# THE INGED NEWSLETTER

# *NEWS ON-LINE*

### *Together we stand!*

HAPPY NEW YEAR DEAR COLLEAGUES!

# Issue 4
# December 2012

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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 about our activities with you. As you all know, we had our general assembly on November 3, 2012. 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.

The INGED mornings/afternoons that we realized were:
- On 19 December 2011, "Integrated Approaches" by Prof. Dr. Aydan Ersöz at the Foreign Languages School, 9 Eylül University.
- On 12 March 2012, "Classroom Management and Interaction" by Prof. Dr. Aydan Ersöz at the Foreign Languages School, TOBB University.
- On 2 April 2012, "Dealing with Difficult Students and Situations" by Prof. Dr. Aydan Ersöz at the Foreign Languages School, TOBB University.
- On 30 April 2012, "Constructivism in ELT" by Prof. Dr. Aydan Ersöz at the Foreign Languages School, TOBB University.
- On 17 May 2012, "Curriculum Development" by Prof. Dr. Aydan Ersöz at the Foreign Languages School, Gazi University.
- On 21 May 2012, "Lesson Planning" by Prof. Dr. Aydan Ersöz at the Foreign Languages School, TOBB University.
- On 7 June 2012, "Implementing CEFR" by Prof. Dr. Aydan Ersöz at the Foreign Languages School, Gazi University.

In order to improve the existing networking and construct new relations with the similar organizations abroad, we realized the following activities:
- We have signed an agreement with the ELT Associations in Poland, Azerbaijan and Macedonia to enhance our cooperation and collaboration internationally.
- In March 2012, Mustafa Akın Güngör and M. Nazlı Demirbaş represented our association at IATEFL Conference in Glasgow. In

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addition to their academic presentations, they represented us on Associates Day and promoted our association as well as our web site (cost-sharing by INGED and the British Council).

- In March 2012, Büşra Delen represented our association at the TESOL Convention in Philadelphia, USA (cost-sharing by INGED and the American Embassy).
- In June 2012, Mustafa Akın Güngör and M. Nazlı Demirbaş represented our association at the 9th International ELT Conference in Azerbaijan. In addition to their academic presentations, they represented us in meetings and promoted our association as well as our web site (fully sponsored by the British Council).
- In September 2012, Büşra Delen represented our association and had an academic presentation at the IATEFL Poland Conference in Wroclaw (fully sponsored by the British Council).
- In October 2012, Hilal Onat represented our association and had an academic presentation at the 2nd ELTA Conference in Albania (fully sponsored by the British Council).
- In October 2012, Dr. A. Suzan Öniz represented our association and had an academic presentation at the 7th ELTAM Conference in Macedonia (fully sponsored by the British Council).

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 25 November 2011, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "Teaching English Integratedly" at the 8th International METU Postgraduate Conference on Linguistics and Language Teaching.

- On 6 December 2011, Prof. Dr. Aydan Ersöz held two different sessions in the certificate program entitled "Teaching Turkish as a Foreign Language" run by the Yunus Emre Institute and TÖMER, Ankara University.

- Between 12 December and 16 December 2011, Prof. Dr. Aydan Ersöz participated in the local in-service training program held in Rize by the Ministry of Education. She had 10 sessions on various topics with various groups.

- On 5 March 2012, Prof. Dr. Aydan Ersöz held two different sessions in the certificate program entitled "Teaching Turkish as a Foreign Language" run by the Yunus Emre Institute and TÖMER, Ankara University.

- On 28 April 2012, we held an INGED Event hosted by the Turkish-American Association. The sessions we had in this full-day event were "A Sample Lesson for Young Learners" by Prof. Dr. Aydan Ersöz, "Creative & Fun Writing Activities for Language Learners and Teachers" by Afife Dağcı, "Sample Speaking Activities with the Reflections of the CEF in EFL Classes" by M. Nazlı Demirbaş and Büşra Delen, and "Fun Activities for Recycling Lexis" by Sibel Tüzel Kandiller.

- On 2 June 2012, we held an INGED Event in Rize which was fully sponsored by the British Council. The sessions we had in this full-day event were "Box of Tricks" and "Creative Poetry Writing" by Simon Shephard, "A Sample Lesson for Young Learners" by Prof. Dr. Aydan Ersöz, and "Using Web Sites for Materials Development" Büşra Delen.

- On 5 June 2012, Prof. Dr. Aydan Ersöz held two different sessions in the certificate program entitled "Teaching Turkish as a Foreign Language" run by the Yunus Emre Institute and TÖMER, Ankara University.

- On 16 June 2012, we held an INGED Event in Ankara which was fully sponsored by the British Council. The sessions we had in this full-day event were "Lessons from Nothing" by Jason Price, "Checking Homework in Class the Fun Way" by Defne Akıncı Midas, "Reflecting Ourselves to Greatness" by Tony Gurr and "Extensive Reading: Why and How?" by Ayşegül Leblebicioğlu.

- On 11 June 2012, Prof. Dr. Aydan Ersöz held two different sessions in the certificate program entitled "Teaching Turkish as a Foreign Language" run by the Yunus Emre Institute and TÖMER, Ankara University.

- On 22 June 2012, we held an INGED Event in Ankara which was fully sponsored by the British Council. The sessions we had in this full-day event were "Designing Classroom Materials with ICT Part 1" and

"Designing Classroom Materials with ICT Part 2" by Gary Motteram, "Pen-Assisted Language Learning (PALL)" by Prof. Dr. Aydan Ersöz, and "Using Visuals" by Defne Akıncı Midas.

In cooperation with TESOL and Franklin Electronic Publishers, we held the 4th Türkiye SpellEvent on 14 April 2012 at the METU Foundation Schools.

The 14th INGED Drama Festival in İstanbul on 27 April 2012 was hosted by Marmara Private Schools, and the 14th INGED Drama Festival in Ankara on 27 May 2012 was hosted by the METU Foundation Schools.

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

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 Colleagues,
We are starting a new term with new colleagues and feel very fresh and ready to serve you all better. We are all very excited to be working together and are looking forward to the realization of all the ELT events that we have planned for you.

We would like to take this opportunity and wish you a great 2013...

Another full issue awaits you with reflections from conferences, announcements and selected articles from various publications. We hope you will find time to browse the pages and, as always, we hope to hear from you... Happy New Year!


Warm regards,

Suzan Öniz
INGED Newsletter Editor

We wish you all the best
in the New Year
with
lots of good health,
success and happiness...

HAPPY NEW YEAR!

# THE 2012 INGED GENERAL ASSEMBLY REPORT

The INGED 2012 General Assembly convened at 4 p.m. on 19 October 2012 but the quorum was not reached so the General Assembly reconvened at 11 a.m. on 3 November with the required number of 35 members present. Members Prof. Dr. Hüsnü Enginarlar (President), Dr. Kemal Sinan Özmen (Member) and Dr. Cem Balçıkanlı (Secretary) were elected to form the Assembly Council. INGED President Prof. Dr. Aydan Ersöz read the 2011-12 Annual Report, Treasurer Defne Akıncı Midas read the 2011-12 budget report followed by the reading of the Audit Report prepared by the auditors Prof. Dr. Hüsnü Enginarlar (METU), Prof. Dr. Ayşegül Daloğlu (METU) and Assoc. Prof. Dr. Bena Gül Peker (Gazi University). Attending members were then given time to query the reports. Prof. Dr. Ayşegül Daloğlu, Prof. Dr. Aydan Ersöz, Serper Tümer and Prof. Dr. Hüsnü Enginarlar, in summary, thanked the board members for their hard work and pointed out the following:

- The contributions of INGED to language learning/teaching in Turkey
- The necessity to increase membership fees
- The fullness of the Annual Report
- The decrease in the activities with the Ministry of national Education
- The close collaboration with the Ministry trainers in various cities
- The ongoing work done at Yunus Emre Institute concerning the Teaching of Turkish as a Foreign Language

After the above points were resented and discussed the INGED Board and Auditors were cleared with the unanimous vote of members present. Next, the new Board, Auditors and their reserves were elected.

**The 2012-13 INGED Board:**
1) Prof. Dr. Aydan Ersöz
2) Dr. A. Suzan Öniz
3) Defne Akıncı Midas
4) M. Akın Güngör
5) M. Nazlı Demirbaş
6) Hilal Onat
7) Büşra Delen

**The Auditory Board**

   1)  Prof. Dr. Hüsnü Enginarlar (METU)

   2)  Prof. Dr. Ayşegül Daloğlu (METU)

   3)  Assoc. Prof.  Dr. Bena Gül Peker (Gazi University)

**The Reserve Board:**

   1)  Dr. Kemal Sinan Özmen

   2)  Dr. Cem Balçıkanlı

   3)  Füsun Karayılmaz

   4)  Yasemin Yelbay

   5)  Serper Tümer

   6)  Nur Hamulu

   7)  Fatma Ataman

**The Reserve Auditory Board**

   1)  Assoc. Prof.  Dr. Paşa Tevfik Cephe

   2)  Assistant Prof. Dr. Neslihan Özkan

   3)  Sibel Tüzel Kandiller

The meeting ended with the final wishes which included ideas for selling various INGED products and that universities hosting the biennial INGED Conference should directly contact the publishers.

**HAVE YOU BEEN TO A WORKSHOP OR CONFERENCE LATELY?**

**PLEASE SEND US YOUR REFLECTIONS SO THAT ALL MEMBERS CAN READ ABOUT THIS EVENT AND YOUR IMPRESSIONS.**

# 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 16th International INGED ELT Conference:
# By Word of Mouth

# 4 - 6 October 2013

# Hosted by 9 Eylül Üniversitesi,
# School of Foreign Languages,
# Izmir, Turkey.

**The Call for Papers, Registration Form and other details
Are available online at:
inged.org.tr**

**IMPORTANT DATES**

| | |
|---|---|
| Deadline for proposals: | 26 April 2013 |
| Response to proposals via e-mail: | 21 June 2013 |
| Registration deadline for presenters: | 6 July 2013 |
| Registration for ELT students: | 2 August 2013 |
| Registration deadline for participants: | 6 September 2013 |

# AN INGED – BC – KAPADOKYA MESLEK Y. O. EVENT
## 19 January 2013

Venue:
Kapadokya Meslek Yüksekokulu,
Üniversite Meydanı No:1, Mustafapaşa, Ürgüp, 50420, Nevşehir.

**PROGRAM**

| | |
|---|---|
| 9:00 – 9:50 | Registration |
| 10:00 – 10:50 | "Teachers as Leaders" by Hilal Onat (INGED) |
| 10:50 – 11:20 | Break |
| 11:20 – 12:10 | "Strings, Cards, Pictures: Ideas for Pairing & Grouping Learners" by A. Suzan Öniz, PhD (INGED) |
| 12:10 – 13:40 | Lunch |
| 13:50 – 14:40 | "Making the Most of Texts: Practical Classroom Activities for Developing Students' Receptive Reading & Listening Skills" by Laurence Bardout (British Council) |
| 14:40 – 15:10 | Break |
| 15:10 - 16:00 | "Putting Words to Work: Some Activities for Recycling Lexis" by Jason Price (British Council) |
| 16:00 | Raffle (INGED members only), Certificate distribution & Farewell |

**Note 1:** This event is FREE of charge. The raffle, however, is open to current INGED members only.
**Note 2:** Please register no later than 15 January 2013 by sending your name to ingedturkiye@gmail.com  so that certificates can be printed.

# AN INGED – BC EVENT
# 4 February 2013

**Venue:**
Limak, Ambassadore Hotel, Ankara.

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**PROGRAM**

| | |
|---|---|
| 10.00-11.00 | "Storytelling" Alec Williams |
| 11.00-11.15 | Coffee Break |
| 11.15-12.15 | "Using storytelling with teenagers" Alec Williams |
| 12.15-13.30 | Lunch break |
| 13.30-15.00 | "Miming, Dialoging and Role-playing" Bena Gül Peker |
| 15.00-15.15 | Coffee Break |
| 15.15-16.15 | "Act & Learn: Teaching English Through Drama Activities" Cem Balçıkanlı |

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**Note:** Please register at
http://events.constantcontact.com/register/event?llr=9sr87wcab&oeidk=a07e6wy9wobede0e8b1
so that certificates can be printed.

# AN INGED AFTERNOON

## WITH

## A. SUZAN ÖNİZ
### (INGED)

### &

## Esen Metin Olmuşçelik
### (Çankaya University)

## Wednesday, 6 February 2013
## 13:30 - 15:30

**Venue:**
**Çankaya University, Main Campus Blue Hall**
Eskişehir Yolu 29. km/Shuttles are available from Sıhhıye and our Balgat Campus
For details: http://www.cankaya.edu.tr/duyuru/servis.php

**Program:**
13.30 - 14:30    A. Suzan Öniz (INGED)
                 "Teaching, Not Testing Listening"

14.30 - 14.45    Coffee Break

14.45 - 15.20    Esen Metin Olmuşçelik (Çankaya University)
                 "TQM: The Quest for Continuous Improvement"

# THE INGED ESSAY COMPETITION

Write an essay explaining the following in no more than 400 words:

WHY IS IT IMPORTANT FOR ENGLISH LANGUAGE TEACHERS TO CONTINUE TO IMPROVE THEMSELVES?

Deadline: 7 June 2013

The Winner (will be announced in July)

will receive an invitation to attend

the 16th International INGED ELT Conference for free.

Send your essays to:

M. Akın Güngör: mustafaakingungor@hotmail.com

# The 5th INGED SpellEvent

## The 5th INGED SpellEvent

**Saturday, 6 April 2013**

**at**
**Nesibe Aydın Schools, İncek, Ankara**

For details and to register your school,
please contact
Hilal Onat or Büşra Delen at:

ingedspellevent@yandex.com

**Registration deadline: 20 January 2013**

# 2013 İNGED Spell Event
## School Participation Form

İNGED is organizing a local spelling competition for students who are learners of English. The 2013 İNGED Spell Event will be held at Ankara Nesibe Aydın Schools on 6 April 2013. The champion at the Local Spell Event will receive a surprise gift. Schools should receive and review a copy of the event rules before signing this form. Please read these rules at: <inged.org.tr>

By signing this form, you verify that

_____

Name of School

is not an English medium school or dual language school, nor does the school teach more than 2 classes, in addition to an English language class, in English.

**\*ADDRESS OF SCHOOL**

_____

_____


**SIGNATURES**


_____  Signature of Principal


_____  Printed Name of Principal


_____  Signature of Participating Teacher


_____  Printed Name of  Participating Teacher

# THE 4th ENGLISH STORY WRITING CONTEST

Nuance Publishing and Yabancı Dil Kitap in co-operation with INGED will organize the **4th Story Writing Contest**, the first of which took place in 2010 and which has now become an annual event.

Details of the 2012 Story Writing Contest are as follows:

**Deadline for sending in your stories:**
**10 May 2013**

**AGE CATEGORIES IN 2013**
1. Primary School Age: Juniors
2. High School Age: Seniors
3. Adults

**PRIZES**
Primary School Age: Juniors
1. A two-week language course in Malta at "Chamber College."
2. 20 Nuance readers & accompanying CDs
3. 10 Nuance readers & accompanying CDs

High School Age: Seniors
1. A two-week language course in Britain at the "London School of Business and Finance"
2. 20 Nuance readers & accompanying CDs
3. 10 Nuance readers & accompanying CDs

Adults
1. 30 Nuance readers & accompanying CDs
2. 20 Nuance readers & accompanying CDs
3. 10 Nuance readers & accompanying CDs

**In Malta:** The air fare and visa expenses are not included and will be covered by the winner. The prize covers the following:
* Registration Fee,
* Welcome Pack including student Discount Card & Map,
* General English course (20 hours per week),
* Course materials,
* End of course certificate,
* Progress report
* Accommodation in host family twin rooms on full-board basis, including packaged lunch,
* Arrival / Departure airport transfers,
* FREE 2-hour weekly conversation class,
* 24-hour Emergency Contact.

**In Britain:** The air fare and visa expenses are not included and will be covered by the winner. The prize in this category comprises the following:

* Registration Fee,
* Course Fee,
* General English course (20 hours per week),
* Course materials,
* End of course certificate,
* Accommodation with host family (full board),

**APPLICATION GUIDELINES**
Deadline for all applications: 10 May 2013

The contest is open to all participants who qualify according to the 4th Story Writing Contest conditions. Click the link below:

Yabancı Dil Kitap 3. İngilizce Öykü Yarışması Yarışma Şartnamesi:
**http://www.yabancidilkitap.com/index.php?do=dynamic/view&pid=109**

**ATTENTION:**
Applications that do not comply with the contest conditions or stories submitted later than 10 May 2013 will NOT be accepted.

**THE JURY**
Prof. Dr. Aydan ERSÖZ: INGED President

A. Suzan ÖNİZ: INGED Vice President and Editor
Defne Akıncı Midas INGED Treasurer
Busra Delen: INGED Board Member
Michael BAYLIS: English teacher
Arzu Sunu GÖK: English teacher and Happy English with ASG administrator
Mehmet ALTUNBAŞ: English teacher
Başak ELMAS: English teacher
Glen ÇAVULDAR: English teacher

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Yabancidilkitap : www.yabancidilkitap.com
EğitimAL: http://www.egitimal.com

**Sponsors**
INGED - Ingilizce Eğitimi Derneği: http://inged.org.tr
Happy English with ASG: http://www.happyenglishwithasg.com
=============================================================

Dear Teachers: Start preparing your students for this contest.

