NEWS ON-LINE

Together we stand!

Issue 4
December 2014

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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 we have realized before our general assembly. As you all know, we had our general assembly on November 8, 2014 at the Turkish-American Association, 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 Öniz. All announcements are done on our WEB page.

The INGED mornings/afternoons that we realized were:
- On 7 April 2014, "Evaluating Academic Writing" by Dr. Suzan Öniz at the Foreign Languages School, Çankaya University.
- On 17 April 2014, a storytelling session by Prof. Dr. Aydan Ersöz with the 5th, 6th and 7th graders at METU Foundation Schools as a part of the "Read, Lead, Succeed".
- On 18 April 2014, "How to Involve All Students in Class Activities" by Dr. Suzan Öniz at the Foreign Languages Teaching Department, METU.
- On 2 May 2014, "Classroom Interaction: Using your Teacher Voice and Using L1" by Prof. Dr. Aydan Ersöz at the Foreign Languages Teaching Department, METU.

In order to improve the existing networking and construct new relations with the similar organizations abroad, we realized the following activities:
- Between 26 - 29 March 2014, Defne Akıncı-Midas represented our association at the TESOL Conference in Portland, USA. In addition to her academic presentation entitled "Motivation for the next generation students and teachers", she represented us and promoted our association in the Affiliates' Meeting.
- Between 2 - 5 April 2014, Mustafa Akın Güngör and Nazlı Güngör represented our association at IATEFL Conference in Harrogate, England. In addition to their joint academic presentation entitled "Technology Enhanced Writing Classes from a Socio-cultural Perspective", they represented us on Associates Day and promoted our association as well as our web site.
- Between 11 - 13 April 2014, in line with the partnership agreement between our associations, Dr. Suzan Öniz represented our association at the BETA conference in Bulgaria. In addition to her academic presentation entitled "Keeping the Learners Motivated & Behaved: Class Management Tips", she represented us in meetings and promoted our association as well as our web site. She also attended the SEETA meeting on behalf of our association.

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 15 – 16 November 2013, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "What, How and Why: What Wouldst Thou Know, My Queen?" at the 1ˢᵗ International ELT Conference hosted by the Foreign Languages School, Gazi University.
- On 21 December 2013, an INGED and British Council co-event was held in Konya hosted by the Foreign Languages School, N.E. University. On behalf of INGED, Prof. Dr. Aydan Ersöz held a session entitled "Reflecting on our Classroom Practices", and Assoc. Prof. Dr. Cem Balçıkanlı "Learning a Language with Web 2.0 Tools: Practical Applications for Language Teachers". The British Council held two sessions.
- On 15 February 2014, an INGED and Çankaya University co-event was held in Ankara. On behalf of INGED, Prof. Dr. Aydan Ersöz held two sessions entitled "FELT (Fun in ELT): Part I" and "FELT (Fun in ELT): Part II"; Defne Akıncı-Midas held one session entitled "10 things about teaching English we think are right" and Dr. Suzan Öniz "Vocabulary Activities".
- On 18-19 March 2014, Prof. Dr. Aydan Ersöz and Dr. Suzan Öniz represented our association at the ELT Symposium held by the British Council in Ankara. The symposium, with all the presentations and workshops, provided a wonderful platform for the ELT professionals to discuss the issues and problems in teacher training programs.
- On 7 May 2014, Prof. Dr. Aydan Ersöz represented our association at the forum which was held to discuss the results of the joint project "The Needs Analysis in English Classes at State Schools" run by the British Council and TEPAV. She took part in discussions and also gave a speech as a panelist.
- On 8 - 9 May 2014, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "We are teaching, but are they learning?" at the 4ᵗʰ HELTUS-CON hosted by the Foreign Languages Teaching Department, Faculty of Education, Hacettepe University.
- On 9 May 2014, an INGED and Abant İzzet Baysal University co-event was held in Bolu hosted by the Foreign Languages Teaching Department, Faculty of Education. On behalf of INGED, Prof. Dr. Aydan Ersöz held two sessions entitled "FELT: Fun in ELT" and "A Sample Lesson for Young Learners"; Nazlı Güngör held one session entitled "Sample Speaking Activities with the Reflections of the CEF" and Akın Güngör "Videos as a Teaching Tool in Integrated Language Activities".
- On 15 – 17 May 2014, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "What, how and why: think twice (or more)" at the 8. International ELT Research Conference hosted by Çanakkale 18 Mart University.
- On 23 May 2014, an INGED and Cambridge University Press co-event was held in Isparta hosted by the Foreign Languages Teaching Department, Faculty of Education, Süleyman Demirel University. On behalf of INGED, Prof. Dr. Aydan Ersöz held two sessions entitled "A Sample Integrated Lesson Plan for Teenagers" and "A Sample Lesson for Young Learners".
- On 30 May 2014, Prof. Dr. Aydan Ersöz represented our association at the Symposium entitled "Türkiye'de İngilizce Öğretmeni Yetiştirme Programlarının İşleyişi, Sorunları ve Çözüm Önerileri". The workshops hosted by the Foreign Languages Teaching Department, Faculty of Education, Amasya University created a great opportunity to discuss the issues and

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problems in teacher training programs.

- On 30 Mayıs 2014, an INGED and Kocaeli University co-event was held in Kocaeli hosted by the Foreign Languages Teaching Department, Faculty of Education. On behalf of INGED, Dr. Suzan Öniz held a session entitled "Activities with Little Preparation", Asena Çifçi "Ways to Spice up your Classes", Nazlı Güngör and M. Akın Güngör (joint) "Videos as an Authentic Material".

- On 7 June 2014, an INGED and USA Embassy co-event was held in Ankara hosted by the Turkish-American Association. On behalf of INGED, Defne Akıncı-Midas held a session entitled "A little bit of this and a little bit of that" and Assoc. Prof. Dr. Cem Balçıkanlı "Learning a Language with Web 2.0 Tools: Practical Applications for Language Teachers".

- On 11 - 13 June 2014, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "Curriculum Development in FLT" at the International Language Education Conference under Technical Assistance for Increasing Primary School Attendance Rate of Children held by the Ministry of Education in İstanbul.

- On 26 – 27 September 2014, an INGED and Nevşehir Provincial Directorate of National Education co-event was held in Nevşehir. On behalf of INGED, Prof. Dr. Aydan Ersöz held two sessions entitled "Sample Lesson for Young Learners" and "Songs and Nursery Rhymes for Young Learners. Büşra Delen also held two sessions: "Sitcoms in the Classroom: Some Handy Samples" and "Various Activities to Liven up Lessons". M. Nazlı Güngör had one called "Various Activities for Young Learners" and M. Akın Güngör "Videos as a Teaching Tool in Integrated Language Activities". They also had a joint session with the title "Implementing CEFR in Speaking Skills".

- On 8 November 2014, an INGED and USA Embassy co-event was held in Ankara hosted by the Turkish-American Association. On behalf of INGED, Defne Akıncı-Midas held a session entitled "Authentic Language Learning Experiences in the Classroom". On behalf of the American Embassy, Gina Crace had a session called "Using Magazines to Teach Adjectives" and Andrea Schindler "Personalizing Language Teaching". Assoc. Prof. Dr. Cem Balçıkanlı "Learning a Language with Web 2.0 Tools: Practical Applications for Language Teachers".

We held the 6th Türkiye SpellEvent on 24 May 2014 at the Turkish-American Association in Ankara.

The 16th INGED Drama Festival in Ankara on 25 May 2014 was hosted by TED Ankara Private Schools, and the 16th INGED Drama Festival in İstanbul on 29 May 2014 was hosted by Marmara Private Schools. This year, we started the drama festival in İzmir as well. The 1st INGED Drama Festival in İzmir on 24 May 2014 was hosted by MEV İzmir Güzelbahçe Private Schools.

Our association also contributed to the Fifth 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.

M. Akın Güngör and Nazlı Güngör opened a Facebook page for our association which has

been very active since.

Our board has decided to hold our 17th International ELT Conference in October 2015 in Ankara. The hosting institution will be the Foreign Language School, Çankaya University.

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

INGED is partners with several associations.
You may wish to see
what other EL associations are doing
by
visiting our PARTNER ASSOCIATIONS link
on our webpage
and visiting their web sites...

From the Editor

Dear Colleagues,

In our last issue of the year we have interesting articles on workshops conducted as part of INGED Events as well as articles written by various researchers. We hope to clarify "flipped learning" in this issue and also introduce the last of the language skills: Speaking. These are all just introductory pieces that we hope will serve as small steps from which you will take bigger steps into new areas of teaching and learning.

You will also find the Call for Papers for our 2015 Conference: The 17th INGED International ELT Conference: Rise & Shine. The Prep School of Çankaya University has been generous and has offered their beautiful campus as our venue this year. We would like to relay our deepest thanks to the Çankaya University team working with us, namely our continuous supporter Esen Metin Olmuşçelik and the Director of the Prep School Bülent Inal. We invite all classroom practioners to start thinking about the wonderful moments in their teaching and plan to share these with us as a workshop perhaps so that other teachers can also benefit from these ideas and practices that work well for you. We also would like to hear about the research that you have conducted and what you have concluded. We especially would like to encourage fresh teachers not to be shy and modest about their achievements in their classes and to write up proposals sharing their experiences and activities with the audience. We are very excited about our theme and hope to see many of you there. Please check our website for further details.

Wishing you a happy, healthy and successful New Year...

A. Suzan Öniz
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.

The 17th International INGED ELT Conference
Theme: "Rise & Shine"

Hosted by Çankaya University, Preparatory School
on 23, 24, 25 October 2015
Ankara, Turkey.

CALL FOR PAPERS

INGED / ELEA-Turkey (English Language Education Association) is an international organisation whose mission is to strengthen the effective teaching and learning of English as a Foreign Language in Turkey while developing international connections. The 17th International Conference aims to provide TEFL professionals with opportunities for professional development through the exchange of ideas and practices in English language teaching and research, thus enable them to integrate their knowledge of current trends in the TEFL field with their ELT practices.

We warmly invite everybody in the field of TEFL / TESOL to be a part of this significant event. We hope that the discussions will assist the progress of TEFL /TESOL around the world.

TOPIC AREAS
This year's theme, "Rise & Shine", has been set in the hope that the participants will share and compare their own teaching practices and collaborate in finding solutions to common problems. This conference aims to focus on innovative theories and practices in the following areas:

- *Teaching Language Components and Skills*
- *Classroom Applications*
- *Culture and literature in ELT*
- *Curriculum, Syllabus and/or Materials Design*
- *Implementation of the Common European Framework*
- *Technology in the Classroom*
- *CALL*
- *Assessment and Evaluation*
- *Teacher Training & Development*
- *ELT Management*
- *Very Young and Young Learners*
- *Drama in ELT*
- *Intercultural Communication*
- *Second Language Teacher Education*
- *Second Language Acquisition*

VENUE AND DATE
The 17th INGED International ELT Conference will be held on **23 - 24 - 25 October 2013** at Çankaya University, Eskişehir Yolu 29. KM, Emimesgut/Ankara, Turkey.

PRESENTATIONS
Paper
A paper is a 30-minute session that describes an innovative idea, research, or a procedure through which the presenter has recently gained awareness of an aspect of language,

language teaching and/or learning. It should describe what has been done in relation to theory or practice or may focus on commercial materials or products. Its content should be relevant to the delegates who work outside the presenter's local context as well. The presenter is requested to allocate time for questions and discussion.

The presenters are requested to present their papers with **only** occasional reference to their notes rather than by reading out previously prepared texts or overhead transparencies or slides.

The summary should be no more than 450 words and <u>should explicitly outline the steps and topics</u> that will be discussed in the paper.

Workshop

A workshop is a 60-minute hands-on session. It should include active audience participation whereby participants temporarily take on student roles and later discuss the tasks provided by the presenter. The presenter is requested to allocate time for questions and discussion. The summary should be no more than 450 words and <u>should explicitly outline and discuss the steps and procedures</u> that will be followed during the workshop. If presenters wish to restrict attendance to their session, they should tick the appropriate box for their preferred audience size on their proposal form.

E-session

An e-session can be either a 30-minute e-sharing session where the presenter demonstrates how to use websites or any other e-related ideas OR a 60-minute hands-on session where the presenter asks the participants to actually do something following the steps presented. These sessions will be held in a computer lab and all participants will have a computer to work on. The presenter is requested to allocate time for questions and discussion. The number of participants will be limited.

Poster

A poster session gives a visual presentation illustrating or summarizing a project, research study, or a feature of language teaching and/or learning. Each poster will be allocated wall space and there will be a 60-minute slot in the program solely for the presentation and discussion of the posters by the presenters and delegates.

The poster presenters will be expected to be on hand during this slot. Their summary should be no more than 450 words and <u>should explicitly outline and discuss the steps and procedures</u> that they will present in their poster.

FIRST TIME PRESENTERS FROM THE TURKISH MINISTRY OF EDUCATION

At this conference, INGED has decided to allocate two presentation slots to TWO Turkish colleagues who work for the Ministry of Education and who have never before presented at any conference. **For detailed information please contact us at ingedconference@gmail.com .**

IMPORTANT NOTE FOR PROPOSALS: While writing your summaries, please keep in mind that

  a) if your proposal is accepted, your summary will be printed in the conference booklet.
  b) the screening committee members evaluate the summaries to accept or reject a proposal. Please make sure that your summary reflects your study. The clarity and flow, originality, significance, relation to the theme and detailed description of the study all effect the members' decision.

CRITERIA FOR PROPOSAL SELECTION

Proposals fulfilling the following criteria will be considered for selection:
It is clear from your summary that:

- You will shed new light on the topic.
- You have respected the level of knowledge of your audience.
- Your session will consider practical issues and implications.
- Your session, will provide the audience with the opportunity to link this experience to their own if it describes a study or project in your local context.
- Your session will report on a complete study or a significant phase that has been completed if it is based on research.
- You have not given this session, or a version of it, at a previous INGED conference.

CONFERENCE REGISTRATION

Enclosed you will find:
• A Speaker Proposal Form
• A Registration and Reservation Form
All forms are also available at: http://inged.org.tr

CONFERENCE FEES

INGED Members		Non-Members	
On or Before 7 Sept 2015:	**100.-TL**	On or Before 7 Sept 2015:	**130.-TL**
After 7 Sept 2015:	**120.-TL**	After 7 Sept 2015:	**150.-TL**

* Joint presenters must also register and pay the conference fee individually.

REGISTRATION AND ACCOMMODATION

Registration can be done online via wire transfer before the conference or on site during the conference.

Participants are requested to book their accommodation in advance. Suggestions regarding hotels and guest houses are available at the INGED web site.

UNDERGRADUATE STUDENTS

The first 30 undergraduate ELT students will be offered a special discount; **please contact us at ingedconference@gmail.com.**

CONFERENCE PROCEEDINGS

The proceedings of the conference will be published. Presenters who wish to have their presentations published should submit the required material to the Conference Organization Committee during the conference.

Guidelines for the required material are as follows:

1. All papers should be typed in Microsoft Word and copied onto a disc, which is to be submitted together with a hard copy.
2. All illustrations and charts should be copied onto the disc.
3. The font colour should be black.
4. Papers reporting study results should include an introduction, a brief literature review, a description of the study, the results, and the classroom implications.
5. Papers discussing practical teaching issues should include an introduction, a brief

literature review, the philosophy behind the idea, and its application in the classroom.

6. All referencing should be made and a list of direct references should be written and attached.
7. Workshops should be written up in the form of an academic paper.
8. Presenters should not submit their session notes. They should rewrite the notes by following the requirements of academic discourse.
9. All papers should be edited and proof-read.
10. All papers should follow the APA style.

PROPOSAL DEADLINE

The Speaker Proposal should be sent to Mustafa Akın Güngör at **ingedconference@gmail.com** by **26 April 2015.** Speakers will be notified of the status of their proposals via email.

IMPORTANT DATES:

Deadline for proposal submission:	26 April 2015
Response to proposals via e-mail:	20 June 2015
Registration deadline for presenters:	15 July 2015
Early Registration deadline for participants:	07 Sept 2015

REGISTRATION FORM
&
SPEAKER FORM
&
FURTHER DETAILS:

AVAILABLE ON THE INGED WEB PAGE

SEETA
South Eastern Europe Teachers Associations

South Eastern Europe Teachers Associations
http://seeta.eu

THE LATEST NEWS FROM SEETA

Dear Colleague,

SEETA has started a two-year project for teachers and the first 4 webinars have been completed and can be visited once you join SEETA at www.seeta.eu or you can go to http://www.seeta.eu/enrol/index.php?id=109#section-1

This project aims to first train teachers in how to do research and then to guide them as they do their own research. The most important point is that teachers will also get help and guidance to write up their research so that it can get published.

There is still time to join this project because the webinars are online and you can watch them and make up for the time you have missed.

Hoping to see you as a project member…

A. Suzan Oniz
The INGED Representative at SEETA

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

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

The 16th INGED Drama Festivals

Istanbul
14 May 2015
at Private Marmara Elementary School

Ankara
16 May 2015
at Ankara American Culture College

Izmir
30 May 2015
at MEV College, Güzelbahçe Private Schools

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THE 6th ENGLISH STORY WRITING CONTEST

Start planning your plots
and get ready for
the 6th English Story Writing Contest
sponsored by Nüans Publishing.

The details will be announced
on the INGED website
and
the Nüans website:
http://www.nuanskitabevi.com/blog/category/competitions.html

TECHNOLOGY IN TEACHING:

SIX POWERFUL TOOLS
FOR TEACHERS & STUDENTS

http://www.edudemic.com/powerful-tools/

6 Powerful Tools Teachers and Students Should Try Out
By Sneha Lambat

By 2018 the market for education technology is all set to reach a mammoth $60 billion. Our need for 'smarter' classrooms is the reason behind our increasing reliance on technology to make learning more interactive and engaging for students. New tools that help improve the learning environment are being released regularly, and while some of them are really good, there are others that don't quite make the cut.

In this article, we are focusing on tools that are of great help to both students and teachers and go a considerable way in improving the learning environment at different levels. So, let's take a look at six such tools.

Skitch
Visual Communication for Everyone

Evernote's Skitch is a visual communication tool that helps leverage the immense potential of BYOD classrooms. Teachers and students can visually communicate ideas with each other about a particular subject to understand it better. A teacher can either use an existing image or capture a new image and explain it better with visual cues like arrows, shapes and even write on it with the use of highlighter tools. These can be shared with the students.

This tool can also be used to improve collaboration between students who can mark-up existing images with their thoughts, and pass it on amongst themselves to understand a particular project/subject better.

Basecamp
A convenient collaboration tool

Collaborative tools don't get more popular than Basecamp. It's extremely easy to use and allows users to create and manage projects. As a teacher, you will have complete control over which students are able to see which projects and can keep an eagle eye on project progress; you can divide your class into various groups and assign a different project for each group or you can create an individual projects for each student and monitor progress. You can even create a project calendar allowing you to assign and track projects, keeping in mind the holidays, meetings etc. which essentially simplifies coordination.

