

THE INGED NEWSLETTER

NEWS ON-LINE



Issue 4
December 2007

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From the President

Dear members,

We are together again with a new issue. I would like to take this opportunity to share some information with you. As you all know, we had our general assembly on November 10, 2007. I want to express my gratitude to all members who participated and showed us how much they care about their own association. For those who were not able to come to the assembly, I want to summarize what we have accomplished.

Our WEB page has been continuously updated and enriched thanks to Dr. Suzan Oniz. The section entitled "ELT Bibliography" has gained a lot of attention and is cited in IATEFL Brazil's WEB page.

We held an INGED event at Selcuk University, Konya on 12 May 2007. Prof. Dr. Aydan Ersoz, Dr. Suzan Oniz, Kemal Sinan Ozmen and Cem Balcikanli had presentations on a variety of topics. The event which lasted from 10:30 to 16:00 turned out to be a great success due to Assistant Professor Doctor Ece Sarigul's invaluable contributions.

The INGED afternoons that we realized were:

- On 10 December 2006, "The New ELT Curriculum Designed for the Ministry of National Education" by Prof. Dr. Aydan Ersoz at the British Council, Ankara.
- On 10 January 2007, "What's New in ELT and EU Grants for In-service Teacher Training" by Mario Rinvoluceri at the British Council, Ankara.
- On 15 February 2007, "Using pair/group work to teach pronunciation" by Dr. Colleen M. Meyers at Gazi Faculty of Education.
- On 7 March 2007, "Reflections on the Interaction Hypothesis in SLA and the Resurrected Role of Dialogues in ELT" by Ted Rodgers at the Turkish American Association.
- On 2 April 2007, "Telling and Reading Stories" by Alec Williams at Gazi Faculty of Education.

- On 1 June 2007, "Podcasts in English Language Learning" by Ashley Hazell Yildirim and Erica Hoffman at Marmara Private Schools, Istanbul.
- On 28 June 2007, "EAQUALS: European Quality and Proficiency Standards (CEFR) in Practice" by Brian North at the British Council, Ankara.

In order to improve the existing networking and construct new relations with the similar organizations abroad, we realized the following activities:

- In December 2006, Fatma Ataman represented our association in a one-week seminar held in Cambridge by the British Council to increase the networking between teachers' associations all over the world.
- In April, Kemal Sinan Ozmen and Cem Balcikanli joined the IATEFL Conference held in Aberdeen, Britain and represented our association. Rahmi Gunindi, one of the Ministry of Education formators, joined the conference as a listener. We are grateful to the British Council, Ankara as they fully sponsored this event.
- In May, Cem Balcikanli represented our association and presented a speech at the ELT Conference held by Vilnius University, Lithuania.
- In May, Nazan Ozcinar represented our association and presented a speech at the ELTA Conference held in Serbia.
- In October, Kemal Sinan Ozmen and Cem Balcikanli represented our association and presented speeches at the ELT Conference held in Budapest, Hungary.
- In November, Fatma Ataman and Serper Tumer represented our association and presented speeches at the ELT Conference held in Pakistan.

We also contributed to the national teacher training projects and in-service training courses.

- In August, Prof. Dr. Aydan Ersoz and Dr. Neslihan Ozkan worked as trainers at a one-week national seminar in Erzurum entitled "Teaching English at the Primary Level".
- In September, Dr. Suzan Oniz, Kemal Sinan Ozmen and Cem Balcikanli worked as trainers at a one-week local seminar in Erzurum entitled "ELT Methodology".
- In March, Prof. Dr. Aydan Ersoz gave a plenary speech entitled "Combating Sexism in English Teaching Materials" at the ELT Conference held by Marmara University, Istanbul.

- In April, Prof. Dr. Aydan Ersoz gave a plenary speech entitled "A Brief History of TEFL in Turkiye" and joined the panel held by the Ankara University Foundation Schools.
- In May, Dr. Suzan Oniz and Fatma Ataman joined a meeting to plan and improve the in-service training courses held by the Ministry of Education. This meeting was organized and sponsored by the British Council, Ankara.

The 9th INGED Drama Festival in Istanbul was hosted by Marmara Private Schools and the 11th INGED Drama Festival in Ankara was hosted by Yuce Private Schools. We would like to express our gratitude to the above mentioned schools and Kemal Sinan Ozmen and Cem Balcikanli for their invaluable contributions.

Our 11th International INGED ELT Conference was held between September 6 and 8, 2007 and was hosted by the Foreign Language School, Ankara University. Our plenary speakers were Dr. Richard Smith, Alec Williams and Assoc. Prof. Dr. Handan Yavuz. We had about 60 concurrent sessions.

We published the 10th International INGED ELT Conference proceedings. Anyone who is interested in buying a copy can contact me.

This year we want to continue doing our best to better the English language teaching conditions in our country and to improve our international relations. As usual we need the support and help of all our members. Together we stand!

Prof. Dr. Aydan Ersoz



From the Editor

Dear Readers,

In this issue, you will find summaries of the past Drama Festival in Istanbul, several colleagues' impressions from various conferences or workshops and a brief explanation of how to use EXCEL to keep an online notebook in which you can also list your students or quickly take averages of quizzes or exams.

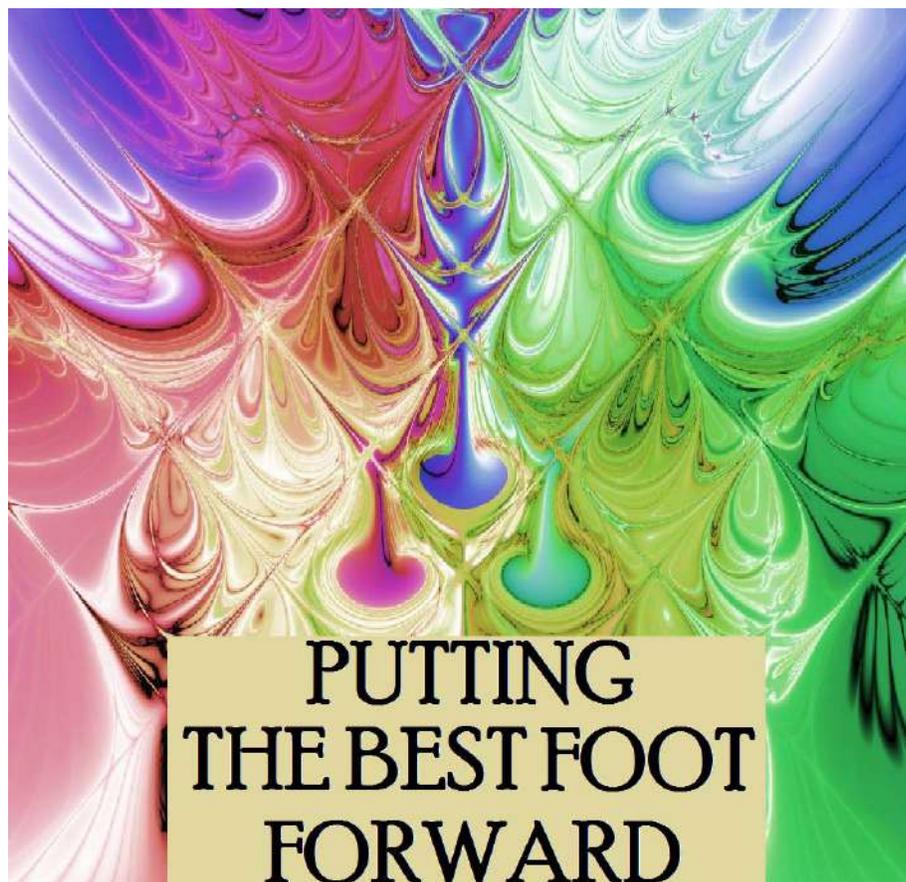
The dates of the Drama Festivals in Istanbul and Ankara have been finalized as has the date of our annual conference. We have a new section in this issue: *The Book Review Section*. We will be very pleased if you send us your review of a new ELT book. These and many other practical ideas are all waiting for your eyes...

We wish you all a warm and happy New Year that will bring you good health and success...

Best wishes,

Suzan Oniz
Your Editor

The 12th
International INGED ELT Conference



23-25 October 2008

Organized by

INGED

&



ANADOLU UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

Eskisehir

Call for Papers & Details: On our webpage

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WHAT IS THE DIFFERENCE ???

AN INGED AFTERNOON AND AN INGED EVENT



INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS



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

NOTES FROM A CONFERENCE

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

TECHNOLOGY IN TEACHING

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

YOUR PAPERS

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

THE VOICE OF INGED MEMBERS

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



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

SEE YOU AT

**THE 10TH INGED
DRAMA FESTIVAL!**

Sunday, 25 May



Start practising a 10-15 minute play & a story!

**Our host in Ankara this year:
Maya Private Schools, Ankara**

For details, contact:

**Sinan Ozmen: sozmen@gazi.edu.tr or
Cem Balcikanli: balcikanli@gazi.edu.tr**



INGED & MARMARA SCHOOLS

2008 Istanbul Drama Festival

*30 May 2008
at Marmara Egitim Koyu,
Istanbul*



Dear colleague,

Marmara Primary School has been the proud host of the INGED-Marmara Schools Drama Festival for the past five years. We are delighted to announce that this year's festival will be held on 30 May 2008 at Marmara Egitim Koyu.

The aim of the festival is to give an opportunity for primary school (4th, 5th, 6th, 7th and 8th grade) students to perform a 20-minute play (or a part of a play) and a 10-minute story telling to demonstrate their drama skills in English, have fun, and share experiences with students from different schools in a festive atmosphere.

As it is going to be a one-day event, we have to limit the number of the schools which will be participating in this year's festival. The first 8 schools that apply for the festival by fax or e-mail will guarantee a spot in the festival.

confidence and enjoyment, and this was a just reason for all the teachers to be proud of them.

