THE INGED NEWSLETTER

NEWS ON-LINE

Issue 4

December 2009

TABLE OF CONTENTS

From the President 4

From the Editor 8

Annual General Assembly: New Board 9

INGED Afternoon vs. INGED Event 10

For Prospective Contributors 11

The 14th International INGED ELT Conference 12

The 2nd INGED SpellEvent 13

SEETA, South Eastern Europe Teachers' Association, News 14

The 12th INGED Drama Festival 15

Technology in Teaching: H. Sapiens Digital:
From Digital Immigrants and Digital natives to Digital Wisdom
by M. Prensky 16

Reflections on the Trainer Training Program by MEB
Summarized by A. Ersöz..... 29

Reflections from the 13th INGED Conference
Summarized by G. Najafi & N. Özçınar 44

Reflections from the 13th INGED Conference
Summarized by N. Demirbaş 47

Reflections on "A Common LLP Ground: BSI and CRAFT"
Summarized by A. Ersöz..... 49

An INGED Session with Prof. Dr. Aydan Ersöz: Reflecting on our Beliefs
Summarized by A. Ersöz 57

The Hacettepe – INGED Afternoon
Summarized by A. Ersöz 61

A Paper from a colleague from CAELA Network:
"Teaching Pronunciation to Adult English Language Learners"
by K. Schaetzel 66

News about INGED Members
Dr. Nilgün Hancıoğlu, Steve Neufeld and John Eldridge
nominated for the British Council ELTons Award 83

A poem from an INGED member
Walk by Nükhet Yavuz 85

News from IATEFL 86

News from TESOL 87

British Council e-news: Wednesday workshops in Istanbul 89

Geography Facts 90

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 October 25, 2009 following our international conference. 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 had accomplished between November 2008 and October 2009.

Our WEB page has been continuously updated and modified thanks to Dr. Suzan Öniz. Our new WEB page is active and has more to offer.

The INGED mornings/afternoons that we realized to contribute to the national teacher training projects and in-service training programs were:

- On 21 November 2008, in the morning "Integrated Approach to the Teaching of English" by Prof. Dr. Aydan Ersöz at the School of Foreign Languages, Gaziantep University.
- On 21 November 2008, in the afternoon "Teaching English to Young Learners" and "Content and Language Integrated Learning (CLIL)" by Prof. Dr. Aydan Ersöz at Gaziantep Çağdaş Bilgi Okulları.
- On 22 November 2008, in the morning "İngilizce Öğretiminde Yenilikler" by Prof. Dr. Aydan Ersöz for parents at Gaziantep Çağdaş Bilgi Okulları.
- On 18 January 2009, in the morning "İngilizce Öğretiminde Yenilikler" by Prof. Dr. Aydan Ersöz for parents at Maya Özel Okulları, Ankara.
- On 27 January 2009, in the morning "Materials Evaluation and Adaptation" and in the afternoon "How to Tailor Your Coursebooks for the Students" by Prof. Dr. Aydan Ersöz at the School of Foreign Languages, Ankara University.
- On 28 January 2009, in the morning "Tips for a Listening Lesson" and in the afternoon "Strings, Cards, Pictures: Ideas for Pairing & Grouping Students" by Dr. Suzan Öniz at the School of Foreign Languages, Ankara University.
- On 4 March 2009, in the afternoon "Strings, Cards, Pictures: Ideas for Pairing & Grouping Students" by Dr. Suzan Öniz at the School of Foreign Languages, Atılım University.

• On 31 March 2009, in the morning "The 5E Model" by Prof. Dr. Aydan Ersöz at the School of Foreign Languages, Karabük University.

• On 31 March 2009, in the afternoon "The 5E Model" by Prof. Dr. Aydan Ersöz at the Çaycuma Campus, Karaelmas University.

• On 1 April 2009, in the morning "Constructivism" and in the afternoon "The 5E Model" by Prof. Dr. Aydan Ersöz at the School of Foreign Languages, Karaelmas University.

• On 6 April 2009, in the afternoon "Constructivism in the ELT Classroom" by Prof. Dr. Aydan Ersöz at the School of Foreign Languages, Erciyes University.

• On 7 April 2009, in the morning "Is Constructivism a Solution to Our Problems?" by Prof. Dr. Aydan Ersöz at the School of Foreign Languages, Selçuk University.

• On 21 April 2009, in the afternoon "Working with Children in an Activity-Based Environment" by Prof. Dr. Aydan Ersöz for the third and fourth grade students at the ELT Department, Faculty of Education, Ufuk University, Ankara.

• On 28 April 2009, in the morning and in the afternoon "Teaching not Testing Listening" by Dr. Suzan Öniz at the School of Foreign Languages, Yaşar University, İzmir.

• On 26 May 2009, in the morning and in the afternoon "Teaching English Integratedly" by Prof. Dr. Aydan Ersöz at the School of Foreign Languages, Yaşar University, İzmir.

• On 4 June 2009, in the morning "Constructivism in ELT" and in the afternoon "What makes a Good Teacher" by Prof. Dr. Aydan Ersöz at the School of Foreign Languages, Gaziantep University.

• On 10 June 2009, in the afternoon "What makes a Good Teacher" by Prof. Dr. Aydan Ersöz at the School of Foreign Languages, Atılım University.

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

• In March 2009, Dr. Suzan Öniz represented our association at TESOL and also presented a session entitled "What's my Path: The Road to Burnout or Renewal?" as the Best of Affiliate at the 43. TESOL Convention in Denver, USA.

• One speaker and two participants from AzETA, a sister association of INGED in Azerbaijan, were invited to and hosted for our 13th International ELT Conference.

• As a result of the agreement we signed with TESOL and Franklin Electronic Publishers, we realized the national lap of the "Global SpellEvent" as Türkiye SpellEvent on 18 April 2009. TED Ankara Koleji hosted this event and 48 students between the ages 8 and 15 from 7 different schools competed. We are

thankful to Sibel Tüzel-Kandiller who functioned as the pronouncer in the competition. The first and second place winners were sent to New York to take part in the "Global SpellEvent". We are deeply grateful to Fatma Ataman who put a lot of effort and time to make this exciting event happen.

We also contributed to the national and international symposiums, conferences and seminars.

• On 20 December 2008, we had "The First Aydın-INGED Symposium" in İstanbul. This one-day event was hosted by İstanbul Aydın University. From our association, Dr. Suzan Öniz had a session entitled "Strings, Cards, Pictures: Ideas for Pairing & Grouping Students" and Sibel Tüzel Kandiller presented a speech entitled "Assessment and Autonomy: Can they co-exist?"

• On 2 May 2009, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "Motivating Teenagers" at the ELT Conference held by Büyük Kolej. This was sponsored by Express Publishing Company.

• In May, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "What Makes a Good Teacher" and ran a workshop entitled "The Tongue is Mightier than a Blade" at the ELT conference held by TOBB University between May 8 and 9, 2009. She also joined the panel to discuss the issues discussed throughout the conference.

• In May, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "Mirror, mirror on the Wall ..." and ran a workshop entitled "The Tongue is Mightier than a Blade" at the ELT conference held by Middle East Technical University between May 22 and 23, 2009.

• 22 - 23 Mayıs 2009 tarihlerinde OrtaDoğu Teknik Üniversitesi tarafından düzenlenen Uluslararası ELT konferansına plenary konuşmacı olarak Prof. Dr. Aydan Ersöz, başlıklı konuşmasıyla katılmış ve bir de "The Tongue is Mightier than a Blade" başlıklı bir workshop yapmıştır.

• Prof. Dr. Aydan Ersöz worked as a trainer at a two-week national seminar in Kızılcahamam held by the Board of Education, Ministry of Education. The aim was to train local trainers. Prof. Dr. Aydan Ersöz had several sessions entitled "New Curriculum", "New Coursebooks", "Total Physical Response", "Integrated Approach to Language Teaching", "Constructivism and the 5E Model", "Learner Autonomy, Portfolio Assessment, Homework".

The 11th INGED Drama Festival in İstanbul was hosted by Marmara Private Schools and the 12th INGED Drama Festival in Ankara was hosted by Atek Koleji. We would like to express our gratitude to the above mentioned schools and Fatma Ataman and Neslihan Özkan for their invaluable contributions.

Our 13th International INGED ELT Conference was held between October 23 and 25, 2009 and was hosted by the Faculty of Education, Gazi University, Ankara. Our plenary speakers were Dr. Alan Tonkyn (sponsored by the British Council), Dr. Bradley Horn (sponsored by the American Embassy) and Peter Grundy (co-sponsored by the Pearson Education Limited and INGED). We had about 45 concurrent sessions. We are thankful to all our speakers and participants as this conference would not have been a success without their contributions.

This year we want to continue doing our best to improve 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 Ersöz

Prof. Dr. Aydan Ersöz
September 2009

Have you looked at
the other sections
on our web page?

Try the *Useful Links* ...

Also take a look at
the *Calendar of Events*
to find out about what is going on
in other parts of the world...

From the Editor

Dear Readers,

All of us on the INGED Board would like to wish you a happy, healthy and successful new year… We send you all our warmest greetings for 2010…

Our winter issue has articles for teachers and teacher educators as well... You will find an article describing the 2nd teacher training program that was organized by the Ministry of Education in Kızılcahamam with detailed notes on task-based activities and Total Physical Response. There are also summaries of sessions from the 13th INGED Conference held at Gazi University. For those of you who like the topic of reflection, there are notes from an INGED Afternoon held at Ufuk University, where Prof. Ersöz outlined reflection and reflective teaching. In mid-December, an INGED Afternoon was held at Hacettepe University, where the title of Prof. Ersöz' talk was "Reflecting on our Beliefs" and Sibel Tüzel-Kandiller jointly with Defne Akıncı-Midas led a session with the title "The 5E Model and Constructivism."

Our TECH article in this issue is by Marc Prensky, who first introduced the terms 'digital natives' and 'digital immigrants' to describe the different generations in relation to the digital world. In this article, "H. Sapiens Digital: From Digital Immigrants and Digital Natives to Digital Wisdom," Marc Prensky talks about 'the digitally wise,' 'the unenhanced mind' versus 'the enhanced mind' as well as other concepts including 'digital enhancement.' This article and many more are ready for you to read.

Here is a reminder: This year the INGED Conference will take place at Süleyman Demirel University in Isparta on 22-23 October 2010. The organizers will send out the Call for Papers very soon. Please also check our website for details. Information will be posted and updated on a regular basis.

Warm wishes to all of you,

Suzan Öniz
Your Editor

THE ANNUAL 2009 GENERAL ASSEMBLY

The Annual General Assembly was held at 12:00 on Sunday, 25 October 2009 following the last session at the 13th International INGED ELT Conference at Gazi University, Ankara. After the various reports were read and voted on, the new INGED Board elections took place. The following INGED members were elected to the 2010 INGED Board and the Board of Auditors:

The 2010 INGED Board:

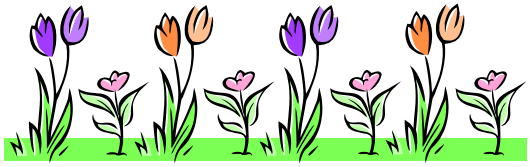
Aydan Ersöz
Sibel Tüzel Kandiller
Suzan Öniz
Defne Akıncı Midas
Nihal Yapıcı
Gülsüm Şıvgın
Hilal Onat

The 2010 Board of Auditors

Hüsnü Enginarlar
Ayşegül Daloğlu
Bena Gül Peker

WHAT IS THE DIFFERENCE ???

AN INGED AFTERNOON
AND
AN INGED EVENT



INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS

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

NOTES FROM A CONFERENCE

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

TECHNOLOGY IN TEACHING

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

YOUR PAPERS

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

THE VOICE OF INGED MEMBERS

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

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

THE 14TH INGED INTERNATIONAL ELTCONFERENCE: "Piecing it Together"

22 – 23 October 2010-01-17
at
Süleyman Demirel University, Isparta, Turkey.

The Call for Papers will be available soon...

The 2nd INGED SpellEvent

DATE: 17 April 2010
VENUE: Atek Koleji

PARTICIPATING SCHOOLS:

Antakya Özel Ata Koleji
Atek Koleji
Nesibe Aydın Okulları
Maya Koleji
ODTÜ Koleji
Özel Sanko Okullari
TED Ankara Koleji
Yüce Koleji

SEETA

SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

http://seeta.eu/

WHAT IS SEETA?

The SEETA project was initiated by TESOL Macedonia-Thrace Northern Greece and is seed funded by the British Council Greece. INGED is a member of SEETA as of 1 June 2008. The other members are: LTA Albania, ELTAM Montenegro, BETA Bulgaria, IATEFL Poland, TESOL Macedonia Thrace Northern Greece, ELTAM Former Yugoslav Republic of Macedonia, RATE Romania, ETAI Israel, ELTA Serbia, IATEFL Slovenia.

The SEETA Community

South Eastern Europe Teachers' Associations

We are delighted to announce that the course on **Web 2.0 tools by Nik Peachey** will run until 15 January 2010.

Easy Web 2.0 tools that you can use in your classroom by Nik Peachey

Over the course of this event we will be looking at a small range of web based tools that will enable you to create motivating online language learning activities for your students. These can be used either in class or set as homework.

You will have the chance to understand how these tools work, find out how to use them with students and be able to try your hand at creating and sharing activities with other teachers.

By the end of the event you should have a small 'toolkit' of resources and ideas that will enable you to enhance your lessons through the effective and pedagogically sound use of technology.

For future course, please visit the SEETA web page...

