THE INGED NEWSLETTER

NEWS ON-LINE

Together we stand!
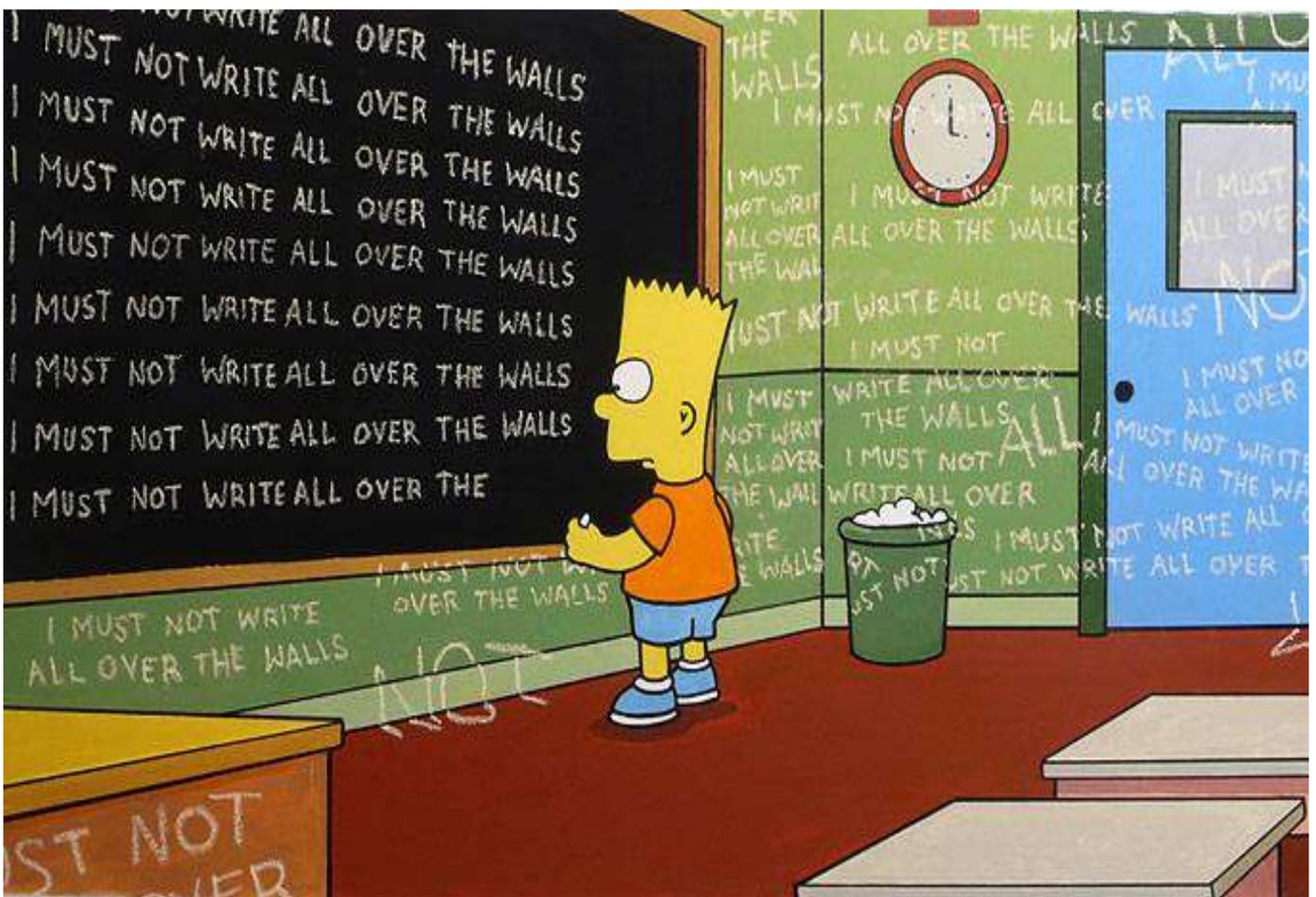
Issue 4
December 2010

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From the President

Dear members,

We are together again with a new issue. I would like to take this opportunity to share some information with you about our activities. As you all know, we had our general assembly on November 6, 2010. I want to express my gratitude to all members who participated and showed us how much they care about their own association. On behalf of the new executive board members, I want to thank you all who voted for us again this year.

Our WEB page has been continuously updated and enriched thanks to Dr. Suzan Öniz. All announcements are done on our WEB page.

We held an INGED - Hacettepe Day on 25 January 2010 at the Foreign Language School, Hacettepe University with the general title "REFRESHING MINDS". We had several presentations on a variety of topics: "British Council Resources for Teachers and Learners" by Murray Keeler, "Self-Regulation of Motivation & Motivational Strategies" by Dr. Alev Özbay, "EFL Teachers' Professional Development Practices and Beliefs: Where do you fit in?" by Dr. Julie Mathews-Aydınlı, and "Classroom Dialogue and Competencies of Effective Teachers: A Review from a Pedagogical Perspective" by Mustafa Öztürk.

The INGED mornings/afternoons that we realized were:
- On 13 November 2009, "Recycling Grammar and Vocabulary" by Sibel Tüzel Kandiller at the Foreign Language School, Atılım University.
- On 8 December 2009, "Reflecting on our Beliefs" by Prof. Dr. Aydan Ersöz at the Foreign Languages Teaching Department, Faculty of Education, Ufuk University.
- On 15 December 2009, "Reflecting on our Beliefs" by Prof. Dr. Aydan Ersöz and "The 5E Model and Constructivism" by Sibel Tüzel-Kandiller and Defne Akıncı-Midas at the Foreign Language School, Hacettepe University.
- On 26 January 2010, "Classroom Interaction and Management" by Dr. Suzan Öniz at the Foreign Language School, Ankara University as two sessions: one in the morning and one in the afternoon.
- On 27 January 2010, "Integrated Approaches" by Prof. Dr. Aydan Ersöz at the Foreign Language School, Ankara University as two sessions: one in the morning and one in the afternoon.

- On 16 April 2010, "Increasing Student Motivation" by Prof. Dr. Aydan Ersöz at Ankara University Foundation Schools.
- On 30 April 2010, "Fun Activities for Young Learners" by Prof. Dr. Aydan Ersöz at Ankara University Foundation Schools.

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

- In April 2010, Dr. Suzan Öniz and Hilal Onat represented our association at IATEFL. They represented us on Associates Day and promoted our association as well as our web site.
- On 8 April 2010, Dr. Suzan Öniz ran a workshop entitled "Ideas for Creating Activities Using Free Resources". She used our web site as her main source to promote our association.
- We managed to get 40 WMS (discount on membership) from IATEFL via bidding to be used between September 2010 and August 2011. We express our gratitude to Sibel Tüzel Kandiller for her invaluable contributions to this issue.

We also contributed to the national teacher training projects and in-service training courses, and were invited to several symposiums/conferences/seminars to deliver speeches or presentations.

- On 5 November 2009, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "The Presentation of the CEF-R and the New Curriculum of the Ministry of Education and Innovations in Language Teaching" at the international symposium with the theme REFLECTIONS ON "A COMMON LLP GROUND: BSI AND CRAFT" held by the Foreign Languages Teaching Department, Faculty of Education, Gazi University and Kadıköy Provincial Directory of Education.

- Between 21 December and 25 December 2009, Prof. Dr. Aydan Ersöz participated in the trainer training program held by the Board of Education and In-service training unit of the Ministry of Education. She acted as an observer to evaluate and give feedback to the newly trained trainers while they were holding their training sessions to 120 teachers invited from several different parts of our country.

- Between 15 March and 16 March 2009, Prof. Dr. Aydan Ersöz participated in the symposium entitled "İlköğretim ve Ortaöğretim Ders Çizelgelerinin İncelenmesi". She was elected to function as the head of the primary education commission. She ran a number of sessions as the chairperson. The suggestion of offering elective English courses to the

1st, 2nd, and 3rd grades at primary level came out as a result of this work and was accepted by the Board of Education.

- In April, as the Board of Education decided to continue the training of trainers to increase the number of trainers, 600 new trainer candidates were invited to the training program in Kızılcahamam. The program was held on four separate one-week basis. Every week 150 teachers attended the program to become trainers. On behalf of our association, Prof. Dr. Aydan Ersöz joined all of these programs as a trainer and a supervisor. She also had a say while selecting those who finished the program successfully.

- On 22 May 2010, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "Teaching English to Young Learners: Storytelling" at the international seminar with the theme "Voices of Experience" held by the Foreign Languages Teaching Department, Faculty of Education, Konya Selçuk University and the American Embassy.

- On 29 May 2010, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "Are we for constructivism or destructivism?" at the 1st Foreign Language Teaching Symposium on Secondary Education held by the Foreign Language School, Çankaya University.

- On 5 June 2010, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "Accelerating or Decelerating Learning?" at the 6th ELT Conference held by Ankara University Foundation Schools.

- On 25 June 2010, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "Öğretmen Gelişimi" at the national symposium with the theme "Dil Öğretiminde Yenilikler" held by the Wall Street Institute and the Foreign Language School, Bilgi University.

- Between 20 September and 24 September 2010, Prof. Dr. Aydan Ersöz participated in the local in-service training program held in Zonguldak by the Ministry of Education. She ran sessions entitled "Developing Speaking Strategies" and "Developing Writing Strategies".

- Between 4 October and 8 October 2010, Prof. Dr. Aydan Ersöz participated in the local in-service training program held in Çankırı by the Ministry of Education. She ran sessions entitled "Classroom Management" and "Teaching Vocabulary and Grammar in Context".

- Between 15 October and 17 October 2010, the Foreign Language School, Zonguldak Karaelmas University held the 1st Black Sea ELT Conference. Prof. Dr. Aydan Ersöz, Dr. Suzan Öniz and Sibel Tüzel Kandiller

contributed to this conference as consultants and referees. Moreover, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "Confessions of an English Language Teacher"; and Sibel Tüzel Kandiller gave another plenary speech entitled "Being a Teacher" at this conference.

The 12th INGED Drama Festival in İstanbul on 2 April 2010 was hosted by Marmara Private Schools, and the 12th INGED Drama Festival in Ankara on 29 May 2010 was hosted by Başkent University Ayşeabla Private Schools. We would like to express our gratitude to the above mentioned schools and Fatma Ataman and Hilal Onat for their invaluable contributions.

Our 14th International INGED ELT Conference was held between October 22 and 23, 2010 and was hosted by the Foreign Language School, Süleyman Demirel University, Isparta. Our plenary speakers were Huw Jarvis (co-sponsored by the British Council and INGED), Penny Ur (sponsored by the Cambridge Publishing Company), Allan James (sponsored by the Pearson Education Limited Company), and Dr. Neil Anderson (sponsored by the American Embassy).

The books donated by the British Council were given to the Foreign Language Schools of various universities and some primary schools.

We ran a campaign to collect books and school supplies for Diyarbakır Kulp Primary School in February 2010. The donations (8 big boxes) were sent to this school in March.

Our association also contributed to the First Short Story Writing Competition held by Nüans Publishing House. Our board members, Prof. Dr. Aydan Ersöz and Sibel Tüzel Kandiller, worked as jury members and evaluated 196 original stories written in English. The winners were given presents by the Publishing House.

In cooperation with TESOL and Franklin Electronic Publishers, we held the 2nd Türkiye SpellEvent on 17 April 2010 at Atek Private School. The winner and first runner-up went to New York with their parents to join the 2nd Global SpellEvent. This event was fully sponsored by Franklin Electronic Publishers. We owe great thanks to Fatma Ataman and Hilal Onat who worked very hard to realize this event successfully, and to Defne Akıncı Midas who functioned as the pronouncer at the competition.

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

Prof. Dr. Aydan Ersöz

From the Editor

Dear Readers,

We all wish you a happy, healthy and successful New Year! We hope 2011 will bring you much happiness in your personal as well as professional lives...

In this issue you will find impressions of experienced and brand new teachers on conference sessions that they have attended. They have described these in detail so that you can get a better idea as to what exactly these sessions consisted of. The 'Discussion Ideas' column in this issue offers you some ideas for wall displays, or on several activities through which your learners will recycle language and produce or use wall displays.

Please make a note of the next INGED Conference, which will take place on 20-21-22 October 2011 and which will be hosted by the School of Foreign Languages of Hacettepe University. In other words, Ankara will be the venue for our 15th INGED International ELT Conference in October. The committee has been working hard to make arrangements for plenary speakers from a variety of backgrounds. Please follow the details on our website. Please also start thinking about action research projects or other types of research that you and a colleague can carry out together at your institutions and report your findings at our conference. The 'Call for Papers' will be made online very soon. We hope to see you at Hacettepe University. A conference is a wonderful opportunity to share your ideas, to hear about what others in our field have to offer and to network with colleagues. It is also a social opportunity to refresh old friendships and make new ones so please mark 20-22 October on your calendar.

Warm regards,

Suzan Öniz
Your Editor

WHAT IS THE DIFFERENCE ???

AN INGED AFTERNOON
AND
AN INGED EVENT

INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS

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

➡️ NOTES FROM A CONFERENCE

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

➡️ TECHNOLOGY IN TEACHING

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

➡️ YOUR PAPERS

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

➡️ THE VOICE OF INGED MEMBERS

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

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

THE 2010 ANNUAL GENERAL ASSEMBLY

The INGED 2010 Annual General Assembly was held on 6 November 2010 at the Department of Basic English, Middle East Technical University. The INGED President, Prof. Dr. Aydan Ersöz, summarized the events that INGED organized and those that the association participated in; mentioned the web page and newsletter; gave details of the now traditional INGED events including the Drama Festivals in Ankara and Istanbul, the Spellevent National and US contests, the 14th International INGED ELT Conference that took place at Süleyman Demirel University in Isparta this year. After the presentation and brief discussion of the past year's budget and the Auditors' Report, the past INGED Board received a vote of confidence. The new board members were then elected.

The 2010-2011 INGED Board Members and their specific areas of responsibilities:

Prof. Dr. Aydan Ersöz: President/MEB Contact Person
Sibel Tüzel Kandiller: Vice President/Memberships/IATEFL Contact Person
Dr. Suzan Öniz: Newsletter and INGED web site editor
Defne Akıncı Midas: Treasurer/Memberships/Annual Conference/TESOL contact person
Hilal Onat: Annual Conference Organization/Spellevent/Drama Festival Organization Main contact person/IATEFL 2nd contact person
Dr. Kemal Sinan Özmen: Treasurer
Ceyhun Karabıyık: TESOL 2nd contact person

The 2010-2011 INGED Board of Auditors:
Prof. Dr. Hüsnü Enginarlar
Doç. Dr. Ayşegül Daloğlu
Yrd. Doç. Dr. Bena Gül Peker

**Past and present, full and alternate
INGED Board members and auditors**

Upper left to right:
Defne Akıncı Midas, Faruk Dinç, Ceyhun Karabıyık, M. Nazlı Demirbaş, K. Sinan Özmen, Sibel Tüzel Kandiller, Büşra Delen M, Akın Güngör, Cem Balçıkanlı

Front left to right:
Naz Dino, Bena Gül Peker, Ayşegül Daloğlu, A. Suzan Öniz, Aydan Ersöz, Fatma Ataman, Hilal Onat

THE 15TH
INGED
INTERNATIONAL ELT CONFERENCE

20 – 21 – 22 October 2011

"Pushing the limits:
Are we there yet?"

Hosted by
the School of Foreign Languages,
Hacettepe University,
Ankara, Turkey.

We hope to see you there...

Details: Soon on the web

SHOTS FROM THE 14TH INTERNATIONAL INGED ELT CONFERENCE

October 22 and 23, 2010

hosted by
the Foreign Language School, Süleyman Demirel University, Isparta

For details, please visit:
http://w3.sdu.edu.tr/sdu.aspx?dosya=duyuru&dkod=5835
and
http://jalbum.net/browse/user/album/832012/

INGED Board, new and old at a moment of relaxation at the conference

**Conference Organization Committee Meeting,
a day before the conference ... final arrangements.**

INGED Desk: Happy faces, a friendly welcome!

The Opening Ceremony

Prof. Dr. Aydan Ersöz
INGED President

Assist. Prof. Dr. Oya Büyükyavuz
The Director of the Foreign Language School,
Süleyman Demirel University

Prof. Dr. Mehmet Kitiş
Vice Rector of Süleyman
Demirel University

Expressing our gratitude to
Dr. Büyükyavuz and Dr. Kitiş

Neil J Anderson is a Professor of Linguistics and English Language and Coordinator of the English Language Center at Brigham Young University, Provo, Utah, USA. His research interests include second language reading, language learner strategies, learner self-assessment, motivation in language teaching and learning, and ELT leadership development. He is the author or co-editor of three teacher education texts in the area of second language reading: Exploring Second Language Reading: Issues and Strategies (1999, Heinle/Thomson), Practical English Language Teaching: Reading (2008, McGraw Hill) and L2 reading research and instruction: Crossing the boundaries (2009, The University of Michigan Press). He served as President of Teachers of English to Speakers of Other Languages, Inc. from 2001-2002. He was a member of the Board of Trustees of The International Research Foundation (TIRF) from 2002-2008, serving as the President of the Board from 2004-2006. He has been a Fulbright Teaching and Research Scholar in Costa Rica (2002-2003) and in Guatemala (2009-2010).

