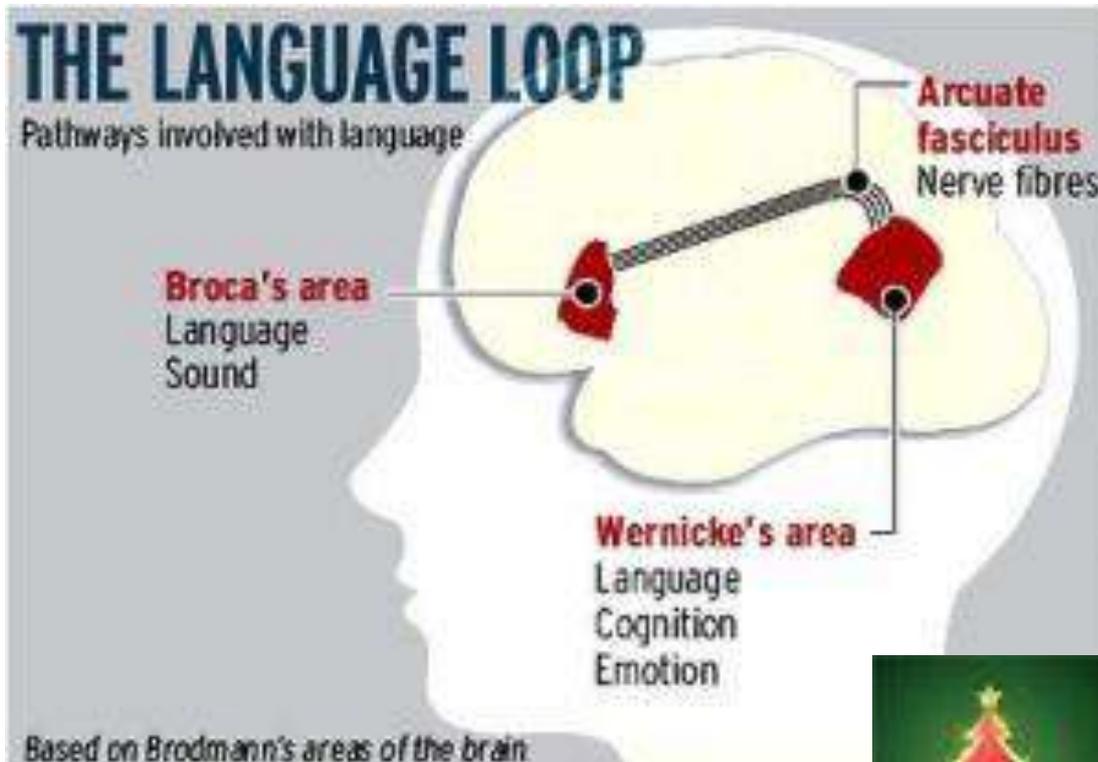


THE INGED NEWSLETTER



<https://www.brainscape.com/blog/2010/12/language-cognitive-benefits/>



NEWS ON-LINE

Together we stand!

Issue 4
December 2015

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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 held our general assembly on October 25, 2015 at Çankaya University, 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 association has become a founding member of the UK - TURKEY TASK FORCE the first meeting of which was realized on 13 January 2015 in Ankara. Among the members of this group are representatives of the British Council, INGED, the Ministry of Education the Council of Higher Education, and several universities. The aim of this task force group is to review and reform the teaching and learning of foreign languages, especially English, in the Turkish state school system.

INGED has also become a founding member of ULED (Ulusal Eğitim Dernekleri – National Education Associations) Platform the first meeting of which was realized in November 2014 in Ankara. The aim of this platform is to increase the communication, cooperation and collaboration among national education associations so that we can not only offer better services to our professional fields but also have a louder and clearer voice as civil organizations.

The INGED mornings/afternoons that we realized were:

- On 8 November 2014, an INGED and American Embassy ELT co-event was held in Ankara. On behalf of INGED, Defne Akıncı-Midas held a session entitled “Authentic language learning experiences in the language classroom”. On behalf of the American Embassy, Gina Grace held a session entitled “Using Magazines to Teach Adjectives” and Andrea Schindler “Personalizing Language Teaching”.
- On 18 November 2014, upon an invitation from the International Burch University in Sarajevo, Bosnia and Herzegovina, Prof. Dr. Aydan Ersöz held two workshops there: “Teaching English to Young Learners” for the undergraduate students and “Implementing the 5E Model in English Classes” for the graduate students.
- On 22 November 2014, an INGED and Kültür University Co-event was held in İstanbul. On behalf of INGED, Prof. Dr. Aydan Ersöz held a plenary session “What Makes a Good Teacher” and also took part in the panel. Dr. A. Suzan Öniz presented two sessions, the first one was a short promotion of INGED and the second one was entitled “Creativity in the English Classroom”.
- On 4 May 2015, upon an invitation from the METU Campus in Cyprus, Prof. Dr. Aydan Ersöz held a session entitled “Designing Haute Couture Lessons”.

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

- Between 23 - 28 March 2015, A. Suzan Öniz represented our association at the TESOL Conference in Toronto, Canada. She represented us both in the Affiliates Meeting and Editors Meeting to promote our association.

- Between 10 - 14 April 2014, Mustafa Akın Güngör and Nazlı Güngör represented our association at IATEFL Conference in Manchester, England. In addition to their joint academic presentation entitled “Ways to exploit authentic videos in EFL classes”, 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. A. 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 5-6 March 2015, Prof. Dr. Aydan Ersöz gave a plenary speech entitled “Breaking the vicious circle: “Don’t do what I do, do as I say” at the Çukurova University in Adana. She also took part in all the discussions in this Çukurova University and British Council joint-symposium which was for in-service training on Continuing Professional Development (CPD) for ELT professionals involved in mentoring student-teachers during their pre-service education.
- On 28 March 2015, upon an invitation from Gaziantep College Foundation Private Schools, Prof. Dr. Aydan Ersöz held a session entitled “I have a secret (but I’m NOT Victoria)” at the 10th GKV ELT Conference in Gaziantep.
- On 4 April 2015, upon an invitation from the NEU Foreign Languages School, Prof. Dr. Aydan Ersöz held a plenary session entitled “Students just wanna have fun” at the 1st International NEU ELT Conference in Konya.
- On 18 April 2015, upon an invitation from Mevlana University, Prof. Dr. Aydan Ersöz gave two plenary speeches: “No Mumbo Jumbo (Part 1)” and “No Mumbo Jumbo (Part 2)” at the ELT Conference in Konya.

The 17th INGED Drama Festival in Ankara on 16 May 2015 was hosted by Ankara Amerikan Kültür Private Schools, and the 2nd INGED Drama Festival in İzmir on 30 May 2015 was hosted by MEV İzmir Güzelbahçe Private Schools.

Our association also contributed to the Sixth 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.

The 17th International ELT Conference was held on 23-25 October 2015. The hosting institution was the Foreign Language School, Çankaya University, Ankara. Our plenary speakers were Prof. Dr. Birsen Tütüniş, Prof. Dr. Aydan Ersöz, Tony Gurr, and Christopher Sheen.

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 President



From the Editor

Dear Colleagues,

This has been a busy period with the conference organization and other INGED events. It is the end of a calendar year and time to have a look at what we have left behind us. Our President Prof. Dr. Aydan Ersöz has provided the long list of activities that INGED organized for its members and other ELT professionals in the past year. I would like to briefly mention our web site and quarterly on-line newsletter.

The most active sections of our website are the ANNOUNCEMENTS, where the most current events with related links are posted for readers to immediately see; the EVENTS CALENDAR, where as many international conferences as possible are listed with the proposal due dates and web sites; the USEFUL LINKS page, where a large variety of links are listed for ELT professionals to use.

The INGED Newsletter, *News On-Line*, comes out quarterly with news from the field, articles that are on various topics and relevant to teachers, impressions from conference sessions or individual workshops written up by colleagues in detail so as to enable the reader to get the ideas presented or discussed and later adapt some of them to their own teaching environments. It has been a priority to select current articles from a variety of sources and encourage especially our young colleagues to send in their impressions.

The INGED Board has also sent out email messages to members to notify them of INGED Events as well as activities of other institutions, including messages calling for papers to be published in journals.

You are most welcome to send us your papers, summaries of practical sessions that you have attended or conducted and would like to share with INGED members and news of conferences and workshops that can be included in the Events Calendar.

I would like to wish you all a successful, healthy and happy 2016... Hoping to hear from you...

Warm regards,

A. Suzan Öñiz
INGED Newsletter Editor

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



INGED Afternoons

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

INGED Events

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

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.



MOMENTS FROM THE OPENING CEREMONY





Prof. Dr. Aydan Ersöz with Aycan Yaman Esen from the US Dept. of State



Our President with Dr. Bülent İnal, Director of the Prep School, Çankaya University

OUR PLENARY PRESENTERS: Tony Gurr, Prof. Dr. Birsen Tütüniş, Prof. Dr. Aydan Ersöz, Christopher Sheen