The SEETA Community
www.seeta.eu

THE 12TH INGED DRAMA FESTIVAL IN ANKARA

29 May 2010

This year's participating schools are:

Atek Koleji

Başkent Üniversitesi Ayşeabla İlköğretim Okulu

Bilkent İlköğretim Okulu

Doktorlar İlköğretim Okulu

Evrensel Okulları

Gazi Üniversitesi İlköğretim Okulu

Nesibe Aydin Okulları

Maya Koleji

ODTÜ Koleji

TED Ankara Koleji İlköğretim Okulu

Tekden İlköğretim Okulu

Yüce Koleji

TECHNOLOGY IN TEACHING:

H. SAPIENS DIGITAL: FROM DIGITAL IMMIGRANTS AND DIGITAL NATIVES TO DIGITAL WISDOM

by
Marc Prensky

The problems that exist in the world today
cannot be solved by the level of thinking that created them.
—Albert Einstein

In 2001, I published "Digital Natives, Digital Immigrants," a two-part article that explained these terms as a way of understanding the deep differences between the young people of today and many of their elders (Prensky 2001a, 2001b). Although many have found the terms useful, as we move further into the 21st century when all will have grown up in the era of digital technology, the distinction between digital natives and digital immigrants will become less relevant. Clearly, as we work to create and improve the future, we need to imagine a new set of distinctions. I suggest we think in terms of digital wisdom.

Digital technology, I believe, can be used to make us not just smarter but truly wiser. Digital wisdom is a twofold concept, referring both to wisdom arising *from* the use of digital technology to access cognitive power beyond our innate capacity and to wisdom *in* the prudent use of technology to enhance our capabilities. Because of technology, wisdom seekers in the future will benefit from unprecedented, instant access to ongoing worldwide discussions, all of recorded history, everything ever written, massive libraries of case studies and collected data, and highly realistic simulated experiences equivalent to years or even centuries of actual experience. How and how much they make use of these resources, how they filter through them to find what they need, and how technology aids them will certainly play an important role in determining the wisdom of their decisions and judgments. Technology alone will not replace intuition, good judgment, problem-solving abilities, and a clear moral compass.

But in an unimaginably complex future, the digitally unenhanced person, however wise, will not be able to access the tools of wisdom that will be available to even the least wise digitally enhanced human.

Moreover, given that the brain is now generally understood to be highly plastic, continually adapting to the input it receives, it is possible that the brains of those who interact with technology frequently will be restructured by that interaction. The brains of wisdom seekers of the future will be fundamentally different, in organization and in structure, than our brains are today. Future wisdom seekers will be able to achieve today's level of wisdom without the cognitive enhancements offered by increasingly sophisticated digital technology, but that wisdom will not be sufficient, either in quality or in nature, to navigate a complex, technologically advanced world.

Digital Extensions and Enhancements

We are all moving, by fits and starts and each at our own speed, toward digital enhancement. In many ways, we are already there; digital enhancement is or will soon be available for just about everything we do. This includes—and here is the important part—cognition. Digital tools already extend and enhance our cognitive capabilities in a number of ways. Digital technology enhances memory, for example, via data input/output tools and electronic storage. Digital data-gathering and decision-making tools enhance judgment by allowing us to gather more data than we could on our own, helping us perform more complex analyses than we could unaided, and increasing our power to ask "what if?" and pursue all the implications of that question. Digital cognitive enhancement, provided by laptop computers, online databases, three-dimensional virtual simulations, online collaboration tools, PDAs, and a range of other, context-specific tools, is a reality in every profession, even in nontechnical fields such as law and the humanities (Exhibit 1).

We are already becoming dependent on these enhancements. As philosophers Andy Clark and David Chalmers (1998) argue, "extended cognition is a core cognitive process, not an add-on extra," as "the brain develops in a way that complements the external structures and learns to play its role within a unified, densely coupled system" ("3. Active Externalism," ¶17). As I recently heard a teenager say, expressing this idea more colloquially, "If I lose my cell phone, I lose half my brain." Many would express the same sentiment in regard to a PDA or a laptop computer; we are already embracing a basic level of digital enhancement, and we will accept ever more sophisticated enhancements as technology continues to develop.

These developing technologies, which will connect us more directly to their power by linking to our brains directly, are already here or on the horizon. Two recently released devices, one produced by Smart Brain Technologies and another by Emotive Systems, allow players to control the action in video games using their minds; NeuroSky is working on another version of the technology. The U.S. Air Force is experimenting with using similar technology to train pilots in hands-off flying (Satnews Daily 2008). Other emerging digital tools promise to facilitate communication and enhance understanding; for example, voice-stress analysis tools will allow users to perceive deception and automated translation utilities will help create translations free of human bias. As these tools become widely available, digital enhancement will become even more vital for everyone.

Digital Wisdom

What should we call this emerging digitally enhanced person? Homo sapiens digital, or digital human, perhaps. The key to understanding this development is to recognize that it includes both the digital and the wise. As digital enhancements develop, so too will the concept and practice of wisdom.

Wisdom, as any search will quickly show, is a universal but ill-defined concept. Definitions of wisdom fill entire volumes. The Oxford English Dictionary suggests that wisdom's main component is judgment, referring to the "Capacity of judging rightly in matters relating to life and conduct, soundness of judgment in the choice of means and ends" (OED 1989). Philosopher Robert Nozick (1990) suggests that wisdom lies in knowing what is important; other definitions see wisdom as the ability to solve problems—what Aristotle called "practical wisdom" (Wikipedia 2009). Some definitions—although not all—attribute to wisdom a moral component, locating wisdom in the ability to discern the "right" or "healthy" thing to do. This is, of course, problematic since agreement on moral issues is frequently difficult to come by. So wisdom cannot be conclusively defined without a consideration of context. One interesting definition of wisdom that is particularly useful in this discussion comes from Howard Gardner (2000), who suggests that wisdom may be seen in the breadth of issues considered in arriving at a judgment or decision. Combining these sources, we can define wisdom as the ability to find practical, creative, contextually appropriate, and emotionally satisfying solutions to complicated human problems (as Solomon famously did with the baby problem). Many see it as a more complex kind of problem solving.

As technology becomes more sophisticated, developing the capacity to help us make moral and ethical choices as well as more pragmatic decisions, what we call "human wisdom" will reach new levels. Some of that evolution will arise from the breadth of resources available to the wisdom seeker. More development will emerge from wider access to more experience, provided by hours of exposure to realistic simulation, similar to that required for today's airline pilots and astronauts. It is also possible that reflective capabilities will themselves be enhanced; we are already seeing some evidence of this possibility in the speed with which video game players review previous games, searching for ways to improve before beginning the next game. Future technological tools will allow people engaged in making judgments and decisions to evaluate their decisions very quickly in light of collective past experience, just as today financial strategies can be backtested on the historical market. And given the enhanced communications possibilities, wisdom will certainly involve a lot more sharing and testing of ideas while they are in formation than is possible today.

Homo sapiens digital, then, differs from today's human in two key aspects: He or she accepts digital enhancement as an integral fact of human existence, and he or she is digitally wise, both in the considered way he or she accesses the power of digital enhancements to complement innate abilities and in the way in which he or she uses enhancements to facilitate wiser decision making. Digital wisdom transcends the generational divide defined by the immigrant/native distinction. Many digital immigrants exhibit digital wisdom. Barack Obama, who grew up in the pre-digital era, showed his digital wisdom in enlisting the power of the Internet to enhance both his fundraising ability and his connection with the American people. Understanding that his judgment is enhanced by his ability to get instant feedback from his closest friends and advisors, he has refused to give up his BlackBerry. Rupert Murdoch, a self-confessed digital immigrant (Murdoch 2005), has also shown digital wisdom in recognizing the need to add digital news-gathering and dissemination tools to his media empire.

The point is that while the need for wise people to discuss, define, compare, and evaluate perspectives is not changing, the means by which they do so and the quality of their efforts are growing more sophisticated because of digital technology. As a result, the unenhanced brain is well on its way to becoming insufficient for truly wise decision making. When we are all enhanced by implanted lie detectors, logic evaluators, and executive function and memory enhancements—all of which will likely arrive in our children's lifetimes—who among us will be considered wise? The advantage will go, almost certainly, to

those who intelligently combine their innate capacities with their digital enhancements.

Wisdom Enhancement

So how can digital technology enhance our minds and lead to greater wisdom? One way to answer this question is to consider where our unenhanced wisdom fails us and explore how technology can enhance our capabilities in those arenas. As unenhanced humans, we are limited in our perceptions and constrained by the processing power and functioning of the human brain. As a result, we tend to go astray in our thinking in ways that limit our wisdom; for example:

- We make decisions based on only a portion of the available data.
- We make assumptions, often inaccurate, about the thoughts or intentions of others.
- We depend on educated guessing and verification (the traditional scientific method) to find new answers.
- We are limited in our ability to predict the future and construct what-if scenarios.
- We cannot deal well with complexity beyond a certain point.
- We cannot see, hear, touch, feel, or smell beyond the range of our senses.
- We find it difficult to hold multiple perspectives simultaneously.
- We have difficulty separating emotional responses from rational conclusions.
- We forget.

Some of these failures arise because we do not have access to necessary data, while others stem from our inability to conduct complex analyses, derive full understanding from the ever-increasing volumes of data available to us, understand others fully, or access alternative perspectives. All of these factors reduce our capacity to judge situations, evaluate outcomes, and make practical decisions wisely. Fortunately, available and emerging digital tools can allow us to overcome these deficiencies and attain true digital wisdom.

Enhancing Our Access to Data

The human mind cannot remember everything; detailed, voluminous data are quickly lost. In some ways, this is good in that it forces us to be selective, but it also limits our analytical capacity. Digital technology can help by providing databases and algorithms that gather and process vast amounts of data far more efficiently and thoroughly than the human brain can. Expert systems are one example of sophisticated digital tools that can help humans access a wider

array of data. These systems gather the expertise of hundreds of human experts in one program in order to provide a more thorough assessment of a given situation than even a highly trained and experienced professional might be able to offer. One example of such a system is the Acute Physiology & Chronic Health Evaluation (APACHE) system, which helps doctors allocate scarce intensive-care resources to those patients most in need (Exhibit 2).

Few would consider it wise to use an expert system such as APACHE as the only decision maker; expert system technology is both imperfect and still in development. But would it be wise for a human to make the decision without at least consulting it? Wise decisions often involve not just ethical considerations but also tradeoffs; in the context of a complex, delicate decision, such as the one to remove a patient from intensive care, those tradeoffs can be difficult to assess. Expert systems and other sophisticated analytical tools allow for a fuller understanding of the risks and benefits inherent in such a decision.

Enhancing our Ability to Conduct Deeper Analyses

In an article provocatively titled "The End of Theory," writer Chris Anderson (2008) describes how the massive amounts of data now being collected and stored by Google and others is allowing a new type of scientific analysis. In many cases, scientists no longer have to make educated guesses, construct hypotheses and models, and test them with data-based experiments and examples. Instead, they can mine the complete set of data for patterns that reveal effects, producing scientific conclusions *without* further experimentation because they can rely on analysis of a complete, digitally stored data set. In a similar way, Google's advertising tools draw valid and useful conclusions about what works in advertising without actually knowing anything either about what is advertised or about the projected consumers of the advertising. The software draws conclusions based purely on sophisticated analyses of available data; the analyses improve as the amount of data increases (as it does exponentially), and the analysis tools improve as well. This is the same principle, according to Anderson, that allows Google to "translate languages without actually 'knowing' them (given equal corpus data, Google can translate Klingon into Farsi as easily as it can translate French into German)" (2008, ¶5). Here, too, the tools will improve as more data becomes available. Imagine what will happen when the entire universe of everything ever written is available for analysis.

This approach reverses the generally accepted nature of the human/machine coupling. Rather than the mind imagining possibilities that the data confirm or

deny, the data announce facts and relationships and the human looks for explanations or—as Google does with advertising—simply uses the relationships to achieve a goal without knowing or caring why they exist. Surely, such ability should lead us to question what wisdom is in such situations and to consider the relationship between mind and machine in producing wisdom in a digital future. Future wisdom will involve as much skill in eliciting relationships as in imagining them.

On the other hand, there are areas where a human mind's ability to imagine relationships will be crucial to attaining digital wisdom. From warfare to architecture to politics, asking "what if?" has always been critical to understanding complex systems, and human wisdom has always included the ability to what-if well. While simulation, practiced for thousands of years in sandbox, mechanical, and thought experiments, is a sophisticated way to explore possible interpretations of data, unenhanced humans are limited in the number of options and end states that they can explore in this way. Pairing human intelligence with digital simulation allows the mind to progress further and faster. A person's ability to create, interpret, and evaluate the models underlying the simulations plays a large role in his or her ability to use them wisely. In the future, more sophisticated simulation algorithms will allow humans to exercise their imaginative capacity in ever-more complex what-if constructions, allowing for more thorough exploration of possibilities and, in turn, wiser decisions. With the introduction of modern simulation games such as *Sim City, Roller Coaster Tycoon,* and *Spore,* this kind of digital wisdom enhancement already begins at a very early age.

Enhancing Our Ability to Plan and Prioritize

As the world becomes more complex, planning and prioritization skills far beyond the capability of the unenhanced human brain will be required; digital enhancements will be needed to help us to anticipate second and third-order effects to which the unaided mind may be blind. The full implications of massive undertakings like human space travel, the construction of artificial cities in the Arabian Sea, the building of huge machines such as large hadron colliders, and complex financial dealings such as those that have recently wrought havoc on the economy cannot be fully perceived or assessed by even the wisest unaided minds. Alan Greenspan, for example, is widely considered one of our wisest financial gurus, and yet, his assessment of the fundamental workings of our economy was mistaken: "You know," he admitted in a Congressional hearing in October 2008, "that's precisely the reason I was shocked [by the economic downturn], because I have been going more than 40 years or more with very

considerable evidence that it was working considerably well" (Leonhardt 2008). Humans will require digital enhancement in order to achieve a full understanding of these increasingly complex issues and a full sense of the practical wisdom of pursuing them. We currently do not have, in many areas, either the databases of past successes and failures, or the tools to analyze them, that are required to enhance our wisdom and collective memory—but we will going forward.

