

THE INGED NEWSLETTER

 ANNUS 'year'	 ARHA 'away'	 AUDIRE 'hear'	 AVIS 'bird'	 AVUS 'ancestor'	 BONUS 'good'	 BOS 'cow'	 CAELUM 'heaven'	 CAPUT 'head'
 CASTRUM 'camp'	 CERVUS 'stag'	 CERVUS ₂ 'stag'	 CORNU 'horn'	 CRUS 'leg'	 CRUX 'cross'	 CULTER 'knife'	 CUM 'with'	 CURRUS 'chariot'
 DARE 'give'	 DEUS 'god'	 DOMINUS 'lord'	 DOMUS 'house'	 EGO 'I'	 EQUUS 'horse'	 EXERCITUS 'army'	 FEMINA 'woman'	 FINES 'boundary'
 FRONS 'forehead'	 HALPA 'Aleppo'	 HEROS 'hero'	 INFANS 'child'	 INFRA 'below'	 IRA 'wrath'	 LEPUS 'hare'	 LIBARE 'offer'	 LINGUA 'tongue'
 LITUS 'staff'	 LOQUI 'speak'	 LUNA 'moon'	 MAGNUS 'great'	 MALLEUS 'hammer'	 MALUS 'bad'	 MANUS 'hand'	 MONS 'mountain'	 NEC 'negation'
 NEG ₁ 'negation'	 NEG ₂ 'negation'	 NEPOS 'descendant'	 OCCIDENS 'west'	 OMNIS 'all'	 ORIENS 'east'	 OVIS 'sheep'	 PANIS 'bread'	 PES 'foot'
 PES ₂ 'foot'	 PONERE 'put'	 POST 'after'	 PRAE 'before'	 PUGNUS 'fist'	 REGIO 'kingdom'	 REX 'king'	 SARMA 'Sarruma'	 SCALPRUM 'chisel'
 SCRIBA 'clerk'	 SOL 'sun'	 SOLIUM 'seat'	 STELE 'stela'	 SUPER 'above'	 TERRA 'land'	 THRONUS 'throne'	 TONITRUS 'thunder'	 URBS 'city'
 VAS 'vase'	 VERSUS 'toward'	 VIA 'road'	 VINUM 'wine'	 VIR 'man'	 VIS 'strength'			

Source: <http://www.ancientscripts.com/luwian.html>

NEWS ON-LINE

Together we stand!



Issue 4

December 2013

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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 2, 2013 at Limak Ambassadors Hotel, Kavaklıdere, Ankara. 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 Öviz. All announcements are done on our WEB page.

The INGED mornings/afternoons that we realized were:

- On 12 December 2012, "The Use of L1 with Low Proficiency English Learners" by Prof. Dr. Aydan Ersöz at the Foreign Languages Teaching Department, METU.
- On 22 January 2013, "Teaching Turkish Integratedly as a Foreign Language" by Prof. Dr. Aydan Ersöz at TÖMER (Türkçe Öğretim Merkezi), Hacettepe University.
- Between 28-30 January 2013, eight different workshops for the METU Foundation Schools by Prof. Dr. Aydan Ersöz.
- On 6 February 2013, "Teaching, not Testing Listening" by Dr. Suzan Öviz at the Foreign Languages School, Çankaya University.
- On 9 March 2013, a presentation to promote INGED by Dr. Suzan Öviz at the Pre-IATEFL Social Evening hosted by the British Council.

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

- Between 7 - 8 December 2012, with the full support of the British Council, INGED held a two-day meeting (named as 1st ATA Meeting) with the representatives of nine teachers' associations: AZETA (Azerbaijan), BETA (Bulgaria), ELTA (Albania), ELTAM (Macedonia), IATEFL HUNGARY (Hungary), IATEFL UKRAINE (Ukraine), IATEFL POLAND (Poland), RATE (Romania) and TESOL GREECE (Greece).

Prof. Dr. Aydan Ersöz, Dr. Suzan Öniz, Defne Akıncı-Midas, M. Akın Güngör and Nazlı (Demirbaş) Güngör acted as moderators in various sessions, and on behalf of the British Council Jason Price held two sessions. We used this opportunity to get to know each other, share our weaknesses and strengths, discuss possibilities of cooperation and collaboration and sign partnership agreements to support our associations internationally.

- Between 8 - 10 March 2013, a three-day meeting was held in Zrenjanin with the full support of the British Council, Serbia. More than 20 representatives of various teachers' associations from 16 countries joined this meeting. Prof. Dr. Aydan Ersöz and Defne Akıncı-Midas represented INGED. The sessions were moderated by George Pickering. The main aim of this meeting was to help the associations to become more independent by employing possible actions to raise their funds.
- Between 8 - 12 April 2013, Büşra Delen, Mustafa Akın Güngör and Nazlı (Demirbaş) Güngör represented our association at IATEFL Conference in Liverpool. In 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).
- Between 10 - 11 May 2013, in line with the partnership agreement between our associations, Assoc. Prof. Dr. Cem Balçıkankılıç represented our association at the ELTA conference in Belgrade, Serbia. In addition to his academic presentation entitled "Web Technologies in ELT Classrooms", represented us in meetings and promoted our association as well as our web site (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 19 January 2013, an INGED and British Council co-event was held in Cappadocia. On behalf of INGED, Hilal Onat held a session entitled "Teachers as Leaders", and Dr. Suzan Öniz "Strings, Cards, Pictures: Ideas for Pairing & Grouping Learners". On behalf of the British Council, Jason Price held two sessions: "Putting Words to Work: Some Activities for Recycling Lexis" and "Technology in the Classroom".

- On 4 February 2013, an INGED and British Council co-event was held in Ankara. On behalf of INGED, Assoc. Prof. Dr. Bena Gül Peker held a session entitled "Miming, Dialoging and Role-playing" and Assoc. Prof. Dr. Cem Balçıkanlı "Act & Learn: Teaching English Through Drama Activities". On behalf of the British Council, Alec Williams held two sessions: "Storytelling for Young Learners" and "Using storytelling with Teenagers".
- On 6 April 2013, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "All in One: A Sample Lesson for Young Learners" at the 8th International ELT Conference hosted by Gaziantep Koleji Vakfı private schools.
- On 20 April 2013, an INGED and British Council co-event was held in Tokat. On behalf of INGED, Prof. Dr. Aydan Ersöz held a session entitled "All in One: A Sample Lesson for Young Learners" and Dr. Suzan Öniş "Teaching, not Testing Listening". On behalf of the British Council, Jason Price held two sessions: "Practicing Grammar through Drama Part 1" and "Practicing Grammar through Drama Part 2".
- On 4 May 2013, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "A child needs grammar rules like a fish needs high-heel boots" at the 3rd ELT Conference hosted by Eskişehir Gelişim Koleji.
- On 10 May 2013, an INGED and British Council co-event was held in Bolu hosted by İzzet Baysal University. On behalf of INGED, Prof. Dr. Aydan Ersöz held a session entitled "Activities for strategy training" and Nazlı (Demirbaş) Güngör and Akın Güngör "Creative and collaborative writing". On behalf of the British Council, Jason Price held two sessions: "Saying what you mean, meaning what you say" and "Lessons from nothing".
- On 31 May 2013, an INGED and British Council co-event was held in Ankara hosted by Çankaya University. On behalf of INGED, Defne Akıncı-Midas held a session entitled "Some Ideas about Student Motivation" and Prof. Dr. Aydan Ersöz "Everything Little Little into the Middle". On behalf of the British Council, Jason Price held a session with the title "Tackling Intonation in Class: The Music of Speech", and from Çankaya University Ufuk Akdemir had a presentation entitled "Technology in EFL Classes: Practical Web 2.0 Tools".
- Between 09 - 10 September 2013, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "Classroom Management and Interaction" at

an event hosted by the Foreign Languages Teaching Department, METU.

- Between 20-21 September 2013, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "I know what it is to be young but you don't know what it is to be old" at the IATEFL TTEdSIG Conference hosted by Muğla Sıtkı Koçman University.
- Our 16th International ELT Conference was held between 4-6 October 2013 in İzmir. Our conference which was hosted by 9 Eylül University had six plenary speakers: Prof. Dr. Aydan Ersöz, Prof. Dr. Mehmet Demirezen, Joan Shin King, Simon Borg, Jim Scrivener and Jeremy Harmer. There were more than 55 concurrent sessions and 4 poster presentations in addition to a round-table-discussion slot.
- On 2 November 2013, an INGED and British Council co-event was held in Ankara. On behalf of INGED, Dr. Suzan Öniz held a session entitled "Tips for Increasing Creativity". On behalf of the British Council, Dave Dodgson had a presentation entitled "Web 2.0 Tools for Error Correction", and Jason Price "Making Words Work: Recycling Lexis".

With limited support from TESOL, we held the 5th Türkiye SpellEvent on 6 April 2013 at Nesibe Aydın Private School.

The 15th INGED Drama Festival in Ankara on 18 April 2013 was hosted by Milli Eğitim Vakfı Private Schools, and the 15th INGED Drama Festival in İstanbul on 30 May 2013 was hosted by Marmara Private Schools.

Our association also contributed to the Fourth Short Story Writing Competition held by Nüans Publishing House and Yabancı Dil Book Company. Our board members, Prof. Dr. Aydan Ersöz, Dr. A. Suzan Öniz, Defne Akıncı-Midas and Büşra Delen 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 improve the English language teaching conditions in our country and to strengthen 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 have two important dates behind us: The 16th International INGED ELT Conference and our Annual General Assembly. Our conference was hosted by 9 Eylül University in Izmir. Throughout the three days, there were plenary talks and concurrent presentations on a variety of topics as well as poster presentations. You will find summaries of some of these in this issue of our newsletter.

We held our AGM after the conference was over. A new board and auditors were elected. Go to About the Board Members link on our website to read the brief bios and description of responsibilities of the newly elected board members.

We would also like to express our deepest sadness at the passing of Dave Willis. He has been a major figure in the ELT world and will be missed. His work on collocations and task-based teaching will be major reasons to fondly remember him... Dave Willis together with his wife Jane Willis came to Istanbul in 2011. You will find the summary of their workshops in this issue.

In this issue, you will find several articles on colleagues' reflections on presentations made at the most recent INGED Conference. You will also find an article on a selection of online learning platforms in the Technology in Teaching. This issue is the last one in the series of Anatolia. You can find brief notes about some of the most ancient languages once spoken in Anatolia. These extinct languages have come down to us through inscriptions on stelas and tomb stones and some of them have not been completely deciphered yet despite the fact that there are some parallel inscriptions in two languages.

Do you know which word is the same in every language? Have a look at the first article in the "Selected for you" section and find out. In "Something to Think About" there are two articles about empathy and how the brain learns languages. We hope all these selections will interest you...

A. Suzan Öñiz
INGED Newsletter Editor

WHAT IS THE DIFFERENCE ??? AN INGED AFTERNOON AND AN INGED EVENT



INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS

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

NOTES FROM A CONFERENCE

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

TECHNOLOGY IN TEACHING

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

YOUR PAPERS

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

THE VOICE OF INGED MEMBERS

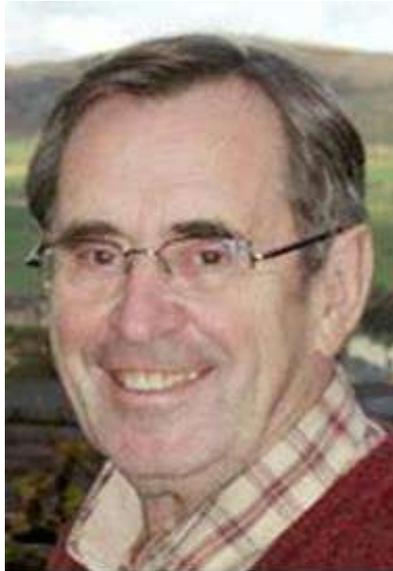
➡ This is YOUR page! Please send us news about your pupils and students, the latest developments in your teaching environment, teaching tips you would like to share with your colleagues, and comments.



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

IN MEMORIAM

RIP DAVE WILLIS



We are saddened by the news that Dave Willis died on 29 October 2013. Most ELT teachers have been trained to do tasks through Dave Willis' work on Task Based Learning. The Collins Cobuild English Course has been an important accomplishment and many teachers who have used it have learned a lot from it. Dave and his wife Jane Willis have been to Turkey several times and probably a lot of teachers reading this message have actually sat in one of their presentations.

We wish the Willis family patience and solace that Dave Willis will be fondly remembered by all the teachers that he influenced so deeply...

<http://www.willis-elt.co.uk/aboutus.html>

Go to Leo Selivan's blog to read the obituary for Dave Willis:

http://leoxicon.blogspot.com/2013/10/dave-willis-lexical-syllabus_4913.html

The INGED Annual General Assembly

The annual INGED General Assembly was held on November 2nd, 2013, following a highly enjoyable and successful INGED-British Council Co-Event that day. 35 of our active members attended the Assembly. First, the council was formed through nomination method. The council was led by Prof. Dr. Hüsnü Enginarlar, and Yeşim E. Çekiçel and Faruk Dinç acted as the secretaries. Next, the president of INGED, Prof. Dr. Aydan Ersöz, presented the previous year's activity report, expanding on the board members' duties and the association's main duties as well as novel endeavors undertaken.

This was followed by the presentation of financial affairs by the treasurer, Defne Akıncı Midas. The supervising and auditing committee presented their report regarding their examination of INGED official papers and book-keeping. They confirmed that the official procedures and paper-work were being administered in accordance with legal specifications.

Following this stage was the election time to form a new board to actively participate in the activities and decision-making processes of the association. Volunteers were invited and willing members were listed on the board for a ballot in a list form. Following the election, the new board members and their responsibilities are as follows:

President: Prof. Dr. Aydan Ersöz
Vice President: Dr. Suzan Öniz
Defne Akıncı Midas (Treasurer)
Mustafa Akın Güngör (Second Treasurer)
Nazlı Güngör (Member)
Asena Çifçi (Member)
Cem Balçıkanlı (Member)

The assembly came to a closure following suggestions and comments. We hope to have another fruitful year with the support of our members.

SEETA

SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

<http://seeta.eu/>



SEETA
South Eastern Europe Teachers Associations

[Getting Started](#) | [SEETA Volunteer](#) | [Naliquitra](#) | [SEETA](#)

Getting Started
Getting Active

Find out more about the SEETA Community and how you can contribute. Help and advice about using the site. Click [HERE](#) to access this area.



Click [HERE](#) to access this area.

Navigation

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- ▶ Courses

Coming soon !

SEETA Webinar

January 2014

 Kieran Donaghy

Teaching English Through Film in a World of Screens

Happening Now!

Coming Your Way




SEETA Interviews by Philip Kerr

Philip Kerr Interviews colleagues from across the ELT spectrum.

[Join the interview with Jamie Keddie.](#)

Teacher's Lounge



SEETA BOOKLET 2013-2014

Join us on a collaborative project : a SEETA Booklet on how to become a successful blogger! See the project as it's happening and find out how you can contribute.

[KEEP CALM AND BLOG : JOIN HERE](#) 😊

Young Learners: Tips and Tricks !

Steliyana Dulkova

Magic tricks and fun stuff for young learners .

[Amazing Systems for Teaching English to YL!](#)

[Practise the Present Continuous](#)

[Learning the Numbers](#)

[Join us here](#) 😊

Welcome New Teachers ❤️

What matters and what doesn't in this profession? What advice would you give to new teachers? Post your article to the forum to be included in the SEETA Booklet for new teachers !

[Join us here](#) ❤️

SEETA is:-











SEETA Members

An area for the membership of SEETA Teachers' Associations . You need an enrolment key from your TA. Click [HERE](#) to access this area.

inged

The 16th INGED Drama Festivals



The Ankara Drama Festival will take place in May 2014.

The Istanbul Drama Festival will take place
in May 2014 at Marmara Private Schools, Istanbul.

For details, please follow the news on our website.

TECHNOLOGY IN TEACHING:

THE NEXT GENERATION OF ONLINE LEARNING PLATFORMS



Source: <http://www.onlineuniversities.com/blog/2013/03/the-next-generation-online-learning-platforms/>

Online education continues to grow at a stunning rate, with kindergarten through 12th grade programs expected to rise an additional 30% yearly. At the college level, the growth rate sits at about 10%, and 65% of higher education institutions consider online courses (if not degree plans) essential to their success. The course structure's comparatively low cost and high accessibility and flexibility appeal to teachers and schools alike. Students like Internet-based or blended classes because they engage them using familiar communications tools.

An increased emphasis on interactivity, open learning, and collaboration have all revolutionized education initiatives both online and off. The best platforms for designing, organizing, and maintaining these courses must change along with technology and the latest trends. Fortunately, most of the major online learning platforms — as well as some startups — embrace these movements toward these new educational spaces.

iversity

iversity commits itself to interdisciplinary approaches, openness, and flexibility, offering up a free collaborative tool for Internet-savvy professors. But their platform targets more than just educators hosting online classes. Academics also take advantage of iversity when compiling and analyzing research. They sign up as individuals rather than via the institutions for which they work. This allows them a far easier time communicating with partners around the world than email and teleconferencing ever could.

"On un.iversity.org, professors and students can easily set up courses and work groups. These can be password protected or open and you can easily collect content (like links or files), organize dates, communicate, comment

and discuss topics," explains iversity managing director Jonas Liepmann.

"We get a lot of [very positive feedback](#) from our users. The feedback we get most is, that users thank us for making iversity more intuitive than the LMS they now," he says. "The reason is simple: Most professors and students don't want to think about the software they are using, they want to think about the subjects of their courses."

"iversity fosters the exchange of ideas within your institution. Our platform will allow you to provide a better learning experience at lower cost to more students. Open Courses are the best way to showcase their teaching excellence using state of the art technology and online didactics," he says, explaining why educators and scholars need a platform like iversity. "Given the right topic you can attract tens of thousands of students from around the globe — and the media attention that goes with it. Our digital infrastructure enables you to identify the best and provides you with an opportunity to recruit them from Master's or Ph.D. programs."

He also provides some insight into what users might expect in the coming months and years. "iversity's Open Courses will make courses of the best professors in the world accessible to everybody and will use the possibilities of web technology to let people interact and collaborate in courses with hundreds and thousands of students," he says. "In the future we will focus on the openness of our courses — by developing Massive Open Online Courses (MOOCs). We believe MOOCs will change the way we teach and learn."

Edmodo

What makes [Edmodo](#) so appealing to educators and their students is the innovative merging of the traditional online learning platform and engaging technologies like digital badges and apps. Free to use, it serves as an excellent supplement to or outright replacement of the brick-and-mortar classroom. Edmodo also enables heightened communication between teachers and their students, coworkers, administrators, and parents; among the tools at their disposal are assessments, grade books, forums, and syllabi helping them stay organized.

"Edmodo's user-friendly and intuitive interface makes adopting the platform easier for students and teachers, which has helped play a major

role in our organic growth. In the past year alone, Edmodo has tripled its total user base, now exceeding 18 million registered users globally, including participants from 86 of the largest 100 U.S. school districts and every country in the world," says Edmodo COO Crystal Hutter when asked about the company's growth and popularity.

She explains why users find the platform so accessible and worth exploring: "Edmodo complements the learning process from end to end. Our technology augments the learning process by helping teachers provide high quality content and apps to students in the classroom, in their homes, and on their mobile devices."

"The platform connects teachers to their students, teachers to other teachers, and classrooms to classrooms across the world. Edmodo offers free and premium apps that seamlessly integrate and enable teachers to streamline all educational tools and resources into one place. [This brief video](#) shows Edmodo's capabilities," says Hutter.

"Edmodo connects all learners with the best people and resources to build the highest quality education," she says in regards to why teachers, schools, and districts should consider Edmodo when designing online classes. "Our platform provides a safe and free environment for students and teachers to collaborate, share content, and use educational apps to augment learning."