Tony Gurr, LEAD Turkey



Prof. Dr. Birsen Tütüniş,
Istanbul Kültür University



INGED President
Prof. Dr. Aydan Ersöz



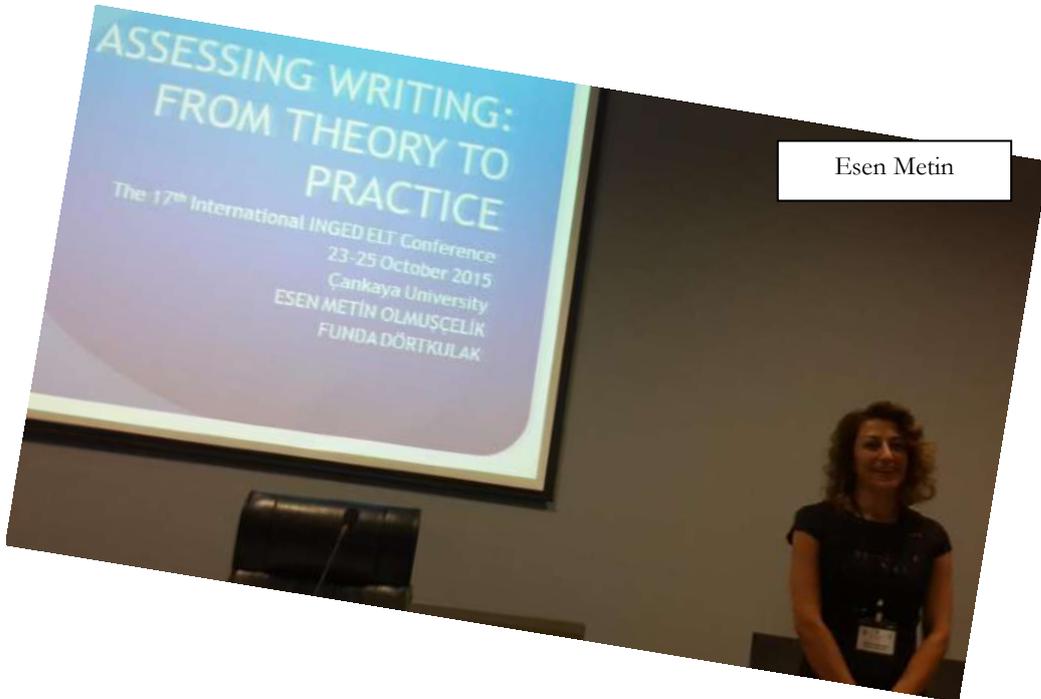
INGED President with Chris Sheen

SOME OF OUR CONCURRENT PRESENTERS

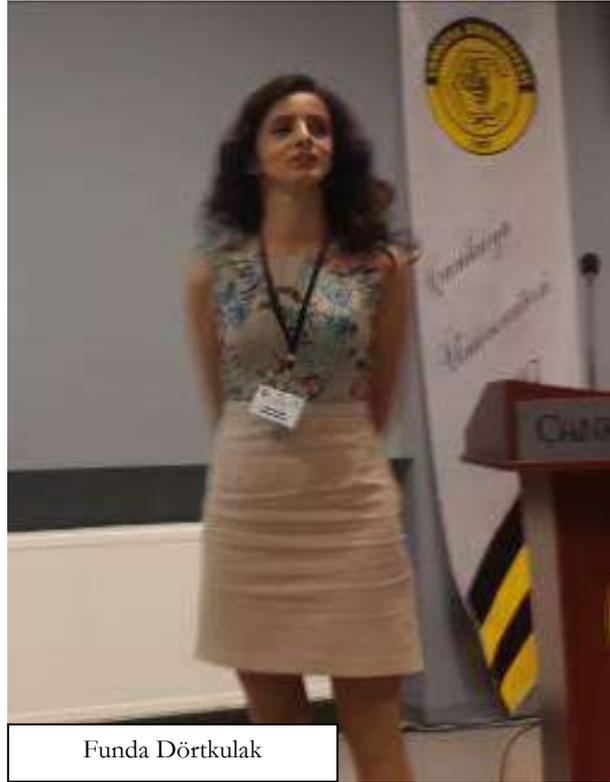
Dr. Hayal Köksal



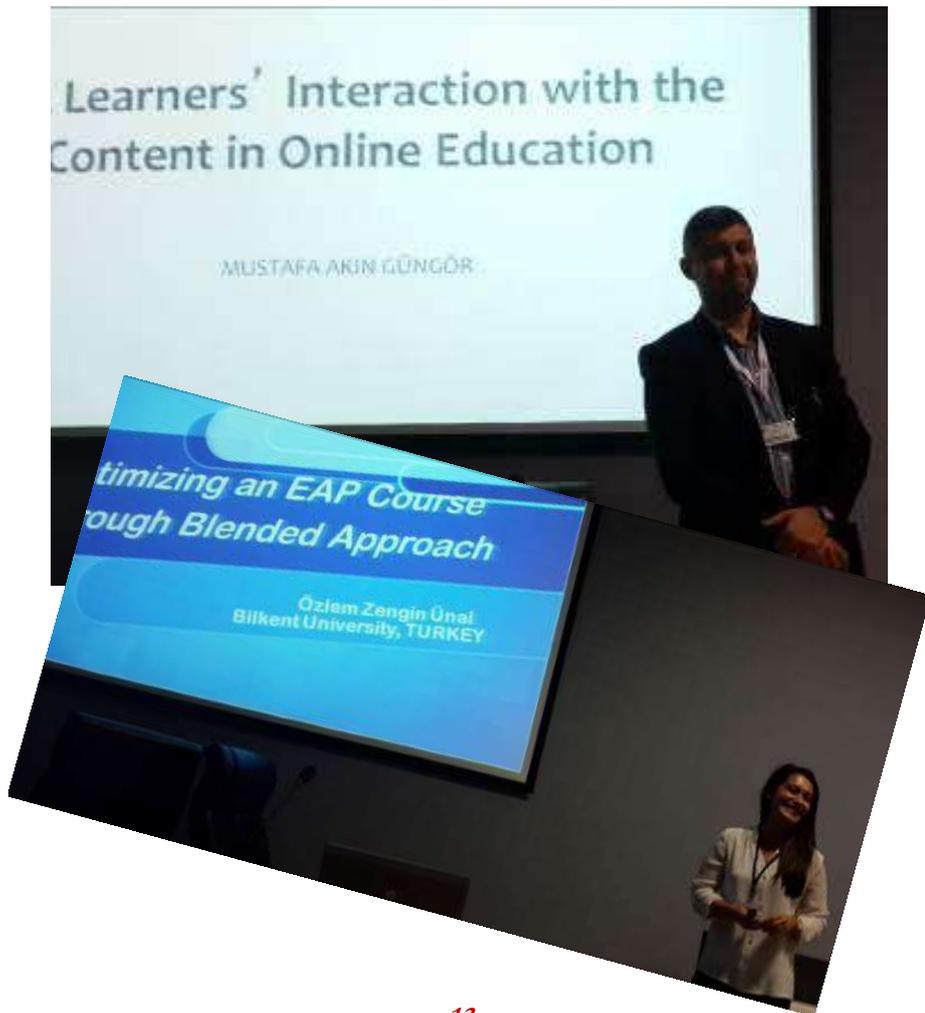
Züleyha Ünlü



Esen Metin



Funda Dörtkulak



Learners' Interaction with the
Content in Online Education

MUSTAFA AKIN GÜNGÖR

Optimizing an EAP Course
through Blended Approach

Özlem Zengin Ünal
Bilkent University, TURKEY



Nihan Yılmaz

THE ROUND TABLE DISCUSSIONS



MOMENTS FROM BREAKS



OUR AUDIENCE:
Sometimes thoughtful, sometimes having fun,
sometimes having to work



AT THE GALA DINNER



MOMENTS FROM THE RAFFLE



**GETTING STARTED
GETTING ACTIVE**

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

NAVIGATION

Home
 Site news
 Visit all of SEETA World
 Courses

SEETA IS:-












Site 

COURSE Taxi

online community

COMING SOON !

SEETA TEACHER-LED RESEARCH PROJECT



SEETA Training webinar 4-STAGE 2
 Thursday 14 January 2016
 2pm GMT/ 3pm CET/ 4pm EET

How do I collect my data ?
[Join the webinar here.](#)

HAPPENING NOW !

SMALL-SCALE ,TEACHER-LED RESEARCH PROJECT



EFL Teachers become researchers !

• [Join the project area here.](#)

TROUBLING RESEARCH: RETHINKING THE CONSTRUCT



SEETA Webinar
 David Nunan
 Stage 2 of the SEETA Research Project
[WEBINAR LINK](#) Sponsored by the IATEFL RESIG

FROM ARARAT TO THE ALPS



SEETA Literature Project
 Let's find out about our neighbours through literature! A unique project for teachers and students in South-East Europe!
[Find out more here](#) 😊

SEETA BOOKLET

Welcome

New Teachers ❤️

What advice would you give to new teachers ? Post your article to the forum to be included in the SEETA Booklet for new teachers ! Join us here ❤️

SEETA BOOKLET

KEEP CALM AND BLOG

Join us on a collaborative project : a SEETA Booklet on how to become a successful blogger! See the project as it's happening and find out how you can contribute. [JOIN HERE](#) 😊

SEETA TEACHERS' LOUNGE



On-going community forum

TECHNOLOGY IN TEACHING:
ENGAGE ALL LEARNERS:
MAKE STUDENTS THINK VISUALLY



Savanna Flakes

Originally Published at: <http://exclusive.multibriefs.com/content/engage-all-learners-make-students-think-visually/education>

One way to increase student engagement and facilitate deeper learning is to frequently check for student understanding throughout a lesson. Formative Assessment is one of John Hattie's top 10 instructional moves that has a big effect on student achievement.

Practitioners find many benefits in using frequent assessment techniques to simultaneously check all students' level of understanding.

My three favorite technology tools increase student engagement and quickly get students thinking visually so teachers can adjust and differentiate instruction on the spot. All three technology tools are free, teacher-friendly, and the student data can be saved and graphed to facilitate data charts.

Padlet.com

Padlet is an online bulletin board used to support collaboration, discussion, and checking for student understanding. Padlet is similar to a virtual wall in which students can answer questions, express their thoughts on a common topic and share feedback.

Just like Post-It notes, students answer or comment on content by sharing text, images, videos or documents. Students can share their content from any device. Padlet is a great resource for collecting student data before, during or after a lesson.

As a self-reflection tool, students can revisit peers post-it notes throughout a lesson to add or refine comments. Check out this six-minute tutorial on how Padlet can be used in your classroom.



Socrative.com

Senteos SMART Technology Clickers are helpful for collecting student data and providing students with instant feedback, but if you don't have many class sets or the funds to purchase more, Socrative is a great substitute.

Socrative lets teachers engage and assess their students on tablets, laptops and smartphones. Through the use of real-time questioning, instant result aggregation and visualization for all students, teachers can gauge the whole class' current level of understanding on any given concept.

This technology tool allows teachers to visually display and save class data as student enter their responses. I especially love the interactive space race battleship quizzes and the generic exit ticket options.

Plickers.com

Plickers is a powerful tool that lets teachers collect real-time formative assessment data *without* the need for student devices. Many teachers project questions and answer choices on the board from the Live View tab of the website, give students a designated thinking time to problem-solve, and then countdown to a "show cards!" moment.

Live View will update with student results in real-time. Unique shapes on each Plickers card help protect students' privacy so they can answer your questions honestly without worrying about what their peers think of their answer. See a Plickers in action [here](#).

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 go'ng on to their web sites...

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

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

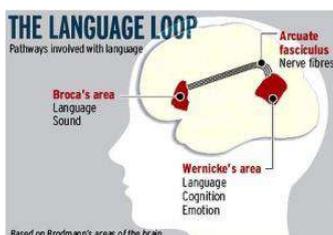


THE BRAIN, RESEARCH & LEARNING/TEACHING

Compiled by
A. Suzan Öñiz

In this issue of our newsletter, you will find three articles on how knowledge of a second language benefits you, how to train your hearing on pronunciation so as to learn a new language, and what happens in the brain while learning a new language, respectively.

The Cognitive Benefits of Knowing a Second (or Third, or Fourth) Language by Amanda Moritz-Saladino



Beyond being able to communicate with a whole new population of people—which is one of the main (and really exciting!) motivators for learning new language—there's a slew of brain-tastic benefits to speaking multiple languages. From delaying the onset of Alzheimer's, to helping you multitask or adapt to change, new research is uncovering a whole new set of cognitive benefits attributed to multilingualism.

Science Shows Multilingual Speakers have Cognitive Benefits

Below are links to a few recent articles on research behind the cognitive benefits attributed to multilingualism that will definitely motivate you to keep on learning:

Bilingual Kids Show Cognitive Advantages

Rick Nauert from Psych Central summarizes an article from Psychological Science in the Public Interest. The research indicates that bilingual-children perform better on measures of attention and cognitive control when compared to monolingual-children. According to the authors, “when a bilingual speaks two languages regularly, speaking in just one of these languages requires use of the control network to limit interference from the other language and to ensure the continued dominance of the intended language.”

Bilingualism Delays Onset of Alzheimer's Symptoms

Dr. Craik, lead investigator in the study says, “Bilingualism...may contribute to cognitive reserve in the brain which appears to delay the onset of Alzheimer's symptoms for quite some time.” Meaning, even when a bilingual-individual has the same pathology as a monolingual individual, he(he) may not show the same cognitive symptoms of Alzheimer's as the mono-lingual individual.