Enhancing Our Insight into Others

One of the greatest barriers to human understanding and communication is that we cannot see inside another person's mind. This limitation gives rise to unintended misunderstandings and allows people to employ all sorts of deceptive strategies, both consciously and unconsciously. Some of the ways digital technology is helping us overcome this barrier include various means of truth (or lie) detection, multimodal communications, and digital readouts of our own and others' brain waves. Already, researchers at Carnegie-Mellon University (CMU), using digital computer analyses of brain patterns captured by functional magnetic resonance imaging (fMRI) scans, are able to tell what a person is thinking about (Mitchell et al. 2008). It is likely, according to these researchers, that our children will, in their lifetimes, be able to read people's thoughts and even have access to direct brain-to-brain communication. While these developments will clearly raise ethical issues and privacy questions that will have to be addressed, there can be little doubt that as people gain access to and learn to take into account others' unspoken motives, thoughts, needs, and judgments in their own thinking, their wisdom will increase.

Enhancing our Access to Alternate Perspectives

The world is full of things we cannot perceive with our unenhanced senses, things that are too small, too large, too fast, too abstract, too dangerous, or too far away. Exploring these things through digital enhancements will certainly help expand both our understanding of these things and our knowledge of how they can help or hurt us. It will also expand our ability to assume multiple perspectives—to see things from more than one point of view—and, hence, our wisdom. The perception of things outside our normal sensory range can be enhanced digitally in numerous ways, from manipulable three-dimensional simulations to digitally monitored biofeedback controls that enhance mental and sensory states, which may also enhance memory and emotional control. Access to alternative perspectives can also be attained through increasingly sophisticated digital role playing, using simulations in which people can experience difficult and critical situations from various points of view.

There are undoubtedly other ways in which digital technology will enhance our understanding and wisdom. None of these tools will replace the human mind; rather, they will enhance our quest for knowledge and our development of wisdom.

Objections to Digital Enhancement

Not everyone accepts the power of digital enhancement to make us both smarter and wiser. On its July/August 2008 cover, *The Atlantic* magazine asks "Is Google Making Us Stoopid?" Google serves as a stand-in for the Internet and digital technology more generally; the author's concern is that digital enhancements such as the Internet make our natural minds lazier and less able (Carr 2008a). While that is certainly something we should guard against, we must also bear in mind that new technologies have always raised similar objections; as Carr points out, in Plato's *The Phaedrus,* Socrates objects to writing on the basis that it undermines the memory.

In fact, what's happening now is very much the opposite: Digital technology is making us smarter. Steven Johnson has documented this in *Everything Bad is Good For You* (2005), in which he argues that the new technologies associated with contemporary popular culture, from video games to the Internet to television and film, make far more cognitive demands on us than did past forms, thus increasing our capabilities in a wide variety of cognitive tasks. As Johnson puts it, "Today's popular culture may not be showing us the righteous path. But it is making us smarter" (14). Socrates was correct in his fear that writing would diminish our memories but shortsighted in that concern. While we may remember less and memorize less readily than did humans in Socrates's day, the addition of writing has made us considerably wiser by expanding our collective memory and increasing ability to share information across time and distance.

Worries that ubiquitous GPS systems might diminish our map-reading ability or that spell checkers and calculators will result in a generation that cannot spell or do mental math are similarly shortsighted. Every enhancement comes with a trade-off: We gave up huge mental memory banks when we started writing things down; we gave up the ability to tell time by the sun when we began carrying pocket watches. But we gained a set of shared cultural memories and a more precise notion of time that fueled the Industrial Revolution. Digital wisdom arises from the combination of the mind and digital tools; what the unenhanced mind loses by outsourcing mundane tasks will be more than made up for by the wisdom gained. Wisdom, and particularly practical wisdom, must be understood in light of the digital enhancements that make it stronger.

Being Digitally Wise

So what constitutes digital wisdom? What habits do the digitally wise use to advance their capabilities and the capabilities of those around them? Can digital wisdom be taught?

Examples of digital wisdom are all around us. Leaders are digitally wise when they use available techniques to connect with their constituents for polling and to solicit contributions and encourage participation, as Barack Obama did so well in the 2008 U.S. presidential campaign. Journalists are digitally wise when they take advantage of participative technologies such as blogs and wikis to enlarge their perspectives and those of their audience. Nicolas Carr exhibited digital wisdom in posting his notes and sources for his *Atlantic* article on his blog in response to reader requests for more information (Carr 2008b). Digital wisdom can be, and must be, learned and taught. As we offer more courses in digital literacy, we should also offer students guidance in developing digital wisdom. Parents and educators are digitally wise when they recognize this imperative and prepare the children in their care for the future—educators by letting students learn by using new technologies, putting themselves in the role of guides, context providers, and quality controllers, and parents by recognizing the extent to which the future will be mediated by technology and encouraging their children to use digital technology wisely.

The digitally wise distinguish between digital wisdom and mere digital cleverness, and they do their best to eradicate digital dumbness when it arises (Exhibit 3). They know that just knowing how to use particular technologies makes one no wiser than just knowing how to read words does. Digital wisdom means not just manipulating technology easily or even creatively; it means making wiser decisions because one is enhanced by technology. Therefore, the digitally wise look for the cases where technology enhances thinking and understanding. No digitally wise leader would make any major decision, no digitally wise scientist would come to any conclusion without digital tools enhancing their own thinking. They may rely on intuition, but that intuition is informed, inspired, and supported by digital enhancements and by the additional data digital tools provide. Those who are truly digitally wise do not resist their digitally enhanced selves but accept them gladly, even as they make careful judgments about what digital enhancements are appropriate and when.

Being digitally wise involves not only enhancing our natural capabilities with existing technologies but also continuously identifying additional areas where

our natural human tools—even when they are developed to a very high level—cannot do the job unaided. As new digital tools appear, especially ones that take hold in a strong way, the digitally wise seek them out actively. They investigate and evaluate the positives as well as the negatives of new tools and figure out how to strike the balance that turns tools into wisdom enhancers. The digitally wise also realize that the ability to control digital technology, to bend it to their needs, is a key skill in the digital age. As a result, they are interested in programming, in the broadest sense of the word, that is, in making machines do what people want them to do.

Conclusion

Within the lifetimes of our children, more powerful digital mental enhancements—the embedded chips and brain manipulations of science fiction—will become a reality just as gene manipulation, long considered a far-off dream, is with us now. Just as we have begun to confront the ethical, moral, and scientific challenges presented by genetic medicine, we will have to confront the issue of digital wisdom sooner or later, and we will be better off doing it sooner. Many of these enhancements will bring ethical dilemmas, but the digitally wise will distinguish between true ethical issues (Is the enhancement safe? Is it available equally to all?) and mere preferences and prejudices.

Nobody suggests that people should stop using and improving their unaided minds, but I am opposed to those who claim the unenhanced mind and unaided thinking are somehow superior to the enhanced mind. To claim this is to deny all of human progress, from the advent of writing to the printing press to the Internet. Thinking and wisdom have become, in our age, a symbiosis of the human brain and its digital enhancements.

I do not think technology is wise in itself (although some day it may be) or that human thinking is no longer necessary or important. It is through the interaction of the human mind and digital technology that the digitally wise person is coming to be. I believe it is time for the emerging digitally wise among us, youth and adults alike, to embrace digital enhancement and to encourage others to do so. With our eyes wide open to enhancement's potential harm as well as its benefits, let us bring our colleagues, students, teachers, parents, and peers to the digital wisdom of the twenty-first century.

References

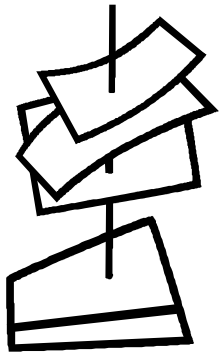
Anderson, C. 2008. The end of theory: The data deluge makes the scientific method obsolete. *Wired Magazine* 16 (7).

http://www.wired.com/science/discoveries/magazine/16-07/pb_theory (accessed January 28, 2009).
Archived at http://www.webcitation.org/5eBIPrc60.
Carr, N. 2008a. Is Google making us stupid? What the internet is doing to our brains. *The Atlantic* 301 (6): 56-63. http://www.theatlantic.com/doc/200807/google (accessed January 28, 2009). Archived at http://www.webcitation.org/5eBJxMMM3.
Carr, N. 2008b. "Is Google making us stupid?": Sources and notes. [Weblog entry, August 7.] *Rough Type.* http://www.roughtype.com/archives/2008/08/is_google_makin.php (accessed January 29, 2009).
Archived at http://www.webcitation.org/5eFmKmnMx.
Clark, A., and D. J. Chalmers. 1998. The extended mind. *Analysis* 58:7-19. http://consc.net/papers/extended.html (accessed January 28, 2009).
Archived at http://www.webcitation.org/5eBEF2Ncm.
Gardner, H. 2000. *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
Johnson, S. B. 2005. *Everything bad is good for you*. New York: Riverhead Books.
Leonhardt, D. 2008. Greenspan's mea culpa. [Weblog entry, October 23.] *Economix.* http://economix.blogs.nytimes.com/2008/10/23/greenspans-mea-culpa/ (accessed January 28, 2009).
Archived at http://www.webcitation.org/5eBJTVMJi.
Mitchell, T., S. V. Shinkareva, A. Carlson, K. Chang, V. L. Malave, R. A. Mason, and M. A. Just. 2008. Predicting human brain activity associated with the meanings of nouns. *Science* 320 (May): 1191-1195.
Murdoch, R. 2005. Speech to the American Society of Newspaper Editors, April 13. http://www.newscorp.com/news/news_247.html (accessed January 26, 2009). Archived at http://www.webcitation.org/5e6jPyqgB.
Nozick, R. 1990. *The examined life: Philosophical meditations*. New York: Simon & Schuster-Touchstone. OED. 1989. "Wisdom," definition 1a. *Oxford English Dictionary*, 2nd. ed. Oxford: Oxford University Press.
Prensky, M. 2001a. Digital natives, digital immigrants. *On the Horizon* 9 (5): 1-6. http://www.scribd.com/doc/9799/Prensky-Digital-Natives-Digital-Immigrants-Part1 (accessed January 28, 2009).
Archived at http://www.webcitation.org/5eBDYI5Uw.
Prensky, M. 2001b. Digital natives, digital immigrants, part 2: Do they really think differently? *On the Horizon* 9 (6): 1-6.

http://www.twitchspeed.com/site/Prensky%20%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part2.htm (accessed January 28, 2009). Archived at http://www.webcitation.org/5eBDhJB2N.

Satnews Daily. 2008. Hands off F-16 lands using Lockheed Martin computer control technology. *Satnews Daily*, December 11. http://www.satnews.com/cgi-bin/story.cgi?number=1057554591 (accessed January 28, 2009). Archived at http://www.webcitation.org/5eBFSBrSt.

Wikipedia. 2009. Wisdom. http://en.wikipedia.org/wiki/Wisdom (accessed January 26, 2009). Archived at http://www.webcitation.org/5e6jXGyZN.



REFLECTIONS ON THE TRAINER TRAINING PROGRAM BY THE BOARD OF EDUCATION, MINISTRY OF EDUCATION

31 August – 11 September 2009

by
Prof. Dr. Aydan Ersöz

The Board of Education of the Ministry decided to train English teachers as local trainers to promote the new curriculum and the coursebooks and to improve the quality of English language teaching in our country. The authorities have realized that courses and seminars imposed by the central organization of the Ministry have failed to answer the problems of local teachers.

The first seminar was held in Antalya in July. 120 English teachers from all over the country were invited for this two-week program. At the end of the program all participants were given an exam and asked whether they would like to be trainers.

As a result of the first elimination 90 teachers were invited to Kızılcahamam for another two-week training program between 31 August and 11 September 2009. You can find two summaries of the sessions ran by Prof. Dr. Aydan Ersöz and Raymond Kerr below.

The participants were given another exam at the end of the program and the trainers were asked to write their impressions of the participants. As a result about 70 teachers were invited to another one-week seminar. This one was organized and hosted by Bilkent University.

All academics who took part in these seminars were invited to a dinner party organized by the Minister; however, she could not be present due to her busy

schedule. Several bureaucrats were there to express their appreciation and present us with a commemorative plaque and a thank you letter.

These trainer candidates will take part in one more project between 21 December and 25 December 2009. 120 teachers from different cities are invited to Ankara to be the experiment group. These trainer candidates will run sessions and workshops to this group. Five academics from different universities will be observers in these sessions to give feedback to the trainers. Prof. Dr. Aydan Ersöz, representing our association, will be one of the observers.

Summaries

Task-based activities in Language Teaching

by Raymond Kerr

Task Based Language Teaching (TBLT) is an approach which offers students materials which they have to actively engage in the processing of in order to achieve a goal or complete a task. Much like regular tasks that we perform everyday such as making the tea, writing an essay, talking to someone on the phone, TBLT seeks to develop students' interlanguage through providing a task and then using language to solve it.

Here are some of the main features of TBLT:

- meaning is primary
- there is some communication problem to solve
- there is some sort of relationship to comparable real world activities

- task completion has some priority
- the assessment is done in terms of outcomes

TBLT is an approach which introduces learner freedom and autonomy into the learning process. The teacher's role is also modified to that of helper.