The five plays were followed by the show of "Henry Brothers," which was a great relief and amusement after the great excitement. The students also had a chance to share and evaluate their experiences about the festival.

The festival ended with the breathtaking Awards Ceremony. All of the participating schools were awarded by the members of the jury. The awards were as follows:

AWARDS

1. THE BEST LEADING ACTRESS AWARD

FIRST PLACE : Pinar Oral, Ozel Eyuboglu Camlica Ilkogretim Okulu
SECOND PLACE : Yarkin Sanl, Ozel Marmara Ilkogretim Okulu
THIRD PLACE : Selin Bayramoglu, Ozel VKV Koc Ilkogretim Okulu

2. THE BEST LEADING ACTOR AWARD

FIRST PLACE : Cem Uzunoglu, Ozel Marmara Ilkogretim Okulu
SECOND PLACE : Kagan Alp Akay, Ozel Eyuboglu Camlica Ilkogretim Okulu
THIRD PLACE : Oguzhan Ozfiliz, Ozel Cevre Ilkogretim Okulu

3. THE MOST PROMISING ACTRESS AWARD

FIRST PLACE : Selen Zekioglu, Ozel Uskudar SEV Ilkogretim Okulu
SECOND PLACE : Tugdem Berna, Ozel Cevre Ilkogretim Okulu
THIRD PLACE : Yagmur Sozubir, Ozel Cevre Ilkogretim Okulu

4. THE MOST PROMISING ACTOR AWARD

FIRST PLACE : Yigit Ipek, Ozel Eyuboglu Camlica Ilkogretim Okulu
SECOND PLACE : Doruk Akgun, Ozel VKV Koc Ilkogretim Okulu
THIRD PLACE : K. Sarp Celikel, Ozel Uskudar SEV Ilkogretim Okulu

5. THE BEST COSTUME AWARD

FIRST PLACE : My Fair Lady, Ozel Eyuboglu Camlica Ilkogretim Okulu
SECOND PLACE : Snoreland, Ozel Marmara Ilkogretim Okulu
THIRD PLACE : Snow White, Ozel Uskudar SEV Ilkogretim Okulu

6. THE BEST STAGING AWARD

FIRST PLACE : Oliver Twist, Ozel Cevre Ilkogretim Okulu
SECOND PLACE : Mystery at the Blue Lake, Ozel VKV Koc Ilkogretim Okulu
THIRD PLACE : My Fair Lady, Ozel Eyuboglu Camlica Ilkogretim Okulu

7. THE BEST PLAY AWARD

FIRST PLACE : Snoreland, Ozel Marmara Ilkogretim Okulu
SECOND PLACE : My Fair Lady, Ozel Eyuboglu Camlica Ilkogretim Okulu
THIRD PLACE : Oliver Twist, Ozel Cevre Ilkogretim Okulu

We would like to thank the jury members for their contribution.

Yrd.Doc.Dr.Kaya Ozakgun from Maltepe University,
Aslan Aksakal from Maltepe University,
Sinan Ozmen and Cem Balcikanli From INGED

We would also like to thank our sponsors for their invaluable support.

The British Council,
British Side,
Cambridge University Press,
Express Publishing,
Pearson Longman,
Macmillan,
Oxford University Press,
mmpublications,
Kardes Kitap,
Orient Express

As Ozel Marmara Ilkogretim Okulu, we consider it both a joy and an honor to have the chance to organise such a meaningful event that encourages sharing and association among students from different schools. We hope to continue organising INGED Drama Festivals within its modest but broad frame.

TECHNOLOGY IN TEACHING:

EXCEL FOR TEACHERS

by
Fatma Ataman,
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METU, Ankara



Dear Teachers,

Now that we are in the electronic age, most data is kept in the electronic format, which not only saves us from the having to deal with notebooks, grade books, but also makes calculation work very easy. Below you can find a brief explanation about how to keep and calculate the grades of your students using Excel.

Let's assume that in a term you give 3 quizzes and their average makes up 40 % of the final grade. You also give 2 exams and their average makes up 50 % of the final grade. Finally, you assign term-homework and it constitutes 10 % of the final grade.

First open an excel spread sheet. In the first column, write down the headings you'd like to have, such as 'Last Name' and 'Name' in the second column:

1	Last Name	Name	ID	Quiz 1	Quiz 2	Quiz 3	Quiz Ave.	40% of Q Ave	Exam 1	Exam 2	Exam Ave.	50% of E Ave	HW	10% of HW	FINAL GRADE
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16															

Then, fill in the columns for Last Name, Name and ID with info. It is better to have separate cells for each student's lastname and name in case you need to order the list accordingly. Your list will look like this:

	Name Box	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Last Name	Name	ID	Quiz 1	Quiz 2	Quiz 3	Quiz Ave.	40% of Q Ave	Exam 1	Exam 2	Exam Ave.	50% of E Ave	HW	10% of HW	FINAL GRADE	
2	Aygen	Emre	121													
3	Berkin	Ayşe	232													
4	Deniz	Neşe	198													
5	Eruyandı	Levent	253													
6	Köprülü	Baran	478													
7	Lerzan	Başak	867													
8	Mirkelam	Banu	311													
9	Osmanoğlu	Osman	265													
10	Pozatlı	Ali	967													
11	Yiğit	Figen	783													
12																
13																
14																
15																
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35																
36																

After you enter all quiz grades, in order to calculate the average, click in the cell where the average should go (G2 in our case)
 go to INSERT,
 select FUNCTION in the roll-down window,
 click on AVERAGES, check the cell description.
 You can copy-paste the same function for the remaining items in the list.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Last Name	Name	ID	Quiz 1	Quiz 2	Quiz 3	Quiz Ave.	40% of Q Ave	Exam 1	Exam 2	Exam Ave.	50% of E Ave	HW	10% of HW	FINAL GRADE	
2	Aygen	Emre	121	83	55	68	=AVERAGE(D2:F2)									
3	Berkin	Ayşe	232	26	36	63										
4	Deniz	Neşe	198	78	69	81										
5	Eruyandı	Levent	253	45	58	75										
6	Köprülü	Baran	478	0	74	70										
7	Lerzan	Başak	867	38	47	56										
8	Mirkelam	Banu	311	70	0	82										
9	Osmanoğlu	Osman	265	93	88	90										
10	Pozatlı	Ali	967	40	53	60										
11	Yiğit	Figen	783	50	54	68										
12																
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17																
18																
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Function Arguments

AVERAGE

Number1: D2:F2 = (83,55,68)

Number2: = (numbers)

Returns the average (arithmetic mean) of its arguments, which can be numbers or names, arrays, or references that contain numbers.

Number1: number1; number2; ... are 1 to 30 numeric arguments for which you want the average.

Formula result = 68,67

[Help on this function](#)

OK Cancel



To calculate the weighted grade in the next column,
 enter the = sign in the formula bar,
 select the cell whose weighted average you want to take,
 type in * for multiplication, and 0,40.
 Finally hit the ENTER button.

You can copy-paste the formula for the remaining.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Last Name	Name	ID	Quiz 1	Quiz 2	Quiz 3	Quiz Ave.	40% of Q Ave	Exam 1	Exam 2	Exam Ave.	50% of E Ave	HW	10% of HW	FINAL GRADE	
2	Aygen	Emre	121	83	55	68	F2*0.4									
3	Berkin	Ayşe	232	26	38	63	42.33									
4	Deniz	Neşe	198	78	69	81	76.00									
5	Eruyandı	Levent	253	45	58	75	59.33									
6	Koprulu	Baran	478	0	74	70	48.00									
7	Lerzan	Başak	857	38	47	56	47.00									
8	Mirkelem	Banu	311	70	0	82	50.67									
9	Osmanoğlu	Osman	265	93	88	90	90.33									
10	Pozatlı	Ali	957	40	53	60	51.00									
11	Yiğit	Figen	793	50	54	68	57.33									

The same procedure is applied to calculate the weighted average of the exam grade and homework grade.

In order to calculate the FINAL grade,
 type in the = sign in the formula bar,
 select the cells which contain the weighted averages followed by the + sign,
 hit the ENTER button.

The same formula can be copy-pasted for the remaining.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Last Name	Name	ID	Quiz 1	Quiz 2	Quiz 3	Quiz Ave.	40% of Q Ave	Exam 1	Exam 2	Exam Ave.	50% of E Ave	HW	10% of HW	FINAL GRADE	
2	Aygen	Emre	121	83	55	68	66.67	27.47	89	72	70.5	35.25	60	6	=H2+L2+N2	
3	Berkin	Ayşe	232	26	38	63	42.33	16.93	45	50	47.5	23.75	70	7		
4	Deniz	Neşe	198	78	69	81	76.00	30.40	70	83	76.5	38.25	70	7		
5	Eruyandı	Levent	253	45	58	75	59.33	23.73	52	60	56	28	70	7		
6	Koprulu	Baran	478	0	74	70	48.00	19.20	89	72	70.5	35.25	80	8		
7	Lerzan	Başak	857	38	47	56	47.00	18.80	45	63	54	27	60	6		
8	Mirkelem	Banu	311	70	0	82	50.67	20.27	65	77	71	35.5	75	7.5		
9	Osmanoğlu	Osman	265	93	88	90	90.33	36.13	88	93	90.5	45.25	100	10		
10	Pozatlı	Ali	957	40	53	60	51.00	20.40	38	56	47	23.5	65	6.5		
11	Yiğit	Figen	793	50	54	68	57.33	22.93	42	60	51	25.5	70	7		