It's not just teachers; even students within a group can create their own projects (provided they are allowed to) and manage all files and documents that have been created as a part of the project.

Ease.ly
Infographics Simplified

Easel.ly is a data visualization tool that helps visualize information in an easy to understand form. This helps you impart learning in a way that is more engaging and better suited to understanding a particular topic. All you need to do is select a theme, use the set of boxes and tools on offer and create an infographic that is not visual stunner but definitely passable.

The key to this tool is that it helps you visually represent data without having any knowledge of designing whatsoever. You could even ask students to create infographics about a particular project that you've just taught them, to assess whether they've really understood it or not.

Padlet
Your Own Project Wall

Padlet allows you to create an online bulletin board that can be used to explain a subject better. The user can add images, links, videos and a whole lot more to improve the engagement quotient. A teacher can create a public or private project; in the former, teachers can allow students to contribute to the wall and monitor their activity on the wall instantly.

This tool can actually be used an interactive assessment tool, where teachers can gauge the understanding of students vis-à-vis a particular subject. All you do is click on 'build a wall' and start expressing your thoughts on a common topic. As is the case with all tools, it's important to use this one well to leverage its potential. The fact that it can work on desktops, and is also available in the form a free app for iOS and Android is another point in its favor.

WeVideo
Learn and Be Entertained

WeVideo is a video creation tool and again something that up's the engagement ante in classrooms. There is nothing better than videos to get students involved in classroom learning and this is where WeVideo scores over many other tools available on the market. It enables Project-Based Learning (PBL) enabling students to collaborate on a video project and create topical presentations that showcase their understanding of a particular subject.

Creation of videos fosters deep knowledge about a particular subject, and is one of the more interactive learning methodologies that can be used to explore topics in depth.

VoiceThread
Fun with Conversations

VoiceThread is a tool that offers different versions that cater to the needs of K-12 schools and Higher Education. This tool allows a user to record audio text and comments about uploaded images, documents and videos. As a teacher, you can import a video or create your own, upload it, and ask students to discuss it. You could even describe an experiment or showcase an example of good writing and explain why the written piece is so good.

The options are seemingly limitless. How you as a teacher or a student can use this tool to improve the learning experience is your call.

Picking the Right Tool
This is just a small sampling of the many wonderful education tools available on the market. Some of them have not been specifically designed for education per say, but can be used to improve the collaborative environment of classrooms and promote better learning.

Whether you're a student or a teacher, you need to make an informed decision with respect to the tool you choose. The basis of choice should always be how well you can put the tools to use and whether you can keep using them over the long term. So understand the features and functionalities offered by a particular tool before you put them to use. This will ensure you're able to experience all the benefits they bring to the table.

That was about tools in general. Then there are whole sites targeted at education in particular. Subscription-based services such as RankJunction can prepare students for various aptitude and entrance exams by conducting mock tests in a competitive environment. Sites such as Khan Academy have whole series of videos aimed at educating anyone who's interested. This means the options for students, academics and educators are immense and incalculable when it comes to tools and platforms. All you need to do is choose the right one!

LANGUAGE SKILLS: SPEAKING

Compiled by
A. Suzan Öniz

Speaking is one of the language skills that needs extra attention and special preparation mainly for the teacher and a lot of support and encouragement on the part of the learner. A lot of my learners have shown reluctance to speak and have stated in the feedback that I collected that they are afraid of opening their mouths and making mistakes. Having just arrived in our intensive English classes that aim to prepare them for the next years of lectures, assignments and projects up at the main university, these students are geared to test-taking and NOT making mistakes. Mistakes are NOT a way of learning; they are accidents that pull them down in the evaluation system thus placing thousands of other students in front of them… In language classes, mistakes during language practice, which takes up much more time than testing, are ways to discover the right/appropriate answer. Learner mistakes during speaking activities are often difficult to catch for teachers because several pairs or groups are interacting simultaneously and a teacher only has one pair of ears. That is why it is often a good idea to record these short interchanges – not such a big deal nowadays with the smart phones. Teachers can then listen and respond to how the pairs or groups performed the task. Another way could be to have one good student accompanying each pair/group to note down what they heard as awkward or wrong language in addition to the teacher going around doing the same. The post-speaking activity of going over problem language and asking the student/s what they were trying to say is often very revealing. We as outsiders can only guess what the students' intention is. Asking them directly can help everyone in the class become aware of some new language or remember what has been forgotten. A short article on mistakes follows the two articles on speaking.

Speaking in small groups to peers in a class is one thing but public speaking (even to the same class) is a whole different story.

The writers in the articles that follow discuss the relationship between fluency and speaking and whether our thinking is influenced by the language we speak. To read more about how language influences thought, read about the Whorf Hypothesis:
http://www.academia.edu/193771/The_influence_of_language_on_thought_Study_Benjamin_Whorf_Hypothesis_and_Edward_Sapir

http://www.koreatimes.co.kr/www/news/nation/2014/04/181_154612.html

Speaking Key to Language Fluency
by Wendy Maxwell

Wendy Maxwell, a developer of Accelerative Integrated Methodology (AIM), gives a lecture about the teaching method to English teachers during a workshop on the subject at Korea National University of Education in Cheongwon, North Chungcheong Province, March 18. /Courtesy of AIM Korea

Using gestures is effective in learning English

A language teaching expert has stressed that speaking is the most crucial skill to master the fluency of a language.

"All four skills — reading, writing, listening and speaking — are very important, but speaking is the most important skill to enhance language fluency," Wendy Maxwell, a developer of Accelerative Integrated Methodology (AIM), said.

Maxwell, a French teacher, developed AIM in 1999. It is a second-language methodology that uses gestures, music, dance and theater to help students learn. AIM was initially designed for French. Later she created it for Spanish, Mandarin and English.

"There are slightly different gestures for each language, but the methodology is the same, and Korean would be the same," Maxwell said.

"For students to really learn the language, it has to become part of who they are — in AIM they live the language and produce the language in meaningful ways, every minute of every class. As a result, it becomes very natural for them," she said.

She noted AIM suits the Korean way of thinking, which is very structured, while allowing

creativity to happen in its structured methodology.

"For English-language learning in Korea, I believe that AIM can help students develop a great feeling of confidence and familiarity with English within the first year of instruction, building a strong foundation for the development of proficiency," Maxwell said.

The whole idea of the method is that students can learn and remember way better when they do something that goes along with the vocabularies they are saying.

Teachers show gestures that convey the meaning of the words, and children recall the words by repeating the gestures. For example, while the students say "go," they use middle and index fingers to make walking legs, and they say "open", they use two hands together as if in prayer and then open hands facing upwards.

"It's very repetitive and simple. Teachers are always gesturing and students are visualizing and speaking all the time. Students are allowed to practice discussing orally and writing while teachers ask so many questions," Maxwell added.

The main purpose of AIM is, Maxwell said, to develop oral skills and make students understand and speak all the time, so even shy students can be encouraged by classmates.

"Great reading or writing skills don't mean great speaking skills. Great speaking skills do mean great writing skills," she said.

Q: What made you develop the Accelerative Integrated Method?
A: When I began teaching basic French classes in Toronto, I was not happy with the fact that the students that I was teaching had not developed oral or written language skills after even five or six years of instruction, every day, for 30 minutes.

I was frustrated that they could not say a sentence to me or write a story (or even a few sentences). I looked for ways of improving my students' proficiency that were based on my philosophy of teaching. Over 10 years, I carefully tested various techniques and strategies and as a result, created the methodology that is now AIM.

Q: What are strong points of AIM?
A: There is strong student engagement and motivation. It is highly accelerative — students learn the language very rapidly.

AIM is multi-modal approach that meets the learning needs of all students with different learning styles and multiple intelligences.

It is multidisciplinary — being a content-based approach, students learn much more than the language alone.

Q: How do think AIM can be applied to English learning?
A: AIM has been used to effectively accelerate language acquisition for students learning French, Spanish and Mandarin — the system is applicable across languages — with slight adjustments (especially with respect to the gestures and language patterns) that are specific to each language.

The methodology and its benefits remain the same for any language.

Q: Why do you think teachers should choose AIM when teaching foreign language?
A: AIM is the first methodology that draws from such a wide range of strategies that have proven to be elements of excellent teaching practice.

AIM's unique, kinesthetic, gesture approach ensures that students are speaking constantly from the moment they enter the classroom, even from the first day. Shy and weak students are fully supported by the teacher — they, too, are speaking constantly.

The pared-down language ensures that students learn essential, high-frequency vocabulary and learn to recognize language patterns, to feel the language and what sounds right, much like a young first language learner does.

The contextualization of the pared-down language through story, theater, drama and choreography is highly engaging and draws the students into the language so that they lose their inhibitions and speak freely. It is truly a communicative language teaching approach.

Scaffolded language manipulation activities allow student to experience independent sentence creation very early — this is modeled extensively to ensure that students are successful when they are expected to do this independently with a partner.

The emphasis on creativity with the language — oral and written storytelling and story extension — ensures opportunities for students to proudly demonstrate their developing language skills.

AIM promotes positive reinforcement, cooperative learning to ensure constant opportunities for the development of oral skills, and high expectations of student achievement. It is a structured system within which students have the freedom to be creative.

AIM teachers who use the methodology in full have said that they have never experienced such success with their students before.

Q: Why do you think children give great reviews to AIM?
A: Children want to feel that the time spent in their foreign language class is worthwhile. When students realize that they are developing excellent, true communicative language skills, this is very motivating.

The activities that we use in AIM are fun and engaging, in addition to being very demanding. Students rise to the expectations and are amazed at, and proud of, what they accomplish.
They are learning much more than the language alone in an AIM class — skills that can transfer to other subject areas, such as dramatic arts, public speaking, choreography, story writing and editing skills.

Q: Koreans have difficulty achieving proficiency in speaking English, although they put so much time and effort into learning the language. What do you think Koreans have to do? Will AIM change their attitudes or methods of learning English?
A: The aspect of pleasant repetition to ensure that the language is truly embedded will help

students make the language their own, rather than viewing it as something that we study and analyze, almost like a science.

For students to really learn the language, it has to become part of who they are — in AIM they live the language and produce the language in meaningful ways, every minute of every class! As a result, it becomes very natural for them.

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"This is the nicest conversation we've had in weeks.
Let's not spoil it by talking."

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"Can't we just talk without you dissecting every word I say?"
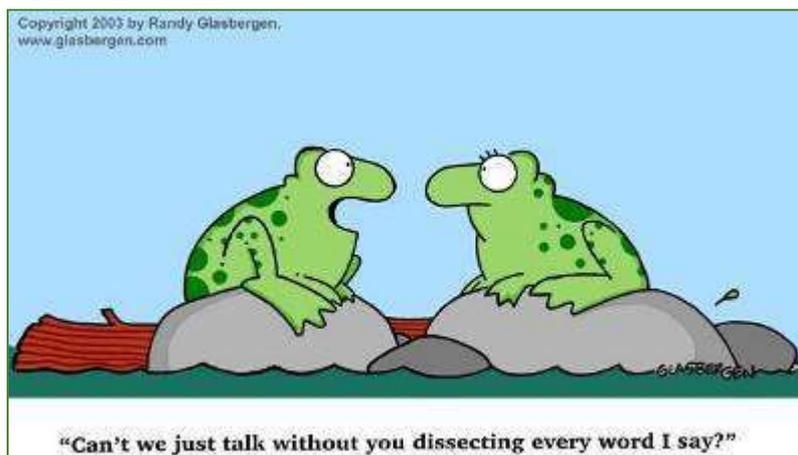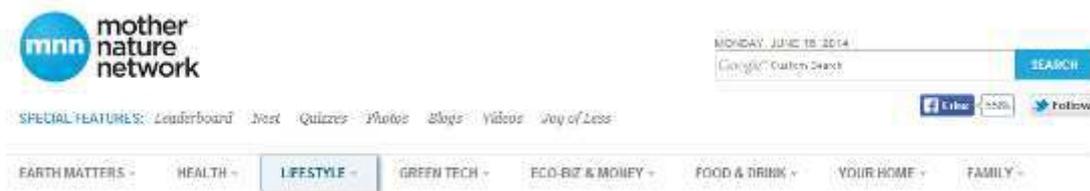
Does the Language you Speak Influence How you Think?

Studies show that our language affects how we experience the world, playing a role in everything from how we save for retirement to the colors we see.

By: Laura Moss
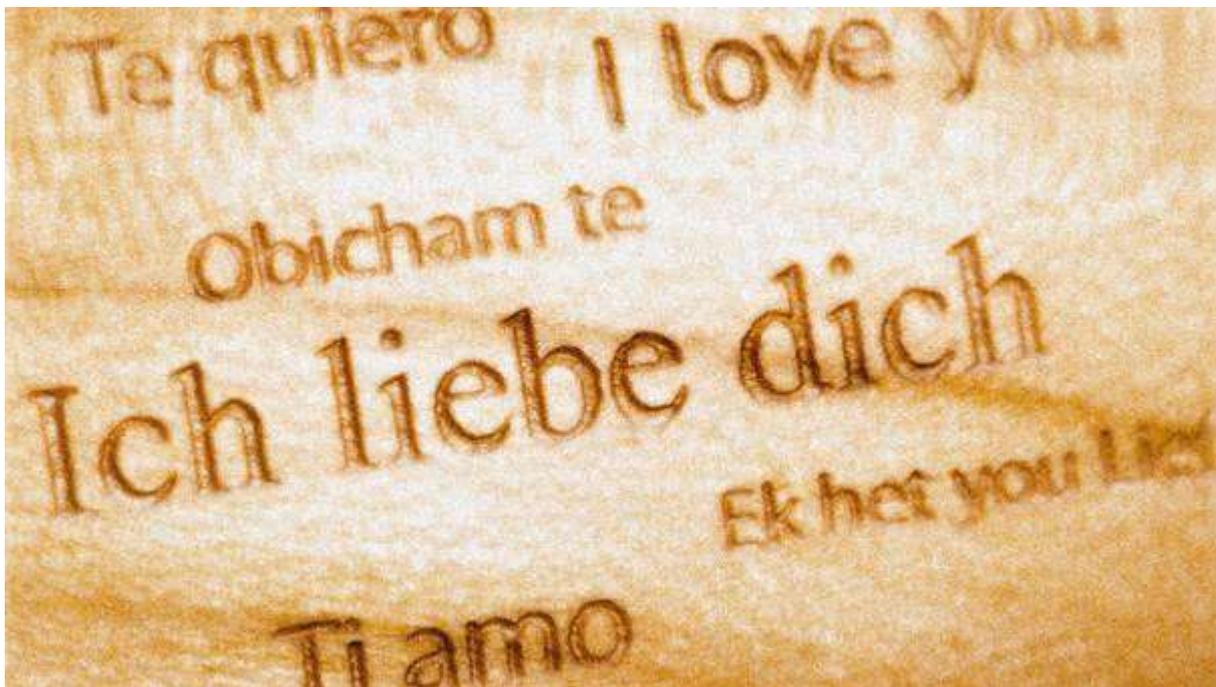
Love is conveyed with different words in different languages — so isn't it conceivable that we also think about love in different ways? (Photo: viZZZual.com/flickr)

Suppose a friend said to you in English, "I'm visiting my uncle." From this sentence alone there's little you can glean about this uncle.

However, if you and your friend spoke Korean and she told you she was visiting her uncle, you'd know several things about him based on what word for "uncle" she used.

Let's say she informed you she was visiting *samchon*. This word alone would inform you that her uncle is her father's unmarried younger brother.

In Korean, as in Chinese, the speaker has no choice but to encode this kind of information into the sentence. The languages require speakers to think about their family relationships when speaking of them.

Linguistic relativity
This is an example of linguistic relativity, or the Sapir-Whorf hypothesis, which holds that the language we speak shapes how we view the world.

When Benjamin Lee Whorf presented his idea in a science magazine in 1940, he argued that our mother tongue prevents us from understanding concepts outside our language.

Whorf's ideas were later rejected based on his claims that if a language has no word for a certain concept, then its speakers won't understand that concept. Our very ability to learn proves this to be false.

For example, unlike German, the English language doesn't have word meaning "the feeling of being alone in the woods," but we can still grasp the concept of *waldeinsamkeit*.

However, research shows that the language we speak does affect how we think and this shapes how we experience the world.

As linguist Guy Deutscher writes, "Since habits of speech are cultivated from the earliest age, it is only natural that they can settle into habits of mind that go beyond language itself, affecting your experiences, perceptions, associations, feelings, memories and orientation in the world."

Take a look at just a few of the surprising ways language influences the way we think.

How we view the future
When economist Keith Chen analyzed data from 76 countries, he found that speakers of "futureless languages" — those that use the same phrasing to describe events, regardless of whether they're happening now, happened in the past or will happen tomorrow — are more likely to save money and make good health decisions than speakers of "futured languages" like English.

Chen concluded that speakers of futureless languages, such as Chinese, are more mindful of how their daily decisions affect their futures because they don't speak of the future in a way that's distinct from the past.

How we orient ourselves
If you spoke Guugu Yimithirr, the language of an Australian Aboriginal community, you wouldn't refer to an object as being to your left or right — you'd say it was northwest or southeast.
Speakers of the language don't even use words like "front" or "behind." When it comes to direction or orientation, they speak strictly in cardinal directions.
According to Stanford professor Lera Boroditsky, about a third of the world's languages discuss space in absolute terms like this rather than the relative ones we use in English.

To speak such a language, you must be constantly aware of where the cardinal directions are,

and research proves that such speakers have an incredible sense of orientation.

From an early age, speakers of Guugu Yimithirr pay attention to their natural environment, noting the sun's position in the sky and the direction of wind, and they develop a memory of their changing orientation as they move through the world.

Children in such societies start using geographic directions as early as the age of 2 and master the system by 7 or 8.

Placing blame
Here's another way language shapes the way we think. Let's say you broke a glass. Whether you smashed it intentionally or simply broke it by accident, in English we'll often say you broke it — regardless of your intent.

But Japanese and Spanish speakers typically phrase such an occurrence as "the glass broke itself."

How the language we speak assigns blame even influences how we remember certain events. One study found that English speakers were more likely to recall who accidentally spilled drinks or popped balloons in a video than Spanish or Japanese speakers.

The effects of gender
In English, we can say we spent time with a friend or neighbor without having to identify the sex of that person. However, languages like French, Spanish and German require the speaker to consider the sex of the person they're referring to.

In addition to assigning a gender to a person, these languages also assign a gender to inanimate objects, and they don't always agree. In Spanish, table (*la mesa*) is feminine, but in German, table (*der Tisch*) is masculine.

English is actually the odd one out among European languages in that it doesn't mark objects as masculine or feminine.

Numerous experiments have shown that assigning gender to inanimate objects affects how we view them. In the 1990s, psychologists asked German and Spanish speakers to describe a list of objects.