"These powerful, easy-to-use and engaging capabilities scale personalized instruction for every student. We designed Edmodo to get students excited about learning and give teachers access to amazing content and tools."

Blackboard

Summer 2013 will see the release of online learning juggernaut [Blackboard's xpLor](#) initiative. Unlike previous efforts, this one heavily emphasizes collaborative learning, even allowing teachers to share course materials with fellow professionals, who then edit the documents to suit their own needs. It marks yet another major shift towards open education, relying on a platform merging cloud and social media technologies.

"Just as learners need to collaborate to be successful, so do content

authors and course builders and xpLor helps do just that," says Stacey Fontenot, vice president of product marketing for Blackboard. "It promotes professional development and networking so faculty can learn best practices from each other and create dynamic, more engaging courses."

"The current education landscape is chock full of new challenges and hurdles. Leaders are under pressure to grow programs, improve the quality of courses, and support non-traditional teachers and learners," she continues. "Blackboard, as a company, is focused on finding ways to help tackle some of these big problems in education. We will continue to be creative in finding ways to leverage technology to help leaders meet these new demands."

Fontenot explains why the open, cloud structure works so well for online classes. "Course materials tend to get replicated several times, either within an institution or across professional development networks," she says. "Traditionally, various barriers and restrictions have made it hard for faculty to take the content and plug it into their institutions' LMS. With xpLor, users can create course materials in the cloud, tag it with searchable keywords, and have it automatically integrate into a wide variety of LMSs."

"xpLor makes it easy for institutions to standardize online curriculum and present it via a variety of learning management systems," Fontenot says. "The content can be used to support regular courses and programs as well as extensions and special cases, such as large-scale open courses."

Moodle

Education Insider named [Moodle](#) its [People's Choice Award](#) winner for Best Online Learning Platform. Voters particularly love its open source structure. This approach allows them greater control over customized learning modules, adding and subtracting features as necessary. As with iversity, Moodle reaches out to more than just academic institutions.

Businesses partner up with Moodle for training purposes; schools use it to set up online courses or supplement and organize brick-and-mortar classes. The platform's greatest strength lies in its flexibility. "Hundreds of developers and millions of educators" play with its code daily, each with

their own unique, creative approach. To pin down Moodle as one specific thing or another is impossible, as it assumes different forms as necessary for each class or business.

And the Rest

Along with Blackboard, [Aplia](#) also earned Finalist in Best Online Learning Platform status from Education Insider's People's Choice Awards. This particular program stands out because of its automated grading and question-and-answer services, allowing teachers more time for detailed comments. They can also upload their own course materials, including full textbooks, and some quizzes are even available to the public. Like Moodle, its customizable interface earns it the most acclaim.

[Canvas](#) is another popular online learning platform influenced by social media. One of its most notable features allows students and teachers alike to incorporate their Twitter and Facebook feeds into the discussions. Educators like the quick, automated grading options, as they free up time for the precise feedback students require.

In terms of versatility, [Adobe Connect](#) frequently crops up as a favorite learning platform for educators. Rather than a straight-up classroom management system similar to Blackboard or Edmodo, it performs best as a web conferencing tool. This makes it particularly ideal for teachers in online and other distance learning courses wanting to incorporate face-to-face (or a reasonable facsimile) instruction into the curriculum.

No less than [The Economist](#) praises [Lore](#) for its seamless merging of social media and online education. It takes advantage of student familiarity with the likes of Twitter and Facebook to bring them more engaging lessons. For instructors, Lore also provides organizational tools to help them keep track of grades, rosters, syllabi, course materials, and other essentials. But the Facebook-inspired interface makes it stand out most.

[iTunes U](#) is one of the industry leaders in the open courseware movement. Both an outlet and a straightforward online learning platform, educators upload videos, podcasts, and other media for their classrooms and share them with the public or privately within their own classrooms. They also use it to plan and organize their own interactive courses, or simply keep track of day-to-day tasks. iTunes U bills itself as "an entire classroom in an

app," so users will need an iPad to get going.

Every online or blended teaching style out there could benefit from one or more of these learning platforms. Educators might prefer incorporating social media, relying on apps, or providing a stunning array of customizing options. No matter these platforms' specific offerings, they all push education towards an open, collaborative future.

**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.**

ANCIENT ANATOLIAN LANGUAGES

Compiled by
A. Suzan Öniz

Anatolia has been home to countless cultures and city-states as well as numerous large kingdoms. Throughout history, people originating from Anatolia and also settlers have made great contributions to the rich culture and traditions in this geography. One major aspect of this culture is language. The people living here have used many languages but only those that had a written form survived. Below you can find a very simple chart listing some of the languages. This is, by no means, a complete list. The purpose is to draw attention to the variety of languages now extinct.

The name of the ancient Anatolian language	The inhabitants who spoke this language	Type of script
Hattic	The Hatti people	Cuneiform
Hittite (or <i>Nesili</i> from the city Nesa/Kanesh)	The Hittites	Cuneiform
Palaic	The Pala people	Cuneiform
Luwian/Luwic*	The Luwis	Cuneiform
Lycian	The Lycians	The Lycian Alphabet
Milyan (formerly Lycian B)		
Pisidic		
Carian		
Lydian		
Lycian		
Sidetic		

Go to <http://en.wikipedia.org/wiki/Lydian_language> to see samples of the Lydian Language.

* You can see the Luwian alphabet on the cover of this issue.

The Hittites are well-known as they founded a large empire in Anatolia. Below you can see a map and if you search the net, you can find numerous sources on their history, their kings and their mythology.



Map of Hittite Empire (c. 1300 BC)

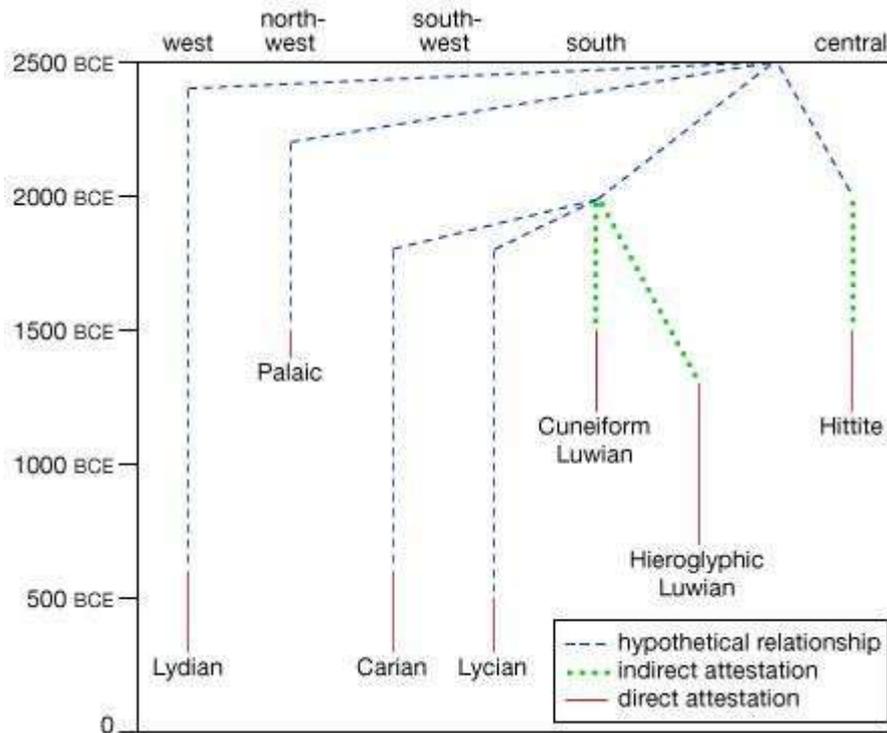
Source: <http://www.ancient.eu.com/article/169/>

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Here is a sample of the Cuneiform script (Source: http://en.wikipedia.org/wiki/File:Trilingual_inscription_of_Xerxes,_Van,_1973.JPG):



Here is a diagram showing the relationship between some of the ancient Anatolian languages:



© 2009 Encyclopædia Britannica, Inc.

Relationships between members of the Anatolian subgroup.

Encyclopædia Britannica, Inc.

Source: <http://global.britannica.com/EBchecked/topic/439117/Palaic-language>

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A DISCUSSION ABOUT THE ORIGINS OF HITTITE

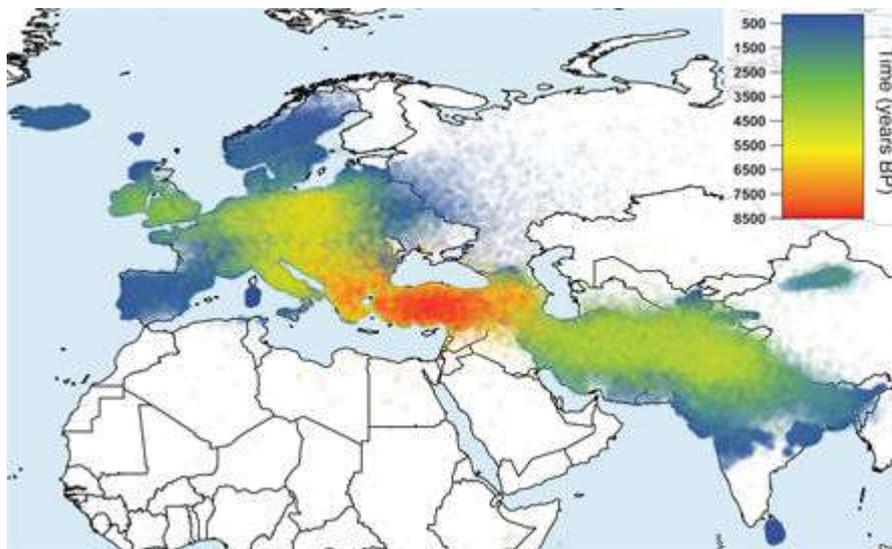
Some historians suggest that Hittite is an Indo-European language; this means, to some historians, that the roots of these people are in Europe. It follows from this argument that the Hittites were not an Anatolian people. A view that totally contradicts this states that the Hittites and others whose languages have been classified as Indo-European are Anatolian people, that their languages actually spread out from Anatolia:

Source:

<https://www.sciencenews.org/article/language-family-may-have-anatolian-origins>

**Indo-European tongues traced back
more than 8,000 years to present-day Turkey
BY BRUCE BOWER**

Indo-European languages range throughout Europe and South Asia and even into Iran, yet the roots of this widespread family of tongues have long been controversial. A new study adds support to the proposal that the language family expanded out of Anatolia — what's now Turkey — between 8,000 and 9,500 years ago, as early farmers sought new land to cultivate.



ANCIENT SPREAD The map shows the timing and geographic expansion of Indo-European languages proposed in a new statistical analysis. The red area in what's now Turkey is a possible birthplace of the Indo-European language family more than 8,000 years ago.

REMCO BOUCKAERT ET AL.

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You may want to read: "A Turkish origin for Indo-European languages
Disease-mapping methods add geographical history to language family tree"
by Alyssa Joyce
<http://www.nature.com/news/a-turkish-origin-for-indo-european-languages-1.11270>

ODDS AND ENDS ABOUT CARIAN AND MINI TASKS:

The information has been adapted from:
<http://www.aktuelarkeoloji.com.tr/?/=1246>

1. In his famous Illiad, Homer referred to the Carians as 'barbarophonoi,' those who speak a barbarian language. This reference was used only for the Carian people!

QUESTION: Why do you think Homer used this adjective about the Carian language? How do you think Carian sounded to the Greek ear in those years?

2. **QUESTION:** Where does the word 'Mausoleion' come from? Clue: From a king who lived in the Bodrum area and reigned the Carians in the period 377-353 BC. **QUESTION:** What does it mean today? **QUESTION:** Can you find out how this word is used in other languages today?

3. A stela (an upright stone or slab with an inscribed or sculptured surface, used as a monument or as a commemorative tablet in the face of a building) with both Carian and Greek inscriptions found in Kaunos (near Dalyan, Fethiye) helped scientists decipher how Carian may have sounded; however, deciphering the Carian alphabet did not automatically help scientists arrive at the meanings of Carian words. At present, archeologists can only analyse short inscriptions consisting of Carian proper nouns. They also can recognize certain common words such as:

mno = son

ted = father

en = mother

Comparisons with other Anatolian languages and from the context in which they occurred archeologists have been able to deduce these words. For instance, in Lycian 'tedi' means 'father' and 'ëni' means 'mother.

šar = over (in Luwian: šarri)

msn- = god (in Luwian: maššan(i)-)

pwn- = all (in Luwian: puna-)

It has proven very difficult to decipher longer texts. Even the Carian inscriptions on the Kaunos stela have not been completely deciphered despite the fact that there is a Greek parallel text on this stela.

Archeologists need more inscriptions in two languages to be able to know more about Carian.

QUESTION: Where does the word 'Hittite' come from?

ANSWERS:

1. barbar-o-phonoï:

'barbar': A Greek word for someone who is not Greek;

'phono': Sound; voice; speech

Literal meaning: not sounding Greek/that which doesn't sound Greek

The Greeks probably felt that Carian sounded different. According to Wikipedia: "In ancient times, Greeks used it (the expression 'barbarophonoi') for the people of different cultures but also to deride other Greek tribes and states..." Carian probably sounded completely different and harsh to the Greeks; that's why they referred to it as barbarian.

2. 'Mausoleion' comes from the word 'Mausolos.' 'Mausoleion' was the name given to the monumental burial chamber that Artemisia, wife of King Mausolos, had built for her husband in Halicarnassus (today's Bodrum). The word 'Mausolos-Mausolos' is a Carian word part of the words that end in -ussollos. Here are examples: Ussollos, Ponussollos, Karussollos, Sarussollos...

Most of this huge tomb is unfortunately totally destroyed but some archeologists think that it could have looked like this:



A reminder: The Tomb of Mausolos is one of the Seven Wonders of the World due to its grandeur and beauty.

Today, the word 'mauseleum' means "a large tomb; especially a "stone building with places for entombment of the dead above ground" according to Merriam-Webster.

You can find this word in various modern languages. Here are some examples:

English: mausoleum

Turkish: mozole

Spanish: mausoleo

French: mausolée

Russian: mavzolej

3. Go to the website of the University of Texas at Austin:

You will find an online course about the Hittite language there:

<http://www.utexas.edu/cola/centers/lrc/eieol/hitol-1-X.html>

Other sites of interest:

<http://www.ancientscripts.com/hittite.html>

<http://www.aktuelarkeoloji.com.tr/?/=1238>

<http://www.etymonline.com/>

<http://www.dailymail.co.uk/sciencetech/article-2192729/English-language-descended-ancient-Turkey-experts-claim.html>

<http://www.omniglot.com/writing/carian.php>

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on a word that is the same in every language, sms language, what makes listening effective and teaching the joy of reading.

<http://www.newstatesman.com/martha-gill/2013/11/what-one-word-thats-same-every-language>

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NewStatesman

What is the one word that's the same in every language?
The only word in the world that can do its particular job.
By Martha Gill



If children were really thorough inventors of made up languages, they'd have to include "huh". Image: Getty

As anyone who has tried to blag a vocab test will know, words really don't have any logic to them. You can't just "work out" what the German word for "fridge" is. That's because, of course, words are arbitrary. Cat (or katze or chat) only means "cat" because at some stage people came to agree that it did. Words may share roots and flit across language barriers, but because there's such a vast number of sounds a human can make, it's very unlikely that we'd all spontaneously come up with the same word for the same thing.

Except that, apparently, we have. That word is "huh". According to a recent study it seems to be pretty universal. The scientists (in what sounds like an excellent idea for a research trip), recorded bits of informal language from 5 continents, and of the 31 dialects they compiled, all had this same word in common.

My first thought in reading their findings was "hmmm". Is "huh" even a word? It seems more like an instinctive utterance - the kind of sound we make when confused. Noises of surprise or anger might be the same everywhere, but that's because they are not really part of a language. They're just noises.

But the researchers do a fairly good job of arguing that "huh" is, in fact, a word. It's not involuntary, and it follows the rules of a given language: if questions are posed with rising intonation, "huh" rises too, and vice versa (it fell in two of the dialects). It is also possible for children and language learners to get "huh" wrong by using it out of context. You can't get noises of astonishment wrong.

So why is "huh" everywhere? Here's where the research gets interesting. "Huh", the scientists suggest, is the only word that can do that particular job. This means you could, technically, work the word out in a vocab test. And if children were really thorough inventors of made up languages, they'd have to include "huh".

It happens that at certain points in a conversation we need a word that can do a large number of things all at once. It must: 1) say there is a problem, 2) signal that the problem has to do with a lack of knowledge, and 3) ask for a response, without being sure what that response might be. But there is also pressure on the word to be as short as possible: it is a correction signal, so it should not disturb the rhythms of the language too much. And

so we got "huh": the ultimate low effort word (to make it you only need a tiny constriction of the vocal tract at its narrowest point), but capable of expressing as much bafflement as you can put into it.

You might say that environmental forces squeezed this word into shape. We see this happen in biology - sharks and dolphins, under the same constraints, independently developed similar body shapes - but rarely in language. In fact, this is the first clear case of such powers at work.

But it strikes me there is a new wave of strong and identical pressures on words across the world. As dialects are squeezed into 140 characters, and thousands struggle to come up with the perfect tweet of the moment, (instantly rewarding those who do) there is language mutation like no other. And across cultures we all tweet the same way - Twitter's mood swings are the one of the most predictable phenomena out there.

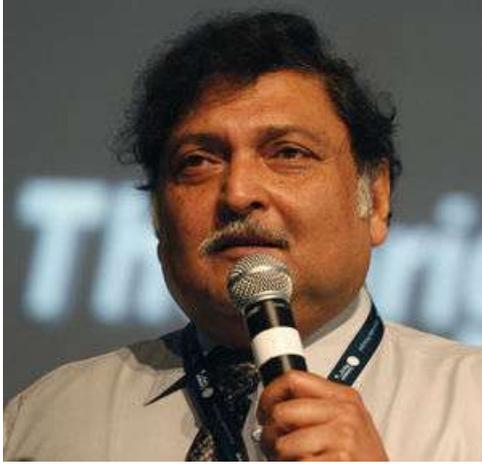
Thousands of years of language use produced a single universal word. My guess is the next one will emerge on Twitter.



<http://news.nationalpost.com/2013/08/09/grammar-4eva-has-techspeak-made-time-honoured-language-skills-irrelevant-in-the-internet-age/>

A screenshot of a news article from National Post. The page has a yellow header with the 'NATIONAL POST' logo and navigation links. Below the header is a navigation bar with 'NEWS', 'CANADA', and 'POLITICS'. The main headline reads 'Grammar 4eva: Has 'techspeak' made time-honoured language skills irrelevant in the Internet age?'. The author is Sarah Boesveld, dated 13/08/09. There is a 'TRENDING' section above the headline. At the bottom right of the article preview, there is a 'Republish Reprint' icon.

"hi, can u pls clarify smthng 4 me?" read the email that landed in Karen McCrindle's inbox a few years ago from a prospective student she had never met. "say i wnt to take intl devt study w ur prgm. do i apply to bth prgms or just 1 n which 1 would it B. evry help is appresh8d. thk u."



Though she's far from a grammar schoolmarm, the linguistics professor at the University of Toronto Scarborough (who was also head of the school's journalism program at the time) couldn't help but wince. But then, after reading it two or three times to make sure she understood, Prof. McCrindle was intrigued.

U.K. professor Sugata Mitra says the younger generations "should be applauded" for creating a text language.

"I found the email fascinating from a linguistic point of view but I also felt that it was out of place, even rude," she said. It was fascinating in that the student had probably just sent a text to a friend before emailing her, she said, and somehow didn't find it necessary to change tack. It was rude, of course, in that it showed absolutely no regard for her position of authority.