Task Types

1. Listing

Outcome	A completed list or a draft of a mind map
Processes	Brainstorming, fact-finding
Starting points	Words, things, qualities, people, places, actions, job-related skills
	• International English words, e.g. in sport, in pop songs • Things found in particular places, e.g. in the kitchen, on the beach • Everyday things, e.g. that you can carry with you or that you can forget or lose • Qualities looked for in a product, e.g. a good pen, a stereo system • Qualities needed for particular jobs, e.g. teaching, being prime minister • Personal characteristics, e.g. of a TV celebrity, an astronaut • Features of a place, e.g. a holiday resort, a language school, a sports complex • Things you do to, e.g. prevent crime, plan a party, move house • Ways of doing things, e.g. remembering new words, cooking rice, saving money • Common questions, e.g. that guests ask hotel reception staff, that tourists ask tourist guides
Follow-up tasks	• Memory challenge games (Lists and sources can be hidden and students asked to recall as many items as possible in a specified time)

	• Ordering and sorting tasks and comparing tasks can be based on lists that students have made

2. Ordering and sorting

Outcome	Set of information or data that has been ordered and sorted according to specified criteria			
Processes	**Sequencing**	**Ranking**	**Categorising**	**Classifying**
Starting points	Jumbled lists/sets of instructions/ texts/news reports	Personal experience of methods/things/ features that can be sorted according to specific criteria/personal values	Headings/half -completed tables/charts followed by sets of statements, data from various sources	Everyday things or events, lists of items or words
Sample tasks	Put the days of the week into the correct order Order the instructions for making an international phone call/the steps for doing a magical trick Rewrite this news report putting the events into chronological order	Agree on the best ways to learn a language/ travel between two places/pass a driving test Rank these items in order of importance/ interest/ usefulness/ value for money	Group these statements under these headings: agree, disagree, undecided. Complete this chart/ table with information from the text	How many ways can you find to classify the food you eat daily/the things you read regularly/the countries in this list? Think of five ways to classify the clothes you wear/the animals in the picture
Follow-up lessons	* "Spot the missing item" – students remove one item from a sequence, and read the list	* Groups present their rankings for the class to reach a consensus through discussion and	* Students justify their class, or give an oral presentation of their completed table or a section of	* "Odd one out" – students make up sets of four or five similar items and add one that doesn't

	out for others to spot it.	debate	it.	match. They exchange sets and see if the other pairs can spot it.

3. Comparing

Outcomes	Vary according to the individual task goals, but could be the items appropriately matched or assembled, or the identification of similarities and/or differences		
Processes	**Matching**	**Finding similarities**	**Finding differences**
Starting points	Information from two different types of source (e.g. visuals and text) that can be matched in order to identify someone or something	Two or more sets of information on a common theme (from personal experience, visuals or tests) that can be compared to find similarities	Two or more sets of information on a common theme (from personal experience/ visuals or texts) that can be contrasted to find differences
Sample tasks	Descriptions Listen to/read these descriptions of different people/places and identify which person/place is which Narrative accounts Read/listen to these accounts, e.g. of a car accident, and say which of the four diagrams most accurately portrays what happened Following instructions Match this text to the map or diagrams,	Compare, e.g. two characters in a TV series, reports of the same event from different newspapers Compare your own version with the official or original story, your solution with the one in the text Compare different ways of doing things in different towns or countries, e.g. funding the arts,	"Spot the differences", e.g. between two pictures, two story endings, two story endings, two accounts of the same incident Jigsaw viewing, e.g. contrast a film/video sequence with a written account containing factual errors. Half the class see the video, half read the text, then they come together to identify the factual errors Contrast systems, e.g. of education in different countries, of lending libraries

	e.g. to trace a route on a map, to complete a floor plan of a house, to assemble a model	making coffee, cooking rice	
Follow-up tasks	Students design parallel tasks based on their own data, or make their own changes to the original data		
	E.g. after matching text to diagrams, students make floor plans of their own homes and describe these for their partner to draw.	E.g. after finding similarities in news reports, students bring in other current newspapers with parallel news items.	E.g. after finding differences between pictures, students change three things in their picture, rewrite the text including different factual errors or three additions and play "Spot the differences".

4. **Problem solving**

Outcome	Solution(s) to the problem, which can then be evaluated			
Processes	Analysing real or hypothetical situations, reasoning and decision making			
Starting points	Short puzzles, logic problems	Real-life problems, personal experience, hypothetical issues	Incomplete stories/poems/ reports; visuals/ snippets of audio or video recordings; concealed pictures, clue words for prediction and guessing games	Case studies with full background data, business and computer simulations

Sample tasks	Cutting the cake. What is the minimum number of straight cuts you must make to divide a round cake into eight equal pieces? Crossing the river. An old lady wants to cross the river with a wolf, a goat, and a cabbage. She only has a small boat and can only take two things at a time with her. How does she do it?	What advice would you give in response to this letter from an advice column? Decide on the best two places – cheap but safe – for a young person travelling alone to stay in your capital city. Plan a dinner menu for overseas guests within a given fixed budget. (Other constraints, such as diet can be added later to increase the challenge.)	Make up your own version of the missing section/ending of the story/report. Work out a possible story-line from these clue words/phrases/ pictures/ audio/video snippets. Fill the gaps in this text with appropriate phrases. Guess what's in this (covered up) picture/ (closed) bag.	Social study of young offenders. Decide on the best action to take to stop them reoffending. Previous solutions and statistics for reoffending are given. (Offenders' family backgrounds to be initially withheld.) Aid for development. Decide on three ways for your company/countr y to give aid to this developing country. Product testing. Play and report back on computer simulation games
Follow-up tasks	Students do a comparing task, presenting, justifying and discussing their solutions for the class to vote on the best one(s).			

5. **Sharing personal experiences**

Outcome	Largely social and far less tangible than with other tasks. Sharing personal experiences is something we do very often in daily life: we may simply be passing the time of day, being sociable or entertaining or hoping to get to know others better. This kind of casual talk can happen naturally during other task types and, because it is so common outside the classroom, should be encouraged			
Processes	Narrating, describing, exploring and explaining attitudes, opinions, reactions			
Starting points	Anecdotes:	Personal reminiscences:	Attitudes, opinions, preferences:	Personal reactions:
Follow-up tasks	On given themes, e.g. terrible journeys, silly accidents. About people, e.g. eccentric friends or relations, funny things done by children you know About things you own(ed), e.g. a favourite toy, old shoes, memorable presents.	About past routines and experiences, e.g. early schooldays, traditional festivals and celebrations, friends you used to spend time with. About single events you remember most clearly, e.g. moving house, visiting elderly relations, times of political/financial crisis. About past regrets, e.g. three things you most regret doing/not doing	Find out what others think about films or TV programmes, personalities, current concerns and/or professional issues Talk about your preferences and find people with similar ones, e.g. in leisure activities, places to shop, clothes.	To situations, e.g. heights, frightening things, extremes of climate What generally makes you, e.g. most annoyed, very happy, highly stressed, most relaxed Quizzes, e.g. personality ones from quiz books

Follow-up tasks	• Students select the funniest/most vivid/most memorable experience they have heard, tell the class and give their reasons for their choice. • Students tell another anecdote or personal story but it need not be true. Can the class guess whether it is true? • Learners identify and summarise the reminiscences/opinions/reactions they found they shared with others.

6. **Creative tasks**

Outcome	End product which can be appreciated by a wider audience. Creative tasks tend to have more stages that the usual classroom tasks. They can involve out-of-class research and are often referred to as "projects". They can involve out-of-class research and are often referred to as "projects".				
Processes	Brainstorming, fact-finding, ordering and sorting, comparing, problem solving and many others				
Starting points	Children's activities: done in small groups who then describe the process, e.g.	Creative writing and similar activities	Social/ historical investigations and links	Media projects for the school or local community	Real-life rehearsals
Sample tasks	Make a model, paint a picture, prepare snacks Do a science experiment, test and report on makes of colouring pens Take part in a dressing-up competition, put on a show for other groups	Write a poem, short story or mini-play, based on a literary text students have been reading or arising out of what they have seen. Write diaries, e.g. for personal use, and/or to be read by the	Plan visits to local places, e.g. airport to interview passenger, company premises to report on products or processes, tourist office to investigate local tourism opportunities Talk/write to older inhabitants	Produce a class magazine or newspaper (one-off or regular issue) Set up a display, e.g. on a local or topical issue or exhibition, e.g. of students' photographs Design and write a leaflet, e.g. for visitors	Students predict, script and perform an interaction that might occur in specific real-life situations, e.g. making a hotel booking, asking for directions or instructions for being interviewed for a job. These are then compared with

		teacher but not by other students.	about changes to their lives, e.g. past customs, games they used to play, changes in their eating habits over the years Internet and email links, e.g. with twin towns overseas, overseas schools, research areas of interest on www	to the school or town, or an advert, e.g. for a local product or entertainment Design, produce and record a short programme on audio or video, e.g. a local news documentary or a short drama	spontaneous recordings of parallel or real-life circumstances
Follow-up tasks	• Other groups write a review of the end product • Learners keep a diary describing their progress on the project, and use this to write a report of how they achieved their product and what they learned, with an evaluation of their work • Groups make a poster advertising their end product. NB: Many other types of task can be adapted for young learners.				

TPR: Still a Very Good Idea
by Prof. Dr. Aydan Ersöz

Dr. James J. Asher introduced the idea of teaching languages using Total Physical Response (TPR) over forty years ago in 1965. His original theory showed how language can be taught using commands.

The teacher …
gives the command,
models the movement,

and the student performs the action.

Gradually the commands get more complicated (e.g., If Susan is wearing a red dress, go to the door and knock twice).

TPR is an astoundingly successful beginning language teaching method (or technique). It does NOT require the learner to say anything. The learner is just expected to perform the action.

TPR works because it is an excellent way of providing students with comprehensible input; the teacher's movement provides the background knowledge that makes the command more comprehensible.

It is stress free as learners are allowed to take as much time as they need before they produce any language.

Using TPR as the only method has some disadvantages:

- It does NOT take different learning styles and intelligences into consideration.
- If used a lot, it would become repetitive and boring.
- Learners are not generally given the opportunity to start producing and experimenting with language.

However, TPR can be a useful technique that can be used whenever necessary. There are certain insights we can gain from the principles of TPR. Our aim should be to have a classroom in which the teacher and the children speak English all the time. This goal is not an easy one to achieve but is possible.

The following tips can be helpful:
1) Firstly, we can conduct entire lessons in English with children but our use of English must be consistent from the very first lesson. We should pace ourselves carefully and try to use the same language frequently. We will see that the children learn the classroom language very quickly because they will hear us saying it frequently.

We will need to use a lot of body language and facial expressions. We can even maintain discipline in English, because we can communicate our disapproval or anger with our voice, our eyes and our posture. We don't need to use mother tongue. Only if there is a very serious discipline problem, we can deal with it alone with the child in the native language.

2) Secondly, we should accept the fact that children will use their mother tongue when speaking to each other, except during language practice activities. Moreover, children will use their mother tongue to speak to the teacher until they are ready to use English.

We should never pretend that we can't speak or understand the mother tongue. It's just that we are an English teacher, so we speak in English. We will also provide a good model for them.

We should not force the children to speak to each other in English except during language practice activities. If the children speak to us in mother tongue, understand what they are saying and respond in English. But we should

continuously encourage them to communicate in English.

Our students may, at some stage, use words from both languages in a single sentence while communicating with you. This in fact reveals a great deal of linguistic skill (Romaine, 1995). We can use the same strategy, that is, understand what they are saying and respond in English.

3) Thirdly, we should not switch to the mother tongue finding excuses for our doing so (such as, the instruction is too long and difficult so I can give it in Turkish). We can simplify the language; if not, we can demonstrate or give examples. If we start switching, the challenge for learners and the real communicative value of English will be lost.

Louis A. Berman once said that "A good teacher is a master of simplification and an enemy of simplism".

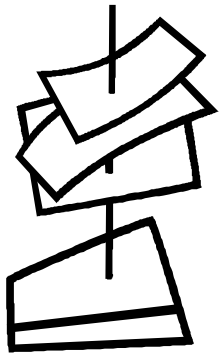
4) Lastly, we should never underestimate what our students can do.
If we stick to the advice above, we will see that the children's comprehension of spoken English will develop rapidly. At the same time, they will become more confident in their own ability to understand.

Children can understand more than they can actually produce provided that the input is supported with rich sound effects, pictures, gestures and demonstrations. Teachers should distinguish clearly between structures that they expect the children to be able to produce and those that they expect them only to understand.

When the learners are beginners and/or children, gestures are what they rely on to understand what the teacher says. This means that the gestures need to convey enough meaning to be understood alone (without verbal language), and have to help one to infer the meaning of the words they are associated with.
Gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they truly help the learners to infer the meaning of the verbal message, providing that they are unambiguous and easy to understand.

After talking about the theory, we did some activities in French to give the participants a general picture of how this technique works.

PHOTOS from the Dinner Party



REFLECTIONS FROM *the 13th International INGED Conference, Gazi University, Ankara*

24 – 25 October 2009

Summarized by
Giti Najafi & Nazan Özçınar
Özyeğin University, Istanbul

We would like to share our notes with you hoping that you will find them as interesting as we do. The three speakers we really enjoyed were Dr. Bradley Horn (from the US Embassy in Ankara), Defne Akıncı Midas from Middle East Technical University and Dr. Bena Gül Peker's.

Our Notes on Dr. Bradley Horn's plenary:
"The Why and How of EIL" (English as an International Language):

Students feel that they need to choose between American and British accent. However, focusing on one variety ignores the skills that learners need in a lingua franca context. Also, forcing students ignores the reasons why people are learning English.

Dr. Horn also focused on the four functions of learning English: instrumental, interpersonal, innovative, and institutional. These are from the Kachu/Berns Framework, 2000.

Focusing on one variety of English is unhelpful for language learning because the following questions need to be asked then:

- What is native-like competence?
- How many learners reach this level?
- Are we setting learners up for ultimate failure?
- Does native-like competence guarantee successful communication?

Even when two native speakers communicate, communication can break down. Another important fact is that about 80% of ELT professionals are bilingual users of English.

Finally, Dr. Horn focused on some grammatical sentences which were acceptable by him:

I will be definitely joining the seminar.
Other methods also should be tried.
I'll have him to give you a call when he returns.
I have sent him several emails. (mail is uncountable but it is acceptable in this sentence)
Funds have been received last year.(an indefinite time in the past)
I have sent them two reminders last month.

"We don't want to clone our students to have British or American accents, we need to provide students with exposures in all variations." Dr. Horn believes that a CBI (content-based instruction) approach can support EIL which can be done with extended input, meaningful output and feedback on language and content. He suggests that teachers should also provide students with task-based activities, project work, information gathering activities, and do strategy training (Stoller,2002).