Raising Bilingual Children: A Growing Trend

It seems the cat is out of the bag, and more and more parents are aiming to raise bilingual babies. This is an interesting, and short, article covering the benefits of raising a bilingual child, including tips on how to do it!

‘Mum and dad made me multi-task better’

Want to be a better multitasker? Exercise your brain with a new language. Neil Bowdler for the BBC reports that bilingual individuals are more adaptable to change. “Professor Diamond[interviewed by the BBC World Service radio programme Science in Action] said the study suggested that individuals reared bilingually were better able to focus in confusing situations...[Dr. Diamond states,] ‘An infant reared bilingually has to practice at paying attention which the rest of us don’t.’”

The Bilingual Brain

The Society for Neuroscience covers recent findings and future research goals in studying the cognitive benefits attributed to multilingualism.



<http://www.scientificamerican.com/article/how-to-teach-old-ears-new-tricks/>

How to Teach Old Ears New Tricks

Learn a new language more quickly by focusing on pronunciation first

By Gabriel Wyner

“Hi! I'm Gabe. What's your name?”

“Seung-heon. Nice to meet you, Gabe.”

Uh-oh.

“Sorry, I missed that. What's your name again?”

“Seung-heon.”

This is bad.

“Sung-hon?”

“Seung-heon. It's okay—just call me Jerry. Everyone does.”

I hate it when this happens. I have every intention of learning this person's name, and my brain is simply not cooperating. I can't seem to hear what he's saying, I can't pronounce it correctly, and there's no way I'm going to remember it for more than five seconds. Thankfully, these Seung-heon experiences do not occur frequently; in most parts of the English-speaking world, we encounter far more Johns, Susans and Franks than Seung-heons. Generally, we can go about our usual social interactions without much trouble.

When we decide to do something rash like learn a foreign language, however, we run into difficulties. Nearly every new word is another Seung-heon. Our brain struggles to categorize the new sounds in each word—was it Seung, Seong or Sung? —and without the ability to do so accurately, the words do not stick in memory. That aural roadblock is one of the reasons that learning a language as an adult can be so challenging. Fortunately, researchers are starting to find ways to overcome this hurdle. If we train our ears for a few hours before diving into vocabulary and phrases, learning a language can become easier than we ever imagined.

Why We Can't Learn Like Kids

Most of us English speakers can't tell the difference between Seung, Seong and Sung now, but back when we were babies we could. A large body of work shows that babies possess a remarkable ability to distinguish all sounds in all languages. But between six and 12 months of age, they begin homing in on their native language's sounds. They become experts in their own language, and as a consequence they lose their facility with the unfamiliar sounds of foreign languages. As it turns out, it's challenging to regain that ability.

Some of the best data on this phenomenon come from studies of Japanese adults learning to hear the difference between r and l. Why the Japanese? For one, because the r-versus-l problem is notorious; Japanese speakers tend to do little better than chance when attempting to tell their rocks from their locks. Second, they know they have this difficulty, and many will happily volunteer to come into a research laboratory—whereas English speakers do not care much about learning the difference between Hindi's four nearly identical-sounding d's.

When you were a baby, you learned to tell rocks from locks by listening to lots of auditory input. You heard about rakes and lakes, fires and files, and your little brain began figuring out that certain sounds fit into the r-like group and that other sounds fit into the l-like group. Unfortunately, adults do not learn in the same way. In one robust study from 2002, researchers led by psychologist James L. McClelland, then at Carnegie Mellon University, sat Japanese adults down in front of a computer with headphones, played a recording of rock or lock at random, and asked them to press the R or L key on their keyboards accordingly. As expected, they performed terribly, only slightly better than chance. After continuing the test for an hour, straining to hear any hint of the difference between r and l, they still did not improve. Auditory input might work for babies, but it simply does not for adults.

The researchers then tried something new. Same study, same dismal test scores, different Japanese adults. This time, in the training phase of the experiment, researchers gave their test subjects immediate feedback. Every time a subject pressed the R or L button on their keyboard, they got a green check mark or a red X on their screen, indicating whether they were right or wrong. Suddenly, everyone began to learn. Within an hour of testing, subjects were reaching 80 percent accuracy at identifying r and l, even in unfamiliar words. In a similar study in 1999, subjects even began spontaneously pronouncing the two sounds substantially better.

Many studies have subsequently confirmed that feedback is an essential ingredient in training our brain to hear new sounds, and when we can hear new sounds, we naturally start to produce them more accurately. Granted, some sounds may still cause difficulties—just because you can discern a Czech word such as *zmrzl* doesn't mean that your mouth will cooperate without practice—but overall, a few hours of this type of ear training is a tremendously effective tool for improving listening comprehension, memorization and pronunciation. Yet most language-learning programs dive right into conversation or vocabulary, expecting students to pick up these tough foreign sounds on the fly.

Pushing beyond the Plateau

The disconnect between research and real-world language training does not end there. Studies that train their students with a small amount of input—just a few words uttered by a single speaker, as you often find in a classroom or a language-study book on tape—fail to produce comparable results in real-world tests where subjects encounter many different words, speakers and dialects. It turns out that the more voices and the more words tested in the lab, the better the results outside of the lab. In a study published in 2013, for example, linguist Melissa M.

Baese-Berk, then at Michigan State University, and her colleagues showed that an hour of training over two days on five different varieties of accented English improved understanding of all types of accented English, even totally novel accents. These findings gel with the research about learning foreign sounds—in general, listening to a broad array of speakers will train your brain faster and let you more reliably transfer that knowledge to the real world.

Study after study—including Spanish, Greek and German speakers learning English, Greek speakers learning Hindi, and English speakers learning Mandarin—all confirm that this type of training produces significant changes in the brain's ability to process foreign sounds. And as scientists learn more, they are discovering ways to produce better results. In a 2011 study at Carnegie Mellon, researchers found that people who trained through video games—where they are not explicitly aware of what they are learning—improved more in much less time than when they tried explicit training. Some people might even hone their speech perception skills by training other cognitive brain functions first. In a pilot study not yet published, researchers led by psychologist Erin M. Ingvalson of Northwestern University found that giving elderly adults exercises to boost working memory and attention span helped them better understand speech sounds in noisy environments. Ingvalson believes that with more research, the same technique may also help foreign-language learners.

As science reveals how the adult brain adapts to foreign sounds, you can start to re-create the successful research results at home. Many language textbooks begin with a list of hard-to-hear words—the rocks and locks you can expect to encounter along the way to fluency. With a handful of recordings of those words (freely accessible through Web sites such as Rhinospike.com and Forvo.com) and with testing software such as Anki (ankisrs.net), you can build powerful ear-training tools for yourself. These are tools that, after just a few hours of use, will make foreign words easier to hear and easier to remember, and they may give you the edge you need to finally learn the languages you've always wanted to learn.

FURTHER READING

Teaching the /r/-/l/ Discrimination to Japanese Adults: Behavioral and Neural Aspects. James L. McClelland, Julie A. Fiez and Bruce D. McCandliss in *Physiology & Behavior*, Vol. 77, Nos. 4–5, pages 657–662; December 2002.

Bilingual Speech Perception and Learning: A Review of Recent Trends. Erin M. Ingvalson, Marc Ettlinger and Patrick C. M. Wong in *International Journal of Bilingualism*, Vol. 18, No. 1, pages 35–47; February 2014.

Detailed instructions on how to create an ear-training regimen from free online resources are at Fluent-Forever.com/chapter3



<http://www.theguardian.com/education/2014/sep/04/what-happens-to-the-brain-language-learning>

What happens in the brain when you learn a language?

By Alison Mackey

Learning a foreign language can increase the size of your brain. This is what Swedish scientists discovered when they used brain scans to monitor what happens when someone learns a second language. The study is part of a growing body of research using brain

imaging technologies to better understand the cognitive benefits of language learning. Tools like magnetic resonance imaging (MRI) and electrophysiology, among others, can now tell us not only whether we need knee surgery or have irregularities with our heartbeat, but reveal what is happening in our brains when we hear, understand and produce second languages.

The Swedish MRI study showed that learning a foreign language has a visible effect on the brain. Young adult military recruits with a flair for languages learned Arabic, Russian or Dari intensively, while a control group of medical and cognitive science students also studied hard, but not at languages. MRI scans showed specific parts of the brains of the language students developed in size whereas the brain structures of the control group remained unchanged. Equally interesting was that learners whose brains grew in the hippocampus and areas of the cerebral cortex related to language learning had better language skills than other learners for whom the motor region of the cerebral cortex developed more.

In other words, the areas of the brain that grew were linked to how easy the learners found languages, and brain development varied according to performance. As the researchers noted, while it is not completely clear what changes after three months of intensive language study mean for the long term, brain growth sounds promising.

Looking at functional MRI brain scans can also tell us what parts of the brain are active during a specific learning task. For example, we can see why adult native speakers of a language like Japanese cannot easily hear the difference between the English “r” and “l” sounds (making it difficult for them to distinguish “river” and “liver” for example). Unlike English, Japanese does not distinguish between “r” and “l” as distinct sounds. Instead, a single sound unit (known as a phoneme) represents both sounds.

When presented with English words containing either of these sounds, brain imaging studies show that only a single region of a Japanese speaker’s brain is activated, whereas in English speakers, two different areas of activation show up, one for each unique sound.

For Japanese speakers, learning to hear and produce the differences between the two phonemes in English requires a rewiring of certain elements of the brain’s circuitry. What can be done? How can we learn these distinctions?

Early language studies based on brain research have shown that Japanese speakers can learn to hear and produce the difference in “r” and “l” by using a software program that greatly exaggerates the aspects of each sound that make it different from the other. When the sounds were modified and extended by the software, participants were more easily able to hear the difference between the sounds. In one study, after only three 20-minute sessions (just a single hour’s worth), the volunteers learned to successfully distinguish the sounds, even when the sounds were presented as part of normal speech.

This sort of research might eventually lead to advances in the use of technology for second-language learning. For example, using ultrasound machines like the ones used to show expectant parents the features and movements of their babies in the womb, researchers in articulatory phonetics have been able to explain to language learners how to make sounds by showing them visual images of how their tongue, lips, and jaw should move with their airstream mechanisms and the rise and fall of the soft palate to make these sounds.

Ian Wilson, a researcher working in Japan, has produced some early reports of studies of these technologies that are encouraging. Of course, researchers aren't suggesting that ultrasound equipment be included as part of regular language learning classrooms, but savvy software engineers are beginning to come up with ways to capitalise on this new knowledge by incorporating imaging into cutting edge language learning apps.

Kara Morgan-Short, a professor at the University of Illinois at Chicago, uses electrophysiology to examine the inner workings of the brain. She and her colleagues taught second-language learners to speak an artificial language – a miniature language constructed by linguists to test claims about language learnability in a controlled way.

In their experiment, one group of volunteers learned through explanations of the rules of the language, while a second group learned by being immersed in the language, similar to how we all learn our native languages. While all of their participants learned, it was the immersed learners whose brain processes were most like those of native speakers. Interestingly, up to six months later, when they could not have received any more exposure to the language at home because the language was artificial, these learners still performed well on tests, and their brain processes had become even more native-like.