Not surprisingly, Spanish speakers deemed clocks and bridges (words preceded by the masculine article "el" instead of the feminine "la") as having manly properties like strength while German speakers, who speak of those same objects in feminine terms, described them as slender and elegant.

A 2012 study concluded that the effects of grammatical gender may have even greater reach. It found that in countries whose dominant language marks gender, female participation in the workforce drops by 12 percent.

How we see colors
Researchers have found that we even perceive colors through the lens of our mother tongue.

Speakers of the indigenous language Zuni don't differentiate between yellow and orange, and studies show they have trouble telling the two colors apart.

However, Russian speakers have different words for light blue and dark blue, and they're better than English speakers at picking out varying shades of the hue.

Essentially, speakers of various languages could view the same painting and experience it differently based on whether their native tongue has a word for the colors the artist used.

Learn more about linguistic relativity in the video below.
Title: How Language Affects Thought <http://vimeo.com/42744105>

http://exclusive.multibriefs.com/content/making-mistakes-is-the-key-to-learning/education
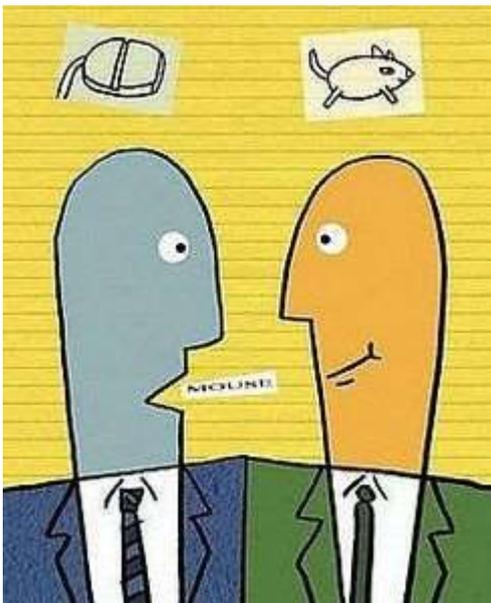
Making mistakes is the key to learning
Brian Stack

"If at first you don't succeed, try, try again."
This phrase, etched into the minds of children for generations, was first popularized in a proverb by British educational writer William Edward Hickson in the late 1800s. It reminds us all how important mistakes are to the learning process. Authors Hunter Maats and Katie O'Brien of "The Straight-A Conspiracy" revisited this concept in their recent article "Teaching Students to Embrace Mistakes."

In this article, Maats and O'Brien talk about the science behind mistakes. They reference the notion of the 10,000-hour rule — a concept widely believed by many to be a benchmark of how much time it takes to become an expert in almost any field.

They define deliberate practice as the process individuals go through to isolate their weaknesses. They wrote: "Mistakes are the most important thing that happens in any classroom, because they tell you where to focus that deliberate practice."

In her article "The Role of Mistakes in the Classroom," New York Times journalist Alina Tugendargued that fear is a big motivator for why students have such a negative perception towards making mistakes.

"If students are afraid of mistakes, then they're afraid of trying something new, of being creative, of thinking in a different way," Tugend wrote.

It is up to teachers to change that perspective so students can be free to practice and make mistakes and focus their deliberative practice on the things that are going to help them learn. Failure to do so would result in a generation of students who will be scared to raise their hands when they don't know the answer to a question and students who would rather ask an adult for help than try something on their own first.

Teachers, mistakes are the key to learning. Here are five ways you can promote that message on a regular basis with your students:

>   1. Require your students to identify exactly where their mistake is coming from, and help them build a plan of action to correct that mistake.
>   2. Encourage students to work through difficult problems and situations on their own or with each other.
>   3. Praise students for their willingness to point out their own mistakes and learn from them.
>   4. Minimize the weight you place for deliberate practice on your students' overall grades. This includes homework and other similar formative assessments.
>   5. Allow students the opportunity to reassess their work for an improved grade. Do this without penalty.

Hickson had it right in his message to children generations ago about trying until one succeeds. Historically, through our grading practices and our interactions with students, we as teachers have created conditions for learning that do not encourage mistakes.

We have developed a mindset that if we drill children over and over again with the same information, they will eventually remember the answer. We can see the damage this is doing to our kids.

It is time we learn from our mistakes and fix this problem once and for all. Our kids deserve better from us.

SELECTED FOR YOU

In this issue of our newsletter, you will find an article on the question of which languages make it easier for pupils to learn math. And yes, TURKISH is one of the main players. The other articles are on the effects of the native language on vocabulary learning in new languages and how intelligence is not fixed.

http://www.wsj.com/articles/the-best-language-for-math-1410304008

The Best Language for Math
Confusing English Number Words Are Linked to Weaker Skills
by Sue Shellenbarger

Turkish students at a school in Istanbul. The Turkish language expresses some math concepts more clearly than English does. *Agence France-Presse/Getty Images*

What's the best language for learning math? Hint: You're not reading it.
Chinese, Japanese, Korean and Turkish use simpler number words and express math concepts more clearly than English, making it easier for small children to learn counting and arithmetic, research shows.

The language gap is drawing growing attention amid a push by psychologists and educators to build numeracy in small children—the mathematical equivalent of literacy. Confusing English word names have been linked in several recent studies to weaker counting and arithmetic skills in children. However,   researchers are finding some easy

ways for parents to level the playing field through games and early practice.

Differences between Chinese and English, in particular, have been studied in U.S. and Chinese schools for decades by Karen Fuson, a professor emerita in the school of education and social policy at Northwestern University, and Yeping Li, an expert on Chinese math education and a professor of teaching, learning and culture at Texas A&M University. Chinese has just nine number names, while English has more than two dozen unique number words.

MATH GAP
The Chinese, Japanese, Korean and Turkish languages express number concepts more clearly than English, making it easier for small children to learn counting and arithmetic, research shows.

The trouble starts at "11." English has a unique word for the number, while Chinese (as well as Japanese and Korean, among other languages) have words that can be translated as "ten-one"—spoken with the "ten" first. That makes it easier to understand the place value—the value of the position of each digit in a number—as well as making it clear that the number system is based on units of 10.

English number names over 10 don't as clearly label place value, and number words for the teens, such as 17, reverse the order of the ones and "teens," making it easy for children to

confuse, say, 17 with 71, the research shows. When doing multi-digit addition and subtraction, children working with English number names have a harder time understanding that two-digit numbers are made up of tens and ones, making it more difficult to avoid errors.

These may seem like small issues, but the additional mental steps needed to solve problems cause more errors and drain working memory capacity, says Dr. Fuson, author of a school math curriculum, Math Expressions, that provides added support for English-speaking students in learning place value.

It feels more natural for Chinese speakers than for English speakers to use the "make-a-ten" addition and subtraction strategy taught to first-graders in many East Asian countries. When adding two numbers, students break down the numbers into parts, or addends, and regroup

Math Games

Video games that can help offset linguistic disadvantages for small children learning to count, add and subtract in English.

- ◆ **Addition Blocks** by Fluency Games
- ◆ **Hungry Guppy** by Motion Math
- ◆ **Hungry Fish** by Motion Math
- ◆ **Match** by Motion Math
- ◆ **Addimal Adventure** by Teachley
- ◆ **Monster School Bus** by New Mexico State University Learning Games Lab

Literal Translations

Here is what some numbers are called in different languages. Several languages other than English more clearly identify the place value of the numbers.

LANGUAGE	17	27
English	'seventeen'	'twenty'-'seven'
Chinese	'ten'-'seven'	'two'-'ten'-'seven'
Japanese	'ten'-'seven'	'two'-'ten'-'seven'
Turkish	'ten'-'seven'	'twenty'- 'seven'

them into tens and ones. For instance, 9 plus 5 becomes 9 plus 1 plus 4. The make-a-ten method is a powerful tool for mastering more advanced multi-digit addition and subtraction problem, Dr. Fuson says.

Many U.S. teachers have increased instruction in the make-a-ten method, and the Common Core standards adopted by many states call for first-graders to use it to add and subtract. First-graders' understanding of place value predicts their ability to do two-digit addition in third grade, according to a 2011 study of 94 elementary-school children in Research in Developmental Disabilities.

The U.S.-Asian math-achievement gap—a sensitive and much-studied topic—has more complicated roots than language. Chinese teachers typically spend more time explaining math concepts and getting students involved in working on difficult problems. In the home, Chinese parents tend to spend more time teaching arithmetic facts and games and using numbers in daily life, says a 2010 study in the Review of Educational Research by researchers at the Hong Kong Institute of Education and the University of Hong Kong.

When Chinese preschoolers enter kindergarten, they're ahead of their U.S. counterparts in the adding and counting skills typically taught by Chinese parents. They're also one to two years ahead on a skill their parents don't teach—placing numbers on a number line based on size, according to a 2008 study of 29 Chinese and 24 U.S. preschoolers by researchers at Carnegie Mellon University.

In math, one concept builds on another. By the time U.S. students reach high school, they rank 30th among students from 65 nations and education systems on international achievement exams, while Chinese and Korean students lead the world.

The negative impact of English is apparent in a 2014 study comparing 59 English-speaking Canadian children from Ottawa, Canada, with 88 Turkish children from Istanbul, ranging in age from 3 to 41/2 years. The Turkish children had received less instruction in numbers and counting than the Canadians. Yet the Turkish children improved their counting skills more after practicing in the lab with a numbered board game, according to the study, co-written by Jo-Anne LeFevre, director of the Institute of Cognitive Science at Carleton University, Ottawa, Ontario. Turkish students learning to count in their native language "mastered it more quickly" than the children learning in English, Dr. LeFevre says.

Dr. LeFevre is among a growing group of researchers exploring how parents can help instill number skills early. Children whose parents taught them to recognize and name digits and practice simple addition problems tended to do well on such kindergarten tasks as counting and comparing numbers, says a 2014 study of 183 children and their parents in the Journal of Experimental Child Psychology, co-written by Dr. LeFevre.

Board games can offset some of the disadvantages of speaking English, though only if played in a specific way. Some kindergartners who played a board game with the numbers 1 through 100 lined up in straight rows of 10 improved their performance at identifying numbers and placing numbers on a number line, according to a 2014 study led by Elida Laski, an assistant professor of applied and developmental psychology at Boston College. The rows of 10 helped children see that the number system is based on tens.

But the children improved only if researchers had them count aloud starting with the number of the square where they had landed; if children landed on square 5 and spun a 2, for example, they would count, "6, 7." This skill, called "counting on," is useful in early arithmetic. Kids who counted starting with "1" for every turn improved their performance only half as much.

Games such as "Chutes and Ladders" can have the same effect if children count on with each turn, Dr. Laski says. Studies show games without numbers in the squares, or set up in a winding or circular pattern, such as Candy Land, don't provide the same benefits.

Just drawing a board game on paper or cardboard and playing it with a preschooler a few times can firm up counting skills. "It's definitely more fun than doing a work sheet, and just as valuable," Dr. Laski says.

Children whose parents exposed them to number games and showed they enjoyed playing with numbers tended to have better skills, according to the 2014 study co-written by Dr. LeFevre.

Math teacher Andrew Stadel wants to pass on his interest in math to his 4-year-old son Patrick. A videogame, "Hungry Guppy" by Motion Math, based in San Francisco, drew Patrick's attention at age 2; players drag together bubbles with dots to add them, then feed them to a fish. He is now playing its successor for older kids, "Hungry Fish." Patrick is "curious about what numbers will pair up to make the desired sum," and if he makes a

mistake, "there's not a huge penalty and it's not deflating to him," Mr. Stadel says.

Such videogames build fluency in doing calculations, freeing mental energy for learning. A game called "Addimal Adventures" by Teachley teaches different strategies for addition, showing "there's more than one way to solve a problem," says Allisyn Levy, vice president of an educational digital-game line, GameUp, offered by BrainPOP, New York City, a creator of animated educational content.

Ten-year-old Luke Sullivan of Marietta, Ga., says a game called "Addition Blocks" by Fluency Games of Smyrna, Ga., helped him learn when he started playing it two years ago. "You realize it's educational, but then you start to enjoy it," Luke says.

Write to Sue Shellenbarger at sue.shellenbarger@wsj.com

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http://medicalxpress.com/news/2014-12-role-native-language-words-languages.html

Research studies role native language plays in processing words in new languages
by Christine Metz Howard

Research at the University of Kansas is exploring how a person's native language can influence the way the brain processes auditory words in a second language.

Because cues that signal the beginning and ending of words can differ from language to language, a person's native language can provide misleading information when learning to segment a second language into words. Annie Tremblay, an assistant professor of linguistics, is trying to better understand the kinds of cues second language learners listen for when recognizing words in continuous speech. She also is studying how adaptive adult learners are in acquiring these new speech cues.

Working with a group of international collaborators in the Netherlands, Korea and France, Tremblay received a three-and-half year, $259,000 National Science Foundation grant for the research.

"The moment we hear a new language, all of a sudden we hear a stream of sounds and don't know where the words begin or end," Tremblay said. "Even if we know words from the second language and can recognize them in isolation, we may not be able to locate these words in continuous speech, because a variety of processes affect how words are realized in context."

For second language learners, some cues are easier to pick

up than others, such as which consonants are common in starting and ending words. An example is the "z" sound, which is a common end to words in English but is not often found at the beginning of words.

Other cues, such as intonation, are harder to master and are more likely to be influenced by a speaker's native language. Tremblay points to English where a stressed syllable is a strong indication that a new word is beginning. But in French the opposite is true; prominent syllables tend to be at the end of words.
"This kind of information can't be memorized in a language such as French. It has to be computed. And this is where second language learners struggle," Tremblay said.

An example of confusion is the French phrase for cranky cat, which in French is "chat grincheux." For a brief second, the phrase can sound like the English pronunciation for "chagrin," a word with French origins.

"If you hear the 'cha' syllable as being prominent, it cannot come from the word chagrin in French because the first syllable of chagrin will not be stressed in French," Tremblay said.

With her international collaborators, Tremblay manipulates intonation cues similar to the example above to test how listeners use these cues to recognize words. In one experiment, participants hear a sentence containing a phrase such as 'chat grincheux,' see four word options on a computer screen such as chat, chagrin and two unrelated words, then are asked to click the correct word. An eye-tracking device determines when and how long the participant focuses on each word.

Another experiment has participants listen to an artificial, made-up language for 20 minutes. They are then asked to identify words in that language.

So far the research group has studied native English and Korean speakers who have learned French, and native French speakers who live in France or in the United States.

One of the more interesting findings is that when languages share more similarities but still have slight differences, it can be harder for second language learners to use the correct speech cues to identify words. For example, in French and Korean, prominent syllables tend to be at the end of words. However, there is one small difference: Korean intonation drops before the next word begins. In French, intonation drops during the first syllable of the next word.

"For English speakers, the differences between English stress and French prominence are so salient that it ought to be obvious and they ought to readjust their system," Tremblay said. "Whereas in Korean they think, 'Oh, this is just like Korean.' It sounds similar, and they don't readjust their use of this information."

Researchers also found that native French speakers who lived in France did better than native French speakers who lived in the United States at using French-like intonation cues to locate words in an artificial language. In fact, the longer a native French speaker lived in the United States, the worse they did at using the cues from their native language.

"This suggests that the speech processing system is extremely adaptive. Despite all the claims

about the existence of a critical period for language learning, the speech processing system is actually very flexible; it might just take a long time to completely override the effects of the native language," Tremblay said.

The research group continues to collect data and plans to include native Dutch speakers who speak French.
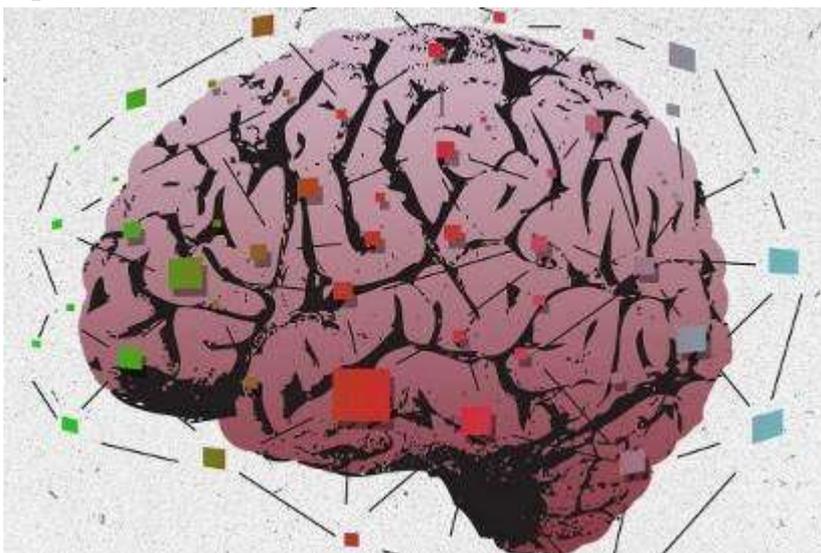
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http://blogs.kqed.org/mindshift/2014/07/new-research-students-benefit-from-learning-that-intelligence-is-not-fixed/

New Research: Students Benefit from Learning that Intelligence is not Fixed
by Arten Popov

Teaching students that intelligence can grow and blossom with effort – rather than being a fixed trait they're just born with – is gaining traction in progressive education circles. And new research from Stanford is helping to build the case that nurturing a "growth mindset" can help many kids understand their true potential.

The new research involves larger, more rigorous field trials that provide some of the first evidence that the social psychology strategy can be effective when implemented in schools on a wide scale. Even a one-time, 30-minute online intervention can spur academic gains for many students, particularly those with poor grades. The premise is that these positive effects can stick over years, leading for example to higher graduation rates; but long-term data is still needed to confirm that.

Earlier, well-designed tests of simple and relatively inexpensive growth-mindset interventions had surprisingly shown improvements in students' grades over weeks or months. For instance, promising results from one famous experiment – an eight-session workshop in 91 seventh graders in a New York City school – led psychology researchers Carol Dweck and Lisa Blackwell to start up Mindset Works, a company that offers a computer-based program called Brainology.

However, all the original intervention studies were small and left some educators and policymakers unconvinced. "Some folks, I think, are skeptical just because the effects are big and because they come from something that's so small," said Stanford behavioral scientist David Paunesku. "And I think it's fair that extraordinary claims require extraordinary evidence." There were doubts, too, whether the classroom-based growth-mindset techniques would work if broadly put into practice without intensive training or supervision from the experts who developed them.

To address those issues, Dweck, Paunesku and associates started the Stanford Project for Education Research That Scales (PERTS) with the goal of conducting large-scale randomized, controlled trials of distilled mindset interventions that were briefer and could be easily delivered by internet. The program, which is directed by Paunesku, collaborates with schools in testing various experimental psychology strategies for shifting the ways students think about their education, so as to motivate them to work hard.

A Light Touch Leads to Meaningful Change

In one intervention trial that was part of his Ph.D. dissertation, Paunesku worked with colleagues to enlist 1,594 students at 13 U.S. high schools, including 519 under-performing teens with the lowest GPAs. In spring semester 2012, the kids all logged online for a 30-minute, no-frills slideshow presentation (which they were only told was part of a general study of how and why students learn).