Dear Parents: Please encourage your children to participate!

Dear Students: Start writing your story right now... Combine your imagination with your knowledge of English to win one of the wonderful prizes and also to prove your English!

We hope to receive thousands of stories in the 2012 story writing contest!

Best regards,

NÜANS Publishing

P.S. This contest, made possible through the support of the sponsors, is a project to contribute to education and civil society initiative and therefore involves neither a contest application fee nor any other payment to participate in the contest.

To receive posters, please write to: info@nuanskitabevi.com

# 4. Yabancı Dil Öykü Yarışması

SON BAŞVURU TARİHİ 10 MAYIS 2013

## İNGİLİZCE JÜRİ

Prof. Dr. Aydan Ersöz
A. Suran Onts
Arzu Sonu Gök
Michael Bayliss
Başak Fırtına
Mehmet Altuntaş
Defne Akıncı Midas
Büşra Delen
Eileen Çavuldar

### Kategoriler

| DERECELER | İlköğretim | Lise | Yetişkinler |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |

## İSPANYOLCA JÜRİ

Marta Morán
Ana Teixidó
Aygül Çetik Şiklar
Aslı Odabaşı
Rosaura Dumanli

### Kategoriler

| DERECELER | 16 YAŞ ÜSTÜ | 16 YAŞ ALTI |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

## İTALYANCA JÜRİ

Buket Kasalı
Bahar Dalyancı
Funda Akor
Yeşim Ulokan
Rosa Chiara Vitolo
Katia Bianchini Aydın

### Kategoriler

| DERECELER | 16 YAŞ ÜSTÜ | 16 YAŞ ALTI |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

Yarışma Şartları ve ayrıntılı bilgi için; www.nuanskitabevi.com.   www.yabancidilkitap.com

# SEETA
## SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

http://seeta.eu/

SEETA, the South Eastern Europe Teachers' Association, is and umbrella association, so to speak. Its members comprise teachers' associations in the region. INGED is also a member of SEETA, represented by A. Suzan Öniz. Representatives of associations are all volunteers. These representatives held two online meetings in December to discuss various issues. The INGED representative participated in the first meeting the agenda of which is below:

<div align="center">

**SEETA REPRESENTATIVES' MEETING**
**December 17th, 2012**

</div>

**Agenda:**
1. SEETA REPS: participation, involvement and SEETA Membership Agreement
2. SEETA Volunteers: participation involvement
3. SEETA finances: does SEETA become a legal body? Do teachers' associations take turns to issue receipts?
4. SEETA REPS: next meeting
5. Issues you'd like to discuss in next meeting

Here is the summary of both online meetings compiled by Anna Parisi, the current SEETA Representative.

**Summary of all discussions by Anna Parisi, SEETA Manager**
**1. SEETA REPS: participation, involvement and SEETA Membership Agreement**

**1a.** As the SEETA representatives are also TA board members i.e. they have voluntary work within their organisation, TAs should try to have 2 representatives on SEETA. The participation of TAs' representatives on SEETA is essential for SEETA to work.

My comment: Also, this is something that TAs have agreed on: this is stated in the SEETA Agreement. Becoming a SEETA member is a decision that TAs should take very seriously. If a TA doesn't have the resources, ie the people on the board and the volunteers to actively participate in SEETA, then it would have to become a member later, when there are the people within the TA to work on SEETA. We have to follow the rules that we set, so that SEETA becomes even stronger and a more useful tool for

the TAs. In a collaborative community like SEETA, in which we are all volunteers and are offering our free time there can be resentment when members do not fulfill their responsibilities.

**1b. 'In what way can the reps and volunteers be motivated within SEETA or their own TA?'**
This point was raised but not discussed a lot as we didn't have many ideas at the time.

Suggestions made: TAs could finance their SEETA rep to attend a conference where a SEETA meeting is taking place (on land I mean). Also, regular meetings online will help us work better, both the reps and the volunteers. These meetings should be regular but not too often. We decided that he next one will be at the beginning of February after we've voted for the issue re: does SEETA become a legal body?

My comment: Speaking as a volunteer, what demotivates me is when I feel I'm working alone, not in a team. An active admin is a great motivator!! Also, SEETA could offer more exposure to its volunteers both on the platform and the social media. I also think that rewards are necessary but I'm not sure what that would be. Any ideas???

Also an active community is a great motivator too. One point that was made was that our members are not clear about what SEETA is what it can offer them. A lot more promotion is necessary within our TAs. I have made some simple flyers, which you can find in the admin area. Also, there is an article by Michele Ben that you can use. If you prepare something, can you please share it with us? Also, we've agreed (in the SEETA Agreement) that the SEETA TAs will promote SEETA in their own events and their own conferences. Is there anyone who would like to design a poster? Do we have anyone who is good at this kind of thing? Also, any more suggestions about this??

 **1c.** It was suggested that planning ahead would help the reps to manage their time better, which will help us all take part in the discussions. I promise to do this as much as possible.

**2. SEETA Volunteers: participation , involvement**
We didn't have time to discuss this lot in the first meeting and we just

made a couple of points in the second meeting. I wrote above some of the points as they concern both the reps and the volunteers. In the meeting, we talked about that it may be difficult to find volunteers from the TAs.

My comment: I think potential volunteers are there, we just have to spot them! Promotion of SEETA is necessary as well so that people are aware of what the TAs offer their members through SEETA. Also, I think the reps can have a look at the participants in the open events and closed courses and spot their members. Some of these teachers are likely to be interested in volunteering. Please get in touch with them and if they are interested let me know. It's not necessary to find active ones. Some passive participants can make good volunteers behind the scenes.

**WE ARE LOOKING FORWARD TO SEEING YOU AT OUR NEXT CONFERENCE IN IZMIR.**

**THE 'CALL FOR PAPERS' IS ON THE WEBSITE.**

**PLEASE SPREAD THE WORD AMONG YOUR COLLEAGUES AT YOUR SCHOOL.**

# THE 15TH INGED DRAMA FESTIVAL IN ANKARA
## 18 May 2013
## MEV Koleji,Private Schools

# INGED - MARMARA SCHOOLS
# 15th DRAMA FESTIVAL
# in 2013

# Thursday, 30 May 2013

# Marmara Private Primary School

# ISTANBUL

# TECHNOLOGY IN TEACHING:

## TWO GOOGLE TRICKS

### by
### A. Suzan Öniz

**GOOGLE TRICK 1: When at a loss for a word**
Here's something that you can do when you are looking for a specific term but it doesn't spring to your mind or you just don't know it especially when working on an article or when translating.

For example, suppose you are looking for a verb to fill in the gap in this phrase: "buildings.........from the 19th century"

You go to Google and type in
"buildings * from the 19th century"
including the quotation marks, and an asterisk for where you need a verb that you can't remember, and it gives you back the exact phrase with options for the asterisk's position.

Search results:
**buildings dating from the 19th century**
**buildings still standing from the 19th century**
**buildings seemingly from the 19th century**
**buildings surviving from the 19th century**
**buildings remaining from the 19th century**
**buildings, many from the 19th century,**
**buildings preserved from the 19th century**
**buildings originating from the 19th century**.

Google Chrome and Explorer yield slightly different phrases but the most common usage can be found in both.

**GOOGLE TRICK 2: Reading e-books**
Go to http://books.google.com/ and find free books and magazines that you can read online; you can also buy them online.

**GOOGLE TRICK 3: Something useless but fun! Google Gravity**
Type on the google search box "google gravity" and press the "I'm feeling lucky" button. The new page will appear, just wait a couple seconds and you will see all of the google letters fall down. If you can't press the "I'm feeling lucky" button, then go to http://mrdoob.com/projects/chromeexperiments/google-gravity/ and watch what happens. It's silly but fun! (WHO thinks up these things!!!)

Another similar useless but fun site is:
http://elgoog.im/guitar/
Here the google logo is a guitar and you can play it...

PLEASE CHECK OUT OUR 'USEFUL LINKS' PAGE...


AND IF YOU HAVE ANY LINKS TO SITES USEFUL
FOR ENGLISH LANGUAGE TEACHERS
DO LET US KNOW.

# FACTS ABOUT
# SPERM WHALES...
# HOW FAR CAN THEY DIVE?
# WHY DO THEY FORM INTO A ?
# And more...

A sperm whale pod with a large calf
migrates offshore of the Azores Islands in the eastern Atlantic

http://www.google.com.tr/imgres?q=migrating+animals&um=1&hl=tr&client=firefox-a&rls=org.mozilla:en-US:official&biw=1280&bih=668&tbm=isch&tbnid=UtrYDyjsS1XobM:&imgrefurl=http://www.doobybrain.com/2010/11/06/photos-of-animals-migrating/&docid=mSl0qHNkufMmFM&imgurl=http://www.doobybrain.com/wp-content/uploads/2010/11/migrating-whales.jpg&w=600&h=398&ei=g8wET5_SB42csAbSxtzaDw&zoom=1

**Species Description**

Weight:     females: up to 15 tons (13,607 kg)
               males: up to 45 tons (40,823 kg)

Length:     females: about 36 feet (11 m)
               males: about 52 feet (16 m)

Appearance:  mostly dark gray, though some whales have white patches on the belly, with an extremely large head that takes up about 1/3 of its total body length

Lifespan:   unknown, but females mature around 30 years old and males mature about 50 years old

Diet:       large squid, sharks, skates, and fishes

Behavior:   they dive to feed and the average dive lasts about 35 minutes to depths of 1,312 feet (400 m), however dives may last over an hour and reach depths over 3,280 feet (1,000 m)

(http://www.nmfs.noaa.gov/pr/species/mammals/cetaceans/spermwhale.htm)

Sperm whales are often spotted in groups (called pods) of some 15 to 20 animals. Pods include females and their young, while males may roam solo or move from group to group. Females and calves remain in tropical or subtropical waters all year long, and apparently practice communal childcare. Males



migrate to higher latitudes, alone or in groups, and head back towards the equator to breed. Driven by their tale fluke, approximately 16 feet (5 meters) fro m tip to tip, they can cruise the oceans at around 23 miles (37 kilometers) per hour.

These popular leviathans are vocal and emit a series of "clangs" that may be used for communication or for echolocation. Animals that use echolocation emit sounds that travel underwater until they encounter objects, then bounce

back to their senders—revealing the location, size, and shape of their target. (http://animals.nationalgeographic.com/animals/mammals/sperm-whale/)

## Whale Comparison Chart

**Humpback Whale**
52 ft long (16 m)
30-50 tons

©2001 HowStuffWorks

**Killer Whale**
27-33 ft long (8-10 m)
4-6 tons

**Blue Whale**
100 ft long (30 m)
150 tons

**Sperm Whale**
50-60 ft long (18.5 m)
40-50 tons

**Human**
6 ft tall (1.8 m)
170 pounds
(0.085 tons)

(http://science.howstuffworks.com/zoology/marine-life/whale8.htm)

A mature male can grow to 20.5 metres (67 ft) long, its head representing up to one-third of the animal's length. The largest living toothed animal, the species feeds primarily on giant and colossal squid. Plunging to 3 kilometres for prey, it is the deepest diving mammal. Its clicking vocalization, a form of sonar which may have other purposes, is the loudest sound produced by any animal.

The sperm whale is cosmopolitan, living across the oceans in groups called social units. Units of females and their young live separately from sexually mature males. The females cooperate to protect and nurse their young. Females give birth every three to six years, and care for the calves for more than a decade.

Living up to 70 years, a mature sperm whale has few natural predators. Calves and weakened adults are taken by pods of orcas. From the early 18th century

through the late 20th the species was a prime target of whalers. In addition to its oil (used in lighting) and ambergris (key in perfumery), the animal's valuable spermaceti was transformed into candles, soap, cosmetics and machine oil. Occasionally the sperm whale's great size allowed it to defend itself effectively against whalers. In the most famous example, a sperm whale attacked and sank the American whaleship Essex in 1820. Diminished by whaling, the species is currently listed as vulnerable by the IUCN.

Once known as Physeter catodon, the sperm whale is also known as the common cachalot, possibly derived from an archaic French word for "tooth".

The sperm whale's unique body is unlikely to be confused with any other species. The sperm whale's distinctive shape comes from its very large, block-shaped head, which can be one-quarter to one-third of the animal's length. The S-shaped blowhole is located very close to the front of the head and shifted to the whale's left. This gives rise to a distinctive bushy, forward-angled spray.

The sperm whale's flukes are triangular and very thick. The whale lifts its flukes high out of the water as it begins a feeding dive. It has a series of ridges on the back's caudal third instead of a dorsal fin. The largest ridge was called the 'hump' by whalers, and can be mistaken for a dorsal fin because of its shape and size.

In contrast to the smooth skin of most large whales, its back skin is usually wrinkly and has been likened to a prune by whale-watching enthusiasts. Albinos have also been reported.

**Social behavior**
Females stay in groups of about a dozen individuals and their young. Mature males leave their "natal unit" somewhere between 4 and 21 years of age. Mature males sometimes form loose "bachelor groups" with other males of similar age and size. As males grow older, they typically live solitary lives. Mature males have beached themselves together, suggesting a degree of cooperation which is not yet fully understood.

The most common non-human attacker of sperm whales is the orca, but pilot whales and the false killer whale also sometimes harass them. Orcas prey on target groups of females with young, usually making an effort to extract and kill a calf. Female sperm whales repel these attacks by encircling their calves. The adults either face inwards to use their tail flukes against the orcas, or outwards, fighting with their teeth. This Marguerite formation, named after the flower, is also used by whales to support an injured unit member. Early whalers exploited this behavior, attracting a whole unit by injuring one of its members.
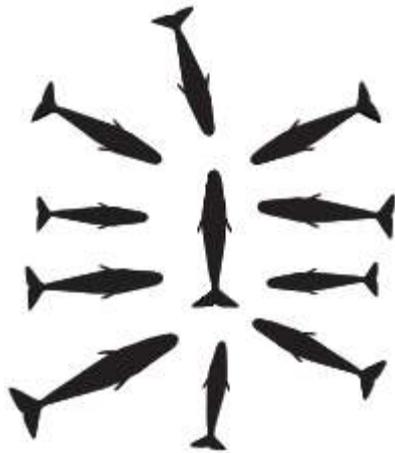
**Sleeping**

For some time researchers have been aware that pods of sperm whales may sleep for short periods, assuming a vertical position with their heads just below or at the surface. A 2008 study published in *Current Biology* recorded evidence that whales may sleep with both sides of the brain. It appears that some whales may fall into a deep sleep for about 7 percent of the time, most often between 6 p.m. and midnight.

(Source: http://en.wikipedia.org/wiki/Sperm_whale)

# LET'S RECYCLE
# OLD ACTIVITIES

**Compiled by**
**A. Suzan Öniz**

**In this issue, we complete this series with the following ideas taken from older issues of the paper-based newsletter, *News In-Brief*.**

## ◆ A PRACTICAL IDEA : TRIED OUT & READY FOR YOU
### Dicto-comp

Read a short text to students and then re-read partial sentences for the students to complete, e. g. T reads the first half of the sentence (or the last half) and the students must write out the entire sentence from their own comprehension of the initial reading. This not only requires ss to pay close attention to the original reading, but also requires them to fill in grammatical structures, reaching into their own knowledge and not just copying down dictated words.

A classical variation: Read the text to the ss and write down the major content words from it on the board, e. g. read, text, students, write, major, words, board. This provides the ss with a skeleton of the content of the dictation and they must "comp" (compose/recall) the rest of it. This activity provides lower-level writing ss with a major transition from tightly controlled activities such as dictation and transforming sentences to free writing. It is clearly not "free writing", but it allows ss to start thinking for themselves about how to structure written sentences still within a controlled situation. In this sense, they are "half in control," and writing more freely, somewhere closer towards the middle of the manipulation-communication scale.

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|---|---|---|

## ◆ ANOTHER PRACTICAL IDEA : TRIED OUT & READY FOR YOU
### Practising Phrasal Verbs

Here is an idea used for practicing phrasal verbs, which came from *Recipes for Tired Teachers* edited by Christopher Sion, published by Addison Wesley.

Ask each student to bring in one to four sentences which have phrasal verbs. Divide the students up into groups and ask the students to teach each other their phrasal verbs. When they have learned the meanings, ask them to make up a story using as many of their phrasal verbs as possible. Once they have their story, they have to mime it to the rest of the class and see if the students can identify the phrasal verbs.

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|---|---|---|

# TESOL '99: Avenues to Success (Conference Sessions)

## by Suzan Öniz
### İNGED vice president & editor

During this very busy week, the days started with Interest Section discussion group meetings at 7:30 and went on till early evening. I attended 23 conference sessions which were on writing, classroom activities, young learner issues/ activities, teacher education, all the plenaries and an additional breakfast session on multiple intelligences in the language classroom. It was hard but I also managed to browse through the two spacious floors of books.

