities and simulations which led to discussions on the roles and the responsibilities of the coordinators, directors of studies and managers to build change agents in their schools. Finally, an overview of the study was shared, research design, its purpose and the findings were explained. The hall was fully packed: there were more than 200 participants and I was amazed by the interest and participation in the tasks that I set. Fruitful discussions between coordinators and teachers took place. I have highlighted the crucial areas related to the management and leadership skills as stated below:

#### **THE MANAGER**

administrators  
 is a copy  
 maintains  
 focuses on systems and structure  
 relies on control  
 has a short-range view  
 asks how and when  
 has their eye on the bottom line  
 accepts status quo  
 is the classic good soldier  
 does things right  
 ensures tasks

#### **THE LEADER**

innovates  
 is an original  
 develops  
 focuses on people  
 inspires trust  
  
 asks what and why  
 has their eye on the horizon  
 challenges it  
 is their won person  
 does the right thing

(Bennis, W., 1994, *On Becoming a Leader*, Addison-Wesley)

Sugarman (2000) claims that even though the manager and the leader are supposed to be facilitated with the above skills they both are expected to have the following qualities:

confident  
 strong sense of vision  
 passionate  
 committed  
 confident  
 assertive  
 develops mutual respect

For all of us, teachers, leaders or managers the above lists may serve as a checklist to test where we stand .

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## MANAGING CLASSROOM LIFE

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My intention in this paper is to tell a new story about classroom management. Classroom management is one of those rather neglected corners on our map of classroom language learning and teaching, and in its seclusion, has tended to lose contact with what has been happening in the main centres marked on our maps. And yet, for teachers and students, managing the classroom context is at the very centre of their daily life experience. Perhaps this is why so many teachers feel cut off from sources of new knowledge and new perspectives? If so, this is regrettable, and in one way, this paper seeks to begin a conversation which opens up possibilities for a new view of what classroom management means. Any effort we make to affect classroom contexts positively and to enhance the quality of what I call classroom life can only in the long run be beneficial for the quality of students' learning experience, because I believe that the ways in which we manage classrooms are intimately linked with what transpires there, and ultimately whether these goings-on contribute to student learning.

### Classroom Management – The Old Story

The old story about classroom management is that it is about fundamental issues such as student discipline, behaviour management (students') and, more recently, the organisation of students into different configurations (pairs, small groups and so on) to create the conditions for particular types of language practice activity. Ur (1996) also includes 'lesson management' as well as 'classroom discipline'. The former includes the organisation of resources for learning and time management in lessons, which finds its fullest expression in lesson planning. It is perhaps significant that in Ur's and also Harmer's (2001) work, 'classroom management' is allocated only a small amount of time and space compared with issues of content and specific teaching aspects of language teaching. This may be because of the definition that it is afforded, which may well draw very closely from Richards' (2001) definition, as follows:

Classroom management refers to the ways in which student behaviour, movement and interaction take place during a lesson are organised and controlled by the teacher to enable teaching to take place most effectively. (Richards 2001:170)

The definition is focused on the notion of order, and thus implies control by the teacher (even when students are working in groups, it is typically a teacher's decision that has configured them in this way). When there is order, students can 'pay attention', and are silent so that they can listen to what (mainly) the teacher says. This is an essentially prescriptive view of classroom management, and it has its place. Nothing productive or sensible tends to emerge from a disorderly classroom; learning complex concepts or the cultivation of the focused concentration needed for meaningful practice is not possible either. We need order, and research suggests (e.g. Huberman 1992) that for the beginning teacher, establishing control over the classroom context is arguably **the** major preoccupation. Teachers tend, therefore, to invest a great deal in

establishing a sense of order in their classrooms. This implies that classrooms have a tendency towards disorder unless constantly maintained, rather like gardens.