Half the group watched a lesson explaining the basic anatomy of the brain, but the other half received a growth-mindset "treatment": They read an article that described scientific research findings about the brain's malleability and explained that, just as people can get stronger by working out their muscles, anyone who works out their brain through learning can get smarter. The presentation also noted it could be helpful to try different studying strategies. Then, the teens were asked to summarize what they'd learned by composing a note of advice to a hypothetical struggling student.

For example, as one student wrote, "The more you practice or study the more you learn. Your brain has neurons inside that grow whenever you learn something new. Even though you may struggle in a certain subject the neurons in your brain are making new connections and your brain is getting stronger and smarter. … Struggling in school is absolutely normal and we may feel and call ourselves 'dumb' during these times. If you practice using better ways to study and learn you will get smarter and might struggle less."

By the end of spring term, encouraging changes were afoot, particularly in the students struggling with low GPAs: the proportion who earned satisfactory grades rose to 49 percent from 43 percent the previous semester, a relative gain of 14 percent. Students in the control condition, however, showed a slight downward slide. A 14 percent improvement might not sound like much, but it represents that many more kids who lifted themselves above poor or

failing grades, Paunesku said. "Hopefully, that will put these kids on a different trajectory where they would be more likely to actually graduate high school," he said. Students who don't perform well early in the school year usually end up doing worse and worse and are at risk for dropping out.

Fostering other kinds of academic mindsets may help as well. The same study also tested a "sense-of-purpose" psychology intervention (in a separate 30-minute online session) designed to get the teens to link their schoolwork to a meaningful broader purpose – such as preparing for future goals that "make a positive impact on the world." That motivational strategy was roughly as effective as the growth-mindset training, Paunesku said. (Combining the two didn't add up to a bigger benefit.)

"The hypothesis would then be that later on, when the students take the AP classes or when they just encounter a more challenging concept or when they go off to college, that having these more adaptive academic mindsets will serve them well," he said. To determine whether that's true, the PERTS researchers would have to track the high schoolers' performance over longer time-frames; for instance, they'll be doing two-year follow-ups in some other growth-mindset studies targeting community college students. But such longitudinal work is difficult and costly.

Other not-yet-published, large-scale trials from PERTS and affiliated researchers such as University of Texas (UT) psychologist David Yeager are likewise finding modest boosts in achievement from growth-mindset messages tailored to other learners – ranging from students doing Khan Academy math problems online (who were exposed to single sentences such as, "If you make a mistake, it's an opportunity to get smarter!") to incoming UT Austin freshmen who log into a 30-minute online intervention.

Bringing Growth Mindsets into Schools
Designing online interventions that are quick is critical for wide-scale testing and uptake, Paunesku said, because schools might be hesitant to relinquish class time for them. The PERTS growth-mindset session is much shorter than Mindset Works' Brainology curriculum for middle students, which entails weekly lessons over five to 16 weeks and costs $20 per student for a group of 20 or more. Paunesku and his colleagues are now updating their no-frills interventions with a higher production quality and more engaging content. If further research confirms effectiveness and enough funding support is available, they'd like to make the materials freely accessible to schools, he said.

But Paunesku cautions that "academic mindset interventions are not magic bullets." There may be many reasons why half of the low-performing kids who received the growth-mindset lesson still failed to earn satisfactory grades. Some may not have found the online presentation persuasive enough, he said, if they grew up repeatedly hearing "fixed"-mindset attitudes – such as, "some people are just bad at math" – from parents and peers. And even if students adopt a more adaptive mindset, other obstacles may still loom: A child might have trouble focusing in class because he's hungry or anxious about being bullied, or he may not get enough support from his parents with homework.

Paunesku's high school study is valuable in showing how small changes can have a surprising impact, similar to effects seen in other previous studies of brief growth-mindset messages, said Blackwell, vice president at Mindset Works (which also collaborates with PERTS).

However, not only is it not yet known how well the positive impacts of growth-mindset interventions are sustained in the longer term as students encounter more significant challenges and failures in the real world, she notes, but none of the methods work for everybody or do anything to change the classroom contexts in which kids learn.

That is why, Blackwell said, rather than approaching mindsets "solely as an isolated belief within an individual's psychology," Mindset Works has broadened its focus to "changing school and classroom cultures and providing individuals with the tools and strategies to sustain a growth mindset over time." The company rolled out an educator toolkit in 2012 to guide teachers and administrators in cultivating a growth mindset throughout a school.

Paunesku agrees that changing school culture is likely to be fruitful. To complement its half-hour online student interventions, PERTS plans to release an open set of growth-mindset professional development materials, starting with math teachers next year. "There's so much more good that could come if we could effectively communicate to teachers and train teachers how to do this in day-to-day classroom practices," he says.

Experimenting in the Trenches
For many teachers, the growth-mindset philosophy is appealing because it makes intuitive sense. At Cobleskill-Richmondville High School in rural upstate New York, assistant principal Casey Bardin has informally experimented with various academic mindset strategies inspired by work at Stanford, including tactics to bolster a sense of social belonging in disadvantaged students.

Last fall, he held one-on-one "goals meetings" with 70 pupils who were flunking three or more classes. Most lacked a support system at school, with no one to relate to there, he said. Bardin offered encouragement by explaining that intelligence grows with hard effort, and then suggested trying different studying tactics. One kid – an African-American in a predominantly white school – was failing math and four other subjects. After Bardin connected him with a senior who could help him with math, the two teens worked together in study hall every day. By spring, the African-American student was passing all his classes.

Similarly, 29 other under-performing students improved their grades after four weeks, with more than half of them no longer failing any courses. By May, 40 of the 70 had pulled up their academic standing. "I was very excited," Bardin said of the experiment. He now hopes to get buy-in from teachers and other administrators at the high school to expand that work and, down the road, possibly adopt Mindset Works programming, tough budget constraints permitting. Cobleskill-Richmondville High plans to participate in a PERTS research trial next academic year.

REFLECTIONS ON AN INGED EVENT IN NEVŞEHIR
26 and 27 September 2014

Summarized by
Prof. Dr. Aydan Ersöz

On 26 – 27 September 2014, an INGED and Nevşehir Provincial Directorate of National Education co-event was held in Nevşehir. On behalf of INGED, Prof. Dr. Aydan Ersöz held two sessions entitled "Sample Lesson for Young Learners" and "Songs and Nursery Rhymes for Young Learners. Büşra Delen also held two sessions: "Sitcoms in the Classroom: Some Handy Samples" and "Various Activities to Liven up Lessons". M. Nazlı Güngör had one called "Various Activities for Young Learners" and M. Akın Güngör "Videos as a Teaching Tool in Integrated Language Activities". They also had a joint session with the title "Implementing CEFR in Speaking Skills". We had about 300 people as our audience, mostly the teachers in the province.

You can find a brief summary of one of the sessions below.

INGED ELT EVENT, Nevşehir

Venue: Nevşehir Hüseyin Avni İncekara Fen Lisesi Konferans Salonu

Date: September 26-27, 2014

Programme

Day 1; 26 September 2014 Friday

10.00 - 11.00 *Sample Lesson for Young Learners*
Prof. Dr. Aydan Ersöz

11.00 – 11.15 Break

11.15 - 12. 15 *Various TPR Activities for Young Learners*
M. Nazlı Güngör

12.15 – 13.30 Lunch

13.30 – 14.30 *Sitcoms in the Classroom: Some Handy Samples*
Büşra Delen

14.30 – 14. 45 Break

14.45 – 15.45 *Videos as a Teaching Tool in Integrated Language Activities*
M. Akın Güngör

15.45 – 16.00 Break

16.00 – 17.00 *Various Activities to Liven up Lessons*
Büşra Delen

Day 2; 27 September 2014 Saturday

10.00 - 11.00 *Songs and Nursery Rhymes for Young Learners*
Prof. Dr. Aydan Ersöz

11.00 – 11.15 Break

11.15 - 12. 15 *Implementing CEFR in Speaking Skills*
M. Nazlı Güngör and M. Akın Güngör

Songs and Rhymes for Young Learners
Prof. Dr. Aydan Ersöz

Why songs, chants and rhymes?
They are

- Motivating
- Memorable
- Fun
- Contain intrinsic phonology: rhythm and accentuation, key and intonation
- Useful to introduce chunks
- Helpful to develop the students' right-brain (emotional side).

How to use songs, chants and rhymes?
STEPS:
1. Say the chant or rhyme. / Sing the song.
2. Clearly point to objects/pictures that clarify meaning or demonstrate the actions that you want them to do.
3. Repeat the chant/rhyme/song; students try to accompany you physically and verbally as much as they can.
4. Repeat as many times as necessary.
5. You can ask your students to stand up, sit on the floor, make a circle, or stand in a row when they join the activity.

Examples
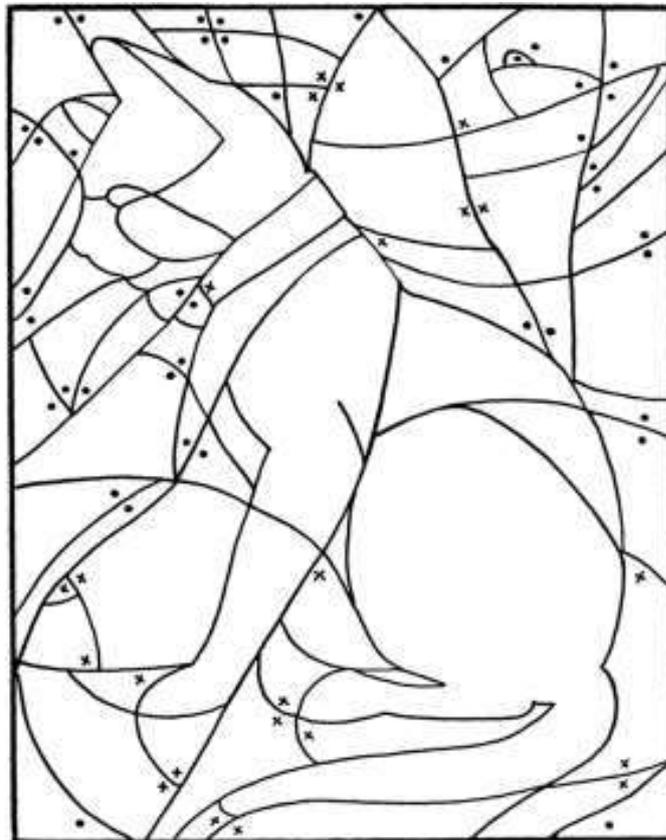**Chant:** **Where's the cat?**
Activity 1: Art

Color:

●: **BLUE**

X: **RED**

What do you see in the picture?

Activity 2: Handcraft activity

Materials-
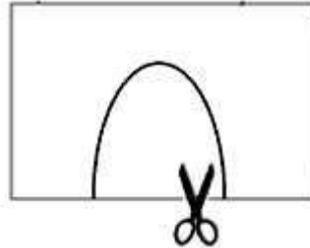2 sheets of standard size white handcraft cardboards
Scissors
Colored pens or crayons
Glue

Instructions:

Fold one cardboard into two.
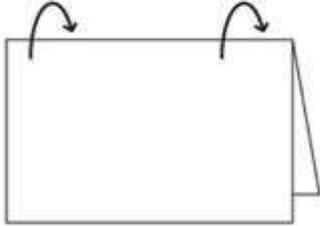
Draw an upside down U shape. Cut the inner side out.

On the other cardboard, draw a head of a cat. Don't forget the ears. Draw eyes, a nose and a mouth. Add whiskers.
Cut along the outer line.

Paste the head to one side of the body. Color your cat.
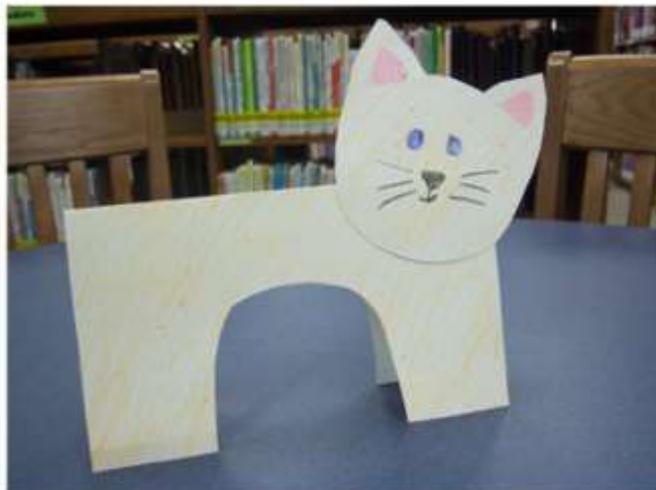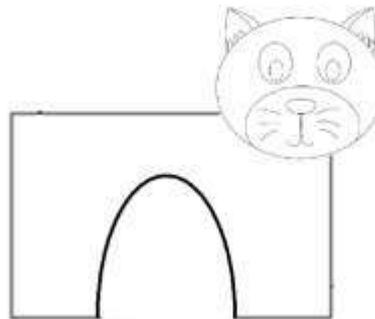
Activity 3: Writing and reading aloud

**Activity 3:
What is the first letter?**

___ a t

___ a t
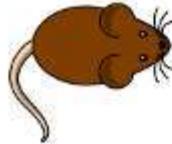
___ a t

___ a t

___ a t

Activity 4: Let's sing

Cat, cat ... Where's the cat?
Cat, cat ... It's on the mat.

Cat, cat ... Where's the cat?
Cat, cat ... It's in the hat.

*
* Cat, cat ... Where's the cat?
Cat, cat ... It's near the rat.   *

Cat, cat ... Where's the cat?
Cat, cat ... It's after the bat.

Rhyme: **Humpty Dumpty**
Activity 1: Trace the lines. What do you see?
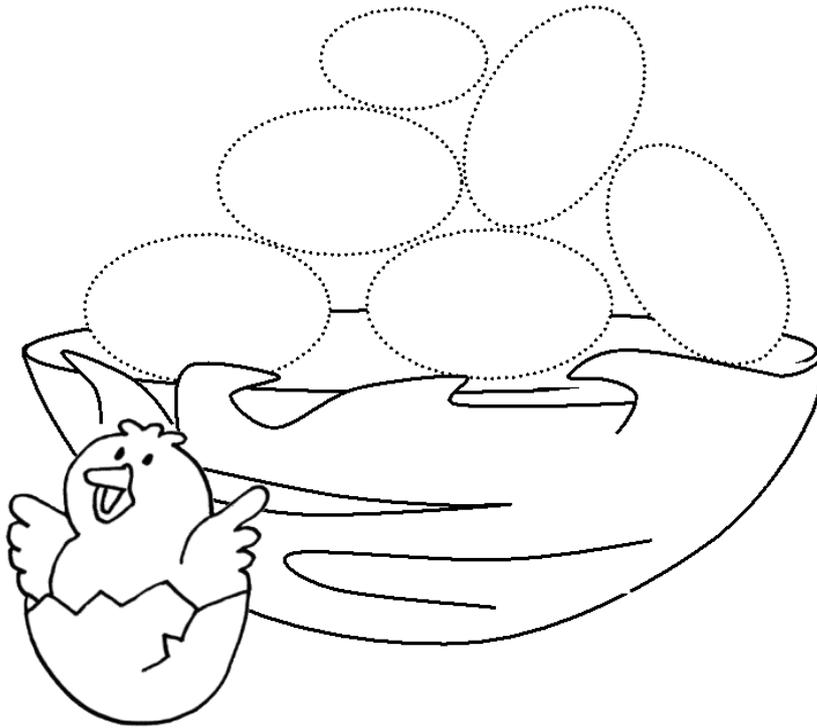
ACTIVITY 2- Draw two eyes, a nose and a mouth above the line. Make a face for this egg man. His name is Humpty Dumpty.
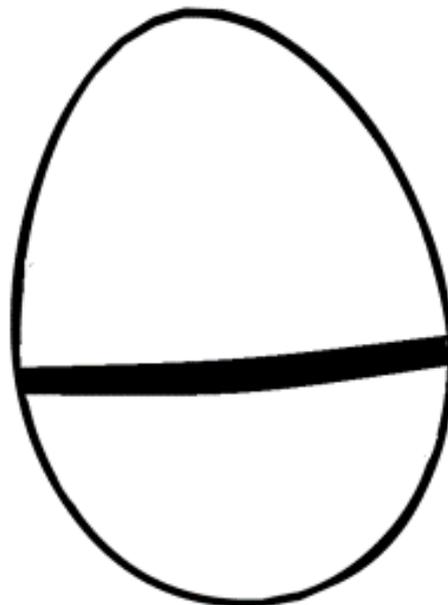
ACTIVITY 3- Look at the picture. Show THE KING, THE KING'S HORSES, THE KING'S MEN.
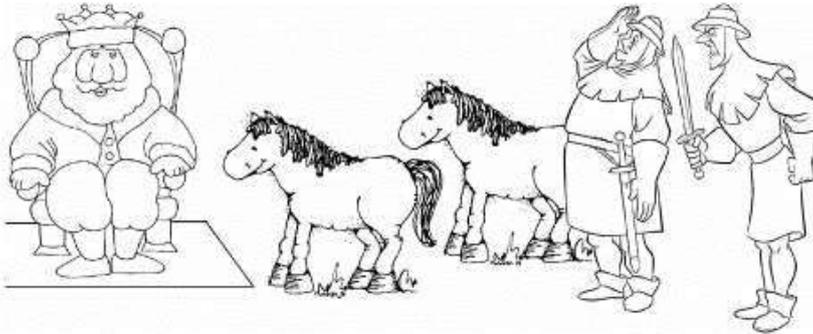
ACTIVITY 4- Listen to the nursery rhyme and watch your teacher.

HUMPTY DUMPTY

Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.

All the king's horses and the king's men

Couldn't put Humpty together again.

ACTIVITY 5-

· Say the rhyme with your teacher. Act it out.

· Say the rhyme faster and faster.
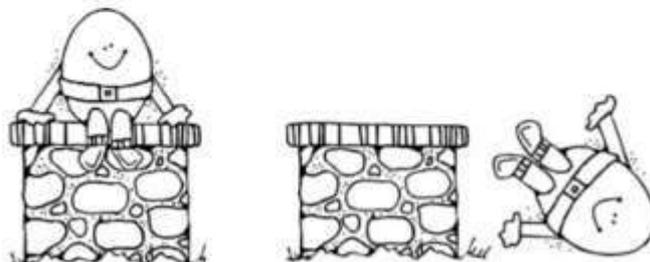
ACTIVITY 6- Make Humpty puppets.