Now, your final grades are ready. However, you may want to have a user-friendly look in your list. Having a color code for various test types/weighted average types might be one idea.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Last Name	Name	ID	Quiz 1	Quiz 2	Quiz 3	Quiz Ave.	40% of Q Ave	Exam 1	Exam 2	Exam Ave.	50% of E Ave	HW	10% of HW	FINAL GRADE	
2	Aygen	Emre	121	83	55	68	68.67	27.47	69	72	70.5	35.25	80	8	70.72	
3	Berkin	Ayşe	232	26	38	63	42.33	16.93	45	50	47.5	23.75	70	7	47.68	
4	Deniz	Neşe	198	78	69	81	76.00	30.40	70	83	76.5	38.25	70	7	75.65	
5	Eruyandı	Levent	253	45	58	75	59.33	23.73	52	60	56	28	70	7	58.73	
6	Köprülü	Baran	478	0	74	70	48.00	19.20	69	72	70.5	35.25	80	8	62.45	
7	Lerzan	Başak	867	38	47	56	47.00	18.80	45	63	54	27	60	6	51.80	
8	Mirkelem	Banu	311	70	0	82	60.67	20.27	65	77	71	35.5	75	7.5	63.27	
9	Osmanoğlu	Osman	265	93	88	90	90.33	36.13	88	93	90.5	45.25	100	10	91.38	
10	Pozatlı	Ali	967	40	53	60	51.00	20.40	38	56	47	23.5	65	6.5	50.40	
11	Yigit	Figen	783	50	54	68	57.33	22.93	42	60	51	25.5	70	7	55.43	

While taking the average, it is better to format the cells for convenience. To do so, select the column in which you'd like the cells to be formatted.

Then, you go to **FORMAT**,
select **CELLS** and

click on **NUMBER** in the list of options.

It is better to choose 2 for decimal places while taking the average.

The 'Format Cells' dialog box is open, showing the 'Number' tab. The 'Category' is set to 'Number', and 'Decimal places' is set to 2. The 'Sample' field shows 'Quiz Ave.' with two decimal places. The 'Use 1000 Separator (,)' checkbox is unchecked. The 'Negative numbers' list shows '-1234.10' selected.

AN INGED AFTERNOON WITH RAYMOND KERR IN ANKARA

Sponsored
by the British Council, Ankara

Summarized by
Suzan Oniz, PhD

On 3 December 2007, teachers in Ankara gathered at Neva Palas to listen to Raymond Kerr's interactive and very lively presentation about "Short and Fun Filler Activities." The afternoon was a huge success and teachers left with many ideas to use in their classes because Raymond demonstrated a large number of activities, involved everyone present, and gave a handout describing many more practical ideas in detail. It was a challenge to take notes while also being involved in what Raymond was getting everyone to do so I was able to note down only some of the many ideas of this afternoon. I would like to share some of these with you.

ICEBREAKERS

These are ideas teachers can use at the very beginning of the year when the class and teacher don't know each other.

1. GETTING TO KNOW YOU

Teachers bring to class a collection of magazine pictures that show an aspect of their lives (or a Power Point presentation with these pictures). Students ask questions to get the information. To help students, the pictures could be introduced with a title such as 'Places I know' 'Sports I like.'

To start us off with this activity, Raymond showed us the picture of a castle and we asked questions such as Where exactly is it? Do you own it? Did you live in it?

For the pictures under the title 'Places I'd like to visit' our questions included 'Why would you like to go to ...?'

Follow up: Students get a handout with pictures with little boxes to tick next to them. In pairs, they fill in the boxes about their partners guessing their choices.

2. MY RIVER OF LIFE

Teachers prepare a river of their lives with events important to them have been indicated in cryptic form so that again students have to ask the teacher questions to discover what an item on the drawing means. On Raymond's drawing, there was for instance 'Sawadee Khap! 2000' written and we asked what it meant, he told us Sawadee Khap was 'hello' in Thai and that he had been in Thailand in 2000.

Follow up: Students draw their own rivers and do the same question and answer activity in pairs with each other.

3. MY HAND

Teachers trace their hand on a piece of paper and write place names, years, names of people and things on the fingers and palm. Students ask who, what, where, when questions to decipher the items written on the hand and to get to know the teacher a little better.

Follow up: Students do the same about themselves and ask questions in pairs.

4. THE ART GALLERY: An activity for students to get to know each other

The teacher brings a large selection of pictures of paintings to class and blutacks them on the walls.

Students pair up.

Student A: The Guide who is the host and who will take the guest (Student B) around the house to explain the artwork displayed around the room by saying: 'This is a painting I inherited. I really like/hate it.'

Student B: The guest in Student A's house. Listens to Student A and asks questions such as 'Do you like this painting?' to get to know this student better.

5. FINGER WRITING

In this pair activity, the students face away from each other and one of the students starts to 'write' with the index finger on the back of the other student or in their palm (the eyes of the student in this version has to be closed). What students can 'write' could be their favorite color, pet, city, food or anything the teacher wishes students to focus on.

Cultural problem: Students touching each others' backs may be a problem with older students though it is no problem with young learners.

Warmers & Fillers:

These are short and fun activities that teachers can do when class energy is low or to start off a lesson or to fill the last few minutes.

A Quiz

The teacher searches for factual questions revolving around one or several topics. These topics may include Art & History, Sports, Film, Turkey. The teacher then lists questions under the categories and conducts a mini quiz show acting as the quiz master and announcing that there will be a Star Prize and Second Prize for the students who answer the most questions correctly.

Problem-Solution

The teacher dictates the following three sentences.

1. A man passed a window.
2. A telephone rang.
3. The man screamed.

Students are then invited to ask the teacher grammatically accurate yes/no questions to try and discover the plot. The teacher, with back turned to class, indicates with a thumbs up sign that the question is grammatically accurate or with a thumbs down that it was not and then answers the correct question.

The story:

A man was working deep under the ground. The city was attacked. After a few days, he went out and saw that everyone was dead. He climbed on a tall building and threw himself off. As he was passing one window, he heard the phone ring; he screamed and hit the pavement.

Another topic he talked about was **ellipsis and fronting hypothesis testing**. He used the sentence *Have you ever been to France* to try different word order, to leave out different words, and to ask questions. e.g.

<i>Ever been to France?</i>	<i>Yes I have been to France.</i>
<i>You?</i>	<i>Yes, I have etc.</i>
<i>Been to France, ever?</i>	<i>Yes, I have to France you have been. That's right!</i>
<i>Been France?</i>	<i>Yes, I have</i>
<i>Ever have you been France?</i>	<i>I don't understand.</i>
<i>Have you France?</i>	<i>Sorry, I didn't understand.</i>
<i>Been to France?</i>	<i>Yes, I have</i>
<i>France, you been?</i>	<i>Yes, I have,</i>
<i>France, have you?</i>	<i>Sorry, I don't understand.</i>

He also talked about **shortening and lengthening sentences**. He asked us to write a ten-word sentence on the board and gave the following example sentence:

When I get home, I'll have a hot bath.

Then, he asked us to think about how long it would take to utter this sentence and suggested ten seconds. This would produce a very unnatural sentence and so we reduced the time to seven, five, then three seconds also adding some hesitations and repetition to move it back up to seven. The aim was to show that the lengthening was done with pauses and repetition, not by separating the words in an unnatural way.

The next topic was **5 words per turn conversations**. He informed that there was a five word limit to each turn, to ensure ellipsis of pronouns and auxiliary verbs and gave the following examples:

A: <i>Been anywhere nice</i>	B: <i>Went to France last week</i>
A: <i>Have a good time?</i>	B: <i>Great. Wonderful food.</i>
A: <i>Learn any French?</i>	B: <i>A little. Lovely wine!</i>
A: <i>Nice. See the Eiffel Tower? etc.</i>	

Asking appropriately - spreading the load was another topic covered in the presentation. Questions are often prefaced with another question as can be seen in the following example:

Are you using your car this weekend? Could I borrow it?

Instead of the very direct: *Could I borrow your car this weekend?*

This activity could also be done as a movement activity like the following:

Can I borrow your umbrella? (one intimidating step towards the addressee)

Compare:

Is that your umbrella? (one small step)

Are you using it? (another small step)

Can I borrow it? (a third small step)

The last topic was **vague language**. John passed around some pictures. Then, he collected them back and asked us to describe them using vague language as seen in the following examples:

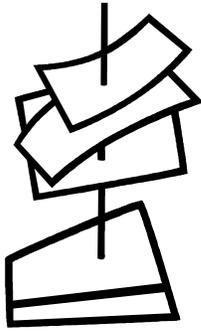
There's some green stuff with yellow bits. There's a big black thing. It's got some thin brown bits and some green things on.

The aim of this activity was to describe the picture without using any specific nouns but using vague terms such as *stuff, things, bits*.

This fruitful workshop helped us freshen up our knowledge of spoken language. And like usual, in the end, we were invited to enjoy some delicious cookies with some drinks at the seminar room. I think it was a nice and very enlightening day!

**HAVE YOU RENEWED YOUR
MEMBERSHIP?**

*GO TO MEMBERS AT OUR WEBSITE
&
RENEW YOUR MEMBERSHIP
IN JUST A FEW STEPS ...*



NOTES FROM THE IATEFL TEA SIG CONFERENCE 2007

Opatija, Croatia.