Our notes on Defne Akıncı Midas' workshop
"Breathing Life into Grammar Through Context"

We really liked this workshop because Ms. Akıncı presented grammar items in a very meaningful way. She believes that teachers should put a whole spirit into grammar and said that this way changed her own way of teaching. As an example, Ms. Akıncı took the sentence "I am hungry." Rather than presenting this sentence in a substitution drill, she presented it through a dialogue. She wrote a short dialogue on the board and invited participants to exploit it. She asked them to focus on the situation/why they are talking about this topic/these feelings. Another activity was giving short phrases and asking pairs to write a dialogue into which they then incorporate this sentence.

Our notes on Bena Gül Peker's Session:

Dr. Gül Peker's workshop was based on constructivism. She emphasized the fact that in the past, there was a lot of teacher talk, a lot of teacher control but now there is more learner involvement due to the discovery approach. Constructivism means discovering and building new knowledge from within. Learning is a construction of meaning. She also mentioned social constructivism: teacher – student/student – student interactions or exchanges.

Constructivist learning is not a specific pedagogy, but it has a wide range of impact on learning theories. It is an underlying theme of many education reform movements like our experience. According to this view, knowledge is actively constructed by the learner and it does not necessarily construct knowledge of a "real world".

How do we do it? We

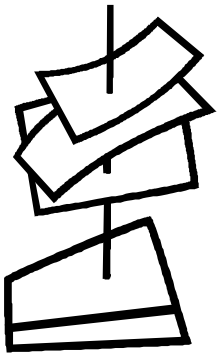
guide students' understanding,
monitor discussions,
intervene and redirect discussions,
through questioning.

The most interesting part from her session was her focus on TEACHER QUESTIONS:

There are five types:

1. Stupid/Obvious questions: for self-satisfaction
2. Risky/Why questions: for justification of belief
3. Yes/No or closed questions: to check info /content
4. Open-ended personalizing questions: to provoke / stimulate thinking
5. Clean questions: e.g., In what way was the main character sad?

These are our notes form the conference. We were not only active during the sessions but also tried to network with other teaching professionals in those two days.



REFLECTIONS FROM *the 13th International INGED Conference, Gazi University, Ankara*

24 – 25 October 2009

Summarized by
Nazlı Demirbaş
nazlidemirbas_06@hotmail.com

A Brief Look at Literature Class Blogs

Hi from 13th INGED International ELT Conference,

All participants had a great time at the 13th INGED International ELT Conference: 'Actions & Words,' which was held in Gazi University on 23-25 October. There was a wide variety of speeches and presentations in two days' time. These were very useful for ELT teachers because they addressed various perspectives. One of them was the presentation by Amanda Yeşilbursa, Associated Professor at Abant Izzet Baysal University, Literature Department. At her presentation, 'Something New Something Old,' she presented their class blog on 'aibuenglit.blogspot.com'. This blog is about their literature class, the topics they have studied, her students' comments about the course, and the topics or the characters of their novels which they studied during the course. The aim of this blog is to help learners to be relevant, to write periodically, and to interact with each other. At the beginning of her presentation, we were shown the outline consisting of the explanation of literature, theoretical framework, and research questions. She gave them a survey about the effectiveness of this blog and the literature course. The survey included

questions on usage, frequency and frequency of contribution. This survey was completed by 61 students of the AİBU, ELT Department in English Literature II-Course. She then showed us a chart of her findings, explaining the frequency of students' attendance. If you wish to visit this blog, you will need a gmail account and then you will find 55 comments there about Ms Yeşilbursa's literature course. This blog will be useful for learners interested in literature because they can get an idea about literature topics and the process of this course.

Have you renewed your INGED membership?

If so, thank you! Together we stand strong!

If not, please go to *Members* on our webpage,
fill in the membership form,
send us the documents.
We need your support to stand strong!

REFLECTIONS ON "A COMMON LLP GROUND: BSI AND CRAFT"

5 November 2009

by
Prof. Dr. Aydan Ersöz

The Department of Foreign Language Teaching and the Kadıköy Provincial and District National Education Directorate organized a dissemination symposium in Ankara on 5 November 2009. The aim of this dissemination symposium was to publicize the success and compatibility of two centralized Comenius projects: BSI (broad Sweeps of Imagination) and CAFT (A Comparative Analysis of Folk Tales). The organizers of the symposium wanted to bring together and display some good practices and outcomes from these projects supported by EU funding programs. The partners of these projects believed that the outcomes of the projects would contribute to foreign language teaching methodology, linguistic diversity and intercultural awareness.

I was invited to this symposium to give a plenary speech entitled "The Presentation of the CEF-R and the New Curriculum of the Ministry of Education and Innovations in Language Teaching". You can read a part of this presentation below.

Summary

"The Presentation of the CEF-R and the New Curriculum of the Ministry of Education and Innovations in Language Teaching"

When our committee was assigned to work on the new curriculum, we, as members, decided to use The Common European Framework of Reference (ELP: The European Language Portfolio) as our main source. We tried to implement it without disturbing the national policy and goals of foreign language teaching in our country.

We decided that it would be a realistic goal to work towards the BASIC USER level at primary level; hence, for the FIRST stage of primary education (4th and 5th grades), we aimed A1 level of ELP, i.e., BREAKTHROUGH level. For the SECOND (6th, 7th and 8th grades) stage, we aimed A2 level, i.e., WAYSTAGE level.

With the new curriulum the shift has moved from teacher-centred approaches to more learner and learning-centred approaches, and from product-oriented approaches to more process-oriented approaches.

The new curriculum, in line with The Common European Framework of Reference, aims

- to develop learners' communicative proficiency (functions + notions and appropriateness),
- to improve language and study / academic skills,
- to cover tasks that are relevant to the real world language needs of the learner.

One unit description, taken from the 4th grade syllabus, is given as an example below:

UNIT 6: HOME SWEET HOME				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Rooms	**Listening** * Listening to a recorded text to match pieces of information **Reading** *Reading single phrases to match visuals and names * Using clues to make predictions	Choose the appropriate ones from the list.	*Asking for and giving information about where things are * Identifying furniture and parts of a house	Imagining a room, drawing and coloring it, and writing the names of the objects.

	* Categorizing related terms * Recognizing simple phrases **Writing** * Writing simple isolated phrases and sentences about where objects are **Speaking** *Repeating simple phrases for correct pronunciation *Asking and answering questions related to parts of a house and objects * Initiating and responding to simple statements * Reading aloud very short rehearsed texts			

As can be seen, the new curriculum has skills-based and communicative objectives. Grammatical objectives are given in a loose manner. Students who complete the 4th grade are expected to show the following linguistic competence levels:

Students will
a. Have a very basic range of simple expressions about personal details and needs of a concrete type.

b. Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

c. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

d. Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.

e. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.

f. Spell his/her address, nationality and other personal details.

g. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.

h. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

The new curriculum is based on the following principles:

a) All aspects of language are interwoven. All main skills (listening, reading, speaking, and writing) and associated skills (syntax, vocabulary, spelling and pronunciation) function together for effective and successful communication.

b) Children need input that is:

- comprehensible,
- developmentally appropriate for their *physical, cognitive, socio-emotional*, and *communicative* maturity level,
- redundant (repeatedly received from a variety of sources),
- accurate (grammatically correct with proper word choice and pronunciation).

c) Learners should be exposed to authentic language. They will rapidly gain a true picture of the richness and complexity of the English language as employed for communication.

d) Learning a language is a slow and painful process which requires a lot of recycling and practicing where it is normal to have backfalls.

e) An efficient communicator is not a person who knows a lot of structures. It is the one who knows how to communicate.

f) Structures should not be taught independently from the whole language context. With children, it is much better to demonstrate the language than to explain it.

g) Learners should NOT remain under the influence of the mother tongue all the time. All the explanations and practices should involve the target language as translation is NOT a natural language skill. Furthermore, when English is explained via Turkish its communicative value gets lost.

h) Children can understand more than they can produce provided that the input is supported with pictures, sound effects, gestures and demonstrations.

i) Teaching can be systematic but learning is not. In fact it is fuzzy. A linear, sequential, "chunked-down", piece-by-piece presentation is actually boring to the brain. Instead, the brain prefers multiple inputs. The brain is a parallel processor. It performs many functions simultaneously. Human beings learn by making connections amidst confusion. Confusion is a valuable learning tool. The brain recognizes patterns in a gestalt format, NOT in a digital (1+1=2) format. ,

j) Learning always involves conscious and unconscious processes. Much of our learning is the result of unconscious processing. The brain absorbs information of which it is directly aware, but it also absorbs information that lies beyond the immediate focus of attention. Learning is the entire experience that is processed. That means that much understanding may NOT occur during a class, but may occur hours, weeks, or months later.

k) The search for meaning is innate. In fact, the brain resists having meaninglessness imposed on it. New learning that is relevant and meaningful to previous mental, emotional, and physical experiences strengthens memory. Instruction that is not relevant and meaningful is less likely to be remembered.

l) Maintaining high expectations of the student's potential is important because the brain has a near infinite capacity for neural connections. As John Holt once asserted "We don't have to make human beings smart. They are born smart. All we have to do is stop doing the things that made them stupid."

caft

A Comparative Analysis of Folk Tales:
A Multicultural Perspective

Düş Gücünün Geniş Dalgaları
Broad Sweeps of Imagination

AN INGED SESSION WITH Prof. Dr. Aydan Ersöz at UFUK UNIVERSITY on 8 December 2009

by
Prof. Dr. Aydan Ersöz

Upon an invitation from the Foreign Languages Teaching Department, Faculty of Education, Ufuk University, I held a session for the 3rd and 4th grade students of the ELT Department on 8 December 2009. The title of the presentation was "Reflecting on our Beliefs". The session started at 13:30 and ended at 15:00. You can find a section from that presentation below.

A Section from the Presentation

What is reflection?

by Prof. Dr. Aydan Ersöz

Reflection means looking at what we do in the classroom, thinking about why we do it, and thinking about if it works - a process of self-observation and self-evaluation.

Reflective teaching should involve critical reflection. Critical reflection is not limited to teaching techniques, but includes our attitudes, beliefs, behaviors, and perceptions.

The ego does not want to look at or accept failure; so human beings are likely to create their own illusion. They want to think that they are successful in what they are doing and that they are knowledgeable and skillful to perform their profession in the best way possible. They do NOT question themselves; and, when they question the situation, they can always find some other factor (students, curriculum, coursebook, administration, etc.) to put the blame on for failure. Critical reflection is NOT thinking more of that which generates the illusion in the first place.

The process of self-observation and self-inquiry requires turning on the light in our heart and mind. Self-observation is all about developing an outsider in our mind. This outsider simply observes us objectively. This outsider is not conceited or does not have any ego issues.

Reflective teaching provides teachers with opportunities for their personal and professional development. As Ben Sweetland said "We cannot hold a torch to light another's path without brightening our own."

Authorities may impose professional development in different forms to better their staff's teaching and improve their practice. However, unless professional development is done voluntarily, ownership of the process is lost, and results will be useless.

Self-inquiry and self-discovery (not external agenda) are extremely effective in changing our attitudes, beliefs, behaviors, and perceptions. Teacher change and development require an awareness of a need to change.

The administration may feel that some teachers are happy to go on much as they always have done, doing a reasonable job but not developing to any great

extent. As a result, they impose professional development programs for their personnel. In such situations, teachers may act like obedient subjects thinking that they have to carry out the prescriptions given by the administration. They attend the seminars, conferences and/or workshops but they put up their cognitive and emotional barriers; hence, they do NOT perceive or internalize the content. Unless the desire to change comes from the individual, there will NOT be any enthusiasm or engagement. The administration's main responsibility in such cases I to try to inspire their personnel, and create opportunities for them whenever they want it.

Four activities that are central to critical reflection (Brookfield, S. (1988). Developing Critically Reflective Practitioners: A Rationale for Training Educators of Adults. Training Educators of Adults: The Theory and Practice of Graduate Adult Education, ed. by S. Brookfield. New York: Routledge.)are:

- Assumption analysis - This is the first step in the critical reflection process. It involves thinking in such a manner that it challenges our beliefs, values, cultural practices, and social structures in order to assess their impact on our daily proceedings. Assumptions are our way of seeing reality and to aid us in describing how the order of relationships.
- Contextual awareness - Realizing that our assumptions are socially and personally created in a specific historical and cultural context.

- Imaginative speculation - Imagining alternative ways of thinking about phenomena in order to provide an opportunity to challenge our prevailing ways of knowing and acting.
- Reflective skepticism - Questioning of universal truth claims or unexamined patterns of interaction through the prior three activities - assumption analysis, contextual awareness, and imaginative speculation. It is the ability to think about a subject so that the available evidence from that subject's field is suspended or temporarily rejected in order to establish the truth or viability of a proposition or action.

THE HACETTEPE – INGED AFTERNOON

at The School of Foreign languages,

Hacettepe University

15 December 2009

Reflections by

Prof. Dr. Aydan Ersöz

On 15 December 2009, we had an afternoon event at the School of Foreign Languages, Hacettepe University. Hilal Onat, the academic coordinator of the school, organized this afternoon. There were about 100 participants from different universities, state primary and secondary schools, and private primary and secondary schools. The afternoon started at 13:00 and ended at 16:00.

First Prof. Dr. S. Nalan Büyükkantarcıoğlu gave a brief and warm opening speech in which she expressed her gratitude to INGED for initiating these professional development events at Hacettepe University. She also expressed her hope that such events would continue in cooperation and collaboration as they are highly beneficial for instructors to develop

Prof. Dr. S. Nalan Büyükkantarcıoğlu

themselves. She added that it is very important to have the ability to stay current and utilize the most up to date information. She warned the participants asserting that the enthusiasm fired up by such professional events should not be shadowed when they went back to the classroom by the reality of the thousands of other things that had to be done. Teachers should keep the enthusiasm to remain fresh and avoid burnout. It is this enthusiasm that will enable teachers to offer students better and more efficient learning opportunities.