Materials: a piece of cardboard,
crayons or coloured pencils, scissors

1. Draw Humpty Dumpty on the cardboard.
2. Colour it.
3. Cut it.
4. Cut out the finger holes.
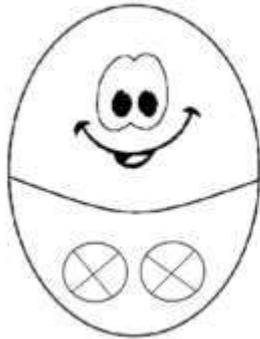
5. Your puppet is ready.

ACTIVITY 7- Use your puppets and say the rhyme again.

ACTIVITY 8- Coloring

Color the picture.
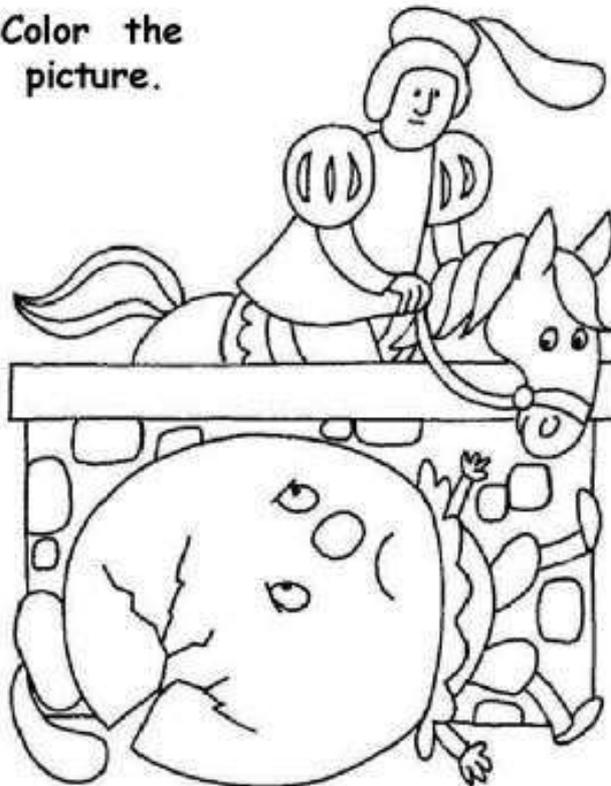
ACTIVITY 9 - Cut the pictures. Paste them onto another paper in their right order.
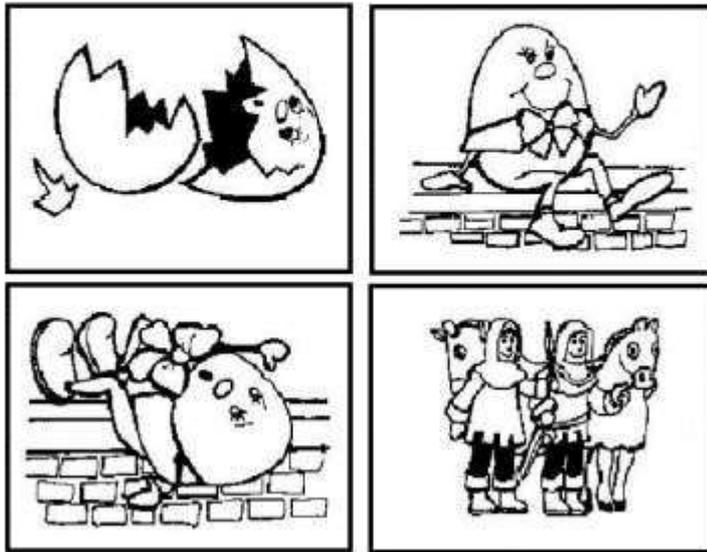
ACTIVITY 10- Craft activity

Cut and paste. Put Humpty together again.
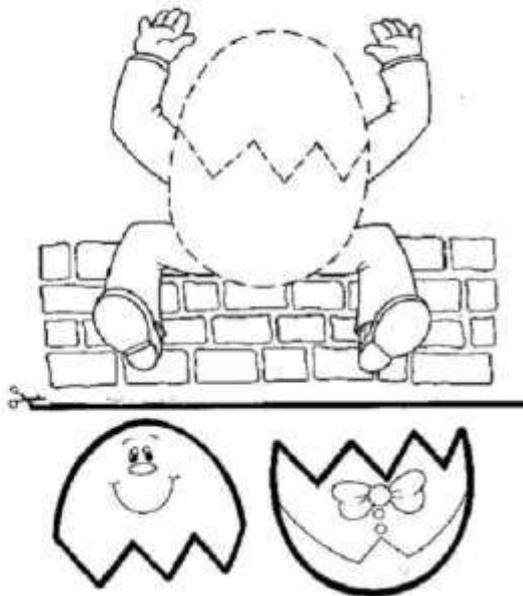
REFLECTIONS ON AN INGED VISIT TO THE INTERNATIONAL BURCH UNIVERSITY IN SARAJEVO, BOSNIA AND HERZEGOVINA
18 November 2014

Summarized by
Prof. Dr. Aydan Ersöz
INGED President

The International Burch University in Sarajevo, Bosnia and Herzegovina hosted many prominent scholars for the workshops and conferences in the last three years. In November 2014, they invited me to conduct workshops for their students. On 18 November 2014, I held two workshops there.

The first one was 80 minutes long and it was for the undergraduate students (about 120 students). The title was **Teaching English to Young Learners**. First, we had a short interactive introduction part where we talked about the characteristics of young learners and the techniques that are suitable for them. Then we had a sample lesson with a story as the core. We used several techniques such as art and craft activities, games, songs, storytelling and dramatization. The students were extremely enthusiastic and we had great fun.

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The second session was 80 minutes long and it was for the graduate students (about 50 students). The title was **Implementing the 5E Model in English Classes.** In the first part of the session, we talked about how people learn and different learning theories but we mainly focused on constructivism. In the second part, we had a sample lesson. We used a song as the main listening activity but we exploited many different kinds of activities to implement the 5E model.

REFLECTIONS ON
AN INGED AND KÜLTÜR UNIVERSITY CO-EVENT
IN İSTANBUL
22 November 2014

Summarized by
Prof. Dr. Aydan Ersöz
INGED President

The İstanbul Kültür University hosted an INGED event on 22 November 2014. On behalf of INGED, I held a plenary session and also took part in the panel. Dr. Suzan Öniz had two sessions, the first one was a short promotion of INGED and the second one was on creativity in the English classroom.

The audience was enthusiastic and extremely excited about the topic. With this audience and colorful presentations, the event turned out to be a great success.

In my session, together with the audience, we discussed whether we agree or disagree on some statements about teachers. We also talked about why. You can find a different version of my session below.

WHAT MAKES A GOOD TEACHER
Prof. Dr. Aydan Ersöz

Teachers have a direct influence not only on the student achievement and academic growth but also on student attitudes and belief systems. Motivating students begins with a motivated

teacher. If the teacher is motivated and enthusiastic about what he/she is doing, then there is a greater probability that students will be motivated as well.

T is for Tactfulness: showing skill and sensitivity in dealing with people; having or showing a sense of what is fitting and considerate in dealing with others. Good teachers know that students are human beings who want to be treated with respect and care.

E is for Even-temperedness: not getting easily irritated; remaining calm; having an easygoing and cheerful disposition. They know that the aggression, negative attitudes and behaviors cause more negative reactions. When a problem occurs, they remain calm and avoid personal confrontation. This keeps them calm and in control of students, of them and the situation.

A is for Adequacy: being competent in English and in methodology; knowing the subject well. Good teachers know the material and present it well. They have the necessary command over the subject matter they teach. This way, they can be more comfortable and confident.

They create ongoing and regular opportunities to learn from each other and improve their language skills. They know that ongoing professional development keeps them up-to-date. They
- Do action research (classroom-based research), work with colleagues, do peer observation;
- Join in professional development activities such as attending seminars, workshops, conferences;
- Read books and other publications to catch up with the new ways, new ideas, new systems, and new approaches;
- Subscribe to professional publications such as journals and magazines;
- Be a member of a professional organization or association to develop a professional identity; and/or,
- Do academic studies (join a Master's or PhD. Program).

C is for Commitment: dedication; the act of binding yourself (intellectually or emotionally) to a course of action. Good teachers try their best for quality teaching. They are well-organized and disciplined. They have passion and compassion which motivate students and make learning interesting, exciting and important.

H is for Humor: the ability to be amused by things, the way in which people see that some things are amusing or the quality of being amusing and funny. Good teachers know that a good sense of humor reduces barriers and lightens the atmosphere. A good sense of humor and wit also increase teacher popularity.

E is for Encouragement: inspiration, motivation; the action or power of moving the intellect or emotions; the action or power of giving someone confidence to do something. Good

teachers know that they can change a young person's life by helping them to realize their potential, helping them to grow, helping them to find their talents, skills and abilities.

R is for Rapport: relation marked by harmony, conformity, accord, or affinity; a good understanding of someone and an ability to communicate well with them. Good teachers have the ability to bond with their students, to understand and resonate with their feelings and emotions.

Good teachers are good and effective communicators. They know how to listen and build empathy, and how to establish respectful and trusting relationships with their students.

A Poem by Sylvia Chidi

A bad or a good teacher
A bad teacher is negatively pessimistic
A good teacher is positively optimistic

A bad teacher swears all the time
A good teacher cares in their prime

A bad teacher passes on rude fear
A good teacher has on good ears

A bad teacher discourages
A good teacher encourages

A bad teacher despairs
A good teacher prepares

A bad teacher likes to bitch
A good teacher likes to teach

A bad teacher shouts every moment
A good teacher scouts for every talent

A bad teacher is up for crude devices
A good teacher is up for good advice

A bad teacher lets students fight on in the dark
A good teacher sets students on the right track

A bad teacher feeds on their looks
A good teacher reads many books

A bad teacher sings along with wrong faults
A good teacher brings along the right results

REFLECTIONS ON AN INGED AND KÜLTÜR UNIVERSITY
CO-EVENT IN İSTANBUL
22 November 2014

HOW TO REALIZE LEARNER AUTONOMY
IN OUR EFL CLASSES
Presented by
Leni Dam
IATEFL Learner Autonomy Special Interest Group Coordinator

Summarized by
A. Suzan Öniz
INGED Vice-President

On 22 November, INGED held a co-event with Istanbul Kültür University with the great support of Prof. Dr. Birsen Tütüniş and her team of enthusiastic young instructors and students. The session that I would like to summarize was delivered by Leni Dam, the IATEFL LA SIG Coordinator. Leni's presentation was called "How to realize learner autonomy in our EFL classes." Here are some of the points she made:

Defining learner autonomy

- Learner autonomy is characterized by a **readiness** to take charge of one's own learning in the service of one's needs and purposes. This entails **a capacity** and **willingness** to act independently and in co-operation with others, as a sociallly responsible person. (Dam 1995:1, adapted from Holec 1981:3)

- Learner autonomy does not entail an abdication of initiative and control on the part of the teacher: she remains responsible for ensuring that learning happens. **Developing learner autonomy is the teacher's responsibility.** (Little, 1991, Dam, 2003)

Why learner autonomy (1)

I TAUGHT SPOT HOW TO WHISTLE

I CAN'T HEAR HIM WHISTLING

I SAID I TAUGHT HIM I DIDN'T SAY HE LEARNED IT.

Learners do not necessarily learn what teachers believe themselves to have taught

Why learner autonomy (2)

"To learn is to develop relationships between [what is already known to the learner and the new knowledge presented to him], and this can only be done by the learner himself ". (Barnes 1976:78)

Engaging the individual learner in his/her own learning secures **differentiation**

Why learner autonomy (3)

"No school, or even university, can provide its pupils or students with all the knowledge and the skills they will need in their active adult lives. [...]

It is more important for a young person to have an understanding of himself or herself, an awareness of the environment and its workings, and to have learned how to think and how to learn."

(Trim 1988 :3)

Learner autonomy prepares for **life-long learning**

Why learner autonomy (4)

"The schools that kids love have the quality of active learning environments, allowing students to become shareholders of their own learning." (Rogers 1969:9)

Learner autonomy supports and develops **self-esteem** and **self-respect**, and as a result, respect for others.

Developing learner autonomy – a model

Teacher directed

Learner directed

Plan what to do
↓
Carry out the plans
↓
Evaluate the outcome
↓
Decide on next step
↓
Negotiation/Cooperation
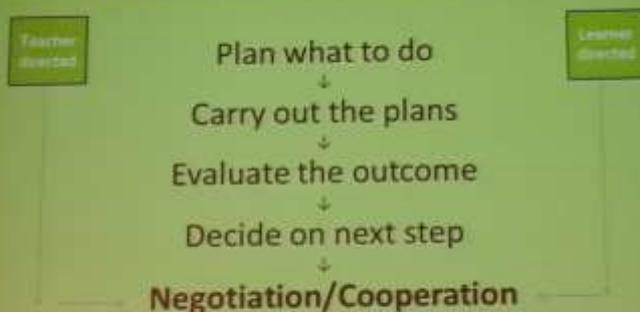
From a focus on teaching to a focus on learning

Developing learner autonomy

Curricular guidelines

Homework

Parents

How to get learners actively involved

What about grammar

Evaluation / Assessment / Marks/Exams

???????????

Too good to be true

Peer-tutoring

Motivation

Clear demands and expectations

That's it! Enough for today!

See you tomorrow!

!!!!!!!!

I thought I could decide myself!

Homework: Extending learning to outside school

Ideas for homework

- Make word cards with new words
- Find a picture, write a text (picture+text, small books, brochures)
- Do things for work in pairs / groups (find a picture / make questions for your partner, ideas for two minutes' talk, ideas for plays / stories, information needed for a topic, practise presentation, etc.)
- Practise for individual progress (new words, pronunciation, writing, reading aloud, etc.)

Rules for homework

- Homework is a must.
- You can choose from the list of ideas.
- You must be able to do your homework without the help of your parents.
- Whatever you choose should be so interesting that you can't help doing it.
- You must always read in your extra reader – till you have come across at least 5 new words.

(Rules made in cooperation between teacher and learners)

Documentation of teaching / learning

- The teacher's **logbook** includes an expected plan for a lesson and the result.
- The students' **logbooks** show the process of learning.
- The **portfolio** shows the outcome of learning. Examples of pages from books, projects, essays, dictations, tests, etc (show-case)
- The **posters** show the shared experiences in class (What is a good teacher / student, what is good group work, what is a good presentation, etc.)

Together these tools show the progress of teaching / learning.

Students' logbooks

Contents:

1. Day and date
2. Things I do
3. Things I have learned
4. Evaluation

First English lesson - An example of mixed ability at beginners' level

Involvement of parents

High degree of information about the set-up of teaching and learning:

- What we do (a plan for a period).
- Why we do it (e.g. the curricular guidelines).
- How we do it (e.g. the use of logbooks and portfolios, homework to be done).
- Expectations to parents (taking part in their children's learning / showing interest in their homework).

Important elements in the autonomous classroom
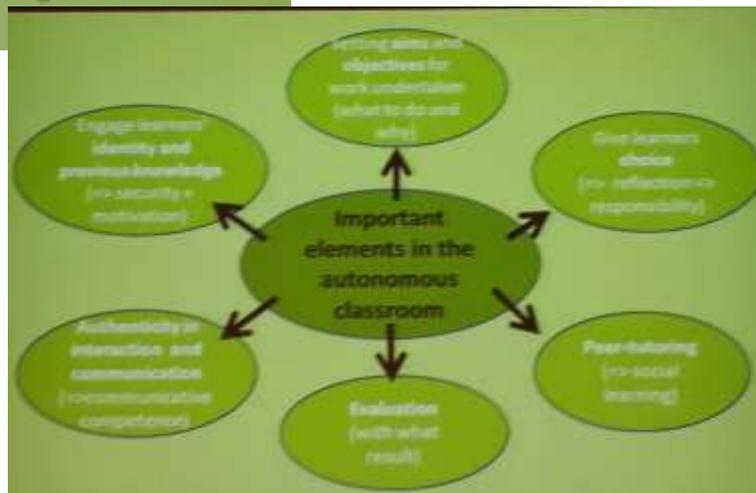
Setting aims and objectives for work undertaken

- Curricular guidelines / demands: *At intermediate level give the learners the guidelines / demands*
- Within the objectives for a coursebook lesson / unit
- Based on previous work / tests / presentations: *I want to become better at ___ / to practise ___, because ___*
- An example of a personal contract: *"My personal contract for April: I will read aloud from my book when I am sharing homework to practice my articulation. I will write some stories as homework, to practice my spelling and written language." (Karsten, 4*[th]* year of English)* (Dam, 2006:270)

Continuous „daily" evaluation (Looking back / planning ahead)

- **Self-evaluation** at the end of a lesson / week in the logbook – or when giving in an assignment
- **Peer-evaluation** of group work, peers' presentations, peers'essays, etc.
- **Teacher-evaluation** directly to individual students in logbooks – normally when asked for, to groups, of presentations – when together time
- **Evaluative formats:** - Indication on lines 0————————10, because

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Via questionnaires - Why do you learn English?
- How do you / how can you learn English?
- What is a good teacher? What is a good learner?
- What is a good group work?
- What makes you feel good / sad?

Via activities types - Do they give scope for personal involvement and use of their previous knowledge about learning, the outside world, relations, etc. (Good examples: text production in groups, making plays, ...)

Final remarks

Developing learner autonomy is not

- a do-as-you-like undertaking for the learners,
- a matter for the learners to learn on their own.

Developing learner autonomy is

- something that you as a teacher do **together with** your learners (cf. Dam 1995). You become a co-learner. They become co-teachers.

Result

- *I have become a human being in my class*

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.

SOMETHING TO THINK ABOUT

What exactly is "flipped learning" or a "flipped classroom" and is this a method? Here are two articles on the topic…

http://exclusive.multibriefs.com/content/flipped-classrooms-a-technology-driven-teaching-method

Flipped classrooms: A technology-driven teaching method
Archita Datta Majumdar

Flipped classrooms promise a more innovative and interesting mode of learning and teaching. Perhaps no other emerging technology has created such a stir in the education world as this one, leading to heated debates, a spate of analysis and studies, parent-teacher meetings and more administrative and expert involvement than ever before.

But let's look beyond the flurry of activity and realize how healthy this idea is. Education reforms are big issues, and every decade sees major reforms come into play. Seldom has there been a concept that merged reforms and technology so well and opened up the way the modern generation should be taught.

What does "flipping the classroom" mean?

It means that students gain their <u>first exposure to any new study material outside the class</u>, through various reading or lecture videos at home. Listening to lectures may be construed as lower levels of cognitive work, which does not require too much help.

They can then use the knowledge they have gained at home through these videos to apply them in their assignments at class the next day. The application of this knowledge — analyzing and solving problems, and engaging in debates and discussions — are considered higher forms of cognitive work. These need teachers' help and focus more than the lectures, and there can be a healthy interchange of knowledge between peers as well.

Traditionally, students have listened to lectures in class and have done the assignments later as homework. <u>By flipping this process</u>, teachers can ensure a better participation and engagement of students for the subjects and, more importantly, can give them more time and attention for every subject.