Summarized by
Hilal Onat,
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The IATEFL TEA SIG (Testing, Evaluation, and Assessment Special Interest Group) 2007 Conference took place at the Ambassador Hotel, Opatija, Croatia. The conference took as its theme the Common European Framework of Reference for Languages (CEFR), widely recognized as an important framework for setting up systems of validation of language ability. The CEFR aims to provide practical tools for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner. The aim of the conference was to provide a forum for educators, researchers, teachers, testers and trainers to look at several cases where the CEFR have been put to use and what some of the outcomes have been. The conference welcomed very special plenary speakers, Keith Morrow, Kari Smith and Dave Allan. During the concurrent sessions, the participants had a chance to listen to informative talks covering CEFR cases put into use and its outcomes. All of them were worth to listening to.



stopped thinking about the profound implications of having a scale of performance based on what people "can do" with a language. In the old days, progress was measured in books; levels had names like "pre-intermediate" and a result on a test was just a number. Now we have a framework against which we can refer the level of a class or a test. He pointed out that the really big idea of the CEF is that learners should be helped to think about their own learning and that teachers should be helped to think about their own teaching. This reflects the true educational purpose of the CEF, encouraging European citizens to take responsibility for their own futures and empowering them to make decisions about their own lives. CEFR gives the opportunity to take the responsibility of what you are doing. As opposed to what Kari Smith said, Keith Morrow thinks that autonomous teachers are aware of what they are doing and with the help of CEFR, they can create autonomous learners. CEFR shows us the possibility of this.

*The next time you go to a
conference or workshop,*

**take detailed notes
and send these to us
in a format similar to what you are
reading on these pages.**

**In this way, other INGED members can
also benefit...**

Together we stand...

- Lack of flexibility in the workforce
- Lack of access to every kind of information source and technology.
- Lack of respect from students, colleagues, administrators and from the whole community...

While listening to him, I felt relieved. Including USA, Finland and UK, all of the countries have had similar problems concerning education, research, technology and development. That's why; we should not have felt inferior in our schools. From time to time, we show even more talent about the improvement and modification of systems. In the following parts, I will try to share the content of the innovative school which is located in Helsinki.

Finnish Education System and Stromberg Lower Comprehensive School

Irmeli Halinen (2007), the director of pre-school education, explained the system of education to the participants. Let us learn some important principles of the Finnish Education System:

1. Equity, Support and Trust are the basic values both in education norms and in practice.
2. Cooperation and interaction characterize working.
3. In order to create opportunity for the best learning in the world; national authorities, local/municipal authorities and schools collaborate.
4. When the background of good learning results in Finland is analyzed; it is easily understood that a "Learning culture in society" exists.
5. Education system is comprehensive. For all people the same basic education is provided. Central steering is important. However, great support is given for local implementation.
6. Qualified and respected teachers exist. They perform good teaching. Teacher education level is high.
7. Individual support systems exist: Early intervention and Active role of student is the target. Openness in front of every learner is the motto.
8. Respect takes place in the heart of education:
 - Respecting every child
 - Respecting the learning process
 - Respecting the teaching profession
 - Respecting the power of education

When we look into the items, the final one seems as the most striking point: Respect. You feel this wherever you go. For more information, you can visit:

<http://www.edu.fi/english>

<http://www.opf.fi>

The Meaning of "Innovative school"

The innovative school concept includes many questions in it. In order to change into an innovative school, which issues should be dealt with? These questions might give an idea:

- What kind of learning needs to take place?
- What kind of leadership is necessary?
- How does the role of teacher change if at all?

A School of Future in USA:

Last year, during the 2nd Forum, we had visited a "school of the future" in Philadelphia. There were 750 9-12 graders in that high school. It was a 3-year project funded by the school district of Philadelphia with a standard budget. Microsoft's contribution was primarily human capital, partnership development support and resourcing and it was a part of US partners in learning portfolio. The school administrators were applying the "Learning styles" approach provided by Dunn & Dunn.

An Innovative Finnish School & Media Centre of the Helsinki City Education Department:

In Helsinki, the Finnish School Stromberg Comprehensive School with its neighbor school; Helsinki School of Natural Sciences are hosting the Media centre of the Helsinki City Education Department. Media Center had designed to provide; in service training on the use of ICT and media education for teachers, principals and educational authorities. Everything is free for teachers of Helsinki and also the substitute teachers are paid for the schools.

Training includes:

- web-based learning
 - o pedagogical models and practices, such as technology supported inquiry learning, problem-based learning, project-based learning, collaborative learning and knowledge building
- software training
 - o technical skills, ICT in different subjects
- media education
 - o visual reading, media criticism, scripting, filming, recording and editing (TV and Sound Studios)

School-specific services: Training can be tailored together with teachers for the unique needs of the school. It can be carried out in authentic school environment and include whole pedagogical community.

Video and equipment lending: Media center is lending DVD and VHS programs, digital cameras, recording and lighting equipment to schools.

Promoting "ICT in Education" in Helsinki

The school administrators hosted us well (more than a hundred teachers and instructors coming from different countries of the world) and they conducted a workshop to solve ICT and Finnish school curriculum problems with us. They gave a detailed information about their school and then they asked our ideas about the solution of their problems. This was a very kind and thoughtful way of collaborating.

ICT in Finnish School Curriculum includes the following issues:

- web-based learning (e-learning) should be used supporting student-centered, problem-based learning from 5th grade (pupils 10 years old).
- ICT should be used supporting learning from the 1st grade (7)
- There is no subject as ICT in schools anymore. (Only as voluntary courses at upper level comprehensive schools or secondary high schools).
- This is because ICT should be embedded as a tool to all subjects and integrated themes.
- However, this has been too ambitious goal. Pupils learn ICT merely somewhere else than in schools
- Finnish teachers use ICT less than their colleagues in other Nordic countries
- "Digital skills" mean different things to pupils and teachers
- Pupils prefer interaction and media technology (chat, mobile services, blogs, etc)

Their Current Challenges:

- Finnish teachers do not use ICT for student collaboration or student-centered learning so much that it has been considered.
- The traditional teacher-centered way, where students work alone with simple data search tasks tailored by teacher, is still very common.
- In many cases it is the teacher who learns most in the classrooms.
- They are the teachers who searches find assess research, choose, present, build and share knowledge not the pupils.
- This is a question of equality and democracy of pupils
- It is no use of participating ICT development projects, if;
 - o They don't share new knowledge generated in the process to everybody in their school community.

- The school principals are not truly committed in integrating new pedagogical practices of ICT to the everyday life of the school.

Their Strategic plans to solve the problems in Helsinki

Goals of development 2007-2011:

- Problem-based learning, integration of subjects
- Shared leadership and teams support integration of ICT to daily practices
- Networks and strategic partnerships should be built to support development (e.g. teacher networks)
- Information strategy of the school should genuinely guide practices
- Creative and collaborative learning=
 - Working life and society based learning
 - Media-native students share teaching with teachers
 - New-generative working practices to schools
 - Services for different learners
 - Knowledge building and sharing
- ICT Equipments in the schools in 2011:
 - Every single classroom in Helsinki has presentation technology: computer, data beamer, document camera and sound system.
 - Computer=Television
 - From stable computer classes to portable laptops (5 students/computer, but flexible use)
 - Wireless networks to all schools
 - more laptops to teachers and to staff rooms

Final Words

After a five-day-visit to Helsinki, we felt that what we witnessed has widened our visions. Our Innovative teachers and two educational administrators from the Ministry of National Education had made many friends from different parts of the world. They had also represented our country well. Their reflections after we return was very precious for me. I believe the change in their teaching methodology and the memories they share with their students is the most important thing on the way of training innovative teachers.

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The brochures of Finnish School and Innovative Teachers Program.
www.edu.fi/english
www.oph.fi
www.innovativeteachers.com

language themselves, they can help their child with his or her homework or project works.

The afternoon session was in English. Below is a short summary of that speech.



General Principles in Teaching English to Young Learners

1. Children are more concerned with the use of language to convey meaning than with correct usage. They want to actually use the language, not to learn about it. Hence, teaching the rules of usage is not necessary for children.
- 2) For children, learning is a matter of experiencing rather than storing information to memory. Formal grammar and correct usage are too abstract for them.
- 3) Young children are willing to use language without worrying about grammar correctness.
- 4) Young learners tend to be less self-conscious, inhibited or shy. They are more willing to take risks and less afraid to make errors.
- 5) At primary level, the structural objectives should be very limited. They should be practised and recycled continually in meaningful contexts as a part of natural communication.
- 6) Children don't like activities that are mechanical and meaningless. Old methods which focus on grammaticality and rote memorization don't work with children.
- 7) Children don't like long and detailed explanations. They easily get bored.
- 8) Children don't like formal classroom atmosphere which requires them to be passive, motionless and quiet.
- 9) Children love learning by doing and being physically active.

The writer's problem is to make things explicit for a specific group of readers. Accordingly, writers need to balance what needs to be said with what can be assumed. On the other hand, the focus on texts as the discourse approach views texts as attempts to communicate with readers. It focuses on ways to use language to achieve certain purposes in a certain context. Texts are considered to be located in a world of purposes and social action. Within the framework of this approach meaning is said to be located in social action. It is based on linking language forms to purposes and context. Genres are the building blocks of the approach.

The term genre is used for grouping texts together, representing how writers typically use language to respond to recurring situations. Genres describe text stages to help readers to sort out their ideas and encourage them to look for organizational patterns. For instance, the genre acknowledgement is composed of three moves: a reflecting move, a thanking move, and the announcing move, respectively. A sample acknowledgement is as follows:

1. Reflecting move: The most rewarding achievement in my life, as I approach middle age, is the completion of my doctoral dissertation.
2. Thanking move:
 - 2.1. I have received support and help from many people.
 - 2.2. I am indebted to my supervisor, Dr. Chau who assisted me in each step to complete the thesis.
 - 2.3. I am grateful to the Epsom Foundation whose travel grant made me the field work possible and to the library staff who tracked down elusive texts form me.
 - 2.4. Finally, special thanks go to my wife for her emotional support.
3. Announcing move: Despite all this help, I am the only person responsible for errors in this thesis.

In the acknowledgement, supervisors are mentioned before anybody else. Special, sincere and deep acknowledgement is a strategy. Looking at the text as discourse shows the purpose of the writer and how he/she achieves meaning.