In his speech, Allan James considered ways in which the relationship between linguistic theory and foreign language (FL) acquisition research has informed work in second language (L2) phonological learning. He suggested how the link between theoretical and 'applied' phonology may be concretely defined for the purposes of research on L2 phonological development.

Penny Ur's speech was on creating interesting exercises, and making boring exercises interesting. She suggested activities that provide practice in spelling, vocabulary and grammar, and exploring ways of increasing interest without an inordinate amount of preparation: 'tweaking' rather than creating.

Penny Ur's Workshop

Huw Jarvis' Plenary

Huw Jarvis has nearly 25 years' experience as a language teacher and trainer and has worked with teachers in Sudan, Kuwait, Thailand, Malaysia, China and Taiwan. His primary research interests cover issues of technology in language pedagogy. In recent years this has involved exploring computer-based-learning; the practices and perceptions of students, practitioners and higher education institutions.

Rector's Welcome Cocktail Party

Conference Gala Dinner

The 3rd INGED SpellEvent

CALL FOR THE NATIONAL CONTEST

In co-operation with
Franklin Electronic Publishers & TESOL

to select the finalist to represent Turkey
in August in the Global SpellEvent in New York

The 3rd INGED National SpellEvent Date:
Saturday, 16 April 2011

Host:
ODTÜ Koleji, Ankara

Deadline for application:
15 December 2010

Estimated number of participating students:
48 - 50

For details about the INGED National SpellEvent, please contact:
Hilal Onat (INGED SpellEvent Co-ordinator): h.onat@hacettepe.edu.tr

For practice for the SpellEvent:
http://www.spellevent.org/

SEETA

SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

http://seeta.eu/

SEETA
South Eastern Europe Teachers Associations

Getting Started | Netiquette | SEETA World | Calendar | Contact

online community

Happening Now!

On-line course

8-12 December 2010
Melania Paduraru

Make your students play your game
All work and no play makes learning (and teaching...) rather boring. On the other hand , experience demonstrates that we learn faster, easier and with better long-term results when our mind doesn't focus on the learning process, rules and structures. A relaxed atmosphere during the class - we're not grading anyone , an attractive (yet challenging) activity and lots of laughter may contribute more to our students learning English. Don't expect anything amazing from this workshop. I have not invented the wheel. I have just put together several game-like activities to trick students to learn while they think they are playing. They may be playing games, but they are mainly playing my game - learning English.

Make your students play your game

Our regular monthly guest blog

13 –16 December
Esra Girgin Akiskali

My working week :
A teacher's diary of a week in the classroom
This month's blogger, Esra Girgin Akiskali, gives us her insights, thoughts and reflections.
Read about her week and add your comments.

My working week - Esra Girgin Akiskali

New and ongoing
Catalina Ecaterina Burlacu
SEETA Projects Corner

SEETA Projects Corner is the place where teachers can exchange ideas on projects to use with their classes or to share. Either you want to find partners for a project, take part in a project or simply share your own school experience, SEETA Projects Corner is the right place to start with. Upload your ideas for projects onto the SEETA Projects Corner and you will find other people with the same interests as yours, willing to give you a helping hand and get involved in the project.

SEETA Projects Corner

New and ongoing
Sandra Vida
The ELT recipe book

Tell me what you have in your fridge and we will help you cook something with it! I don't promise it will always be edible, but it is worth a try! This will be a how-to-tackle-problematic-moments forum with a "little help from my friends"

The ELT Recipe Book

Welcome
Welcome to the SEETA Community, a collaborative on-line community of twelve Teachers' Associations in SE Europe run by volunteers.

Getting Started
Getting Active
Do you want to find out more about the SEETA Community ?
Do you want to know how you can contribute and be more active ?
Do you need help and advice about using the site ?
Click HERE to access this area.

SEETA Members
An area for the membership of Teachers' Associations in SEETA.
You need an enrolment key from your TA.
Click HERE to access this area.

SEETA Committees
This is an area for on-line courses for committee member of TAs participating in SEETA.
Click HERE to access this area.

SEETA Administration
This is an area for SEETA administration.
Click HERE to access this area.

SEETA areas
SEETA World
SEETA Members
Miscellaneous
SEETA Committees
All courses ...

SEETA is:-
elta

Login
Username
Password
Login
Create new account
Lost password?

Future on-line guests
23-29 January 2011
Nicky Hockly
mLearning : An introduction.
An overview of mLearning or mobile learning, also known as 'learning with handheld devices.'

Future Guest Bloggers
13 - 17 December 2010
Esra Girgin Akiskali
January 2011
Cliff Parry

Latest News
1 Dec, 21:20
Anna Parisi
DECEMBER ON SEETA more...
21 Nov, 14:41
Anna Parisi
Adrian Underhill on SEETA more...
1 Nov, 22:04
Anna Parisi
November on SEETA more...
Older topics ...

Upcoming Events
18th Annual Convention TESOL Macedonia-Thrace Northern Greece
Saturday, 19 March, 07:00 AM
» Sunday, 20 March, 09:00 PM
45th IATEFL Annual Conference and Exhibition

INGED - MARMARA SCHOOLS
13th DRAMA FESTIVAL
13 MAY 2011

at Marmara Primary School, Istanbul.

Deadline for application: December 6, 2010.

Contact: Yüksel Dağıstanlı
Head of Foreign Language Department
Marmara Primary School

Tel: 0216 626 10 00 –ex. 2138
Fax:0216 626 10 10

E-mail: **yukseldagistanli@mek.k12.tr**
ydag54@yahoo.com

THE 13TH INGED DRAMA FESTIVAL IN ANKARA

The Drama Festival will take place

on Saturday, 28 May 2011

at Nesibe Aydin Schools, Ankara.

For details, please contact: Hilal Onat: h.onat@hacettepe.edu.tr

TECHNOLOGY IN TEACHING:

MAKE PRESENTATIONS THAT PEOPLE WILL REMEMBER

by
Garr Reynolds

This article originally appeared on:
http://www.peachpit.com/articles/article.aspx?p=1169390&seqNum=1

This chapter is from the book: *Presentation Zen: Simple Ideas on Presentation Design and Delivery* by Garr Reynolds

Garr Reynolds, creator of the most popular Web site on presentation design and delivery on the net—presentationzen.com—helps you tell a story through your presentation that people won't soon forget.

During your time off the grid, you brainstormed alone or perhaps with a small group of people. You stepped back to get the big picture, and you identified your core message. You now have a clearer picture of the presentation content and focus, even if you do not have all the details worked out yet. The next step is to give your core message and supporting messages a logical structure. Structure will help bring order to your presentation and make it easier for you to deliver it smoothly, and for your audience to understand your message easily.

Before you go from analog to digital—taking your ideas from sketches on paper and laying them out in PowerPoint or Keynote—it is important to keep in mind what makes your ideas resonate with people. What makes some presentations absolutely brilliant and others forgettable? If your goal is to create a presentation that is memorable, then you need to consider at all times how you can craft messages that stick.

What Makes Messages Stick?

Most of the great books that will help you make better presentations are not specifically about presentations at all, and certainly not about how to use slideware. One such book is *Made to Stick* (Random House) by Chip Heath and Dan Heath. The Heath brothers were interested in what makes some ideas effective and memorable and other ideas utterly forgettable. Some stick and others fade away. Why? What the authors found—and explain simply and brilliantly in their book—is that "sticky" ideas have six key principles in common: simplicity, unexpectedness, concreteness, credibility, emotions, and stories. And yes, these six compress nicely into the acronym SUCCESs.

The six principles are relatively easy to incorporate into messages—including presentations and keynote addresses—but most people fail to use them. Why? The authors say that the biggest reason why most people fail to craft effective or "sticky" messages is because of what they call the "Curse of Knowledge." The Curse of Knowledge is essentially the condition whereby the deliverer of the message cannot imagine what it's like not to possess his level of background knowledge on the topic. When he speaks in abstractions to the audience, it makes perfect sense to him, but to him alone. In his mind it seems simple and obvious. The six principles—SUCCESs—are your weapons, then, to fight your own Curse of Knowledge (we all have it) to make messages that stick.

Here's an example that the authors used early in their book to explain the difference between a good, sticky message and a weak yet garden-variety message. Look at these two messages which address the same idea. One of them should seem very familiar to you.

- *"Our mission is to become the international leader in the space industry through maximum team-centered innovation and strategically targeted aerospace initiatives."*

Or

- *"...put a man on the moon and return him safely by the end of the decade."*

The first message sounds similar to CEO-speak today and is barely comprehensible, let alone memorable. The second message—which is actually from a 1961 speech by John F. Kennedy—has every element of SUCCESs, and it motivated a nation toward a specific goal that changed the world. JFK, or at least his speechwriters, knew that abstractions are not memorable, nor do they

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motivate. Yet how many speeches today by CEOs and other leaders contain phrases like "maximize shareholder value yada, yada, yada?" Here's a quick summary of the six principles from *Made to Stick* that you should keep in mind when crystallizing your ideas and crafting your messages for speeches, presentations, or any other form of communication.

- **Simplicity.** If everything is important, then nothing is important. If everything is a priority, then nothing is a priority. You must be ruthless in your efforts to simplify—not dumb down—your message to its absolute core. We're not talking about stupid sound bites here. Every idea can be reduced to its bare essential meaning, if you work hard enough. For your presentation, what's the key point? What's the core? Why does (or should) it matter?

- **Unexpectedness.** You can get people's interest by violating their expectations. Surprise people. Surprise will get their interest. But to sustain their interest, you have to stimulate their curiosity. The best way to do that is to pose questions or open holes in people's knowledge and then fill those holes. Make the audience aware that they have a gap in their knowledge and then fill that gap with the answers to the puzzle (or guide them to the answers). Take people on a journey.

- **Concreteness.** Use natural speech and give real examples with real things, not abstractions. Speak of concrete images, not of vague notions. Proverbs are good, say the Heath brothers, at reducing abstract concepts to concrete, simple, but powerful (and memorable) language. For example, the expression "*iiseki ni cho*" or "kill two birds with one stone"? It's easier than saying something like "let's work toward maximizing our productivity by increasing efficiency across many departments, etc." And the phrase "...go to the moon and back" by JFK (and Ralph Kramden before him)? Now that's concrete. You can visualize that.

- **Credibility.** If you are famous in your field, you may have built-in credibility (but even that does not go as far as it used to). Most of us, however, do not have that kind of credibility, so we reach for numbers and cold hard data to support our claims as market leaders and so on. Statistics, say the Heath brothers, are not inherently helpful. What's important is the context and the meaning. Put it in terms that people can visualize. "Five hours of battery life" or "Enough battery life to watch your favorite TV shows nonstop on your iPod during your next flight from San Francisco to New York"? There are many ways to establish credibility—a quote from a client or the press may help, for example. But a long-winded account of your company's history will just bore your audience.

- **Emotions.** People are emotional beings. It is not enough to take people through a laundry list of talking points and information on your slides—you must make them *feel* something. There are a million ways to help people feel something about your content. Images are one way to have audiences not only understand your point better, but also feel and have a more visceral and emotional connection to your idea. Explaining the devastation of the Katrina hurricane and floods in the U.S., for example, could be done with bullet points, data, and talking points, but images of the aftermath and the pictures of the human suffering that occurred tell the story in ways that words, text, and data alone never could. Just the words "Hurricane Katrina" conjure up vivid images in your mind. Humans make emotional

  connections with people, not abstractions. When possible, put your ideas in human terms. "One hundred grams of fat" may seem concrete to you, but for others it is an abstraction. A picture of an enormous plate of greasy French fries, two cheeseburgers, and a large chocolate shake will hit people at a more visceral level. "So that's what 100 grams of fat looks like!"

- **Stories.** We tell stories all day long. It's how humans have always communicated. We tell stories with our words and even with our art and music. We express ourselves through the stories we share. We teach, we learn, and we grow through stories. In Japan, it is a custom for a senior worker (*sempai*) to mentor a younger worker (*kohai*) on various issues concerning the company history and culture, and how to do the job. The sempai does much of his informal teaching through storytelling, although nobody calls it that. But that's what it is. Once a younger worker hears the story of what happened to the poor guy who didn't wear his hardhat on the factory floor, he never forgets the lesson (and he never forgets to wear his hardhat). Stories get our attention and are easier to remember than lists of rules. People love Hollywoord, Bollywood, and indie films. People are attracted to "story." Why is it, though, that when the majority of smart, talented story-loving people have the chance to present, they usually resort to generating streams of vaguely connected information rather than stories, or

examples and illustrations? Great ideas and great presentations have an element of story to them.

●

Make your ideas sticky

Simplicity

Unexpectedness

Concreteness

Crediblity

Emotions

Stories

Please renew your membership.

We depend on membership and as you know,

"Together we stand."

DISCUSSION IDEAS

CLASSROOM WALL DISPLAYS
by Suzan Öniz

We started this section with the first issue in 2010 and hope that teachers looking for practical ideas can adapt some of these to their own teaching environments.

In this issue, the topic is classroom wall displays. I searched the web for ideas about how teachers elsewhere use classroom walls. Here are a few:

Tired Words:
This is a wall display that teachers and students can make together.

Tired words want to go to sleep.
Let them rest! Don't make a peep!
Try to use a synonym instead.
Let those tired words stay in bed!

I can think of many ways to use this idea.

<u>To start this activity:</u> Teachers can make a list of 'tired' words as can be seen on the labels in the picture and then ask groups of students to find synonyms for the word that they got. After checking spelling and that the synonyms are really synonyms, teachers can invite students to write these on cards. Students can then help make the wall display with the pockets.

<u>How to use the wall display:</u> <u>As a five-minute calming down activity:</u> Students go and select a card, taking it back to their desks. They then copy the word into their vocabulary notebook noting the synonym and put the card back in the correct pocket of the wall display. Students look up the word in a dictionary and find collocations. This last part can be homework. The teacher can invite 2-3 students at the beginning of the next lesson to say the collocations; the class tries to guess the word on the card.

<u>As a recycling activity:</u> The teacher dictates 6-7 words on the pockets and students try to write down 3-4 synonyms for these. This could be turned into a group challenge or kept at the individual level.

<u>As an in-class writing aide:</u> As students are writing sentences in class, they can go up and look for a synonym.

The Interactive Story Wall

On one part of the class wall, students and teachers can create this story-telling aide. It consists of sets of pictures for WHO, WHERE, WHEN, WHAT HAPPENED placed in
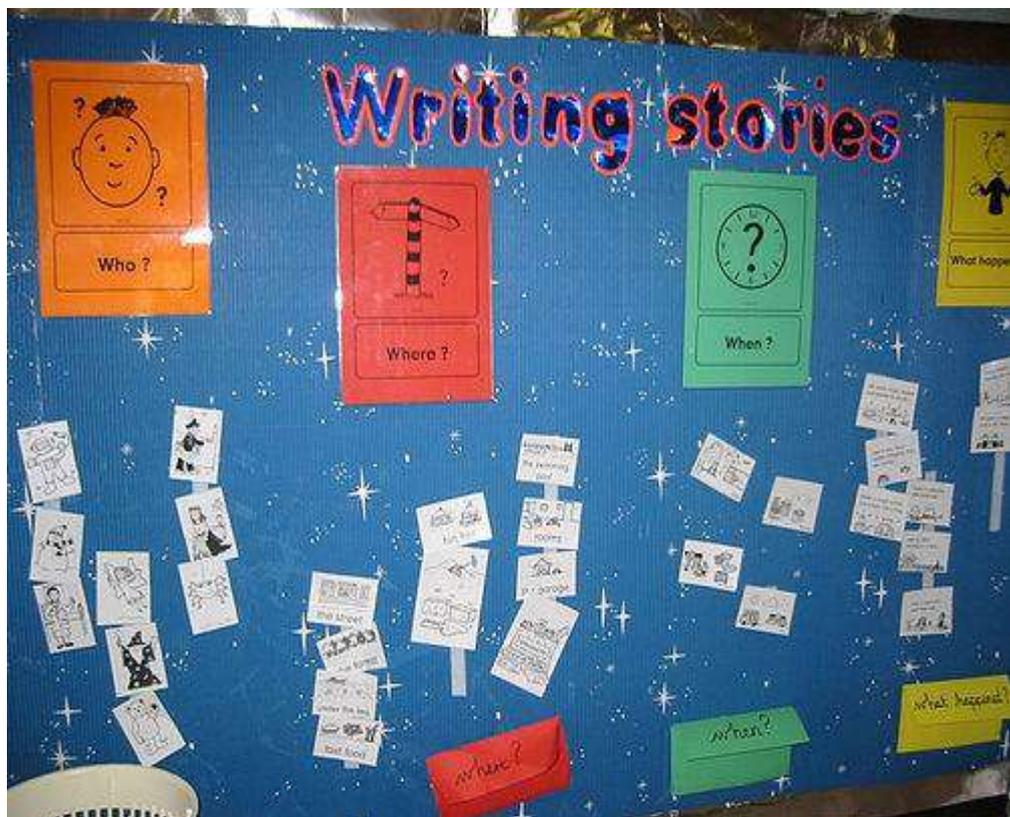

envelopes. Care must be taken to keep all these at the height of the students.