The first session was "Reflecting on our Beliefs" by Prof. Dr. Aydan Ersöz. It started at 13:15 and finished at 14:30. Then we had a short tea/coffee break followed by a workshop entitled "The 5E Model and Constructivism". Sibel Tüzel-Kandiller and Defne Akıncı-Midas ran the workshop together. The workshop started at 14:45 and finished at 16:00.

Hilal Onat, the academic coordinator of the School of Foreign Languages, Hacettepe University, introducing the speakers

A Section from the Presentation "Reflecting on our Beliefs"

by Prof. Dr. Aydan Ersöz

Whenever asked, language teachers and learners define language as a means of communication; yet, they fail to teach and learn it for communication. They

seem to forget the fact that people do NOT communicate with each other for the sake of using grammar; they use grammar for the sake of communication.

Language teachers and language learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge.

Declarative knowledge is knowledge about something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills. On the other hand, procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication. Procedural knowledge does not translate automatically into declarative knowledge; many native speakers can use their language clearly and correctly without being able to state the rules of its grammar. Likewise, declarative knowledge does not translate automatically into procedural knowledge; students may be able to state a grammar rule, but consistently fail to apply the rule when speaking or writing.

Language teachers usually tend to teach grammar by explaining the forms and rules. Long and detailed explanations may satisfy the teacher; however, they do not mean much to learners. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context. Yet, neither teachers nor students can get away from the traditional grammar teaching approaches.

One reason is that the practice of teaching grammar is an entrenched habit and a long-time tradition, one that is accepted by both the student and the teacher.

Another reason may be that learning language takes a lot of time. It is a slow and painful process which requires a lot of recycling and practicing. It is a cumulative process consisting of a very long series of very small, often unnoticeable steps. There are a lot of backfalls. All these create the discouraging impression that "nothing's happening." People may turn to grammar thinking that it can create a miracle. They hope that the impossible can happen if only they teach and learners learn the correct rules.

Yet another reason for the continued dominance of explicit grammar teaching may be the lack of a subject matter in language unlike history, geography or science. Grammar seems to be the only solid subject matter within the extremely wide framework of language that can be described and studied thoroughly and accurately.

Another reason may be related to the traditional role of the teacher. Teachers are expected to know their subject area and teach the facts about it. Hence language teachers try to meet the expectations by explaining each and every detail of grammar on the board, forming formulas, using mechanical drills, giving long assignments, and testing students' accuracy. Unfortunately, the actual facts of grammar are too abstract and complex to be explicitly taught, learned, or used by ordinary people operating in ordinary educational environments.

It is high time we, teachers, started critically reflecting on what we do when teaching. Most of the time, when teaching, we are guided largely by impulse,

intuition, or routine. If impulse, intuition and routine control our practice, we cannot critically question what we have done and why we have done it, what alternatives are available and what limitations there are. If language is for communication, why don't we start teaching it for communication?

A Paper from a colleague

From CAELA Network

This article was first published by the CAELA (Center for Adult English Language Acquisition) Network on their Briefs pages at:
http://www.cal.org/caelanetwork/resources/pronunciation.html
Access: 2 August 2009

==========

Teaching Pronunciation to Adult English Language Learners

by
Kirsten Schaetzel,
Georgetown Law Center, Washington, DC
Ee Ling Low, National Institute of Education, Nanyang Technological University, Singapore
July 2009

Background on Adult Learners

Adult education programs serve both native English speakers and learners whose first, or native, language is not English. Native English speakers attend adult basic education (ABE) classes to learn basic skills needed to improve their

literacy levels and adult secondary education (ASE) classes to earn high school equivalency certificates. Both ABE and ASE instruction help learners achieve goals related to job, family, and further education. English language learners attend English as a second language (ESL), ABE, or workforce preparation classes to improve their oral and literacy skills in English and to achieve goals similar to those of native English speakers.

Audience for this brief

This brief is written for teachers, program administrators, education researchers, and policy makers to provide information about evidence-based strategies for teaching pronunciation to adult English language learners.

Introduction

Adult English language learners in the United States approach the learning of English pronunciation from a wide variety of native language backgrounds and may speak languages with sound systems that vary a great deal from that of English. Individuals with a Spanish language background constitute the largest foreign-born population in the United States. Foreign-born U.S. residents also come from African, Asian, European, and Middle Eastern countries (Center for Applied Linguistics, 2009; Pew Hispanic Center, 2009; U.S. Census Bureau, 2007).

Because English language learners in adult education programs reflect the foreign-born population, they come from diverse language backgrounds. Their pronunciation goals, needs, and levels of English proficiency are also diverse. Their needs regarding learning of English pronunciation depend on a variety of factors that may include their uses of English (in what settings and for what purposes), their motivation to identify with different English-speaking groups, how "native-like" they choose to sound, and the frequency with which they speak English and their native language (Flege, Frieda, & Nozawa, 1997; Gatbonton, Trofimovich, & Magid, 2005; Moyer, 2008).

Although a focus on pronunciation is part of the curriculum in many adult education programs, it is often not included in state language proficiency standards or addressed systematically in instruction (Levis, 2005). In addition, some teachers teaching English to adult learners do not have training in

teaching pronunciation (Derwing & Munro, 2005; Levis, 2005). As a result, teachers may not be able to identify the patterns of or reasons for learners' pronunciation problems or have a systematic way to teach the sound, stress, intonation, and rhythm patterns of English. This brief reviews features of languages (particularly English) that can have an impact on the teaching and learning of English pronunciation and the research on learner acquisition of pronunciation, and describes how teachers can implement teaching of pronunciation in their classes.

Features of Languages

Recent discussion of and research on the teaching and learning of pronunciation has focused on contrasts between the sound systems of a language spoken and a language being learned; the importance of accent, stress, intonation, and rhythm in the comprehensibility of the speech of nonnative speakers; the effect of motivation and exposure in the development of native-like pronunciation; and intelligibility of speech among speakers of different English varieties.

Contrastive Analysis

Linguists have tried to identify potential pronunciation difficulties of nonnative speakers of a language by using contrastive analysis, which was popular in the 1950s and 1960s. The Contrastive Analysis Hypothesis posits that by contrasting the features of two languages, the difficulties that a language learner might encounter can be anticipated (Crystal, 2003; Fries, 1952). Features of many languages were catalogued by linguists, but it was not possible to systematically predict which areas of English would be difficult for speakers of particular native languages. A less predictive version of the hypothesis was eventually put forth that focused on cross-linguistic influence. Cross-linguistic influence claims that prior language experiences have an impact on the way a language is learned, but these experiences do not consistently have predictive value (Brown, 2000; Wardhaugh, 1970). From this work, linguists have been able to develop lists of sounds that native speakers of particular languages may find problematic in learning English. For example, speakers of Asian languages may have difficulty producing "l" and "r" sounds; speakers of Spanish may have difficulty distinguishing between and producing "sh" and "ch" sounds. These lists for specific language backgrounds are now featured in pronunciation texts, such as Sounds Right (Braithwaite, 2008), and pronunciation software programs, such as American Speech Sounds (Hiser & Kopecky, 2009).

Accent

An accent is "the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially" (Crystal, 2003, p. 3). Accentedness, a "normal consequence of second language learning" (Derwing & Munro, 2005, p. 383), is a "listener's perception of how different a speaker's accent is from that of the L1 [first language or, in our situation, American English] community" (p. 385). Many adult learners of English have a foreign accent that identifies them as nonnative speakers. Some linguists support the idea, known as the Critical Period Hypothesis, that a learner needs to begin learning the language before age 7 in order to develop native-like pronunciation (Lenneberg, 1967). However, more recent research suggests that environment and motivation may be more important factors in the development of native-like pronunciation than age at acquisition (Marinova-Todd, Marshall, & Snow, 2000). An understanding of the features of learner accents, and their impact on intelligibility of their speech, can help teachers of adults learning English identify and address characteristics of learner pronunciation (Derwing & Munro, 1997). The primary aim is that students are understood. Good pronunciation is needed for this but not a "perfect accent" (Harmer, 1991, p. 22).

Stress, Intonation, and Rhythm

Munro and Derwing (1999) observed that even heavily accented speech is sometimes intelligible, and prosodic errors (errors in stress, intonation, and rhythm) appear to affect intelligibility more than do phonetic errors (single sounds). Since this finding, research on and teaching of pronunciation have moved from an exclusive focus on the sounds of language (vowels and consonants) to include suprasegmentals (stress, sentence and word intonation, and speech rhythm), or vocal effects that extend over more than one sound (Crystal, 2003; Florez, 1998; Low, 2006; Monro & Derwing, 1999).

Regarding stress, languages have traditionally been classified as either stress timed or syllable timed. In stress-timed languages (e.g., British and American English, German, Dutch, and Thai) "stressed syllables fall at regular intervals throughout an utterance" (Crystal, 2003, p. 245), and rhythm is organized according to regularity in the timing of the stressed syllables. That is, the time between stressed syllables is equal, as unstressed syllables are spoken more quickly and vowel reduction occurs. For example, the sentence "Tom runs fast" is made up of three stressed syllables, as indicated by the bolded letters. The sentence "Meredith can run fast" is made up of six syllables, but only three of them are stressed. The unstressed syllables "e," "dith," and "can" are spoken quickly and vowel reduction occurs, so the time between the stressed syllables

tends to be equal, and both sentences take approximately the same amount of time to say.

In syllable-timed languages (e.g., some nonnative varieties of English such as Singapore and Malaysian English, and languages such as Tamil, Spanish, and French) syllables are said to be equal in timing (Crystal, 2003). That is, all syllables are nearly equally stressed, vowel reduction does not occur, and all syllables appear to take the same amount of time to utter.

Recent phonetic research has shown that languages cannot be strictly classified as syllable timed or stress timed. A more accurate description is that they are stress based or syllable based; that is, they are not completely in one category or the other, but tend to have more rhythmic features of a stress-timed or a syllable-timed language (Low, 2006). Stress-based rhythm is achieved through the presence of reduced vowels for unstressed syllables in a sentence. Function words, such as articles, helping verbs, and prepositions typically have reduced vowels instead of full ones, and the reduced vowel version is known as a "weak form." For example, in the sentence, "Bob can swim," the words Bob and swim have the major stress, and can, which is unstressed, is pronounced [kin]—its weak form.

The distinction between stress- and syllable-based languages is important, especially if an adult English language learner speaks a first language that is different rhythmically from stress-based British or American English. An understanding of whether a learner's first language is stress based or syllable based will help a teacher plan appropriate pronunciation exercises.

In examining the role of stress, or "the degree of force used in producing a syllable," (Crystal, 2003, p. 435) in intelligibility, Field (2005) asked trained listeners to transcribe recorded material when the variables of word stress and vowel quality were manipulated. He determined that when word stress is erroneously shifted to an unstressed syllable, without a change in vowel quality, utterances are significantly less intelligible than when vowel quality is manipulated. Both native and nonnative English-speaking listeners responded similarly when judging the intelligibility of words with misplaced word stress.

O'Brien (2004) reported the results of research on the importance of stress, intonation, and rhythm for a native-like accent in German. Native speakers of German were asked to rate American university students reading aloud in German. It was found that the native speakers focused more on stress,

intonation, and rhythm than on individual sounds when rating speech samples as native-like.

Implications of this research for classroom instruction are that teachers need to spend time teaching learners the rules for word stress, intonation, and rhythm in English as well as focusing on individual sounds that may be difficult for the learners in their classes.

Motivation and Exposure

Along with age at acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time with are two determiners of whether an adult language learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation (Bernaus, Masgoret, Gardner, & Reyes, 2004; Gatboton, Trofimovich, & Magid, 2005; Marinova-Todd, Marshall, & Snow, 2000; Masgoret & Gardner, 2003). Marinova-Todd et al.'s, (2000) review of research on adult learner acquisition of English concluded that adults can become highly proficient, even native-like, speakers of second languages, especially if motivated to do so.

Moyer (2007) found that a combination of experience with and positive orientation to the language appear to be important factors in developing native-like pronunciation. In a study of learners of Spanish, Shively (2008) found that accuracy in the production of Spanish is significantly related to age at first exposure to the language, amount of formal instruction in Spanish, residence in a Spanish-speaking country, amount of out-of-class contact with Spanish, and focus on pronunciation in class. Therefore, in addition to focusing on pronunciation and accent in class, teachers will want to encourage learners to speak English outside the classroom, including giving them assignments that structure those interactions.

Intelligibility and Varieties of English

Because English has become an international language, teachers need to keep in mind that the adult learners in their classes will speak with both native and nonnative English speakers (e.g., a fellow student or a boss at work may be a native speaker of Bengali, Spanish, or Vietnamese). Jenkins' seminal work (2000) on the phonology of English as an international language, in which she studied which phonological features caused a breakdown in communication when two nonnative English speakers were communicating with each other, has popularized

the notion that minimal features of pronunciation are required for intelligibility among nonnative speakers of a language—a lingua franca core, or "LFC" (Jenkins, 2002). Teachers of adults learning English should be aware that the goal of improving pronunciation for many adult learners is mutual intelligibility, not perfection.

Instructional Strategies

Based on the discussion above, there are a number of instructional strategies for teaching pronunciation that can help students to meet their personal and professional needs. Teachers can guide students to do the following:

- Cultivate positive attitudes toward accuracy
- Notice the effects of pronunciation on interactions
- Notice prosodic features of language (stress, intonation, rhythm)
- Develop communicative competence

Cultivate Positive Attitudes Toward Accuracy

Teachers should create a classroom atmosphere in which affiliation with the native language group is respected at the same time that learners work on their English pronunciation in order to be understood. To do this, teachers might first give a background lesson on varieties of English in the United States and around the world and how they have developed. Then specific pronunciation features from Jenkins' (2002) table of features can be worked on. Table 1 (Pronunciation Focus) shows the LFC features that Jenkins described as well as the features needed for clear pronunciation in American English.