Proper grammar and spelling seemed so far off this student's radar that the guideposts of language might as well have been relics of the past, at least in his mind — dusty old rules that simply don't apply in this age of constant communication fueled by endlessly improving technology. Perhaps he was never taught.

Maybe students don't even need to be taught the ins and outs of spelling and grammar, a growing number of educators say, their musings adding to a long-running battle over the relevance of time-honoured language skills in the rapidly changing Internet age. As language purists and educational futurists hash it out, teachers say grammar and spelling lessons are just as critical as they've always been, if not more — for academic achievement, for getting a job, for succeeding in life. But the way they're being taught may require a rethink, experts say.

Last week, prominent education professor Sugata Mitra caused a stir in Britain when he told *The Telegraph* that traditional English grammar and spelling tests -recently mandated for 11-year-olds in the country - were "a bit unnecessary" in 21st century classrooms, valuable "maybe a hundred years ago" but "not right now."

The professor of educational technology at Newcastle University whose claim to fame is the 'Hole in the Wall' experiment in India, in which he set up a computer in a Delhi slum and saw children learn on their own (a hallmark of the 'minimally invasive education' credo he promotes), received "rude mail in perfect English" decrying his position that spell-check can handle the spelling and children should focus on fostering creativity.

'Making students memorize that a noun is 'a person, place, or thing' will have no impact on students' literacy'

"Firstly, my phone corrects my spelling so I don't really need to think about it and, secondly, ... I often skip grammar and write in a cryptic way," he told *The Telegraph*. This was just days before *TheAtlanticWire.com* reported on a forthcoming "autogrammar" correct function being developed for smartphones, so your texting partners will never find out you can't tell the difference between 'we're' and 'were.'

In an email to the *Post* (in a sign of the times, more than a few interviewees chose this medium), Prof. Mitra attributed the backlash to generational difference — "the middle-aged *Telegraph* reader is possibly unable to make [the] conceptual jump," he wrote, to understand that assistive technology is a learning tool, that once spellcheck corrects you once, you won't make the same mistake again.



"It is the middle-aged generation that has created devices with tiny keyboards that make typing almost impossible," he wrote, adding he's heard positive feedback from Gen Y. One even texted him "U R cool.").

A Pennsylvania State University found that middle-school students who frequently use "techspeak" when they text performed poorly on an English grammar test.

"The younger generations have responded by creating a whole new SMS [text] language that solves the problem. They should be applauded for it."

Language is unquestionably morphed by new technologies, said Simon Horobin, a professor of linguistics at Oxford University, and author of the 2013 book *Does Spelling Matter?* It's a point made clear by the relaxed language use in email and on social media. But this is nothing new, as a fixed spelling system has only existed for the past century — even great writers such as Charles Dickens and Jane Austen used short forms that are, technically, misspellings, he said.

"The big difference with the Internet is that this kind of non-standard usage is much more visible, and so is likely to trigger changes in standard usage," he said. "Since people learn to spell and use grammar partly from their reading, the more they read text on the Internet which hasn't been subjected to the rigorous proofreading of printed text, and in which spelling and grammar mistakes are found, so these errors will become more acceptable."

While recent research on texting and linguistics has offered no conclusive evidence that these language abbreviations damage students' language skills, a highly publicized 2012 study from Pennsylvania State University found that middle-school students who frequently use "techspeak" when they text performed poorly on an English grammar test.

In other words, students who invest more of their communication skills in texting might have a harder time figuring out where it's acceptable to use formal or informal grammar, said study co-author Professor Shyam Sundar, director of the university's Media Effects Research Laboratory.

"The potential long-term impact would be the change in the grammar, change in the language itself," he said. "That might alarm some people, the so-called purists, and that's always the case with any transformation in language."

'I have not seen thousands of millions of Leonardo Da Vincis since this revolution went in. All I see is student writing going down the tubes'

What alarms Paul Budra is not so much the "techspeak" but rather students' inability to form clear arguments, cohesive ideas, strong opinions in their writing, something the Simon Fraser University English professor attributes to

a shaky foundation in basic grammar.



"The explosion in social media and other forms of technology has meant that people are actually reading and writing a lot and at great physical distances," he said. "But at the same time we have generations of students now who haven't been taught how to write clear, concise prose that gets their ideas across in a succinct manner."

Professor Paul Budra: "We have generations of students now who haven't been taught how to write clear, concise prose that gets their ideas across in a succinct manner."

These students are "at a disadvantage," he said, partly because of a shift in teaching philosophy dating back to the mid-1960s that promotes creativity and rejects rote learning and memorization of skills such as grammar and spelling.

"I have not seen thousands of millions of Leonardo Da Vincis since this revolution went in. All I see is student writing going down the tubes," he said. "I personally don't believe for a minute that taking a couple of weeks out of K-12 to teach students basic grammar rules is going to stifle their creativity."

Teaching the basics will help students communicate their ideas, he said, and even organize their thoughts, making them more critical thinkers and productive members of society.

His colleague, Sean Zwagerman, disagrees. When people talk about grammar, they're often referring to usage, the professor of rhetoric said, and that's how grammar ought to be taught; how effective and appropriate are my words and sentences rather than "what is correct."

"Realize, too, that research repeatedly demonstrates that formal grammar lessons do not translate to students' writing, and are thus a complete waste of time, unless you think it's critically important for students to know what a gerundive is," he said, adding that people have complained about the language skills of young people for generations. "But making students memorize that a noun is 'a person, place, or thing' will have no impact on students' literacy."

While curricula across the country do require lessons in grammar and spelling, there has indeed been a move away from more traditional approaches to

teaching it, said Ruth McQuirter Scott, a professor of education at Brock University who specializes in word studies and is often referred to as "the spelling guru."

But it's still a lot simpler to plunk down a grammar worksheet than to help students understand how words are put together, how to recognize word patterns and proper grammar.

"It's not an easy thing to do and I think one of the key factors is teachers have so much on their plates and it's easy to say 'well, I can look at the spell check or the grammar check' and they can use that," she said, adding that there is "tremendous potential" in apps and video games designed to teach spelling and grammar in a way that might actually stick.

What's needed is a balance between teaching basic facts and encouraging creativity, said Andrew Campbell, a Grade 5 teacher in Ontario who blogs about education. Hook them with good literature while giving them the tools to apply their ideas, he said.

"We don't want to be going back to basics and spelling lists and that sort of stuff," he said. "But at the same time we can't be all loosey goosey and assume they're going to get it along the way."

In the meantime, Prof. McCrindle has used that prospective student's email in her linguistics classes to discuss appropriate usage. It may be common sense, but students do actually need to be told that prospective employers will probably toss a resume rife with grammatical errors, she said.

Sometimes she wonders whatever happened to that techspeak-happy student. "The person didn't get into our journalism school, I can tell you that."

National Post

• Email: sboesveld@nationalpost.com



<http://blogs.kqed.org/mindshift/2013/10/ready-to-learn-the-key-is-listening-with-intention/>

MindShift How we will learn.

GAVES AND LEARNING BIG IDEAS TEACHING STRATEGIES CHILDREN AND MEDIA ABOUT

TEACHING STRATEGIES

Ready to Learn? The Key Is Listening With Intention

Annie Murphy Paul | October 29, 2013



Listening and observing can be passive activities—in one ear and out the other, as our mothers used to say. Or they can be rich, active, intense experiences that lead to serious learning. The difference lies in our intention: the purpose and awareness with which we approach the occasion. Here's how to make sure your intentions are good.

Research on how we learn a second language demonstrates that effective listening involves more than simply hearing the words that float past our ears. Rather, it's an active process of interpreting information and making meaning. Studies of skilled language learners have identified specific listening strategies that lead to superior comprehension. What's more, research has shown that learners who deliberately adopt these strategies become better listeners.

In 2010, for example, University of Ottawa researcher Larry Vandergrift published his study of 106 undergraduates who were learning French as a second language. Half of the students were taught in a conventional fashion, listening to and practicing texts spoken aloud. The other half, possessing the same initial skill level and taught by the same teacher, were given explicit instruction on how to listen. In the journal *Language Learning*, Vandergrift reported the results: The second group "significantly outperformed" the first one on a test of comprehension. The improvement was especially pronounced among the less-fluent French speakers in the group.

So what are these listening strategies?

- Skilled learners go into a listening session with a sense of what they want to get out of it. They set a goal for their listening, and they generate predictions about what the speaker will say. Before the talking begins, they mentally review what they already know about the subject, and form an intention to "listen out for" what's important or relevant.
- Once they begin listening, these learners maintain their focus; if their attention wanders, they bring it back to the words being spoken. They don't allow themselves to be thrown off by confusing or unfamiliar details. Instead, they take note of what they don't understand and make inferences about what those things might mean, based on other clues available to them: their previous knowledge of the subject, the context of the talk, the identity of the speaker, and so on. They're "listening for gist," and not getting caught up in fine-grained analysis.
- All the while, skilled learners are evaluating what they're hearing and their own understanding of it. They're checking their inferences to see if they're correct, and identifying the questions they still have so they can pursue the answers later.

Such strategies are all about metacognition, or thinking about thinking, and they yield a variety of benefits. Research indicates that learners who engage in metacognition are better at processing and storing new information, better at finding the best ways to practice and better at reinforcing what they have learned. In a 2006 study by researchers from Singapore, Chinese speakers who were learning English as a second language reported increased motivation and confidence after they were taught metacognitive strategies.

Observing With Intention

You've heard it before, and it's true: We learn by doing. But we also learn by watching. Whether it's a salsa teacher running through a dance sequence, a tennis coach demonstrating proper serving technique or a science professor conducting a dissection in front of the class, observing an expert at work is an opportunity to hone our own skills.

This is especially true in the case of motor movements, and research in neuroscience is beginning to show why: when we watch someone else's motions, the parts of the brain that direct our own physical movements are activated. Observation accelerates the learning process because our brains are able to map others' actions onto our own mental representations, making them more detailed and more accurate. Using brain scans, scientists are figuring out how this process works—and how we can make the most of what we see.

Scott Grafton, a professor of psychology at the University of California, Santa Barbara, has employed studies of dancers to investigate the operation of what he calls the "action observation network," a circuit in the brain that is stimulated whenever we observe a movement, imagine performing it or actually engage in it ourselves. In a study published in the journal *Cerebral Cortex* in 2009, Grafton and his co-authors asked participants to rehearse a dance sequence set to a music video.

For five days they practiced the routine; on each day they also watched a different dance sequence without trying it out for themselves. The subjects' brains were scanned using functional magnetic resonance imaging (fMRI) before and after the five-day period.

The second round of scans revealed that the dancers' action observation networks showed similar patterns of activation as they watched both videos—the one with a dance sequence they had practiced, and the one with a dance sequence they had simply watched. "Human motor skills can be acquired by observation without the benefit of immediate physical practice," Grafton and his colleagues concluded.

We derive the most benefit from observation when we have in mind the conscious intention to carry out the action ourselves. In a 2006 study published in the *Journal of Neuroscience*, psychologist Scott Frey of the

University of Oregon scanned the brains of participants as they watched videos of someone putting together and taking apart a toy made of several parts. One group of subjects simply watched the demonstration; another group was aware that they would be asked to reproduce the actions they viewed on the video.

Although members of both groups were lying completely still inside an fMRI machine, the brains of the second group showed activation in a region involved in motor learning.

Simply knowing that we will be expected to carry out the motions we observe seems to prime the brain to learn better.



<http://www.theatlantic.com/education/archive/2013/11/the-most-important-lesson-schools-can-teach-kids-about-reading-its-fun/281295/>



The Most Important Lesson Schools Can Teach Kids About Reading: It's Fun

Yes, strong literacy skills help students get good grades and, eventually, good jobs. But schools shouldn't forget to emphasize the joy of getting lost in a book.



In a 2005 speech to the American Library Association, then-senator Obama described his view of the importance of literacy: "In this new economy,

teaching our kids just enough so that they can get through Dick and Jane isn't going to cut it," he said. "The kind of literacy necessary for 21st-century employment requires detailed understanding and complex comprehension." Education secretary [Arne Duncan's response](#) to the 2013 National Assessment of Educational Progress earlier this week reinforced a pragmatic approach to literacy: "If America's students are to remain competitive in a knowledge-based economy, our public schools must greatly accelerate the rate of progress of the last four years and do more to narrow America's large achievement gaps. It is an urgent moral and economic imperative that our schools do a better job of preparing students for today's globally-competitive world."

Reading is indeed crucial to success in school and in careers. But we worry that discussions of reading, especially public policy discussions, focus almost exclusively on its utilitarian value. What's missing is the pleasure readers derive from the reading they do.

Our new research on the nature and variety of the pleasure avid adolescent readers take from their out-of-school reading ([Reading Unbound: Why Kids Need to Read What They Want—and Why We Should Let Them](#)) demonstrates that pleasure is not incidental to reading—it's essential. Indeed, we found that the young people with whom we worked spoke of their reading pleasure with remarkable sophistication—and their pleasure supported the intense and high-level engagement with texts that schools seek to foster.

In our study of the out-of-school reading lives of 14 eighth graders who were avid readers of texts often marginalized in schools (romances, vampire stories, horror stories, dystopian novels, and fantasy), we strove to understand the nature and variety of reading pleasure. We found that our participants were remarkably articulate about why they read what they read. Here's what they taught us.

Play Pleasure

One reason our participants read was to experience the pleasure of entering a story world. Karen explained: "I like to get away kind of when I read...I choose a lot of fantasy because it sparks your imagination and lets you go somewhere else." We called this the pleasure of play, following John Dewey, who writes that play "puts itself forth with no thought of anything

beyond." Our participants so fully entered the world of the stories they read that the characters were almost real to them. As Rebecca explained, the characters "become like your friends. And you're so much in their lives they're like your best friends." The pleasure of play is what readers experience when they become lost in a book.

Inner Work Pleasure

Play pleasure was important to our participants as an end in itself, but it also was a prerequisite for others kinds of pleasure. Perhaps our most striking finding is that our participants drew pleasure from using their reading to help them become the kind of people they wanted to become, a kind of pleasure we termed "inner work." According to Jungian scholar Robert Johnson, "inner work is the effort by which we gain an awareness of the deeper layers of consciousness within us and move to an integration of the total self." Helen's comments about her reading reflect Johnson's definition:

Well, I learn about myself through books when I imagine myself in the different situations. I'm pretty sure other people do that, too. And then I really can think about what would I really do. Would I run and hide or would I, you know, stand up and take it? And then you say well I like to think that I would stay, but maybe I really would run away and the next time you've got that fight or flight thing going on, you kinda think back to which one you want to be doing. You can sort of help yourself change in that way, and when you really admire a character in a book who's really brave and stuff, you kind of can idolize them and become more like them. So it's not really learning about yourself, it's learning about what you could be.

Intellectual Pleasure

The pleasure of play and the pleasure of doing inner work were the most intense pleasures our readers experienced. But they weren't the only pleasures. As Alex explained, reading also provided an intellectual pleasure: "[Reading's] like being a detective almost. It's taking the evidence and the information and everything that's happened, taking all that and putting it together. Processing through it and seeing what ends connect, and then finding, once all those ends connect, what that last piece is."

While schools embrace the pleasure Alex described, as Callie explained, schools also often interfere with it: “[In out-of-school reading] you don't have the preconceived notion of school. You have 'this looks like an interesting book, let's see what it's about.' And that just broadens the horizon because without the preconceived notion of what you should be learning, then you don't have the set limits and set expectations for yourself or for the book.”

Social Pleasure

Finally, our readers enjoyed a social pleasure from their reading, especially in the way they used their reading to connect to others. Jazzy explained the social dimension of the *Harry Potter* phenomenon:

I'm part of a cultural club that grew up with HP. It gave me a sense of belonging. I loved wondering what I thought was going to happen. Talking to my friends about that. Aligning myself with characters. Waiting so impatiently for the next book. No other group of kids will have that experience again. It kind of marks you as when you grew up and bonds you with other people your age.

We've come away from our study thinking that teachers of reading and literature need to make pleasure more central to our practice. We think that the implications of this resolution are enormous. For example, instructors should be mindful of the variety of pleasures that readers experience and not privilege intellectual pleasures, the characteristic province of school. Our participants enjoyed making thematic generalizations, figuring out metaphors, and analyzing the aesthetic choices an author makes—intellectual pleasures all. But more frequently, these young people experienced the deep pleasure of entering a story world, living through the character's actions, considering the character's perspectives, and pondering what it might mean for their own lives.

We're not the only ones who think pleasure reading is essential. An extraordinary new analysis done as part of the [British Cohort Study](#)—which is following the lives of more than 17,000 people born in England, Scotland and Wales in a single week of 1970—makes a compelling case for why pleasure should be more central to policy discussions about reading. This analysis establishes that reading for pleasure outside school had a

significant impact on young people's educational attainment and social mobility because it actually "increased cognitive progress over time." The impact of pleasure reading on live outcomes was more than three times greater than the level of parents' educational attainment.

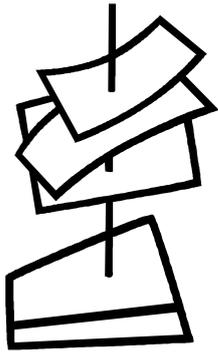
We want to help our students fall in love with books in ways that foster a life-long devotion to reading. So what should schools do? We think the implications of our research are manifold, but two seem especially compelling. First, our data make clear that educators should consider *interpretive complexity* in concert with textual complexity, a centerpiece of the Common Core State Standards. Every text our participants read—from graphic novels to dark fiction to *Harry Potter*—required sophisticated strategies for entering a story world and absorbing the twists and turns of the plot line and character relationships. All fostered deep intellectual engagement.

Our data also convinced us of the importance of choice. Students should have regular opportunities to behave the way adult readers do and choose their own reading. They know the kinds of texts from which they will take pleasure. At the same time, teachers should expand the possibility of pleasure by introducing students to new books they might not select on their own.

If we want students to embrace reading now and always, then we need to keep at the forefront of our attention the rich, complex, and profound pleasures of reading.

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

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



**REFLECTIONS ON THE
FACULTY AND SCHOOL
COLLABORATION MEETING
HOSTED BY
THE FOREIGN LANGUAGES
TEACHING DEPARTMENT, METU**

9 - 10 SEPTEMBER 2013

**Summarized by
Prof. Dr. Aydan Ersöz**

The Foreign Languages Teaching Department, METU held a two-day meeting to improve the cooperation and collaboration between teacher training faculties and schools where teacher candidates go for their practicum between 09 - 10 September 2013. On behalf of INGED, I held a session entitled "Classroom Management and Interaction". You can find a brief summary of this session below.



Canan Uçar-Duzan had a presentation entitled "Debates in Language Classes", and Özgür Köse "Technology Use in ELT". There was also a round table discussion where both parties expressed their expectations from each other. As the final session, the participants had a workshop on lesson plans and rubrics.



When Classroom Management is the issue, "PREVENTION IS BETTER THAN ANY REMEDY".

TIPS FOR PREVENTION

Adopt a Motivating Attitude:

- Be enthusiastic
- Appear confident and friendly
- Establish and convey the relevance of the subject to their students
- Be creative and varied in your instructional approach
- Use broad, animated gestures to emphasize or reinforce points
- Use varied pitch, volume, inflection, and pauses to make vocal delivery more interesting
- Be engaged and dramatic when you teach
- Use movement to maintain interest and attention
- Maintain eye contact with all students
- Be patient
- Be insistent that students successfully complete tasks
- Be aware of and quickly deal with off-task behavior
- Keep most in-class interactions on academic topics
- Maintain the right pace for the lesson
- Have a sense of humor (you should also be able to laugh at yourself)
- Be yourself
- Be positive and warm
- Smile frequently
- Show genuine interest to students
- Have credibility: having good knowledge of the subject and displaying it without showing off
- Be open, honest and fair
- Be calm and consistent

Have Orientation toward Success

- (a) High Expectations for Success: An encouraging and a supportive teacher must not only have respect and genuine belief in his or her students' abilities, but also recognition for the students' effort and potential.
- (b) Encouraging and Supportive: A good teacher focuses on using positive comments about students' abilities rather than negative comments about their performance. It may be a good idea to highlight good work and praise the positive things in your students. Sometimes ignoring negative things is the best policy.