My general impressions: incredibility at the 11,000 participants, 3 hotels as venues, the size of the conference booklet (marking potential sessions for the next day and then actually planning the day with backup sessions in case I couldn't get in to my first choice was a whole evening activity), the safety of Manhattan (I had been warned over and over about theft etc.which turned out to be a false warning!) and the beauty of Broadway! It was a very well organized event in a wonderful place. I've come back totally refreshed and here is a summary of a session about practical ideas:

### GAMES ESOL CHILDREN MAKE
### by Caroline Linse (Clinse@aol.com)

Game 1: Red Light Green Light

 The teacher (T) decides on two categories (e.g. countable-uncountable nouns), elicits examples from the class, tells students (ss) to stand up and jog in their places/move one step forward when they hear a word from one category and to sit down when they hear a word from the other category. Ss take on T's role.

Game 2: Revealing Picture

The T puts a big picture in a big envelope and pulls the picture out very slowly revealing only a little and gets ss to say what they think they see/the picture is about. Ss bring pictures and play the game.

Game 3: Clothes Pin Game

On a white paper plate, write words so that it looks like a clock. On big clothes pins, glue small blank paper/labels on which you write words to be matched with those on the paper plate. Ss attach each pin on the corresponding word on the paper plate. Example word categories for matching: opposites, synonyms, irregular past verbs. Ss make their own plates and pins later on.

Game 4: Game Master

This is a version of 'jeopardy'. The T brings a very large paper/bath curtain/wallpaper backing or uses a wall. On this surface, make 20 pockets or attach 20 envelopes, 4 columns across and 5 rows down. Label each column e.g. column 1: animals, column 2: food. The T writes 5 questions for each column/category on separate cards which are then placed in the envelopes in each column. Prepare 4 other sets of cards for the rest of the columns. Write up the category names above each column. On the first envelopes of each category, write 1 point, on the second envelopes 2 points, and so on. All first row questions are worth 1 point; all questions in row two are worth two points and so forth. You could color-code each row if you like. The class is divided into 2 groups; group 1 names a category and points; e.g. animals for 5 points; the T takes out the card in that envelope reading out the question; group 1 has to answer within a fixed time. (If group 1 cannot answer at all or correctly, it's the other group's turn. If group 2 answers correctly or not, the next turn is still group two's. Possible categories: collocations, antonyms, verb forms, word/s that complete/s a sentence with blanks and so forth. Editor )

Game 5: Hot - Cold

The T picks a sentence to practise; e.g. "May I go to the bathroom, please." Ask for a volunteer to go out. The class hides an object. The volunteer comes back in; the class chants the sentence softly if the volunteer is far away and loudly if the volunteer is near the hidden object.

# Actual Ideas from ACT-U-AL Teachers

✎ ▲ ✎ ▲ ✎ ▲ ✎

## Some Activities for Young Learners
### by Aydan ERSÖZ, Gazi University

The following activities are for children between 7 and 13. Any teacher who wants to increase the effectiveness of her/his teaching can employ these activities. It is a well-known fact that games provide wonderful opportunities for children to become more active in the classroom and to use their productivity and imagination. Furthermore, since the game itself becomes the goal and language serves only as a means, games reflect meaningful and realistic situations.

### Activity I: My friend

Before class, ask your students to bring in any toy that they think as their friend. It can be a stuffed toy, a doll, a puppet, etc. In class, seat the students in a circle holding their friend. Encourage the children to make up an identity for their friend and talk about them. Give them some time to think, then start the activity. You can ask the questions of the first 4 or 5 students or write them on the blackboard to model the questions for your students. They can ask these questions of each other: Is it a he or she? What's his/her name? How old is s/he? Does s/he have a family? What are his/her hobbies?

### Activity II: The Missing Object

Before class, prepare a set of pictures of objects that you want to teach or practice. In class, stick the pictures on the wall or blackboard. Ask your students to name the objects in the pictures. (Teach the new vocabulary and when necessary tell them the word that they cannot remember). On the blackboard write: What is missing? If they do not know what this expression means, explain it. then say to the children: close your eyes and cover your face with your hands. Wait to see they all do it. Make sure nobody cheats. Remove one picture and say : now open your eyes and look. What is missing?

### Activity III: Get Physical

Before class, prepare some commands and see whether they are easy for you to demonstrate and for your students to imitate. In class, ask the students to listen carefully to your commands and watch what you are doing. Tell them that they will later imitate you. You need to demonstrate each command several times to make sure that your students are familiarized with them. Some suggested commands are:

Stand up; sit down; turn to the left; turn to the right; close your eyes; open your eyes; look up; look down; raise your left hand; raise your right hand; touch your left ear; touch your right ear.

### Activity IV: My Favorite Character

Before class, find pictures of popular children's literature characters. Write the names of these characters on a set of cards. Some suggested characters are:

Robin Hood, Pinocchio, Little Red Riding Hood, Sleeping Beauty, Snow White, Cinderella, Peter Pan, Tom and Jerry, Bugs Bunny, Tweety and Silvester, Mickey Mouse, Minnie Mouse, etc.

In class stick the pictures and name cards on the wall or blackboard. Encourage your students to mach the name cards with the correct characters. Then for each picture ask: What is his/her/its name? and repeat the name so that every one can hear the right pronunciation. Introduce any new character whom they do not know. Then ask them to draw their favorite character and write his/her/its name under the drawing. Finally stick their drawings on the wall.

# ? QUESTION BOX ?

## QUESTION: HOW CAN I MAKE MY STUDENTS AWARE OF THE GRAVITY OF PLAGIARISM?

For those teachers who have access to the internet and who ask students to submit papers via email, the internet offers a variety of sources to detect plagiarism. Our apologies to teachers who do not use the internet. Network Nugget Listserve has provided some websites. Here are some of the internet sources that teachers can use to detect plagiarized material in submitted papers and also to make aware students who may not be or may act unaware of plagiarism:

**A RESOURCE FOR STUDENTS** is "Plagiarism: What It is and How to Recognize and Avoid It" <http://www.indiana.edu/~wts/wts/plagiarism.html>. It includes examples of acceptable and unacceptable paraphrases as well as strategies they could employ to avoid plagiarism.

### RESOURCES FOR TEACHERS:
### FOR YL TEACHERS:

"An Antidote to Plagiarism" <http://ousd.k12.ca.us/~codypren/antidote.html> It has a lesson and activity that will show grade 5 - 10 students how to write a research paper without copying.

### FOR SECONDARY TEACHERS:

"Documenting Electronic and Traditional Sources: A Lesson in Research" <http:/www.nyit.edu/0695/slessons/doc.html> is a four week teaching unit in which middle/junior high students learn how to conduct internet searches and to cite their findings properly.

### FOR ALL TEACHERS:

"Writing: Plagiarism Advice for Lessons" <http://henson.austin.apple.com/edres/ellesson/elem-writplagerism.shtml> offers teachers 18 suggestions they could adopt to teach students not to plagiarize.

"Cut-and-Paste Plagiarism: Preventing, Detecting & Tracking Online Plagiarism" <http://alexia.lis.uiuc.edu/~janicke/plagiary.htm> is an online article for educators that defines plagiarism, offers prevention suggestions, gives detective tips, and describes ways to track it down. Included within the article is a list of some of the sources of plagiarized papers so that you can become familiar with them. The author suggests that one way of detecting a plagiarized paper is to identify unusual keywords or unique phrases in the paper and then conduct a web search for those words through a large search engine.

The online article "Educators Fighting a Web of Deceit" <http://computernewsdaily.com/147_052797_130001_8138.html> describes the increase in using the web to acquire plagiarized papers. It includes a link to a college librarian offering a free list of such sites to other educators so they can become familiar with the quality of papers offered. There are also tips on how to create papers that can't be easily completed through plagiarism.

Another source of help is "The Instructor's Guide to Internet Plagiarism" <http://www.carleton.ca/~gsenecha/guide/ > which can help instructors determine if a paper has been acquired from one of the essay paper mills. Be sure to see the section "Dead Giveaways" for clues on detecting such papers.

Permission is granted to redistribute the above message provided that credit is given to the Network Nugget Listserve and no fees are charged. Network Nuggets is a free service of the Community Learning Network <http://www.cln.org/) and Open School (http://www.openschool.bc.ca/>

## QUESTION: WHAT IS THE DIFFERENCE BETWEEN THE TERMS 'CLOTHING' AND 'CLOTHES'?

Apart from the obvious grammatical difference clothing is singular but clothes are plural and the actual difference is quite small:
- clothes can almost always be used instead of clothing.
- clothing is more formal and old fashioned.
- clothing is a collective noun that places less emphasis on the individual items of clothing. It refers to all the clothes a person has or is wearing or of a particular type of clothes as in "waterproof clothing." It is also often used in contexts where the type of clothes is not important; e.g. "clothing for the refugees".
- clothing is not used for an individual's dress taste; " *I like your clothing" is wrong.
- clothing can be more formally used to refer to the type of cloth.
-clothing is also used to describe something which is concerned with the business of designing, manufacturing, or selling clothes.; e.g. "a clothing factory", "the clothing industry".

## QUESTION: ARE BRITISH PEOPLE INFLUENCED BY AMERICAN PRONUNCIATION?

Here is a short article from The Telegraph, a newspaper published in England. This is what they have to say:

### YOUNG BRITONS ADOPT AMERICAN PRONUNCIATIONS

A survey of pronunciation trends in the UK carried out by the British linguist John Wells for the Longman pronunciation dictionary, has found new evidence of 'Americanisms' among the young. Nearly all older people surveyed used pronunciations such as 'shedule', whereas two-thirds of those under 26 said 'skedule'. But Britons still like to say niche in a French sort of way, 'neesh', rather than 'nitch', as the Americans do.

The survey, based on 100 words, shows that young people also used 'veycation', placed the emphasis on PRIN in princess and turned garage into 'guRARGE', stressing the final syllable.

Half of the young pronounced ogle as 'oggle', while nearly all those over 65 used the traditional 'oagle'. A new edition of the Longman dictionary, which incorporates the findings of the survey, will appear in November.

Telegraph 26 June
http://www.phon.ucl.ac.uk/home/wells/poll98.htm

## QUESTION: WHAT IS ONE WAY OF TEACHING PREPOSITIONS?

Prepositions are often a big problem for students and teachers. The same preposition may have different meanings in different sentences. One solution may be to introduce each preposition all by itself first, like a particle, and then work out which verbs that particular meaning group matches with. Here is an example of how 'up' has different meanings when taken by itself as a particle:

up is upward physical movement:: e.g. get up, jump up, look up at the sky

up is increase: e.g. mobile phone sales are going up; an increase in happiness or power as in 'I am up' and 'I am going up in the world'

up is the static retention of a position above the speaker or another indicated point: e.g. the picture is hanging up above the sideboard

up is obtaining an upward end point as in 'fill up' that can be rotated (catch up, slow up, draw up) then metaphorically extended to a general idea of completion (clean up)

up is bringing buried knowledge, ideas etc. to an assumed surface, to consciousness, wakefulness: e.g. look up, call up, dig up information, wake up.

## QUESTION: MY BEGINNER STUDENTS SOUND VERY MONOTONOUS WHEN THEY SPEAK. WHAT CAN I DO?

With beginners, starting from day one, teachers can shou students how the English sentence has its own melody, so to speak. Here are two simple activities. The aim is to get students to differentiate and practice level pitch and falling pitch. These have been indicated with / and \.

Counting: Designate one student in a group of let's say five students as the last one. The first four students count with level pitch (one/ two/ three/ four/) until the last student five\, with falling pitch. This can be repeated a few times with different students being last with and different numbers.

Telephone numbers: This is a follow-on from counting. Get students to practise level and falling pitch with telephone numbers. Give students the following dialogue showing them the pitch change:
A. What's your telephone number?
B. 236/
A. 236/
B. 4842\
A. 4842\ Thank you.

After practice, tell students to go around and write down the telephone numbers of three others. As a finale, ask for the numbers of 2 or 3 students.

## QUESTION: WHAT ACTIVITIES CAN I DO IN A VIDEO LESSON?

In addition to the jigsaw activity described above, there is the reading aloud activity adaptable to all levels. The teacher selects a portion of the video where intonation plays an especially important role, writes out the spoken text putting each sentence on a separate paper marking the intonation on the text in colored pens. It is advisable to write up each sentence on large paper, perhaps on white or yellow wrapping paper or on the back of the pages of an old calendar because these sentences will serve as the cues (like those in TV studios used for the people who 'narrate' to us the news) and will have to be large enough for students sitting in the back rows to see. First, the teacher plays the tape with the sound turned off for students to get the gist of the film. Then, students describe what the video is about. Next, the teacher rewinds the tape and plays the part that accompanies the first sentence with the sound off, elicits what the sentence might be, replays that part with the sound on, gets students to do poster with the sentence and paying attention that students get the intonation right. The teacher works with each of the sentences. Then, a volunteer student reads the sentences on the posters as if s/he is the radio broadcaster focusing on correct intonation while the video is running with the sound off. This is repeated several times with different students. Some classes try to read the sentences withOUT looking at the posters and students feel very proud about this. As can be seen, the text in this activity is important. What works best is documentaries or descriptive sections in films where there is only one person talking. It can easily be adapted to dialogues as well.

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## HAPPY NEW YEAR!
### in fact
## HAPPY NEW MILLENNIUM!

### THE COUNTDOWN NEW YEAR'S CARD: 10 - 9 - 8 - 7 . . .
We thank Hale Binay at the Department of Basic English, METU for the artwork :)

Our photocopiable New Year's card on the facing page requires a little of your attention in order to function as a card! If you take a few minutes, it will turn into a card that has little windows for opening. There are 10 windows so, ten days before New Year's, you are requested to start with window 1o. Open one window each day and count down towards a new millennium!

### You will need:
a pair of small scissors, some glue, a short string, and some coloring pens (optional) and a little time and patience!

### Here are the steps for assembling the card:
1. Tear / Cut out pages 13 and 14 together. Cut off the bottom strip to have only the picture of the tree.
2. Cut along the perforations around the windows on page 13. Push these windows back into place so that they seem closed.
3. Make sure the little perforations on the card on page 13 and the boxed in words on page 14 are one on top of the other by holding up the two pages against light. Now, apply glue on the edges of page 14 and paste page 13 onto page 14.
4. Optional: Color in the tree and the little ornaments on it.
5. Take a piece of string/thread, fold it in two, paste the two ends onto the back of the card so that you can hang up the card.
6. Your card is now ready. Start on 21 December and open one window at a time. Make sure and start with window 10.

### IN CLASS: A LEARNER-GENERATED ACTIVITY
You can ask your students to make a similar card before ANY holiday or important day. The principle is simple:
1. Learners draw a picture of their choosing for the day that has been selected.
2. The number of windows can vary according to:
   * the number of days before the celebration. For example, you can ask students to make 31 windows so that they open one window throughout December; not just during the last 10 days.
   * the number of words that you have hidden as a message under the windows. For instance, if you want the message to read: Congratulations! It is the end of the year and we have all survived! Then, you will need 13 windows.
3. There need not be a message underneath. Instead of a written message under the windows, learners could draw in a little picture for each window. Discuss these with your class and see which one they prefer. They may come up with different alternatives much better than these...