<u>To start this activity:</u> Teachers and students bring small pictures cut out from newspapers and magazines for the categories. Then these are placed in colored envelopes and attached on the board as can be seen in the photo above.

<u>How to use the wall display:</u> <u>As a story telling activity</u>: (A challenging version) A student comes to the display, picks one picture from the each envelope and attaches these onto the surface. Now the class, as individuals or groups, write 3-4 sentences to create a story around these pictures. The simpler version is one student picks a person from the WHO envelope and starts the story by saying something about the character. Then another student comes and picks a picture from another envelope and continues with the story...

Word Search Wall
Arrange letters on the corridor walls (with permission from the administration naturally) so that students who are walking by try to locate as many words as they can. Here is an example:
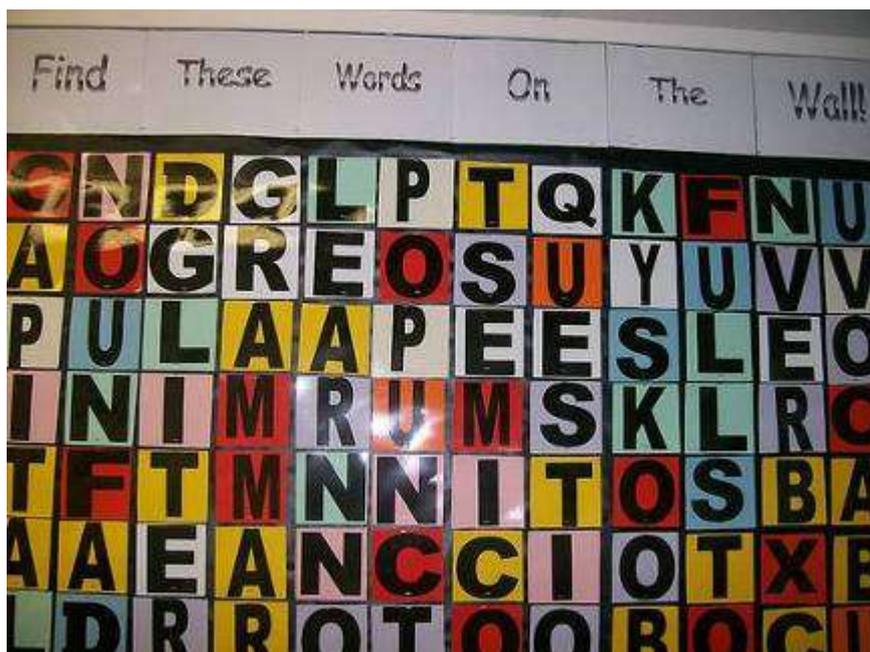
Classroom Language
In monolingual classes, as is the case with most of our classes in Turkey, teachers often struggle to get students to use English in class. One way to help students in this area is to write sample utterances on slips and post these on walls: e.g.
<u>On the class door, outside</u>: I'm sorry, I'm late. May I come in?

<u>On the class walls:</u>

Sorry teacher/Ms. ...., could you please repeat that?

Excuse me, how do you say "........." in English?

Excuse me, teacher, may I go out, please?

Excuse me, teacher, may I open/close the window, please?

Create a class panel on a theme & talk about it

Provide colorful paper, coloring pens, old magazines with lots of pictures in them, scissors, blutac/glue and a surface. Give the class time and remind them of the theme and then let them decide on what to put up.

The birds on the left all have names: The names of the kids in the class.

Students used recycled materials, painted pictures, knitted green wool to make the vines, glued photos onto the scene adding short info about the animal or plant.

Word Posters
Pick a word that is especially problematic such as get, make, do, have, take. Provide colorful paper, pens, scissors, and blutac/glue. Ask groups of students to make posters that best help learn this word. Display all posters after checking the language and information on them.

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...
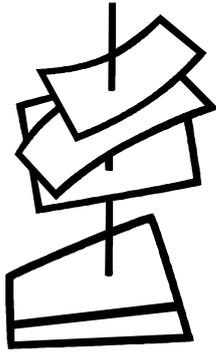
REFLECTIONS ON THE INSERVICE TRAINING SEMINAR

"English Language Teaching Curriculum, Methodology and Techniques" held by the Ministry of Education in Çankırı

by
Prof. Dr. Aydan Ersöz
INGED President

The Ministry of Education holds inservice training seminars on "English Language Teaching Curriculum, Methodology and Techniques" all over the country. The major aim is to inform English teachers about the innovations in the curriculum and the teaching materials. These seminars are planned for 2010 and 2011. I take part in this project on behalf of INGED, and joined the MEB trainers between 4 and 8 October 2010 for the seminar in Çankırı (for the related news, please see: http://cankiri.meb.gov.tr). There were about 9 trainers and 110 participants. The participants attended concurrent sessions held by different trainers. The courses were all day long.

The titles of the courses are given below:

Cemal Akbıyık,
Çankırı Provincial Director of Education
giving his opening speech

Ice-breakers and warmers

Introducing the new Curriculum, Samples from the new coursebooks

Integrated Language Teaching

Classroom Management

Teaching Vocabulary and Grammar in Context

Developing Listening Strategies

Developing Speaking Strategies

Developing Writing Strategies

Materials Adaptation and Development

Testing and assessment

In this particular seminar, I ran two courses for all the three different groups: Classroom Management, and Teaching Vocabulary and Grammar in Context. You can find the summary of these sessions below.

Sevinç Özdemir, MEB teacher trainer, running her session on Ice-breakers and Warmers. The class is divided into small groups, and each group is given letters that make a word. When the group finds the word, they write it on a piece of paper. Then one person from each group stands in the front to form a sentence with the words they have.

CLASSROOM INTERACTION AND MANAGEMENT
Prof. Dr. Aydan Ersöz

Teaching can be a frustrating and stressful experience if students are not motivated. Such students tend to cause more problems than the others. These students have a low awareness of the importance of learning a language.

- Often they don't want to be in class.
- When in class, they display a negative attitude. They are not happy with the materials, activities or teaching methods.
- They don't participate. If they are asked to do so, they do it as a drag.

Such students sometimes may cause problems. If anything does occur in the classroom, don't take it personally. Remember that most of the time it is not directed at you. You are simply the nearest target that represents everything that keeps unmotivated people in the class. Keep in mind that PREVENTION IS ALWAYS BETTER THAN ANY REMEDY.

How can we prevent problems and troubles in class?
* Be friendly but firm. Always start by being firm, you can relax later.
* Establish the rules by explaining the reasons behind them and stick to them yourself.
* From the first lesson discuss the importance of learning a language. You may have to hold such sessions throughout the year again and again to keep them reminded.
* Prepare motivating and fun lessons. Keep your students busy.

* Always be prepared. Teachers who carefully plan what they will do in the lesson have fewer problems than those who don't. Furthermore, being prepared will give you more confidence which will show in your behavior. Your students will appreciate your effort as it is a sign of your respect to your profession and students.

* Ensure that you provide the right level of challenge. Too easy and they will become bored and disruptive, too difficult and they will feel de-motivated, switch off and become disruptive.

* Adjust the pace appropriately in your lessons. Allowing activities to go on for too long will result in boredom. Going too fast will cause confusion. Change the focus and pace of the lesson regularly. Don't forget that catching up with the syllabus cannot be a teaching goal. You may cover the syllabus just in time, but what about your students?

* Be alert to what is happening in your classroom. Keep your eyes and your ears open to all parts of the room. Look out for signs of lost interest or distraction.

* Treat your students with love and respect; and don't patronize them. They are individuals with their own personality. Don't verbally abuse them (insult, intimidate or ridicule them). Don't tease them unnecessarily. Don't break down their self-confidence.

* Be fair and consistent.

* Highlight good work and praise the positive things in your students. Sometimes it may be a good idea to ignore negative things.

When a problem occurs, remain calm and avoid personal confrontation. Losing your temper or shouting at a student will simply make you weaker. Remember "Anger is only one letter short of danger". Having an argument with a student in front of the other students may cause you to lose your authority. Talking to a student in one to one situation after the lesson will put you in control again and will leave them with something to think about during the lesson.

When you feel that you cannot tolerate the aggression or rudeness and you have a burning desire to warn a student, use statements which focuses on the effect of the behavior on the teaching situation. Example: "When you talk while I talk (*a description of the behavior*), I have to stop my teaching because I lose my concentration (*the effect of this behavior on the teaching situation*). This frustrates me (*the feeling that it generates*)."

Remember that good and effective communication is central to classroom management and interaction.

Tips for good and effective communication and interaction

Communication is not just about the words you use, but also your manner of speaking and body language. Human beings are sensitive to body language, facial expression, posture, movement, tone of voice and more.

Your body language, facial expression, posture, movement, and tone of voice can help you emphasize the truth, sincerity, and reliability of your communication.

The effectiveness with which you listen is another important part of successful communication. Listen with your full attention directed toward understanding what your students need from you. Then ask questions for clarification to make sure you understand the situation. At the end you may summarize what you have understood for cross checking.

Skills

Listening and building empathy

- Establish rapport and respectful, trusting relationships with your students.
- Develop and use effective communication systems appropriate to them.
- Understand the effects of non-verbal communication such as body language, gestures and postures.
- Make your students feel valued as human beings.
- Actively listen in a calm, open, non-threatening manner and use questions to check understanding and acknowledge that you have heard what is being said.
- No question or remark is stupid for the person who uses it. Treat it with respect. If it is lesson-related, try to answer or give feedback.

Consultation and negotiation

- Try to persuade your students about the importance of learning a foreign language.
- Inform, involve and help your students to assess different courses of action, understand the consequences of each and, where appropriate, agree next steps.
- Share reasons for action with your students.
- Provide support and encouragement to them.
- Know when and how to consult others (your colleagues or superiors).
- Try to avoid non-sense threats. It will only weaken your authority.
- Knowledge

- Be prepared. Study what you will teach beforehand. Check any unknown pronunciation, vocabulary and syntax areas. When you are prepared, it shows in your attitude and behavior. Students respect that.
- Be ready to admit that you don't know something (try not to do it very often, though). Students immediately feel your sincerity.
- Believe in yourself. It will be reflected in your posture. Having confidence in yourself will build trust and respect on your students.
- Love and respect your profession. Students immediately understand whether you do something because you have to or because you want to. Enthusiasm is an epidemic and so is the lack of it.

"Your students may forget what you said but they will never forget how you made them feel".

Teaching the Sub-skills (Grammar and Vocabulary) in Context
Prof. Dr. Aydan Ersöz

Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage.

Language teachers usually tend to focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. 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.

Long and detailed explanations may satisfy the teacher; however, they do not mean much to learners. 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.

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.

Procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication. It 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.

Without context, grammar is too abstract to be effectively teachable. Students need overt instruction that connects grammar points with larger communication contexts.

Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.

They need to pay attention to the relationships among <u>form</u>, <u>meaning</u>, and <u>use</u> for a specific grammar rule. They need plentiful, appropriate language input to be able to discover this relationship. That's why grammar should be taught integratedly and inductively.

Students are NOT passive recipients of knowledge or information. Genuine learning cannot occur simply by instruction, without acts of thinking and understanding. The acts of thinking and understanding involve discovery by the minds of students.

In the 5E model, students are 'led' to the grammar rule or vocabulary item through a series of steps. Students induce the rules and meaning from exposure to the language in use. Learners discover rules and how they are applied by looking at examples in context. In 'guided discovery', the role of the teacher is to guide learners in discovery by asking questions to elicit information from them about use (i.e. meaning and function) and usage (i.e. form and structure).
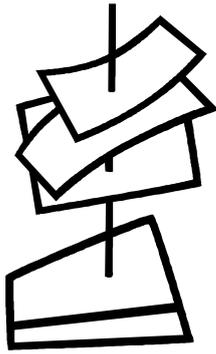

After the theory, we covered sample lessons and activities to experience how we can learn grammar and vocabulary in context.

When learners discover the use and usage, learning becomes more memorable.

As trainers, we deserved a nice sightseeing tour and a visit to the incredibly huge salt caves. We had great fun and got some raw salt, too.

REFLECTIONS ON
THE 3rd VIRTUAL ROUND
TABLE CONFERENCE
OCTOBER 8 – 9, 2010

Summarized by
Merve Elbirlik Tülek

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Doğuş University, Foreign Languages Department

I had the opportunity to attend the 3rd Virtual Round Table Conference on October 9, 2010. It was a two-day conference with participants from all over the world. In addition, countless new Networks were established while professionals from the ELT world had the opportunity to think about and share practical ideas, Web 2.0 tools/IT applications. Some ideas were on blended learning combining in-class activities with technology – Web 2.0 tools and some ideas were brand new, amazing and really easy to use and adapt.

I'd like to share with you some of my impressions and some of the practical teaching ideas that I have become aware of at the Virtual Round Table Conference which can easily be adapted to our classes and to our students' needs.

Impressions: The conference was participant-friendly; you could easily go into the online rooms where workshops were held; in addition, it was easy to find information about the conference programme: when you clicked the time zone, you could find out when the workshop would be held in your city. During the presentations, workshops and webinars participants commented and exchanged ideas simply by typing. If you wanted, you could have your voice heard by means of your microphone. The most striking thing for me was the friendly atmosphere: everybody was eager to share and learn from each other. To sum up, you could attend thought-provoking presentations, workshops and webinars

from your home simply by clicking the enter button, discuss and share ideas with a teacher from for example Brazil!, which was really exciting for me.

Two practical ideas
I'd like to share with you two blended – speaking activities that I really liked.

Presenter of the Webinar: Russell Stannard
Teacher Training Videos, UK, Web 2.0 Tools that make a difference

Title: * Getting my students talk about their daily routines
**   * Getting my students talk about their best friends**

ACTIVITY 1 - Getting my students to talk about their daily routines:
<u>Before the lesson:</u> Inform the students about the links or give the students the links so that they can learn how to use them.

http://vocaroo.com (voice recording tool)
http://www.mailvn.com (great for pronunciation practice)
http://www.fotobabble.com (create your own talking photos)
http://newtoolsworkshop.wikispaces.com/ (Web 2.0 pieces to piece together)

1. Build a link between what you do in class and what you get the students to do for homework.
2. I call this the "connected classroom."
3. Plan the whole lesson (class and homework) as if one.
4. Plan the stages and structure.

<u>During the lesson:</u>
Objective: Have students talk about their daily routines

In class:
- Brainstorm verbs in groups.
- Elicit and write them all on the board.
- Draw a time line on the board and note down some times.

9	10	11	12	13	14	15	16	17	18	19	20	21	22

⇩
Get up

- The teacher now stands in front of the class and talks about his/her day.
- Get the students to draw their own time lines.
- Put students in pairs and get them to talk through their timelines.

After the lesson:
- For homework: ask the students to take their timelines home and record themselves talking about their typical day and then send recordings to their teacher (e.g. through Vocaroo, which is quite a user-friendly recording tool with quick recording and mailing features.)

Teacher
- Listens, takes notes and gives oral feedback by recording and e-mailing this to the students.

ACTIVITY 2 – Getting my students talk about their best friends:
During the lesson:
Objective: Get students to talk about their best friends

In class
- Start by showing a drawing/picture of a good friend of yours.
- Tell the students that they have to find out the following information by asking questions:

How/met
What the friend looks like
The friend's hobbies
The friend's personality
What the friend likes
2 pieces of extra information

- Give students time in groups to form the questions.
- They ask you and you answer.
- Then put the students into groups.
- Tell them to think of a good friend and ask the rest of group about their best friends.
- Get feedback from a couple of groups.

After the lesson:
- For homework, students do a recording and e-mail it to their teacher for feedback. They must cover the following areas:

How they met.
What their friend looks like.
Why they are good friends.
What they have in common.

- Students are given the links below to design their homework according to their needs and aims.

http://vocaroo.com (voice recording tool)
http://www.mailvn.com (great for pronunciation practice)
http://www.fotobabble.com (create your own talking photos)
http://newtoolsworkshop.wikispaces.com/ (Web 2.0 pieces to piece together)

The presenter briefly showed us how we can blend activities; that is, how we can combine traditional activities with Web 2.0 tools and adapt technology according to our needs. I was really happy to attend Russell's webinar as I have learned useful and practical Web 2.0 tools that I can try in my class and share with my colleagues.