Display Professional Behaviors

- Plan lessons directed at helping students reach the objectives
- Treat the subject seriously and respectfully
- Be Adaptable / Flexible
- Organize the room and equipment to minimize disruptions
- Involve all students in the instructional activities
- Maintain a professional image
- Be prepared. Study what you will teach beforehand. Check any unknown pronunciation, vocabulary and syntax areas. When you are prepared, it shows in your attitude and behavior. Students respect that.
- Be ready to admit that you don't know something (try not to do it very often, though). Students immediately feel your sincerity.
- Believe in yourself. It will be reflected in your posture. Having confidence in yourself will build trust and respect on your students.
- Love and respect your profession. Students immediately understand whether you do something because you have to or because you want to. Enthusiasm is an epidemic and so is the lack of it.
- Plan instruction which is interesting to the students and is directed toward the intended learning outcomes.
- While implementing the planned instruction, systematically and continually monitor students' verbal and nonverbal behavior to determine the appropriateness of your instruction. When necessary, implement an alternative, and again monitor its effectiveness.
- Treat your students with love and respect; and don't patronize them. They are individuals with their own personality. Don't verbally abuse them (insult, intimidate or ridicule them). Don't tease them unnecessarily. Don't break down their self-confidence.
- No question or remark is stupid for the person who uses it. Treat it with respect. If it is lesson-related, try to answer or give feedback.

Tips for good and effective communication and interaction

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

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

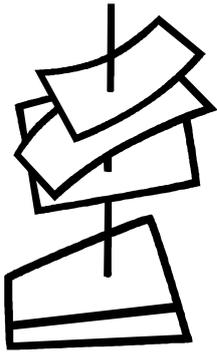
The effectiveness with which you listen is another important part of successful communication. Listen with your full attention directed toward understanding what your students need from you. Then ask questions for clarification to make sure you understand the situation. At the end you may summarize what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

Listening and building empathy

- Establish rapport and respectful, trusting relationships with your students.
- Develop and use effective communication systems appropriate to them.
- Understand the effects of non-verbal communication such as body language, gestures and postures.
- Make your students feel valued as human beings.
- Actively listen in a calm, open, non-threatening manner and use questions to check understanding and acknowledge that you have heard what is being said.
- Consultation and negotiation
- Try to persuade your students about the importance of learning a foreign language.
- Inform, involve and help your students to assess different courses of action, understand the consequences of each and, where appropriate, agree next steps.
- Share reasons for action with your students.
- Provide support and encouragement to them.
- Know when and how to consult others (your colleagues or superiors).
- Try to avoid non-sense threats. It will only weaken your authority.

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

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



REFLECTIONS ON THE IATEFL TTED SIG CONFERENCE HOSTED BY MUĞLA SITKI KOÇMAN UNIVERSITY

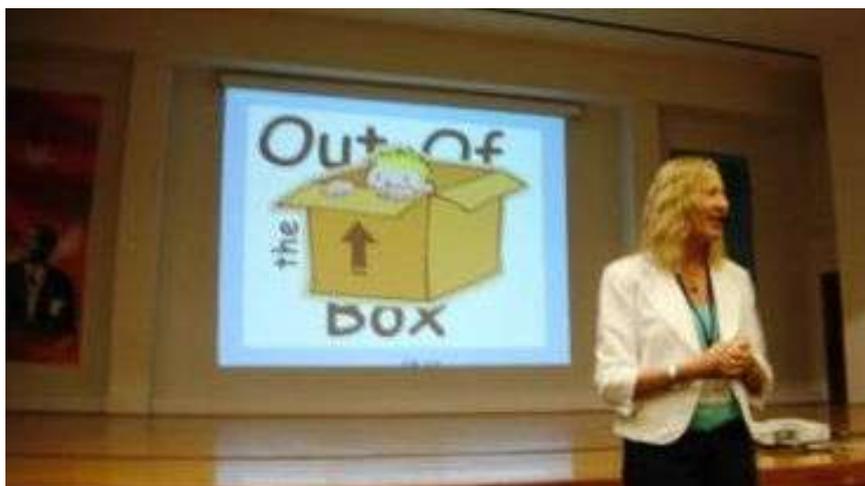
20-21 SEPTEMBER 2013

Summarized by
Prof. Dr. Aydan Ersöz

Muğla Sıtkı Koçman University hosted the IATEFL TTED SIG Conference between 20-21 September 2013. The main aim of the conference entitled "Projecting onto Teaching Young Learners" was to create a platform in which young learner specific issues and learning dynamics were discussed as this critical age group requires special attention and concentration especially on our day and age. The conference mainly aimed to attract national and international teachers, teacher trainers and EFL practitioners whose expertise was mainly based on young learners in EFL. The plenary and concurrent session speakers shared their insights and created platforms to discuss the latest teaching, training and assessment methodology in EFL for young learners.



Carol Read, the IATEFL President, had two presentations: "Seven Ways to Promote Creativity in the Classroom", and "Creativity and Communication through Story and Drama".



Janice Bland, a lecturer from the Department of English and American Studies University of Paderborn, also had two presentations: "Picture Books in the English Classroom", and "Getting Children Talking".

Prof. Dr. Birsen Tütüniş, the IATEFL TTEd Coordinator, held her session on "Pre-service Education on Teaching Young Learners in ELT".



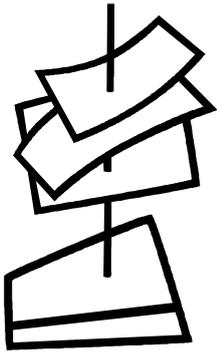
On behalf of INGED, I gave a plenary speech entitled "I know what it is to be young but you don't know what it is to be old". I also acted as the



chairperson in three different concurrent session slots. There were about 30 concurrent presentations all of which were selected by a blind screening committee.







REFLECTIONS ON THE 16th INTERNATIONAL INGED ELT CONFERENCE: BY WORD OF MOUTH in Izmir 4 - 6 October 2013

Summarized by
Prof. Dr. Aydan Ersöz

As humans, we learn because

- We are curious.
- We are in need.
- We are interested.
- We are motivated.

In any case, we learn as a result of our own initiative; not because someone else wants us to learn.



Traditional schooling is based on an educational paradigm that has been around since the turn of the 20th century. The purpose of education was to prepare people for producing goods not IDEAS. And so the organized classroom evolved, where students sat and received their training from a skilled teacher.

In this scenario,

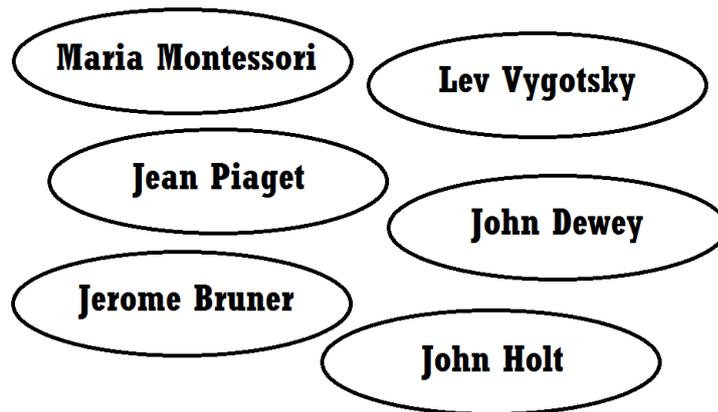
- the student is a passive participant in the process.
- the information learned is impersonal.
- the teacher is in control of the learning process; his or her interests dictate what and how fast the students learn.
- the teacher keeps the classroom well organized so it can accommodate large amounts of children, and all the students receive identical training.



In today's world, in order to be successful in our professional and personal life, we need to

- adapt,
- react well to change,
- think independently, but be able to function successfully in teamwork,
- develop ourselves continuously,
- be creative, and
- produce not only ideas and answers but also new questions.

Learning theories have changed under the light shed by important scholars such as:



Overall Principles:

1) Learning is Active and Needs Context

Learning is about actively making sense of the world around us by taking in new information, comparing it to our current understanding and negotiating meaning out of those interactions. We 'construct' our knowledge through experience - by doing.

2) Learning is a Social Activity

Learners learn best when they cooperate and collaborate through interactions with others, and these interactions strengthen both community and individuals.

3) Learning Requires Motivation

Human beings are active creators of their own knowledge. To learn something new, we, humans, must ask questions, explore, and assess what we know. Learning takes place only if an individual wants to learn; not because someone else wants them to learn.

4) Learning is Personal

Humans construct knowledge and meaning from their experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing/modifying what we believe, or unlearning the previous knowledge, or maybe discarding the new information as irrelevant. Learning occurs as a combination of prior learning, new information, and readiness to learn.

Learners are in charge of their learning. They can explore what most

interests them, customizing their educational experience. They can actively pursue information and learn independent thinking skills.

5) Students are NOT passive recipients of knowledge or information. Genuine learning cannot occur simply by instruction, without acts of thinking and understanding. The understanding of ideas once acquired, has maximum durability. The acts of thinking and understanding involve discovery by the minds of students.

6) Learner autonomy is crucial. Learning how to learn is more important than learning some other fact. Learner autonomy (independence) is vital for continuous / life-long learning.

7) Learning takes time. It requires reflection and maturing. Rushing learners to catch up with the syllabus or finish a unit in the coursebook may increase teacher satisfaction but it does NOT necessarily lead to learning. The focus must be on learning rather than teaching, and on learners rather than the teacher.

8) Teaching is a cooperative not a productive art. Teachers are not like artists or craftsmen like carpenters. They do NOT shape or transform raw materials into the desired objects. Teachers need to act as facilitators and guides.

Implementing the 5E model and using the discovery technique can make the learning experience intrinsically pleasant and memorable.

Engage:

- Get learners' attention;
- Arouse curiosity;
- Help learners find personal connections;
- Help learners experience a smooth transition from what they have been doing to what they are going to do.

Pre-activities serve this stage well as they:

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

place to start.

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

Explore:

Learners have the opportunity to get directly involved with phenomena and materials. The teacher acts as a facilitator, providing materials and guiding the students' focus by giving them reasons to perform a language task. While activities are used for this stage. Without worrying about the details, learners work within a context to understand the whole.

Elicit or Explain:

Learners begin to put the abstract experience into a concrete form. They explain the use and usage of a certain language focus.

They now try to understand how details are put together to make the whole picture.

Students induce the rules and meaning from exposure to the language in use. Learners discover rules and how they are applied by looking at examples in context.

In 'guided discovery', the role of the teacher is to guide learners in discovery by asking questions to elicit information from them about use (i.e. meaning and function) and usage (i.e. form and structure).

Elaborate (Expand):

Learners expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them.

Post- activities serve well for this purpose.

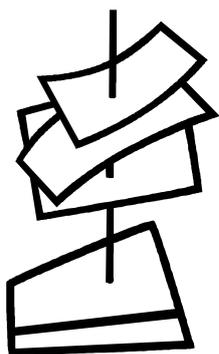
Evaluate:

Evaluation is an on-going diagnostic process that allows the teacher to determine if the learner has attained understanding of concepts and

knowledge. Evaluation and assessment can occur at all points along the continuum of the instructional process. The learner is also encouraged to evaluate himself/herself.

The ultimate goal of language teachers should be developing learner autonomy which can be defined as the ability to take charge of one's own learning. If our learners accept full responsibility for their learning process, understanding the fact that their success in learning depends crucially on themselves, they will begin to learn and study in a systematic, deliberate way. They will improve their skills of reflection and analysis to plan, monitor and evaluate their own learning. Then as Holec asserted (1981), autonomous learners can freely apply their knowledge and skills outside the immediate context of learning, the classroom in our case.





**REFLECTIONS ON
THE 16th INTERNATIONAL
INGED ELT CONFERENCE:
BY WORD OF MOUTH
in Izmir
4 - 6 October 2013**

**ELTA Serbia - INGED Turkey:
The Beginning of
Embracing Inspiring Practices**

**Summarized by
Vladimir Široki**

In May 2013 I learned about the forthcoming conferences organised by our partner associations. On the list I noticed the following: INGED - Izmir - Turkey. This conference looked really appealing and a few days away in Izmir seemed promising. ELTA Serbia and INGED Turkey signed a partnership agreement in the spring of 2013 allowing the exchange of representatives at our annual conferences.

The motto of the conference was *By Word of Mouth: Embracing Inspiring Practices* and it proved to be ideal - we were able to learn a lot from real practitioners, exchange ideas and fully embrace them. In my case, this conference was a welcoming refreshment after a mountain of mundane paperwork at the beginning of a new academic year and it marked the start of a new friendship and collaboration between INGED and ELTA.



** The author certifies that the photo is his own and that he has the right to publish it.*

My fields of interest include, inter alia, Young Learners Teaching and Pre-teens and Teens Teaching. I was delighted to see that the conference was practical in nature and that I would be spared verbose and pointless lectures and one-man shows. The topic of several plenary sessions and workshops that I attended was of my immediate interest so I will focus on them in this article. In my opinion, the beginning of the conference was marked with two exceptional plenary speakers - Joan Kang Shin and Aydan Ersöz.

Joan Kang Shin pointed out that teachers should follow the pace and demands of the modern world and cope with the state-of-the-art technology. Our classroom is not an isolated area or a desert island but part of the interconnected world. Modern English teachers do not teach only pure grammatical or vocabulary structures but attempt to find any connection between their students and the world around us. Aydan Ersöz reminded us that teaching is not simply adhering to the syllabus but a constant game and a great challenge for teachers to arouse their students' curiosity, interest and motivation. The point of this session is that it is of the paramount importance to prepare students for their life after school and the fast-changing world.

After these interactive sessions that brought plenty of fruitful practical tips I was to choose one of the concurrent sessions. Usually I am not in a dilemma and the selection of the workshop I am going to attend is smooth, but that time two or three interesting presentations were scheduled for the slot. Having been pondering for a while I opted for Çilem Artun's workshop *Phonics, Spelling and Word Work in the Elementary Classroom*. Frankly speaking, I did not know what to expect. I always like to attend workshops of the teachers whose native language is not English but at every conference there are disappointing presentations which are ordinary accounts of the findings from various studies. I decided to give our colleague Çilem a chance. And I did not regret! The workshop was successful and truly interactive.

When students (either children or adults) start to study English, they are often discouraged, even deterred, by chaotic spelling and "inconsistency" between the written text and utterance. Although I had managed to find some regularity in spelling and pronunciation, I was astonished by the magical "alphabetical principle" and how predictable relationships between written letters and spoken sounds are. I kept asking myself why I had not used that principle before. What can be used in teaching are *Elkonin sound boxes*.

Elkonin boxes can be used to teach phonemic awareness by having students listen for individual sounds and marking where they hear them in boxes. Each box in an Elkonin box card represents one phoneme, or sound. For example, the word *cake* has only three phonemes: /k/, /eɪ/, /k/. So does the word *sheep*: /ʃ/, /ee/, /p/. Elkonin boxes represent a physical segmentation of words into phonemes. Moats (2006: 42) further suggests that the benefits go well beyond spelling - for young children, spelling supports learning to read, and for older children, it is likely that learning about the meaningful relationships between words will contribute to vocabulary growth and reading comprehension.

This overview is only a mere reflection of what Çilem Artun's workshop included and what tips the audience obtained. I really amused myself making combinations of various words, letters and sounds and trying to "pack" them in Elkonin boxes. I firmly believe that this concept can be used in teaching how to read and write in the primary-school level, and especially as part of Special Education.

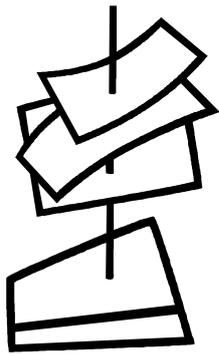
In addition to workshops and talks, I would like to mention an interesting event at the end of Day 3 - *Round Table Discussion*. The organisers planned to have six tables assembling colleagues of the same interest in teaching and education as a whole. This was a great opportunity for an informal exchange of experience and getting people closer.

After a pleasant trip to Ephesus, it was time to return to Serbia. INGED organised a successful conference and made my days in Turkey memorable. I wish to express many thanks to dear colleagues in Turkey for their warm hospitality, and now the ball is in ELTA's court.

Vladimir Široki graduated from the Faculty of Philosophy in Novi Sad, Serbia in 2005. He defended his MA thesis in English Language and Linguistics at the same faculty. In 2010 he passed the CELTA course in Budapest, Hungary. He is currently employed in a primary school in Novi Sad (teaching children aged between 8 and 15). He also instructs candidates in internationally recognised exams (IELTS, FCE, CAE, BEC). He is an active member of ELTA Serbia. In 2011 he became a member of ELTA Board.

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**REFLECTIONS ON
THE 16th INTERNATIONAL
INGED ELT CONFERENCE:
BY WORD OF MOUTH
in Izmir**

4 - 6 October 2013

**HOW TO FIT INTO SMALL SIZE
PRESENTATION, WITHOUT DIETING!**

**Summarized by
Defne Akıncı Midas
INGED Board, Treasurer & TESOL Liaison**

On 4-6 October, 2013, we enjoyed this year's INGED ELT Conference, this time hosted by 9 Eylül University, İzmir. INGED kept to the format it has kept to for many years: 30-minute presentations were reserved for research studies and 60-minute presentations were reserved for workshops, demonstrations and rather interactive papers. Sometimes, one thinks of the reasons why some presentations have to be completed in 30 minutes and some in 60. The reason is practical. The former only requires the presenter to talk about or summarize orally to a largely silently listening audience, who are probably interested in the methods and findings of the entire study. The latter, however, necessitates the presenter to expand on a new activity first, and then perhaps demonstrate it, which will then be followed by a hands-on experience, and then by an overall evaluation of the experience. This procedure takes twice the amount of time of the former type.

The reality, however, turns out differently on the day of the conference. Most often than not, audiences find the presenters of research studies

unable to finish their words. The presentations tend to go over time, stealing from the next presenter's time or the audience's break time.

What goes wrong to cause this to happen? In my observation, there are a few culprits below. I summarised the possible reasons for this problem together with simple solutions to overcome these for future presenters in such conferences.

- 1) The presenters become ambitious. They work so hard on all the parts of their study that they want to talk about all the details in which they invest so much time and effort. Well, I believe that they can save this many details for proceedings, which has a greater payoff for those working on to climb the academic career ladder. It is best to remember that when listening, audiences can remember three points in a lecture. It is best to keep these toward the end, because the last mentioned points are remembered more easily due to recency effect (Atkinson & Shiffrin, 1971; Baddeley, 2012).
- 2) The presenters rely on a high number of slides. They put all the bulk on the slides, which may amount to 60-70 or more, without realizing how many minutes each slide would require to explain. As a rule of thumb, we may say that each slide would eat up somewhere between one and two minutes. Then, anything above 30 will surely push the presenter overboard. The number is quoted to be half the number of minutes, as recommended on allaboutpresentations.com (e.g. $30/2=15$).
- 3) The presenters neglect to rehearse real time before the event. This is a really important point. The help of the Powerpoint to remind the speaker of what needs to be said is actually a problem. One needs to create the actual text to be said about each slide and actually rehearse. Only then will the presenter realize how much comments take time.
- 4) The presenters may overlook the highly necessary the question-answer time. When timing their talks, they forget to include a question-answer part, which may turn out to be absolutely necessary if they happen to have really interested participants in the area.