In a follow-up study, Morgan-Short and her colleagues showed that the learners who demonstrated particular talents at picking up sequences and patterns learned grammar particularly well through immersion. Morgan-Short said: “This brain-based research tells us not only that some adults can learn through immersion, like children, but might enable us to match individual adult learners with the optimal learning contexts for them.”

Brain imaging research may eventually help us tailor language learning methods to our cognitive abilities, telling us whether we learn best from formal instruction that highlights rules, immersing ourselves in the sounds of a language, or perhaps one followed by the other.

However we learn, this recent brain-based research provides good news. We know that people who speak more than one language fluently have better memories and are more cognitively creative and mentally flexible than monolinguals. Canadian studies suggest that Alzheimer's disease and the onset of dementia are diagnosed later for bilinguals than for monolinguals, meaning that knowing a second language can help us to stay cognitively healthy well into our later years.

Even more encouraging is that bilingual benefits still hold for those of us who do not learn our second languages as children. Edinburgh University researchers point out that “millions of people across the world acquire their second language later in life: in school, university, or work, or through migration or marriage.” Their results, with 853 participants, clearly show that knowing another language is advantageous, regardless of when you learn it.

Alison Mackey is professor of linguistics at Georgetown University and Lancaster University.



REFLECTIONS ON THE INTERNATIONAL
MEVLANA UNIVERSITY ELT CONFERENCE
18 April 2015

Summarized by
Prof. Dr. Aydan Ersöz

The Foreign Languages Teaching Department, Mevlana University had their annual ELT Conference on 18 April 2015 in Konya. The theme of the conference was: ***From Good to Great.***

This one-day conference turned out to be a great success. The participants were highly enthusiastic and took active part in most of the presentations. They had great fun and polished up their professional skills. Most teachers stated that they benefited a lot from especially practical presentations.

On behalf of INGED, I held two sessions: “No Mumbo Jumbo (Part 1)” and “No Mumbo Jumbo (Part 2)”. Both were practical sessions; the first session was on games, songs and art & craft activities; and the second one was on storytelling and dramatization. You can find a part of my first presentation below.







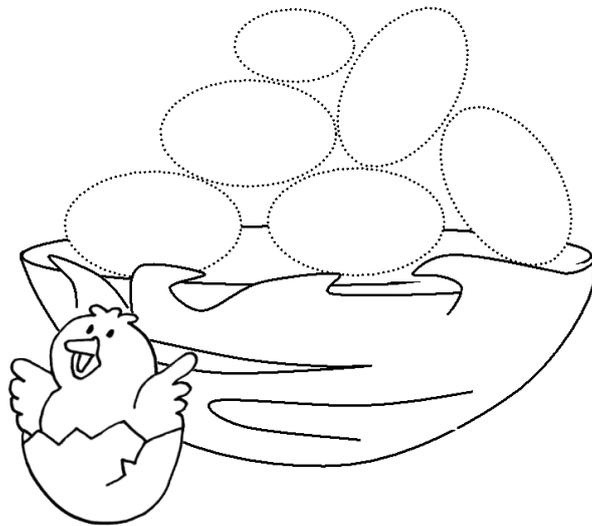
No Mumbo Jumbo (Part 1)
by Aydan Ersöz

Speeches, lectures, long and detailed explanations, and directions or formulated rules are all mumbo jumbo for children because these are all full of abstract grammar jargon, and highly boring, confusing and meaningless for them.

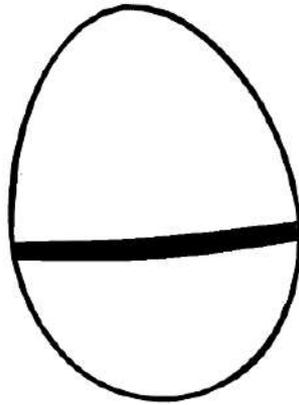
Children want to actually use the language, not to learn about it. For children, learning is a matter of experiencing rather than storing information to memory. They love learning by doing and being physically active. They want amusing and interesting activities that challenge them.

Any syllabus for young learners should include contexts such as games, songs, rhymes, chants, stories, riddles, puzzles, drama, dramatization and art and craft activities, so on. All these contain authentic language and help us create a natural (or a less formal) atmosphere in the classroom. They are also a part of the child's life and reality. They make learning more memorable and fun. Some sample activities are:

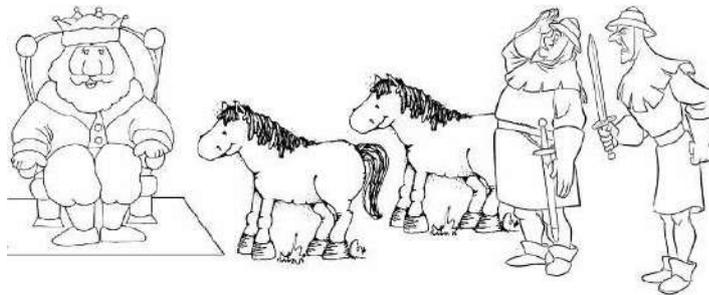
Activity 1: Trace the lines. What do you see?



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.

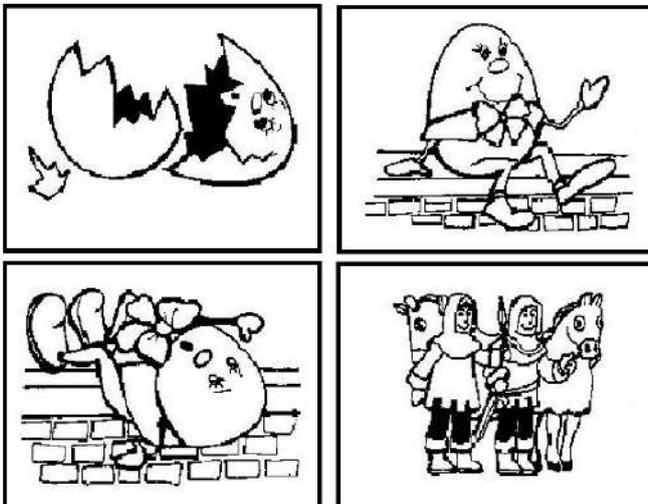
ACTIVITY 5- Say the rhyme with your teacher. Act it out.



HUMPTY DUMPTY

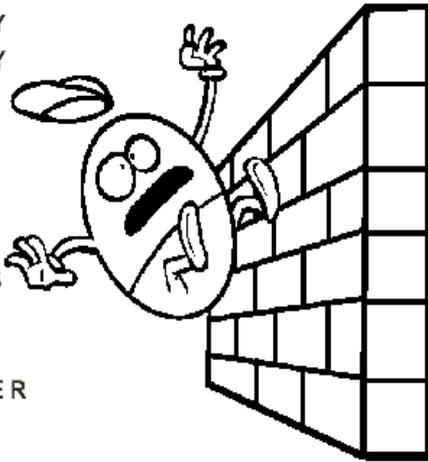
Humpty Dumpty sat on a wall.
 Humpty Dumpty had a great fall.
 All the king's horses and the
 king's men
 Couldn't put Humpty together
 again.

ACTIVITY 6- Cut the pictures. Paste them onto another paper in their right order.



ACTIVITY 7 - Word Hunt: Find these words in the puzzle and circle them.

HUMPTY
DUMPTY
SAT
WALL
HAD
FALL
KING
HORSES
MEN
PUT
TOGETHER



QWERTHUMPTYYPUPQ
SDDUMPTYFGHSATJZ
LKWALLWMNOKHADQ
CVJFALLHUEAKINGNC
HORSESRDCVQMENKO
AUFPUTDSSGEAIBMDI
IHYTOGETHERONRTRD

ACTIVITY 8- Fill in the missing words.

fall horses wall together sat
had men put

Humpty Dumpty

Humpty Dumpty — on a — .
Humpty Dumpty — a great — .
All the king's — and
all the king's — ,
Couldn't — Humpty — again.



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**REFLECTIONS ON THE INGED VISIT TO THE
MIDDLE EAST TECHNICAL UNIVERSITY
NORTHERN CYPRUS CAMPUS
4 May 2015**

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

METU NCC TEFL Program has had a speaker series on Issues and Practices in Second Language Education. I was invited to hold a session for the undergraduate students; however, the enthusiastic group of audience included English instructors and department professors as well.

The title of my session was “Designing Haute Couture Lessons”. The aim of my session was to demonstrate how we can use an authentic song as a teaching material using the steps of the 5E model. The participants were asked to take active part in the design and adaptation process. This experience was to help teachers become familiar with lesson design and adaptation techniques that they can continue using with both authentic and classroom (textbook) materials. You can find a part of my session below.



**Designing
“Haute Couture” Lessons
Aydan Ersöz
President, INGED**

METU NCC TEFL Program
Speaker Series
Issues and Practices in
Second Language Education

Manday, May 4, 2015
17:30 - 18:30
Amphi #1
Culture and Convention Center

Materials adaptation and design is inevitable to increase the effectiveness of our program and make our students' task of learning as memorable and enjoyable as possible. In this workshop, the aim is to demonstrate how we can use an authentic song as a teaching material using the steps of the 5E model. The participants will be asked to take active part in the design and adaptation process. This experience will help teachers become familiar with lesson design and adaptation techniques that they can continue using with both authentic and classroom (textbook) materials.

Aydan Ersöz is professor emerita and former head of the ELT Department at Saku University in Ankara, Turkey. She is the President of INGED Board (IEA: English Language Teaching Association). Her interests include teaching English to young learners, evaluating, adapting and developing teaching materials, and teacher training. She conducts in-service training programs for the Ministry of Education as a trainer, and she runs projects at private schools as an educational consultant.



Designing “Haute Couture” Lessons by Aydan Ersöz

Why HAUTE COUTURE? Because it involves:



- specific customers: our learners
- high-quality, expensive fabric: teaching materials (preferably authentic materials), and
- the most experienced and capable seamstresses: teachers

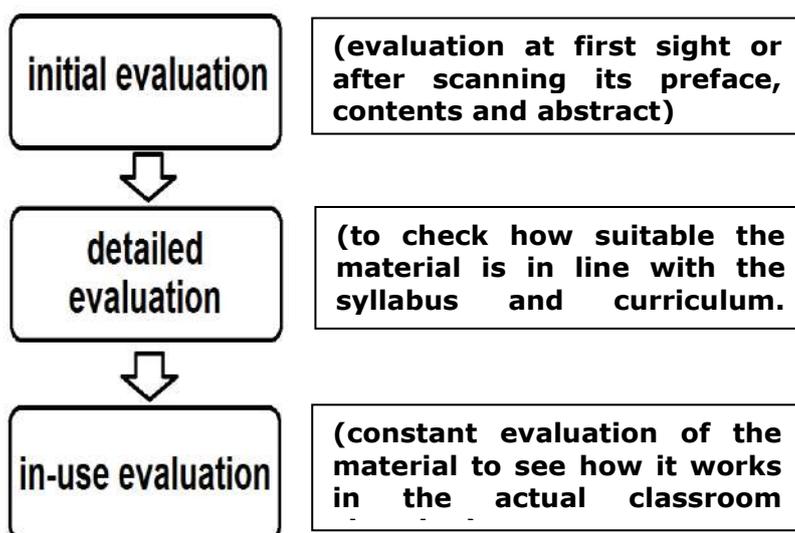
Coursebooks (or any teaching material) are terrible masters but wonderful slaves because they:

- are written for mass sales
- target an average group of learners

Hence, they rarely meet all the expectations of a particular school or a particular teacher. Furthermore, they rarely answer all the needs of a particular group of learners or address their interests.