So, the old story goes something like this:

*Once upon a time there was place called a classroom. Many students were gathered there to learn a foreign language. A teacher was assigned to the classroom to teach the foreign language, so that the students could learn it. The students all had their own ideas about how to learn or whether or not they even wanted to learn. There was conflict and disharmony, and the teacher struggled to create the conditions in which those who wanted to learn from her instruction, could. In order to do this, the teacher had to fight the forces of chaos and disorder so that the students could hear her message and her instructions.*

It's rather a simple story, and like all stories, is selective. Much more real is Appel's (1995) account of his first years of teaching, and the abiding sense that emerges of the connectedness of keeping order with every other aspect of pedagogy and classroom life. Accounts such as Appel's challenge the roots of the old story. They see the classroom as an inherently complex context, psychologically demanding for a teacher, and students as well. There are high levels of uncertainty, potential for interpersonal conflict, misunderstanding and an absence of the very things that teachers (and students) crave for – mental stimulation; enjoyment; friendships and social harmony. However, even in classrooms where the old story governs management practices, there is still complexity. Studies of classrooms (for example Sullivan 2000) reveal a multi-dimensional world closer to the one identified by Doyle (1986), summarised in figure 1.

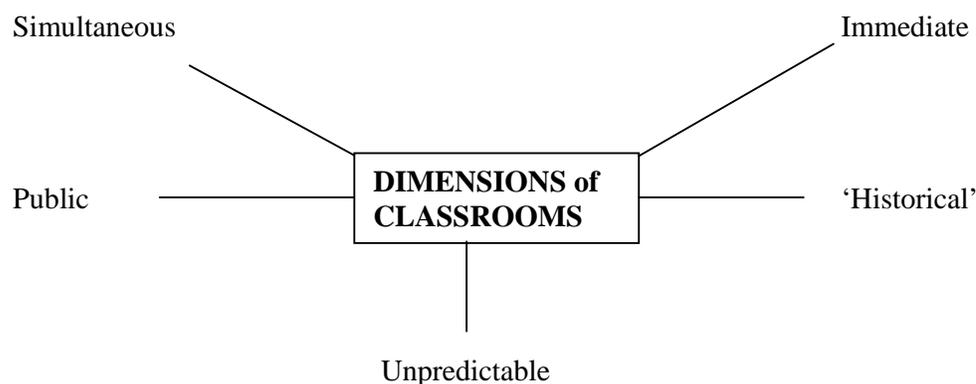


Figure 1: Dimensions of classrooms (after Doyle:1986:394-5)

Classrooms are environments in which many activities and events occur simultaneously. These events are immediately significant to participants. They take place in a public forum, and they are also unpredictable. It is thus natural for teachers, above all, and students to want to reduce risk, preserve face (teaching is a 'performance' activity, but without the benefit of a script) and preserve a semblance of calm. It is thus reasonable for the old story to continue; it is also the story from which the new story inevitably emerges.

### Changing Stories

The trend towards richer descriptions and more subtle understandings of classroom life referred to already has contributed to the emergence of other trends which affect language teaching and which further nudge us towards a new story of classroom management. Allwright (2006) has conceptualised these as a series of 'promising directions'.

## Trends in Language Education (after Allwright 2006)

<i>From</i>	<i>To</i>
Methodology	Pedagogy
Prescription	Understanding
Simplicity	Complexity
T/L as work	T/L as life
Commonality	Locality

Allwright conjectures that in language teaching (applied linguistics) thinking and practice appear to have developed in certain directions. A concern with methodology has developed into a need for a broader sense of pedagogy; at the same time, prescription has been superseded by the need for understanding. Both these trends have opened up the possibility of more fully appreciating why classroom practices do not change readily, and that innovation is relatively difficult, and that change itself is a slow process. It also enables us to see ‘traditional’ pedagogies with more respect, and at the same time realise why prescription is ultimately a limited response to difficulties in classrooms. Thus a relatively ‘simple’ worldview gives way to a deeper realisation that classroom educational processes are very complex. Another parallel trend is towards a more humane approach to classrooms, to see them as a part of life rather than simply places in which to work, where notions of ‘efficiency’ and ‘targets’ dominate. The emotional domain of the classroom is thus able to find a place in our thinking. A final trend that Allwright remarks upon is the trend towards a sense of locality, that language teaching has local history and local culture, and that universal solutions do not fit all sizes.