HAPPY NEW YEAR!

iNGED

Hale ©
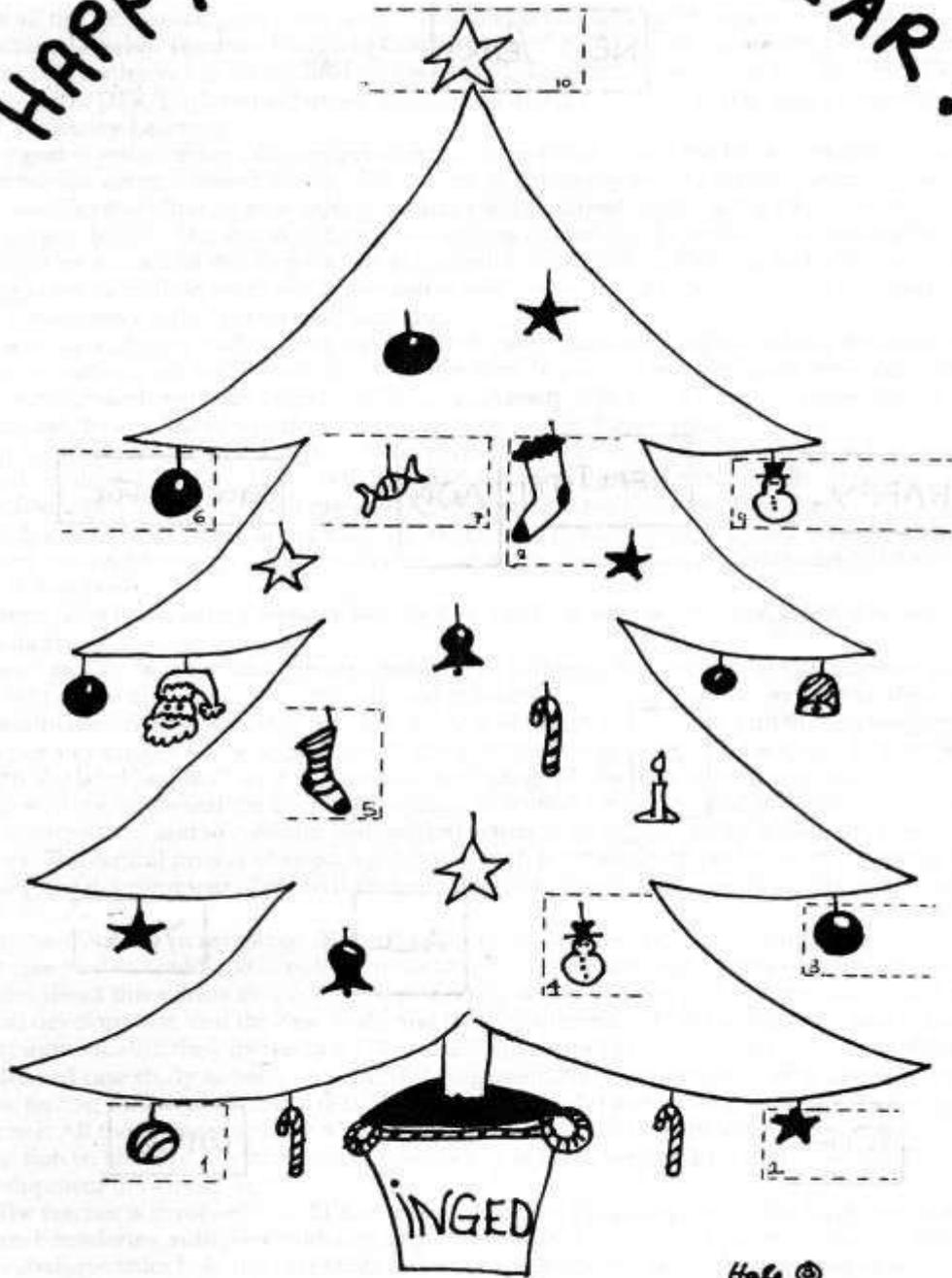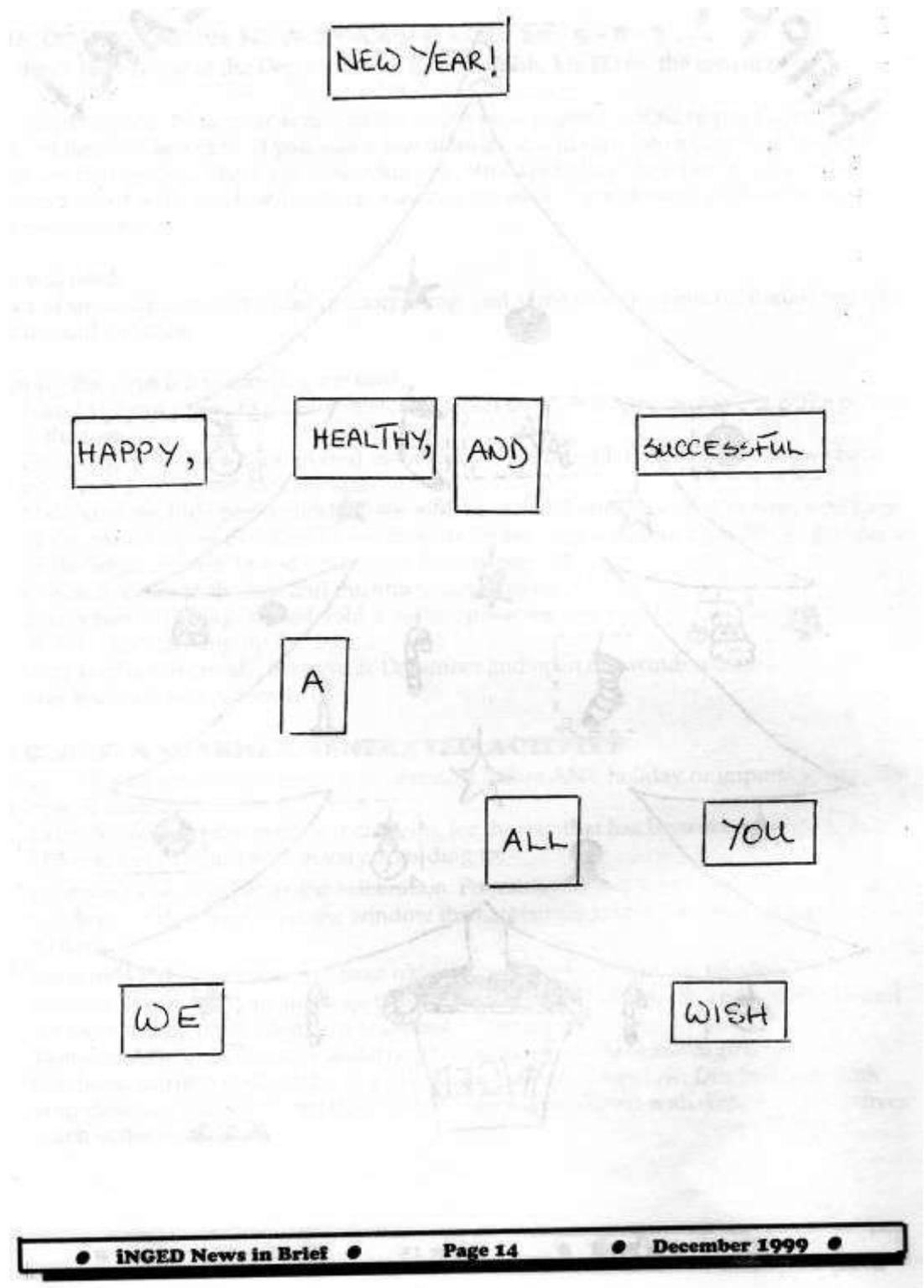
NEW YEAR!

HAPPY, HEALTHY, AND SUCCESSFUL

A

ALL YOU

WE WISH

# SELECTED FOR YOU

In this issue of our newsletter, you will find articles on student motivation, language structure, and project-based learning.

**Source:**
http://www.edweek.org/ew/articles/2012/10/10/07boredom_ep.h32.html?tkn=XYXFY84F
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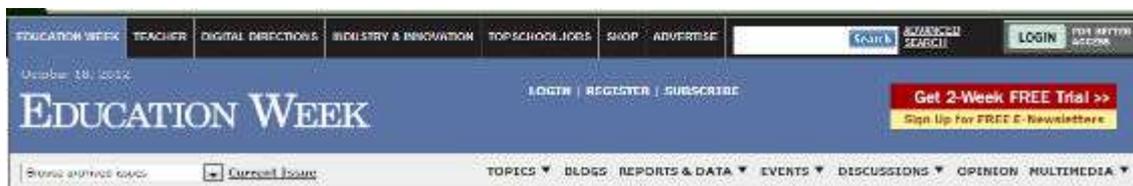


## FOCUS ON: STUDENT MOTIVATION
### Studies Link Students' Boredom to Stress
### By Sarah D. Sparks

One glance, and any teacher knows the score: That student, halfway down the row, staring blankly at his tapping pen, fidgeting, sneaking glances at the wall clock roughly every 30 seconds, is practically screaming, "I'm bored!"

While boredom is a perennial student complaint, emerging research shows it is more than students' not feeling entertained, but rather a "flavor of stress" that can interfere with their ability to learn and even their health. An international group of researchers argues this month in Perspectives on Psychological Science that the experience of boredom directly connects to a student's inability to focus attention.

"I think teachers should always try to be relevant and interesting, but beyond that, there are other places to look," said John D. Eastwood, an associate professor of psychology at York University in Toronto, Canada, and the lead author of the study. "By definition, to be in the state of boredom is to say the world sucks out there in some way. But often that's not the case; often it's an interior problem, and [students] are looking in the wrong place to solve the problem."

Boredom is one of the most consistent experiences of school and one that can be frustrating and disheartening for teachers. According to findings in the High School Survey of Student Engagement, conducted by the Indiana University Bloomington, boredom is nearly universal among American students. Of a representative sample of more than 275,000 high school students surveyed in 27 states from 2006 to 2009, 65 percent reported being bored in class at least once a day.

**Lack of Focus**
Under Mr. Eastman and his colleagues' definition, a student who is bored cannot focus attention to engage in the class activity—and blames that inability to focus on the outside environment. A dry lecture style or an uninteresting topic might trigger boredom, Mr. Eastman said, but so can other issues that interfere with a student's attention and working memory.

For example, students with attention deficit hyperactivity disorder are more likely to report feeling bored than students with normal attention. Students tackling material that is too difficult for them—and thus taking up more working memory—also are more likely to report it is "boring" rather than simply frustrating, Mr. Eastman and other researchers found.

"When people are in a negative emotional state, discouraged, or down, we know that causes attention problems," Mr. Eastman said. "We know when people are stressed it makes it harder to focus and pay attention at a very basic, fundamental level."

Like any type of stress, boredom hampers the prefrontal cortex, the brain area positioned just behind that student's furrowed brow that allows a student to reason and hold different facts in working memory.

Disrupting the brain's executive function also allows its emotional center, the amygdala, to take over, which might explain why bored students are more likely to feel tired, anxious, or depressed, and why they sometimes respond by either "acting out or zoning out," according to Judy Willis, a neurologist and teacher educator from Santa Barbara, Calif., who was not part of the report.

In fact, boredom and other types of stress appear to feed on each other. Students who are stressed due to emotional trauma, for example, are more likely to disengage and feel bored, which adds to their stress.

Likewise, everyday stresses, like a noisy classroom, can sap students' attention and contribute to their boredom.

In a separate study, Clark University psychologists Robin Damrad-Frye and James D. Laird asked students in 1989 to listen to material while a television played in the next room—either silently, at full volume, or low enough to be heard but not noticed. Students were still distracted by the television even when played at the lowest setting, and they misinterpreted their inability to focus as boredom.

Physically, a bored student will go through cycles of higher and lower energy; he or she might fall asleep during a down period, then squirm or doodle in an attempt to "wake up" and pay attention. Teachers often try to stop the fidgeting, but a 2009 study suggests doodling can help focus attention. In that study, researchers from the University of Plymouth, England, asked adults to listen to a monotonous voice recording that identified guests coming to an event. Participants who were allowed to shade in shapes while listening were better at identifying the guests; later, they recalled 29 percent more information on a surprise memory test.

**'Reappraising' Dull Tasks**
Reducing boredom and its underlying stress can reduce misbehavior and increase focus—in both the bored child and in surrounding students, Ms. Willis said.

Effective ways to reduce boredom can be counterintuitive to students looking for a quick fix, though. "I think if someone is bored, the worst thing you can do is respond to it by over stimulating," Mr. Eastman said. "It's like quicksand; if you just thrash around, you're even more stuck."

Ulrike E. Nett, a student motivation researcher at the University of Konstanz, Germany, studied the coping strategies of 976 students in grades 5-10 who were given a mathematics problem selected to be potentially boring and difficult. Some "avoided" the task, either by studying a different subject or by talking with friends. Others criticized it and asked for more interesting material or assignments. Still others "reappraised" the situation for themselves, considering ways it could be relevant to them and how to combat their own boredom.

For the student, "it's important to learn, when I feel bored, that's an opportunity for me to become aware of my disengagement and address it," said Mr. Eastman, who was not part of Ms. Nett's study.

The last group of students had higher academic achievement in the task and reported both more enjoyment and less anxiety. Moreover, Ms. Nett found that students who were able to identify and reappraise their own feelings of boredom had fewer bored episodes over time.

"Although teachers try to create interesting lessons, they must be aware that despite their best intentions, some students may still perceive interesting lessons as boring," Ms. Nett concluded. "What is imperative to underscore at this point is that both teachers and students must take some responsibility for boredom, and both must be involved in finding an adequate way to reduce this emotion in their classrooms."

Coverage of school climate and student behavior and engagement is supported in part by grants from the Atlantic Philanthropies, the NoVo Foundation, the Raikes Foundation, and the California Endowment.



**Source:**
http://www.sciencedaily.com/releases/2012/10/121015152011.htm

**Language Structure Arises from Balance of Clear and Effective Communication, Study Finds**

ScienceDaily (Oct. 15, 2012) — When learning a new language, we automatically organize words into sentences that will be both clearly understood and efficient (quick) to communicate. That's the finding of a new study reported today in the Proceedings of the National Academy of Sciences (PNAS) which challenges opposing theories on why and how languages come to be organized the way they are.

With more than 5000 languages in the world, it would be easy to assume all vary endlessly, but, in fact, there is great commonality: languages follow only a few recurrent patterns. These commonalities are called "language universals," a notion suggested in the 1960's by Noam Chomsky and Joseph Greenberg. A team of researchers from the University of Rochester and Georgetown University Medical Center set out to investigate how these language universals come to be.

Linguists and cognitive scientists have opposing ideas on how a language is developed and shaped. Some believe that languages all derived from a common ancestor; others think that languages vary quite widely and universals do not exist at all. Some have suggested that language universals are an arbitrary evolutionary outcome. The position of the Rochester-Georgetown team is that the human mind shapes a language, even while learning it, based on the need for robust and effective information transfer.

"The thousands of natural languages in our world only have a couple of formats in which they appear, and we are good at understanding and learning languages that have just these formats. Otherwise we could never succeed in learning something so complicated as human languages," says one of the study's authors, Elissa L. Newport, Ph.D., a professor in the department of neurology at Georgetown University Medical Center.

A member of the National Academy of Sciences, Newport is also director of the Center for Brain Plasticity and Recovery, a joint program of Georgetown University and MedStar National Rehabilitation Network.

The study was conducted by Rochester graduate researcher Maryia Fedzechkina in a collaboration with Newport and T. Florian Jaeger, Ph.D., Wilmot Assistant Professor of the Sciences in the department of brain and cognitive sciences at Rochester.

According to Jaeger, the question that motivated their study is "whether subtle biases towards language codes that facilitate efficient information transfer operate during language acquisition, causing learners to deviate from the input they receive, slowly changing languages over generations."

For the study, participants were taught a miniature artificial language made of

nonsensical words including 8 verbs and 15 nouns (e.g. kliedum, slergin, zub and zamper). The volunteers were shown videos while hearing sentences from the language, and spent several days learning the language. But the language they were exposed to was organized unlike any natural language. While many languages have prefixes or suffixes on nouns to indicate subject or object -- a property called case-marking -- their artificial languages contained case marking on only about 60 percent of the nouns, and this sprinkling of case markers did not follow any of the principles that appear in real languages regarding when a case marker would be most likely or most helpful.

The researchers wanted to know if the participants would "fix" the language on their own.

"English, as well as a lot of other languages, use subject-verb-object word order to indicate roles, such as 'the boy kicked the wall'," Fedzechkina explains. "Other languages use case markings on nouns. Of particular interest is that some languages such as Korean and Japanese use case markings precisely when the sentence would be easily misunderstood without them."

The participants in this study spoke only English -- they were not familiar with other languages that use case markings. Yet after days of training in the made-up language, when participants were asked to speak new sentences to describe a video in which one person is doing something to another, they deviated from what was taught. They added case markings to nouns precisely when it made the sentence clearer in determining the object and subject.

"They fixed the sentence structure," Newport says.
"The study's results support the idea that we apply a 'language universal' that services clear yet efficient communication," Newport says. She adds, what makes this study stronger is what the volunteers didn't do.

"They could have removed all the inconsistent words and produced a language with none of the case markings," she explains. "They could have reproduced what we gave them, keeping the meaning of the markers and sentences uncertain. Or they could have added a case marker in every sentence, to mark every object, which would have made the sentences clear but also long and inefficient." But they didn't.

"What they did was add the case marker only in cases where the meaning

would have otherwise been ambiguous and confusing." Newport concludes, "We found that when you make up languages that violate universals, people will change the language, moving it toward universal principles."

http://blogs.kqed.org/mindshift/2012/07/whats-the-best-way-to-practice-project-based-learning/

## What's the Best Way to Practice Project Based Learning?
### By Peter Skillen



Project Based Learning can mean different things to different people, and can be practiced in a variety of ways. For educators who want to dive in, the good news is that a rich trove of resources are available.

In order to create your own definition and practice, here are some parameters to consider. This diagram, enhanced by the critical eye of Brenda Sherry, can help you figure out what's important to you and your students.

We like to think with the frame of continua rather than dichotomies simply

because things are rarely on or off, black or white, ones or zeroes. Flipping from one end to the other may not be the best solution, though. You may choose to slide more in one direction, the student's experience, the purpose, type of project, and so on.

You could likely add other dimensions to consider as you build your own understandings and beliefs.



## Continua to Consider for Effective PBL
Peter Skillen & Brenda Sherry, 2012
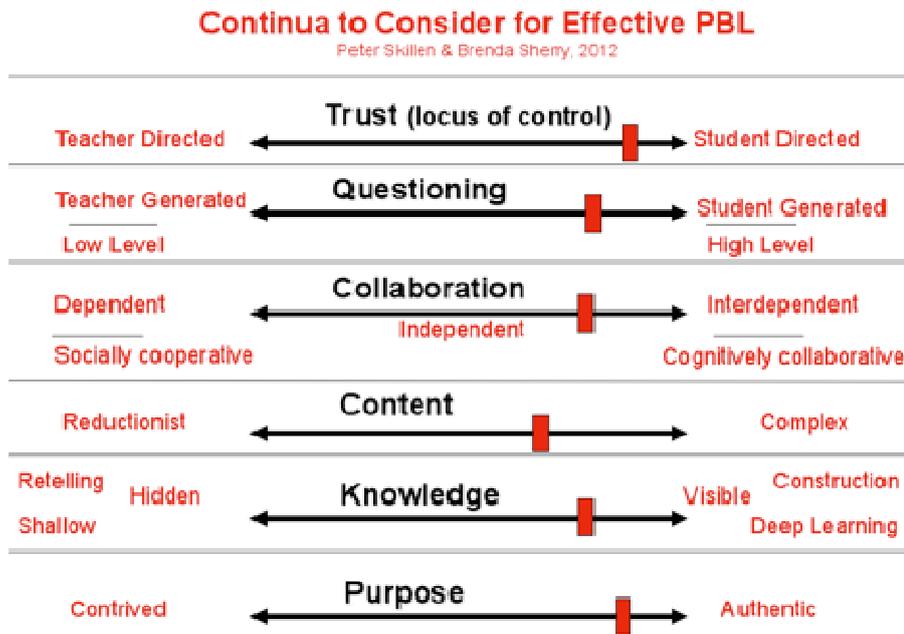
## TRUST
Who is in control? Who is initiating the project? Whose passion is being honored with the project? Who is setting the goals, timelines, and motivation? Are you scaffolding the students' success through templates, calendars, checklists, rubrics or are you unwittingly stealing their locus of control and micromanaging them.