No matter how good a textbook is, it is just a simple tool in the hands of teachers. We should not, therefore, expect to work miracles with it. What is more important than a textbook is what teachers can do with it.

Coursebook selection is usually done as a result of an evaluation process which has three stages;



Among all, the in-use evaluation i.e., constant evaluation of the material to see how it works in the actual classroom situation is the most important as it will reveal the problems encountered in the classroom or how much teachers and learners benefit from the material.

In-use evaluation can be done through three different devices:

- Student based evaluations (through checklists, questionnaires, and/or interviews)
- Learning based evaluations (they aim to determine whether any measurable learning took place as a result of the materials. In addition to the quizzes and exams, observations can also be used in determining the effectiveness of the materials)
- Teacher based evaluations.

As a result of these evaluations, teachers may decide to adapt the materials. Materials adaptation is inevitable to increase the effectiveness of our program and make our students' task of learning as easy and enjoyable as possible.

Teachers should NOT make adaptations as a result of their own UNDERSTANDING (PHILOSOPHY) of learning/teaching. Adaptations should be in line with the curriculum and syllabus (teaching/learning goals).

When it comes to adaptation, teachers may decide to focus on one or two activities or deal with the whole unit. Adaptation can be in the form of

- a) Change: Teachers may make changes in the content or organization of the material. They may
 - change the order of the activities or texts;
 - change an individual activity into pair or group work;
 - use a speaking activity as a writing activity;
 - change a mechanical activity into a meaningful one;
 - use a different visual instead of the one given in the book;
 - change a TRUE/FALSE activity into a MATCHING activity, so on
- b) Add: Teachers may feel that the activities in the main course book are not sufficient; hence, they may want to add extra activities.

Isolated activities do not influence the textbook procedure but can be used to supplement a grammar point, pronunciation, etc. provided that they are somehow related to the topic.

- c) Remove: Teachers may feel that a certain activity is above/below the level of the learners, or that it is not useful, or that it is boring, etc. In such a case they may decide to remove (skip) that particular activity.
- d) Replace: Teachers may want to replace an activity with another one which seems more useful or suitable for the learners. In fact the only limit to how effective teachers can use the books (or other materials) is their professional skills, their imagination and creativity.





**REFLECTIONS ON THE ULED PLATFORM
(THE PLATFORM FOR
THE NATIONAL EDUCATION ASSOCIATIONS)
MEETING
August 2015**

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

Members of ULED Platform got together in August 2015 in Ankara to finalize the details of the UEBK 2016 which will be held on 21-24 April 2016 in Antalya-Kemer. This year's congress will be the 25th national gathering. (Please visit <http://www.uebk.org> for details).

As a result, the theme of the congress was chosen as "In Pursuit of Innovation and Quality in Educational Sciences". The committee decided to hold three panels: Research and Publication Issues in Educational Sciences, Academic Ethic, and Immigration and Education. The panelists were also chosen as: the first panel - Prof. Dr. Adnan Baki, Prof. Dr. Ali Balcı, Prof. Dr. Hasan Şimşek, Prof. Dr. Şener Büyüköztürk; the second panel - Prof. Dr. Binnur Yeşilyaprak, Prof. Dr. Ali Yıldırım, Prof. Dr. Hayati Akyol, Prof. Dr. İnanet Aydın, and the third panel - Prof. Dr. Yüksel Kavak, Prof. Dr. Çağatay Özdemir, Prof. Dr. Çiğdem Kağıtçıbaşı, Prof. Dr. İsmail Doğan.





**REFLECTIONS FROM
THE 17th INTERNATIONAL INGED CONFERENCE
23-25 October 2015**

**Summarized by
Diğdem Çimiçin & Sevilay Sakızlı
Çankaya University Instructors**

We will summarize a session that we thought was very informative for English language teachers and learners who are interested in teaching and taking the TOEFL.

**Reflections on
The TOEFL Speaking Dilemma:
Do it All in One Minute, or Do it All One Minute at a Time?
A session by Bruno Paul**

TOEFL is a test that many people from all around the world take to demonstrate their English-language proficiency. The test includes all four skills, but the speaking skill is the most challenging part for many English language learners. The speaking section of the test is also a problem for many Turkish learners. The average English speaking skill level of Turkish learners ranges between Elementary to Intermediate. For this reason, Bruno Paul focused on the speaking section of the TOEFL in his speech. He started with the brief information on the speaking content of the exam told that the speaking section has 6 different tasks, two independent and four integrated tasks based on reading and listening. As test-takers feel that they only have a very limited time to get prepared and perform all the tasks, they may generally get frustrated and this affects their speaking score negatively. Taking this common problem into account, Bruno Paul came up with some useful suggestions for the teachers and test-takers. He highlighted the importance of getting familiar with the question types in the test and planning response accordingly. He also suggested practicing time management and demonstrating control over a range of vocabulary and structures would help test-takers perform well in the test. He also provided sample speaking templates to direct test-takers into a route which may help them perform the task and manage time effectively. We also believe that being familiar with the question types, necessary skills to perform these type of questions in the test and scoring criteria will help test-takers get better scores in the speaking part of the TOEFL test.

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



**REFLECTIONS FROM
THE 17th INTERNATIONAL INGED CONFERENCE
23-25 October 2015**

Summarized by
Esra Ataman <esra.ataman_01@metu.edu.tr>
& Ozan Can Çağlar <caglar.ozan@metu.edu.tr>
Senior Students
METU, Department of Foreign Language Education,
Ankara, Turkey

**‘TEACHING ENGLISH TO YOUNG LEARNERS’
By Prof. Dr. AYDAN ERSÖZ (President of INGED)**

Many Little Monkeys Sitting in Your Class: Are you aware?

In the session at the 17th INGED ELT Conference delivered by Aydan Ersöz on teaching young learners, the characteristics of young learners and different materials and activities which can be used with young learners were covered. First of all, Aydan Ersöz started her session by asking the audience which characteristics of young learners they know about. Everyone in the conference hall had an opportunity to express what they had in their minds about the characteristics because most of the people in the hall had previous experience with these learners. As each person added an item to the list, the presenter elaborated by giving examples. Some of the characteristics stated were as follows

:

- Young learners have a short attention span.
- They are energetic and kinesthetic.
- They need recycling because if you do not repeat, they forget easily.
- They do not care about your curriculum or instructional goals. They always want to have fun, to play games or to jump around.

After these were mentioned by different participants, Prof. Ersöz touched upon a very interesting point. She stated that there is a term in Turkey used by the teachers, which is ‘I am giving the lesson to my students’. She exemplified what this “giving” entails by calling a volunteer to the stage. She gave her a sheet of paper but asked her not to take it. No matter how hard the presenter tried, the volunteer did not take the paper and it fell down on the floor. Then, Prof. Ersöz perfectly pointed out that ‘giving’ is not a one-way process. Namely, you can give something to someone, but if the person is unwilling to take it, he/she does not take it. The teaching and learning process is similar to that analogy. As a teacher, you may think that you teach everything perfectly; however, if your students do not want to learn it, they do not learn it. As a result, it means that you have failed.

The fact that Aydan Ersöz asked for the opinions of the audience reinforced the personalization of the session since everybody had a chance to bring their own experience into the session and contribute to it. In this regard, the session turned into an interactive platform.

In the second part of the session, the presenter showed us some of her teacher-made materials such as puppets and suggested some activities like coloring or drawing from her

own book to use in our own classrooms. Lastly, she made a little demonstration by making us sing a song called 'Five Little Monkeys Jumping on the Bed' in groups of seven. Firstly, she told the story of the song with the help of body language. She taught us the song through continuous repetition. Moreover, she encouraged us to behave as if we were young



learners and to jump or to perform the required movements. In this way, she appealed to kinesthetic learners. After we learnt the song by heart, she divided us into the groups of seven. Each person played a different role. For instance, while one of us was the doctor, one of us became the mother. In this way, we met different people participating in the conference.

Considering the implications of the session, as prospective teachers of English, we became more aware of the significance of knowing who young learners are. Furthermore, we gained insights about how to adapt our lessons accordingly. It is very valuable and fruitful to hear about the stories and opinions of the experienced teachers or professionals for us as senior students. Specifically, we chose to comment on this session because we had taken a course called 'Teaching English to Young Learners' in our department and we had a chance to see the real life application of what we learnt in that course in this session.

As a last piece of advice to fellow students, we believe that attending ELT conferences broadens our horizons since we have a chance to observe many professionals coming from different contexts. Moreover, they prepare us for the scenarios which we may face in the real classroom. Lastly, they give us hints about our future career in the teaching profession because we see people who have taken the same road before. Therefore, we suggest that all students of ELT participate in these academic events.



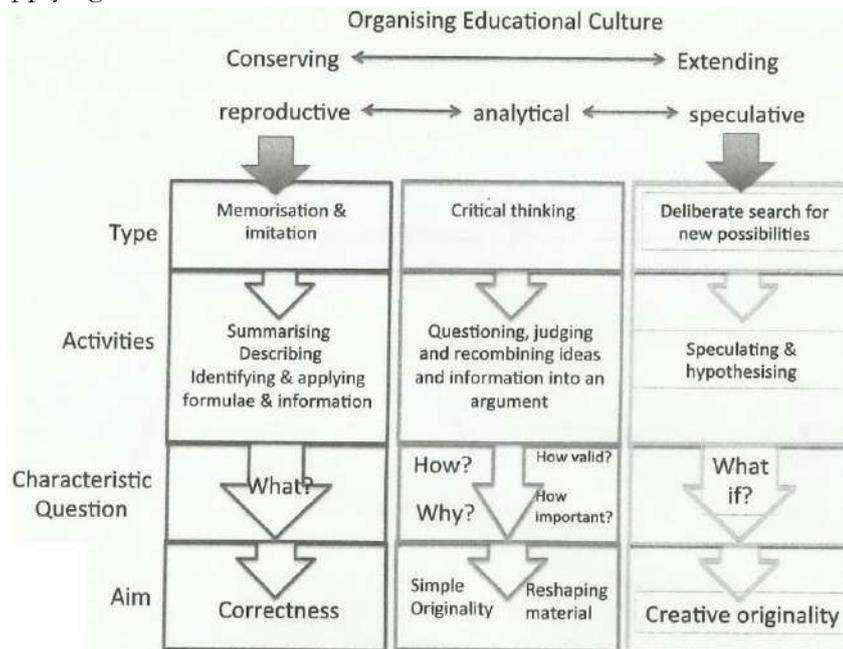
**REFLECTIONS FROM
THE 17th INTERNATIONAL INGED CONFERENCE
23-25 October 2015**

Summarized by
Ebru Evcen, <ebru.evcen@metu.edu.tr>
Senior Student,
METU, Department of Foreign Language Education,
Ankara, Turkey

**“The Effect of Culture on Learning and Using English”
A Workshop Session by Tony Prince
Norwich Institute for Language Education (NILE)**

On the 24th of October in 2015, I attended the 17th International INGED ELT Conference at Çankaya University. There were about 40 concurrent sessions, six plenary talks, and round table discussions on a wide range of topics. I would like to share with you my impressions of a workshop titled as “The Effect of Culture on Learning and Using English” delivered by Tony Prince, an academic director at NILE. I chose to reflect on this session because it has provided new perspectives for me on how culture affects using English and informs us about a few practical techniques to adapt to the requirements of a new culture. Honestly speaking, I had never thought about how to implement Bloom’s taxonomy in the classroom while identifying purposes, giving instructions, asking questions or giving homework. I was amazed by the way the presenter connected the effect of culture to Bloom’s taxonomy and in-class practices.