The following classroom implications can be drawn in relation to the focus on texts as discourse approach:

1. Grammar is a resource for producing texts.
2. Making grammatical choices explicit allows students to write effectively.
3. Consciousness-raising tasks help turn hidden meaning to explicit meaning through the knowledge of grammar

4. The teaching-learning cycle helps us plan our writing.

The teaching-learning cycle shows genre learning as linked stages, development of the context, modeling and deconstructing, joint construction, independent construction, and linking related texts.

The first step, developing the context, is geared to helping learners understanding the purpose of the genre. It involves presenting texts to make the context real. The second step, modeling and deconstructing, requires looking at different models, vocabulary and use of sentences through guided teacher-supported practice. The third step, joint construction, on the other hand, aims at learners' writing parallel texts from different points of views (e.g., writing the fairy tale Cinderella from one of the ugly sisters' point of view) in a collaborative fashion (via pair work or group work). The fourth stage called independent construction requires the instructor to step back. At this point instructors are allowed to monitor but do not intervene in the individual learners' work. The last stage, linking related texts, is directed towards integrating genres. The aim of this stage is to raise learners' awareness towards how text is linked to the situation in different genres. Genres can be recycled at this stage.

The presenter recommended teacher-learner collaboration (based on Feez, 1998). Depending on their entry level characteristics and existing competence, the instructor provides considerable amount of support, scaffolding, to the learners in order to ensure the learners' progress in the zone of proximal development (i.e., the gap between the learners' current level of performance and their potential level of performance). As the learners' interlanguage development is enhanced, their independence is fostered, which results in gradually reduced teacher involvement. The decreased level of learner scaffolding leads to independent performance. Figure 1 below illustrates the interplay between scaffolding and learner progress:

approach draws on cognitive psychology. It is concerned with what good writers do when they write. It involves brainstorming, multiple drafting and giving feedback. The following flowchart (Figure 2) illustrates the steps in the writing process clearly:

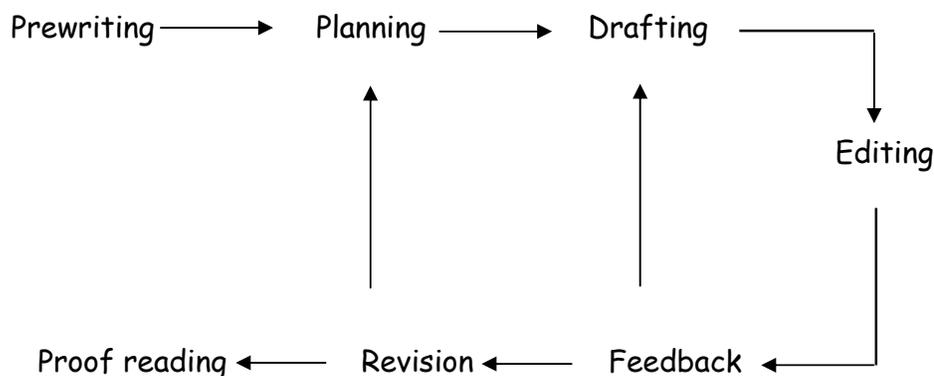


Figure 2: Steps involved in the process approach to writing

As the flowchart above indicates, writing is not a hierarchical process; it is cyclical in nature. In this goal-oriented process approach which is laden with extensive goal planning, writers are engaged in constant revision. The process-oriented approach is characterized by recursive planning, drafting, revising and editing. Writers' plans and texts are constantly evaluated.

In line with the process approach, instructors are advised to set pre-writing activities and encourage brainstorming and outlining. Also, it is recommended that instructors provide the learners with a variety of tasks, require multiple drafts and give feedback on them, use peer response and delay corrections till the end. However, this approach has some drawbacks in that there is an overemphasis on psychological factors and that the discovery-based approach fails to make language explicit. ESL/EFL Learners need language support along with the writing support. The role of cognitive support in teaching writing cannot be overestimated. It is necessary to raise awareness, but it cannot be denied that learners also need to be provided with instruction on how to write. Learners discover the approach through writing and hence, they should be demonstrated how to do things in class. In fact, Delpit (1988), who argues for the cognitive view, expresses the shortcomings of the process approach quite concisely:

Adherents to process approaches to writing create situations in which students ultimately find themselves held accountable for knowing a set of rules about which no one has ever directly informed them. Teachers do

conversationally (Hinkel, 199). Furthermore, as Hyland (2003) points out, experts use author pronouns 3 times more than Hong Kong undergraduates.

Professor Hyland recommended three alternative ways on teaching ESL/EFL writing: mixed-genre portfolios, comparative tasks and audience analysis. Mixed-genre portfolios encourage students to ask questions on the written tasks that they have completed. Some sample questions can be seen below:

An argumentative essay: Why did you organize the essay in this way? What stages organize it? Are you satisfied with this? Who is it for?

A research-based library project (All notes, drafts, etc): What difficulties did you encounter writing this? What did you learn from writing it?

A summary: Why did you select this summary? How is it organized? Why is it organized like this? What are the basic parts of all the summaries you have written?

A writer's choice: What is this? When did you write it? Why did you choose it?

An overall reflection of the portfolio: (A letter to the teacher integrating the entries)

In mixed genre portfolios, students write a range of different genres, collect them together with a commentary. They give a more accurate picture of students' writing, help them see the differences in genres, and have a consciousness raising function.

Comparative tasks contain features across two genres, the same genre in two disciplines or two different languages (native and target). On the other hand, the audience's analyses provide students with a checklist to assist students shape the texts more effectively. Figure 3 below is a sample audience analysis of a complaint letter:

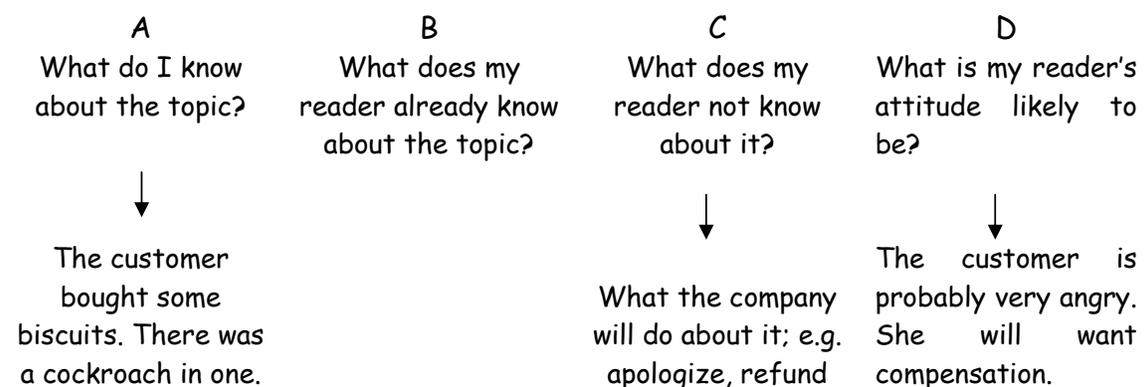


Figure 3: A Sample Audience Analysis of a Complaint Letter

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Appendix

Sample worksheets for conference planning at different stages (Reid, 1993, pages 222-3)

Initial Conference (about a topic)

1. Topic for my essay: -----
2. Intended purpose of my essay: -----
3. Intended audience for my essay: -----
4. Pre-writing about my topic: -----

Essay Draft Conference

Statements 1-3 above plus

1. In group the best part of my essay was -----
2. In group work my peers made the following suggestions: -----
-
3. The problem(s) I'm having with this draft are -----
-

Revision Planning Conference

1. I thought the best part of my essay was -----
2. I thought the weakest part of my essay was -----
3. According to the teacher's comments, the strengths and problems in the draft are:

Strengths

Problems

a) -----

a) -----

b) -----

b) -----

-

c) -----

c) -----

-

4. Based on the feedback, here is my plan for revising the essay (list specific steps you intend to take and specific paragraphs you intend to revise):

a) -----

b) -----

c) -----

Three questions I want to ask you (the instructor) are:

a) -----

b) -----

c) -----

The second point in this argument is about new vocabulary items, techniques and methods in language teaching. The English language has become more global with a lot of new words taken or derived from different languages; moreover, Britain, USA and even Australia have become the lands of many elements of different cultures. Another significant point is that local textbooks include new teaching methods and techniques, which are transferred directly from the authentic lessons of the different schools or even classrooms. Therefore, developing a local textbook will contribute much to the English language and global culture in terms of new vocabulary, genuine teaching methods and techniques.

The National Curriculum can be considered as the third point. In 2000, the Turkish Ministry of National Education (MEB) designed the new national English curriculum for Anadolu Lisesi (high schools that require an exam (OKS) at the 8th grade) with the sense of the communicative approach. This curriculum was designed based on the criteria of CEF. After the completion of the curriculum, MEB decided to launch the textbook writing project since the current textbooks in the markets did not match the new curriculum. This is also another important reason to be considered in terms of writing local textbooks.

As stated earlier, Turkey has a long English Teaching tradition with a number of well-experienced teachers. Transforming this local potential into authoring will help ELT gain a tradition and a trend of authoring/authors and textbooks in Turkey. In the long term, this tradition will probably be a strong branch of ELT textbook writing. What is certain is that this branch will empower and enrich the body of the tree.

Another argument in textbook writing is the matter of ignoring local aspects. A textbook written by authors in Britain or USA cannot be the appropriate for classrooms in quite different countries at the same time. No one can claim that such textbooks can meet students'/teachers' needs, reflect their cultures or appeal to them in Canada, Chad, Saudi Arabia, China, Finland or Turkey. Nguyen Thi Cam Le argues that materials from these English-speaking countries do not reflect the learning styles or cultural values of the EFL students who use them; as a result, students lose motivation and become reluctant to interact in class and share opinions or ideas. Materials can also cause students to feel alienated from their home culture, the target culture, and from themselves (Stevick, 1976). It is a reality that local textbooks should not only reflect local cultures, preferences or values. However, global textbooks should not close their doors to the various colors of the world, either. The world of ELT today needs local textbooks with global perspectives, accurate and the most recent cultural information and humanistic values.