## QUESTIONING
Who is asking the question to be investigated in the project? The student or the teacher? Is the question a 'deep, driving question'? Is it a 'fat' question or a 'skinny' one?

## COLLABORATION
If the projects are collaborative in nature, you may wish to consider the amount of interdependence that students have with one another. Are they

merely gluing their parts together to make a whole or do their conversations and co-creations lead to a whole that is greater than the sum of its parts?

## CONTENT
Is the content a rich, deep problem space or is it a more narrowly focused content area? Are there natural links to other domains that provide a context or is the content deconstructed to remove seemingly distracting and disparate information?

## KNOWLEDGE
Are the students involved in constructing new meanings and understandings or are they simply retelling in their own words information they have found during their research? Have you built in mechanisms (blogs, wiki, vokis, public journal writing, etc.) so that student thinking is made visible, transparent and discussable or is most student process hidden and unavailable to others?

## PURPOSE
How authentic is the problem under investigation? Are students 'being' scientists, historians or geographers and so on, or are they 'studying' science, history and geography? How much is the project based in the real world of the student? Is it purposeful for them?

## RESOURCES FOR PROJECT-BASED LEARNING
Tech2Learn wiki has a Project-Based Learning page developed for workshops. It includes resources from the best of the best:

    Jane Krauss and Suzie Boss – Reinventing Project-based Learning
    Edutopia
    Buck Institute for Education
    Linda Darling-Hammond – Powerful Learning
    Learning Zone and The Construction Zone also offer more information.

Chart: Effective PBL Continua by Peter Skillen & Brenda Sherry is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

This post originally appeared on Voices from the Learning Revolution.
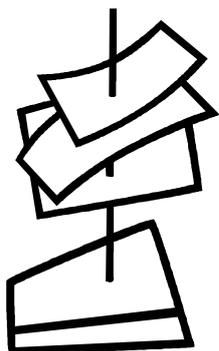
# REFLECTIONS ON
# WHAT IS LEFT BEHIND…
# THE 21st INTERNATIONAL
# IATEFL POLAND CONFERENCE
# WROCLAW

# 7 - 9 SEPTEMBER 2012

**Summarized by**
**Büşra Delen**
**Gazi University Department of English Language Teaching**
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Another conference, yet the same excitement and enthusiasm…These were the feelings that welcomed me to the 21st International IATEFL Poland Conference in the first place. Organized in a city which is a challenge in itself due to the pronunciation of its name, this year's IATEFL Poland Conference had many things-or speakers in this case- to offer such as Carol Read, Michael Swan, Jeremy Harmer, Jan Miodek, and David Hill. Hence, I feel obliged to take you through the highlights of the conference.

The very first day, naturally, was opened by the IATEFL Poland President Anna Gebka-Suska's address. She pointed out to the importance of participation in such events in our field and left the stage to Marta Bujakowska, who is the board member of IATEFL Poland responsible for the relations with other English teachers' associations. Ms. Bujakowska emphasized that there were representatives from various countries across Europe, Asia, even from Africa and that this is the highest number of foreign guests they had hosted so far. These countries were Turkey (which I proudly represented), Spain, Algeria, Czech Republic, Estonia, France, Serbia, Macedonia, Greece, proving the fact that the conference was literally 'international'. We were introduced to the audience one by one, which, I have to admit, was flattering since, you know, we teachers like to be acknowledged anytime anywhere!

The first plenary talk of the day for me was given by Carol Read, who is currently the vice president of IATEFL. As the title of her talk, "Creative Teaching, Creative Learning" clearly shows, the session was on the integration of creativity into language classes. Ms. Read started her presentation with a comparison of two paintings, one of which belonged to Velasquez in order to get some ideas on what creativity is in the mindset of the audience. Then, she went on to gather the associations made with the word 'creativity' adding that "creativity does not appear from thin air", that it means effort and hard work and that "it needs a framework". What attracted my attention at this stage of the session was Carol Read's pointing out "creativity is a word that comes with a baggage" having both positive and negative connotations. Everybody thinks they somehow know what creativity is, then, what is it? At this point, she saved the audience from the place where they were trying to come up with a solid definition of creativity by

providing definitions of the word from various sources ranging from literary works to dictionaries. The common qualities between these definitions are newness and originality as well as value and validity; it is impossible to state a definition of the concept, though, so Ms. Read asserted that "We should not ask the question what creativity is, but where it is". Thankfully, she did not leave the answer to that question hanging in the air and told us that creativity is within the social context and the domain the person is involved in. Afterwards, Carol Read gave us "a story to explore the issues" titled 'Princess Crystal Creative'. Princess Crystal Creative has a couple of princes to choose from and she decides to put them to a test consisting of six questions. Surprisingly (!) ☺ these six questions were the key to understanding creativity, which was something the Princess wanted to do all along-in addition to finding the perfect prince.

These six questions and their answers were as in the following:

1.    What's the difference between creativity, imagination and innovation?
In its simplest form, imagination is a prerequisite of creativity, whereas creativity itself acts as a prerequisite for innovation. In other words, in order to be innovative we need imagination in the first place.

2.    What's the difference between big 'C' Creativity and little 'c' creativity?
Big 'C' creativity is related to products and artifacts of creativity such as the 'big' creations of Picasso and Velasquez. Little 'c' creativity, on the other hand, refers to doing what you can with your life and to choosing what (not) to do with it.

3.    What is 'creative teaching' and how does it differ from 'teaching for creativity'?



These two concepts are like "the two sides of a coin". When creative teaching is in question, the outcome may not be creative at all. But teaching for creativity ensures the result is something related to being creative, e.g. getting students to write a story.

4.    What is 'creative learning'?

It is involving students' experiences in the process besides practicing concepts such as autonomy, critical reflection, which are crucial steps in students' taking a shot at being creative.

5.    What teaching approaches and strategies promote creativity?

Engaging students in creativity is one of the most powerful tools for promoting creativity. Having them own the concept, that is to say, getting students to make the experience personally relevant also plays a pivotal role in the process. All it boils down to is being flexible so that creativity can bloom in the language classroom.

6.    What are barriers to creativity?

The most important element that hinders creativity in language classes is too much scaffolding and spoon-feeding that goes along with it. Telling students everything rather than getting them to discover on their own, i.e. experiential learning, fear of risk-taking, overcrowded curriculum, institutional and parental attitudes, the unavoidable effect of tests and exams, i.e. washback effect all stand in the way of creativity.

Well, the answers above belong to the Mr. Right Prince, a.k.a. 'Prince Original Thinking Out-of-the-box', Princess Crystal Creative's soul mate. They lived happily ever after, and Carol Read put an end to her very comprehensive presentation. I think what summarizes the whole session is a quote from her session summary: "Creativity is an elusive concept to define and a challenge to develop and foster in the classroom." Anyone who does not agree?

Another great talk was given by Jeremy Harmer, who started pointing out that the session was planned as a real and advanced lesson with the theme



"It's not (just) what you say, it's the way that you say it" in mind. In the first

part of this 'lesson', Mr. Harmer focused on word combinations and some text analysis. He showed the audience a word cloud on the board and asked them to pick the words that *go together* as soon as possible. The ones coming out were mostly clichés such as "American dream" and Jeremy Harmer could not keep himself from quoting David Crystal, who names clichés as 'lexical zombies'. The transition to the next stage of the lesson was really smooth; we were asked about where the words in the cloud were taken from and it turned out that they were uttered by Michelle Obama during a speech she made in her husband's election campaign. We watched the video of the speech in question and afterwards we were given the script of the talk. The rest of the first part concentrated on the analysis of the speech in terms of some elements such as discourse markers, pauses etc.

The second part of the lesson shared the theme with the first section; the text used was different, though. Following the introduction on the significance of intonation in speaking, this part revolved around a poem by E. E. Cummings. Jeremy Harmer read the poem loudly first, then asked the audience to read it. An analysis of the poem came next with comments on the role of punctuation marks in it as well as the rhyme pattern and number of stanzas. After the analysis, some heroes in the audience volunteered for reading the poem aloud upon Mr. Harmer's request. The session was finalized with remarks on the classroom applications of these two samples, which might be tagged as the most crucial part of the session since this is what we have to do with the sessions we attend at conferences: taking an applicable part of what we have heard so that we can make our teaching much better in many ways in the classroom.

The last talk I would be describing was given by Bethany Cagnol, the previous president of TESOL France as of December 2012. Her presentation was titled "Facilitating Fluency with Debating" and touched on one of the most beloved activities of our speaking classes, namely debates. At first, Ms. Cagnol warmed the audience up with 'reactions' we had to give when we liked something (hear, hear!) and when we did not like what we heard (shame!). Afterwards, we were informed about certain sources for debate topics such as debatabase and idebate.org. I learned that I had to work on three aspects of debates while preparing my students for the activity and that they were the sides, the roles and the speeches. After picking students and assigning roles to them, the part requiring attention is speeches, which might be the most challenging part of the preparation process. Bethany Cagnol

surprisingly pointed out that we could have our students make use of Google Translate while getting students to prepare their speeches. Although it sounded weird at the time, in retrospect I thought "Why not?"; its use might work out as an excellent error correction activity for students since the end product of the Google Translate would be full of it. The teams work on their speeches separately, the judges with certain criteria in mind are chosen, and then the rules for the debate are revealed to the students:

1. There are five rounds of propositions and oppositions with rebuttals.
2. Each speaker speaks uninterrupted for the first minute. After the bell rings, they can be interrupted with a 'POI' (point of information). The speaker may either say "No, thank you" or proceed to answer the POI.
3. In the last 60 seconds the bell sounds again and no more POIs can be presented to the speaker.



The session was really informative in providing a framework for the use of debates in classrooms. Adapting the outline according to our teaching contexts is always an option, but it does not change the fact that Bethany Cagnol did us a huge favor by sharing this framework to work on in the future.

The sessions I humbly tried to bring to you above are only selections from a well-organized and successful conference by IATEFL Poland. They also show how good the rest of the conference is, so if you happen to attend next year's conference, I would definitely say "Go for it!" ☺

P.S: The 22nd International IATEFL Poland Conference will be held on 27-29 September 2013 in Lodz. For detailed information you can check out http://iatefl.org.pl/news/22nd-international-iatefl-poland-conference.
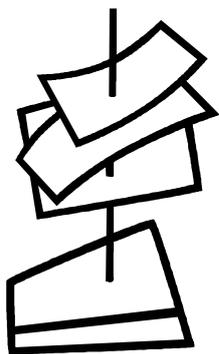
# REFLECTIONS ON
# The 2nd ELTA CONFERENCE
# in Lezha, Albania

# 6 – 7 October 2012

**Summarized by**
**Hilal Onat**

As a representative of the İNGED board, I had the chance to attend the 2nd ELTA Regional Conference, which took place in Lezha, Albania during the dates 6-7 October 2012 titled "Overcoming Challenges for English Teaching in Our Centennial Year." On the first day, the first plenary speaker was Nancy Ackles and she talked about "English teachers: leaders for positive change." In her presentation the presenter mentioned that good language teaching can't be done without helping students develop their thinking skills. When something works well, teachers should share that experience with others at school, including teachers of other subjects.

The second plenary speaker, George Kokolas, talked about how to teach the digital natives and pointed out that in today's classroom the use of technology is a must because of the general profile of the students. The summary of this presentation are below. On the first day, I had a chance to listen to colleagues talking on "How do children think and learn?", "Assessing Listening Comprehension", "Happiness in the ELT Classroom." In the afternoon, Shpresa Rira talked about "Translation procedures, strategies and methods." Day 1 ended with the "Meeting of Internationals," where participants had a chance to talk about their ELT associations and exchanged ideas on how to improve their associations. The second day of the conference was half a day and I listened to Susan Swan on "Overcoming the challenge of providing critical thinking activities" and Amanda Doll on "Back to Basics". In her presentation, Amanda talked about basic oldies but goodies

that teachers should keep in mind. In her presentation Amanda invited us to focus on the stickers she put on the board. On these stickers there were strategic issues related to ELT in word format including topics such as sharing ideas, time management, pair work and group work, peer observation, etc. She pointed out that sometimes we as teachers feel stuck in solving certain problems in the classroom and we need help. Then the best thing to do is to observe colleagues while teaching or ask for their help. Our colleagues may have an answer to some questions we could not answer. Sharing the things going well or bad in the classroom may guide teachers. During the conference I presented an interactive talk titled "Leadership in ELT".

ELTA, English Language Teachers Association of Albania works like İNGED in Turkey. They are trying to bring the language teachers in the region together and try to solve their problems regarding teacher training issues. Presenting and talking to young language teachers there gave me a different experience and I had a chance to exchange ideas with them.

Attending this conference in addition to the teachers coming from Berat, Tiran, Kosova, there were presenters from USA (Nancy Ackles and Susan Swan), England (Nigel Downey), Greece (George Kokolas). They all shared very practical ideas with the participating teachers. Although this conference was a one and half day event, it was very meaningful in reminding the young teachers in the area of certain ideas in ELT and a very well organized event. I would like to thank the British Council in Ankara, who sponsored me in this event and İNGED for choosing me to be there.

**Teaching the Dijital Natives by George Kokolas**
**Summarized by Hilal Onat**

In his presentation George Kokolas said that teachers complain about students' performance in the class. Students generally act indifferent to the teachers, classes and subjects. As a result, their poor performance and unwillingness to study or simply do their homework are inevitable. If the child is not learning in the way you teach, you should teach them in the way they learn, because in today's world our students' brains have physically changed. Students have also changed radically. Today's students are no longer the people our educational system was designed to teach. Students have evolved, the educational tools have evolved and now it is time for the

curriculum to evolve, *from stone to silicon.*"

He added that educators have to prepare teachers to answer the students' needs, different needs, which is studying in a digital environment. Mr Kokolas explained what these needs are:
- ✓ Vision trumps all other senses.
- ✓ Students want instant access to information.
- ✓ Students want and expect immediate feedback.
- ✓ Students like interactivity and enjoy working in groups and they are highly competitive in that.
- ✓ They have a short attention span.
- ✓ They need supporting autonomous learning and self access.

In order to make this clearer, the presenter shared the best educational video on YouTube titled "you can't be my teacher." <http://www.youtube.com/watch?v=OVSymMbMYHA>

I personally really liked the ideas in this presentation. Especially if you are teaching young learners, keeping their attention at maximum is very important. I believe that it is not very difficult in today's digital world.
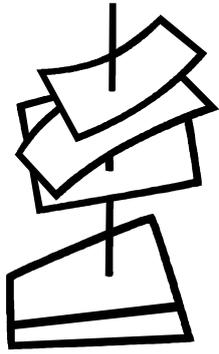
# REFLECTIONS FROM THE 7TH INTERNATIONAL ELTAM CONFERENCE (English Language Teachers' Association in Macedonia) "Continuing Professional Development – Opportunities and Challenges" Skopje, Macedonia

# 27 - 28 October 2012

### Summarized by
### A. Suzan Öniz, INGED

The English language teachers' association in Macedonia held their annual international conference in Skopje at the end of October. I was sponsored by the British Council, Ankara and ELTAM as an INGED representative and presenter to attend the conference and to negotiate a partnership agreement between the two associations.



Just like home: The chesnut guy



The Rumeli Coffee Shop



Street in the 'Kale' area

The conference was well-organized and well-attended by Macedonian teachers as well as a good number of teachers from neighboring countries. Elizabeta Histovska-Icheva, President of our host association ELTAM, Alexandra Popovski-Golubovikj, General Secretary of ELTAM and Aneta Naumovska, ELTAM Newsletter Editor & Web site Administrator made my stay a very pleasant one with their friendly and hospitable attitude and warm welcome. I felt totally at home! Svetlana Neftenova from the British Council in Skopje also contributed to my warm feelings and comfort. I thank them all with all my heart... And what a pleasant city Skopje is! Beautiful!



Alexander the Great in
Macedonia Square

Surprise! The Ram Store
(Migros)

Mother Theresa House

The first plenary speaker was a friend that many INGED members know well: Raymond Kerr from the British Council in Istanbul. His talk "Framing the Future" and workshop "Using Visuals in the ELT Classroom" were very helpful and inspiring. The other plenary speakers were Olha Madylus "Teaching the World – Culture in the English Classroom" and George Spain "Brain Based Learning." There were 45 concurrent sessions over the two days on a wide variety of topics, including drama, gender issues, aspects of teaching writing, total physical response, critical thinking, assessment, reflective practice, culture, online/IT issues, professional development, practical classroom activities among others.