The presenter started by distributing a hand-out in order to show us the classification for educational cultures. As an audience, we decided that in Turkish culture, we focus more on reproductive skills and memorization, imitation type of activities such as summarizing, describing, applying formulas and so on.



We ask the question *what* mostly rather than *how*, *why* and *what if*. This is our educational culture. I think we are trying hard to focus more on the analytical and speculative level. Presenting this framework was a real awareness-raising activity in order to adjust ourselves according to the different context.

After reflecting on our culture, Tony Prince argued that this framework helps the students to understand the expectations of new cultures. In relation with the framework, he talked about Bloom's taxonomy and how we actually could make use of it while adjusting the difficulty of an assignment or deciding how much we are expecting from our students. In Bloom's taxonomy, there are six major categories of cognitive processes, starting from the lowest to the highest: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. The presenter claimed that it is possible for us, teachers, to adjust the difficulty level of assignments by expecting students to focus on different cognitive domain levels. To illustrate, we could give an assignment titled as "*Define Brand, listing the main ways in which it differs from product. Use examples to indicate the importance of branding in the market for mobile technology in the UK, suggest improvements, if required.*"

When we analyze this rubric according to Bloom's taxonomy, defining the word 'brand' corresponds to Remembering; giving examples to Applying, listing main ways in which brand differs from product to Analyzing, indicating the importance of branding to Evaluating, and finally, suggesting improvements corresponds to the Creating of the taxonomy. Taking into consideration that this assignment includes two highest ranking categories, it is obvious that the difficulty level is quite high. In this workshop, we analyzed various assignment titles and decided on their difficulty levels. Tony emphasized that as teachers we need to state what we expect from our students clearly.

As a prospective English language teacher, I felt enlightened after this valuable and fruitful session. In our courses, we learnt and talked about Bloom's taxonomy while it was kind of vague for me how to implement this taxonomy beforehand. Even though I am just a pre-service teacher, I am looking forward to using this practical guide in my classroom; I cannot image how useful this session was for an in-service teacher. Overall it was a good opportunity for all the participants to refresh their theoretical knowledge.

**If you are interested in writing:
The Writing Lab Newsletter:**

<https://www.facebook.com/writinglabnewsletter?fref=nf>



**REFLECTIONS FROM
THE INGED EVENT
AT ABANT İZZET BAYSAL UNIVERSITY**

13 November 2015



AN INGED ELT EVENT
at
Abant İzzet Baysal University
13 November 2015

Venue:

Kültür Merkezi, Mavi Salonu, Gököy Kampüsü, 14280 BOLU

PROGRAM

- 10:00 – 11:00 “Games for Young Learners”
Prof. Dr. Aydan Ersöz (INGED)
- 11:00– 11:15 *Coffee Break*
- 11:15 – 12:15 “Integrating 21st Century Skills into Young Learners' Classroom through
Storytelling”
M. Nazlı Güngör (INGED)
- 12:15 – 13:30 *Lunch*
- 13:30 – 14:30 “Tips for Increasing Creativity”
A. Suzan Öniz, PhD (INGED)
- 14:30 – 14:45 *Coffee Break*
- 14:45 - 15:45 “Using Sitcoms in the EFL Classroom”
Büşra Delen (INGED)

A very motivating venue inside and ...



out







Abant Izzet Baysal University staff hosted this INGED event with their usual extremely warm hospitality. The presenters were welcomed by many young professionals and good friends. We thank the staff and students who attended & would like to extend special thanks to Amanda Yeşilbursa and her team of teachers...



REFLECTIONS FROM THE 2nd TPLUS & TESOL ARABIA SIGs JOINT EVENT

20 - 21 November 2015

Bilkent University School of English Language, Ankara, Turkey

Summarized by
A. Suzan Öniz

This year saw the second T-PLUS (Trainers' Professional Training and Unlimited Sharing) Conference jointly organized by colleagues from TESOL Arabia. The mission of T-PLUS is to contribute to the development of teacher education and in-service professional learning within university sector language programs through collaboration and open exchange of practice. The conference theme was "Personal & Institutional Development." The first day of this event started with a plenary talk by Meral Güçeri with the title "Shades of Blue" continued by concurrent presentations covering a wide variety of topics. The busy day ended with a plenary presentation that focused on how effective change can take place in an institution and a checklist comprising the necessary conditions for all stakeholders involved. This presentation was in the form of a short dramatization by the Ankara TEDS introducing acceptance and resistance to change in an imaginary institution: "Change as a means to grow: A short dramatization" of which I was a part. The purpose of the short play written, designed, directed and acted out by the Ankara TEDS, Zehra Adıyaman, Melis Akdoğan Gündoğdu, Beril Ayman Yücel, Seçil Dayıoğlu Öcal, Esen Metin, A.Suzan Öniz, Sabiha Tunç, Hüsna Yalçın, was to introduce their list of criteria for change. These criteria, a result of research findings and the TEDS' own experiences, were grouped in six: The first three groups (Criteria 1-21) addressed general issues; the second group of criteria (Criteria 22-46) were about actual actions to be taken. If you are interested in these criteria, please write to me and I will send you a copy.

Here are some moments from the preparations and presentation of the Ankara TEDS:





Participants working on our criteria for change

I would like to share with you the practical session for teacher educators by Teresa Doğuelli.

“Peeping through the keyhole &
other ways of peer observations for professional self-development”
A workshop by Teresa Doğuelli

In her workshop for teacher educators Teresa offered different ways of observations.



Teresa started off her session by asking her participants to give her feedback in one of the forms below and give the sheet to her after her session:

- A pie chart
- A mind map
- An alternative observation sheet
- A letter, a note or short video

Here are some points to consider in peer observing:

Especially the observers language while talking to the observed teacher:

I decided to do ... You did ... I had to choose... It was one option ... I chose to ... The (dis) advantage of taking that option ... Another time I could ... Another option available then was ... And if I did, the good thing would be ... The advantage there might be ... But a disadvantage would be ... Another time you could choose another option ... I'll have to weight it up ...

As opposed to: You/I should have ... You/I shouldn't have ... Why didn't you ...? You/I could have ... Where you/I went wrong was ... I wouldn't have/would have ... It was terrible ... Everything was OK until you ... It wasn't terrible but you ...

Here are two of the alternative ways of observing:

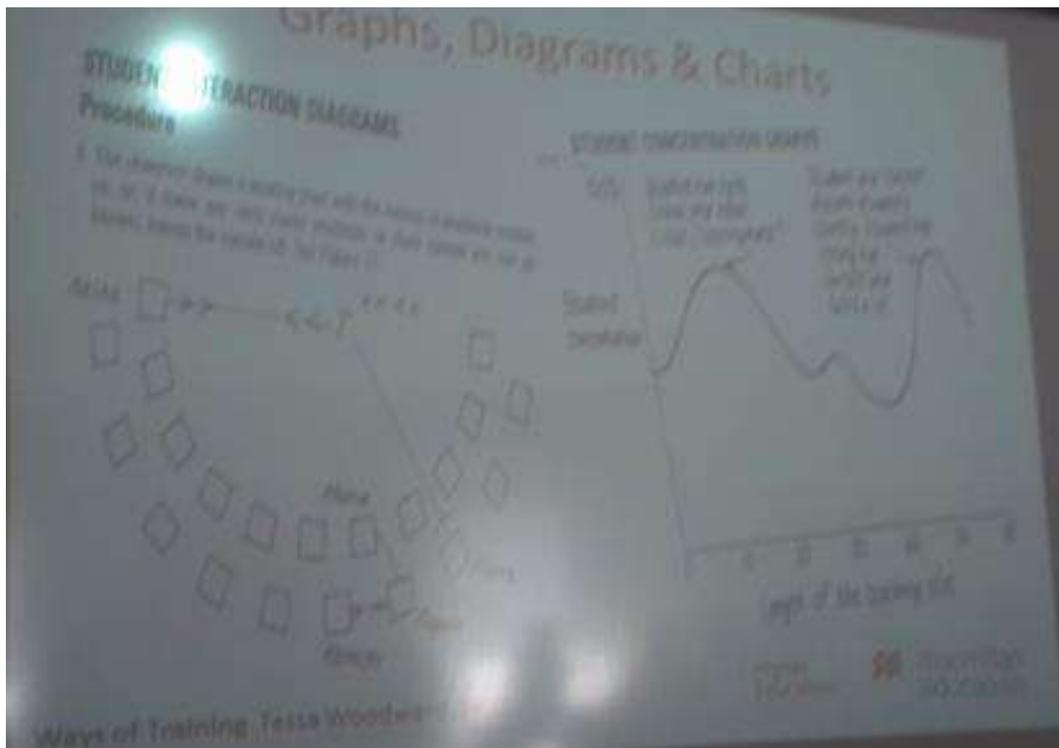
Student interaction diagrams

Make a rough drawing of the students as they sit in the classroom writing their names above each seat (if you can catch the name) and mark the teacher as T. Use arrows to and from the teacher to whichever student started an interaction or responded to the teacher. The direction of the arrows will indicate who started the interaction. By the end of a segment of the lesson, you will have an

interaction diagram showing which students participated and who the initiator of the interaction was. The diagram can serve as a basis for the post-observation meeting.

Student concentration graphs

This is suited for following one student at a time. Select a particular point in the lesson and a student. Draw a graph with the bottom line divided into minutes and the vertical line showing the relative degree of the selected student's concentration. Whenever there is an increase in the student's concentration, write above that part of the line what was happening in the class or what the teacher was doing. Do the same when there is a decrease in concentration. You can do other graphs for other students in different parts of the lesson and use these graphs when you get together with the teacher later.



For more observation ideas, refer to Tessa Woodward's Ways of Training (1992).