Table 1: Pronunciation Focus

Pronunciation feature	Focus of lingua franca core (LFC)	Focus for teaching American English pronunciation
1. Consonantal inventory	All consonant sounds except for /T/, /D/, and /I/	All consonant sounds in English
2. Phonetic realizations	Aspiration after /p/,/t/, /k/; Appropriate vowel length before consonants	Aspiration after /p/,/t/, /k/; Appropriate vowel length before consonants (e.g.,

	(e.g., /b/p/, /v/f/, /z/s/)	/b/p/, /v/f/, /z/s/)
3. Consonant clusters	Preserve consonant clusters word initially (e.g., ***st***op) and medially (e.g., si***st***er)	Preserve consonant clusters word initially (e.g., ***st***op) and medially (e.g., si***st***er)
4. Vowel quantity	All long-short vowel contrasts (e.g., *bit* vs. *bite*)	All long-short vowel contrasts (e.g., *bit* vs. *bite*)
5. Vowel quality	Consistent regional qualities can be preserved (e.g., Singaporean English vowel pronunciation)	Consistent regional qualities can be preserved (e.g., if teaching English in the South, southern vowels will be taught)
6. Weak forms of vowels	Contrast between weak and strong forms (e.g., *I can* [kin] *swim/I can't dance*)	Contrast between weak and strong forms (e.g., *I can* [kin] *swim/I can't dance*)
7. Stress-timed rhythm	Not necessary to teach; use rhythm of the regional variety of English	Stress-timing of American English rhythm (e.g., where major stress in words, phrases, and sentences falls: *I am* ***sick***)
8. Word stress	Difficult to teach in some areas of the world where the variety of English used is syllable timed	Needed in American English (e.g., ***pro****ject/pro****ject***, ***ob****ject/ob****ject***)
9. Nuclear (tonic) stress	Important to teach the most prominent syllable in a sequence of pitches (e.g., *My* ***sis****ter bought a new* ***dress****; dress* is the most important piece of information, so it carries the most stress)	Important to teach the most prominent syllable in a sequence of pitches (e.g., *My* ***sis****ter bought a new* ***dress****; dress* is the most important piece of information, so it carries the most stress)

Source: Adapted from Jenkins, 2002.

Teachers might also want to ascertain which specific features of the varieties of English spoken in their classes pose a problem for their learners. To do this, two types of classroom activity can be undertaken.

- Replicate Jenkins' (2000) study by recording two adult learners who speak different languages at home communicating with each other in English. Note the junctures at which communication breaks down and attempt an analysis of which pronunciation features caused the miscommunications to occur. Based on the results of this study, develop a list of pronunciation features that pose a problem for effective communication and intelligibility in your classes. This list can guide instruction on pronunciation.
- Work with learners to help them develop realistic pronunciation goals. For example, teachers and learners can work together to complete a learner pronunciation profile that includes (a) an inventory of the sounds and stress and intonation patterns that the learner does well and those the learner wants to change, and (b) a questionnaire about when and how the learner uses English (Grant, 2010, pp. 1-8). The inventory and questionnaire can help learners develop pronunciation goals and be used to check their progress toward achieving those goals.

Notice the Effects of Pronunciation on Interactions

Teachers can learn a great deal by observing adult English language learners as they communicate with each other, noting the places where communication breaks down, and attempting to determine which pronunciation features caused miscommunications to occur. As they observe, teachers can develop a list of pronunciation features to focus on in class and jot notes on note cards to give learners feedback as they listen to group and pair work and learner presentations. Teachers might use a checklist similar to the one in Table 2 or in Well Said (Grant, 2010, p. 4). For example, when students are giving presentations or working together in pairs or groups, the teacher can use the checklist to make note of when a student is not understood or when several students make the same pronunciation mistake. This information can become material for subsequent pronunciation lessons. Through use of a checklist, learners can be made aware of particular features of speech that potentially cause problems for intelligibility and can work on these features. A checklist can also be helpful to learners as they develop their own pronunciation goals.

Table 2: Pronunciation Checklist

Pronunciation	**Always**	**Sometimes**	**Never**
Mark "x" where applicable, according to frequency of error			
Consonants			
th (e.g., ***th****in*—not[t])			
th (e.g., ***th****en*—not[d])			
s & z (e.g., ***s****ue* vs. ***z****oo*)			
r (e.g., ***r****ice* vs. ***l****ice*)			
l (e.g., *pa****r****rot* vs. *pa****l****ate*)			
Final consonants			
Voiceless, voiced (e.g.,*ni****p*** . *ni****b****; sea****t*** vs. *see****d****; lo****ck*** vs. *lo****g****; lar****ch*** vs. *lar****ge***)			
final l (e.g., *fina****l****, li****ttle****, se****ll***)			
final s (e.g., *pupil****s****, write****s****, school****s***)			
-ed suffix to mark past tense			
Vowel variation			
*h****i****ll* vs. *h****ee****l*			
*c****u****t* vs. *c****a****rt*			
*c****o****t* vs. *c****au****ght*			
*p****u****ll* vs. *p****oo****l*			
*p****e****n* vs. *p****a****n*			
Intonation			
Use of rising intonation: yes/no questions (e.g., *Are you coming?*)			
Use of falling intonation: statements (e.g., *Yes, I am coming*); *wh* questions (e.g., *What are you doing?*)			
Voice			
Mark "x" where applicable, according to			

frequency of error			
Audibility level			
Too loud			
Too soft			
Fading out at end of statements			
Pitch and range			
Monotonous			
Other comments			

Note: This checklist was designed by Nora Samosir & Low Ee Ling (2000) as a means to assess teachers' oral English proficiency.

Notice Prosodic Features of Language

As has been noted, prosodic features of language—word stress, intonation, and rhythm—are extremely important to comprehensibility, in addition to correct pronunciation of discrete letter sounds. Teachers should therefore include prosodic training in instruction (Bally & Holm, 2005; Gautheir, Shi, & Yi, 2009; O'Brien, 2004). Teachers can begin with listening activities (e.g., listening for rising intonation in yes/no questions) and then have learners compare question intonation in English with that of their native languages and then imitate dialogues, perform plays (see O'Brien, 2004), and watch videos in which yes/no questions are used (e.g., Hardison, 2005).

Focus on word stress

There are a number of activities teachers can do to help learners use word stress correctly:

- *Lead perception exercises on duration of stress, loudness of stress, and pitch.* These exercises will help learners recognize the difference between stressed and unstressed syllables (Dalton & Seidlhofer, 1994; Field, 2005). For example, learners can be taught to recognize where stress falls in words with two or more syllables through learning the rules of parts of speech and word stress (e.g., putting the primary stress on the first syllable in compound nouns: ***air****port,* ***lap****top* [Grant, 2010, p.57]). Learners can also use a pronunciation computer program, such as

American Speechsounds (Hiser & Kopecky, 2009), to learn the duration and loudness of stress.

- *Do exercises on recognizing and producing weak, unstressed syllables* (Dalton & Seidlhofer, 1994; Field, 2005). For example, one exercise helps learners identify computer voice recognition mistakes that have occurred because of mispronunciation of weak vowel forms (e.g., *Alaska if she wants to come with us* instead of *I'll ask if she wants to come with us* [Hancock,1998, p. 80]).
- *Present pronunciation rules for stress* (Dalton & Seidlhofer, 1994; Kenworthy, 1987). For example, teach learners that in reflexive pronouns, the stress is always on the word *self* (e.g., *my**self**, our**selves*** [Grant, 2010, p. 57]).
- *Teach word stress when teaching vocabulary* (Field, 2005). For example, any time that new words are introduced, point out to learners where the major stress falls.
- *Use analogy exercises* (Field, 2005). Words sharing similar stress patterns are easier for listeners to remember (Aitchison, 2003). For example, give learners a list of words with similar stress and ask them to state the rule (e.g., compound adverbs of location, such as *in**side**, down**stairs**, out**doors*** [Hancock, 1998, p. 69]).
- *At higher levels, teach learners how to break words into syllables and predict where word stress lies* (Field, 2005). For example, the number of syllables in a word can be taught to the class with examples from the teacher. This might then be practiced using the Making Tracks board game, played in pairs (Hancock, 1998, p. 8), in which learners make a "track" through words on the board based on the number of syllables in each word. Learners need to be able to accurately state the number of syllables in the words on the board, and the first learner to make a track through the board wins the game. Teachers can also make their own version of this game to give learners practice counting the syllables of new words they are learning in class.

Focus on unstressed syllables

There are many exercises that a teacher can use to focus on unstressed syllables, or weak vowel forms, in connected speech. Liang (2003) discusses three strategies to teach weak vowel forms.

- Introduce weak forms through the grammatical category of function words such as articles, pronouns, auxiliary verbs, and prepositions.

- Present sentence drills where both strong and weak forms appear. For example, the teacher can read a passage while learners underline the weak forms in the passage.
- Allow learners to practice using weak forms in conversations in order to simulate real-life speech encounters. For example, the teacher might focus the lesson on "ability to do things." Student A can roleplay an interviewer, and student B, an interviewee. Student A poses a list of questions regarding student B's ability to do things. For example, student A asks, "Can you dance?" Student B uses both the strong and weak form of the vowel *a* in *can* and *can't* in an answer like, "I can't dance very well, but I can try."

Develop Communicative Competence

The goal of pronunciation teaching and learning is communicative competence, not the complete absence of an accent (Gatbonton, Trofimovice, & Magid, 2005; Hymes, 1972; Low, in press; O'Brien, 2004; Savignon, 1997). Savignon (1997) stressed the need for meaningful communicative tasks in the language classroom, including those that focus on pronunciation. Pronunciation exercises that relate to daily use of English include, for example, role plays of requests learners have to make (e.g., to ask a boss for a day off or go to the bank and cash a check). (See Grant, 2010, "Communicative Practice" exercises.)

Learners can become careful listeners in the conversations they engage in. Pitt (2009) shows that learners need exposure to conversations so they can hear variation in pronunciation. By using audiotapes and videotapes, especially of speakers of different varieties of English, teachers can give learners meaningful exposure to variation in pronunciation and increase their communicative competence (Florez, 1998).

Conclusion

Although there are challenges to teaching and learning English pronunciation, it is an area vital to adult English language learners' linguistic competence. Recent research has shed light on pronunciation features to be taught and on learners' goals and motivations for improving their pronunciation. By incorporating current research and its implications into their teaching practice, teachers can help learners gain the skills they need for effective communication in English.

Acknowledgement

Special thanks to Karen Taylor, who provided feedback on an early version of this brief.

References

Aitchison, J. (2003). Words in the mind. Oxford: Blackwell.

Alsagoff, L. (2007). Singlish. In V. Vaish, S. Gopinthan & Y. Liu (Eds.), Language, culture, capital (pp. 25-46). The Netherlands: Sense Publishers.

Bailly, G., & Holm, B. (2005). SFC: A trainable prosodicmodel. Speech Communication, 46(3/4), 348-364.

Bernaus, M., Masgoret, A., Gardner, R., & Reyes, E. (2004). Motivation and attitudes towards learning language in multicultural classrooms. International Journal of Multilingualism, 1(2), 75-89.

Brown, H. D. (2000). Principles of language learning and teaching. White Plains, NY: Addison Wesley Longman, Inc.

Center for Applied Linguistics. (2009). U.S. refugee program: Current fiscal year admission statistics. Washington, DC: Cultural Orientation Resource Center. Retrieved June 30, 2009, from www.cal.org/co/refugee/statistics/index.html

Crystal, D. (2003). A dictionary of linguistics and phonetics. Oxford: Blackwell Publishing.

Dalton, C., & Seidlhofer, B. (1994). Pronunciation. Oxford: Oxford University Press.

Derwing, T.M., & Munro, M.J. (1997). Accent, intelligibility and comprehensibility: Evidence from four L1s. Studies in Second Language Acquisition, 19, 1-16.

Derwing, T.M., & Munro, M.J. (2005). Second language accent and pronunciation teaching: A research-based approach. TESOL Quarterly, 39(3), 379-397.

Field, J. (2005). Intelligibility and the listener: The role of lexical stress. TESOL Quarterly, 39(3), 399-423.
Flege, J.E., Frieda, E.M., & Nozawa, T. (1997). Amount of native-language (L1) use affects the pronunciation of an L2. Journal of Phonetics, 25(2), 169-186.
Florez, M.C. (1998). Improving adult ESL learners' pronunciation skills. Washington, DC: Center for Applied Linguistics. Retrieved June 30, 2009, from www.cal.org/caela/esl_resources/digests/Pronun.html
Fries, C. (1952). The structure of English. New York: Harcourt, Brace, & World.
Gatbonton, E., Trofimovich, P., & Magid, M. (2005). Learners' ethnic group affiliation and L2 pronunciation accuracy: A sociolinguistic investigation. TESOL Quarterly, 39(3), 489-511.
Gauthier, B, Shi, R., & Yi, X. (2009). Learning prosodic focus from continuous speech input: A neural network exploration. Language Learning and Development, 5(2), 94-114.
Grant, L. (2010). Well said. Boston: Heinle & Heinle Publishers.
Hancock, M. (1998). Pronunciation games. Cambridge: Cambridge University Press.
Hardison, D. (2005). Contextualized computer-based L2 prosody training: Evaluating the effects of discourse context and video input. CALICO Journal, 22(2), 175-190.
Harmer, J. (1991). The practice of English language teaching. New York: Longman Publishing.
Hiser, N., & Kopecky, A. (2009). American speechsounds. Portland, OR: American Speechsounds.
Hymes, D. (1972). On communicative competence. In J. Pride & J. Holmes (Eds.), Sociolinguistics (pp. 269-293). Harmondsworth: Penguin.
Jenkins, J. (2000). The phonology of English as an international language. Oxford: Oxford University Press.
Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an International Language. Applied Linguistics, 23(1), 87-103.
Kenworthy, J. (1987). Teaching English pronunciation. Oxford: Oxford University Press.
Lenneberg, E. H. (1967). The geological foundations of language. New York: John Wiley and Sons.
Levis, J. M. (2005). Changing contexts and shifting paradigms in pronunciation teaching. TESOL Quarterly, 39(3), 369-377.
Liang, W.X. (2003). Teaching weak forms. Forum, 41, 32-36.