On the following pages you will find the impressions of Lyubka Stoimenova, a colleague from Bulgaria, and a lesson plan from Marija Dzonova, from Skopje, who describes her presentation of a Treasure Hunt. First, however, I would like to share two activities from a session at the ELTAM Conference.

**"Are you Serious?"**
**A Workshop by Anna Parisi, SEETA Online Community, Greece**
**Summarized by: A. Suzan Öniz**

This workshop consisted of a series of ideas that teachers can adapt to their own teaching materials to inject humor into their lessons.

**1. Miming:** Anna had a worksheet ready for us with course book exercises that she used with her own students. She chose a regular fill-in-the blanks exercise where the students had already completed the task and the teacher had checked the answers so technically this was a course book exercise that was used and finished. Anna asked us, in pairs, to choose our favorite sentences from the completed exercise; then she asked us to choose two to mime. We were given a couple of minutes to prepare and then volunteers went up to the front to mime their sentence while the rest of us tried to guess which sentence it was. A neat trick to pick pairs when no one wanted to volunteer was to ask who was born in October; that pair then had to 'volunteer.'

**2. What are they really thinking?** For this activity, Anna had picked three tape scripts of short dialogues involving only two characters. We formed groups of four for this activity and picked a dialogue. Anna then asked us each to write out the dialogue between the two people and to add a sentence under each utterance about what the character was actually thinking. This was a 'shadowing' type of activity where one person said what the dialogue contained and their shadow read what the person was really thinking. We were given time to rehearse and then performed up front with the class deciding which dialogue it was and just enjoying the performance. We performed our dialogue with the two main characters facing each other and their consciences or shadows standing behind them. Our dialogue looked like this. (The sentences in brackets belong to the shadows.)

A:   Have you paid the electricity bill yet?
     {Why am I even asking? Phew!}
B:   No, *you* paid it, didn't you?
     {She's going to blame me again!}
A:   No, I haven't paid it. I thought you did.
     {I know you didn't. Just admit it.}
B:   Me? But you <u>always</u> pay it, don't you?
     {She's trying to pick a fight.}
A:   No I don't. I always pay the phone bill.
     {You should know it. You're always on the phone.}
B:   Oh yes, sorry.
     {Whatever...}



The closing ceremony

## ⚲ Together we could DO more and better   ⚲

**By Lyubka Stoimenova**
**senior expert of foreign languages at**
**Regional Inspectorate of Education - Blagoevgrad**

It is with great pleasure that I present the following report summarising my participation of the 7th International ELTAM Conference which was held

in the magnificent city of Skopje from 27<sup>th</sup> – 28<sup>th</sup> October 2012. The ELTAM conference is bi-annual event. This ELTAM meeting brought together participants such as English language teachers and professionals in the field of ELT at all levels, who came not only from all corners of Macedonia, but also from Great Britain, USA, Bulgaria, Croatia, Serbia, Albania, Slovenia, Hungary, the Czech Republic, Greece, France.

Skopje mostly features the modern architecture of the '70s with concrete buildings. An attraction is the main city square with numerous statues, especially the statue of Alexander the Great.



**Skopje - a modern European capital.**

The opening of the conference, titled "Continuing Professional Development – Opportunities and challenges", began at 9 am, on 27<sup>th</sup> October with the speeches of Elizabeta Hristovska - Iceva, ELTAM president and Tony O'Brien - Director of British Council for Western Balkans. Tony O'Brien mentioned the saying: "Teaching development is a life long autonomous process of learning and growth". Then Raymond Kerr – Global English teacher development advisor, British Council presented "Framing your future'. After the coffee break, a dozen of ELT teachers and professionals attended my "Together We Could Do More and Better" presentation. The event was the culmination of several months' preparation by me with special mention of and thanks to Zarina Markova. My talk presented a joint project between the Regional Inspectorate of Blagoevgrad and British Council Sofia aiming at involving teachers from far-off regions in in-service teacher training. After a brief outline of the teaching situation in those regions, I focused on the steps we had to undertake to put our plan into action, the problems we have encountered.

**Tony O'Brien (Director of British Council for Western Balkans) and the president of ELTAM - Macedonia, and the delegates.**

I met several interesting persons there – Rakesh Bhanot, AGI Asian Global Impact UK; Anna Parisi, SEETA Online Community Greece; Raymond Kerr, Global English teacher development advisor British Council; Nick Goode, Macmillan Education Oxford UK; A. Suzan Oniz, INGED Turkey; Yeo Grenville, SOL UK; and all the host ladies from ELTAM Macedonia were so kind to me. At the conference dinner there was Pecha Kucha event »Teacher Evolution« at MKC Club.

It was my honour to be the official BETA representative for the **7th International ELTAM Conference.** Moreover, I was the only Bulgarian there, so I represented both BETA and Bulgaria. My stay in Skopje was surprisingly pleasant and impressive.



With Anna Parisi (Greece) and Suzan Oniz (Turkey)

*Lyubka Stoimenova*, a senior expert of foreign languages
at Regional Inspectorate of Education - Blagoevgrad

# Treasure Hunt
## By Marija Dzonova
## Q Language School, Skopje, Macedonia
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Procedure of the game:
1. I cut the letter into pieces, and hide the pieces around the classroom
2. I prepare a map telling where the hidden treasure is. I put the map inside an envelope, and bury the envelope in a flower pot
3. The treasure can be hidden outside the classroom, for eg. the teacher's car, under the staircase, in a special place
4. The treasure can be: Big size Milka Chocolate (or any other of 250/300 gr) or it's much better to use 'golden' coins (chocolates covered with golden foil, just like coins)
5. Divide the students into 2 groups, if the class is smaller, make it 1 group
6. Ss should try to find all the pieces from the letter, unjumble them and produce the whole letter
7. The letter will guide them to the map
8. On the map they find instructions where the treasure is
9. Go and find the treasure
10. Ss divide the treasure into equal parts

**The letter:**

Dear Pirates,

Seek and you will find! First collect all the pieces from this letter. They have been hidden around these chambers. The letter will guide you to the map. There it is written where you should look for the hidden treasure. The map is hidden in an envelope. The envelope is buried in the flower pot. Go, dig it up and find the map!

Your Boss Pirate

**The jumbled letter:**

Dear                Pirates,

Seek                and you will find!

First collect          all the pieces          from this letter.

They have been hidden          around these chambers.

The letter will          guide you          to the map.

There it is written          where you should look for

the hidden treasure.          The map is hidden          in an envelope.
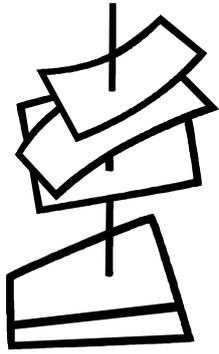
The envelope is buried          in the flower pot.          Go,

dig it up          and find the map!          Your Boss Pirate

**The MAP:**
Stand up! Open the door and go out of the Classroom! Turn left and go down the stairs! In front of you is a large 'port'. Find an orange 'ship' with 5 doors and 2 mirrors! Unlock the 'ship" and there lies the treasure!

# REFLECTIONS FROM A SESSION WITH 4TH GRADE STUDENTS AT THE ELT DEPARTMENT, FACULTY OF EDUCATION, METU

## "The Use of L1 with Low Proficiency English Learners"

## 12 December 2012

**By Prof. Dr. Aydan Ersöz**

I was asked to hold a session for the 4th grade students of the ELT Department, Faculty of Education, METU on 12 December 2012. I gladly accepted this invitation because teacher-candidates usually suffer a lot in their practicum where they are placed within a school setting and asked to shadow experienced teachers. Although this experience gives the candidates lots of opportunities to develop their teaching skills through lesson plans, teaching lessons and classroom management, it also confuses them as theory and practice rarely overlap. These candidates are often amazed by how frequently their model teachers (mentors ???) switch to Turkish. I strongly believe that the pre-service undergraduate training of teachers deserves more attention if we do NOT want our future-teachers to follow the footsteps of their mentors without questioning <u>what</u> they do in the classroom, <u>how</u> and <u>why</u> they do it, and thinking about if it works - a process of self-observation and self-evaluation.

Together with a group of highly enthusiastic students, we discussed "The Use of L1 with Low Proficiency English Learners". English teachers often find themselves explaining things in TURKISH. One excuse that we use is that we want our students to understand us more easily. We should not underestimate the cognitive abilities of our students. If we use the right techniques, they will understand. For example, we can reduce "teacher-talk time" by using more learning- and learner-centered activities. Or, we can rely more on the discovery and elicitation techniques where learners do most of the work.

When teachers and students do not use English for communication, and when we communicate in Turkish but only do the exercises in English, we create the wrong impression that English is not a language but any other school subject like math, history or geography. Learning a language is more like learning how to play the piano where it is common to practice and be active. People learn a language best when they use it to do things rather than through studying how language works and practicing rules.

Switching to Turkish for real communication results in a situation where the real communicative value of English is lost, and there is no challenge for learners. Moreover, we create the incorrect image of translation being a natural language skill. However, it is a well-known fact that translation and interpretation are not natural language skills, and that they require strenuous academic work.

Furthermore, heavy reliance on Turkish gives our students the wrong impression that translation is a natural language skill, and that there is a one-to-one correspondence between these languages.

When communicating with our students, in order to avoid continuous switching between L1 and TL, we should try to use language that is

- comprehensible (whenever necessary, accompanied by visual support)
- developmentally appropriate,
- redundant (repeatedly received from a variety of sources),
- and, accurate (grammatically correct with proper word choice and pronunciation).

As language teachers, we should use English as the language of instruction.

We should use it to give directions as part of the English lesson. We should NOT give explanations and directions in the native language. This cheats pupils of their motivation to understand. They will become lazy and wait for the Turkish instead of reaching to understanding.

We should speak in short sentences, and discrete phrases. We should pronounce correctly, clearly and slowly, looking directly at the class. We should NOT confuse pupils with incomprehensible language. Speeches, lectures, explanations and directions without clues to meaning are boring and not useful.

We should act out meanings, or use props, objects, pictures, or gestures to make meanings clear. We should pause after each sentence or phrase to associate it with a set of sounds. We should NOT rely on only the spoken word. Pupils need more visual and tactile stimulation and often need to be physically active.

We should repeat cheerfully and patiently and continue to associate clues to meaning with your words as long as needed. We should NOT expect pupils to grasp new material the first time through. We all know that language learning is a long and slow journey in which rushing is not very helpful or beneficial.

We should gain a sense of pacing that approaches life and the world holistically. Let's keep in mind that less is more, if a subject can be approached in many ways, connecting to other disciplines and in song, verse, and pictures.

We should NOT race through a coursebook or curriculum; if students are left behind, there is no point in us catching up with the syllabus. However, we should NOT drag out a point when students have lost interest just because we feel that they need reinforcement. We can always revise and/or recycle later.

We should check each pupil's comprehension by: 1) giving directions to follow; and, 2) asking yes/no or one-word answer questions. We should NOT always resort to translation back to the mother tongue. This prevents students from starting to think naturally in English and invites them to speak to us in Turkish.

We should accept the fact that pupils will use their mother tongue when speaking to each other, except during language practice activities. Moreover, they will use their mother tongue to speak to us until they are ready to use English. We should show that we understand what they are saying in Turkish but respond in English. However, we should continuously encourage them to communicate in English. We should NOT pretend that we can't speak or understand the mother tongue.

We should use learning/ teaching materials that will bring our students' natural motivation and curiosity to learning. We should NOT focus on testing or grading. Over-control them by bringing lots of restrictions to the class.

In EFL settings, as opposed to ESL settings, classroom is usually the only place where students have the chance to gather input, practice their outcome and get feedback. Switching to Turkish will surely rob them of this chance. As teachers, we are responsible to be good role models for our students and provide them with ample opportunities to use the target language.



Be a wonderful role model because you will be the window through which many children will see their future.

*Thomas Mckinnon*

A Paper from a colleague

# Second language vocabulary acquisition from language input and from form-focused activities

by
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## Research Timeline

Interest in L2 vocabulary learning and teaching started long before the nineteeneighties (for references to earlier studies, see Rob Waring's database http://www1.harenet.ne.jp/waring/vocab/vocrefs/vocref.html) but it declined with the advent of generative linguistics to the point of discrimination and neglect (Meara 1980). In 1986, I argued that vocabulary was about to acquire a legitimate and prominent place within applied linguistics (Laufer 1986), but I did not envisage the vast quantities of lexical research that would have been produced in the following two decades. One of the central concerns of vocabulary researchers is the source of L2 vocabulary learning. Is it L2 input, enhanced input, interaction, communicative tasks, non-communicative 'artificial' exercises, list learning, or repetition? A similar question is addressed by SLA researchers in general. This similarity of interests, which demonstrates the integration of vocabulary into mainstream SLA, prompted me to define the topic of this timeline as I did. And since the field of SLA developed in the 1980s, this timeline starts in the nineteen-eighties. I focus here on the external sources of learning, i.e. language input and instructional techniques, and not on learner-related variables, like motivation, L1, age, or strategies of learning. Nor do I focus on any other areas of lexical research, important as they may be, such as the construct of vocabulary knowledge, lexical development, testing, bilingual mental lexicon, or corpora analyses.

The precursors of input-based learning and form-focused instruction were

indirect and direct learning and teaching of vocabulary (Nation 1982). The indirect approaches found theoretical support in the Input Hypothesis (Krashen 1985). However, the hypotheses of Noticing (Schmidt 1990), limited processing ability (VanPatten 1990), and 'pushed' output (Swain 1985) provided the theoretical underpinning of 'Focus on Form' (Long 1991; Ellis 2001), which in turn became the pedagogical framework for direct approaches to vocabulary learning through communicative activities. Decontextualized vocabulary learning that is associated with Focus on Forms had been strongly discouraged since the heyday of communicative language teaching, but its association with the skill acquisition theory (DeKeyser 1998) contributed to the view that this type of learning is legitimate for studying the basic vocabulary quickly. Most recent approaches to vocabulary learning attach less importance to the source of learning, and more to the quality of elaboration of word information, task involvement, and frequent rehearsals. It is also believed that different aspects of word knowledge may be affected differently by different conditions of learning. Finally, a growing number of empirical studies suggest that input together with engaging word-focused activities and frequent rehearsals are likely to yield the best results.

My selection of notable publications aims to represent the above developments. I constructed this timeline by consulting the LLBA[1] database, PaulNation's data base (http://www.victoria.ac.nz/lals/staff/paul-nation/vocrefs/index.aspx) and the latest issues of the most prominent journals in applied linguistics. The selection represents seven recurring themes, each of which is marked by a capital letter A – G in my annotations to each publication:

**A** Effects of text input, without lexical support (**A1**) and with lexical support (**A2**)
**B** Learning words in authentic and/or communicative tasks with Focus on Form
**C** Learning decontextualized vocabulary, or in minimal contexts with Focus on Forms
**D** Multiple exposures/rehearsals
**E** Acquiring partial knowledge of words
**F** Theoretical positions related to vocabulary learning
**G** Technology in vocabulary research and learning

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[1] Linguistics and Language Behavior Abstracts (electronic resource). The Hague: Mouton.

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Laufer, B. (1986). Possible changes in attitude towards vocabulary acquisition research. *International Review of Applied Linguistics* 24.1, 69–75.

Long, M. (1991). Focus on Form: A design feature in language teaching methodology. In K. de Bot,

R. Ginsberg & C. Kramsch (eds.), *Foreign language research in cross-cultural perspective*. Amsterdam: John Benjamins, 39–52.

Meara, P. M. (1980). Vocabulary acquisition: A neglected aspect of language learning. *Language Teaching and Linguistics: Abstracts* 13.4, 221–246.

Nation, I. S. P. (1982). Beginning to learn foreign vocabulary: A review of the research. *RELC Journal* 13.1, 14–36.

Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics* 11.2, 17–45.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass & C. G. Madden (eds.), *Input in second language acquisition*. Rowley, MA: Newbury House, 235–253.

VanPatten B. (1990). Attending to content and form in the input: An experiment in consciousness. *Studies in Second Language Acquisition* 12.3, 287–301.