Have you been to a conference or workshop lately?
Would you like to send us your summary of one or two of the sessions that you liked?
We will be more than happy to publish them here.

Please contact the editor: suzanoni@metu.edu.tr
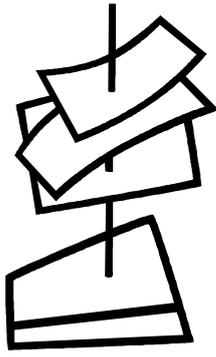
REFLECTIONS FROM THE 1st INTERNATIONAL BLACK SEA ELT CONFERENCE:

15 – 17 October 2010

Summarized by

Sibel Tüzel Kandiller
METU, Ankara

1st Black Sea ELT Conference

DIVING INTO DEPTHS OF ENGLISH LANGUAGE TEACHING

15 - 17 October 2010

Sponsored by

Organised by
ZONGULDAK KARAELMAS UNIVERSITY
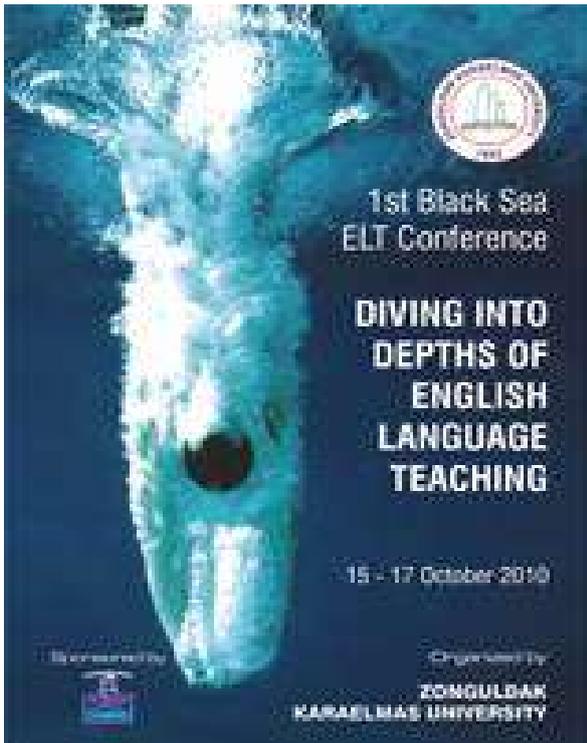
A Plenary and Workshop with Neil Anderson on "Teachers as Motivators"

In these sessions, the role of teachers as motivators and ways in which teachers could enhance learner motivation were addressed. Learners are clearly influenced by teachers' motivation (Guilloteaux and Dörnyei, 2008); therefore, teachers should make a point of blending motivation into their practice. In Schramm's Model of Fraction of Selection (1956), motivation is defined as:

Motivation = Expectation of Reward

Effort Required

Thus, it is important to balance the two by increasing expected rewards and decreasing effort required by learners.

It is possible to increase expected rewards by:
- providing regular, genuine tasks and activities,
- writing fair tests,
- providing high-success tasks,
- involving students in setting the purpose,
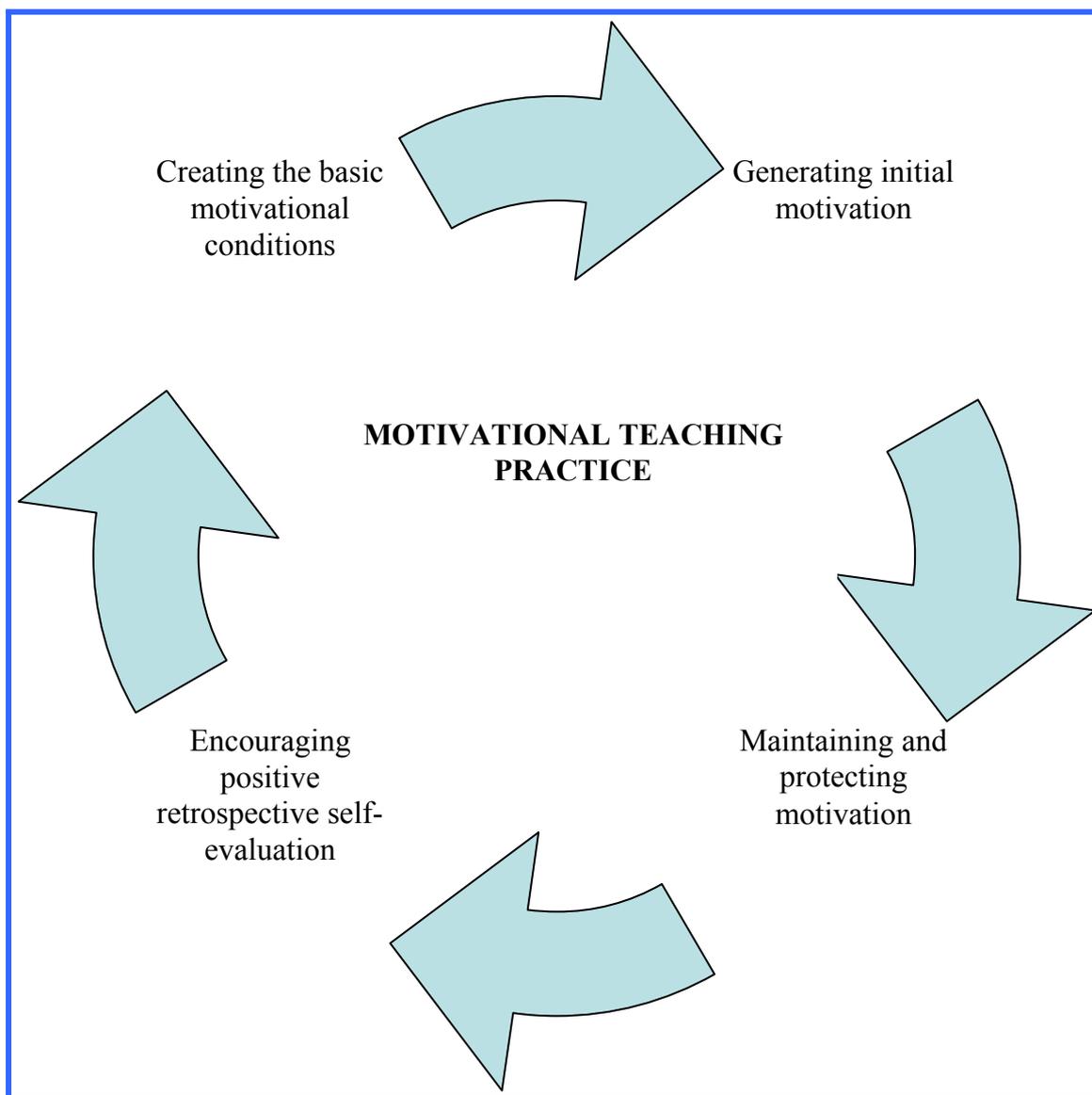- involving the students in questioning
- giving students choices.

In the meantime, effort required by learners can be reduced by:
- providing background information, i.e., activating schemata to increase output,
- providing specific purpose to prevent guessing games,
- scaffolding the assignment,
- previewing vocabulary required for the task,
- discussing learning strategies,
- using high success materials,
- dividing longer assignments into shorter ones.

Guilloteaux and Dörnyei (2008), describe motivational strategies as instructional interventions applied by the teacher to elicit and stimulate learner motivation, and as self-regulating strategies used by individual learners to manage the level of their own motivation. Thus, learners are able to foster their own motivation from within (Ushioda, 2008).

The implication is that motivation is not static but dynamic. It can fluctuate in a relatively short time due to various factors ranging from the learner, the materials and the program to the teacher, the task and the task participants. Thus, it is important for teachers to bear in mind is that motivated learners require motivated teachers and that teachers' motivational teaching practice is directly related to how the students approach classroom learning. Motivational teaching practice can be illustrated as such:

MOTIVATIONAL TEACHING PRACTICE

Creating the basic motivational conditions

Generating initial motivation

Maintaining and protecting motivation

Encouraging positive retrospective self-evaluation

Teachers should weave "motivational moments" into their teaching. These moments should last between 15 to 60 seconds and create the initial motivation for a task, unit, and so forth. There should ideally be four motivational moments in one lesson and teachers should include these in their lesson plans while planning their lessons. Teachers should plan to ensure that the motivation of their learners during the last ten minutes of their lesson is at an upwards swing so that the learners feel the motivation to return to class the next time.

To create the basic motivational conditions, teachers should talk about their own enthusiasm for the course, take their students' learning seriously, and create a pleasant and supporting atmosphere in the classroom. To generate initial motivation at the beginning of a task, unit and the like, teachers should

raise their learners' intrinsic interest in the L2 learning process and promote their learners' language related values by presenting peer role models. They should also increase their learners' goal-orientedness by formulating explicit class goals accepted by them all. To maintain and protect motivation, teachers should help create realistic learner beliefs and use goal-setting methods in their classrooms. They should also strive to build learners' confidence in their learning ability by teaching them various learning strategies. To encourage positive retrospective self-evaluation, teachers should promote effort attributions in learners. They should provide students with positive feedback and explain what the praise is for. They should use grades in a motivating manner, reducing as much as possible the demotivating impact.

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!
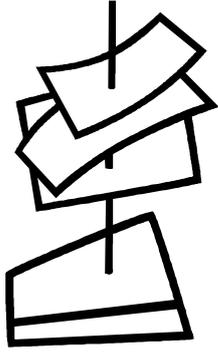
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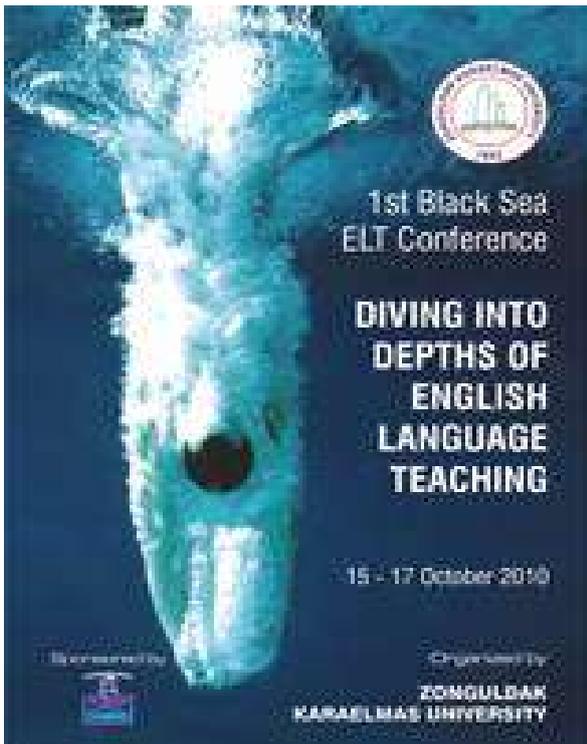
**A Plenary with
John Henry Moorcroft
on
"Tools for Teaching and Learning
Vocabulary"**

In this workshop, the speaker first addressed the issue of what it means to know a word and summarized it as one's ability to:

- spell and pronounce the word appropriately,
- use the word grammatically in an appropriate construction,
- understand the meaning of the word in context,
- use the word with the appropriate collocations in comparison with similar words.

He, then, asked the audience to brainstorm in pairs the possible collocations of the word "alarm" to which the following collocations were provided:

- alarm clock
- burglar alarm
- false alarm
- the alarm goes off
- sound the alarm
- set off / trigger the alarm
- a car alarm
- an alarm system

The same procedure was followed with the word "absence" and the following emerged:
- lengthy / long / prolonged absence
- an absence from something
- during / in someone's absence
- absence from work

The next issue that the audience reflected on was how the concept of 'collocation' can be explained to learners. The audience, by referring to their own experiences, suggested providing examples from the learners' L1 to indicate that some words go together while others, despite their similar meanings, do not. They also proposed that activities be used to raise learners' awareness of the concept.

Below are the activities that John shared. They can be used not only to raise learners' awareness of collocations but also to add an element of fun to the lesson.

Activity 1:
The teacher displays a list of nouns such as the following and then provides the verbs one by one. Students working in teams decide which nouns collocate with each verb provided.

List of nouns given to students	Verbs the teacher provides one by one
Guidelines	Make
A guess	Follow
Hunger	Have
A course	Face
A reaction	Design
Eyebrows	Show

The chance	Raise
A party	Give
Hope	Throw
Funds	
Preparations	
Judgment	
On ambition	
The consequences	

Activity 2:

The teacher prepares two grids such as the following and after eliciting the grid to which each of the verbs provided belong, s/he elicits nouns that can act as the subject of the sentences.

ABSORB or REFLECT?

		a change.
		light.
		an image.

		your attention.
		liquid.
		information.

Activity 3:

This activity aims to provide students with practice on the words that collocate with 'make' and 'do'. The teacher provides a list of nouns and the students in pairs break the list into two: a list of nouns that are used with 'make' and a list of nouns used with 'do'. The teacher, then, asks students to create a dialogue using as many of the collocations as possible. The pair who uses the greatest number of collocations in their dialogue is the winner and performs the dialogue to the rest of the class.

Activity 4:

The students match collocations that would occur in a certain context like 'jobs and employment'. Depending on the context in which the collocations would most likely occur, the students write a text. This could be an application letter in a 'jobs and employment' context or a story in a 'hobbies and spare time activities' context.

Activity 5:

The teacher prepares sets of domino cards using collocations. The students play dominos by matching words that collocate and then write a story to contextualize the collocations. The text will depend on the natural context of the collocations. The natural context for some collocations might be a dialogue in which offers and requests are made while for others, such as 'a tablespoon / pinch of salt', it could be a recipe.

The session ended with further ideas regarding ways of raising learners' awareness of collocations. The importance of providing learners with examples in context, exposing them to groups of related words, including in lessons activities that draw attention to common collocations, providing input on how to make effective use of dictionaries, and perhaps, most importantly, showing learners how to build vocabulary notebooks was once again emphasized.

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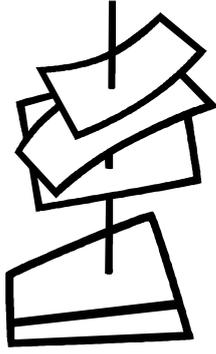
REFLECTIONS FROM THE 1st INTERNATIONAL BLACK SEA ELT CONFERENCE:

15 – 17 October 2010

Summarized by

Sibel Tüzel Kandiller
METU, Ankara
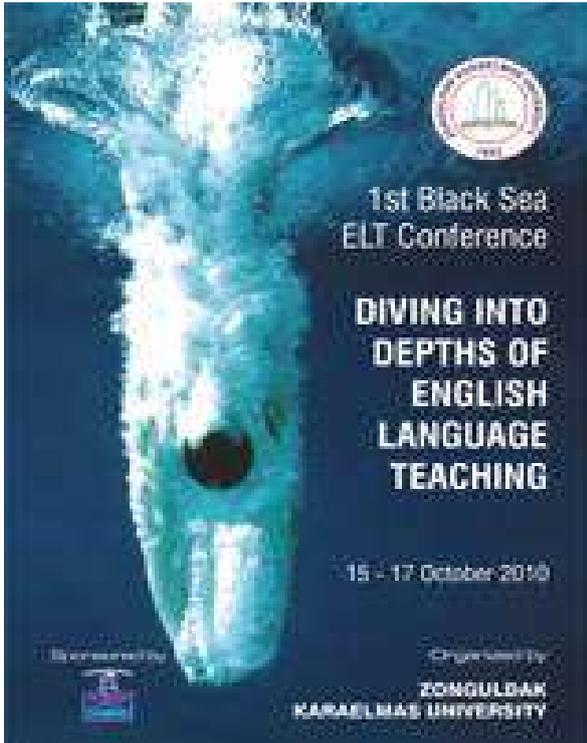
**A Plenary with Dr. Bradley Horn on
"Good for What Ails You:
CBI in the Turkish educational context"**

Dr. Horn started his talk by referring to public opinion that held that Turkish learners are good at grammar and writing but lack confidence in oral skills. However, he stated that Turkish students are not as good at written or listening skills as commonly thought. He attributed this to the fact that the students often lack a clear purpose for learning English. The questions raised at this point were: Why are we teaching language in Turkey? To support interpersonal communication skills? For academic purposes? Both? Neither?

The starting point, according to Dr. Horn, is for educationalists to decide if they agree with the idea that Turkish learners need to develop cognitive, academic, and linguistic skills both in English and in their native language because this will help them consider whether what they are currently doing caters for this.

The problem, as identified by the speaker, is that the primary and secondary school curricula have focused on "English for no specific purposes" for far too long, producing students who are unprepared by they time they reach university and the preparatory programs in tertiary institutions have only a year to prepare their learners for the cognitive, academic and linguistic demands of university.