Lastly, the life reflected in the EFL textbooks seems to be unrealistic for the students with different tastes of life. This is also supported by Peaty (1999), who states that most of EFL course books tend to focus on superficial aspects of western consumer culture: pop music, fashion, food, and celebrities. We have a responsibility as educators to provide our students with more substantial, meaningful content. Reflecting the importance of natural resources, endangered animals, local languages, foods, festivals, relationships, alternative way of lives democracy and human rights in the textbooks will help students be more realistic and will also be more meaningful for students.

How did we do it?

The English Textbook Writing Project in Turkey includes a series of textbooks, **New Bridge to Success**, (NBS), workbooks, teacher's books, audio cassettes, and dictionaries. NBS aims to

6. An overall introduction of the curriculum was made.
7. Each unit in the curriculum was studied carefully (topic, functions, language areas and structure sets, vocabulary sets, language tasks and study skills, students' project work).
8. Skills were determined.
E.g. listening for specific information related to personal details.
9. Team members, mostly in pairs, were assigned to work on different skills.
10. A deadline was arranged each time and pairs set out for search.
11. The prepared materials were shared with all team members and negotiated to determine whether they served the purpose or not, whether they were on the topic and met the objectives relating to vocabulary, language areas and structures.

Writing Stage

12. Pairs came together and set an outline taking the comments and ideas of the whole group into consideration.
13. Texts for different skills were written in pairs or individually. The texts were designed trying to use the topics, language structures and areas, target words/phrases, idioms and expressions in an authentic way and contexts. The reason was to create realistic and authentic situations so that learners can learn the new items through the context.
14. The required illustrations, photos or pictures were requested from the illustrators.
15. Layouts were designed with texts, illustrations, photos or/and pictures.

Post - writing stage

16. The drafts were edited and revised by the authors.
17. The methodology was checked.
18. The Turkish National Education criteria, human rights, gender discrimination, environment and other points were also taken into consideration while revising and editing.
19. The drafts were sent to the dictionary group. The highlighted words with their English equivalents were added to the dictionary.
20. Two native editors revised and edited the last drafts of the textbooks.
21. Authors did the last changes.
22. Designers prepared the last draft of the textbooks.
23. All the prepared materials were submitted to the Supreme Court of National Education (Talim Terbiye Kurulu) to be approved.
24. The materials were sent to the publishing house.
25. Audio cassettes were recorded with native speakers.

Textbook introduction seminars/workshops

The last stage of this process was the introduction of textbooks with workshops and seminars. Co-authors delivered seminars and workshops to EFL teachers who came from all provinces of Turkey. The seminars and workshops were held after each copy of the textbooks was published and generally before teachers started to implement the textbooks in their classrooms. These

THE VOICE & PHOTO OF AN *inged* MEMBER



Dear Colleagues,

Here is another poem and photo from our member Nukhet Yavuz from Suleuk University in Konya. Hope you enjoy it ...

Birds

Every morning i wake up
Hearing you-
Voices-
Youre talking to me
Your language-
Sometimes sad
Sometimes jolly
Full of life
You make me jump from my bed
And smile
You give me life
And free me from deepthinking
Birds
I need you more than
Ever before...



TEACHER TEST

Are you a TRUE Elementary School Teacher? Let's find out!

1. Do you ask guests if they have remembered their scarves and mittens as they leave your home?
2. Do you move your dinner partner's glass away from the edge of the table?
3. Do you ask if anyone needs to go to the bathroom as you enter a theater with a group of friends?
4. Do you hand a tissue to anyone who sneezes?
5. Do you refer to happy hour as "snack time"?
6. Do you declare "no cuts" when a shopper squeezes ahead of you in a checkout line?
7. Do you say "I like the way you did that" to the mechanic who efficiently repairs your car?
8. Do you ask "Are you sure you did your best?" to the mechanic who fails to repair your car to your satisfaction?
9. Do you sing the "Alphabet Song" to yourself as you look up a number in the phone book?
10. Do you say everything twice? I mean, do you repeat everything?
11. Do you fold your spouse's fingers over the coins as you hand him/her the money at a tollbooth?
12. Do you ask a quiet person at a party if he has something to share with the group?

* If you answered yes to 4 or more, it's in your soul -- you are hooked on teaching. And if you're not a teacher, you missed your calling.

* If you answered yes to 8 or more, well, maybe it's **too much** in your soul -- you should probably begin thinking about retirement.

* If you answered yes to all 12, forget it -- you'll **always** be a teacher, retired or not!

methodology in skills teaching, grammar and vocabulary teaching as well as examining course materials and testing. The teachers were so eager to make the full use of this learning opportunity that they even requested the trainers to provide them with the activities done during the sessions and the workshops in written form (Attached below). Thanks to Nazan's promotional efforts many of the participants became INGED members. A productive and interesting week was experienced by all.



ACTIVITIES FROM THE WEEK

Activity 1: Nazo's World (icebreaker or to present the perfect)

The teacher draws a circle on the board and asks what she thinks it is. She says that it is her world. She fills the circle with key words from her life e.g. 39/training/Tony. The students guess what those key words might mean for the teacher. They make their guesses and when the guess is correct the teacher puts a tick or a cross on it. Then this is followed by an activity for the students. The teacher gives every teacher a circle of piece of paper on which each student has to write three key words from his or her life. Finally everyone stand s up and try to guess each others key words.



Activity 2: True/False

The teacher writes or utters five sentences related to her or his life on the board and asks pairs to think whether they are true or false. When they have finished the trainer asks each statement one by one to the whole class. If they think the statement is correct they clap their hands if they think it is wrong they wave both hands.

Extension: Students write three true false statements about themselves and other students guess whether they are true or false.

Activity 3: Buzz Group Lecture

The teacher divides the class into equal rows. Every student should have a partner facing them. They discuss either questions or statements with that partner, in other words they buzz. After one or two minutes the teacher rings the bell and they start talking, when the trainer rings the bell again, they move one seat to the right, so each person has another partner to talk to.

Activity 4: Kinesthetic Warmer: Getting to know the participants (5-7 mins)

The teacher asks the students to do some actions according to the topic. (This could be adapted for any topic i.e. Free Time)

E.g.,

- *Wave your arms if you go out every day after school*
- *Clap your hands if you do a sport*
- *Click your fingers if you watch DVDs*
- *Put your arms on your shoulders and shake if you like reading novels*
- *Raise your right arm and say "wow" if you play computer games*
- *Raise your left arm and say "wow" if you go to an internet cafe etc.*

Activity 5: Feedback activities

- After any lesson the teacher asks students on a piece of paper to draw a smiley face, an unhappy face and a question mark. Students give their feedback of what they liked in the lesson, what they didn't like and what they didn't understand.*
- The teacher asks students to write a letter to themselves about what they are going to achieve in that month or that year etc. and what their feelings are, and what they expect to find.*
- The teacher draws on A3 papers wall bricks. After the lesson the students are asked to write any kind of feedback or feelings on those bricks.*
- The teacher asks students to draw an empty bottle on an A4 paper. Each student is asked to write a message to the teacher about the lesson.*



the typewriter and as you look at it, the typewriter starts typing itself (making typing sounds). On the paper appears the words "Look out of the **WINDOW**" You think this is a warning so you rush over to the window and look out. In the sky, there is an **AIRPLANE** flying up and down noisily (make noises and mime with hand). There is something attached to the airplane. It is a big, big advertisement. On it is something written: It says I LOVE YOUUUUUU.

Activity 10: Kill the word

The teacher sticks word cards on the walls randomly. Every student gets a cue card with vocabulary written on it. The students have to write synonyms on the cue cards. The teacher collects the synonym cards in a bag. The teacher divides the class into two teams and asks for a volunteer from each team. The volunteers each get a fly swatter in their hands. The teacher reads out the synonyms and the volunteers need to match the synonym with one of the words on the wall. The first student to hit (kill) the word with the fly swatter gets a point for their team. The team is allowed to help their volunteer by pointing with their finger to the word.

Activity 11: Presenting Grammar

1-Drama (Used to) - The teacher prepares on the board a time line:

2000 2001 2002 2003 2004 2005 2006 2007

The teacher enters the classroom to music dressed as a cleaning woman. She moves around the classroom and cleans it etc. Then she receives a phone call and discovers she has won the lottery. The teacher leaves the classroom and changes her appearance. When she comes back she points to 2001-2007 on the board and then walks around the classroom spraying perfume and speaking in English.

The teacher finishes acting and elicits from the students facts about her life in 2000. She writes up example sentences i.e. *She used to be a cleaning lady, she used to speak Turkish* under 2000. Then she asks the students about 2001-2007. She then elicits from the students why 'used to' is appropriate for the woman's life in 2000 she then focuses on the form.

2-Realia (real life objects) - could, might, can, must

The teacher prepares a crushed aspirin at home. Before beginning the activity the teacher prepare the board with modals of speculation and deduction:

<i>It could</i>		<i>be</i>
<i>It might</i>		
<i>It can</i>		
<i>It must</i>		

The teacher empties the aspirin onto a piece of paper but she does not tell the student what it is. She goes around the class and asks a few students to guess what it is by looking. She directs them to the sentences on the board. Then, she does the same but this time she asks them to guess by smelling. Next, she asks them to guess by touching. Finally, she asks them to guess by tasting.

Next, she goes back to the board and elicits some sentences from the students to complete the sentences on the board:

It could be	salt
It might be	sugar
It can be	soda

It must be an aspirin

She then elicits from the students the difference in meaning between *could*, *might*, *can*, and *must*.