BATIA LAUFER is Professor ofApplied Linguistics in the department of English Language and Literature, at theUniversity of Haifa, Israel. Her research is on lexicography, cross linguistic influence, reading, and testing, but mainly on Vocabulary Acquisition in Additional Languages. She has published numerous journal articles and book chapters, and lectured extensively in and outside of Israel. Her most known and cited work is on vocabulary threshold for reading comprehension, vocabulary development, task effect on learning, quantitative assessment of vocabulary, and factors of word difficulty.

| YEAR | REFERENCES | ANNOTATIONS | THEME |
|---|---|---|---|
| 1982 | Nation, I. S. P. (1982). Beginning to learn foreign vocabulary: A review of the research. *RELC Journal* 13.1, 14–36. | **Nation** raised several key questions to be addressed in future L2 vocabulary research: the relationship between indirect learning (incidental while reading or listening) and direct learning (with conscious effort), learning words in context and in lists, and effectiveness of vocabulary teaching techniques. | A B C D F |
| 1985 | Nagy, W. E., P. A. Herman & R. C. Anderson (1985). Learning words from context. *Reading Research Quarterly* 20.2, 233–253. | **Nagy et al.** estimated the probabilities of learning an L1 word from reading after one exposure to be between .10 and .15. They claimed that since learners were exposed to large amounts of vocabulary, they would learn a substantial number of words from input. | A1 |
| 1987 | Cohen, A. D. (1987). The use of verbal imagery mnemonics in second-language vocabulary learning. *Studies in Second Language Acquisition* 9.1, 43–61. | **Cohen** suggested that mnemonics, particularly learner-generated, could facilitate word retrieval, and could therefore supplement other methods of intentional learning. He implied that learners could be trained in using verbal and imagery mnemonics. | C |
| 1989 | Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The Modern Language Journal* 73.4, 440–464. | In the framework of the Input Hypothesis, **Krashen** suggested that, similarly to L1 acquisition (NAGY ET AL. 1985), vocabulary in L2 was acquired subconsciously through comprehensible input, particularly through reading, when learners focused on messages, and not on individual words. | F  A1 |
| 1989 | Pitts, M., H. White & S. Krashen (1989). Acquiring second language vocabulary through reading: A replication of the Clockwork Orange study using second language acquirers. *Reading in a Foreign Language* 5.2, 271–275. | Adult L2 learners read two chapters of a novel containing Russian slang words. Subsequent testing revealed some acquisition of these words, providing empirical evidence for KRASHEN's (1989) hypothesis that learners, like native speakers, could acquire vocabulary from reading. However, the number of words was around 2 out of 29. | A1 |
| 1989 | Elley, W. B. (1989). Vocabulary acquisition from listening to stories. *Reading Research Quarterly* 24.2, 174–187. | **Elley** investigated children's L2 vocabulary learning from listening to a single story (as opposed to most studies, which focused on vocabulary and reading). After listening three times, learners acquired the meanings of 20% of target words. Adding explanation of words raised learning to 38%. These data seem to support the acquisition from input position. However, only six target words were tested. | A1  A2 |
| 1989 | Laufer, B. (1989). What percentage of text lexis is essential for comprehension? In C. Lauren & M. Nordman (eds.), *Special language: From humans thinking to thinking machines*. Clevedon: Multilingual Matters, 316–323. | **Laufer** delineated the lexical characteristics of a text that made comprehension and, subsequently, learning words from context possible. She defined the lexical threshold for basic text comprehension as 95% of text words familiar to the learner. | A1  F |
| 1992 | Hulstijn, J. H. (1992). Retention of inferred and given word meanings: Experiments in incidental vocabulary learning. In P. J. L Arnaud & H. Béjoint (eds.), *Vocabulary and applied linguistics*. London: MacMillan, 113–125. | To study the effect of glossing unfamiliar words in a text on their learning, **Hulstijn** compared the retention of words inferred from context with words provided with glosses, or sample sentences. Inferred words were better retained than given words, but only when cues for inferring were available. However, retention of words from mere exposure and guessing was very low and guesses were sometimes incorrect. | A1  A2  B |
| 1994 | Mondria, J-A. & S. Mondria-DeVries (1994). Efficiently memorizing words with the help of word cards and 'hand computer': Theory and applications. *System* 22.1, 47–57. | **Mondria & Mondria-DeVries** introduced a system of memorizing decontextualized words using word cards and a repetition system of distributed retrievals (repetitions through ever longer intervals). The authors claimed that this method was flexible regarding type of words and type of learners and, therefore, superior to learning from lists. | C  D |
| 1995 | Joe, A. (1995). Text based tasks and incidental vocabulary learning. *Second Language Research* 11.2, 149–158. | **Joe** found that attention to new words, retrieval and particularly use in novel contexts ('generation') contributed to word retention. This study highlighted the importance of language output in incidental learning. | B |
| 1996 | Chun, D. M. & J. L. Plass (1996). Effects of multimedia annotations on vocabulary acquisition. *The Modern Language Journal* 80.2, 183–198. | Students of L2 German read a text on the computer screen. 82 words were glossed by definition and example; some words also had a still picture, others – a video. The text + pictures condition proved most effective. The paper demonstrates the value of multimedia for vocabulary learning. | A2  B  G |
| 1996 | Hulstijn, J. H., M. Hollander & T. Greidanus (1996). Incidental vocabulary learning by advanced foreign language students: The influence of marginal glosses, dictionary use, and reoccurrence of unknown words. *The Modern Language Journal* 80.3, 327–339. | **Hulstijn et al.** compared retention of new words in three conditions: gloss, availability of electronic dictionary and control. They introduced a new factor: two frequencies of word occurrence in each condition. Frequency contributed to learning when reading was supported by gloss or dictionary. Without such support, words may be ignored or inferred incorrectly (cf. HULSTIJN 1992). | A2  A1  D  G |
| 1996 | Qian, D. D. (1996). ESL vocabulary acquisition: Contextualization and decontextualization. *The Canadian Modern Language Review* 53.1, 120–142. | **Qian** compared teaching contextualized vocabulary with decontextualized word lists. The decontexualized condition resulted in superior retention. These results challenge the assumptions by KRASHEN (1989) and LONG (1991) stated in the introduction. | A1  C |

| YEAR | REFERENCES | ANNOTATIONS | THEME |
|---|---|---|---|
| 1997 | Laufer, B. (1997). The lexical plight in second language reading: Words you don't know, words you think you know and words you can't guess. In J. Coady & T. Huckin (eds.), *Second language vocabulary acquisition: A rationale for pedagogy*. Cambridge: Cambridge University Press, 20–34. | **Laufer** presented three main problems in L2 reading: inadequate vocabulary size for comprehension, misinterpretations of seemingly familiar words, and guessing difficulties, due to text, word and learner factors. The implication is that the relationship between vocabulary learning and reading is neither simple nor problem-free. | A1  F |
| 1997 | Coady, J. (1997). L2 vocabulary acquisition through extensive reading. In J. Coady & T. Huckin (eds.), *Second language vocabulary acquisition: A rationale for pedagogy*. Cambridge: Cambridge University Press, 225–237. | **Coady** presented the 'beginner's paradox'. How could learners learn words through extensive reading if their vocabulary was insufficient to read extensively? He suggested that learners should first receive explicit instruction in 3000 most common word families (following LAUFER 1997). Only then should they engage in enjoyable reading tasks. | F  A1 |
| 1997 | Hulstijn, J. H. (1997). Mnemonic methods in foreign language vocabulary learning: Theoretical considerations and pedagogical applications. In J. Coady & T. Huckin (eds.), *Second language vocabulary acquisition: A rationale for pedagogy*. Cambridge: Cambridge University Press, 203–224. | Drawing on experimental and psycholinguistic literature and on personal teaching and language learning experience, **Hulstijn** argued that mnemonic techniques, including the keyword method, were a useful supplement to other approaches to vocabulary learning (cf. COHEN 1987). He also provided practical guidelines for using mnemonics and rehearsals in learning words. | C  F |
| 1997 | Paribakht, T. S. & M. Wesche (1997). Vocabulary enhancement activities and reading for meaning in second language vocabulary. In J. Coady & T. Huckin (eds.), *Second language vocabulary acquisition: A rationale for pedagogy*. Cambridge: Cambridge University Press, 174–200. | **Paribakht & Wesche** compared word learning in 'Reading only' (8 texts) and 'Reading plus' (4 texts with various vocabulary exercises) conditions. 'Reading only' produced small word gains, but 'Reading plus' yielded significantly better results. The results support the importance of explicit instruction. | A1, E  C |
| 1997 | Watanabe, Y. (1997). Input, intake and retention. Effects of increased processing on incidental learning of foreign language vocabulary. *Studies in Second Language Acquisition* 19.3, 287–307. | Using a more complex research design than HULSTIJN (1992), **Watanabe** compared the effect of type of word explanation (appositives, marginal glosses and multiple choice marginal glosses) on the acquisition of 16 words. He found that both types of glosses significantly improved word learning and retention on the delayed test. | A2  B |
| 1998 | Schmitt, N. (1998). Tracking the incremental acquisition of second language vocabulary: A longitudinal study. *Language Learning* 48.2, 281–317. | **Schmitt** studied the acquisition of 11 individual words over a year with three advanced L2 adult learners. He tracked four types of word knowledge: spelling, associations, grammatical information, and meaning. The study did not show evidence of a developmental hierarchy for word knowledge types. | E |
| 1998 | Horst, M., T. Cobb & P. Meara (1998). Beyond a Clockwork Orange: Acquiring second language vocabulary through reading. *Reading in a Foreign Language* 11.2, 207–223. | Learners read and listened to a simplified version of a novel (21,000 running words during six class sessions) and were subsequently tested on two aspects of knowledge of 45 words. On average, they acquired about five words. The authors admitted to small gains, but wondered whether testing more items would have revealed more acquisition. | A1  E |
| 1999 | Nation, P. & M. K. Wang (1999). Graded readers and vocabulary. *Reading in a Foreign Language* 12.2, 355–380. | **Nation & Wang** showed the potential for vocabulary learning from graded readers, and also recommended specific quantities of reading – a graded reader every week – to meet new words soon enough to reinforce previous encounters. This requirement highlights the practical limitations of extensive reading in an FL context. | A1  D |
| 1999 | Ellis, R. & X. He (1999). The roles of modified input and output in the incidental acquisition of word meanings. *Studies in Second Language Acquisition* 21. 2, 285–301. | **Ellis & He** found that learners who interacted in a task acquired more new words from it than learners who received two types of input with the same content. Similarly to JOE (1995), the paper highlights the importance of language use. Additionally, the authors emphasize the qualitatively superior dialogic interaction of the output group. | B |
| 2000 | Hu, M. & I. S. P. Nation (2000). Unknown vocabulary density and reading comprehension. *Reading in a Foreign Language* 13.1, 403–430. | **Hu & Nation** delineated the optimal lexical coverage (percentage of familiar words in a text) for comprehension, and subsequently, word learning from reading. While LAUFER (1989) suggested 95% minimum threshold for basic comprehension, Hu & Nation suggested 98% coverage for reading for pleasure. | A1  F |
| 2000 | Boers, F. (2000). Metaphor awareness and vocabulary retention. *Applied Linguistics* 21.4, 553–571. | **Boers** argued that enhancing learners' awareness of the metaphor's literal origin could facilitate retention of unfamiliar figurative expressions. Three EFL experiments supported his position. The results corroborate COHEN (1986) and HULSTIJN (1997) regarding the value of verbal imagery. | C |
| 2000 | Laufer, B. & M. M. Hill (2000). What lexical information do L2 learners select in a CALL dictionary and how does it affect word retention? *Language Learning and Technology* 3.2, 58–76. (http://llt.msu.edu/vol3num2/laufer-hill/index.html) | **Laufer & Hill** used a computer programme which comprised a text, highlighted target words, and multiple dictionary information: word explanation in English, L1 translation, sound, root, and 'extra' information (HULSTIJN ET AL. 1996 provided only translations of words). Different learners revealed different lookup preferences. The use of multiple dictionary information reinforced incidental acquisition. | A2  B  G |
| 2000 | Groot, P. J. M. (2000). Computer assisted second language vocabulary acquisition. *Language Learning and Technology* 4.1, 60–81. (http://llt.msu.edu/vol4num1/groot/default.html) | **Groot** used a unique computer-assisted word acquisition programme (CAVOCA), which presented each word in four modes: deduction of meaning, illustration of usage, examples, and lexical retrieval. Retention, however, was not better than in a list-learning condition. This raises the issue of the effectiveness of sophisticated technology in learning. | C  D  G |

| YEAR | REFERENCES | ANNOTATIONS | THEME |
|---|---|---|---|
| 2002 | Swanborn, M. S. L. & K. de Glopper (2002). Impact of reading purpose on incidental word learning from context. *Language Learning* 52.1, 95–117. | **Swanborn & de Glopper** measured the effect of learners' reading purpose on vocabulary learning. The probability of learning a word incidentally was .10 when students read for knowledge of the topic, .08 when reading for text comprehension and .06 when they read for fun. | A1 |
| 2002 | De la Fuente, M. J. (2002). Negotiation and oral acquisition of L2 vocabulary: The roles of input and output in the receptive and productive acquisition of words. *Studies in Second Language Acquisition* 24.1, 81–112. | **De la Fuente** compared the effects of input, negotiation, and negotiation with 'pushed output' on receptive and productive word acquisition. Negotiation with and without output was equally effective for receptive acquisition, but negotiation with output was more effective for productive acquisition and retention. The paper develops the idea of output importance (SWAIN 1985, JOE 1995, ELLIS & HE, 1999 – see introduction). | B E |
| 2002 | Snellings, P., A. van Gelderen & K. de Glopper (2002). Lexical retrieval: An aspect of fluent second language production that can be enhanced. *Language Learning* 52.4, 723–754. | **Snellings et al.** demonstrated the feasibility of computerized training for fluent lexical retrieval of L2 words in classroom, as evidenced by improved lexical decision and written retrieval tasks. The paper shows how the fluency strand in vocabulary teaching (NATION 2001) can be implemented in classroom. | D C G |
| 2003 | Laufer, B. (2003). Vocabulary acquisition in a second language: Do learners really acquire most vocabulary by reading? *The Canadian Modern Language Review* 59.4, 565–585. | **Laufer** challenged some basic assumptions underlying the claim that reading was the major source of vocabulary acquisition, and reported three experiments in which word-focused tasks yielded higher learning scores than reading. | F A1 C |
| 2003 | Mondria, J-A. (2003). The effects of inferring, verifying, and memorizing on the retention of L2 word meanings. *Studies in Second Language Acquisition* 25.4, 473–499. | **Mondria** found that retention of new words was the same, irrespective of whether their meaning was provided by, or inferred from, context. The meaning inferred method took longer. The results seem to contradict HULSTIJN (1992). However, Mondria's study involved a memorization stage after verification of meaning, i.e. intentional learning. | C |
| 2003 | Waring, R & M. Takaki (2003). At what rate do learners learn and retain new vocabulary from reading a graded reader? *Reading in a Foreign Language* 15.2, 130–163. | **Waring & Takaki** studied the retention of 25 non-words that appeared 1–18 times in a text. After three months, learners remembered an average of one meaning of words that appeared eight times or more. The authors concluded that massive quantities of graded reading were needed to build new vocabulary (cf. ZAHAR ET AL. 2001), but the benefits of graded readers were in enriching the vocabulary known already. | A1 D E |
| 2004 | Mondria, J-M. & B. Wiersma (2004). Receptive, productive, and receptive + productive L2 vocabulary learning: What difference does it make? In P. Bogaards & B. Laufer (eds.), *Vocabulary in a second language*. Amsterdam & Philadelphia: John Benjamins, 80–100. | **Mondria & Wiersma** hypothesized that, in intentional learning, word retention type, receptive or productive, is related to the mode of learning: receptive, productive, or receptive + productive. They found that receptive learning proved best for receptive knowledge, and productive learning for productive knowledge. Additional receptive learning did not lead to improved productive knowledge. | E C |
| 2004 | Pulido, D. (2004). The relationship between text comprehension and second language incidental vocabulary acquisition: A matter of topic familiarity? *Language Learning* 54.3, 469–523. | **Pulido** found that text comprehension, irrespective of topic familiarity, had a favorable effect on short- and long-term retention of the meaning of 32 nonsense words in the text. Topic familiarity was related to recognition of word forms only. If comprehension is achieved with 95%–98% of vocabulary coverage (LAUFER 1989, HU & NATION 2000), it seems that good vocabulary knowledge can compensate for lack of background knowledge. | A1 E |
| 2005 | Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *The Canadian Modern Language Review* 61.3, 355–382. | Unlike previous studies, **Horst** investigated a large amount of reading (four books, on average) and tested many words (100). She used electronic scanning of books, lexical frequency profiling, and individualized word checklists. Learners demonstrated some knowledge of about 17 words, more than in earlier studies, probably due to the innovative methodology. | A2 E G |
| 2005 | Laufer, B. (2005). Focus on form in second language vocabulary acquisition. In S. H. Foster-Cohen, M. P. Garcia-Mayo & J. Cenoz (eds.), *EUROSLA Yearbook* 5. Amsterdam: John Benjamins, 223–250. | Responding to the discouraging learning results from input, **Laufer** conceptualized 'Focus on Form' and 'Focus on Forms' within a vocabulary acquisition framework, and provided theoretical and empirical justification for both pedagogical approaches. | F |
| 2005 | Horst, M., T. Cobb & I. Nicolae (2005). Expanding academic vocabulary with a collaborative on-line database. *Language Learning and Technology* 9.2, 90–110. (http://llt.msu.edu/vol9num2/horst/default.html) | **Horst et al.** found that many words were learnt receptively and productively when practiced in a computer-assisted environment: word banks, online dictionaries, concordances, cloze exercises, hypertexts, and self-quizzes. The results show the benefits of word-focused non-communicative activities (QIAN 1996, LAUFER 2003) and the potential of technology for vocabulary learning (GROOT 2000, LAUFER & HILL 2000). | E C A2 G |
| 2006 | Pigada, M & N. Schmitt (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language* 18.1, 1–28. | **Pigada & Schmitt** found that one month of extensive reading (four readers) enhanced some aspects of knowledge in 65% of 133 target words, particularly spelling. Knowledge of meaning and grammatical characteristics improved less. In spite of the encouraging results, the authors recommended supplementing incidental learning with intentional learning. | A1 E |