The solution, Dr Horn pointed out, lies in Content-Based Instruction (CBI), also known as CLIL. The features of CBI (Stoller, 2002) are:
- Extended input, meaningful output and feedback on language and content
- Task-based activities and project work: collaborative learning with peers all over the world thanks to the Internet
- Information gathering, processing and reporting
- Integrating skills
- Strategy training
- Contextualized language instruction
- Visual support
- Culminating synthesis activities

The next question Dr. Horn addressed in his talk was the nature of content in CBI. He defined "content" as "material that is cognitively engaging and demanding for the learner. Material that extends beyond the language" (Met, 1999).

As for the knowledge and skills that future CBI teachers would require, Dr Horn summarized these as:
- Language proficiency
- Academic skills
- Pedagogic knowledge and skills
- Content – language interface skills

Proficiency in language means:
- fluency and accuracy,

- knowledge of academic discourse in L1 and L2,
- lingua franca orientation and skills, i.e., the ability to interact with multiple speakers of English, not just native speakers.

Academic skills include:
- ability to research and comprehend diverse academic content,
- note-taking, paraphrasing, summarizing and synthesizing,
- oral presentation skills,
- academic writing skills.

Pedagogical knowledge and skills in the following areas are required:
- approaches to language teaching
- learner-centered instruction and scaffolding
- materials development and adaptation
- assessment for learning
- educational technology

Content – language interface skills involve:
- understanding how emerging L1/L2 proficiency will impact content learning,
- understanding the impact of emerging L1/L2 proficiency on language learning,
- the ability to work with content-area instructors.

Dr. Horn ended his talk with final thoughts regarding what this might mean for Turkey. In the current situation, he asserted, pre-service teacher training programs blame preparatory schools for not producing proficient learners. Preparatory programs blame primary and secondary schools for the quality of the students they receive, and primary and secondary schools blame pre-service teacher training programs for not producing effective teachers. The teachers suffer amidst all this blaming. If all the schools, he concluded, produce stronger learners and teachers, the cycle will get better and better.
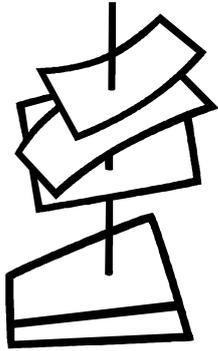
REFLECTIONS FROM THE INSERVICE TRAINING SEMINAR
"English Language Teaching Curriculum, Methodology and Techniques"
Held by
The Ministry f Education in Şanlıurfa

Summarized by
Prof. Dr. Aydan Ersöz

The Ministry of Education holds in-service training seminars on "English Language Teaching Curriculum, Methodology and Techniques" all over the country. The major aim is to inform English teachers about the innovations in the curriculum and the teaching materials. These seminars are planned for 2010 and 2011. I take part in this project on behalf of INGED, and joined the MEB trainers between 8 and 12 November 2010 for the seminar in Şanlıurfa.

There were about 15 trainers and 300 participants. The participants attended concurrent sessions held by different trainers. The courses were all day long.

The titles of the courses are given below:
Ice-breakers and warmers
Introducing the new Curriculum, Samples from the new coursebooks
Integrated Language Teaching
Classroom Management
Teaching Vocabulary and Grammar in Context
Developing Listening Strategies
Developing Speaking Strategies
Developing Writing Strategies
Materials Adaptation and Development
Testing and assessment

In this particular seminar, I ran two courses for three different groups: Integrated Language Teaching, and Teaching Vocabulary and Grammar in Context. You can find the summary of these sessions below.

Teaching the Sub-skills (Grammar and Vocabulary) in Context
Prof. Dr. Aydan Ersöz
There has been quite a bit of debate about how to best teach students grammar and have them be the best writers that they can be. Traditionally grammar is taught in isolation (worksheets where students are asked to pick out nouns and verbs, having no actual connection to real communication). Paradowski (2007) says that this technique simply means providing learners with the ready grammar rule, describing (in detail) how

the new structure is formed, what its components are, and in what type of context it can be used. All the information is given in the form of a mini-lecture, during which the teacher usually employs grammatical terminology. After the explanation, the learners are provided with examples illustrating the new structure, which they analyse, and are subsequently asked to apply the rule to new sentences. They are typically expected to memorise the rule (and relevant 'exceptions'). Thornbury (1999) claims that this form of teaching has been very popular because

- it offers a clear clarification of new language items, which makes the learning task easier and less intimidating,

- it is time-effective, leaving more time for practising the new structures,

- it gets straight to the point, and therefore can be time-saving,

- it confirms many students' expectations about classroom learning.

Evidence from fifty years of research seems to point to the fact that this traditional way of teaching grammar and vocabulary has very little effect on students' communication skills and learning; in fact it may be harmful. Patterson (2001) asserts that the results of a number of research show that traditional grammar study has had little or no impact on language growth. Emig (cited in Patterson, 2001) calls the teaching of grammar a prime example of the kind of "magical thinking" that teachers engage in when they believe students will learn only what they teach and only because they teach it. However, this is NOT the case. Ellis claims that students often don't learn the grammar they are taught. Learners only internalize those grammar features that they are ready to learn and they learn each feature very gradually, passing through a series of transitional stages.

Nunan (1998) asserts that rather than being isolated bricks, the various elements of language interact with, and are affected by, other elements to which they are closely related in a functional sense. Traditional grammar teaching techniques assume that we can teach one thing at a time, and students master that one thing perfectly well. However, recent findings in psychology show that learners do not learn one thing perfectly, one item at a time, but numerous things simultaneously (and imperfectly).

Nunan (1998) says that learners are usually given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation. These exercises are designed to provide learners with formal, declarative mastery, but unless they provide opportunities for learners to explore grammatical structures in context, they make the task of developing procedural skill—being able to use the language for communication—more difficult than it needs to be, because learners are denied the opportunity of seeing the systematic relationships that exist between form, meaning, and use.

Unless learners are given opportunities to explore grammar in context, it will be hard for them to see how and why alternative forms exist to express different communicative meanings. As teachers, we cannot feel satisfied when learners are taught about the forms, but not how to use them to communicate meaning.

Glover and Stay (cited in Patterson, 2001) state that grammar should be a means through which students learn more about themselves, their texts, and the world around them. Paradowski (2007) claims that discovery learning raises language awareness in the learners and contributes to their better understanding of grammar. In this technique, rather than explicitly telling learners what the rule is, the teacher supplies them with carefully selected intelligible linguistic data in context, usually in the form of a text illustrating the use of the particular grammatical structure. The learners' mission in this guided discovery technique with properly devised questions is to try, on the basis of the *model*, to arrive at some generalisation that accounts for the underlying regularities in the data and to formulate their own explanation of the rules governing the material presented. In the process of *experiential* learning (learning-and-doing) they feel more important, are less passive, and do not get bored so easily during the lesson.

Nunan (1998) also believes the effectiveness of this technique. He asserts that grammar instruction will be more effective in classrooms where:

- Learners are exposed to authentic samples of language so that the grammatical features being taught are encountered in a range of different linguistic and experiential contexts;

- It is not assumed that once learners have been drilled in a particular form they have acquired it, and drilling is seen only as a first step towards eventual mastery;

- There are opportunities for recycling of language forms, and learners are engaged in tasks designed to make transparent the links between form, meaning, and use;

- Learners are given opportunities to develop their own understandings of the grammatical principles of English by progressively structuring and restructuring the language through inductive learning experiences which encourage them to explore the functioning of grammar in context;

- Over time, learners encounter target language items in an increasingly diverse and complex range of linguistic and experiential environments.

Ellis also believes in the superiority of the grammar-discovery technique. He claims that
- It is likely to be more motivating and more interesting as learners will discover something for themselves, not be told about it;
- It turns grammar into a 'content' that the learners can communicate about;
- It develops the analytical skills learners need to dissect language for themselves. In this way, they can become autonomous and continue to discover how the grammar of the language works on their own when they are outside the classroom;
- It can capture and hold students' attention because of its puzzle-like quality (or "mystery-solving" quality);
- It demonstrates that learning grammar doesn't have to be abstract, boring, or dull;
- It makes learning more memorable because of learners' personal involvement in exploratory tasks;
- It increases learner autonomy and independence as it actually shows students ways to approach other, unfamiliar grammatical structures. In this way, they can recognize a rule by themselves, and that they can be active "explorers" of the language even outside the classroom.

Participants in the workshop. They are discovering grammar in context.

We have provided enough food for thought.
Now, it's time to feed the sacred fish in Balıklı Göl.

And now food for us at the traditional *Sıra Gecesi*
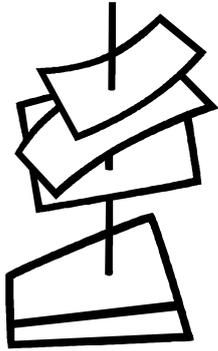
REFLECTIONS ON THE INSERVICE TRAINING SEMINAR
"English Language Teaching Curriculum, Methodology and Techniques"
Held by
The Ministry of Education in Hatay

Summarized by
Prof. Dr. Aydan Ersöz

As a part of the in-service training seminars on "English Language Teaching Curriculum, Methodology and Techniques" held by the Ministry of Education, this time I took part in the Hatay seminar between 22 and 26 November 2010. There were about 18 trainers and 400 participants. The participants attended concurrent sessions held by different trainers. The courses were all day long.

In this particular seminar, I ran two courses for three different groups: Integrated Language Teaching, and Teaching Vocabulary and Grammar in Context. In order not to repeat the summary of the same sessions, however, I want to give brief information on the very first session of the seminar below: Ice-breakers and Warmers.

Ice-breakers and Warmers
Prof. Dr. Aydan Ersöz

Ice-breakers are the activities that are used when the students and the instructor do not know much about each other. They could be used either, to get to know each other and create a positive atmosphere in the class or just for the purpose of having fun and create a genuine communication between the instructor and the class.

They are excellent activities to help the group members get to know each other and break down social barriers.

Especially when they carry fun elements, they reduce tension and anxiety among the members of the group which helps a lot to create a positive group atmosphere.

Ice-breakers can also reach out to students who have developed a negative attitude to learning English because of their past experiences and come to the class with a mental barrier.

When they require collaboration and cooperation, they can be helpful in developing communication skills and team building by promoting a sense of trust and friendship among the group members.

Warmers are used to introduce a new topic. They act like starters that stimulate the process of thinking and contributing ideas. They help students to "think outside the box" and motivate students to express their opinions. They not only help people to relax but also energize and motivate them.

Doughill (1987) states "The aim of warm up activities is to foster a climate of trust, awareness and group cohesion in which creative collaboration can take place. They also help to focus participants' minds on the matter in hand."

A.Maley and A. Duff (1978) claims "Warm up exercises help to mark off clearly what has gone before from what is going to come. It is unrealistic to expect students to come from a lesson in another subject or from another activity to start immediately on 'learning the foreign language'. So these exercises help to wipe out such immediate worries and concerns. They are also intended to put

students in a relaxed, uninhibited state in which they are much more respective than they would otherwise be. And finally, they lead into an increase in awareness of others, and of oneself in relationship with others."

Fillers are activities that teachers can add to a class because there is time to fill at the beginning, middle or end of a lesson.

Energizers are classroom based physical activities that integrate physical activity with academic concepts. These are short (about 10 minutes) activities that classroom teachers can use to provide activity to children.

Sample Activities:

Ice-breaker activity

Each one of you will say your name and finish the two sentences I write on the board. The nouns you use must begin with the same letter as the first letter of your name.

My name is **TUĞBA**.

I like **TURTLES**

but I don't like **TANGERINES**.

Warmer activity

Put the words in the wheel into the correct alphabetical order.
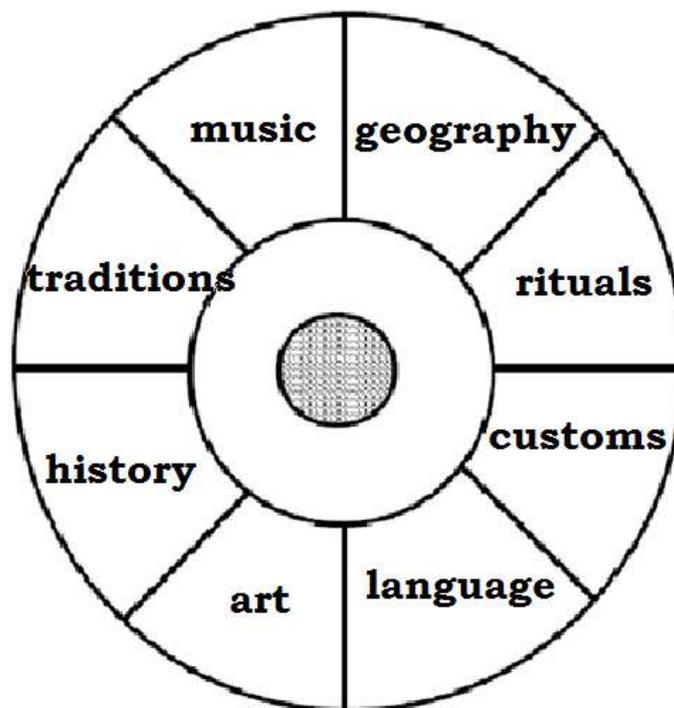
Can you guess which topic we are going to cover today?

Filler activity

Work in pairs. You will read the following dialogue in different moods.

    A: I've heard that you're getting married.
    B: Oh, yes! I have found my soul mate. He's gorgeous, rich and educated.
    A: I'm really happy for you! You deserve all the best.
    B: Thank you! You're such a darling!

Possible Moods:
- happily
- angrily
- childishly
- drunkenly
- excitedly
- tiredly
- sadly
- arrogantly
- impatiently

Energizer activity
Stand at your desks. Follow my instructions.

Rules/Directions:
1. Jog in place while doing the following activities.
2. On my signal, you begin to wiggle your fingers.
3. Then your fingers and wrists.
4. Then your fingers, wrists, and forearms.
5. Then your fingers, wrists, forearms, and elbows.
6. Then your fingers, wrists, forearms, elbows, and shoulders.
7. Then your fingers, wrists, forearms, elbows, shoulders, and rib cage.
8. Then your fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.
9. Then your fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees.
10. Then your fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees and head.
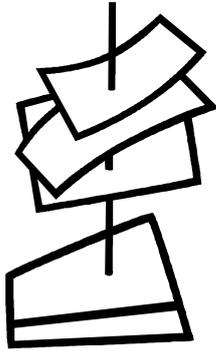
REFLECTIONS ON THE SESSION
"Developing Listening Skills"

Presented at
The British Council Workshop Festival

Summarized by
Prof. Dr. Aydan Ersöz

In line with the cooperation and collaboration with the British Council, I was asked to run a workshop on Developing Listening Skills on 10 December 2010. About 50 teachers from primary, secondary and tertiary schools attended the workshop despite the terrible weather conditions on that particular day.

The workshop had two parts: a brief introduction and several activities that teachers can take with them to their classes. We started at 17:30 and finished at 19:00.

I will try to summarize the session for you; however, since it is not possible to give the listening activities here, I can only give brief information about the theoretical part.

Developing Listening Skills

Today, as language teachers, we all use the integrated approach which embodies the belief that 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.

In actual communication, *"language users employ a combination of skills at the same time"* (Harmer, 1991).

When we use a segregated approach, *"the language itself [becomes] the focus of instruction (language for language's sake) … the emphasis is not on learning for authentic communication"* (Oxford, 2001).

Hence, the listening skill cannot be isolated from the others. This session aims to focus our attention on listening strategies, but not to study it independently.

Burely-Allen (1995) asserts that more than forty percent of our daily communication time is spent on listening, thirty-five percent on speaking, sixteen percent on reading, and only nine percent on writing. Despite this fact, listening has been a relatively neglected skill in terms of research and how it is introduced to language learners.

A listening lesson usually has:
- Pre-activities
- While activities, and,
- Post-activities

Pre-activities are to engage learners, grab their attention, help them recall what they already know about the topic (to activate their schemata), to prepare them linguistically, cognitively and mentally (emotionally) for the main learning aim.

Pre-activities prepare students emotionally by creating a positive atmosphere for learning. A warm up activity that promotes relaxation and fun, that does not stress students or demand too much of them, is a good place to start.

Pre-activities prepare students cognitively by activating their schemata (i.e. what they already know about the topic or language)
Pre-activities prepare students linguistically by revision and recycling. When necessary, the teacher can introduce new language.

While activities give learners a chance to explore the text. Learners have the opportunity to improve their skills and strategies through materials. The teacher acts as a facilitator, providing texts and guiding the students' focus by giving them reasons to perform a language task.

Post-activities give learners the opportunity to elaborate or expand what they have learned. Learners expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them by the help of post-activities.

We generally listen
- for pleasure, and
- for information.

Listening is categorized as a receptive skill, but NEVER a passive one. Listening is a process where listeners decode the encoded meaning presented in oral texts. While listening, learners must cope with the message, sender's choice of vocabulary, structure, and rate or style of delivery.

Listening is one of the major sources of input; hence, it is essential for language teachers to help their students become effective listeners.