Also called the reverse instruction method or a backwards classroom, this method has already proven that it can bring about major changes — not only in the process of

knowledge assimilation, but also in curbing failure and dropout rates. With direct teacher help for problems at hand, the method has a way of benefiting all students, the brighter ones as well as the ones who need more help.

Clintondale High School near Detroit is one of the fore-running "flipped schools" in the country with successful results to showcase for their efforts. The school, which had one the highest failure rates in the region, has since dramatically improved its records.

Teachers and administrators saw all-around progress with failure rates in major subjects dropping from 30 percent to under 10 percent. Dropout rates are also affected, positively. More than 90 percent of students are graduating now while their college attendance rate has risen from 63 percent in 2010 to 80 percent in 2012.

By braving the new technologies and teaching methods, Clintondale has now set the standard for educational reform and has seen more than 200 education officials visit its premises over the past year to learn more about their model.
One reason for the outstanding success of the flipped classroom concept is the brilliant use of technology to make students accountable for their knowledge. Traditionally, how much they are absorbing during lectures and how much they are applying themselves during assignments could not be fathomed in exact estimates. Also, if they missed out on a point during the lectures, it was difficult to realize until it was too late.

But with online videos that students can pause, play and practice on, they can go back to any point of the lecture at any time. They also know that if they don't learn and garner that knowledge well, they will not be able to perform in class the next day, which creates an added incentive for paying attention. Most importantly, children today are more comfortable with digital devices than any other mode of communication, and online videos make the perfect platform for their daily lectures.

The videos — or rather "vodcasts" — that teachers make for their students help them assimilate all relevant information faster without the usual classroom interruptions. In the class, they now spend more time per student and help them learn better according to their individual abilities.

This progressive method is the brainchild of Jonathan Bergmann and Aaron Sams whose official site, the Flipped Learning Network, is a veritable resource for teachers to learn more about this new-age method of teaching.

Flipped learning is perfectly leveraging the power of the Internet with all kinds of digital devices that have become inseparable parts of our lives — from laptops to smartphones to tablets. It effectively engages students' minds with not just the Internet and the digital revolution but also with the basic science of assimilation and absorption: the audio-visual mode affects the brain faster than the one-dimensional paper module.

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In 'Flipped' Classrooms, a Method for Mastery
By Tina Rosenberg

In traditional schooling, time is a constant and understanding is a variable. A fifth-grade class will spend a set number of days on prime factorization and then move on to study greatest common factors — whether or not every student is ready.

But there is another way to look at schooling — through the lens of a method called "mastery learning," in which the student's understanding of a subject is a constant and time is a variable; when each fifth grader masters prime factorization, for instance, he moves on to greatest common factors, each at his own pace.
Mastery learning is not a new idea. It was briefly popular in the 1920s, and was revived by Benjamin Bloom in his paper "Learning for Mastery" in 1968. It has shown dramatic success — compilations of studies can be found here and here.

One of the advantages of mastery learning is that the student, not the teacher, leads — and we know that people learn far better when they are actively involved. The teacher provides materials, tools and constant support. Students set their own goals and manage their own time.

In a traditional classroom, the teacher must aim the lecture at the middle, leaving the faster learners bored and the slower ones lost. Differentiation and personalization are big challenges. But the mastery system allows each student to learn at her own pace.

Mastery also rewards students for actual learning. A student cannot simply turn in a shoddy paper, take the D and move on. If she turns in shoddy work, she *can't* move on. She has to keep trying until she demonstrates she fully understands.

Despite these advantages, mastery learning never caught on, mainly because it was a nightmare for teachers. One problem was how to do direct instruction; a teacher can't give five different lectures in one class. The other was how to test students. Multiple versions of a test were needed so students couldn't pass them to friends who would be taking them later.

But some teachers are now reviving mastery learning. What is making it feasible is the flipped classroom, a method I wrote about in my most recent column.

In a flipped classroom, teachers make videos of their lectures introducing new concepts and assign them as homework. That frees up precious class time to work directly with students on projects, exercises or problem sets — the stuff that students would traditionally do at home. Now instead, of struggling alone, students can do the most important work with a teacher or peers who can help.

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(Incidentally, many of those who commented in response to my flipped classroom column asked: where's the reading? The answer is: where it always was. Students still read for homework. But in a flipped classroom, they won't do problems at home any more — they'll watch the lectures instead.)

Thousands of teachers are experimenting with flipping their classrooms in elementary schools, law schools and everything in between. Jon Bergmann, a former chemistry teacher who used flipped learning and now teaches others about it, lists 15,000 members in the Flipped Learning Network.

But a handful of innovative teachers are venturing further, using the flipped classroom to employ mastery learning — "flipped mastery," as Bergmann and his fellow chemistry teacher Aaron Sams call it in their book, "Flip Your Classroom: Reach Every Student in Every Class Every Day." Since the flipped classroom eliminates the whole-class lecture, they've realized, it has also eliminated the reason for students to work at a uniform pace.

Tim Kelly, who teaches math at a high school in Baumholder, Germany, which serves children of United States military families, heard about the idea when he sat next to Sams on a bus trip when they both won the Presidential Award for Mathematics and Science Teaching.

When Kelly came back from the ceremony in December, 2010, he talked excitedly about flipped mastery with his colleagues Corey Sullivan and Mike Brust.

That's crazy," said Sullivan; it sounded radical and chaotic. "No way should we ever do that."

But as spring approached they decided to try it. "We had some struggles with our kids," Sullivan said. They figured it couldn't hurt to try something new.

They worked around the clock through spring break to design the course and create materials. "We put in 40 to 60 hours outside school just for a unit," Sullivan said — and there were 12 units per course. They had to make all the videos; such a quick switch was only possible because they divided the work among them. (They now call themselves the Algebros[1]. They post all their lessons and materials online; feel free to borrow.)

The fourth Algebro, Spencer Bean, who also won the Presidential Award, had stuck with the traditional way. But then his daughter went through Kelly's flipped mastery Algebra 1 class, and he was converted. "Here I am with this award and I'm going to throw away everything I've been doing that I just got an award for," he said.

Setting up a flipped mastery class is a second full-time job, and the method can also demand more teacher time before and after class to make sure every student gets personal attention. But teachers also say that it saves them time on the paperwork. Tom Driscoll, who uses flipped mastery to teach history at Putnam High School in Putnam, Conn., notes that he no longer has to write daily lesson plans.

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[1] See the screen shot of the explanation of the method on the Algebros site at the end of this article.S. Ö.

Another advantage: less (or no) student work to grade at home. "We stopped grading papers in the sense of taking them home and having stacks and feeling guilty for not doing them," said Bergmann. "Everything they turned in we went over in class. There's a lot of teaching in the grading process." After the student takes the test or turns in a project designed to demonstrate mastery, the teacher sits with the student and goes over the work, providing immediate feedback. Bloom called this formative assessment. (There's no reason teachers couldn't do this in any classroom. But it's far less feasible when 30 kids are taking the test together.)

"There's my one-on-one time with students," said Brian Gervase, who uses flipped mastery in his pre-calculus class at Downers Grove North High School in Downers Grove, Ill. "Let's look over the work together and make sure you understand this particular skill."

A typical day in a flipped mastery classroom usually starts with a brief group activity and poll: who needs extra help or is ready for a mastery check?
Then the noise begins — "a 10-ring circus," Bergmann and Sams call it. "Kids are coming at you all day long," said Kelly. "The first day, I got dizzy a couple of times." Driscoll made a three-minute video version of a typical class, which you can see here.

Some teachers offer students a menu of learning activities to choose from, and another menu of ways to demonstrate mastery — that way, a student who does not test well, for example, could still show her understanding. Driscoll allows students to complete three from a list of choices, including writing an essay, giving a speech, having a debate or designing a video game.

In math, multiple-choice tests are more common. Bergmann uses Moodle software, which creates at random a different test each time from a pool of questions the teacher writes in advance (here is a tutorial on using it). A student who can't show that she grasps the concepts must do more work and then retake the assessment.

Driscoll structures his class like a video game — it's a post-apocalyptic 2045, and students have to study different civilizations to come up with a way for society to rebuild itself. "You have to complete certain 'missions' to move to the next level — some are teams, some are solo," he said. Sound corny? "Engagement has gone through the roof," he said. (Driscoll and his fellow Putnam social studies teacher Brian Germain have a lot of creative ideas — their Web sites are here and here.)

It is too early to have formal proof of the effectiveness of this iteration of flipped mastery, and its use is still too limited. (The Flipped Learning Network forum on mastery learning currently has 267 members.)

But teachers who use flipped mastery claim that its efficiency allows most students to do a year's work in much less time. They build in extra units for advanced students or work with them on independent projects.

They say it's also a better way to teach slower learners, giving them more teacher attention and personalized instruction. Kelly said that at Baumholder, the math department tries to put struggling students in the flipped mastery class. "As soon as we flipped, we noticed that

students' focus really improved," said Kelly. "Math teachers get some really bad grades, but that doesn't happen anymore. Maybe it takes longer, a little more practice, but they can do it. They're not bombing."

"Before, some kids would do the minimum amount of work possible," said Bean. "They'd get by with a C-. Now they know they have to master it to be able to move on. The same kids stay after school to work with me on assignments."

The truly struggling students might not get through a year's material. But Brust notes that in a traditional class, they would be learning far less. "A kid who got a D would pass, but he was set up for failure for the rest of his career," said Brust. "Now it may take longer, but when you're done you have a solid foundation."

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The ALGEBROS Site:
http://www.flippedmath.com/the-basics.html

A Paper from a Colleague
This article was originally published in:
http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=60

Can Preschool Children Be Taught a Second Language?
By Jeanette Vos Ed.D.

For years it has been thought that teaching a foreign language to preschool-age children would be futile. However, recent studies indicate that the best time for a child to learn another language is in the first three to four years of life. Here are some important reasons for exposing children to early second language learning.

Language Learning Is a Natural Process When Children Are Young
Adults often try to learn languages in a contrived way. Most people, for example, can recite the verbs in French—je suis, tu es, il est, elle est, nous sommes, vous êtes, etc. Yet they find it much more difficult to speak French naturally when they visit France. Yet when people immerse themselves in a language like children, through play and exploration, they can learn a language quickly and easily. So the more we become child-like in language learning, the easier it becomes. Children growing up in a well-rounded environment learn to speak at least 2,000 basic words by the time they are four years old. Simply observing how babies learn to talk proves that they are natural learners. During the first six months of life, babies babble using 70 sounds that make up all the languages in the world. They will then learn to talk using only the sounds and words they pick up from their environment, most importantly from their parents and caregivers. A baby's brain will then discard the ability to speak in languages he or she does not hear (Kotulak, 1996).

Preschool Years Are Vital Years
"During this period and especially the first three years of life, the foundations for thinking, language, vision, attitudes, aptitudes, and other characteristics are laid down," says Ronald Kotulak, author ofInside the Brain. Consequently, it would be a waste not to use a child's natural ability to learn during his or her most vital years, when learning a second language is as easy as learning the first. Since 50 percent of the ability to learn is developed in the first years of life and another 30 percent by age eight, early childhood development programs have the opportunity to encourage early learning and development. This does not mean, however, that 50 to 80 percent of one's intelligence, wisdom, or knowledge is formed during early childhood. It simply means that during the first few years of life, children form their main learning pathways in the brain (Bloom, 1964). There are six main pathways to the brain. They include learning by sight, sound, taste, touch, smell, and doing (Dryden & Vos, 1997). Later in life, everything an individual learns will grow from the information gained during these early years.

The Brain's Developmental Stages (Dryden & Vos, 1997)
The First Month - As a baby's senses react to his or her environment, he or she develops new synaptic connections at the phenomenal rate of up to three billion a second (Kotulak, 1996). Everything that a baby experiences is absorbed by the brain and stored in its memory cells.

The First Six Months - Babies will babble using the sounds in all of the languages in the world. A child, however, will learn to talk using only the sounds and words he or she picks

up from his or her environment. A child will discard the ability to speak in languages he or she does not hear.

Eight Months - A baby's brain has about 1,000 trillion connections. After that, the number of connections begins to decline-unless the child is exposed to stimulation through all his or her senses.

Around Age 10 - About half the connections have died off in the average child. Five hundred trillion will last throughout an individual's lifetime.

Up to Age 12 - The brain is now a super-sponge. It is during this period that the foundations for thinking, language, vision, attitudes, aptitudes, and other characteristics are laid down. After this stage of development, the windows close; the fundamental architecture of the brain is complete (Kotulak, 1996). Therefore, it is easier to learn a foreign language in these vital years.

Young Migrant Children Are the Models

Unfortunately, most American schools teach foreign languages when students are in high school. According to Harry Chugani, a Detroitpediatric neurologist, foreign language teaching should begin when children are in preschool—when teachers can maximize a child's willingness and ability to learn. By the time a student reaches high school, the optimum learning period is lost. The success of foreign language training during the preschool years can be found by visiting migrant nursery schools in Sweden. In these schools you will find three-year-olds speaking three different languages fluently (Dryden & Vos, 1997). In fact, Sweden has one of the highest literacy rates in the world. Many people speak different languages, especially at migrant camps where they learn languages quickly. So how is that possible? They use sensory stimulation and play combined with language learning.

Brain Research Confirms Developmental Stages for Language Learning

Every healthy child is born with 100 billion brain cells, and each cell makes up to 20,000 connections. Whether these brain cells make connections or whether they die depends on if a child lives in an enriched environment (Buzan, 1984; Diamond, 1988; Ornstein, 1984, 1986).

What is an enriched environment? An enriched environment is one that provides plenty of sensory stimulation. Marian Diamond, a brain researcher at the University of California at Berkeley, has produced some of the world's most intelligent rats. When she put the rats in cages filled with games, puzzles, mirrors, colors, and textures, they grew more brain tissue. When she put the rats into non-enriched cages, their brains shrank (Diamond, 1988).

How Can You Teach a Second or Third Language to Young Children?

Infants can learn by listening, seeing, imitating, and practicing. So talk to them from the start. Tell them what you are doing. Introduce them to rhymes, songs, games, and counting in a second or third language. If you can't speak another language yourself, get plenty of tapes. Consider boarding a foreign student. Most importantly, make learning fun (Jensen, 1994; Dryden & Vos, 1997; Dryden & Rose, 1995).

Why Is Having Fun Important?

We have four brains in one: the reptile brain, the emotional brain, the "little brain," and the thinking brain (Jensen, 1994; Dryden & Vos, 1997; MacLean, 1990). The brain stem, sometimes called the reptile brain, controls many of our body's involuntary functions such as breathing. The mammalian or emotional brain is located in the center of the brain and stores

memory. Therefore, learning is easier if it is made emotional or fun. In fact, the door to learning is emotion (Jensen, 1994; MacLean, 1990; Dryden & Vos, 1997).

The cerebellum, also called the "little brain," controls the body's balance and is a smaller replication of the whole brain. It is also the only part of the brain where neurons are grown. Neurons die if they are not being used in all of the other parts of the brain. In order to keep our brains healthy, we must use them (Jensen, 1994; Dryden & Vos, 1998).

<u>Where does thinking about the language we are learning take place?</u> Our cortex, or thinking brain, includes the motor cortex and the sensory cortex. Within the cortex, there are many kinds of intelligence centers. Harvard psychologist Howard Gardner has spent many years analyzing the human brain and its impact on education, including language learning. Gardner says that we have several types of intelligence-linguistic, logical-mathematical, visual-spatial, social, introspective, musical, bodily-kinesthetic, and naturalistic (Gardner, 1983; Gardner, 1998).

Howard Gardner's Multiple Intelligences (1983 and 1998)
Linguistic Intelligence: The ability to read, write, and communicate with words.
Logical-Mathematical Intelligence: The ability to reason and calculate.
Musical Intelligence: The musical ability highly developed by composers and top musicians.
Visual-Spatial Intelligence: The ability to master position in space. This intelligence is used by architects, painters, and pilots.
Visual Intelligence: The ability to memorize visually, and use the imagination.
Kinesthetic Intelligence: The physical intelligence used by dancers and athletes.
Social Intelligence: The ability to relate to others, used by salespeople and motivators.
Introspective Intelligence: The ability to know one's inner feelings, wants, and needs.
Natural Intelligence: The ability to learn by exploring nature.

So how do you link all of these intelligences to teaching a second or third language? Here are 13 tips for teaching the children in your care a second language.

1. Learn by doing. Play grocery store, make a snack, or take a walk. While you are interacting with the children during these activities, speak a second or third language (Dryden & Rose, 1995).

2. Reinforce with pictures and sounds. Say the sounds of the language that accompany a picture in a playful way. For example, "A is for apple" (Dryden & Rose, 1995; Dryden & Vos, 1997).

3. Learning should be fun. The more fun it is to learn a language, the more a child will want to stay with it. Learning while playing is the best way to learn because it creates emotional attachments, and emotion is the door to learning (Jensen, 1994; Dryden & Vos, 1997; Dryden & Rose, 1995).

4. Learn in a relaxed but challenging state. Never stress a child. Current research shows that 80 percent of learning problems are stress related (Stokes & Whiteside, 1984).

5. Learn with music and rhythm. Music is one way to use the whole brain. Do you still remember the songs you learned in early childhood? Most people do because lyrics

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combined with music are easier to learn (Lozanov, 1978; Campbell, 1997; Brewer & Campbell, 1998).

6. Learn with lots of movement—use the body and the mind together. The brain and the body are one. However, the traditional education system encourages students to sit all day long. Now we know that we learn more when we move as we learn. Encourage children to dance and move to the rhythm when learning a second or third language (Gardner, 1983; Doman, 1984; Dryden & Vos, 1997).

7. Learn by talking to each other. Having students practice a language by talking to each other over a meal, for example, is a great way to learn (Gardner, 1983; Dryden & Vos, 1997).

8. Learn by reflecting. It is important to let children take time to "simmer." There is a dormant stage to language learning. First children absorb the language. Later they begin to speak (Krashen, 1992).

9. Link numbers and words in a playful way (Dryden & Rose, 1995). "The more you link, the more you learn" (Vos, 1997). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden & Vos, 1997). For example, reciting the numbers from one to ten in Spanish in rhythm is a fun way to begin language learning - "Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez."

How to Count in Japanese—and Learn by Doing

English	Japanese	Sound	Action
one	ichi	itchy	Scratch your
two	ni	knee	knee.
three	san	sun	Point to the sky.
four	shi	she	Point to a girl.
five	go	go	Walk
six	rocko	rock	Rock'n'roll
seven	shich	shi-chi	Double sneeze.
eight	hachi	hat-chi	Put on a funny hat.
nine	kyu	coo	Coo like a dove.
ten	ju	ju	Don a Jewish hat.

10. Learn by touching (Dryden & Rose, 1995). Do little finger rhymes in a second language. While you sing or say "Itsy, bitsy spider" have the fingers of each hand touch another finger, as if the spider is climbing.

11. Learn by tasting (Dryden & Rose, 1995). Have youngsters celebrate language learning by eating foods and saying the food name in the new language.