I propose that the break-down of portions of time to be allocated to different parts in a good 30-minute presentation would be as in the

following:

5 minutes: Introduction, outline, purpose of the study

5 minutes: literature review, research questions

5 minutes: methods, procedures, type of findings (overview)

5 minutes: detailed findings as relevant to the focus of this presentation

5 minutes: conclusions drawn based on the findings

5 minutes: Q-A/discussion/summary/recommendation

I should note that this is a totally hypothetical plan. The idea is to have an idea about how much to put into each part and then work on the presentation and visuals with this in mind. This line of thinking allows you to realize how little time can be devoted to, for instance, literature review.

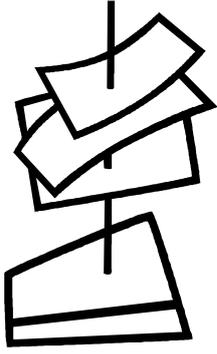
As researchers and presenters, our main goal is to make our work in the field known by others. To accomplish this, we need to show that we can also plan a presentation and squeeze all the significant points into the amount of time we are given and actually deliver the presentation as promised. This will help us be taken seriously not only as researchers but also as presenters.

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Presentation Tips online: <http://www.allaboutpresentations.com>



REFLECTIONS ON THE 16th INTERNATIONAL INGED ELT CONFERENCE: BY WORD OF MOUTH in Izmir

4 - 6 October 2013

Summarized by
Selçuk Bilgin
Hasan Kalyoncu University,
The School of Foreign Languages, Gaziantep

As a first-time participant, and workshop presenter as well, I did not know much about the INGED Conference as an international event. I have been fortunate enough to have many chances to deliver presentations on different topics nationally, but the INGED Conference was the next important stop on my journey. It was great to see teachers from across Turkey and from overseas as well. Having had the chance to share experiences and ideas, I began to look for new opportunities to further my professional development.

One thing I would like to touch on regarding the conference is its practicality. All the sessions I attended were just what the doctor ordered. In other words, the sessions were effective for real-life in language teaching. The topics were carefully chosen and it was easy to see real-life examples of theory. The concurrent session on pre-reading tasks presented by Nazan Özçınar and Ayfer Karaca with the title "Fostering Equality in the Classroom by Using Different Grouping Activities with Pre-reading Tasks" is a good example for further clarification. The presenters portrayed some pre-reading tasks such as Contextualization, Guided Visualisation, Key/unkey Words, Kinaesthetic Warmer and so on. With the help of these tasks, students are believed to be motivated for the class and are also able to be grouped

according to their backgrounds, needs and learning styles. In the Key/Unkey words activity students are asked to write five key/unkey words that they expect to see or not to see in the text. By doing so, students become familiarized with the topic and they can be grouped according to their answers. In short, this fruitful session was full of hands-on activities bearing the theory in mind.

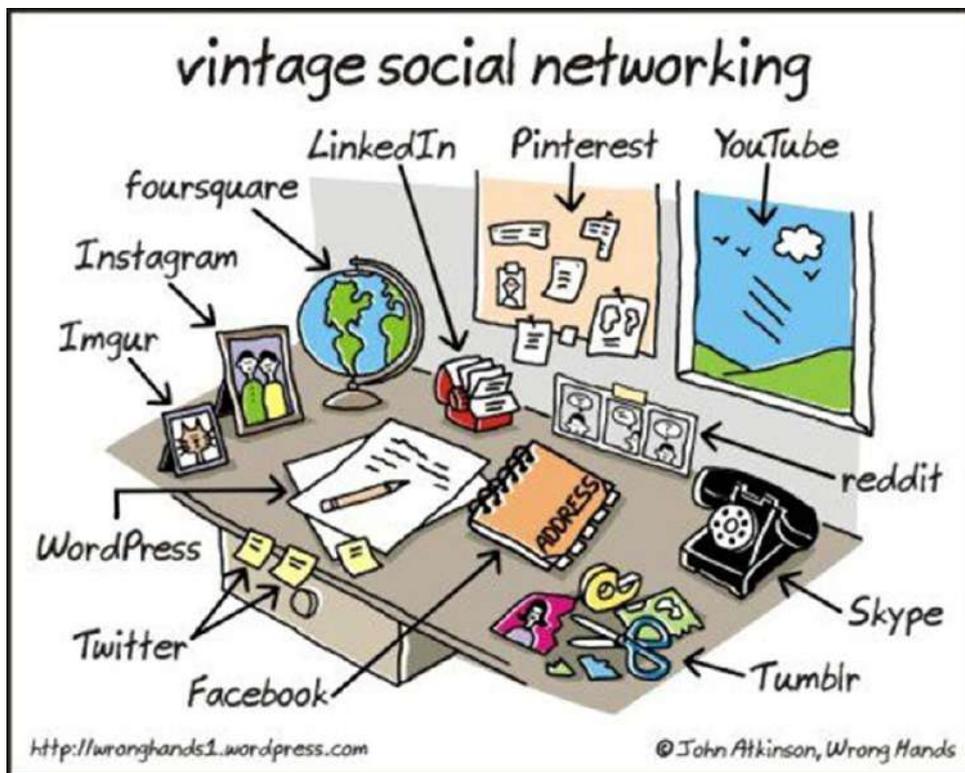
As a practising teacher of English, I was very glad to meet teachers from other institutions within the country and from abroad. As a result of our discussions, I was also able to see aspects that I lack in my own teaching. The round-table discussions which were organised at the end of the conference on a variety of specific topics were particularly helpful. I chose the table in which we exchanged ideas on Language Testing and Assessment. During the session, we had the chance to discuss the underlying notion behind language testing and assessment. It was an invaluable opportunity to glean ideas from some experienced teachers on Testing and Assessment and their suggestions were really useful for me. One of the discussed topics was on presentations for speaking assessment and so I was able to see a different aspect of speaking assessment. Another topic we touched on was the comparison between multiple choice and short answer questions. The pros and cons of both types were discussed in detail and now I have a clearer idea while editing question items in our exams. One final benefit of the round-table discussions for me would be the ideas shared by other participants on testing and assessment procedures, including suggested books, web-sites and other resources. Even after the round-table session, I had a productive exchange of ideas with another practising teacher over coffee. As an experienced language instructor at a newly-founded university in Turkey, she shared her experiences on language teaching and testing and the problems she has faced so far. To be frank, I had never thought that a coffee break could be that inspiring and pragmatic.

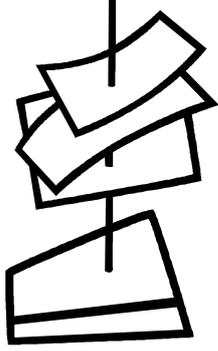
To top off this fruitful conference, Jeremy Harmer was an outstanding speaker. It was a great chance to see how to integrate literature into language classrooms without having your students get bored. I never thought that literature could be such entertaining. For example, the Diamante poems in which we used specific words, like adjectives and -ing words were really fun. By using this diamond-shape poem structure, we tried to identify the other gender in our eyes. It was not a real poem but still there was the real production of lexis and I think it will prove to be very useful for in-class

motivation and teaching. Moreover, it was a happy coincidence that for the first time ever, I won something: in the conference raffle, right after Jeremy's session, I won the book "Literature in the Language Classroom" by Joanne Collie & Stephen Slater.

I really appreciate the invaluable efforts of the conference organizing committee and all the speakers who shared their experiences with us.

All the best and see you all at the next INGED conference in 2015 in Ankara!





REFLECTIONS ON THE 16th INTERNATIONAL INGED ELT CONFERENCE: BY WORD OF MOUTH in Izmir

4 - 6 October 2013

Summarized by
Gülsüm Şıvgın Baş

Source: <http://gulsumsivgin.blog.com/category/conferences-and-articles/>

Keep Listening Active for Young Learners

Presenter: Joan Kang Shin

Summarized by Gülsüm Şıvgın Baş

Joan Kang Shin, gave a wonderful seminar on ideas to use with young learners. She talked about how we can keep the kids to listen actively:

1. Use a variety of techniques to make listening input comprehensible. (using actions and body language to clear meaning)
2. Check comprehension using a variety of response types. (not only asking questions, but to do an action as a response)
3. Always give learners a listening task. (Don't just ask them to listen, give them a reason)
4. Equip your students with intelligent guesswork strategies.

The first activity she did was a song called the 'Weather Song'.

VIDEO LINK: http://www.youtube.com/watch?v=hQCt_tDh3s4

She showed us the actions of the song as it is on her video. Then she asked us to join in... :D

Applying the listening active techniques, Joan uses the students' names in the

song to catch their attention. Also she changes the order of the weather, so she knows who is listening and who is just reading the lyrics of the song or just doing the actions in the correct order.

An activity she did after singing the song was to have the words of the song 'What's the weather like today?' on separate pieces of paper and give them out to the students. Rest of the class sang the song the student who heard the word that s/he was holding had to jump. So the students had to listen in for the word they were holding.

The second activity she showed us was a strip story and it started with us



making an accordion fan out of a piece of paper. Then she used the paper for the characters of the strip story which were the moustache of an angry landlord, the hair bow on the poor girl who lives there and the bow tie of the hero who comes to save her. It was very creative and a lot fun of to participate in. :)

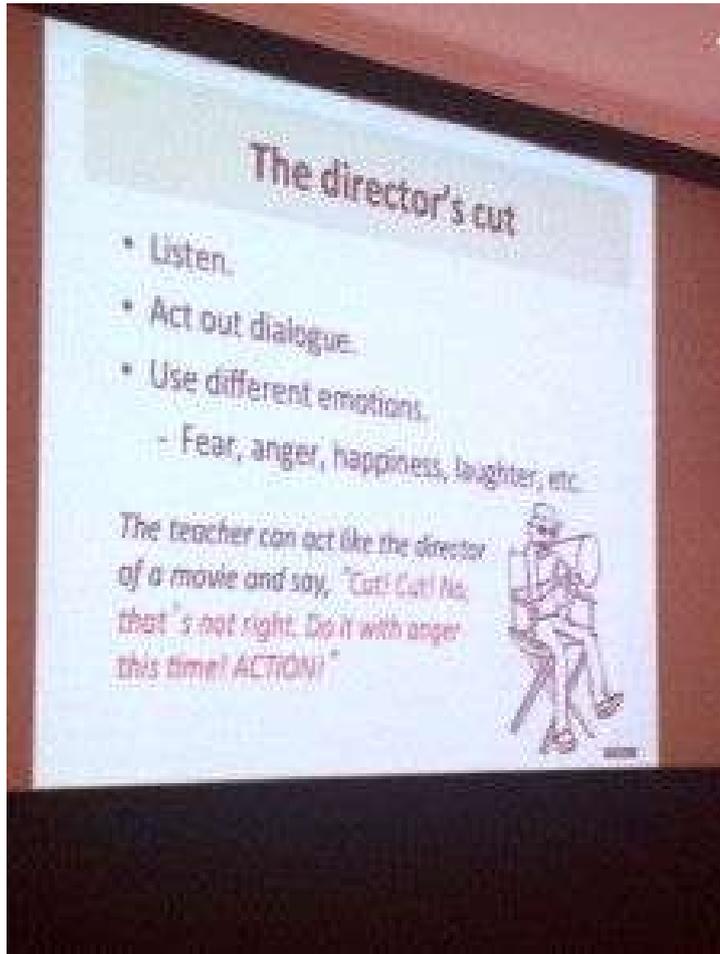
VIDEO LINK: <https://www.youtube.com/watch?v=ORlOEXetKwc>

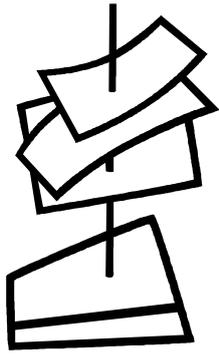
VIDEO LINK: <https://www.youtube.com/watch?v=pf92RjQnDvQ>

Another useful idea she gave us was a website on which you can create your own cartoons to use with your students! <http://www.toondoo.com/>

Another activity Joan presented was called the 'Director's Cut'. In this activity a simple dialogue is turned into fun! While the students present the dialogue the teacher calls out CUT and asks them to mime the dialogue or act in different emotions such as angry, sleepy, happy etc.

I've also checked out other videos from Joan on youtube and she really has some great ideas to use in the classroom... Thank you Joan for the lovely ideas... :)





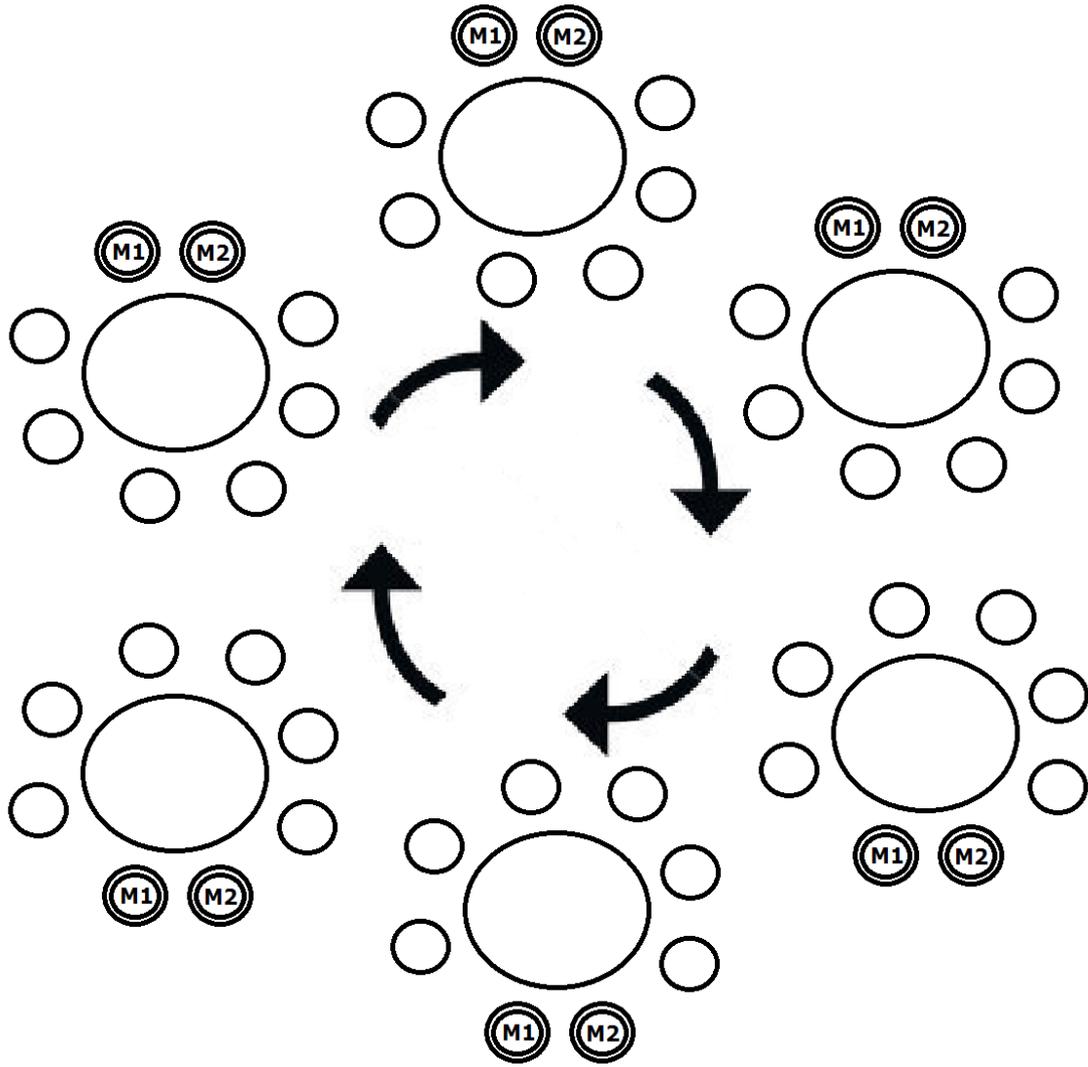
REFLECTIONS ON ROUND TABLE DISCUSSIONS AT THE INTERNATIONAL INGED ELT CONFERENCES

**Summarized by
Prof. Dr. Aydan Ersöz**

When we had our 15th International Conference at Hacettepe University, we decided to start a new application. Considering the fact that our conference participants may have different interest areas and that they may want to discuss certain issues in a less formal setting, we had our first round-table-discussions slot.

This slot is a 60-minute slot where various tables are arranged with 6 - 8 chairs for the participants. Each table has a pre-determined and selected topic and two moderators. The moderators who are chosen from experts in ELT are expected to act as hosts and try to answer questions raised by the participants. The participants can leave one table and go to another one when they feel that their question has been answered. So rotations are highly welcome during this time period.

The participants have enjoyed this opportunity as this slot allows for extended discussion among a small group. Roundtables have become excellent venues for meeting colleagues with similar interests and sharing ideas and insights, and exchanging information, knowledge and experiences.



As we received a lot of positive feedback on our round-table-discussions slot, we have decided to have it as a regular part of our conference. We had the round-table-discussions slot at our 16th International Conference in İzmir as well. This year we had 5 roundtables. The topics and moderators were:

Table 1: Linguistics and Language Teaching (Moderators: Prof. Dr. Mehmet Demirezen and Assist. Prof. Dr. Kadim Öztürk)

Table 2: Teacher Development (Moderators: Prof. Dr. Dinçay Köksal and Assoc. Prof. Dr. Ayşegül Amanda Yeşilbursa)

Table 3: Materials Development (Moderators: Prof. Dr. Birsen Tütüniş and Assist. Prof. Dr. Oya Büyükyavuz)

Table 4: Young Learners (Moderators: Prof. Dr. Aydan Ersöz and Assist.

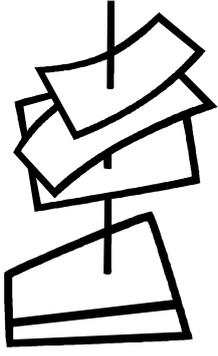
Prof. Dr. Neslihan Özkan)

Table 5: Technology in ELT (Moderators: Mustafa Akın Güngör and M. Nazlı Güngör)

Table 6: Evaluation and Assessment (Moderators: Dr. Suzan Öniz and Defne Akıncı Midas)



Young Learners Discussion Table



REFLECTIONS ON THE 16th INTERNATIONAL INGED ELT CONFERENCE: BY WORD OF MOUTH in Izmir

4 - 6 October 2013

Summarized by
Gülsüm Şıvgın Baş

Source: <http://gulsumsivgin.blog.com/category/conferences-and-articles/>

Learning is a Child's Play for Children
Presenter: Prof. Dr. Aydan Ersöz



Prof. Dr. Aydan Ersöz is currently a freelance Teacher Trainer and the President of INGED. Her ocean of knowledge, not just on Young Learners but also on all things related to teaching was never enough for us when we

were her students at Gazi University so any opportunity to get another drop is highly appreciated.

Her seminar as the title suggests was about how children learn and what we as teachers should promote in class to create a better learning environment.

At the beginning of the seminar Aydan Ersöz pointed out that when a baby learns her/his mother tongue, the people around the baby do not have another language to fall back on so when the baby doesn't understand we do not have the opportunity to translate. She made us think about why this should be the case in our classes. We, the English Teachers are not just teaching any other subject in school, we are teaching the children how to acquire the language, we are teaching them how to communicate, we are teaching them a different culture and a different world. She pointed out that when teachers choose to use translation in the classes the children see English as not a way of communicating but a subject to be learnt for better grades.