REFLECTIONS FROM
THE INGED EVENT AT BAŞKENT UNIVERSITY
12 December 2015

Summarized by
A. Suzan Öniz



BAŞKENT ÜNİVERSİTESİ



An INGED – Başkent University
Co-Event
at
Başkent University
12 December 2015

Venue: İhsan Doğramacı Conference Hall

PROGRAM

10:00 – 11:00 “FELT (Fun in ELT)”

Prof. Dr. Aydan Ersöz - INGED

11:00– 11:15 *Coffee Break*

11:15 – 12:15 “Professional Development”

Tony Gurr

12:15 – 13:00 *Lunch*

13:00 – 14:00 “Reframing ELT”

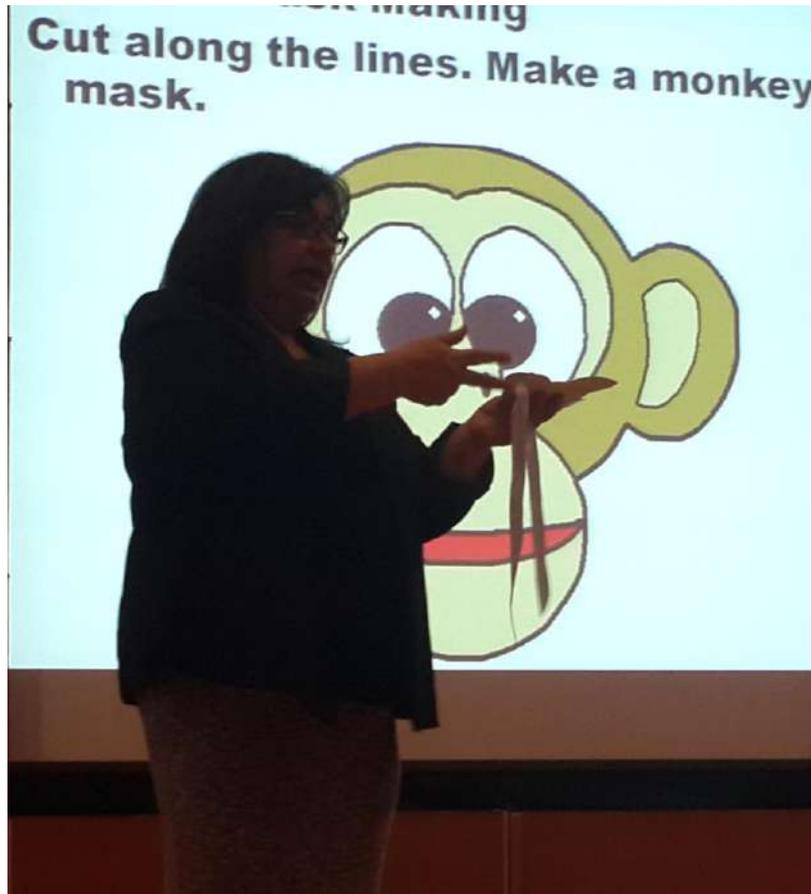
Assist. Prof. Dr. Laurence A. Raw - Başkent

14:00 – 14:15 *Coffee Break*

**14:15 - 15:15 "Engaging All/Most Students
All/Most of the Time"**

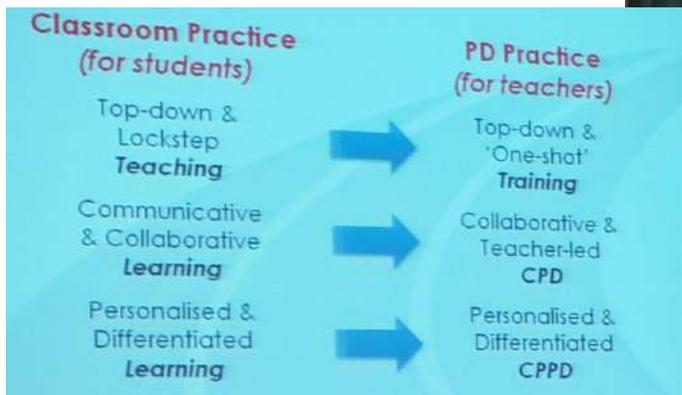
Dr. A. Suzan Öniz - INGED

This day was filled with a lot of practical ideas as well as some research findings to make teachers and future colleagues think about Professional Development. The event started out with Prof. Dr. Aydan Ersöz sharing with the participants her views on how young learners best learn. She made her ideas concrete through the series of connected activities that she has devised involving activities on paper, coloring and cutting, mask making and physically involving learners in a song through which they will end up learning a variety of language patterns without direct teaching. She stressed that teachers need to become aware of their teaching and the effects on the learners and then perhaps adapt their teaching so that the learners can learn better.



For a detailed summary of the activity, please refer to past issues of *News On-Line*.

Tony Gurr talked about Professional Development. The following are some of the slides that he shared with the audience:



The IDEAL... PROFESSIONAL DEVELOPMENT Experience

COLLABORATION: CURRENT VS. IDEAL

Focus group question: Which images represent your current experience and the ideal state of collaborative professional development?

	Current Experience	Ideal State
Lack of engagement	<ul style="list-style-type: none"> "Feels like I'm being held hostage" "I would rather be somewhere else" 	<ul style="list-style-type: none"> "Energizing" "Energized to go back to my classroom"
Poor use of time	<ul style="list-style-type: none"> "Not another meeting" "Not one more thing I have to do" "Don't read PowerPoint presentations to me" 	<ul style="list-style-type: none"> "Supportive" "Makes me feel supported" "Feel accountable to show up to help each other" "Bounce ideas off of each other"
Poorly planned/assessed	<ul style="list-style-type: none"> "People might have good knowledge but the pieces don't fit together" "Need an agenda and roles, otherwise it's a social hour" 	<ul style="list-style-type: none"> "Hands-on/scenario-based" "Specific activities to do" "Simulate situations for a specific teacher" "Give me what I need in bite-sized pieces"

Source: Teacher focus groups, March 2014

SOURCE: Teachers Know Best – Teachers' views on professional development
(Boston Consulting Group – for Bill & Melinda Gates Foundation, 2014)

The IDEAL... PROFESSIONAL DEVELOPMENT Experience

WHAT TEACHERS SAY: THE IDEAL PROFESSIONAL DEVELOPMENT EXPERIENCE

Despite their dissatisfaction with much current professional development (PD), teachers value its potential as a tool to help them plan and improve instruction. They describe the ideal professional learning experience as:

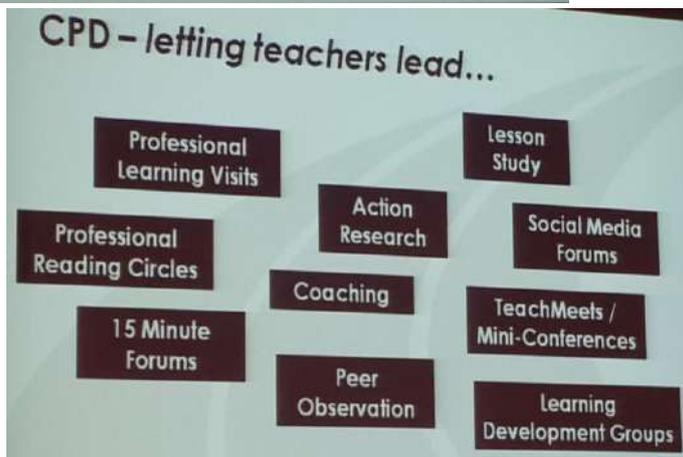
<p>RELEVANT</p> <p>"It looks different in every context, it has to be personalized."</p>	<p>DELIVERED BY SOMEONE WHO UNDERSTANDS MY EXPERIENCE</p> <p>"The best PD has been when a teacher shows me what has revolutionized their classroom... anything that a fellow teacher who is still in the classroom (presents) beats out anything else."</p>	<p>SUSTAINED OVER TIME</p> <p>"PD needs to be something that you keep working on for a semester or a year."</p>
<p>INTERACTIVE</p> <p>"The best... usually involve hands-on strategies for the teacher to actually participate in."</p>	<p>TREATS TEACHERS LIKE PROFESSIONALS</p> <p>"PD should treat us as adults, rather than children."</p>	

SOURCE: Teachers Know Best – Teachers' views on professional development
(Boston Consulting Group – for Bill & Melinda Gates Foundation, 2014)

Training Outcomes Related to Training Components

Joyce & Showers, 2002

Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Presentation / Lecture	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice	60%	60%	5%
Plus Coaching / Admin Support / Data Feedback	95%	95%	95%



CPD - ...is REALLY about...

Getting teachers

- ...**excited** about teaching
- ...**talking** about teaching
- ...**planning and evaluating** their teaching together
- ...**observing and learning** from each other
- ...**sharing** what works with each other

(Allison, 2014)

CPD – links with student learning...

- What do my students need to do with what they learn?
- What do I want to 'co-create' with my students?
- How do I want my students to develop – as students or as human beings? Is there a difference?

CPPD – planning teacher learning...

- Where am I as a teacher right now? How do I know this?
- How do I want to develop - as a teacher or as a human being? Is there a difference?
- What 'tools' do I need (teaching skills/abilities, experience, information, support, equipment, etc)?

CPPD – evaluating and sharing...

- How do I know if/when I have developed?
- How do others know if/when I have developed?
- How can I communicate the outcomes of development to others (so as to help inspire others or contribute to their learning)?



SELECTED FOR YOU

Here are two articles for you: A section of ELT acronyms and a list of resources that you can use for teaching.

Common Acronyms in the TESOL Profession

Source: <https://www.tesol.org/enhance-your-career/career-development/beginning-your-career/a-guide-to-common-acronyms-in-the-tesol-profession>

This guide defines common acronyms used in the profession of English language teaching and in TESOL association publications and newsletters. Please note that the difference between acronyms is often subtle and depends on context. To ensure that you are using an acronym properly, please consider local customs and cultures.

CEFR: Common European Framework of Reference for Languages. A comprehensive framework of language proficiency.

CELTA: Certificate in English Language Teaching to Adults. Administered by Cambridge English based in England. This acronym refers to a specific, branded **TEFL** certificate course. Practitioners with a CELTA can continue their studies by completing the DELTA program.

EAL: English as an additional language. Used to account for learners who are multilingual. It recognizes that English might be the learner's third, fourth, etc. language.

EAP: English for academic purposes.

EIAL: English as an international auxiliary language.

EIL: English as an international language.

EFL: English as a foreign language. English language programs in non-English-speaking countries where English is not used as the lingua franca. It is also used in some U.S. university programs where international students study English and are likely to return to their home countries after graduation or finishing course work.

EL: English learner. This acronym is being used more often to refer to a student in an ESL or EFL program. Compare to **ELL**.

ELA: English language acquisition. Occasionally confused with English Language Arts, this acronym recognizes that for some people, English is not a second language. It could be a third, fourth, etc.

ELD: English language development.

ELF: English as a lingua franca.

ELL: English language learner. Often used to refer to a student in an ESL or EFL program.

ELP: English language proficiency.

ELT: English language teaching.

ENL: English as a new language. This acronym recognizes that some learners know more than two or three languages. It is the U.S.-based National Board for Professional Teaching Standards Certification acronym of choice.

ESL: English as a second language. English language programs in English-speaking countries where students learn English as a second language.

ESOL: English to speakers of other languages. Used to describe elementary and secondary English language programs. It is also used to designate classes within adult basic education programs. Similar to **EAL**, it recognizes that many students know multiple languages.

IELTS: International English Language Testing System. An international standardized test of English language proficiency for non-native English language speakers. The test is jointly developed and administered by the British Council, Cambridge English Language Assessment, and IDP Education, and is used by most Australian, Canadian, British, and New Zealand institutions of higher education.

IEP: Intensive English program. Usually refers to a university program designed to help students improve their English before matriculating.

L2: Second language.