12. Learn by smelling (Dryden & Rose, 1995). Play smelling games. Hide objects in a sack, and have the children guess what is inside. Encourage them to say the new word in the language they are learning.

13. Use the whole world as your classroom (Dryden & Vos, 1997). Turn every outing into a learning experience. You can learn a new language while counting oranges; comparing

leaves; classifying different birds, food, or anything that interests the children.

Conclusion

In conclusion, I believe the following quotes say it best. From former Harvard Professor Burton L. White (1994): "Every one of the four educational foundations-the development of language, curiosity, intelligence, and socialness—is a risk during the period from eight months to two years." From accelerated learning trainer Tony Stockwell: "To learn anything fast and effectively, you have to see it, hear it, and feel it" (Dryden & Vos, 1997). And from Jean Houston (1997), author of Educating the Possible Human: "Children can learn almost anything if they are dancing, tasting, touching, seeing, and feeling information" (Dryden & Vos, 1997).

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A PRACTICAL IDEA

Using Droodles and Rebuses for Language Practice
by Defne Akıncı Midas

Pictures are rich sources for language practice in the classroom. We can devise a myriad of activities to fit the needs of students at different levels at different stages of our lessons. There are so many types of visuals that you can keep up the idea of novelty in the classroom throughout the semester. Two of these are droodles and rebuses. In this article, I will talk about what these two types of visuals are and how to incorporate into lessons.

Droodles (picture riddles):
The word "droodle" is a made up word. It is used to talk about abstract drawings showing the shape of objects when they are viewed from the side, top or bottom. They aim for viewers to guess what they may resemble, so they are commonly used as riddles or puzzles. In the classroom, they may be used as a pre- or post-activities, practice or production purposes, in the form of games or contests. After you have used one or two of these in the classroom, you can ask your students to create some of these and perhaps publish on News Boards or newsletters, class web pages or blogs for others to guess or comment about.

Sample lesson plan: Guess what?
Language practiced: stating names of objects and animals, stating locations of things using prepositions of place, describing ongoing actions using –ing form of the verb.
Skills practiced: describing a picture in writing at the level of sentences, providing reasons using "because", describing a picture and providing reasons in speaking in the form of a short monologue.

Procedure:
Step 1a. Instructions: Group students (3-4 students). Tell them that you will show them a picture and that they will have 3 minutes to study the picture and discuss what the picture may be showing.
Step1b. Demonstration: Show them a sample picture (you may draw a very simple droodle on the board. See example below). Ask them to focus on the following and demonstrate what kind of notes they need to make as in the following example. As you are demonstrating it, make sure you give examples from different points of view and show them the details on the picture so that they can do the same.
Say your description in a full sentence in the following way:
From the side, this looks like a hat on the table.
From the top, this looks like a lake in Ankara.

The droodle on the board would look like the following:
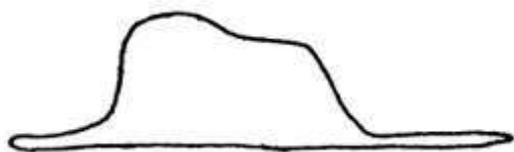
Possible answers for this droodle:

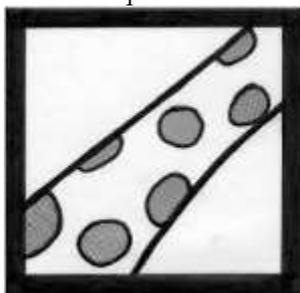| From what angle/ side are you looking at it?	Who/What?	Where?	In what state/situation?	Doing what?
From the side	*a hat*	*on the table*		
From the top	*a lake*	*in Ankara*		
From the side	*a table*	*in the living room*	*covered/hidden under a large piece of cloth*	
From the side	*a tent*	*in the garden*		*providing shelter for stray cats*
From the inside	*a baby*	*on the floor*	*covered under a blanket*	*crawling / walking on fours*
From the back	*a mother and a child*	*in the balcony*	*covered under a blanket*	*sitting and enjoying the scenery*

Step 2. Group students into 3-4. Show them the following picture. Give them 3 minutes. When the time is up, ask a spokesperson from each group to come to the board. Ask them to tell the class and show on the picture what it might be. Ask them to take notes on the board as well.

Droodle question:

Possible answers for this droodle:

From what angle/ side are you looking at it?	Who/What?	Doing what?	In what state/ situation?	Where?
From the side	*a giraffe*	*passing by / eating leaves*		*in the garden just outside our window*
From the top	*a river with rocks*		*dried up*	
From the top	*my arm*	*itching*	*swollen*	

Step 3. When all the groups have finished, you may ask them to vote the one explanation which seems the most credible.

Step 4. Follow-up: Ask students to put their explanation into full sentences. Ask them to add as many details possible to convince the viewers.

Step 5. Ask students to draw a droodle and ask others what it may be.

Points to be careful about:
1. It is not easy for students to understand how to use the visual clues creatively to liken them to other objects. For this reason, it is very important for the teacher to demonstrate this with as many types of interpretations as possible. Demonstration is also useful to show the types of language expected of the students to produce to fill in the blanks.
2. There are many other droodles on the Internet. You must have a watchful eye for some unintended interpretations which may prove to be inappropriate or nasty. The same caution is important when you are asking students to draw a droodle or interpret them. The degree that this activity may work depends on the student population characteristics.
3. For lower level classes, you may ask for fewer details: what is it? What is it doing?. For higher level students, you may ask for more details.

Other droodles that you can use in this type of activity:
Sample 1.
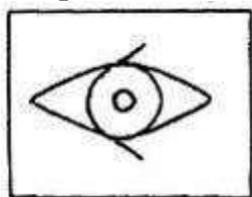
Possible answers for sample 1.

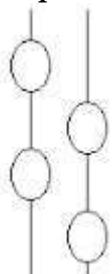| From what angle / side are you looking at it?	Who/What?	Doing what?	In what state/situation?	Where?
From the top	*a man with a hat*	*rowing the boat*		*on a boat on the river*
From across	*an eye*	*peeping in*	*curiously*	*behind a keyhole*
From the side	*a button in a buttonhole*	*coming off*		*on a coat*

Sample 2.

Possible answers for sample 2.

From what angle / side are you looking at it?	Who/What?	Doing what?	In what state/situation?	Where?
From the side	*a koala/baby bear*	*climbing up/down*		*on a tree*
From the top	*four pedestrians*	*waiting to cross the street*	*patiently*	*on both sides of the pavement*
From the top/side	*two barbecue needles with sausages*		*ready for cooking*	*on the barbecue*
From the side	*four thieves*	*climbing down / running away*		*on ropes outside a building*

Adaptation of the lesson for different levels:

For low levels: Get students to name the object and what it is doing in the picture.

For elementary levels: Get students to name the object, what is doing in the picture and provide the other details in the activity

For intermediate levels: Get students to state their guesses using "This looks like/This is probably a... / This may/could be a ... / I think this is a …". Get students to provide reasons why they think that way using "because there is a…/we can see a…/ it has a…./ the top/bottom part is…". Ask them to describe what will happen next in the picture.

For higher intermediate levels: Following the activities described for the intermediate levels, ask other groups to argue against the possibility of the group's idea using "This cannot be a … because it is too big/small for it."

Pictostories / Rebuses

Pictostories/ pictograms or rebuses are actually texts composed of words and pictures instead of words. Generally, short stories lend themselves to such texts. In creation of these texts, the principle is to find visual representatives to the words in a text and place them instead of the actual word. The closer the association between the picture and the words, the easier it is to find out what the pictures stand for. As your students grow used to the idea, you may increase the challenge by adding pictures that signify words which are homophones to the word that you are aiming for. Alternatively, the word association depicted in the picture may not be direct relationships, allusions to the jokes or anecdotal events, in which case, it is rather difficult to guess the actual word simply by looking at the pictures. These type of activities are similar in nature to cloze type reading and fill in the gap exercises. Therefore you can aim for vocabulary, collocations, phrasal verbs, idiomatic expressions, to count a few. You can locate examples on the Internet or create your own materials, even using student written products.

The system is based on using Pictorial Communication System symbols (PCS), which refers to visual representations to stand for a word in context. When using these, it is important that you choose pictures that stand for the true meaning of the word. An example is below:

This text reads as below:

> There was a **boy/little boy/ child** who went to school on the **school bus / service bus/bus**. He liked to read **books/stories**. He also loved to play **soccer / football**.

Note that in some cases, a few alternatives are possible, which allows for personal interpretation and creativity on the part of the learners.

Sample lesson plan: Read and think
Language practiced: verbs to describe games and leisure activities with their common collocations
Skills practiced: reading for specific information, drawing conclusions
Step1a. Ask what kind of activities they do with their very good friends. Elicit types of activities.
Step1b. Then ask them if the can identify the activities that they suggested in the pictures on the screen. Then, get them to name all the activities. Remember to get them to say a verb and a noun as much as possible to descrive an activity.
The list of activities depicted here (from left to right starting from the top row):

- play games on the computer / playing computer games
- draw pictures/art / painting pictures/art
- play with cars
- play hide and seek
- play hopscotch
- play ball / playing volleyball
- play with dolls
- ride bikes / cycle / go cycling / go on bicycle rides
- jump on a trampoline
- go swimming / swim in the pool/sea
- jump rope
- make sandcastles/ playing with sand

Activities that good friends may enjoy doing together:

Step2. Show picture and ask students to guess. As you elicit the answer, note them on the board. Ask for justification for each answer. (Why do you think so? What are the clues that helped you?)

Picture to show on the screen:

- Who are they? *Answer: A grandmother and a granddaughter. The woman on the left seems aged. They are having tea and cookies. They know each other. The little girl must be the granddaughter.*
- Where are they? *Answer: In the kitchen or the living room. They are sitting at the kitchen table, having something to drink and eat.*
- What are they doing? *Answer: chatting. The little girl is telling something to the woman. The woman is listening with interest.*
- Show the title of the text and ask them to predict : What are they talking about? Answer: *They are talking about friends, best friends, different activities that friends like*, what *happened with them the other day.*

Title: BEST FRIENDS

Step 3. Tell students to read the first two lines from their talk. Ask them :
What is the little girl's name? Answer: Kelsey.
Who says the first sentence? Answer: Kelsey.
Who asks the question in the second line? *Answer: Kelsey's grandmother .*
Ask them questions about the meaning:
Does Kelsey have a best friend? How do we know that? *Answer: No, because she says "I wish".*
The first two lines of the story:
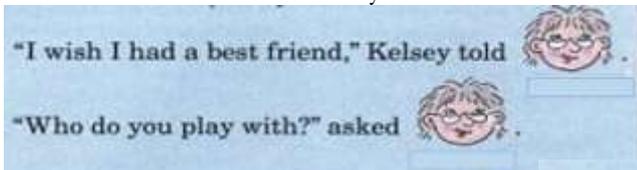
Step 4. Ask the students what one word does the picture stand for? "grandmother". Ask the students to write the word underneath the picture.

Step 5. Ask the students to go through the rest of the dialogue and find out the answer to the following question:
What is the answer of grandma's question? Say the name/s of Kelsey's friend/s.
Answer: Joy, Leah, Patrick, and Amy.
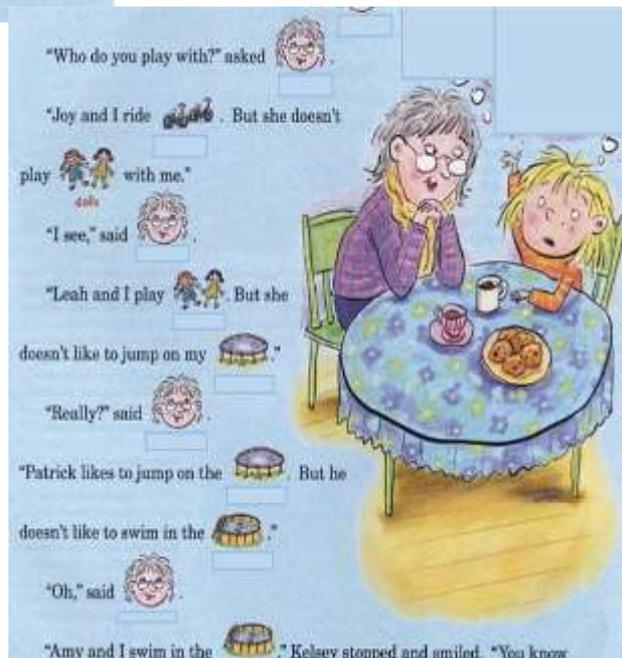
Step 5. Ask the following question.

What does Kelsey and Joy do when they spend time together? What does Joy dislike doing?

Model how to find the answer for Joy using the collocation (verb) and the picture as clues:

Answer: Kelsey and Joy ride <u>bikes</u>. Joy dislikes playing with <u>dolls.</u>

Ask Ask the students to find the activites that Kelsey and her friends do and what activities they do not like doing together. Ask them to fill in the form below. (Tell students that they can write the words for the pictures in the text first, and then fill in the chart.)

Kelsey's friends:	☺	☹
Joy	*ride bikes*	*play dolls*
Leah	*play dolls*	*jump on the trampoline*
Patrick	*jump on the trampoline*	*swim in the pool*
Amy	*swim in the pool*	*NOT PROVIDED*

Elicit answers using the text and pictures.

Step 6. Ask students to match the pictures with the names of Kelsey's friends using the information on the chart and the clues in the pictures.

Instructions: Match the names of Kelsey's friends to the activities shown in Kelsey's speech baloons in the picture:

 (Answers shown below)

Step 7. Ask students the following question: Does Kelsey have good friends around her? How may friends does she have? Elicit possible answers and ask students to comment about their responses.

Show the last part of the conversation and ask students to fill in the blanks with numbers themselves. Ask students to write the numbers in the blanks in digits the way they want.
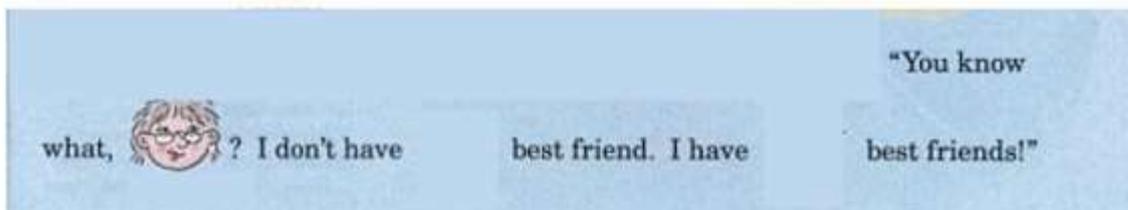
Step 8. Get the students to discuss whether they agree with Kelsey.

Adaptation of the lesson for different levels:

For low levels: Provide the pictures of the four activities only and get the students to name them. Get the students to read the text in smaller portions and work on the activities and friends.

For elementary levels: Get the students to match the names with the pictures in the speech balloons. Get the students to fill in the blanks with the names of the activities themselves. Get them to produce as many different alternatives as possible as long as the words fit the gaps.

Procedure for picture shaping:

I found this pictogram/rebus on the Internet, made available for educational use. I wanted to use it as a text for reading comprehension. I also wanted to use the value of friendship discussed in the text. Therefore, I manipulated the pictur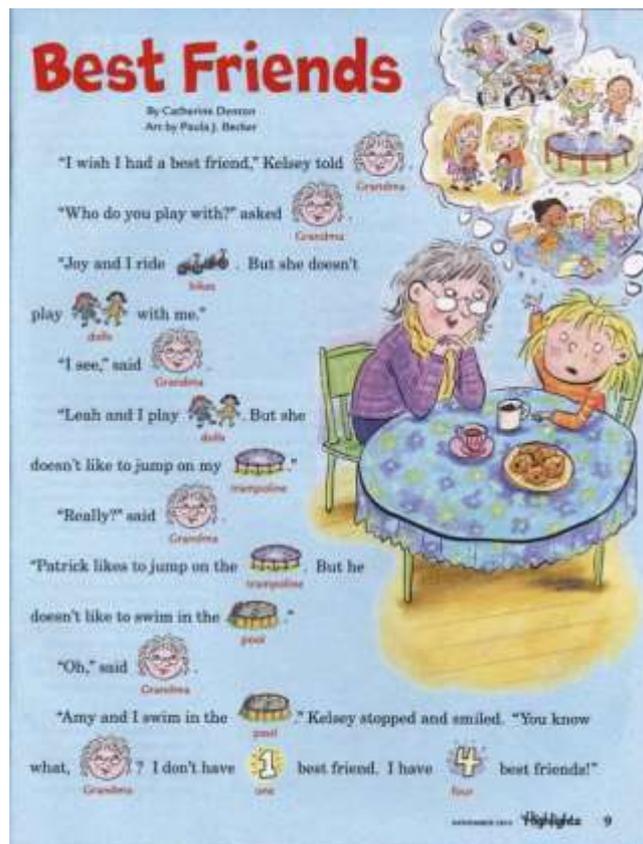e by cutting and covering parts of it out at the initial stages of the lesson, and uncovering or showing them towards the end. I am providing the original form of the picture below with the source. The cutting and covering proceudres involved simple operations in Word program.

The full picture as in original is the following:

Conclusion:

In this article, I shared two lesson procedures which incorporate different types of visuals into the lesson. The aim of using different types of pictures is to provide novelty into the lesson, thereby breaking the routine. Moreover, I intend to foster creative use of English through sources that seem out of the ordinary.

Source:

Denton, C. (November, 2010). Highlights Parent/Teacher Guide. Accessed online at http://paulabecker.com/blog/sampes-highlights-rebus/

Droodles. The Cannon Falls Home Education Association (CFHEA). Accessed online at http://www.cfhea-kids.org/droodle.htm

Vision Office. Accessed online at http://www.droodles.com

ANOTHER PRACTICAL IDEA

Backchaining: A Long-Lost Pronunciation Practice Technique
by Defne Akıncı Midas

Introduction

One of my younger colleagues was whining about how she could not get her students to say words like "congratulations", "deterioration", and "procrastinate". Admittedly, these are somewhat difficult words to pronounce after hearing them just once, or even a hundred times! What do we do? Do we simply say "Well, let them not say it, they will learn to say it if they want to in the future, and they won't if they are not into English anyway". I do not agree with such an opinion. I think that if we are teaching a language, then we need to help the learners say the words out loud just like we teach them how to spell the words in order to write them correctly, or recognize the words as they read them. By providing practice on pronouncing words and uttering sentences, we can give them the confidence in speaking, which is an important factor. Another good point of pronunciation practice is that it also helps reach fluency in reading, that is, speed in reading, because as we read, we read using an inner voice, trying to articulate the words inside the brain. If we do not know how to pronounce the word, it seems, we have difficulty comprehending the word and going on reading smoothly.

What do we do? Students often feel self-conscious when we try to get them to say the words or sentences one by one especially aloud! Chorus repetition comes as a help in this case. However, asking learners to just say things after demonstrating them once is simply impossible when the words sound difficult to pronounce. Back chaining is a technique that comes to our rescue. Though it is a remnant of old-fashioned repetition technique, there is simply no other practical way of showing how to pronounce words.