3-Cue Cards - Past continuous

The teacher prepares some cue cards with instructions on them:

sit on the teacher's desk.

The teacher gives out the different cue cards to some of the students in the class. She tells the students to start the activity when she leaves the room. The

guy falls in love with her. However, the woman is not attracted to him at all. He is determined to marry her. One day he goes to her father's house to ask her father for her hand in marriage. Unfortunately, the father doesn't agree with it. The teacher, at this stage, asks the class what kind of mistakes he made and writes some on the board as she elicits them.

Sabit didn't wear a suit.

Sabit didn't bring any chocolates.

Sabit didn't buy any flowers.

The teacher gives the first sentence as an example: Sabit **SHOULD HAVE WORN** a suit. The students do the others. The teacher elicits the meaning and the form.

Activity 12: Songs

Find the antonyms/synonyms: Teacher selects some words from the song and dictates the antonyms or synonyms of those words to students. They then write the words they hear that match the antonyms or synonyms that the teacher had dictated.

Answer critical questions: This can be done if the song contains an issue that can be discussed e.g. justice. Teacher asks questions to be discussed in groups. (song: Why by Tracy Chapman)

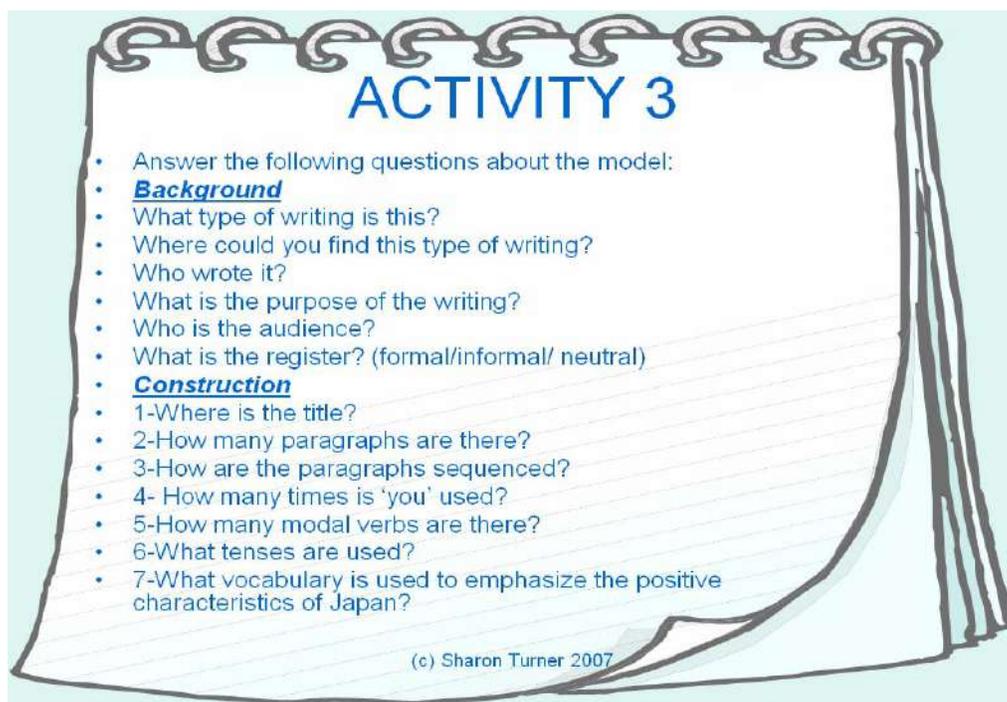
Vocabulary bingo: Teacher writes 16 words on the board and asks pairs to draw a grid with 12 blanks on a piece of paper. They have to choose 12 out of the 16 words on the board to fill in the blanks. Whenever they hear their words in the grid, they have to cross out the word. The winners are the ones who have most words crossed out.

Activity 13: Board memory game / Pelmanism

The teacher makes collocation cards for the class. The first part of the collocation should be on a different colour paper to the second part of the collocation. The teacher sticks the two parts of the collocation cards on the board face down. The teacher invites each student in turn to turn over one card from each colour in an attempt to create a correct match. If the student is unsuccessful they turn the cards back over in the same places. The teacher then invites another student to do the same thing until all the cards match.

Activity 14: Genre analysis

Students analyse a written model e.g. a letter, a story using the analysis questions. Students give feedback the answers to the whole class. The whole group explores how and why this might be useful to students.



ACTIVITY 3

- Answer the following questions about the model:
- **Background**
- What type of writing is this?
- Where could you find this type of writing?
- Who wrote it?
- What is the purpose of the writing?
- Who is the audience?
- What is the register? (formal/informal/ neutral)
- **Construction**
- 1-Where is the title?
- 2-How many paragraphs are there?
- 3-How are the paragraphs sequenced?
- 4- How many times is 'you' used?
- 5-How many modal verbs are there?
- 6-What tenses are used?
- 7-What vocabulary is used to emphasize the positive characteristics of Japan?

(c) Sharon Turner 2007

Activity 15: Dictogloss (Helps students to not translate and to hear and use vocabulary and sentences in a natural way and context)

The students listen to a text being read by the teacher and note down any key words that they hear. They then compare in groups of three. The students listen again and add to their key words. The students then get into groups and recreate the listening. Finally, they compare their ideas with the text read by the teacher.

learners have located the picture the learners listen again and make notes. The teacher describes another picture and the learners also locate it and make notes. The teacher then gives, in pairs the learners a slip of paper with another description on it. This could be whole sentences or only key words. Each pair has a different description. Individually they locate their picture and when they are ready they describe it to their partner. Finally, the learner chooses one of the pictures they haven't described and they write a description.

Activity 18: Jigsaw Reading

The teacher splits the class into four equal groups using animal names/famous people/colours/football teams. Each group is given a different paragraph from a reading. The learners make notes on their reading. The teacher takes back the slips of paper. The learners make groups of four. In each group of four each person must have read a different paragraph. The learners tell the members of their group what was in their paragraph. The learners try to put the text back in order. Finally, the learners check with a model and try to write the last line or ending of the story.

Activity 19: Balloon Debate

The teacher chooses four/five students to be the jury. The teacher splits the rest of the class into four groups. Each group is given something that they must defend as the best. The groups have 3-4 minutes to prepare their arguments. When the 4 minutes finishes the group must appoint a spokes person. The spokes person must speak for 2 minutes on why they should stay in the balloon. After each group has given their presentation the jury decides who should stay in the balloon and who should be thrown out.

Activity 20: Reading

Lesson 1

Stage 1 Pre-reading:

a. The teacher gives the learners some money in sacks. The teacher asks the learners to think about anything they think about when they look at the money. The students write their ideas. For example, *vending machine, the moon, capitalism* etc. The teacher elicits all of these ideas and write them on the board. The teacher gives the learners a bingo sheet each and asks the learners to write 10 of the words from board. The teacher then reads out the words and gets the learners to cross of the words if they are on their bingo sheet. The student who crosses off all of their words is the winner.

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| <p>3 Reading test practice
 http://www.flo-joe.co.uk/fce/students/tests/tsindex.htm</p> <p style="text-align: center;"><i>Audience: Intermediate students</i></p> | <p>Sixteen really good reading tests and practice.</p> |
| <p>4 Gallaudet University reading
 http://depts.gallaudet.edu/englishworks/exercises/main/reading.html</p> <p style="text-align: center;"><i>Audience: Intermediate students</i></p> | <p>This is an excellent site to help you read a text carefully. There is also some vocabulary work.</p> |
| <p>5 CNN archives
 http://literacynet.org/cnnsf/archives.html</p> | <p>Short news stories with very good vocabulary and comprehension exercises. You can read and/or listen.</p> |
| <p>6 University of Victoria 1
 http://web2.uvcs.uvic.ca/elc/studyzone/410/reading/index.htm</p> | <p>There are five reading texts with multiple-choice questions. Each text is also followed by a grammar exercise and a summary-writing exercise.</p> |
| <p>7 University of Victoria 2
 http://web2.uvcs.uvic.ca/elc/studyzone/490/wchild/index.htm</p> | <p>Five more reading text. More challenging with skimming, scanning and careful reading and grammar exercises.</p> |
| <p>8 Hong Kong Language Centre
 http://vlc.polyu.edu.hk/</p> | <p>Click on the link then select 'Reading - Comprehension'. You will find reading texts with comprehension questions. The texts are adapted from the South China Post Newspaper.</p> |
| <p>9 Interlink Language Centre
 http://eslus.com/LESSONS/READING/READING.HTM</p> | <p>Some times, "beat the clock", fill in the blank reading text and some "interesting" very challenging speed reading practice.</p> |
| <p>10 Global issues
 http://www2.gol.com/users/bobkeim/contents.html</p> | <p>15 text about Global issues at Intermediate level. There are quizzes and vocabulary exercises for the texts, but they are hard to find. You need to go to the link "inter-activities"</p> |

Listening Links:

- | | |
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| <p>1 Randall's Listening Lab
 http://www.esl-lab.com/</p> | <p>24 short easy listening activities in American English. The topics are general everyday topics such as "food", "families" and "where are you from". You can listening and vocabulary exercises and read the tapescript.</p> |
| <p>2 The English Listening Lounge
 http://www.englishlistening.com/</p> | <p>New Listener Menu and Regular Listener Menu are good place for Basic students. There are 16 short listening exercises with questions answers and a tapescript.</p> |