Aydan Ersöz also made the audience aware that grammar is teaching about English, not teaching English. She believes that children should not be put through learning grammar when they do not even know the grammar of their own language. With a fun act out she made it clear that children learn through chunks and they do not question the language until the teacher makes them aware of it. She gave the example that when you get the children to repeat '3horses' and '3 sheep' they are quiet happy with it until the

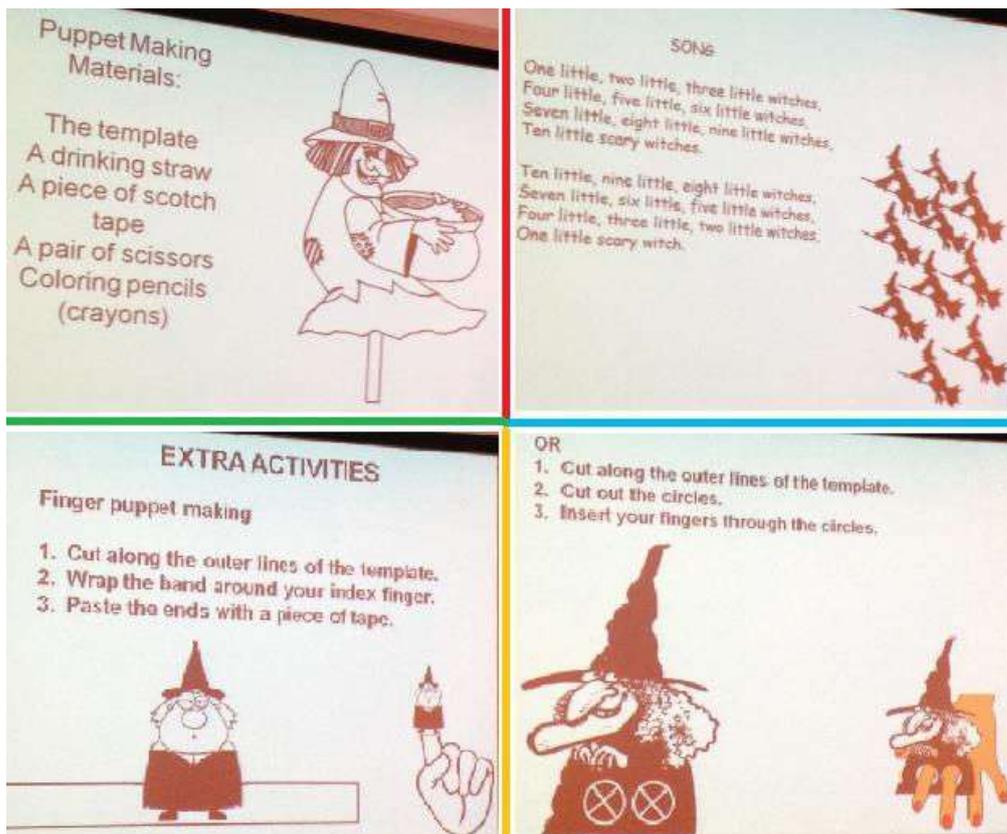


teacher points out 'Be careful children, it's one horse, two horses but it's one sheep, two sheep! Sheep stays the same'. She was quiet angry (but in a

funny way) with the imaginary teacher in front of her for pointing out such a useless knowledge for children and raising needless questions in their heads. :D She mentioned children never question the grammar of the Turkish language until a high level in their education so why should the English teachers make them question English at low levels.

She used a quote from K. Alfano that suggests children who play more are happier and more successful. And so as the second part of her seminar Aydan Ersöz demonstrated a story telling lesson through which we had a wonderful time. She started with her story time signal, which she suggests every teacher should have as it makes the kids aware of story telling time rules and conditions. Then she worked on the main vocabulary items with real objects which she later used in the story telling. As she was beginning the story she took out a witch's mask and hat and put it on to start telling 'The Witch's Stew' by Everett Morse, to which I have found a very nice flash on this website

<http://www.magickeys.com/books/witchstw/witchsstew.swf>



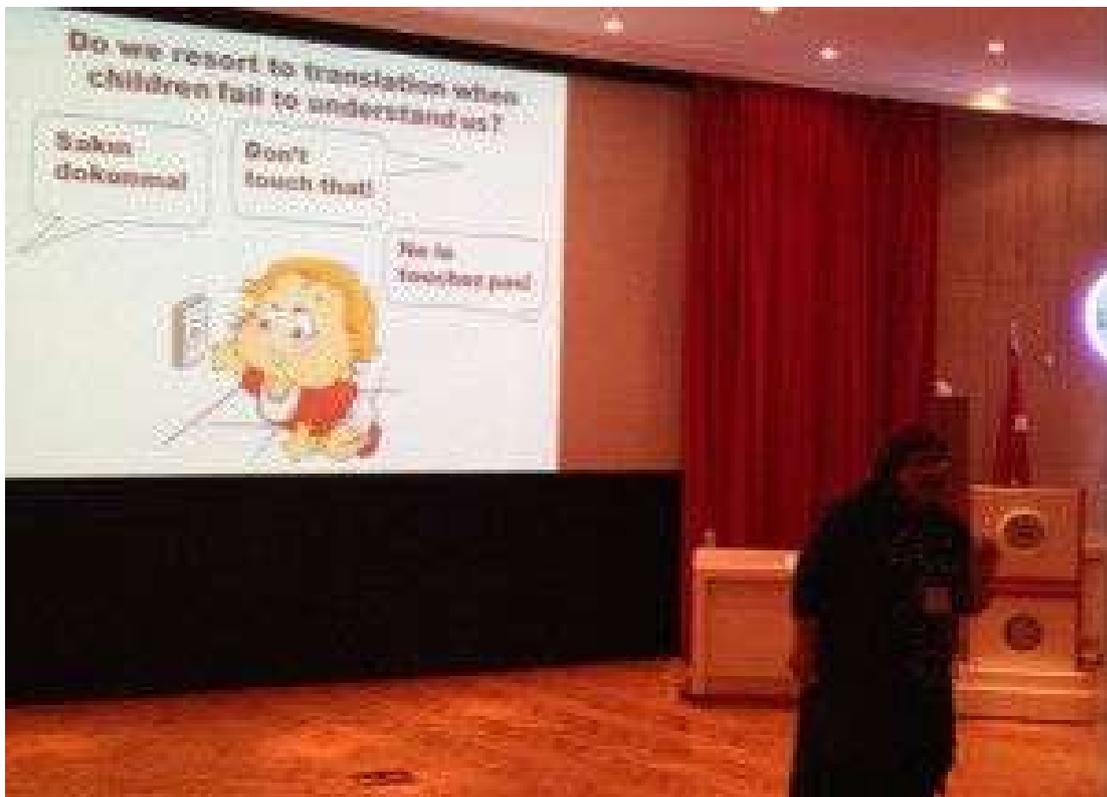
When she started the story first she introduced the characters with paper masks on sticks and invited some volunteer's to help her. We went on stage

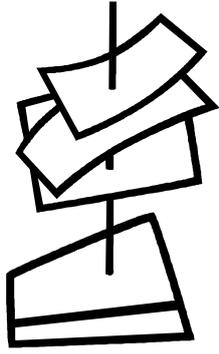
and acted out through the stages of the story. The story chosen would definitely be very attractive for the kids as even the teachers in the audience and us on the stage enjoyed it so much. :)

After the story Aydan Ersöz showed some suggestions as to what can be used as a settler activity after the story telling.

Making puppets and using songs were some of the wonderful suggestions... I would like to thank Prof. Dr. Aydan Ersöz not only for the brilliant time we spent together through the seminar but also for refreshing our minds about teaching and how to be an excellent teacher.

THANK YOU HOCAM :)





**REFLECTIONS ON
THE GAZI UNIVERSITY
1st INTERNATIONAL
CONFERENCE FOR ELT
TEACHERS AND PRACTITIONERS**

**“Reflecting on Teachers as Leaders
in the Field”**

**A Plenary Talk presented by
Dr. Suzanne Panferov**

15-16 November 2013

Summarized by

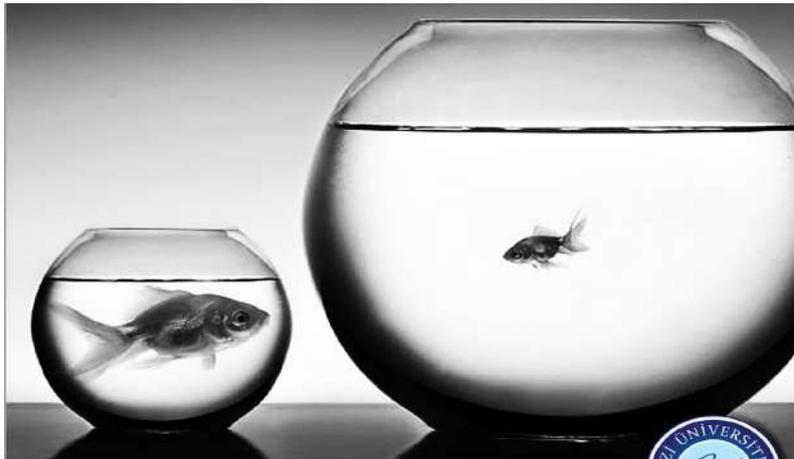
Asena Çifçi, Instructor

Gazi University School of Foreign Languages, Ankara, Turkey

Gazi University School of Foreign Languages organized and held their first International ELT Conference entitled “Reflecting on Classroom Practices” in November this year. There were over 100 presenters, five of whom were plenary speakers. The plenary sessions were presented by Prof. Dr. Aydan Ersöz (What, How and Why: What Wouldst Thou Know, My Queen?), Dr. Suzanne Panferov (Reflecting on Teachers as Leaders in the Field), Dr. Penny Ur (Task-based versus traditional foreign-language instruction), Dr. Christine Coombe (Best Practice in ELT: 10 Traits of a Highly Effective Teacher) and Lindsay Clanfield (Social Media and Teacher Development: A Help or Distraction?).

I had the opportunity to attend the second plenary session of Dr. Suzanne Panferov entitled “Reflecting on Teachers as Leaders in the Field”. The

presenter started by talking about what her dream was when she was a child and how she became an ESL tutor in her high school. Then she went on



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REFLECTING ON CLASSROOM PRACTICES

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0 312 485 05 39 gaziyoconference@gmail.com <http://ydyoconference.gazi.edu.tr>

to mention her studies in USSR and Germany and the hardships she faced while trying to learn Russian and how this helped her develop her empathy with students when she began her journey to teach. Afterwards, she mentioned how teaching has evolved throughout the years, become meaning-based and how teaching methods have changed. She also added that now we

know a lot more about language, students and ourselves as teachers. Furthermore, according to Dr. Panferov, students' reasons for learning languages are different from the ones in the past as well. Social exchange, business meetings, studies, travel and culture were some of the examples of the reasons she stated. She pointed out that there is no longer just one best method for teaching and learning as students have many learning goals nowadays.

Next, the presenter expressed that our main goal as teachers is to see our students succeed and showed the percentages of what influences how students achieve. According to the pie chart she demonstrated, 50 % of students achieve by themselves, and 30 % with the help of teachers while administrators and schools play a less significant role with lower percentages. She then explained how we can maximize success. Being the best we can be as teachers, setting high quality standards are two of the things she recommended to maximize success. She also added that standards change according to the country. As for being the best, she

talked about what expert teachers do such as organize content knowledge, guide learning through interaction, monitor learning, provide feedback, attend to affective variables (if the student is hungry, tired or whether he/she has a problem) and challenge students. At that point, she displayed the top eight personal attributes that make teachers amazing according to TESOL International Association Fans. The list included empathy, motivating students, organized use of language, creating a positive learning environment, letting students make mistakes, liking students, loving learning and teaching and showing students the world.



Towards the end of her session, she talked about the threats to our profession, which are constant changes like technology which are hard to keep up with, brain drain (people who are good at the language or teaching but are promoted to higher positions such as administration and cannot teach anymore), misguided government policies and politics like visa issues, commercialism (outsourcing, de-professionalization of ELT).

From my point of view, it was an effective presentation, which focused on issues which were not unfamiliar to us, but are noteworthy and require serious thought. In other words, it assisted in raising awareness. It was a pleasure watching her.

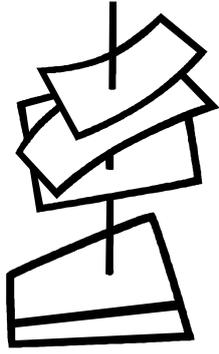
Dr. Suzanne Panferov's biography is as follows:

Suzanne Panferov is the Director of the Center for English as a Second Language (CESL) at the University of Arizona, Interim Director of the National Center for Interpretation, as well as a faculty member in the M.A. ESL Program and Ph.D. program in Second Language Acquisition and Teaching (SLAT). Panferov completed her graduate studies at The Ohio State University, earning both a Ph.D. and M.A. in Foreign and Second Language Education and an M.A. in Russian Literature.

Panferov's research focuses on language program administration, professional development, teacher training, pedagogy, and literacy acquisition. She has published on topics ranging from teachers transitioning into professional leadership roles, ESL program marketing, and parental support for K-12 ELL students. Panferov has presented in numerous countries on issues of professionalizing and empowering teachers, professional development, leadership, and teaching methodologies. In 2009, she participated in a Fulbright Administrator Exchange in Jalisco, Mexico.

She currently serves as Past President (2011-2014) of the TESOL International Association Board of Directors and has served on the TESOL Board of Directors (2008-2011) and recently served in the capacity as the TESOL Convention Program Chair (2007) and Professional Development Chair on the UCIEP Steering Committee (2005-2008).





**REFLECTIONS ON
THE GAZI UNIVERSITY
1st INTERNATIONAL
CONFERENCE FOR ELT
TEACHERS AND PRACTITIONERS**

**“A Learner, a Teacher and a Reflective
Practitioner walk into a bar -
in the 21th Century”
presented by Tony Gurr**

15-16 November 2013

**Summarized by
Pelın Erdoğan, Instructor
Gazi University School of Foreign Languages, Ankara, Turkey**

Gazi University provided ELT teachers and practitioners with a variety of opportunities to upgrade themselves at their 1st International ELT Conference held on November, 15th and 16th. Of all the seminars and workshops conducted during the conference, there was one workshop that was especially worth mentioning by Tony Gurr on reflective practices: A Lerner, a Teacher and a Reflective Practitioner walk into a bar - in the 21th Century.

The workshop was unique in nature as the presenter chose a different style of presenting his subject to the audience which was quite fun, creative, motivating, and collaborative. Throughout the session, the presenter related his own personal and professional life to the reflective practices of language teachers. He highlighted how important it was to reflect on

what teachers do in their profession via the personal anecdotes that in a way indicated the transformation the presenter went through over years



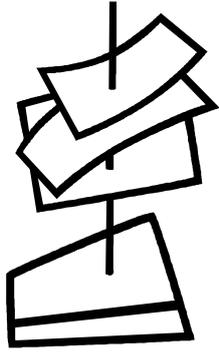
from a novice teacher to an experienced reflective practitioner. Through the real personal stories on the presenter's private and professional life, the audience had a chance to see the central place reflective practices had in teaching profession. The workshop led the audience to become aware

of the real power of reflection and leave the session with some arousal of motivation to do reflective practices in the different contexts they practice their profession in.

I believe the session by Mr. Gurr was the most beneficial for me amongst all the other valuable presentations I could attend. I had a chance to attend some other sessions by Mr. Gurr on reflective practice before. Yet, this latest version on reflection in teaching was by far the most effective since the presenter achieved to capture and connect the audience cognitively and effectively to the subject via his personal anecdotes. Seeing the very first hand experience of reflective cycle and the transformation the presenter went through in this cycle helped constitute a concrete example for the



audience and visualize the consequences of the reflective practices better over time in education. I would sincerely like to thank Mr. Gurr for his contribution at the conference.



**REFLECTIONS ON
THE GAZI UNIVERSITY
1st INTERNATIONAL
CONFERENCE FOR ELT
TEACHERS AND PRACTITIONERS**

**“Catering for the Kinesthetic Learner:
100% Fun and Skills Training” presented by
Okan Bölükbaş**

15-16 November 2013

**Summarized by
Pelin Erdoğan, Instructor
Gazi University School of Foreign Languages, Ankara, Turkey**

The 1st International Gazi University ELT Conference for teachers and practitioners presented the audience a variety of hands-on activities. Of all workshops, the one by Okan Bölükbaş on language teaching and learning activities for kinesthetic learners helped adopt some practical ideas for language classes with different levels of proficiency. In the very beginning of the session, the presenter briefly mentioned literature on kinesthetic learning style. Following the literature, he demonstrated two different activities that could be easily adopted into different language classes. Before each activity, though, the presenter highlighted that it took some preparation time but it was worth the effort and instructions were crucial in getting the message across and maintaining classroom management.

In the first activity, the presenter divided the audience into several groups, each of which consisted of four people maximum and distributed the same reading text for each group. Next, on his desk in the middle of the classroom, he placed ten comprehension questions, all of

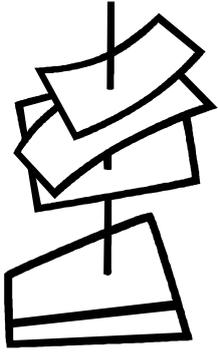
which were stapled one after the other (with the names of the kinesthetic person in each group - in real classroom settings). Each member of the group had a chance to have a quick look at the text for general understanding. After they examined the text for a short time, the presenter explained that one person (preferably the one who was assumed by the teacher to be more kinesthetic) was to come and pick up one question, take it to the group members, answer it together and bring the answer back to the teacher to get confirmation along with the next question. He explained that the quicker ones with more correct answers were to be the winners. He started some music and initiated the competition. After about ten minutes, the activity was finished, the winner was chosen. Obviously, everybody enjoyed being a part of a team work.

For the second activity, almost twenty people were asked to be volunteers. Each was pinned a numbered multiple-choice question about chocolate on their back. The presenter explained that for young learners, pinning might not always be the best idea as they could hurt themselves, but blu-tack would be more suitable. Next, he started music and let everybody answer as many questions as possible and take note of their answers on a piece of paper. Seeing everybody try to catch and read the pinned slip on each other to answer each question was enjoyable. After some time, everybody was able to answer the questions, and when the activity was over, the presenter and the participants checked all the answers one by one through a power-point presentation in which all the questions were provided to be checked together.

Overall, I really liked the session as I gathered valuable ideas to take to my classroom. Though the session aimed at kinesthetic learners, it was obviously each and every single being in the session that benefited. The ideas were not only practical but also adaptable for different language activities with different learner profiles and proficiency levels. I will definitely use them with my own students. I would sincerely like to thank Mr. Bölükbaş for his contributions at the conference.

Okan Bölükbaş's biography is as follows:

Okan Bölükbaş teaches at School of Languages, Sabancı University. He acquired his BA degree in ELT from Hacettepe University. He is a member of Online Learning Support Project group. He holds LCCI certificate for teaching Business English, DELTA and certificate in Teacher Training.



REFLECTIONS ON THE 8th INTERNATIONAL CONFERENCE ON EDUCATION, SAMOS, GREECE

Summarized by
Özlem Yağcıoğlu, Instructor
Dokuz Eylül University, Izmir, Turkey

Between the 4th and 7th of July in 2012, the 8th International Conference on Education was organised on the island of Samos in Greece. Professors and researchers from 32 different countries attended the conference. Most of the participants were from the European countries, Canada, the USA, Australia, England and Ireland. I was one of the paper presenters who had attended this international conference.

Participants of the ICE stayed at the hotels which the conference organising committee had suggested and every morning we were picked up and transferred to the Research and Training Institute of East Aegean on the island of Samos. Conference talks started at 10.30 a.m. and before



the conference sessions we were invited to drink tea or coffee in the beautiful garden of the Conference buildings. Food and fruits at lunches and dinners were enormous and very delicious. Talks which were related with English language education finished at 4.30 pm.