We use different strategies for different purposes. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based.
Top-down strategies include
- listening for the main idea (skimming)
- predicting
- drawing/making inferences
- guessing vocabulary from context
- determining the relationships of ideas
- summarizing

Bottom-up strategies are text based.
Bottom-up strategies include
- listening for specific details (scanning)
- recognizing cognates
- recognizing word-order patterns
- identifying reference (pronoun referents)

Sample Listening Activities:

Listen and physically respond
Listen and draw, color or order
Listen and manipulate objects or other people
Look, listen and verbally respond
Listen and speak (pair or group work: information gap/opinion gap/problem solving)
Listen and follow a route on a map
Listen and check off items in a list
Listen and search for specific clues to meaning
Listen and distinguish between formal and informal registers
Listen and write
Listen and fill in the grids or blanks
Listen and predict
Listen for the gist (main idea)
Listen for specific information
Listen and replicate a text (dictation and dicto-comp)
Listen and make grammaticality judgments
Listen and edit a text

The participants were fabulous. Despite the fact that it was a Friday evening, they all participated eagerly. We did one guessing activity, one physical response activity, one song activity, one drawing activity (which was later used as a character analysis picture), and one video activity. We also played games where the participants displayed their fascinating acting skills, energy and enthusiasm.

A Paper from a colleague

Webtasks for Learning Professional and Academic English: Adapting the WebQuest Model

by
María José Luzón-Marco
Universidad de Zaragoza, Spain

Abstract. Upon accessing the labour market many graduates need to use English to communicate in professional situations and act strategically to adapt to new communicative situations. They also need to be digitally literate and be able to use the new types of texts and new forms of constructing meaning that are constantly emerging on the Internet. The WebQuest format (Dodge, 1995) affords the design of learning activities that can be integrated in an ESP course to help meet these needs. In Luzón and Ruiz-Madrid (forthcoming) a model of webtask which draws both on SLA principles and on research on digital textuality and new literacies is proposed. The purpose of this paper is to show how this model can be used to help students of ESP develop: (i) the discursive competences they will need to function effectively in an ever changing workplace context, (ii) learning autonomy, and (iii) new multiliteracy competencies.
Keywords. Webquest, ESP, autonomy, electronic literacies

1. Introduction

European higher education faces the challenge to prepare learners for a dynamic workplace scene which requires the development of new competences. In this scene graduates will probably need to use English to communicate effectively in professional settings, to strategically adapt to new communicative situations, to collaborate in the construction of knowledge, and to manage in a multicultural socioeconomic context where new types of texts and new forms of constructing meaning are constantly emerging. In this context, courses of English for Professional or Academic Purposes should be concerned with three important issues: (i) empowering students with the knowledge and strategies that will enable them to use English to communicate effectively with professionals of a specific discourse community; (ii) preparing students for

lifelong and autonomous learning, so that they can cope in a world where communicative situations are constantly changing; (iii) helping students become multiliterate, and train them in the active and strategic processes of meaning construction that they will need in order to understand and produce the high variety of texts of society today (including electronic texts).

WebQuests (Dodge, 1995) can be used as an integral part of a course intended to help students develop skills for autonomous lifelong learning and electronic competences. The WebQuest has become a popular web-based activity for language learning (see Koenraad 2002, forthcoming; Luzón 2002, 2007; Pérez 2006; Richards 2005; Simina and Hamel 2005).

An interesting project in this area is the LanguageQuest project[1] , aimed at adapting WebQuests to the specific requirements of SLA (Koenraad 2006) and using this format for designing realistic, content-oriented functional tasks for language learning. Along this line, the purpose of this paper is to show how the WebQuest format can be adapted to help students of other disciplines develop the discursive competences they will need to function effectively in an ever changing workplace context. I first examine the implications (i.e. the new challenges and new opportunities) of the new sociocultural, economic and technological context for the design of ESP courses. I then discuss criteria for the design of a Webtask that CORELL: Computer Resources for Language Learning (ISSN: 1988-1746) 30 places emphasis on the development of new competences and autonomous learning. And finally, I show how these criteria have been taken into account for the design of a webtask for the course "Technical English for Chemical Engineering".

2. New challenges and new opportunities for ESP courses:
In the first issue of the *Journal for Academic Purposes*, Hyland and Hamps-Lyons (2002:2) claim that EAP (English for Academic Purposes) involves

> grounding instruction in an understanding of the cognitive, social, and linguistic demands of specific academic disciplines. This takes practitioners beyond preparing learners for study in English to developing new kinds of literacy: equipping students with the communicative skills to participate in particular academic and cultural contexts.

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[1] For a detailed description of the project and the results, see the project website (http://www.talenquest.nl).

This statement of aims could be extended to apply to any ESP course: teachers should equip students with the communicative skills and competences to participate in particular sociocultural contexts. As Bhatia (2001) states, "If the ultimate goal of LSP is to contribute to the development of students as competent professionals, discursive competence must not be viewed entirely on its own, but essentially embedded in professional practice". Bhatia considers that discursive competence includes the notions of textual competence, generic competence and social competence (Bhatia 2004: 144). Textual competence refers to an ability to both "master the linguistic code" and "use textual, contextual and pragmatic knowledge to construct and interpret contextually appropriate texts" (Bhatia 2004: 141). Generic competence is "the ability to respond to recurrent and novel rhetorical situations by constructing, interpreting, using and often exploiting generic conventions embedded in specific disciplinary cultures and practices to achieve professional ends", and social competence "incorporates an ability to use language more widely to participate effectively in a wide variety of social and institutional contexts" (Bhatia 2004: 144). Therefore, in order to help higher education students develop the discursive competence that they will need to participate in professional communicative situations, it is essential to examine the features of the current workplace context.

Current workplace has been described as focusing on transdisciplinary knowledge, which "includes a wider, more temporary set of practitioners, collaborating on a problem defined in a specific and localized context" (Gibbons et al.: 11–12). It, therefore, gives priority to multidisciplinary expertise (Bhatia 2008) and to collaborative teamwork and knowledge sharing (Hakkarainen 2009). In addition, the current workplace context, characterised by increasing mobility, makes it difficult to identify the situations in which students may need to use English. Thus, one of the most important capacities that students should develop is the capacity for autonomous learning that enables them to learn in constantly changing contexts (Blin forthcoming). Students need to be capable of grasping and mastering the specific textual and generic competences as they meet the need for them. Workplace has also become multicultural (Bhatia 2008: 170), hence the need to prepare students to cope in a multicultural environment.

The focus on transdisciplinary knowledge and the dynamic nature of contemporary workplaces is reflected on the complexity of the real world of discourse: discursive practices and genres are not static, but dynamic, hybrid (Bhatia 2004) and integrated into genre ecologies, where "intercoordinated

genres intermediate each other and any change in the ecology (...) can change the entiry dynamic" (Spinuzzi 2003: 119). As Bhatia points out (2004: 25):

> In many of the existing analyses of genre one tends to focus on typically identifiable and largely ideal instances of genres; (...) the real world of discourse... is complex, dynamic, constantly developing and often not entirely predictable. There are regularities of various kinds, in the use of lexico-grammatical, discoursal, and generic resources; there are rhetorical situations, which often recur, though not exactly in the same form, or manner; there are expert and wellestablished users of language in specific disciplinary cultures who try to exploit, appropriate, and even bend generic expectations in order to be innovative and effective in their use of language.

A genre-based task-oriented approach to ESP teaching and learning, which takes account of the complexity of real life discourse, can help students develop multidisciplinary discursive competence. Devitt (1993: 577) describes genre knowledge in the following way: "Knowing the genre means knowing not only, or even most of all, how to conform to generic conventions but also how to respond appropriately to a given situation". In order to achieve this purpose, genres should not be presented prescriptively, but as flexible cognitive structures that can be manipulated. Devitt (2004: 192) argues for the need to teach "genre awareness", i.e. "a critical consciousness of both rhetorical purposes and ideological effects of generic forms" which "may enable writers to learn newly encountered genres when they are immersed in a context for which they need those genres". Johns and Swales (2002: 25) provide some guidelines on what to teach, "from the very beginning of post-secondary education and perhaps earlier" for students to be "academically literate", which can help to achieve this genre awareness:

> Faculty in all classes needs to encourage student awareness of the texts, language, research questions, and methodologies of the discipline that the class represents. If possible, the pedagogical genres of these classes should be more disciplinary than school-based.
> Students should be assigned to research texts, practices, language, and other aspects of academic disciplines. They should learn to observe, analyse, ask questions, and if possible, negotiate their tasks to enhance their success.
> Within literacy classes, students should be assigned a variety of writing tasks, requiring a number of inter-textual and formal textual

experiences. Students should be encouraged to write in different
genres and under different conditions.
We should encourage student meta-awareness of the social nature
of genres.

Finally, learners also need to develop the new literacies of today society. They need to become multiliterate and be able to access and use information in different modes. Kasper (2000: 106) states that "to be considered multiliterate, students today must acquire a battery of skills that will enable them to take advantage of the diverse modes of communication made possible by new technologies and to participate in global learning communities". This involves becoming electronically literate. Kasper draws on Shetzer and Warschauer's (2000) concept of electronic literacy as the ability to use electronic tools for communication, construction, research, and autonomous learning. Communication involves mastering the pragmatics of various forms of synchronous and asynchronous communication. Construction involves the ability to work individually or collaboratively to write and publish information on the Internet. Research encompasses a range of navigation, reading, and interpretation skills, including how to effectively search the Internet, how to evaluate information that you find, and how to critically consider multimedia information. Thus, being electronic literate involves engaging in new thought processes, in order to interact with new text formats (e.g., hypertext and interactive multiple media), new reader-related issues (e.g., new purposes or motivations for reading a text, high-level metacognitive skills) and new activities (e.g., publishing online, participating in online synchronous and asynchronous exchanges) (Coiro 2003).

The WebQuest format provides ESP teachers with a learning tool which may contribute to addressing the concerns discussed above: helping students to communicate in multidisciplinary workplace contexts and develop genre awareness, promoting lifelong and autonomous learning and fostering the development of new literacies.

3. Webtasks to develop learning autonomy and electronic literacy
Research on WebQuests for language learning has focused on the SLA criteria that they should meet (Koenraad 2002, Pérez 2006). The research carried out by the GIAPEL group[2] starts from the assumption that in order to develop a

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[2] The model of Webtask presented here is a result of the research carried out by members of the GIAPEL groupfor the CIBERTAAAL project (Cybergenres and technology applied to autonomous language learning) (HUM2005-05548). For a much more detailed description of the model see Luzón and Ruiz-Madrid (forthcoming).

framework for the design of language tasks in an online environment, it is necessary to look to Second Language Acquisition (SLA) principles (see González Lloret 2003; Koenraad 2002; Zhao and Lai 2007), but also to take into account the affordances and constraints of the new medium, the features of digital textuality (i.e. multimodality, hypertext, interactivity) and the type of new thought processes engaged in when interacting with and through online texts (Coiro 2003; Hampel 2006; Salaberry 2000; Shetzer and Warschauer 2000). Language teachers should devise ways to prepare students to learn, work, interact and communicate in an open, dynamic, hypertextual, multimodal, interactive and multicultural environment.

In this section I present a new model of webtasks which aims at the development both of linguistic and semiotic skills and high-order capabilities of information elaboration and management. The task described here is intended to develop the students' *wreading competence*, which we define as the ability to understand the pragmatic, discursive and semiotic features of online texts, harness their affordances and interact with them in various ways, find relevant information in different semiotic modes within and across these texts, and relate and meaningfully use such information in order to achieve a specific purpose, complete a task or produce an output (Luzón and Ruiz-Madrid, forthcoming). In this new context, it is necessary to facilitate the development of specific skills where reading and writing competences meet to become an integrated wreading competence: i) linguistic and semiotic skills (e.g. the ability to understand the lexico-grammatical and pragmatic features of texts, the ability to relate different semiotic codes with different purposes), ii) cognitive and metacognitive skills of information elaboration and management (e.g. the ability to use search tools to locate valuable and relevant sources of information, the ability to evaluate the usefulness of online information in relation to one's purpose). We consider that in order to design online tasks that help promote autonomous learning and electronic literacies, three aspects are of paramount importance: the task itself, the resources and the learning supports.

3.1. Contextualised and authentic tasks
Constructivist theory posits that successful learning occurs when tasks are authentic and contextualised within a framework of negotiated objectives and instructional goals, thus focusing on learning that is relevant for students. Proponents of content-based instruction (Brinton et al. 1989; Pally 2000),

genre-based teaching (Johns 2002; Johns and Swales 2002) and teaching language as a situated practice (e.g. Belcher 1994) stress the need to embed linguistic material in the activities for which it is used to achieve disciplinary purposes.

ESP WebQuests should reflect the kind of communicative situations in the students' discipline, and engage students in cognitive processes necessary to manage these communicative situations, e.g. students will need to use their background knowledge of the discipline to assess the situation, identify problems, use a variety of primary sources to find and articulate solutions or answers, evaluate the relevance of these sources for their purposes, and synthesise and transform information to produce an output (e.g. a written report, a presentation) as a response to the situation described in the task. A WebQuest designed with these criteria in mind can be nicely integrated within a genre-based approach to ESP, where emphasis is placed on getting students familiar with the values of the disciplinary community and developing their genre awareness.

Since anchor in practice is, therefore, paramount to effective learning, Luzón and Ruiz-Madrid (forthcoming) regard the following three criteria as essential for language learning webtasks: (i) Students should interact with resources (and audiences) in the same way and for similar purposes as they would do in real life; (ii) students should engage in the same cognitive and metacognitive processes as those required by tasks that users of online media carry out in the real world (e.g. synthesising information from multiple texts, problem solving, evaluating information; (iii) The task should be functionally designed, and socially contextualised.

3.2. High quality input and rich resources
By "rich resources" we mean authentic resources, resources that reflect the textual complexity of the web and resources that promote interaction and facilitate sharing. The need to seek authenticity in materials and tasks is agreed upon by ESP researchers and teachers and is clearly illustrated by the use of case studies in ESP teaching (e.g. Jackson 2002). When teaching ESP, it is important to work with a variety of genres used by the discourse community and design tasks which involve "interactions that are consistent with the original communicative purpose of the authentic text" (Mishan 2004).

Resources should also reflect the textual complexity of the Web (e.g. multigenericity, hybridity, multisemiotics, multifunctionality, interactivity), in

order to train learners to manage this complexity. Coiro (2003) characterizes digital texts as "hypertextual networks" that explore a variety of new formats and have features which require new thought processes for making meaning: "Web-based texts are typically nonlinear, interactive, and inclusive of multiple media forms". Thus, training students into multiliteracies involves the use of resources which raise students' awareness towards the complexity of digital genres, their intertextual links with genres in traditional media, the interactive affordances of digital texts, the multiplicity of semiotic systems and the multiplicity of languages and cultures that get linked and in the web.

Finally, resources should not only be presented as sources for information, but also as tools with which students can interact and do things. The potential combination of multiple media and the multifunctionality of digital texts implies that online resources take multiple forms and can be used to perform a great variety of actions. Thus, students should be encouraged not just to get information in a passive way, but actively engage in finding, assembling and repurposing content to meet their needs. It is necessary to show students the options for action that texts and tools offer and prompt them to interact with texts in such a way that they learn how to engage with these texts.

3.3. Learner supports

When designing webtasks, appropriate support should be built in to help students manage the complexity of online information and resources and develop learner autonomy. Webtasks can be designed as activities for guided discovery, through which learners can make decisions on learning goals and the teacher can provide guidance as needed during the different stages of the activity. The flexibility of the hypertext enables the integration in webtasks of learning supports to guide learners and the design of feedback mechanisms which are responsive and sensitive to their individual needs (Luzón 2006; McLoughlin and Oliver 1998; Ruiz-Madrid 2005). Support should include linguistic support, technology and medium-related support and tools for cognitive and metacognitive strategy development.

When engaged in a webtask it is essential for the learners to get help to understand texts with unfamiliar vocabulary and grammar. Building linguistic support for an Internet-based activity where students are encouraged to follow their own paths and explore resources may seem quite a challenge. For this reason, rather than developing support for a specific text, it is important to provide background content and linguistic (lexical) knowledge on the texts they may use and to help students become aware of and use the support that

Internet offers. In this regard, it is interesting to point out that many digital texts have elements that facilitate comprehension, including, for instance, visual and graphical aids, videos, links to online glossaries, links to easier texts on the same topic or to translations. In addition, other supportive elements can be embedded in the webtask: links to online dictionaries (both general and discipline/field specific), links to easy texts providing background information, etc. Internet collaborative and communication tools also provide great opportunities for teacher and peer support, which can be harnessed when designing the webtask. Opportunities for scaffolding at the micro-level, i.e. moment-to-moment interactional work (van Lier, 2007) can be created in the task by having students collaborate, comment and offer feedback on each other's work.