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| 3 | About listening practice
http://esl.about.com/cs/listening/ | There are about 15 beginner, pre-intermediate, intermediate and advanced listening exercises and answers here. Basic students will probably want to look at intermediate. Try pre-intermediate if intermediate is difficult, but you might find it too easy. |
| 4 | BBC postcard
http://www.bbc.co.uk/worldservice/learningenglish/multimedia/btp/ | This is an excellent site with listening, video and reading about different parts of Britain. There are also vocabulary exercises and some grammar |
| 5 | Takako's Great Adventure
http://international.ouc.bc.ca/takako/index.html | Takako's Great Adventure is a story about a Japanese girl who travels to Canada to visit her pen pal, Christine. She is met at the airport by a man who says he is Christine's uncle. But there is something strange about this man. This mystery has ten episodes and can listen to each episode and then do some exercises. You can also read the tapescript for each episode. There is A LOT of listening here and it will be very helpful. |
| 6 | Video Nation | Try this site. It is some British people talking about their lives. There are lots of different accents and pronunciation. You can answer questions, read the tapescript, and do grammar and vocabulary exercises. Very Challenging, but very useful to listen to REAL English. |
| 7 | Esl lab
http://www.esl-lab.com/ | |
| 8 | The Moonlit Road

http://www.themoonlitroad.com/welcome001.asp | |
| 9 | CNN archives | |
| 10 | Eslwonderland/PBS news
http://www.eslwonderland.com/activities/index.htm | |
| 11 | VOA news 1 | |

Vocabulary Links:

- | | |
|---|--|
| <p>Better English collocations</p> <p>1 http://www.better-english.com/strongcoll.htm</p> <p>2 Flojoe vocabulary
http://www.flojoe.co.uk/fce/students/wordbank/index.htm</p> <p>3 VOA word list
http://www.manythings.org/voa/words.htm</p> | <p>A set of 14 multiple choice quizzes concentrating on common collocations in English. Very useful.</p> <p>Have a look at this site every day. It will give you a new phrasal verb, a collocation and a little bit of word formation practice. The words change each day.</p> <p>A word list and a super set of vocabulary quizzes which concentrate on about 1,500 key words. You should know ALL of them.</p> |
|---|--|

Other links<http://www.mabot.com/brain/index.html#><http://www.brainfriendlylearning.org/author.htm>http://www.kaizen-training.com/how/brain_friendly_learning.html<http://www.eslcafe.com/>

**WOULD YOU LIKE TO HELP US WITH
AN INGED AFTERNOON IN YOUR CITY?**

**PLEASE CONTACT US ABOUT
THE TIME, VENUE, AND TOPIC.**

**WE WILL DO OUR BEST TO ORGANIZE
AN INGED AFTERNOON OR INGED MORNING
AT A PLACE NEAR YOU.**



Book Review

by

John Eldridge

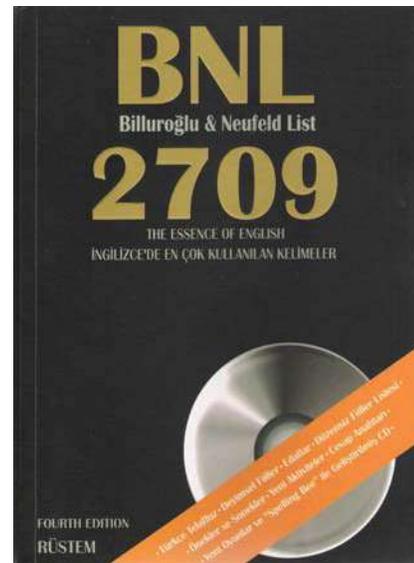
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BNL 2709. Fourth Edition. Billuroglu, A. & Neufeld, S. (2007)

Nicosia: Rustem Kitabevi.

ISBN 978 9944-968-13-3

Debate concerning the number of words in the English language continues to fascinate, and calculating the exact number is no easy matter. What actually counts as a word has to be established, and then there are small matters such as dialect words, borrowings, jargon, coinages and other issues to contemplate. Should you attempt this calculation, you have guaranteed failure to look forward to, not least because whilst making your calculation, other words will have entered the language. Nonetheless, a million words would probably not be an unreasonable estimate. An impressive number, unless you are unfortunate enough, that is, to be a learner of English as a second or foreign language.



The news however is not all bad. It is many years now since research commenced into discovering which words are used most frequently and for what purposes, and it is now fairly much accepted that two to three thousand common word families will probably make up between 85% and 95% of any given text. What is more, with today's computer software, we can put this to the test. For instance, it has just taken me little more than a couple of minutes on Tom Cobb's excellent Compleat Lexical Tutor Site (<http://lextutor.ca/vp/bnl>) to establish

that 95% of the words used in this review actually belong to a limited and defined set of around 2709 common word families.

It is pleasant also to note that this 2709 list results from research in our own part of the world by Ali Billuroglu, an instructor at the Eastern Mediterranean University, and Steve Neufeld at the Middle East Technical University, North Cyprus. What is more, the outcome is now available in the form of a very practical and compact book. *BNL 2709* is published by RUSTEM Kitabevi together with a companion CD and includes five staged sets of worksheets, with a variety of tasks to help students learn the common meanings, collocations and uses of these essential words.

The world of ELT has in some ways been strangely resistant to the intricacies of lexis. Whilst grammar seems to have maintained its fascination through the vagaries of the audio-lingual methods, the communicative approach and skills-based teaching, lexis seems to have remained resolutely on the sidelines, either taken for granted or seen as something that would somehow look after itself. However, the speed and efficiency with which data concerning vocabulary can now be accumulated and analyzed means very simply that it is no longer tenable to treat lexis as the poor partner in the teaching or training business.

Students too are well aware of how central vocabulary is to progress. In a recent survey of 84 of my own students, the majority identified their greatest deficiency as vocabulary, and their weakest skill as speaking. Those who have had to learn English at university preparatory schools were particularly explicit in this regard. The courses did not provide them with the opportunity to practise, and they were too structure-orientated. In other words, they sacrificed depth for breadth, and although they somehow passed through the programmes, they were unable to communicate at the end of them.

An immediate concern with list-based driven approaches to vocabulary learning however is that they provide a foundation for yet more of the same type of tightly structured abuse; in other words, serial rote memorization of discrete items, which are then tested, and very shortly after forgotten.

It is therefore very refreshing to find that the *BNL 2709* takes great pains to move beyond the confines of the list and into the more critically important territory of method. The accompanying worksheets present the new words in context and illustrate common usage and collocations. All the definitions and the contexts in the worksheets use only words taken from the 2709 list. This use of a restricted defining vocabulary is not only economic, but builds in natural recycling to help the learner absorb the vocabulary. It is this recycling in fact

The International Association of Teachers of English as a Foreign Language (IATEFL) was founded in 1967 to identify the needs of teachers from a wide range of educational contexts across the world, and to provide opportunities for them to share and benefit from each other's practical classroom experiences. Since then we have grown steadily and have over 3500 members worldwide, many through our Wider Membership Scheme.

INGED's IATEFL Contact Person:

Prof. Dr. Birsen Tutunis

(tutunisster@gmail.com).

She will be very happy to help you.

IATEFL NEWS

IATEFL is delighted to announce that its new Vice President and President elect is Herbert Puchta. Herbert was unopposed in the election contest and therefore takes over as Vice President at the IATEFL AGM in Exeter, April 2008.

42nd ANNUAL INTERNATIONAL IATEFL CONFERENCE AND EXHIBITION

We would love to see you at the University of Exeter, UK between the 7th-11th April 2008. IATEFL's conference in Exeter next year promises to be every bit as exciting as previous conferences. We plan to provide you with a Devon flavour and a very memorable experience.

Join us and fellow ELT professionals from around the world to discuss, reflect on and develop ideas. The conference will offer many opportunities for professional contact and development.

Presentations

There will be a four-day programme of over 300 workshops, posters, talks, panel discussions and symposiums by international presenters from over 60 countries.

Plenary Speakers

Alastair Pennycook (University of Technology Sydney, Australia) is presenting on Tuesday;

Zoltan Dornyei (University of Nottingham, England) is presenting on Wednesday;

Rosa Jinyoung Shim (Open Cyber University, Korea) is presenting on Thursday;

Radmila Popovic (University of Belgrade, Serbia) is presenting on Friday.

There will be 10 Pre-Conference Events, planned as professional development days, which will take place on Monday 7th April, followed by the Conference and Exhibition from Tuesday 8th to Friday 11th April. IATEFL linking, supporting and developing teachers world-wide. The International Association of Teachers of English as a Foreign Language (IATEFL) was founded in 1967 to identify the needs of teachers from a wide range of educational contexts across the world, and to provide opportunities for them to share and benefit from each other's practical classroom experiences.

ELT Exhibition

Visit the ELT Resources Exhibition, which will show the latest published materials, cassettes and videos, computer software and services. The exhibition will be open for the duration of the conference.

Important deadlines

The deadline for the receipt of speaker payments is on or before Monday 7th January 2007. Unfortunately, non-payment means that we will have no choice but to remove your session from our programme.

The deadline for all delegates who wish to take advantage of our early bird registrations is on or before Monday 21st January 2007. Please note that accommodation will not be confirmed until we receive payment.

By booking early for the conference IATEFL members will only pay GBP120 instead of GBP170 - a saving of GBP50.

Non-members who book before the deadline will only pay GBP160 instead of GBP210 - again a saving of GBP50. If you are not already a member, why not join the IATEFL community with the money you save!

For more information, and to register online as well as to secure your accommodation in Exeter, visit the constantly updated IATEFL website at www.iatefl.org

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YOUR ACTIVITIES

We will be happy
to include your activity on our web!

Please send us activities
that you have used in your classes
and found useful.

Put the activity into the format on the web site
before sending it to us.

The 42nd Annual TESOL Convention & Exhibit (TESOL 2008)
"Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity"
is being held in New York, New York USA
between April 2-5, 2008



All details related to TESOL 2008 can be reached at:

http://www.tesol.org/s_tesol/seccss.asp?CID=1518&DID=8281