There were various kinds of wonderful topics which the participants eagerly

listened to. The title of my paper was "**Rote Learning and Critical Thinking in Reading Classes.**" I gave information about rote learning and critical thinking. I talked about teaching new words by using rote learning and critical thinking skills. My study was appreciated and applauded by the participants of my session. I was very lucky, because there were lots of enthusiastic and knowledgeable participants from 30 different countries in my session. I would like to talk about the two presentations I listened to at the 8th international conference on education. Luisa Franzese, Anna D'Alessio, Cristina Casaschi, Filippo Gomez Paloma presented a paper, entitled "**Second Language: The Quality of Learning**" on behalf of the University of Salerno, Italy. They stated that negotiation, interaction, interculturality and multilingualism were the key words of the recent language teaching. Presenters also stressed that learners need to be supported towards the conquest of the so-called "negotiating skills", which developed the ability of asking for help and/or explanations and clarifications to solve any misunderstandings that may arise in the pragmatics of communication exchanges. The presenter started her presentation with the following words of Marcel Proust: "The only true voyage of discovery is not to go to new places, but to have other eyes." He told us that the reason of choosing these words to start with was they captured the spirit of what we were going to read. He said that they were not going to discover new theories or explore unusual approaches. The presenter added that they would just look at what they actually did and saw and heard in their classrooms, but with a different eye. In the presentation of this group from Italy, the student's role in communication and the role of the first language were handled.

Guidelines for a quality language learning/teaching were synthesized as:

- 1- To increase exposure to natural communication, i.e. to that kind of language exchange where the focus is more on the content rather than the form; as a result, don't ask questions that are not real and expect answers, other than those that would give a speaker.
- 2- To foresee a period of silence: so do not force students to produce L2 in the first weeks, and accept physical responses or native language.
- 3- To use concrete referents: use as an argument of class objects and activities which can capture student's attention.
- 4- To know the motivation of students and employs it in amusing lessons (e.g. songs for English language learners, etc.).
- 5- To create activity types that do not produce embarrassment in case of errors (e.g. role playing).

The presenter continued saying that shifting the focus from the form to the language communication was finally important to consider the culture of the people who used it. The pragmatics of language was the field that, more than other linguistic domains, is in relation with everything which constitutes the social group: its culture, its conventions, its standards. The audience was also told that if this piece was cut from their teaching, a good grammatical knowledge would be produced, but not the ability to speak and understand.

The second presentation which I would like to talk about was presented by Mark Aquash from the University of British Columbia Canada. The title of his talk was **"First Nations Ways of Knowing: The Circle of Knowledge."** We were informed by the presenter that the Circle of Knowledge (T-C-K) was a unique research partnership between an Indigenous community in Canada and a Canadian University. Indigenous communities in Canada referred to their land base and citizens as a "First Nation." The focus of this research partnership was on documenting successful and effective pedagogical strategies that addressed fluency in the Anishinaabe language through community initiatives, activities and an immersion school. Other areas of his study included instructional technology, fluency assessment and research training in research methodologies, processes and knowledge mobilization. In this study of Mark Aquash, the social interdependence theory was studied with action research (AR). As there were many community based language activities and programs in existence in the community, there were some teaching methods which were known to have worked and those that may have to be improved on. Typically this AR started with an idea, observation, puzzle or focus and it was a cyclic series of steps or actions, which provided the basis for personal reflection (perhaps as well as planning and reading) on the process and its outcomes. Mr. Aquash told us that there had been clear indications regarding the processes of ethical review requirements that affect research with First Nations. The T-C-K project itself imposed stringent guidelines, which were listed in the United Nations guidelines for research with Indigenous people. It had been made clear at the beginning of the project and also included in the funding application that information presented outside of the community would be presented to the community first.

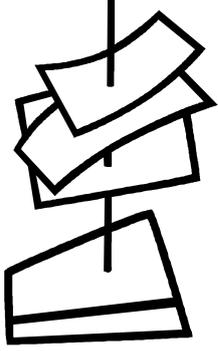
The presenter explained that one of the major findings was the use of drama and music. Students produced and acted in their own skits; created and sang songs; exercised and stretched; and cooked food. All activities utilized

communicating in Anishinaabemowin without any use of the English language. The presenter also told the audience that there were some students that created their own videos and there were pictures presented using the data projector and a description of the image.

Mark Aquash stated that the overall significance of this study was its' focus on contributing to the much-needed information and literature addressing fluency issues in the First Nation community. The real significance of this study was that it opened the door to understanding this First Nation community through the eyes and hearts of the people themselves. In many ways one could consider this project as something akin to a vision quest, where wisdom and knowledge couldn't be separated from the spiritual and the emotional. For Mark Aquash, this study gives voice to truths and realities and the responses by participants from this First Nation community will reflect patience and dignity despite the struggles and challenges as individuals and the multitude of challenges that have been created due to past injustices such as human rights violations, oppression, and genocide suffered by previous generations.

Both of the presentations I listened to were much appreciated. I think it was a good opportunity to listen to these presentations at an international conference where the participants were from 32 different foreign countries.





REFLECTIONS ON THREE WEBINARS

Summarized by **Özlem Yağcıoğlu**
Dokuz Eylül University, Izmir, Turkey

1. David Crystal's live streamed seminar on the Future of English

On 12 February 2013, I attended Prof. Dr. David Crystal's webinar. The title was "The Future of Global English: Coping with Culture". David Crystal has been a very famous teacher, ELT writer, editor, teacher trainer and broadcaster for more than 35 years. I think it was a great opportunity for me and for the other teachers or professors to attend his webinar and have the opportunity to listen to him. David Crystal gave his talk for the English Speaking Union Annual Lecture in partnership with the British Council. He presented his talk in the city of London in the UK.

In the first part of his talk, he talked about the words of global English and globalism. He mentioned that things have changed dramatically due to globalism in the last 10 years and he added that it was easy to talk about globalism or to give a lecture on globalism 10 years ago because everybody used to ask very simple questions such as the number of the English speaking people around the world; he said that the answer was very easy because nobody used to know the answer to that question. He continued by saying that there were about 2 billion people who spoke English around the world. In the past, nobody knew about global English, but in the last years, people have become aware that there is a global English and that there are new Englishes which are used in various countries as a native language or as a second language. He said that nobody knew the number of the English dialects in the world, but there were some studies on linguistic diversity and dialect diversity. He stated that the differences between American English and British English were known, but there were also different identities and cultures in different countries. Nowadays, the international identity in a local environment is known, but in the past very few people knew this. Professor Crystal talked about the two main forces which drove language intelligibility and identity. He emphasized the importance of using grammar and punctuation.

This talk gave the listeners the opportunity to discuss the kind of cultural awareness that all English speakers need to have when they communicate with each other on a global scale.

There are lots of people who have conducted international studies who work in their own countries and there are also lots of people who focus on national studies and ignore international studies. As we teach English, we, teachers of English know about the differences between American and British English. For me, it was extremely useful to become more aware of these differences and how to teach them effectively. I am very pleased to have attended David Crystal's webinar. Because I had the opportunity to freshen up my knowledge on global English and to hear and to read the unique and the international comments of his webinar.

2. Jack Richards's seminar on Teaching Spoken English

On the 17th of July, 2013, I attended Professor Jack Richard's seminar, **"Teaching Spoken English: From Communicative Competence to Pragmatic Competence"**. As Jack Richards is a very famous professor, writer and a teacher trainer who has worked in many parts of the world, it was a wonderful opportunity for me and for all of the teachers or professors of English to listen to his lecture which was organised by the Cambridge University Press.

Professor Richards told us that his talk was related with following questions:

- What is the nature of small talk and conversation in spoken discourse?
- How can these be taught?
- What does pragmatics contribute to our understanding of the teaching of spoken English?

The skills involved in mastering small talk included:

- Acquiring fixed expressions and routines used in small talk
- Using formal or casual speech depending on the situation
- Developing fluency in making small talk around predictable topics
- Using opening and closing strategies
- Using back-channelling

Professor Richards gave the following dialogues to explain the nature of

small talk and conversations in spoken discourse. He also talked about the importance of intonation and accuracy.

A. Look at what my dad gave me for my birthday.

B. *Fantastic.*

A. He got it in Italy.

B. *Awesome!*



A. So where are you from?

B. Chicago.

A. *Chicago. That's interesting.*

Students study examples of small talk exchanges and create similar exchanges on the same topic:

A: Hi.

B: Oh hi, how's it going?

A: Good, good, fine.

B: Are you, er, doing some shopping?

A: Yeah, just a few things really, you know.

B: Yeah.

A: Yeah, ...actually I've been looking for a present, for Hiroko, but it's difficult to.. you know..

B: Yeah, umm, what kind of thing?

A: Oh, something like umm a present ...something like, it's her birthday tomorrow actually. [laughs]

B: Tomorrow?

A: Yeah, tomorrow. So I've looked in Hamaya, like at the makeup and stuff, but it's not very exciting.

B: Tomorrow? How about Amu Plaza, they've got Tower Records and some kind of new shops.

A: Yeah. OK, great, Tower Records might be good. I might give that a go. I've got to go over to the station, anyway. So, anyway, good to see you and thanks for the tip.

B: That's fine. Say happy birthday to Hiroko from me.

A: OK I will. Bye.

B: Yeah, bye.

A: Bye.

Here is a class activity which was explained by Jack Richards:
Each student has one or two topics on a card. The class mingle, students greet, introduce their topic, make small talk for one or two exchanges, close the conversation and move on to a different student.

Mr. Richards also stated that question sheets help students to practice small talk and explained how the questions were: Students have a worksheet with 10 different small-talk questions. They move around the class and take turns asking and responding to their exchange in small-talk format.

Professor Richards listed the characteristics of conversation in the Common European Framework:

- Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.
- Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.
- Can convey degrees of emotion and highlight the personal significance of events and experiences.

Mr. Richards listed the skills involved in conversation as:

- Initiating a topic in casual and formal conversation
- Selecting vocabulary appropriate to the topic
- Giving appropriate feedback responses
- Providing relevant evaluative comments through back channelling
- Taking turns at appropriate points in the conversation
- Asking for clarification and repetition
- Using discourse strategies for repairing misunderstanding
- Using discourse strategies to open and close conversations
- Using appropriate intonation and stress patterns to express meaning intelligibly

Professor Richards listed the characteristics of casual conversation as:

- Topics switch freely.
- Topics are often provoked by what speakers are doing, by objects in their presence or by some association with what has just been said.
- There does not appear to be a clearly defined purpose for the conversation.

- All speakers can introduce topics and none of the speakers appears to dominate the conversation.
- Speakers comment on each other's statements.
- Topics are only elaborated on briefly, after follow-up questions or comments from listeners.
- Comments in response to a topic often include some evaluation.
- Responses can be very short.
- Ellipsis is common.
- The speaker's co-operation is often shown through speaker support and repetition of each other's vocabulary.
- Vocabulary typical of informal conversation will be present, such as clichés, vague language and taboo language.
- Agenda management is important.
- Frequent use of personal recounts.
- Turn-taking is common.

Ways of teaching conversation were listed by Prof. Richards as:

- Awareness raising activities: Students examine examples of conversation, either recorded (audio or video) or transcribed examples, and look for examples of how such things as openings, topic introduction, back channelling etc are realized and for indicators of casual or formal speech.
- Dialog completion: Students are given transcripts of a conversation with selected features removed (such as opening, closings, clarification requests) and asked to try to complete them. They then listen to or read the completed dialogs, compare, and then practice.
- Planning tasks: Students are given topics to include in a conversation and asked to write dialogs that include them and that also include personal recounts. They then compare and practice.
- Improvisations: Students are given skeleton dialogs or dialog frames (e.g. containing a sequence of topics or functions they should use in a conversation) and use them to improvise conversations.

He also stressed that both small talk and conversation had features in common:

- They require being a good listener.
- They involve asking questions.
- They involve sharing of information.

The contribution of pragmatics was listed by Prof. Richards as:

- How speech acts such as requests, apologies, invitations, complaints, and refusals are realized in cross-cultural communication,
- How transfer of speech act conventions from one language to another can lead to misunderstanding,
- How politeness is realized in second language communication,
- How conversation and other forms of spoken interaction reflect pragmatic norms,
- How participants in face-to-face interactions co-construct meaning,
- How pragmatic conventions can be taught to second language learners.

The following examples were given for speech acts:

Requests

- Lend me your camera.
- I need to borrow your camera.
- Are you using your camera?
- Can I borrow your camera?
- Do you mind if I borrow your camera?
- You couldn't lend me your camera could you?
- Would it be OK if I borrowed your camera for a few minutes?

Appropriate strategies for expressing the speech act have been used:

- Expression of apology: e.g. "Oh, sorry."
- Acknowledgement of responsibility: "It was my fault."
- Explanation or account: "I wasn't paying attention."
- Offer of repair: "Let me pick it up for you."
- Promise of non-recurrence: "I'll be more careful in future."

Supportive Moves:

A: Are you doing anything on Friday night? [supportive move]

B: I don't think so.

A: Care to see a movie? [invitation]

A: Are you going down town after class? [supportive move]

B: Yep.

A: Can you give me a lift? [request]

A: I think there's a problem with your watch. [supportive move]

B: Really?

A: Yes, you are ten minutes late. [complaint]

Mr. Richards listed the presentation of self as:

- one's family
- marital status
- hobbies and spare time interests
- political beliefs
- religious beliefs
- personal finances
- personal possessions
- career plans
- ambitions

The following dialogues were given to show topic development:

A: Hello.

B: Hello?

A: Hello, dear Ali

B: Hi how are you?

A: Are you well?

B: Thanks how are you, are you well?

A: Not bad thanks,

B: What's new? How is Zari?

A: Zari is also well thanks,

B: How is Nasrin?

A: Nasrin is also fine, Nasrin is also fine, and healthy,

B: How is Fariba?

A: Well, everybody is well thanks.

B: What is Amir doing? Is Amir well?

A: Amir is well home today, well, with Fariba

B: Okay is he well?

A: Yes, he is off next week. Yeah he is well.

A: Did you have a pleasant weekend?

B: I did. What about you?

A: I did too.

B: What did you do?

A: We went to a birthday dinner on Saturday and a barbecue on Sunday.

B: Food, food, food.

A: Yes, we ate our way through most of the weekend.

In my opinion, teaching spoken English is a very important topic in ELT. This webinar was very detailed and practical so I refreshed my knowledge about pragmatics. I was very pleased to attend and it was also nice to receive a certificate of participation on the 25th of July.

3. A Webinar on Digital Schools

On the 31st of July in 2013, I attended a webinar on digital schools. The name of the webinar was: "**Digital Schools: How Technology can Transform Education.**" It was prepared and presented by Darrell M. West who was the vice president of the governance studies and the director of the Center for the Technology Innovation at the Brookings Institution.

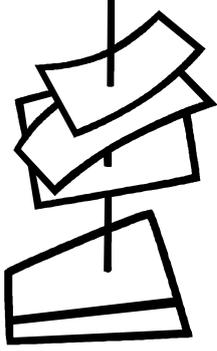
Their website URL is:

<http://www.brookings.edu/about#research-programs/>

In his webinar, Darrel West discussed the key findings from his book, **Digital Schools: High Technology Can Transform Education**. According to his study, teachers use digital technology in classes for giving homework to their students, getting feedback from their students, for collaboration and assessment. According to the statistics to his study, teachers mostly use digital technology for giving homework and they rarely use digital technology for their assessments. Darrel West talked about the video games which were used to motivate students. He showed the Khan Academy video to show examples for class activities. He also talked about the robots which were used in the classroom in South Korea. The photo of this robot surprised me very much because these kinds of classroom activities cannot be seen in schools in Turkey.

According to his study, algebra test scores in virtual schools were higher than in traditional schools and the percentage of the virtual school students' simulation ability was higher than their reading and hearing abilities. In the discussion of his talk, it was mentioned that students became more successful when digital technology was used in classrooms.

In my opinion, using digital technology in ELT classrooms can bring more enthusiasm to the learners and to the teachers or professors who teach English as a second language. Students can create more modern ideas and they can be more successful and happier while learning English as a second language. I hope the facilities in ELT classes in our country will improve in the near future.



REFLECTIONS ON JANE AND DAVE WILLIS' WORKSHOPS IN ISTANBUL

Summarized by **Özlem Yağcıoğlu**
Dokuz Eylül University, Izmir, Turkey

On the 25th of November in 2011, I had the opportunity to attend Jane and Dave Willis' workshops at the Taksim Point Hotel in Istanbul. Jane Willis is a writer, ELT Consultant and a honorary visiting fellow at Aston University in the UK. The title of Jane Willis's workshop was "**Great results with Task Based Language Teaching**". The presenter talked about what task based learning was and she informed us that task based language teaching was a way of communicative language teaching. She listed the reasons of task-based language teaching as:

- To learn a language, learners need opportunities to communicate engaging in lots of meaning-focused interaction using whatever language they have at their disposal. "*Use it to learn it.*"
- Effective tasks will generate meaning-focused language use and help to motivate learners.



She then asked the listeners what kinds of things she might have in her handbag and everyone gave different answers such as notebook, book, cards, credit cards, keys, money, coin and etc. She then asked us how we could ask someone what she had in her bag. This was a sample task-based activity. She also told the audience that using a text book and adapting activities to make them more task-like by adding an outcome being more specific creates effective courses.

She showed a picture of a tray full of different things such as jam, bottles, glasses, plate, spoon and a knife. She asked where the bottles were, where the plate was, where the spoon was and where the knife was. Next, she invited the audience to form pairs and ask each other where the spoon was, where the knife was, and so forth. It was a very enjoyable activity. We thought it would be useful for beginner learners.

In the next part, she got us to write some tasks on paper and ask our partner those tasks. She told us that we could choose any topic to design as sequence of tasks using three or four different types of task from this 'task generator'. She told us that we could choose topics such as parties, school subjects, cats, cell phones and transport. She also wanted us to find what kinds of outcomes we could achieve after these pair work activities. After her workshop, we had tea and coffee break and waited for Dave Willis to prepare his presentation for us.



Dave Willis is a writer, teacher and a teacher trainer who has worked in many different countries. The title of Dave Willis's workshop was "**Using Quizzes to Get Students Talking.**" His workshop was for the intermediate and the upper-intermediate level students of English. He stated that students could be more talkative and active if we used quizzes in our class hours. He asked us if we gave quizzes or not. Most of the participants said "yes". Mr. Willis also suggested we use the internet and the British Council websites to make our students more active and talkative. He suggested us that we could prepare quizzes for task based learning and increase and improve our learners' vocabulary knowledge and pronunciation.

At the end of the workshops, all participants were invited to join a raffle and some of the participants won some books from the raffle and became very happy. All participants thought that it was very enjoyable and beneficial to attend these workshops. Both of the presenters were heartily applauded. After the workshops, we were invited to have some drinks in the lobby.



SOMETHING TO THINK ABOUT

In this issue, how about thinking about 'empathy' and how the brain learns languages.

Accessed: August 2013

<http://www.edutopia.org/blog/empathy-back-to-school-supply-homa-tavangar>

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Empathy: The Most Important Back-to-School Supply



My most important back-to-school supply doesn't fit in a backpack, and it can't be ordered online. It's as essential as a pencil, but unlike a pencil, no technology can replace it. In a sense, like a fresh box of crayons, it can come in many colors. Better than the latest gadget, it's possible to equip every student with it, and even better, when we do, it can transform our world.

It's actually a "muscle" I've been working on all summer. It's empathy.

What's the Big Deal About Empathy?

Empathy starts with putting yourself in someone else's shoes -- a key step in understanding perspectives that differ from your own. This isn't just a nice thing to do; it's an essential, active skill. It's foundational to embracing differences, building relationships, gaining a global perspective, conducting richer and deeper analysis, and communicating more effectively. This skill is about as "21st century" as it gets. And like a muscle, empathy gets stronger and stronger with practice and can be developed by any grade school child. This is the muscle that allows you to stand up for something, not just stand by.

Also like a muscle, empathy is easy to forget, particularly when operating in a crisis mode, always putting out fires. As a personal example, my daughter had a recent health scare -- we discovered she was "skinny-fat." Her small dress size belied physical weakness and a low endurance level. This scare drove home the point that what may pass as fit on the surface might be masking deeper problems.