I would like to add two further ideas to Allwright’s framework. Firstly, there has been a gradual movement towards a concern with learning rather than teaching, and this has changed our perceptions of teachers’ roles. Learning, however, has the habit of threatening order. By creating opportunities for learning, calm may need to be disturbed. Tranquillity may be required in order to reflect after the experience of learning, but learning itself is hardly linear, rarely predictable and always personal and social. The old story of classroom management has a tendency to suppress the learning process in its non-linearity. Ideas such as the use of group work for language practice threaten the very foundations of order – teachers cannot monitor everything that is going on; they cannot legislate for what is said and done in groups. Control is, therefore, minimal. Little wonder, then, that many teachers will sacrifice learning opportunity to the desire to keep order. Secondly, all classroom life has a continuous emotional story – of fluctuation, of ongoing changes of state. In a learning situation, our sense of identity and self-worth may be under threat, and we may react defensively or even offensively if we feel threatened. Classroom life assumes an element of care, of respect, which, as McLaughlin (1994) points out, raises fundamental issues of responsibility – and attendant tensions between group and individual concerns, obedience and the necessity of negotiating authority. Classrooms are self-regulating and self-organising contexts which draw on the combined resources of both teachers and students. The old story of classroom management does not have these elements. Larsen-Freeman (1991) presages our current concerns:

...confronted with the complexity of language, learning and language learners every day of their working lives in a more direct fashion than any theorist does (*teachers have developed*) the conviction that no single perspective on language, no single explanation for learning, and no unitary view of the contributions of language learners will account for what they must grapple with on a daily basis.

(Larsen-Freeman 1991:269)

Classrooms are indeed complex, and this is reflected by what have hitherto been ‘hidden’ tensions between what appear to be three central concerns in classroom life, and which affect classroom management in important ways. These are, to summarise, tendencies towards **order** (the old story of the concern for an orderly and disciplined environment), **opportunity** (the concern with creating opportunities for learning and enabling their uptake) and **care** (the need to attend to interpersonal relations and individuals’ emotional states – the establishment of a classroom climate). The latter two are fundamental additional elements of a newer story (Figure 2). This framework enables us to examine language classrooms in different ways, and to understand how the business of managing them is more demanding and more central than the old story would lead us to believe.



Figure 2: Central concerns in classroom life (after Wright 2005:115-131)

Order, opportunity and care interact in predictable and also unpredictable ways. For example, order imposed without care can mean the loss of opportunities for learning. Too much attention to care can sometimes lead to opportunities for learning being lost. Working with these concerns I would argue is at the very heart of an understanding of the new story of classroom management, a story that acknowledges complexity, and sees classroom management as complexity management.

### **T**owards A New Story

Examining classrooms more closely reveals a world that is multi-dimensional, with its own internal dynamics, realised – moved forward and managed, overtly and covertly, through talk (van Lier 1996). Classrooms are at the same time individually experienced and collectively shaped – they have distinct ‘cultures’ (Breen 2001). Classrooms are inherently purposive, but the purposes are disputed – for some participants it is a question of advancing (getting on); for others it is an issue of good relationships (getting along); for many it is about passing time undisturbed, or surviving (getting by) and for a significant few it is about overt conflict (getting even) (after Allwright 1996 and Candlin [personal communication, 2001]). The old story accounts for only a fragment of this reality.

Teachers’ metaphors for classrooms (a wrestling ring; a boat; a carpenter’s workshop; a temple; a tree; a hospital – author’s data) reveal deep understandings and intuitions about classrooms. Classrooms have institutional aspects – they are the focus of the formal educational effort in countless contexts. This has implications for how time and space are perceived and used. The formal nature of education is characterised by how participation in its activities is managed – for example, who says what to whom, why, how and when in a classroom? Who leads, who follows? The implication of a ‘serious business’ derived from its educative function confers on the classroom a certain sense of staidness which is translated into the underlying terms of engagement in the activities that take place there. This in turn colours the climate of what goes on there.

These factors suggest an expanded story of classroom management, one that accounts for the inherent complexity of the context. However, an over-complicated story to explain a complicated world is not always helpful. Accordingly I advocate a view of classroom management as ‘managing classroom life’ which acknowledges

- a. the institutional aspects of the classroom
- b. the complexity of the classroom
- c. the conflicting social and psychological forces underlying classroom activity

Classroom management is a question first and foremost of TIME and SPACE management, derived from institutional characteristics. Classrooms are normally in educational institutions, and activity only takes place in them at appointed times for specific, limited periods. Teachers and students PARTICIPATE in classroom activity. They create it, mediate it and construct it in both real time, and continue a long historical process of education as well. Finally participants either engage in classroom life or not. The affective domain which ENGAGEMENT realises is a powerful force in classroom life, often neglected, never irrelevant. Classroom management is the management, in interaction, of these four central elements of classroom life. These are summarised in figure 3.