Students also need support to use new technologies and understand digital textuality. Webtasks could be designed to train students to work in a non-linear environment and interact with online texts in various ways, to use search tools (e.g. search engines, electronic databases) in order to locate valuable and relevant sources of information, or to use online texts as interactive resources to do things (i.e. searching for information, viewing videos, registering for services, participating in polls, collaborating in text construction, etc.). Students can also be provided with tools that help navigation and avoid disorientation problems, e.g. guides to evaluate the accuracy and reliability of online information, or guides to use specific Web2.0. tools that will be necessary for the task.

Finally, students need support to develop cognitive and metacognitive strategies. Appropriate activities to develop cognitive strategies are those that require, for instance, analysing, synthesising, comparing and classifying Internet resources, analysing different perspectives on an issue. deducing, generalising and drawing conclusions. Support may include tools that help students process information from different sources and in different formats (e.g. notetaking guides, organisation charts). An important aspect here is training in metacognitive strategies (i.e. skills used for planning, monitoring and evaluating the learning activity) which enable learners to be aware of their cognitive skills and use these skills to learn. To develop metacognitive strategies, a language Webtask could ask students to: (i) set their own learning goals, (ii) plan how to develop the task and assign sub-tasks, (iii) select the resources in accordance with their objectives, (iv) reflect on whether they are following the right learning path and accessing the right resources while doing the activity, (v) evaluate both the learning process and the outcome of the activity and assess

what they have learnt. Tasks should offer the students the opportunity to make choices and choose the most convenient path to complete the task. When students are more knowledgeable about a topic that their teachers (as is very often the case with ESP students) learners can be given the option of looking for, selecting and evaluating their own materials and resources in order to fulfil the learning goals of a task. Incorporating tools for self-assessment and reflection is also a form of metacognitive scaffolding which helps learners to link the learning process to their objectives and thus motivates them to take responsibility for their learning. The results of self-assessment can help learners improve their work, reflect on their learning process and choose the most convenient strategies to achieve the intended outcomes.

4. "Writing up a recommendation report on environmental issues": A webtask for English for Chemical Engineering

In this section, I describe how the WebQuest format has been adapted to design an online task for the course "Technical English for Chemical Engineering". This is a course for undergraduate students in the 4th year of the Chemical Engineering degree at the University of Zaragoza. Existing course requirements include the submission of a writing assignment at the end of the course, after students have completed previous shorter writing assignments. The texts that students have to write for their final assignments are reports (in this case recommendation reports) because this is one of the fundamental genres of engineering writing. Students are also asked to deliver a short oral presentation at the end of the course. During the course students are exposed to different types of academic and professional genres, and they are asked to carry out different activities aimed at developing their genre awareness. Students enrolled in the course form quite a heterogenous group, with very different levels, from high-intermediate to low-intermediate. However, they all have a reasonably good level of computer literacy and also have a good background knowledge of the topic of the task (Environmental Chemistry). Students access the webtask in the online component of the course "Technical English for Chemical Engineering", hosted in the WebCT environment. The course in the WebCT offers the students further material to practice different skills, files on different aspects dealt with in the course (e.g. information on various genres of technical writing) and assignments that can be downloaded from the site and submitted via e-mail.

4.1. Task

The course "Technical English for Chemical Engineering" is intended to get students familiar with the discourse practices in their discipline and the

webtask is a tool to help achieve this objective. Students put into practice what they have learned in the course, but they also explore disciplinary genres on their own and have to engage in cognitive activities necessary to communicate in their discipline, such as synthesising, comparing, evaluating, etc. One way to develop the students' awareness of disciplinary genres is to have students carry out research and write a text on a topic related to their discipline, and even encourage them to work on research papers/ reports that they have been assigned in other courses (Flowerdew 2005; Warschauer 2002). In this webtask students are asked to write a report on an environmental issue. All learners have already studied "Environmental Technology", a compulsory subject where they study topics like water pollution, air pollution, waste, and so on. In this subject, students work on the contents of environmental technology, but not on the discourse they need to talk about these contents, or share the results of research.

The following paragraphs show how the task is presented:

> You have to write a recommendation report on an environmental issue of relevance for your city, autonomous community or country. You can also report on research carried out for any other course, but you have to adapt it to the requirements of the assignment.

> You work for a branch office of Green Life Technologies, Inc. (GLT), a new environmental engineering consulting firm. The regional government (DGA- Diputación General de Aragón) will get funding from the European Union to develop some environmental projects if they are approved by the European Commission. The DGA has commissioned you to prepare a report in which you present a problem/ need within the field of Environmental Engineering and make recommendations to solve it. You will also have prepare an oral presentation of the report.

Possible topics are offered as a way of illustration (e.g. a recycling plan for the city or for an institution within the city, water quality treatment, plan for hazardous waste management, environmental impact of the tram and of the underground, the closing down of nuclear plants in Spain), but students are encouraged to choose their own topic and to ask for the help of discipline teachers for this purpose. To make sure that the topic is relevant, at the end of the fifth week of the 15-week course, students have to send an e-mail to their instructor including the issue on which they are going to work, an outline of the

steps they are going to follow and any question they may have. This way instructors make sure that this is a long-term project on which students start to work from the beginning of the course.

4.2. Resources

Since the ability to effectively search and locate relevant information is an essential component of electronic literacies, students are encouraged to look for their own resources and to make use of the high variety of resources on the Internet, not focusing only on written texts. However, they are given links to a few websites which may help them define the issue and start the research, with a brief description of each of these sites.

The following fragment shows how one of these resources is described.

> **EPA** (the website of the United States Environmental Protection Agency) (http://www.epa.gov/).
> There is a section on new media, where you can explore different types of material (podcasts, blogs, video and audio files). Some sections of special interest are the following:
>> "Learn the issues" where different environmental issues, with a high number of links to documents on these issues, are explored.
>> "Resources: Scientists and researchers". You will find here a great deal of resources for scientists and researchers in Environmental Engineering, including the "Science Features Archive", where different projects and research are reported.

This is an excellent website for starting research on Environmental issues and problems. It includes a great deal of information, which can be accessed by selecting the audience at which the information is aimed (e.g. business and non-profits, concerned citizens, scientists and researchers, students and educators), multimedia (videos with the transcript option, photos, podcasts), interactive elements (e.g. polls), web 2.0. tools to encourage online sharing, and so on (see Figure 1).

Figure 1. Homepage of EPA website

Since it is necessary to show students the options for action that texts and tools offer and encourage them to interact with digital texts in various ways, *the Resources Section* in the webtask includes some activities that help students reflect on the nature of Internet resources. In the first one they are asked to go the EPA page (http://www.epa.org) and explore it in order to evaluate its relevance for their research and to analyse how they can use it most efficiently. For that purpose they have to answer questions like the following: What modes does the text use (e.g. oral/ written)? Is the text in this page linear or non-linear, interactive or noninteractive and does it affect the way you access the information? Where in this page can you find relevant information for your research? What do you need to do to get that information?

In the second activity, they are asked to access the official blog of the EPA (http://blog.epa.gov/blog/) and one of the following wikis (Envirowiki: http://wiki.envirowiki.info/Main_Page, Greenlivingpedia: http://greenlivingpedia.org) and answer questions that help them reflect on their knowledge of texts (see Anstey and Bull 2006), e.g. Have you seen a text like this before? What was it used for? How did you use it? What

characteristics of that text are similar or different to this one? If this text is similar to other texts (both online and offline) you have seen or used, how might that help you use this text? How could you use the blog/ the wiki for your research?

In addition to providing links to some websites where students can find useful information, the *Resources Section* also provides links to (and information about) tools that students can use to interact with others to get and share information and complete the task (e.g. blogs, Diigo, Google docs).

4.3. Learner support
4.3.1. Linguistic support

Since the topic and the resources for the webtask are selected by the students, it is difficult to provide linguistic support for specific tasks. Linguistic support is, however, provided in different ways.

First, the activity draws on the content of other subjects of the students' discipline. Students are, therefore, familiar with the concepts and, since they have to read bibliography in English for these courses, they are also familiar with a large part of the vocabulary they will find in the texts. In addition, the activity is fully integrated into the "Technical English for Chemical Engineering" course. Designing the webtasks as an integral part of the course is essential to contextualize it, and, additionally, helps to the comprehension of the input. That way, many of the linguistic elements that students will need to understand the input (and also to produce the output) have already been studied in the classroom before completing the task. In the course students work with several texts dealing with Environmental Technology and they study the vocabulary in this area. They also receive instruction on the writing of recommendation reports and on the preparation and delivery of oral presentations. Students' attention is focused on the communicative purposes of these genres, their structure and their lexico-grammatical features.

The webtask "Writing up a recommendation report on environmental issues" is hosted in the WebCT course "Technical English for Chemical Engineering", an online companion of the classroom course, where students can get extra practice and materials. The WebCT course includes two components that are especially useful for the task and that are dealt with in the course practical sessions: *Online Dictionaries* (including links to different types of online dictionaries and information/ activities on how to use them) and *Oral*

Presentations. In the webtask students are encouraged to use these components of the online course when necessary.

Other supportive elements are embedded in the webtask, e.g. links to online dictionaries, links to information on genres that they are likely to encounter when completing the task, links to real examples of recommendation reports. For instance, in the first step of the process, after telling students that the websites in the resources section can help them to choose a topic and identify a problem, they are reminded to use electronic dictionaries if they do not understand any word and they are provided with two links to general dictionaries and two links to environment dictionaries. Step 6 of the process, where students are asked to write the first draft of the report, includes a link to a document on the WebCT course with information on the rhetorical structure and the language used in recommendation reports. They are also provided with links to sites with information on how to write recommendation reports. Finally, since previous research (Flowerdew, 2005) has stressed the need to have students analyse the genres of their discipline, students are asked to compare two recommendation reports on the same issue, i.e. the convenience of redeveloping Nobbys Lighthouse (Australia), which can be accessed online.

Collaborative and communication tools are also used by students to get teacher and peer support. Collaborative apprenticeship (where students provide scaffolding for each other) is a form of learning highly facilitated by new technologies (Warschauer 2002). In this webtask students are encouraged to use Google Docs to provide feedback and collaborate in the joint construction of the recommendation report.

4.3.2. Technology and medium-related support
The webtask includes scaffolding to help students work in a non-linear environment, search for and evaluate the relevance and usefulness of information, and use tools that will be necessary for the task.

Since in this webtask students have to look for their own resources they need strategies foreffective searching. Students are in the 4th year of an Engineering degree and most of them are, therefore, quite familiar with search tools. However, there are two aspects on which they need training: the choice of search terms (or keywords) and the evaluation of information. In step 4 of the task they are told to search for relevant information which helps them solve the problem/ issue they have proposed and evaluate websites. As Figure 2

shows, they are asked to reflect on the right search word and to take several criteria into account when evaluating information.

Search for relevant information and evaluate websites. You will need to find information on the following aspects:
1. Places where they had the same problem or a similar problem
2. How the same problem/ or a similar problem has been solved in other   places
3. Advantages and disadvantages of the possible solutions

Searching for information. Be careful when choosing search term(s).
a.   Think of the topic you want information on. What key concepts is it a   part of or related to?
b.   What key words do you think will appear on the site you want?
c. You need to restrict your search. Think of compound nouns and   collocations (e.g. "water treatment", "oil spill", "domestic water", "waste   management")   that will help you to restrict your search.

Searching for multimedia files. If you want to find multimedia documents go to "Play Audio Video" (http://www.playaudiovideo.com/index.htm), a multimedia search engine.

Evaluating information. You have to be careful to use relevant, accurate, reliable and current
information.
-   Authority: Is there an author? Is the author qualified? An expert?
-   Accuracy: Is the information reliable? Is there an editor or someone who verifies/checks the information?
-   Objectivity: is the information biased?
-   Currency: is the page dated?
-   Coverage: which topics are covered?
-   Relevance: is the information on the page relevant for your purpose?

The following documents will help you to evaluate the webpages.
Evaluating websites: net.tutor
Evaluating webpages

Keep careful notes on each of the resources you use, with the following data clearly indicated:
-   Authority.
-   Currency.
-   Coverage: summary of specific details and information relevant for the task.

Figure 2. Step 4: Search for and evaluate information.

When students are asked to use a Web tool for a specific purpose in the completion of the task, they are given information on how to use such a tool. For instance, in step 5, after students have searched for and evaluated information, they are asked to share their information in order to find the best solution to the problem. **Diigo** is suggested as a tool to exchange information on their resources. Students are asked to go to the **Diigo** website, explore the tool, and answer questions such as: Have you used this technology before? How could you use it in this task? In case they are unfamiliar with the tool, they are provided with links with information on how to use it, both in English and Spanish.

Similarly, when students are told to use Google docs or to design a PowerPoint presentations they are offered links with information on Google docs and, since they all are already familiar with PowerPoint, on how to design an **effective** presentation.

4.3.3. Development of cognitive/ metacognitive strategies

Although autonomy is promoted by giving students control on important decisions (e.g. the choice of topic and of resources, the procedure to carry out research and the distribution of tasks among the group members), this is not an unguided activity. The *Process Section* provides a detailed guide on how to proceed to complete the activity, with the different steps to follow. Support also includes tools that help students process information from different sources and in different formats. For instance, the webtask includes a notetaking guide and a model of comparison chart, which will help students when analysing, comparing and synthesising information.

In order to develop metacognitive strategies, students are asked to (i) choose their own topic for research, which reflects their own interests, (ii) plan how to develop the task and assign work, (iii) select the resources in accordance with their objectives, (iv) evaluate both the learning process and the outcome of the activity and assess what they have learnt.

Self-assessment and self-evaluation have been included in several ways. In step 7 all the members of the group are asked to proofread the document for correct grammar and structure. Students are also provided with two evaluation charts (one for the recommendation report and one for the oral presentation) with the criteria that will be used to evaluate their output, and that they should use to revise such output (see Table 1 below). The use of Google docs is proposed to help students produce a joint document.

	Beginning 1	Developing 2	Accomplished 3
Introduction and background	No real introduction. Unclear purpose or purpose undefined. Background is not relevant.	The introduction is adequate, although it could have been better developed. The background is relevant but too general/ vague or too long	The introduction clearly states the purpose and the outline. The background is very relevant to audience interests/ needs
Body of the report	The body is too short. The points have not been fully developed. The different solutions are not compared.	The body contains some good points, but they have not been fully developed.	The body contains good points that are well developed. It is very well structured with relevant ideas well connected.
Conclusion and recommendations	There is no conclusion or recommendations or they are not based on the findings presented in the body.	The conclusion and recommendations are adequate, although they could have been better developed.	The conclusion contains a good summary of the main points and provides recommendation based on the data.
Grammar and Structure	There are many mistakes in spelling and grammar, and there are no transitions. Difficult to follow and errors interfere with coherence	There are some mistakes in spelling but they do not usually interfere with communication.	Grammar and vocabulary choice is usually accurate. Comprehension is not impeded. Wide range of grammar and vocabulary
Other criteria			
Use of resources	The resources used should be accurate, objective, current and relevant. Use of different types of media (sound, transitions, graphics, pictures, video)		
Originality and documentation of all information cited	Provide a list of all the pages/online resources that have been used with a brief description of each page. **AVOID PLAGIARISM.** The texts should not include sentences or fragments from other texts.		
Evidence of the involvement of the entire group	When handing in the report, each student will include a page outlining his/her contribution		

Table 1. Criteria to evaluate the recommendation report.

Finally, in the last step of the task, students are asked to evaluate their learning process by reflecting on several questions (see Figure 3)

- State the main problems you faced while tackling the assignment. Were you able to overcome these problems? If so, how? If you were not able to overcome these problems, what would you need to do it?
- Evaluate your own learning by deciding how well you were able to...
  - find relevant information on the Internet, including multimedia information
  - understand the texts that you needed for your research
  - understand audio and video information
  - share information with the other members of the group
  - write the report
  - prepare the oral presentation

Figure 3. Self-assessment of the learning process

5. Final comments

In this paper I have attempted to illustrate how the WebQuest format can be adapted to design webtasks that help students of other disciplines develop the literacies they will need to function effectively in an ever changing workplace context. This format can be used to design tasks that: (i) teach students to understand, respond to, and produce different types of disciplinary texts, (ii) prepare them for autonomous and lifelong learning, and (iii) train them in the strategic processes of meaning construction that they will need to work in a digital environment. In order to design online tasks that teach students electronic literacies and help them to get familiar with the discourse practices of their discipline and to develop strategies for autonomous learning, careful attention should be paid to the task itself, the resources and the learning supports. The webtask presented in this paper is intended to have students explore disciplinary genres and engage in cognitive activities necessary to communicate in their discipline. Space for learner autonomy is created by letting students choose their topic or research, find relevant resources, decide their learning pathway and evaluate the outcome and the learning process. Sufficient scaffolding is provided so that students can complete the task and develop autonomous learning and electronic literacies without feeling overwhelmed: the task integrates different types of linguistic support, technology and medium-related support and tools for cognitive and metacognitive strategy development.