As we think about empathy in a well-functioning classroom, the physical state can serve as a metaphor for the health of the social-emotional learning setting: A classroom might look fine on the surface, doing OK on standardized tests, memorizing facts and figures, but its internal environment might remain weak. Weakness in this case is manifested where children lack the more subtle tools that build 21st century learning and global competency. Absent empathy, sincere kindness and unity, how useful are passing test scores for changing communities and an ailing world?

It goes farther than that. An empathic environment is a smarter environment. According to Vicki Zakrzewski, education director at the Greater Good Science Center at UC Berkeley, "Scientific research is

starting to show that there is a very strong relationship between social-emotional learning and cognitive development and performance." She adds, "Children as young as 18 months exhibit compassion, empathy, altruism, so these characteristics are part of who we are. But, at the same time, these skills have to be cultivated, because the environment can inhibit their development." In other words, empathy, like a physical muscle, is present -- but to manifest itself, it must be exercised.

A Fitness Plan for Building an Empathy Muscle

Back-to-school offers an ideal time to establish that your school or classroom prioritizes the active development of empathy -- that you'll take a stand for it.

A terrific starting point is offered by Ashoka, a nonprofit organization dedicated to encouraging social innovation around the world. Their Start Empathy initiative shares research, case studies and inspirational stories, and is building a network of Changemaker Schools committed to building empathic, encouraging environments at the elementary level. They've developed a road map for navigating a course to empathy -- suitable for any age. You might also consider it a three-step fitness plan to build the empathy muscle.

Step 1. Prepare

Create the conditions in which empathy can thrive.

Create a Safe Space: A trust-based environment is core to unlocking empathy.

Lead by Example: Consider what empathy looks like in your interactions, and model this.

Develop Emotional Competency: Understand and manage your own emotions in order to identify and interpret these emotions in others.

Step 2. Engage

Take action that suits your personality and interests. There is no fixed course of engagement, but here are a few key activities.

Group Play: Empathy begins on the playground, where imagination is allowed

to run free, where kids learn to solve their own conflicts and enforce their own rules.

Storytelling: Stories challenge our preconceptions, enabling us to wear the shoes of those whose experiences are different from our own.

Immersion: By immersing ourselves in others' experiences, we learn to look beyond labels and stereotypes, and shift from projection to deep understanding.

Problem Solving: The act of collaboration builds empathy through shared challenges and victories.

Step 3. Reflect & Act

Action and reflection complete the circle, and form a vital distinction between "teaching to the test" versus internalizing knowledge and making a difference with that learning.

Identify Shared Values and Differences: As the Start Empathy road map explains, "Empathy means recognizing the shared humanity in others but also naming and appreciating differences. This is how we move from projection, where we imagine what we would do in someone else's shoes, to empathy, where we understand and respect the decisions of another."

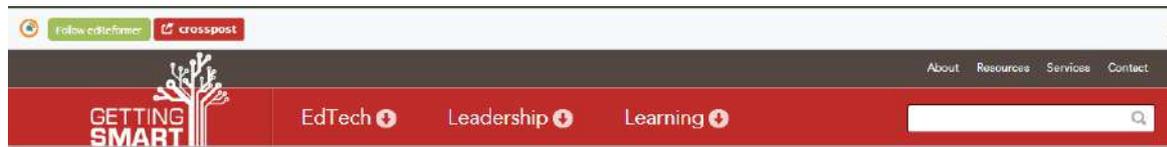
Instill Courage: Go beyond praising the right behaviors -- proactively counteract the forces that stand in their way. This is where standing up, not just standing by, comes in.

Enable Action: Finally, create opportunities through which kids can put empathy into action and exercise pro-social behavior intended to benefit others.

This plan is summarized on a poster which you can download [here](#). Print and post this prominently in your classroom, administrative office, cafeteria -- wherever a gentle reminder can help build the empathy muscle. Share it with families through newsletters, your school's website -- whatever channels you use to communicate with home. Multiple reinforcements and multiple outlets for action can start to shift a class or school culture toward empathy as a strength that's consciously practiced and cultivated, contributing to life-long health, inside and out.



Source: <http://networkedblogs.com/POZpg>



Science, brains, & learning languages

By Winifred Kehl

We've known for several decades that there is a critical period for learning language: children are more likely to reach native (or native-like) fluency in language(s) that they learn before age 5. (The exact age and importance of this window is not written in stone.) The good news is that the benefits of learning a language do not disappear after age 5. A recent deluge of studies point to interesting and encouraging links between learning languages and the brain.

A recent collaborative study found that "the pattern of brain development is similar if you learn one or two language from birth." But that if a new language is learned later on in childhood - after children are proficient in their native language(s) - the brain does change. Areas of the brain involved in functions such as "thought, language, consciousness, and memory." The study found evidence that learning a new language after the so-called critical window "stimulates new neural growth and connections among neurons in ways seen in acquiring complex motor skills such as juggling."

So if you find learning a new language challenging just remember - learning to juggle is challenging, too, and they both stimulate brain growth. Or, you may just need to work on your pattern recognition. A recent study that investigated why some people are able to pick up new languages easily while others struggle suggests that there is a link between learning a new language and the ability to "pick up on statistical regularities" - to recognize patterns. Students who volunteered for the study were tested for their ability to pick up implicit patterns in a stream of complex shapes. Students who performed better on these tests also performed better over their next two semesters learning Hebrew.

There's more good news: "Fun activities can improve language learning," according to another recent study. "Playing simple games using words and

pictures can help people to learn a new language with greater ease." The study also suggests that casual exposure to a new language - such as watching movies or listening to words, even while not trying to learn the language - help later, deliberate attempts to learn that language.

And let's circle back to babies. An interesting study found that "children hear more complex language from parents when they read a storybook with only pictures compared to a picture-vocabulary book." The study looked at a group of mothers with toddlers, some of whom read to their children from a wordless picture book and some of whom read to their children from a picture book with text. Mothers who read from the wordless picture book tended to not only tell a story, but expand on it and say things like "Where do you think the squirrel is going?" - in contrast to mothers who read from a picture book with text.

Winifred Kehl

Winifred Kehl is a science communicator and museum exhibit designer in Seattle, WA. She is particularly interested in public engagement with science, accessibility and inclusion, and creative educational projects. You can find her online at www.winifredkehl.com.

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3 WORKSHOPS FOR TEACHERS IN ANKARA

Jo Tomlinson

"Developing IELTS Writing Skills at All Levels"

Workshop 1:

Date: December 02, 2013, Ankara

Time: 12:00 - 14:00

Venue: Gazi Üniversitesi Yabancı Diller Yüksek Okulu, Gölbaşı, Ankara

Program:

Session 1 - 12:00 - 12:45

Theory: Developing IELTS Writing Skills at All Levels

Coffee Break 12:45 - 13:00

Session 2 - 13:00 - 13:45

Practice: Developing IELTS Writing Skills at All Levels

Raffle 13:45 - 14:00

Workshop 2

Date: December 02, 2013, Ankara

Time: 15:00 - 17:15

Venue: Middle East Technical University Culture and Convention Center,
Hall C, METU Campus - Ankara 0 312 210 41 51

Workshop 3:

Date: December 03, 2013, Ankara

Time: 15:30 - 17:30

Venue: Akın Language School of English, Atatürk Bulvarı, 169 Kavaklıdere -
ANKARA

Program:

Session 1 - 15:00 - 15:45:

Theory Developing IELTS Writing Skills at All Levels

Coffee Break 15:45 - 16:15

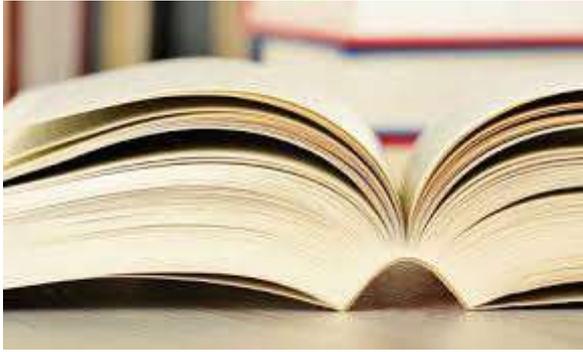
Session 2 - 16:15 - 17:00

Practice Developing IELTS Writing Skills at All Levels

Raffle 17:00 - 17:15

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BOOK REVIEW

Being Creative: The Challenge of Change in the Classroom

Author: Chaz Pugliese

Reviewed by Özlem Yağcıoğlu

Dokuz Eylül University, Izmir, Turkey

All teachers want to be creative and want to create enjoyable teaching hours in their classes. Some course books help teachers to plan enjoyable hours in their classes. I would like to write the summary of a book which is about creativity in ELT classes. The name of this book is: "Being Creative: The Challenge of Change in the Classroom" and it was written by Chaz Pugliese.

This book is part of the Delta Teacher Development Series which was published in England by Delta Publishing. Delta Teacher Development Series is a pioneering new series of books for English Language Teachers with professional development in mind, blending theory and development.

There are three parts in Chaz Pugliese's book. These three parts focus in turn on theory, practice and development. The following definitions on creativity were given by Chaz Pugliese:

"Creativity is necessary for our survival as a species. Our health, happiness and futures depend on our individual and collective creativeness" (J. P. Guilford)

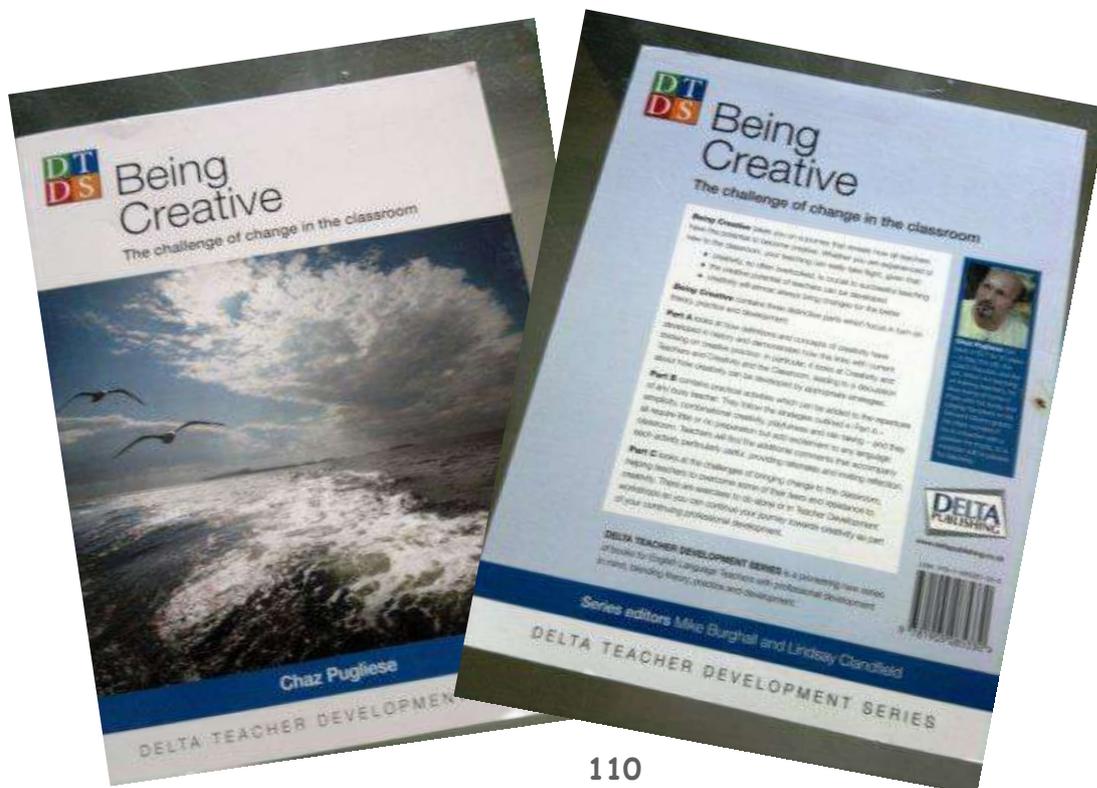
"Without creativity, it would be difficult indeed to distinguish humans from apes." (M. Csikszentmihalyi)

In Part A, the following topics were handled: Being creative, the concept of creativity, the genesis of genius, the genesis of research, the twentieth century, the contradictions of creativity, the challenge of creativity, creativity and teaching, creativity and teachers, creativity and the

classroom, creativity and change, creative strategies, development strategies, creative teaching and creative training. In Part B, the definition of being creative is given and this part contains practical classroom activities which help students to be active and talkative during the class hours. There are three chapters in Part B. In Chapter 1, there are activities on group processes: Creating rapport, creating energy, team building, getting ready for English, warmers and coolers, changing pace and direction and finishing off. In the second chapter of Part B, there are activities on external resources: music and groups, art and pictures, texts (poetry, stories, letters, lyrics...) In the third chapter, the writer encourages the readers to use the students themselves as their main resource: The students' own creativity, their feelings, humor, thinking skills, physical involvement and reflections on the lessons. In Part C, challenges and changes in the classrooms are focused on. There are also exercises for self study or for teacher development workshops.

Chaz Pugliese has been an ELT teacher and teacher trainer who has worked in Italy, in the US, in the Czech Republic and in the UK.

I can easily say that this book can be used by all English teachers who would like to develop their teaching and learning skills. This book can also help English language teachers to develop their thinking skills.



More Partner Associations

Our partner association in Serbia is
ELTA. Their website is:
<http://elta.org.rs/>

ELTA Journal is their online
publication; it is accessible at:
http://elta.org.rs/2013/07/26/elta-journal-call-for-serbian-teachers-elta-members/?subscribe=success#blog_subscription-3



The screenshot shows the ELTA website header with the logo for the English Language Teachers' Association and navigation links for 'ABOUT ELTA', 'NEWS', 'SEMINARS', 'MEMBERSHIP', 'PARTNERS', 'NEWSLETTER', 'ELTA CONFERENCES', 'RESOURCES', and 'FORTHCOMING EVENTS'. Below the header is a navigation bar with 'ELTA FORUM REGISTER TODAY' and 'ELTA NEWSLETTER WRITE FOR US'. The main content area features a large illustration of a vintage orange typewriter. Below the illustration is the text: 'ELTA Journal – Call for Papers for English Teachers in Serbia'. To the right of the typewriter is a 'Subscribe to ELTA News' section with a confirmation message, a subscription form with an 'Email Address' field and a 'Subscribe' button, and a list of popular posts including 'Belgrade Info' and 'New Challenges, New'.



International Training Institute - Istanbul

FREE TEACHER DEVELOPMENT WORKSHOPS AT ITI

continue on Saturday 23rd November at 13.30. The workshops are open to all teachers and student teachers. The workshops include practical classroom ideas that can often be adapted to your teaching context whether it is teaching adults or young learners.

SATURDAY 23rd November

13.30 - 14.30 *Ayşe Gür Geden: Critical Thinking in the ELT Classroom*

How can we encourage students to form their own views and express their own opinions in the classroom? How can we encourage them to think critically and not just accept social and cultural norms?

14.45 - 15.45 *Nazan Gelbal: Promoting Learner Autonomy*

A teacher's role is to help learners' achieve autonomy in their learning. How can we encourage students to take more responsibility for their own learning?

SATURDAY 7th December

Callie Ingraham: The 5Cs of learning

Ahu Erdem: The Flipped Classroom

SATURDAY 14th December

13.30 - 14.30 *Ahu Erdem: Mindfulness*

14.45 - 15.45 *Nazan Gelbal: Using Web. 2 tools*

SATURDAY 21st December

13.30 - 14.30 *Gül / Asuman / Sibel: Music*

14.45 - 15.45 *Gül / Asuman / Sibel: Lifesaver classroom activities*

16.00 - 16.45 *Speech Bubbles: School of Performing Arts: Xmas Show.*



November 2013

Stories for Schools Ready to download

Stories for Schools is a British Council project to provide students with high-quality English language short stories. We have asked children's story book writers **Sevim Ak** from Turkey and **Sophie Smiley** and **Guy Bass** from the UK to produce a series of 12 stories written specially for students in Turkey.

All of the materials, which will be uploaded in stages, are free of charge and can be downloaded from our [TeachingEnglish](#) Website.

First four stories are ready. [Download Now](#)



Check out the "Resource Kits"

Local teachers in Turkey have written sets of resources to accompany each of the stories. These resources can be used either in class or as homework.

We hope you enjoy the stories and would be delighted to hear your comments along with any original ways you found for using the stories.

[Like us on Facebook](#) [Follow us on twitter](#)

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http://www.teachingenglish.org.uk/turkey-story-kits?utm_source=mailing&utm_medium=email&utm_campaign=constantcontact



<http://www.iatefl.org>

**48th Annual International IATEFL Conference and Exhibition
at
Harrogate International Conference Centre, Harrogate, UK
on
2 - 5 April 2014**

Pre-Conference Events and Associates' Day: 1 April 2014

<http://www.iatefl.org/harrogate-2014/harrogate-2014>

Important Dates

Scholarship application deadline: 22 August 2013

Conference registration for speakers and delegates: Open now

Speaker application deadline: 19th September 2013

Speaker payment deadline: 12th December 2013

Earlybird payment deadline: 30th January 2014

IATEFL MEMBERSHIP

contact M. Nazlı Demirbaş at nazlidemirbas_06@hotmail.com

YOU CAN WIN 200 EUROS or 100 EUROS or A SET OF BOOKS.

THIS IS HOW:

Here is a message from IATEFL to all of our members:

From: "disabledaccessfriendlycampaign@gmail.com"
<disabledaccessfriendlycampaign@gmail.com>
Date: 4 Kasım 2013 22:10:57 GMT+2
Subject: Disabled Access Friendly - Competition
Reply-To: "disabledaccessfriendlycampaign@gmail.com"
<disabledaccessfriendlycampaign@gmail.com>

Dear colleague!

Do you like the idea of winning 200 Euros? 100 Euros? A set of books?
Could you write an ELT worksheet on the theme of mobility disability?
If you answered yes to both those questions, why not enter our
competition? You don't have to be a materials writer, worksheets can be
just a simple idea built around teaching activities you already use.

Give it a go! Even if your entry doesn't win a prize, it may still get published
on our site. Good for your CV too! This is a great way to use your ELT
experience for a good cause.

Disabled Access Friendly
www.disabled-accessfriendly.com
Like Our Facebook Page:
<http://www.facebook.com/DisabledAccessFriendly>
Follow us on Twitter:
<http://twitter.com/DAFCampaign>



The TESOL website: <http://www.tesol.org>

For detailed information about the next convention:
<http://tesol.org/convention2014>



ELT FOR THE NEXT GENERATION

TESOL 2014 International Convention
& English Language Expo

26-29 MARCH 2014 • PORTLAND, OREGON, USA

HAVE YOU RENEWED YOUR
INGED
MEMBERSHIP?
INGED DEPENDS ON YOUR CONTRIBUTIONS...

YOU KNOW YOU ARE LIVING IN 2013 WHEN ...

1. You haven't played solitaire with real cards in years.
2. You e-mail the person who works at the desk next to you.
3. Your reason for not staying in touch with friends and family is that they don't have e-mail addresses.
4. You pull up in your own driveway and use your mobile phone to see if anyone is home to help you carry in the groceries...
5. Every commercial on television has a web site at the bottom of the screen.
7. Leaving the house without your mobile phone, which you didn't even have the first 20 or 30 (or 60) years of your life, is now a cause for panic and you turn around to go and get it.
8. You get up in the morning and go on line before getting your tea or coffee.
9. You start tilting your head sideways to smile. :)
10. You're reading this and nodding and laughing.
11. Even worse, you know exactly to whom you are going to forward this message.
12. You are too busy to notice there was no 6 on this list.
15. You actually scrolled back up to check that there wasn't a 6 on this list.