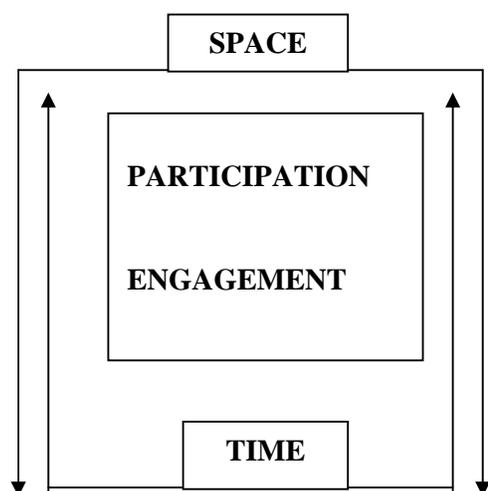


Figure 3: Elements of Classroom Management

### Implications of the ‘New Story’

I shall conclude this short paper with a brief look at what the story of a more complex view of classroom management could mean to us as teachers. I shall focus on three broad, but related areas of our work.

- a. Innovation and changing practice

Our practices as teachers tend to evolve slowly, and are the outcome of the interplay of institutional, cultural (classroom, school and locality) and personal experiences. Innovation invites more rapid change than we may naturally experience. It involves many complex forces, and threatens our present practices and the stories that underlie them. We have noticed how our

classroom practices can easily tend towards order and regularity. New pedagogic ideas also create new learning opportunities and by definition disturb the status quo.

#### b. Managing Teachers' Day-to-day Work

Managing classroom life is a complex and demanding business. Perhaps it should be a compulsory part of any formal professional development for people who manage teachers to learn about classroom life and the demands it places on teachers.

#### c. Teacher Education and Professional Development

Many issues are raised by the reconceptualisation of classroom management proposed in this paper. Professional development would appear to require a compulsory focus on the classroom, both for beginning and experienced teachers. Both can draw on their experience as learners and teachers respectively, in training and on-the-job. Greater awareness and knowledge of classrooms, working 'inside-out' in this way, building on the everyday experiences of participants, promises to positively influence the quality of classroom life for all concerned. Solutions to perceived problems may better emerge from their origins than imposition from outside. This also entails a personal as well as a professional focus, as teachers and students alike invest a great deal in their classroom lives. After all, they spend many hundreds of hours there.

### Concluding Remarks

The new story I have started telling about classroom management places the management of classroom life at the top of the pedagogic and professional development agendas. It will not, however, be undisputed. My aim is to initiate debate on our work as teachers which is based on the truth of our work, which does not fictionalise or embellish our reality. I welcome debate, and hope you will write to me to discuss issues I have raised in this paper, or clarify and correct what is not clear.

Tony Wright

Konya and Plymouth November 2006-12-07

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Language Journals and newsletters

or anyone else who they consider would be interested in further information, including yourselves of course.

You can contact me directly with this information.

My email is [info@kindersite.org](mailto:info@kindersite.org)

Thank you for any help.

Joel Josephson

Executive Director

Kindersite Project

<http://www.kindersite.org>



# NEWS FROM THE MINISTRY OF EDUCATION

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## MEB MAHALLI SEMINARS



### Contact Details

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## IMPRESSIONS FROM CAYELI

by

Daniel Noyes,

Bilkent University, Ankara.

This summer I once again found myself in a joint INGED/MEB teacher training seminar for English teachers as I have done for the past three years. My reasons for volunteering are simple. I started my profession as a K-12 teacher in Seattle and it feels good to stay connected to where I believe the most challenging teaching occurs. Every time I go to these sessions and I hear the teachers discussing their classrooms, I'm reminded just how difficult, and how crucial, the teaching at this level is.

The purpose of these workshops is to enable English teachers in Turkey to be more effective in their classrooms. In previous years, I always felt that the seminar's objective was too broad, especially for a program that lasted only a week. I still feel this way to some degree, however, I must admit that the Ministry has made changes that make this objective more attainable. In the past, the seminars were intended to serve all teachers within the area that the seminar was held, but in my experience, the local administration never did an effective job telling teachers in advance that they would have to spend a week in the summer in a classroom, nor did they effectively communicate what the seminar was about. The result was that the first few days the workshops were difficult to lead until teachers got over their initial resentment.