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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!**

NEWS FROM A FUTURE COLLEAGUE & A GUEST AT THE LAST ꭓꭓꭓ CONFERENCE

A young future colleague who attended the INGED Conference at Süleyman Demirel University last October sent us a letter that we would like to share with you. It is very motivating to read Şehriban Dündar's impressions and her commitment to our field...

Hello,

I'm Şehriban Dündar. I'm a senior student studying at the Department of English Language Teaching at Selcuk University, Konya. My INGED adventure started with an INGED Event: "Boosters for English Teachers" held at Selçuk University in 2008. Since then I have been trying to improve myself heading towards being a dedicated, energetic, creative, motivated, open-minded, flexible English teacher being inspired by the INGED ELT conferences and my supervisors at Selçuk University. Luckily, thanks to Aydan Ersöz, I could attend the 14th International INGED ELT Conference: "Piecing it Together" Attending such a conference where many dedicated, successful, famous English teachers and academics made me happy as a future academic and English teacher. It was a miracle to see lots of academics and teachers heading towards perfect, fruitful English Language Teaching. I'm really grateful for the host institution's warm welcoming, because they were really willing to help all of the guests during the conference and they provided us with great and enjoyable facilities. I felt privileged because I breathed the same atmosphere with famous, successful, dedicated, energetic academics and English teachers. I can sincerely keep my promise that I will practice in my classes what I learned and

what I experienced at the conference and build on what I have learned and share my experiences and knowledge with my colleagues.

Finally, I want to thank you, the INGED Family and Süleyman Demirel University for giving me such a beautiful chance. I promise I will do my best for English Language Teaching. I hope I will be able to attend the conference which will be held in 2011 as a successful, dedicated academic like all "Piecing it Together" participants.

With my best regards,

Şehriban Dündar
Future academic

This year,
the INGED Conference
will be held in Ankara.

Please follow our web page for
the *Call for Papers*
and
send us your proposal.

THE WIZARD OF OZ
Stage Performances

3 upcoming performances of The Wizard of Oz at
Terakki Vakfi Kultur Merkezi (1.Levent):

Friday 10th December 2010
Time: 19:30

Saturday 11th December 2010
Time: 19:30

Sunday 12th December 2010
Time: 14:00

Adult seats cost 20 TL and child seats 15 TL.

Book online now! http://speechbubbles.org

All proceeds go to local charities that support children & education.

We hope you can make it.

Tom Godfrey

BRITISH COUNCIL | 70 YEARS IN TURKEY   Turkey

| Education | English | Science | Society | Arts and culture | About us |

CROSSWORD COMPETITION

Find out more about our **LearnEnglish podcasts** and get the chance to win a prize!

WHAT CAN I WIN?

- IPOD Nano 16GB player for the first entry chosen

- Five 16GB Kingston Flash disks for runners up

HOW DO I ENTER?

- **Download the crossword puzzle** and fill in the answers.
- Type the first letters of the answers. First one has been done for you.
- Send your answers using the form below **by 31.12.2010**, there is no need to send completed crossword.

It's that easy!

We will draw the winning names out of a hat and the winners will be announced here in January 2011

Good luck!

Find us on **Facebook**

For details:

http://www.britishcouncil.org/turkey-english-learn-online-crossword-competition.htm

BRITISH COUNCIL | 70 YEARS IN TURKEY

BRITISH COUNCIL

You are cordially invited to the

ELT WINTER WORKSHOPS

Mardin, 31 January – 1 February 2011
Istanbul, 2 February 2011
Trabzon, 3-4 February 2011

We are proud to be joined by storyteller Alec Williams, and primary teaching expert **Carol Read**

RSVP: Visit our website to sign up
Spaces are limited and will be allocated on a first come, first served basis

PREMIER SKILLS COMPETITION

PREMIER SKILLS — PREMIER LEAGUE | BRITISH COUNCIL

Ask your students to tell us about their favourite footballer and get the chance to win a prize!

WHAT CAN THE STUDENTS WIN?

An English Premier League kit (shorts and top) of their choice for the first 2 entries chosen
Premier league accessories for 5 runners' up

WHAT CAN THE TEACHER GET?

Premier Skills' pronunciation posters and DVDs

WHAT AGE GROUP IS IT FOR?

Learners who are 9 – 17 years old

WHEN CAN I ENTER?

From January 3rd to February 11th 2011

HOW DO I ENTER?

Download the lesson plan for **The Greatest**. You can find the answers and additional ideas for using this lesson on the **Premier Skills website**.

Use the text with your learners and ask them write about their favourite players in 150-250 words. They should include:

- Which teams the player played/ plays for?
- How long they played/ have been playing?
- What position did/ do they play in?
- Why are they the greatest?

They add their text to the **Premier Skills wiki**. **NB** They will need an email address to do this.

IMPORTANT

Due to the strict copyright laws in the UK, all photographs and information copied from the Internet will be deleted by our moderators. Please ask students not to copy photographs and text from the Internet.

FAQS

- **I am 9-17 years old. Can I enter independently?**
  Yes, of course just add your writing to the wiki
- **How many of my students can enter the competition?**
  As many as you want
- **Is there a word limit?**
  Yes, 500 words
- **Can a student enter more than once?**
  No, but they can take part in forums
- **Is grammar important?**
  The grammar does not have to be perfect but teachers should prepare learners before they post onto the wiki.
- **There are 4 questions shown. Can students add extra information?**
  Of course
- **I am 18. Can I enter?**
  Sorry, not this time. Keep your eyes open for other competitions.
- **When will the result be announced?**
  On February 13th 2011
- **Do I have to do the Stanley Matthews lesson plan?**
  No but you need to prepare your learners for the writing task

The winning entries will be the final decision of the British Council and British Council reserves the right to disqualify any entrant if there are reasonable grounds to believe the entrant has breached any of the rules.

▶ ENGLISH HOME PAGE

BRITISH COUNCIL

Get set, ready and GO!
ELT Blogathon starts on February 1st, 2011

The British Council ELT team invites **English teachers** in Turkey to a very challenging race, the **ELT Blogathon 2011**. The winner of the **ELT Blogathon** will attend the week-long IATEFL conference in the beautiful English city of Brighton.

What is the ELT Blogathon exactly?
We are glad that you asked! This is a competition designed for **teachers of English**, which will run from **1 February until 1 March 2011**. When you enter this race, you will first learn how to blog creatively and also share your ideas through commenting on other blog posts. The teacher who makes the most professional posts and comments throughout the race will be declared the winner.

Don't worry if you haven't blogged before. As we all know, the start of the year is the best time to learn a new skill. Our **ELT Blogathon** encourages teachers to move into the technological age with confidence, through blogging and networking.

Why are we making a big deal out of blogging?
Well, the 133 million people who have become bloggers since 2003 also think that it is a big deal. And the 77% of internet users who read blogs would agree that blogs are important. With regards to blogging, if you are not already in the race, it's time to buy your running shoes!

Does anyone read blogs in Turkey?
Of course! People in Turkey embrace new technologies - just look at how often people change their mobile phone. Additionally, nowadays some of the best ELT bloggers are from Turkey. Check out these blogs by Ozge Karaoglu and Burcu Akyol. They are both ELT professionals in Turkey who are well-known in Cyberspace. You can add your name to Turkey's team by entering this competition.

I am a busy teacher; I don't have time to do this
Then, here is a bit of motivation for you. In our **ELT Blogathon** the most outstanding blogger will win an **all expenses paid** trip to the IATEFL conference in **Brighton** in April 2011. Not only will the teachers be able to network with English teachers from around the world and have the chance to update their professional skills, they will also be in one of the most fashionable cities in the UK. Brighton is an eclectic mix as it has traditional tea rooms, beautiful historical buildings, and an active nightlife and also hosts many festivals.

So, how can I enter?
We are glad that you finished with the easiest question. You can visit us at www.britishcouncil.org/turkey-english-teaching-elt-blogathon.htm and fill out the entry form. Plus, the conference is not the only prize we are offering, just stop by our site and learn more about **ELT Blogathon**.

When can I start blogging?
The marathon, sorry, **ELT Blogathon** will start on **February 1st, 2011**. The finishing line will be on **March 1st, 2011** and the winners will be announced on **March 4th, 2011**.

Are you up for this challenge? Then, why are you waiting? Let's start blogging!

Who dares to teach must never cease to learn.
- John Cotton Dana

ELT blogathon 2011

News from iatefl

45th Annual Conference and Exhibition
Brighton Centre, Brighton, UK
15th -19th April 2011

Conference registration fees:

Full four-day conference
Registration form and full payment received <u>on or before</u> 28th January 2011
IATEFL members £125

Registration form and full payment received <u>after</u> 28th January 2011
IATEFL members £160

Pre-Conference Event (PCE) registration fees:

Registration form and full payment received <u>on or before</u> 28th January 2011
IATEFL members £55

Registration form and full payment received <u>after</u> 28th January 2011
IATEFL members £65

IATEFL MEMBERSHIP

INGED has renewed its bid for
IATEFL's Wider Membership Scheme (WMS)
and has just received 40 IATEFL memberships at reduced cost through WMS.

If you need to renew your IATEFL membership,
contact Sibel Tüzel Kandiller at tuzel@metu.edu.tr

News from **TESOL**

The 45th Annual TESOL

Convention & Exhibit:

in
New Orleans, Louisiana, USA
on
17 - 19 March 2011

Details at:
http://www.tesolmedia.com/docs/convention2011/
TESOL2011CallforProposalsnew.pdf

The 45th Annual
TESOL Convention and Exhibit

Examining the "E" in TESOL
March 17-19, 2011
New Orleans, Louisiana, USA

Teachers of English to Speakers of Other Languages

Bourbon St. Photo Courtesy of New Orleans CVB.

TESOL Convention Early Registration Extended to Monday February 7

There is still time to register at the early rate. But do so today and make your hotel reservations. Two hotels are already sold out.

Be sure to register for Pre or Post convention Institutes. They are filling up fast.

As a convention 'veteran' you know the value of the networking opportunities and the over 700 educational sessions. Pass the word to your colleagues. Share the link to the Advance Program. Go to the session planner to find your colleagues who are presenting or sessions that will help you do your job better. And join or renew your membership today to save even more money.

Convention Anytime, Anywhere
Relax and enjoy your convention experience without feeling rushed with the TESOL Live Learning Center. Experience all that the Live Learning Center has to offer with audio synchronized to PowerPoint presentations! You can even download the MP3 files onto your iPod for learning on the go! Register Pre-convention (on the registration form) and receive up to 55 hours of convention recordings for only $79! This price increases to $99 onsite!

Convention Highlights
K-12 Dream Day - Wednesday March 16, 2011. Featuring Pedro Noguera, New York University speaking on *The Politics of Language*.

New Orleans - The City of New Orleans has developed a Web site just for TESOL to help you get around the city and enjoy all its fine restaurants, museums, and shopping.

Job Market Place - Looking for a job? Curious about trends in English language teaching employment? Don't miss the Job MarketPlace at the TESOL convention!

Plenary Speakers - Opening Plenary: Thelma Meléndez, *Providing a World-Class Education For America's English Learners;* Presidential Plenary: Tracey Derwing, Helen Fraser, Okim Kang, Ron Thomson, *L2 Accent and Ethics: Issues That Merit Attention*

Follow the Convention on **twitter** #TESOL11 Become a fan on **f**

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Don't Delay! Register and book your hotel and travel today.

THE TRUTH ABOUT 12 HEALTH MYTHS

Source:
http://shine.yahoo.com/event/lifeslittlepleasures/the-truth-about-12-health-myths-2384853/

You've always heard that…

You shouldn't cut off the bread's crust. It's full of vitamins.
The truth is: In a 2002 German study, researchers found that the baking process produces a novel type of cancer-fighting antioxidant in bread that is eight times more abundant in the crust than in the crumb. That said, it's more important to serve whole-wheat bread, with or without the crust, because it's all around higher in nutrients, such as fiber, says New York City nutritionist Keri Glassman, author of *The O2 Diet*. Make sure the ingredients list "100% whole-wheat flour." Breads simply labeled "wheat" are usually made with a mixture of enriched white flour and whole-wheat flour and have less fiber.

If you go out with wet hair, you'll catch a cold.
The truth is: You will feel cold but will be just fine healthwise, says Jim Sears, a board-certified pediatrician in San Clemente, California, and a cohost of the daytime-TV show *The Doctors*. He cites a study done at the Common Cold Research Unit, in Salisbury, England, in which a group of volunteers was inoculated with a cold virus up their noses. Half the group stayed in a warm room while the rest took a bath and stood dripping wet in a hallway for half an hour, then got dressed but wore wet socks for a few more hours. The wet group didn't catch any more colds than the dry. Sears's conclusion: "Feeling cold doesn't affect your immune system."

If you cross your eyes, they'll stay that way.
The truth is: "There's no harm in voluntary eye crossing," says W. Walker Motley, an assistant professor of ophthalmology at the University of Cincinnati College of Medicine. But if you notice your child doing this a lot (when he's not mimicking a cartoon character), he might have other vision problems.

You should feed a cold and starve a fever.
The truth is: In both cases, eat and drink, then drink some more. "Staying hydrated is the most important thing to do, because you lose a lot of fluids when you're ill," says Sears, who adds that there's no need for special beverages

containing electrolytes (like Gatorade) unless you're severely dehydrated from vomiting or diarrhea.

Gum stays in your stomach for seven years.
The truth is: Your Little Leaguer's wad of Big League Chew won't (literally) stick around until high school graduation. "As with most nonfood objects that kids swallow, fluids carry gum through the intestinal tract, and within days it passes," says David Pollack, a senior physician in the Children's Hospital of Philadelphia Care Network. And even though gum isn't easily broken down in the digestive system, it probably won't cause a stomachache, either.

An apple a day keeps the doctor away.
The truth is: A handful of blueberries a day will keep the doctor away more effectively. Blueberries are a nutritional jackpot, rich in antioxidants and fiber, and they're also easy to toss into cereal and yogurt. That said, eating a variety of fruits and vegetables is important to prevent many chronic illnesses, such as heart disease, high blood pressure, and diabetes, down the road. (To find out how much earth-grown goodness your child should be getting, enter his or her age, sex, and level of physical activity at fruitsandveggiesmatter.gov.)

You lose 75 percent of your body heat through your head.
The truth is: "This adage was probably based on an infant's head size, which is a much greater percentage of the total body than an adult head," says Pollack. That's why it's important to make sure an infant's head remains covered in cold weather. (This also explains those ubiquitous newborn caps at the hospital.) But for an adult, the figure is more like 10 percent. And keep in mind that heat escapes from any exposed area (feet, arms, hands), so putting on a hat is no more important than slipping on gloves.

To get rid of hiccups, have someone startle you.
The truth is: Most home remedies, like holding your breath or drinking from a glass of water backward, haven't been medically proven to be effective, says Pollack. However, you can try this trick dating back to 1971, when it was published in *The New England Journal of Medicine:* Swallow one teaspoon of white granulated sugar. According to the study, this tactic resulted in the cessation of hiccups in 19 out of 20 afflicted patients. Sweet.

Eating fish makes you smart.
The truth is: For kids up to age three or four, this is indeed the case. Fish, especially oily ones, such as salmon, are packed with omega-3 fatty acids,

including DHA (docosahexaenoic acid). "DHA is particularly beneficial in the first two years of life for brain development, cognition, and visual acuity," says Beverly Hills pediatrician Scott W. Cohen, the author of *Eat, Sleep, Poop: A Common Sense Guide to Your Baby's First Year.* And a 2008 study in Clinical Pediatrics showed an increase in vocabulary and comprehension for four-year-olds who were given daily DHA supplements. Omega-3 options for the fish-phobic? Try avocados, walnuts, and canola oil.

You shouldn't swim for an hour after eating.

The truth is: Splash away. "After you eat, more blood flows to the digestive system and away from the muscles," says Cohen. "The thinking was that if you exercised strenuously right after eating, that lack of blood would cause you to cramp up and drown." But that won't happen. Sears concurs: "You might have less energy to swim vigorously, but it shouldn't inhibit your ability to tread water or play."

Every child needs a daily multivitamin.

The truth is: Children who are solely breast-fed during their first year should be given a vitamin D supplement. After that, a multivitamin won't hurt anyone, but many experts say that even if your child is in a picky phase, there's no need to sneak Fred, Wilma, and company into his applesauce. "Even extremely fussy eaters grow normally," Cohen says. "Your kids will eventually get what they need, even if it seems as if they're subsisting on air and sunlight."

Warm milk will help you fall asleep.

The truth is: Milk contains small amounts of tryptophan (the same amino acid in turkey), "but you would have to drink gallons to get any soporific effect," says Michael Breus, a clinical psychologist in Scottsdale, Arizona, who specializes in sleep disorders. "What is effective is a routine to help kids wind down," he says. And if a glass of warm milk is part of the process, it can have a placebo effect, regardless of science.