# FROM A COLLEAGUE

**Our colleague Lyubka Stoimenova from Bulgaria has sent us a brief summary that she would like to share with INGED members.**

**The 7th National Multilingual Competition**
Lyubka Kirilova (BETA-Bulgaria)  Senior Foreign Language Expert, Regional Inspectorate of Education – Blagoevgrad
lu.kirilova@gmail.com

From 16-17 November 2012, the 7th National Multilingual Competition was held in Blagoevgrad, Bulgaria. The event brought together 136 students from all over Bulgaria. The students visited the Panitza university library at the American University in Blagoevgrad, which is the largest English-language library in Southeast Europe. At the welcome concert, held in the Nikola Vaptsarov Drama Theatre, students from Blagoevgrad schools performed in a variety of languages. They sang songs in

French, English, Russian and Korean, with guitar and piano accompaniment, skillfully led by music teachers – true professionals! Even the music teacher from the High School of Natural Sciences and Mathematics (Blagoevgrad), Velizar Balevski was there at the concert, playing the piano and other musical instruments and supporting his students, although the next day was going to be his wedding day! The students also performed scenes from Shakespeare's Macbeth and La Fontaine's fables. The concert was truly amazing, also thanks to the emblematic Pirin ensemble (Blagoevgrad), which performed the dances "Bagpipe" and "Logodazhkoto" and closed the concert with the famous song "Zasvirete Muri".
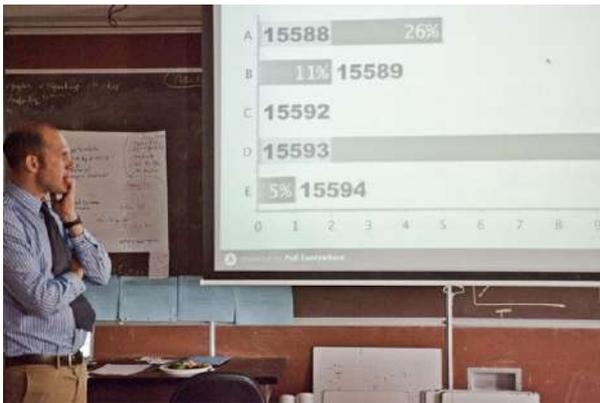
# SOMETHING TO THINK ABOUT

## Case Studies: How Teachers Use Tech to Support Learning
### By Tina Barseghian



Starting the year off with ideas on the best ways to use technology to support learning, Larry Ferlazzo collected an invaluable list of criteria last year from educators, to which he added more resources in his recent blog post for EdWeek.Other posts in the series include Using Ed Tech to Create Deep and Meaningful Experiences and Effective Ways of Using Tech in the Classroom. Here is MindShift's contribution to the collection of ideas.

## 1. GAMES AND GROUP WORK

For those wondering what a game-based classroom looks like in a traditional school, take a peek into Ananth Pai's third-grade class in Parkview/Center Point Elementary school in Maplewood, Minnesota. Using his own money and grants that he applied for, Pai has managed to round up seven laptops, two desktops 11 Nintendo DS's, 18 games for math, reading, vocabulary, geography, and 21 digital voice recorders. Students' reading and math scores went from below average for third grade to mid-fourth-grade level. Students compete in games with other kids across the world, learn about fractions and decimals by riding a virtual ghost train, for instance, work on their reading skills on sites

like Razkids, figure out whether they can make a living by growing flowers, learn about their constitutional rights with the Go to Court Game, and so on.

## 2. LEARNING LATIN

Teacher Kevin Ballestrini turned his introductory Latin class at Connecticut's Norwich Free Academy into an alternate reality with an online video game. The students' job: to save the world by joining a shadowy organization on a quest to find the Lapis Saeculōrum that was part of an Ancient Roman society. "It's a mix of a role-playing game and an alternate reality game," Ballestrini says. Students play the role of Romans in a reconstruction of ancient Pompeii (or ancient Rome) and have to learn to think, act, create and write like a Roman in order to win the game. And those are the same goals of any introductory Latin course.

## 3. REACHING STUDENTS

In Ramsey Musallam's A.P. Chemistry class at Sacred Heart Cathedral Preparatory in San Francisco, cell phones are a natural extension of the way he communicates with his students. As soon as kids walk in, Musallam sends out a text blast through Remind101, asking them a challenge question that's related to the day's lesson. "First person to tell me the units on K for a second order reaction gets chocolate," he types and sends off. His students know he does this regularly, so they're constantly anticipating the question during the day, in and out of class.

"Sure, that's kind of cute," he says, admitting that it can be seen as gimmicky. "But more importantly, in my mind that's saying, 'You're carrying around something that I can contact you with.' It's a fun ways to stay motivated in our day, which can be pretty dry sometimes. It's a chance to think about what we're learning outside the context of state testing."

## 4. CREATIVE PLAY

The online game Minecraft allows players to build their own digital world, brick by digital brick. Players must scavenge for resources to build things — mining for stone to build buildings, mining for coal to build fire. Teachers like to use Minecraft because it's a "sandbox" game — it provides players nearly limitless freedom to build within it. As a player's skill develops, the game's complexity increases. Players can collaborate on building complex structures, use programming features to build contraptions, games, or compose music. Earlier this year, two teachers, Santeri Koivisto and Joel Levin, decided to make the online game Minecraft more accessible and to teachers and their classrooms. They joined forces to found MinecraftEdu, which now offers a plug-in that enables teachers to tailor the software to individual curriculum.

**Speech Bubbles theatre group**

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WEST SIDE STORY
THE AUDITION
**Speech Bubbles is holding an open audition for WEST SIDE STORY**
**on**
**SATURDAY 16th FEBRUARY 2013 AT 14.00 PM**
**At: ITI**
**(International Training Institute's new building).**
**Eski Büyükdere Cad. Silahtaroğlu Sok. No.1 Kat.2**
**4th Levent 34416 Istanbul**

Exit 4th Levent Metro station following signs to Emniyetler mah. Walk 2 minutes along the main road with the Movenpick Hotel and Saphire Tower behind you and ITI is on the left just before Bilek Hotel.

We always welcome new members to the group. We are looking for actors, singers, dancers and musicians. So if you are enthusiastic and dedicated and interested in performing in WEST SIDE STORY or working backstage, please come to the audition.
For more information: www.speechbubbles.org or visit our Facebook page: http://www.facebook.com/groups/36806231992086/

Regards,
Speech Bubbles
info@speechbubbles.org
http://speechbubbles.org

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**About us**: Speech Bubbles is an Istanbul based drama group set up in 1992 with a mixture of professional and amateur actors, singers and musicians from all over the world (currently 11 different nationalities). Each year Speech Bubbles puts on a musical production to raise money for charities that benefit children and education. Please visit our website for more information (including details of previous shows, amounts raised and charities supported each year).

# News from the British Council



## Teachers' Survey

Dear English Teachers,

As you would remember, we had run a survey to help us understand more about teachers' needs and interests. So that we can meet the specific needs of English language teachers in Turkey as closely as possible. Thanks to everyone who had completed the survey.

There is a first-prize which is an **all-expenses paid** NILE professional development course of your choice in the UK in the month of July or **August 2013.**

Also there are 10 runners-up who will receive the mystery teacher gift bag. Here is the list of the first-prize winner and the runners-up:

**First-Prize Winner:**

- Ozge Ozturk, Bursa

**Runners-Up:**

- Didem Ulker, Kayseri
- Ayse Coban, Bayburt
- Kerem Ali Yavuz, Duzce
- Nilufer Mutlu Acemi, Istanbul
- Gulsum Ozerol, Diyarbakir
- Emine Kirez, Istanbul
- Arzu Suer, Konya
- Seniye Vural, Kayseri
- Mehmet Rida Tur, Mardin
- Erkin Kiryaman, Izmir

If you need further information, you may contact us at:
TR-ELTTeamTurkey@britishcouncil.org.tr

## BRITISH COUNCIL

# story sharing
## web conference

**Venue:** Live and Online (The conference sessions will be held in Adobe Connect, and can be accessed live from any personal computer)

**Dates:** Saturday 9th - Sunday 10th February 2013

Registration is now open - visit our website to register. Please register in advance of the conference since *places* will be *limited*.

## Telling, Reading, Sharing Stories...Unlock your students' imaginations!

We all love stories no matter how old we are...Telling them, reading them, sharing them. Not only are we readers of stories but we are also experienced and very skilful tellers of stories...And it is these stories which are the raw materials which keep our imaginations burning.

A Person without stories is a person without a past, present or future...However, in the English language classroom stories are too often strangled at birth. Instead of letting a student just enjoy a story we may test her on it and give her a grade to measure her reading or listening skills...We wouldn't do this in real life. Imagine your friend telling you a joke and then asking you five questions to check that you have understood!

The 1st British Council Turkey Story Sharing Web Conference will treat stories as they should be treated...That is to make students laugh, cry, get angry, be thrilled, be shocked, be depressed, get inspired...Stories which enrich students' experience of learning English both inside and outside the classroom.

Join us at our two day web conference where you can interact with both international and local experts in our programme of **30 exciting sessions in real time**. Registrations are now open and places are limited, so **register now**.

Lose yourself and spend the weekend visiting the wonderful world of stories, real time and online on **Saturday 9th - Sunday 10th February 2013!**

For more information, visit our website or contact TR-ELTTeamTurkey@britishcouncil.org
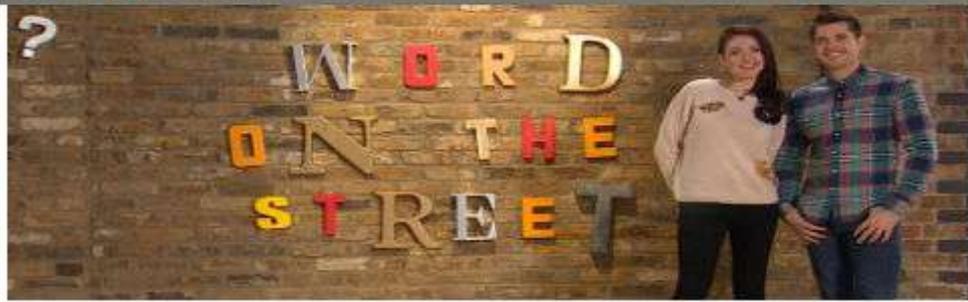
## My Word on the Street Competition

Dear English teachers,

Thank you for your interest in our competition, **My Word on the Street**. We are happy to announce that we have opened the competition to all learners **up to 25**. Following many requests from teachers we have extended the deadline to **11 February 2013**.

### What is My Word on the Street Competition?

As an English teacher, you may sometimes find it difficult to demonstrate to your students that English is not just grammar, grammar, grammar but a living skill that they can use in real life. The **My Word on the Street competition** is a fun and motivating way to help them practice their English.

If you'd like to **help your students participate in the competition**, we have prepared a sample lesson plan for you to use in the classroom. You can also visit LearnEnglish site to see the videos from the original Word on the Street TV series to give you more great lesson ideas.

### Important Note:

For copyright reasons, commercially released music, video and images (including school logos) cannot be used in stories. Any music used should be either the entrant's own work or material covered by creative commons licence. Find out more about creative commons.

Entrants aged below 18 should obtain parental consent to participate in My Word on the Street competition. Click for details

**Download the lesson plan**

http://www.britishcouncil.org/turkey-help-with-english-online-word-on-the-street-lesson-plan.pdf

Do you have a story that makes you smile?
Share your memorable moments or tell us a teacher's tale.

Have the chance to win an e-reader and a set of stories for your classroom.

Visit our Facebook page for more information.

Some selected stories will be featured at our Story Sharing Web Conference on Saturday 9th - Sunday 10th February 2013.

# News from iatefl

## 47th Annual Conference and Exhibition
## Arena and Convention Centre, Liverpool, UK
## 8 – 12 April 2013

Join us in Liverpool to mix with leading thinkers in ELT, share ideas with colleagues from around the world and make new friends.

The ACC is a unique venue, situated near the River Mersey on the old docklands and is within walking distance of a wide range of hotels, restaurants and tourist attractions.

There will be five plenary speakers again for 2013.

| David Crystal | Deniz Kurtoglu Eken | Jun Liu |
| Roger McGough | Susan Barduhn | |

**Key dates**

| 23rd August 2012: | Scholarship application deadline |
| 13th September 2012: | Speaker proposal deadline |
| 13th December 2012: | Speaker payment deadline |
| 31st January 2013: | Early bird payment deadline |

Conference program (preview): http://edition.pagesuite-professional.co.uk/launch.aspx?eid=670c74df-9db6-4fc2-9a6f-6f5235ecd606

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

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*News from* ![TESOL logo]

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

**News from TESOL:**
The biggest news is the upcoming annual conference. Here is what is waiting for language professionals in this year's conference:

**What?** TESOL 2013 International Convention and Language Expo: Harmonizing Language, Heritage and Cultures
**When?** 20-23 March 2013
**Where?** Dallas Convention Center, Dallas, Texas, USA
**Who?**

Opening Keynote: John Hunter "Solving for X: Critical Thinking and Problem-Solving Essentials"

James E. Alatis Plenary: Thomas Nakayama "The Project of Critical Intercultural Communication"

Presidential Keynote: Suzanne Panferov "Our Heritage: The TESOL Journey in Developing Great Teachers"

General Session Keynote: Aram deKoven "Subconsciously Held Bias: Exposing the Myth of Racial Colorblindness"

General Session Keynote: Bonny Norton "Identity and Language Learning Across Time and Space"

**Reminder:** Registration for *early birds* closes on February 1, 2013.

*For detailed information about the convention:*
*http://tesol.org/convention2013*

# OTHER WAYS TO SAY ...

Some times students run out of words and keep using 'good' and 'bad' for instance. Here are alternative ways of expressing yourself...

## OTHER WAYS TO SAY...

| nice | good | bad | sad | happy |
|------|------|-----|-----|-------|
| enjoyable | excellent | awful | depressed | cheerful |
| pleasurable | amazing | rotten | gloomy | delighted |
| thoughtful | wonderful | naughty | miserable | pleased |
| courteous | pleasant | mean | cheerless | glad |
| lovely | marvelous | dreadful | unhappy | joyful |
| likeable | exceptional | nasty | gloomy | ecstatic |
| pleasing | fantastic | wicked | forlorn | content |
| gracious | super | lousy | sorrowful | jovial |
| congenial | outstanding | terrible | upset | amused |
| cordial | terrific | unpleasant | downcast | merry |
| admirable | splendid | disagreeable | tearful | thrilled |
| considerate | stupendous | wretched | somber | elated |

| laughed | like | said | big | little |
|---------|------|------|-----|--------|
| giggled | admire | commented | huge | small |
| chuckled | approve | replied | giant | tiny |
| roared | adore | remarked | gigantic | petite |
| howled | treasure | declared | enormous | miniature |
| whooped | fancy | stated | large | teeny |
| snickered | marvel | exclaimed | massive | itsy-bitsy |
| guffawed | appreciate | shouted | colossal | miniscule |
| shrieked | respect | whispered | immense | mini |
| grinned | cherish | announced | bulky | minute |
| cackled | fond | responded | hefty | microscopic |
| bellowed | desire | boasted | tremendous | skimpy |
| chortled | enjoy | explained | jumbo | wee |

| ran | walked | pretty | looked | scared |
|-----|--------|--------|--------|--------|
| bolted | strolled | beautiful | gazed | afraid |
| sped | sauntered | gorgeous | examined | frightened |
| hurried | tiptoed | appealing | glanced | spooked |
| sprinted | trotted | cute | viewed | horrified |
| jogged | marched | lovely | observed | startled |
| rushed | glided | exquisite | peeked | fearful |
| galloped | strutted | attractive | stared | petrified |
| hustled | shuffled | elegant | watched | anxious |
| skipped | crept | handsome | inspected | aghast |
| raced | treaded | stunning | spied | alarmed |
| dashed | hiked | fair | studied | terrified |
| fled | paraded | dazzling | noticed | shaken |

# ENGLISH IS STRANGE!

"English is really strange. In what other language do people ship by truck but send cargo by ship?"

"English is really strange. In what other language do people have noses that run and feet that smell?"
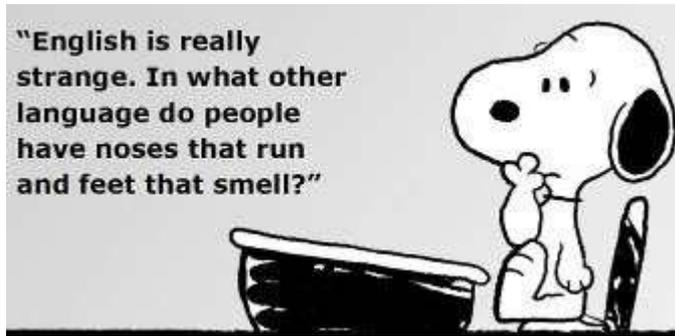
"English is really strange. In what other language do people recite at a play and play at a recital?

"English is really strange. In what other language can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites?"

* In English "-ough" can be pronounced in eight different ways. The following sentence contains them all: "A rough- coated, dough-faced ploughman strode through the streets of Scarborough, coughing and hiccoughing thoughtfully.