Low, E.L. (2006). A review of recent research on speech rhythm: Some insights for language acquisition, language disorders and language teaching. In R. Hughes (Ed.), Spoken English, TESOL and applied linguistics: Challenges for theory & practice. London: Palgrave-Macmillan.

Low, E.L. (in press). Sounding local and going global: Current research and implications for pronunciation teaching. In L. Lim, L. Wee, & A. Pakir (Eds.), English in Singapore: Unity and utility. Hong Kong: Hong Kong University Press.

Marinova-Todd, S.H., Marshall, D.B., & Snow, C.E. (2000). Three misconceptions about age and L2 learning. TESOL Quarterly, 34(1), 9-34.

Masgoret, A., & Gardner, R. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. Language Learning, 53(Suppl. 2), 167-210.

Moyer, A. (2007). Do language attitudes determine accent? A study of bilinguals in the USA. Journal of Multilingual and Multicultural Development, 28(6), 502-518.

Moyer, A. (2008). Ultimate attainment in L2 phonology: The critical factors of age, motivation, and instruction. Studies in Second Language Acquisition, 21(1), 81-108.

Munro, M.J., & Derwing, T.M. (1999). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. Language Learning, 49(Suppl. 1), 285-310.

O'Brien, M. G. (2004). Pronunciation matters. Teaching German, 37(1), 1-9.

Pew Hispanic Center. (2009, March 5). Statistical profiles of the foreign-born population in the United States, 2007. Washington, DC: Author. http://pewhispanic.org/factsheets

Pitt, M. (2009). How are pronunciation variants of spoken words recognized? A test of generalization to newly learned words. Journal of Memory and Language, 61(1), 19-36.

Savignon, S. (1997). Communicative competence: Theory and classroom practice. New York: McGraw-Hill. www.ncsall.net/fileadmin/resources/research

Shively, R. L. (2008). L2 acquisition of [β], [ð], and [γ] in Spanish: Impact of experience, linguistic environment and learner variables. Southwest Journal of Linguistics, 27(2), 79-114.

U.S. Census Bureau. (2007). American Community Survey 2005-2007. Available from http://factfinder.census.gov

Wardhaugh, R. (1970). The contrastive analysis hypothesis. TESOL Quarterly, 4(2), 123-130

Pronunciation Teaching Materials

(These materials are provided solely as examples; their inclusion here is not intended as a product endorsement.)

Braithwaite, Merle. (2008). Sounds right. New Zealand: Curriculum Concepts.

Brown, A. (2006). Sounds, symbols & spellings. Singapore: McGraw-Hill (Education) Asia.

Dauer, R. (1992). Accurate English. Upper Saddle River, New Jersey: Prentice Hall.

Gilbert, J. (1993). Clear speech. Cambridge: Cambridge University Press.

Gottlieb, M. (2006). Assessing English language learners. California: Corwin Press.

Grant, L. (2010). Well said. Boston: Heinle & Heinle.

Hewings, M. (1993). Pronunciation tasks. Cambridge: Cambridge University Press.

Thornbury, S. (2005). How to teach speaking. Harlow: Longman.

This document was produced at the Center for Applied Linguistics (4646 40th Street, NW, Washington, DC 20016 202-362-0700) with funding from the U.S. Department of Education (ED), Office of Vocational and Adult Education (OVAE), under Contract No. ED-07-CO-0084. The opinions expressed in this report do not necessarily reflect the positions or policies of ED.

NEWS ABOUT inged MEMBERS

Here is wonderful news that makes us all very proud... It's about our colleagues at Eastern Mediterranean University in North Cyprus.

British Council ELTons Awards

The British Council ELTONS, or English Language Teaching Innovation Awards, were first introduced in 2003 by the British Council. Now co-sponsored by Cambridge ESOL, they have become the most prestigious event in the ELT calendar, referred to by some as the ELT equivalent of the 'Oscars'. Designed to celebrate new and innovative services in English language teaching, the awards are given in three categories – UK-based, international, and, new this year, the Macmillan Educational Award for Creative Writing.

Competition for the awards has become increasingly intensive over the years, with judges sifting through numerous entries from across the world in order to compile a shortlist of 6-7 entries in each category. The nominees are then invited to a presentation and dinner in London, where the winners are announced. In 2009, this ceremony was presided over by Lord Neil Kinnock, President of the British Council, ex European Commissioner for the UK and former leader of the UK Labour party.

Making it through to the final stages of this competition is thus a considerable feat. In 2009, work conducted in the Turkish ELT community made it through to this last stage for the first time, the successful participants being Ali Billuroğlu, Dr. Nilgün Hancıoğlu, Steve Neufeld and John Eldridge from Eastern Mediterranean University in Northern Cyprus. The shortlisted work brought together research into lexical frequency and patterning into a new paradigm.

Nilgün, Steve and John, now known as 'Lexitronics', have now accomplished the even more impressive feat of making it to the ELTONS final for the second

consecutive year, with their Ways with Words website being nominated for the 2010 international award.

Ways with Words comprises two online courses: Write Like an Academic and LexiCLIL. The first course is designed to help postgraduate academic writers with thesis and article writing and has evolved from the ENGL 501 course taught at Eastern Mediterranean University, and from Nilgün's exhaustive PhD research into thesis writing. LexiCLIL meanwhile explores the relationships between lexical frequency and content and language integrated learning through a self-contained teacher development programme.

Readers can learn more about the work of Lexitronics at:

http://lexitronics.org
http://lexitronics.edublogs.org
http://www.scribd.com/lexitronics
http://wlaa.wordpress.com/
http://www.facebook.com/?ref=home#/profile.php?v=wall&id=100000502852487

Feedback on WLA (Write Like an Academic)
http://www.facebook.com/?ref=home#/pages/Iskele-Cyprus/Write-like-an-Academic/188655461075?ref=mf

And you can find more out more about the ELTONS at:
http://www.britishcouncil.org/learning-innovation-awards.htm

Colleagues and friends, it's not a bad time to consider preparing an application for the 2011 awards!

A POEM FROM AN inged MEMBER

WALK!
by Nükhet Yavuz

It might be difficult through times
to walk in the forest
in the mud
in the dry, colourless desert-

It might be difficult through times
to find a helping hand
to grasp the precious

It might be difficult to continue the path
you've been following and been through-

Endless stones might cross your way
thorns might ruin your skin-
and blood might dry through time

But never give up the walk
you might be taking
whether you might stumble or fall
or darkness might overcome your way...
continue to walk...

News from iatefl

The 44th IATEFL Annual International Conference and Exhibition will be held Harrogate between 7-11 April 2010 in the Harrogate International Centre.

The plenary speakers at this year's conference are Tessa Woodward, Kieran Egan, Ema Ushioda & Jan Blake.

Earlybird registration for delegates ends on 29 January 2010.

http://www.iatefl.org/events/iatefl-annual-conference-and-exhibition

Upcoming SIG Events:

IATEFL TEA SIG and Zayed University 'Establishing and Maintaining Standards' in Dubai (11/02/2010 - 12/02/2010)

IATEFL TD SIG Event 'The role of the teacher in the 21st Century' (An Open Space Technology event) (20/02/2010 - 21/02/2010)

IATEFL YLT SIG and the University of Hildesheim: 'Children's Literature in Language Education' held in Germany (25/02/2010 - 27/02/2010)

IATEFL ESP/ EAP SIG EVENT, Bilkent Univesity, School of English Language, Turkey (18/06/2010 - 19/06/2010)

News from TESOL

The 44th Annual TESOL Convention & Exhibit: Re-imagining TESOL

in Boston, Massachusetts, on 24-27 March 2010.

Details:
http://www.tesol.org/s_tesol/convention2010

Here are 7 compelling reasons why you should plan to attend the world's largest and most important gathering of TESOL professionals:

1. **Find learning to meet your specific needs.** Choose from more than 1,000 sessions to create an education program tailored to your particular interests. No matter where you are in your career, you will gain valuable information that will make you better at what you do.
2. **Reconnect with colleagues.** Many of your professional friends are already making plans to be in Boston for TESOL 2010. E-mail and the telephone are great, but nothing beats face-to-face!
3. **Make new connections.** TESOL 2010 is the ideal place to expand your professional network and establish new relationships and friendships that stand the test of time.
4. **Get solutions for your toughest challenges.** Innovative ideas come alive at the TESOL convention. This is the place to seek out the creative thinking and common sense answers to the problems that keep you up at night.
5. **See the new technologies that might be in your future.** Both in the classroom and online, technology is dramatically changing ESL/EFL teaching and learning paradigms. TESOL 2010 is where the new technologies likely to affect you will be debuted.

6. Visit an amazing city. Smart, sophisticated, and cosmopolitan, Boston is an international hub for education, history, culture, and commerce.
7. Advance your career. Whether you're looking for a new position or simply want to burnish your credentials, TESOL 2010 is the best place to keep your career on a fast track.

And here are 3 great reasons you should register for TESOL right away!
8. Secure the best registration rates. Act before February 1 to make sure you get the best registration discounts for the 2010 TESOL Convention.
9. Get the hotel of your choice. Convention hotels fill up quickly. By registering early you greatly improve your chances of getting into your first choice hotel.
10. Avoid being shut out. TESOL ticketed events fill up quickly. Don't be shut out of sessions you really want to attend!

Without question, the time and money you invest to attend the 2010 TESOL Annual Convention and Exhibit will pay off handsomely. It could be the best four days you spend this year.

Register today by visiting <www.TESOLConvention.org> today and reserve your spot!

Dear TESOL Members

The Global Individual Member (GMI) category is no longer available, and TESOL is converting TESOL membership to the Global Electronic Membership (GME). You will see the lower fee of $35 on your next invoice. Your benefits remain the same except that TESOL no longer publishes *Essential Teacher*.

Starting in March 2010, you will begin receiving the quarterly online TESOL Journal (TJ) as a member benefit. Watch for an email in March that explains how to view TJ online. Click here to read more about TJ.

Thank you for being a member of TESOL.

Sincerely,

Pam Williams
Email: pwilliams@tesol.org
Director, Member Services/Assistant Executive Director

BRITISH COUNCIL eNEWS

WEDNESDAY WORKSHOPS IN ISTANBUL

AN INFORMAL SERIES OF WORKSHOPS FOR LANGUAGE TEACHERS BY LANGUAGE TEACHERS

NEXT WORKSHOP
Wednesday, 24 February 2010
"See your course book through different eyes"

TIME:
18:00 – 19:30

VENUE
Maya Akar Center, Büyükdere Caddesi No:100/101 Esentepe, Istanbul.

ADMISSION: Free

GEOGRAPHY FACTS

Amazon
The Amazon rain forest produces more than 20% the world's oxygen supply.

The Amazon River pushes so much water into the Atlantic Ocean that, more than one hundred miles at sea off the mouth of the river, one can dip fresh water out of the ocean. The volume of water in the Amazon river is greater than the next eight largest rivers in the world combined.

Antarctica
Antarctica is the only land on our planet that is not owned by any country.

Ninety percent of the world's ice covers Antarctica. This ice also represents seventy percent of all the fresh water in the world. As strange as it sounds, however, Antarctica is essentially a desert. The average yearly total precipitation is about two inches. Although covered with ice (all but 0.4% of it, ice.), Antarctica is the driest place on the planet, with an absolute humidity lower than the Gobi desert.

Canada
Canada has more lakes than the rest of the world combined. Canada is an Indian word meaning ' Big Village .'

Damascus, Syria
Damascus, Syria, was flourishing a couple of thousand years before Rome was founded in 753 BC, making it the oldest continuously inhabited city in existence.

Istanbul, Turkey
Istanbul, Turkey, is the only city in the world located on two continents.

Los Angeles
Los Angele's full name is El Pueblo de Nuestra Senora la Reina de Los Angeles de Porciuncula -- and can be abbreviated to 3.63% of its size: L.A.

New York City
The term 'The Big Apple' was coined by touring jazz musicians of the 1930's who used the slang expression 'apple' for any town or city. Therefore, to play New York City is to play the big time - The Big Apple.

There are more Irish in New York City than in Dublin , Ireland; more Italians in New York City than in Rome, Italy; and more Jews in New York City than in Tel Aviv, Israel.

Pitcairn Island
The smallest island with country status is Pitcairn in Polynesia, at just 1.75 sq. miles/4,53 sq. km.

Rome
The first city to reach a population of 1 million people was Rome, Italy in 133 B.C. There is a city called Rome on every continent.

Siberia
Siberia contains more than 25% of the world's forests.

S.M.O.M.
The actual smallest sovereign entity in the world is theSovereign Military Order of Malta (S.M.O.M). It is located in the city of Rome, Italy, has an area of two tennis courts, and as of 2001 has a population of 80, 20 less people than the Vatican. It is a sovereign entity under international law, just as the Vatican is.

Sahara Desert
In the Sahara Desert, there is a town named Tidikelt, Algeria , which did not receive a drop of rain for ten years. Technically though, the driest place on Earth is in the valleys of the Antarctic near Ross Island. There has been no rainfall there for two million years.

Spain
Spain literally means 'the land of rabbits.'

Russia
The deepest hole ever drilled by man is the Kola Superdeep Borehole, in Russia. It reached a depth of 12,261 meters (about 40,226 feet or 7.62 miles). It was drilled for scientific research and gave up some unexpected discoveries, one of which was a huge deposit of hydrogen - so massive that the mud coming from the hole was 'boiling' with it.

Venezuela
The water of Angel Falls (the World's highest waterfall) in Venezuela drops 3,212 feet (979 meters). They are 15 times higher than Niagara Falls.