However, for this seminar that I attended in Cayeli this summer, teachers applied from all over Turkey and it was limited to relatively new teachers. This resulted in a group of teachers more eager to participate and share their experiences, and in addition, it enabled the trainers to proceed through the concepts more quickly. In the past, one couldn't be sure that teachers had heard of Multiple Intelligences. In this seminar, however, the teachers not only had heard of MI, they could rattle off each one from memory and discuss their applications to their teaching. It was a breath of fresh air to what I had seen before, and I was especially struck by how quickly the participants united as a community. By end of the first day, it was hard to imagine that this wasn't a reunion of old friends who hadn't seen each other for years. The sense of community and common respect that they instinctively developed was infectious and made the trainer's task just that much easier.

I was just as fortunate to be able to work along side two excellent trainers from Sabanci University as well. It was a marked pleasure to watch Nezaket Ozgirin

take the teachers through the dos and don'ts of teaching grammar and Meyen Quigley inspire everyone with her overwhelming presence and obsession with children songs. Being able to work alongside these two educators and the 60-odd teachers from around Turkey truly made the week pass by too quickly.

Working with these teachers in the summers is a wonderful opportunity and experience, but like with any type of teaching, there is still more to be done. Due to the increasing expectations placed on English teachers in Turkey as the Ministry attempts to introduce the CEF and portfolio system into Turkish schools, I strongly believe that these week-long seminars are invaluable in enabling teachers to realize their objectives in and out of their classrooms and I look forward to a time when teachers receive this type of support from the Ministry throughout the year.

## **MEMBERSHIP RENEWAL**

Please remember to send us  
a renewal form  
with your current mailing address and email  
when renewing your INGED membership.

If you are joining us for the first time, please bring with you

a photo,  
the Membership Form, and  
a photocopy of your Nufus Kagidi.

**41st International IATEFL Conference and Exhibition**

**Aberdeen 18 - 22 April 2007**

**EARLY REGISTRATION**

The deadline for the earlybird registration fee for delegates for IATEFL's 2006 Conference and Exhibition is only a few weeks away - 19th January 2007. There is also a reduced members' rate. The speakers' payment deadline is 5 January 2007. The conference and exhibition will bring together ELT professionals from around the world to discuss, reflect on and develop their ideas. The conference programme offers many opportunities for professional contact and development. Last year there were over 1500 delegates, who chose from 300 presentations & more than 50 exhibitors. To register for the conference or a Pre-Conference Event (PCE), please apply online at [www.iatefl.org](http://www.iatefl.org) or use the form sent in the Preliminary Brochure, and also see details about accommodation and travel.

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([tutunisster@gmail.com](mailto:tutunisster@gmail.com)).  
She will be very happy to help you.**



TESOL website is full of useful information and details,  
which can be reached at:

<http://www.tesol.org>

## TESOL Travel Grants

If you have submitted a proposal and you receive an acceptance,  
you might want to consider applying for a travel grant  
to attend the 2007 TESOL Convention  
to be held in Seattle, Washington on March 21-24.

Here is the link to the ELO page:

[http://turkey.usembassy.gov/english\\_language\\_programs.html](http://turkey.usembassy.gov/english_language_programs.html)

and the link to the specifics of the TESOL Travel Grants:

[http://turkey.usembassy.gov/grants\\_2007\\_tesol.html](http://turkey.usembassy.gov/grants_2007_tesol.html)

Wishing you the best at your presentation in Seattle!

## QUOTES ABOUT TEACHERS



1. A teacher is one who makes himself progressively unnecessary.  
Thomas Carruthers
2. Good teaching is one-fourth preparation and three-fourths theater.  
Gail Godwin
3. A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.  
Horace Mann
4. A teacher affects eternity; he can never tell where his influence stops.  
Henry Brooks Adams.
5. Teaching is the profession that teaches all the other professions. Author  
Unknown
6. A good teacher is a master of simplification and an enemy of simplism.  
Louis A. Berman
7. The best teacher is the one who suggests rather than dogmatizes, and  
inspires his listener with the wish to teach himself.  
Edward Bulwer-Lytton
8. Teaching should be full of ideas instead of stuffed with facts.  
Author Unknown
9. Teachers who inspire realize there will always be rocks in the road ahead of  
us. They will be stumbling blocks or stepping stones; it all depends on how  
we use them.  
Author Unknown
10. The teacher who is indeed wise does not bid you to enter the house of his  
wisdom but rather leads you to the threshold of your mind.  
Kahlil Gibran