Backchaining words

The technique involves breaking the word into parts and then saying them from back to front. The teacher starts from the last part and asks students to repeat in a chorus. Then, the teacher adds one small part and says these two parts together, and asks the students to repeat in chorus. This goes on until the whole word is pronounced. The example below shows (in phonetic script) the order in which the teacher says the syllable of a word. The order goes from top to bottom. What word is this? Try saying it and find out!

shən
ˈlāshən
chəˈlā shən
ˌgrachəˈlā shən
kənˌgrachəˈlā shən

You can see that I have done the following:
- Break the sounds into syllables. You can do this by breaking down the word into smallest units of sounds that can be uttered at a time. A good reference for this is a monolingual dictionary. It not only tells how to pronounce the word correctly to help us check our own pronunciation, it also tells us how to break the parts into smaller syllables.
- Start from the very last syllable, add the one before the last, and go on until you form the whole word.

- Pronounce the stressed syllables as you pronounce the word from back to front. You can see that I have included the stress points in my example above. You can find these in monolingual dictionaries.
- Do not write the word or the syllables on the board as you are getting the students to pronounce the word. We want the students to pay attention to how the parts of the word sound, not how they look. Unfortunately, the moment you write the parts, they will stop listening. You may write the script with stress points after practicing orally.
- If your students do not know how to read the phonetic script, you may develop your own set of symbols with your students to form a script to write the sounds of the words.

You can use this technique when you want to correct mispronounced words, such as *comfortable*, *develop*, and *dessert*.

Backchaining sentences:
The technique was originally created for articulating sentences with correct intonation, emphasis and blending patterns. The principle is the same, only the teacher starts with the last word, adding one more word each time until they say the whole sentence. This may be useful for students to practice at home as well to practice articulation of sentences.

Such long sentences with clauses and emphasis on different words may be difficult for learners to say. One example is the following:

<div align="center">

rains
it rains
case it rains
in case it rains
you in case it rains
with you in case it rains
umbrella with you in case it rains
your umbrella with you in case it rains
take your umbrella with you in case it rains
should take your umbrella with you in case it rains
You should take your umbrella with you in case it rains.

</div>

Below are some points to be careful about in using this technique:
- When you first introduce this practice, it is best to demonstrate it yourself. Learners tend not to do it immediately because they do not see the point right away or they may feel shy.
- It is best if you check the pronunciation of words, stress points and emphasis at home when preparing the lesson.
- I would advise that you alternate your style in time. You may get learners to repeat portions as a whole class at one time. Another way might be to get groups of students to do portions of words or sentences. Yet another time you could say the word as a whole class and then ask them to say it to each other in pairs, which provides a safe area for them to do practice on their own.
- I would not recommend doing this practice with all the words and sentences. As with any other technique, it may wear itself off too quickly. It may get really boring if you tried this too many times

When can you use backchaining?
It is beneficial to use the backchaining technique when:
- Your students are not able to pronounce words, phrases or sentences.
- They feel embarrassed to utter the sounds.
- The energy of the class is falling.
- There is need to add variety to the lesson.

Alternative ways of using back chaining in activities
Once your students are used to the technique, you can design games and contests around word or sentence level pronunciation practice. You can find some examples below.
1. **Guess the word:** Show the lines one at a time, asking students to say the sound, building up to the whole word/sentence. You can get the students to guess the whole word:

    Show the first line. Ask a student / groups of students to pronounce it. Ask them to guess the word. Show the second line. Ask students to pronounce it. Ask them to guess the word. This goes on until a) a student guesses the word correctly, or b) you reach the whole word.

    The student may be able to liken the sound to other words as they are guessing. You may make a note of these words on the board to show how similar or different they are. For instance, in the second line, the students may guess that the word is "station". You may note that the last two syllables do in fact sound the same as the two last syllables of the word in this exercise. Alternatively, if the students guess that the word is "cushion", you may note that the sounds are different in the two syllables.

    Here is a sample word:

$$/\text{ʃən}/$$
$$/\text{eɪʃən}/$$
$$/\text{reɪʃən}/$$
$$/\text{ɪəˈreɪʃən}/$$
$$/\text{rɪəˈreɪʃən}/$$
$$/\text{tɪərɪəˈreɪʃən}/$$
$$/\text{dɪˌtɪərɪəˈreɪʃən}/$$

The word is: **deterioration**
2. **Guess the words that came before the word.** Show a line each time and get them to read it. Ask the learners to guess the word that may be before that word. You can get the students to guess the whole word:

    Show the first line. Ask a student / groups of students to read it. Ask them to guess the word that came before this one. Show the second line. Ask students to pronounce the two words. Ask them to guess the word that came before this one. This goes on until a) a student guesses the rest of the sentence, or b) you reach the whole sentence.

    It is a good idea to note the words that the students predicted to come before the displayed word. This is also a good opportunity to go over sentence structure and collocations.

A sample sentence is provided below:

<div align="center">

audience.

large audience.

a large audience.

to a large audience.

present to a large audience.

to present to a large audience.

have to present to a large audience.

I have to present to a large audience.

when I have to present to a large audience.

anxious when I have to present to a large audience.

get anxious when I have to present to a large audience.

I get anxious when I have to present to a large audience.

</div>

3. **Guess the words:** Put the students into groups. Tell them to have a piece of paper and a pen to write. Say the word and get the whole class to repeat the word. Then, ask groups to guess the word that may precede it. Give them one minute (you may give more time depending on their level). Get them to say their guesses. Give two points to each possible correct answer. The answers should be correct from the point of view of sentence structure (one point) and pronunciation (one point).

4. **Say the words:** Write the sentence in phonetic symbols. Put the students into groups. Give them 10 seconds to look at the words, discuss and practice pronunciation of the words among themselves. Get groups to try pronouncing the displayed set of words. They should be careful about stress points, emphasis, rising and falling intonation, blending, etc. Give five points to full pronunciation.

Conclusion

Certain words and sentences may be difficult for students to articulate. It may be hard for the 'tongue' to get used to saying these words, or embarrassing to practice and fail in front of others. Confidence is a very important factor in attempting to say words and sentences in the process of learning a language. Backchaining is still a practical and unintimidating method that teachers can use in the classroom to model, demonstrate and provide training for students.

Reference:

Gordon. (2012, December 12). Backchaining for speaking and presentations preparation. (Web log comment). *Understanding English: Observations, Opinions, Suggestions, and Recommendations for Learners of English* (Web blog title). Retrieved from: http://gordonscruton.blogspot.com.tr/2012/12/backchaining-for-speaking-and.html

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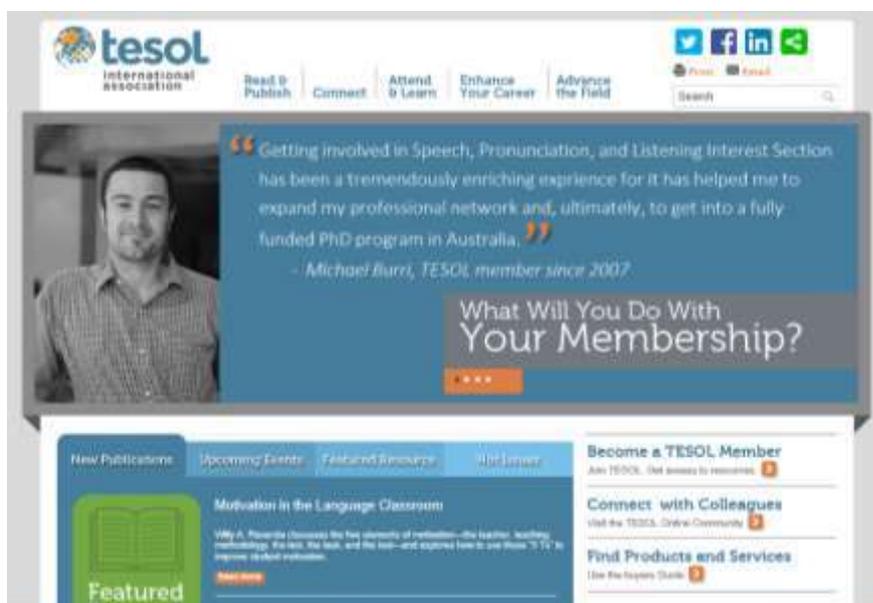
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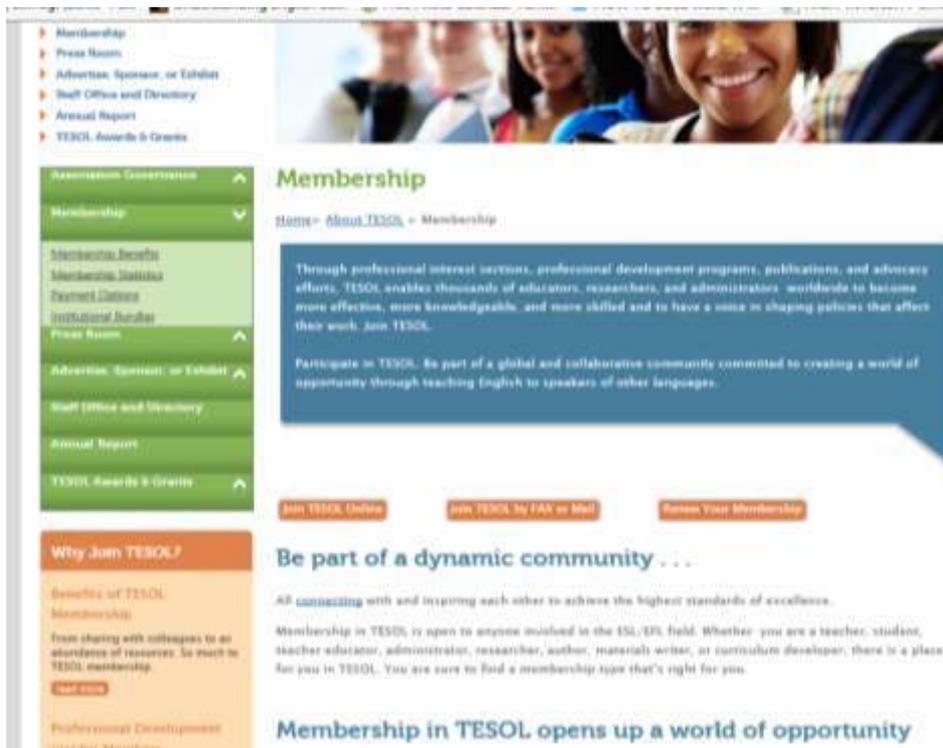
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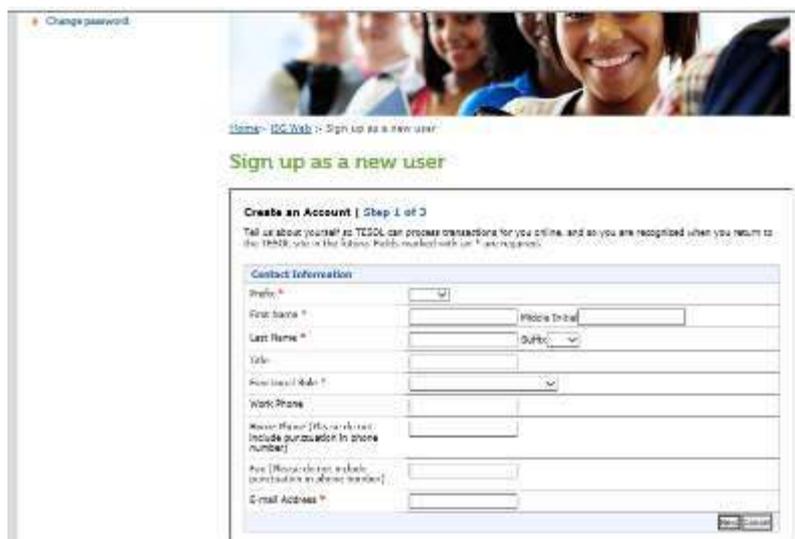
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4b. Renew your membership: Click on the first link on the menu on the right which says "Join TESOL. Get Access to resources" below "Become a TESOL Member". Scroll down to fi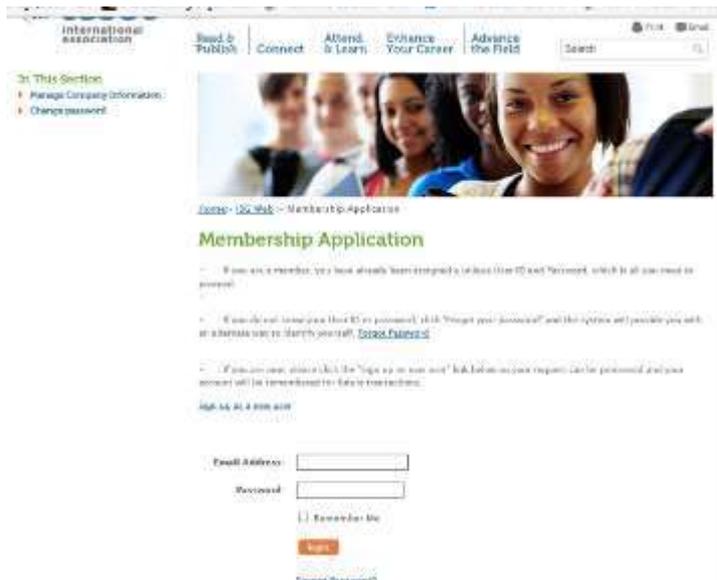nd the "Membership Application" area. Choose one of the options offered on the page and then click on "Proceed-Join online or renew" on the bottom right corner.

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Find out the other benefits and opportunities to members at http://www.tesol.org/about-tesol/membership/membership-benefits.

TESOL Convention News

TESOL International Association is holding the annual International Convention and English Language Expo in Toronto, Canada this year. The theme is "Crossing Borders, Building Bridges". The convention is on March 25-28, 2015. The rates for different dates are below:

Registration opens on 2 September 2014. The earlier you register, the more you can save! Preregistration: If your registration is submitted or postmarked by 11:59 pm ET* on 15 January 2015, you will receive the maximum discount.

Advance Registration: If your registration is sent from 16 January 2015–20 February 2015 (11:59 pm ET*) you will receive the still discounted advance registration rate.

Regular Registration: All registrations received after 20 February 2015 will be subject to the higher on-site rate and may be subject to processing delays.

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Keynote speakers (as presented in the convention brochure):

OPENING KEYNOTE
Teachers' Roles in Crossing Borders and Building Bridges
SONIA NIETO

Dr. Sonia Nieto is professor emerita of language, literacy, and culture at the University of Massachusetts, Amherst. She has taught students from elementary school through doctoral studies, and her research focuses on multicultural education, teacher education, and the education of Latinos, immigrants, and other students of culturally and linguistically diverse backgrounds.

JAMES E. ALATIS PLENARY SESSION
Redefining Communicative Competence and Redesigning ELT in the 21st Century
JUN LIU, LOURDES ORTEGA, MICHAEL BYRAM

Jun Liu is professor of applied linguistics and associate provost at Georgia State University. He is a past president of TESOL and a member of the TIRF Board of Trustees.

Dr. Lourdes Ortega is professor at Georgetown University. She has worked with language teachers and doctoral students since 2000 in Hawaii, Georgia, Arizona, and Washington DC.

Dr. Michael Byram is professor emeritus at Durham University, United Kingdom, and guest professor at Luxembourg University. He has been adviser to the Council of Europe Language Policy Division and is now working on guidelines for intercultural education.

PRESIDENTIAL KEYNOTE
Building Bridges: Journey to a Better Future of TESOL
YILIN SUN

Dr. Yilin Sun is president of TESOL. An English language specialist for the U.S. Department of State since 2009, Dr. Sun currently teaches at South Seattle College, and has more than 28 years as an MA-TESL teacher trainer, researcher, classroom teacher, and program leader in China, Canada, and the United States.

MORNING KEYNOTE
Evidence-Based TESOL: Teaching Through a Multilingual Lens
JIM CUMMINS

Dr. Jim Cummins is a professor emeritus in the Ontario Institute for Studies in Education at the University of Toronto. His research focuses on literacy development in educational contexts characterized by linguistic diversity.

THREE WAYS TO SAY THE SAME THING

YOU SAY	YOU MEAN	THEY UNDERSTAND
That's not bad	That's good	That's poor
That is a very brave proposal	You are insane	He thinks I have courage
Quite good	A bit disappointing	Quite good
I would suggest...	Do it or be prepared to justify yourself	Think about the idea, but do what you like
Oh, incidentally/ by the way	The primary purpose of our discussion is...	That is not very important
I was a bit disappointed that	I am annoyed that	It doesn't really matter
Very interesting	That is clearly nonsense	They are impressed
I'll bear it in mind	I've forgotten it already	They will probably do it
I'm sure it's my fault	It's your fault	Why do they think it was their fault?
You must come for dinner	It's not an invitation, I'm just being polite	I will get an invitation soon
I almost agree	I don't agree at all	He's not far from

Teacher – Student Jokes

Teacher: Willy, name one important thing we have today that we didn't have ten years ago.
Willy: Me!

Teacher: Alfred, how can one person make so many mistakes in one day?
Alfred: I get up early.

Teacher: Tommy, why do you always get so dirty?
Tommy: Well, I'm a lot closer to the ground than you are.

Harold: Teacher, would you punish me for something I didn't do?
Teacher: Of course not.
Harold: Good, because I didn't do my homework.

Teacher: I hope I didn't see you looking at Don's paper.
Don: I hope you didn't either.

Gary: I don't think I deserve a zero on this test.
Teacher: I agree, but it's the lowest mark I can give you.

Teacher: Well, at least there's one thing I can say about your son.
Father: What's that?
Teacher: With grades like these, he couldn't be cheating.

Hygiene Teacher: How can you prevent diseases caused by biting insects?
Jose: Don't bite any.

Teacher: Ellen, give me a sentence starting with "I."
Ellen: I is...
Teacher: No, Ellen. Always say "I am."
Ellen: All right. "I am the ninth letter of the alphabet."

Teacher: Max, use "defeat," "defense" and "detail" in a sentence.
Max: The rabbit cut across the field, and defeat went over defence before detail.

Mother: Why on earth did you swallow the money I gave you?
Junior: You said it was my lunch money.

Teacher: If you received $10 from 10 people, what would you have?
Sasha: A new bike.

Teacher: If you had one dollar and you asked your father for another, how many dollars would you have?
Vincent: One dollar.
Teacher (sadly): You don't know your arithmetic.
Vincent (sadly): You don't know my father.

Teacher: If I had 7 oranges in one hand and 8 oranges in the other, what would I have?
Class Comedian: Big hands!

"Isn't the principal a dummy!" said a boy to a girl.
"Say, do you know who I am?" asked the girl.
"No."
"I'm the principal's daughter."
"And do you know who I am?" asked the boy.
"No," she replied.
"Thank goodness!"