LEP: Limited English proficient. Often used to describe the language skills of students in **ESL** or **EFL** programs. This term was more widely used in the past and is sometimes still used in policy and legislation. However, this acronym has fallen out of favor because it is based on a deficit model of language learning.

RSA: Royal Society of Arts. Partner in the Oxford Cambridge RSA group, which administers a variety of exams for lifelong learning.

SIOP: Sheltered Instruction Observation Protocol. A research-based model of instruction that help teachers plan and deliver lessons.

SLA: Second language acquisition.

TEFL: Teaching English as a foreign language. Often used to refer to teacher education programs in **EFL**.

TESL: Teaching English as a second language. Often used to refer to teacher education programs in **ESL**.

TESOL: Teaching English to speakers of other languages. A professional activity that requires specialized training. It is also used to refer to TESOL International Association, as well as its signature event, the annual TESOL international convention.

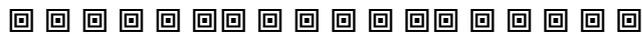
TOEFL: Test of English as a foreign language. A standardized test developed by ETS (formerly Educational Testing Service) used to measure the English language ability of nonnative-English-speaking students applying to U.S. institutions of higher education.

TOEIC: Test of English for International Communication. A language test designed by ETS (formerly Educational Testing Service) to measure the everyday English skills of people working in an international environment.

UCLES: The University of Cambridge Local Examinations Syndicate. (UCLES), now Cambridge Assessment and includes Cambridge English Language Assessment, Cambridge International Examinations, and Oxford Cambridge RSA. All are based in the United Kingdom.

If you have questions about a particular acronym or would like to suggest an acronym to add to the list, please contact [TESOL Professional Learning](#).

- See more at: <https://www.tesol.org/enhance-your-career/career-development/beginning-your-career/a-guide-to-common-acronyms-in-the-tesol-profession#sthash.VzGBJ78K.dpuf>



THE TESOL RESOURCE CENTER

Source: <http://www.tesol.org/connect/tesol-resource-center>

Welcome to the TESOL Resource Center! Need a lesson plan? An activity? How about ideas for what to do in class tomorrow morning? Well, you've come to the right place. The TESOL Resource Center contains lesson plans, teaching tips, activities, assessment tools, and much more. Can't find what you need? Be sure to check back: New resources are posted frequently.

- See more at: <http://www.tesol.org/connect/tesol-resource-center#sthash.K2m7cULo.dpuf>

Latest Resources

- ***Descriptive writing lesson plan for differentiated learning***

By Divya Pandanda | 11 Jan 2016

Resource Description: This detailed lesson plan provides teachers with an introductory lesson to the unit on developing descriptive writing skills. It takes into account the fact that different learners learn differently, thus incorporating Howard Gardner's theory of Multiple Intelligences. It also includes the resources that one could use in the classroom, at the same time allowing teachers the flexibility to tweak it to cater to the needs of their students.

Resource Type: Lesson Plans

- ***6 Ideas to Make the Most of Your Winter Break***

By Stephanie N. Brown | 21 Dec 2015

Resource Description: Are you a new ESL teacher who is winding down from your first semester teaching? Or, are you a seasoned ESL teacher who needs to relax a bit before the semester starts? Here are 6 ideas to make the most of your winter break. These ideas include: reflection, taking walks, organization, goal-setting, having a new experience, and relaxing. These may seem simple...but in the busy life of a teacher these moments are extremely valuable.

Resource Type: Teaching Tips

- ***SLWIS: L2 Classroom Writing Assessment***

By Second Language Writing Interest Section | 30 Nov 2015

Resource Description: This conference call is part of a Second Language Writing Interest Section (SLWIS) discussion series. This discussion is facilitated by Deborah Crusan and focuses on the topic of assessing Second Language Writing.

Resource Type: Teaching Tips

- ***Tell Your Immigration Story***

By Wende Crow | 26 Nov 2015

Resource Description: This is a writing activity to generate a three paragraph descriptive essay.

Resource Type: Activities

- *Dialog Journals*

By Wende Crow | 19 Nov 2015

Resource Description: The purpose of this activity is three-fold: first, students are expected to maintain a regular writing practice to improve communicative competence and descriptive writing. Second, students can build and improve their vocabulary for describing feelings. And finally, the teacher and students maintain an ongoing dialog throughout the quarter or semester.

Resource Type: Activities

- *Peteris Pragmatic Guide to Idiomatic English*

By G. Peter Winnington | 10 Nov 2015

Resource Description: A handbook of rapid solutions for French-speaking students to common difficulties in speaking and writing English.

Resource Type: Teaching Tips

- *Reading Lesson: Miguelis Dream*

By Moises Alcantara Ayre | 09 Nov 2015

Resource Description: This is an 80-minute reading lesson that focuses on reading for details and on using the information from the text to help students think about their own dreams in life.

Resource Type: Lesson Plans

- *Family Life*

By Oksana Moroz | 07 Nov 2015

Resource Description: Family Life lesson plan is aimed at students of intermediate level, particularly multilingual students. This lesson is designed and oriented toward the development of Speaking and Listening Skills.

Resource Type: Lesson Plans

See more at:

<http://www.tesol.org/connect/tesol-resource-center#sthash.K2m7cULo.dpuf>

SOMETHING TO THINK ABOUT

Here is an articles about testing and one about using the senses for learning,

<http://www.theatlantic.com/education/archive/2014/01/students-should-be-tested-more-not-less/283195/>



Students Should Be Tested More, Not Less

When done right, frequent testing helps people remember information longer.

JESSICA LAHEY

Testing is terrible for learning, destroys student and teacher morale, and impedes opportunities for productive, meaningful teaching. This oft-repeated axiom has become accepted as true without proof. Opposition to testing and all its associated ills has led to an over-generalization of the word “test” and an unwarranted reputation as the embodiment of all that is wrong with American education.

One researcher believes we are throwing a very effective learning tool out with our educational bathwater, and asserts that we should be testing students more, not less.

Henry L. Roediger III, a cognitive psychologist at Washington University, studies how the brain stores, and later retrieves, memories. He compared the test results of students who used common study methods—such as re-reading material, highlighting, reviewing and writing notes, outlining material and attending study groups—with the results from students who were repeatedly tested on the same material. When he compared the results, Roediger [found](#), “Taking a test on material can have a greater positive effect on future retention of that material than spending an equivalent amount of time restudying the material.” Remarkably, this remains true “even when performance on the test is far from perfect and no feedback is given on missed information.”

Researchers have long known about the “testing effect,” the phenomenon of improved performance through testing. William James, psychology professor at Harvard and author of *The Principles of Psychology* wrote in 1890,

A curious peculiarity of our memory is that things are impressed better by active than by passive repetition. I mean that in learning (by heart, for example), when we almost know the piece, it pays better to wait and recollect by an effort from within, than to look at the book again. If we recover the words in the former way, we shall probably know them the next time; if in the latter way, we shall very likely need the book once more.

In other words, students who want to memorize information should attempt to retrieve that information from their own memories, rather than review the material over and over from notes or a text.

This is, at their essence, what tests are intended to do. Tests ask students to look into their wells of knowledge, locate information, and express that knowledge on the page.

Not all tests, however, are created equal. Some tests are more effective in eliciting this positive effect than others. Many tests, including standardized tests, SATs and IQ tests, are designed to measure developed knowledge or abilities. They are “static,” and “summative,” in that they measure students’ sum total knowledge or ability at a fixed point in time. Summative tests do not allow for instructor input during the test and are not intended to shape future teaching. Therefore, no learning takes place during or as a result of the test. Complaints that excessive testing detracts from learning tend to be aimed at summative testing. As summative tests do not teach, and classroom hours spent engaged in summative assessments detract from hours a teacher has to educate her students, those complaints are probably well-founded.

“Formative assessments,” on the other hand, are designed to discover what students do and do not know in order to shape teaching during and after the test. Formative assessments are not meant to simply measure knowledge, but to expose gaps in knowledge at the time of the assessment so teachers may adjust future instruction accordingly. At the same time, students are alerted to these gaps, which allows them to shape their own efforts to learn the information they missed.

Roediger asserts that educators should be using formative assessments early and often in the classroom to strengthen learning *during* the unit rather than waiting until the end and giving a summative assessment. These repeated assessments curb the most ineffective type of learning, in which students wait until just before the test and then attempt to cram the material in over a short period of time. [Research shows](#) that cramming works in the short term, allowing students to regurgitate the information for an exam the next day, but it is a terrible strategy for ensuring long-term storage. Knowledge learned through cramming is less durable over time.

Another drawback to standardized testing is that it is rare, high-pressure, and high-stakes, for both teachers and students. Because standardized test scores results can dictate the fate of a school, a teacher’s employment or a student’s educational future, they are very stressful for all involved. Temptation to cheat can be high, particularly for teachers who know their jobs are at stake.

Formative testing at its best is low-stakes and high-frequency. When students are used to the practice of being tested (or “quizzed,” if that term carries less baggage) it loses its emotional teeth and its utility as an educational tool begins to emerge. When teachers expose students to frequent low-stakes tests in order to reveal gaps and foster active, continuous engagement in the material, students are given more ownership and power over their education. In Roediger’s [words](#), “Continuous testing requires students to continuously engage themselves in a course; they cannot coast until near a midterm exam and a final exam and begin studying only then.”

Continuous formative testing promotes the cognitive processes that have been shown to maximize long-term retention and retrieval. Frequent testing “not only measures knowledge, but changes it, often greatly improving retention of the tested knowledge,” [says Roediger](#). Information that is tested repeatedly is learned more fully, and remains encoded in memory for a longer period of time. Students with better memory retention will have more ready access to that information as they learn new information and mature as thinkers, making connections over time and across subjects. Students who cram for short-term regurgitation on a summative exam, however, will have long since forgotten their hard-earned knowledge, and lose out on the opportunity to draw analogies and connections across disciplines.

Roediger, in a [presentation](#) to the [Harvard Initiative for Learning and Teaching](#) Symposium in 2012, presented ten benefits to testing and their applications to educational practice.

For this presentation, go to:

http://www.youtube.com/watch?feature=player_embedded&v=7me7PCROc7Y

1. Testing aids later retention.
2. Testing identifies gaps in knowledge.
3. Testing causes students to learn more from the next learning episode.
4. Testing produces better organization of knowledge.
5. Testing improves transfer of knowledge to new concepts.
6. Testing can facilitate retrieval of information that was not tested.
7. Testing improves metacognitive monitoring.
8. Testing prevents interference from prior material when learning new material.
9. Testing provides feedback to instructors.
10. Frequent testing encourages students to study

It takes time for a teacher to repeatedly assess, adjust future teaching for knowledge gaps, and assess again. Roediger acknowledges this difficulty, but implores teachers to rise to the challenge. “Often the best instruction may require teachers to implement the difficult process of using tests to assess performance and then changing the style and content of their teaching on the basis of the outcome of the tests,” he says.

In the end, tests may just hold the key to our educational success—as long as educators are willing to commit the time and effort required to design tests that foster learning rather than impede it. It is time to stop teaching to the test, because if done properly, teaching *is* the test.



[JESSICA LAHEY](#) is a former English, Latin, and writing teacher. She writes about education and parenting for *The New York Times* and on her site, [Coming of Age in the Middle](#), and is the author of the forthcoming book *The Gift of Failure: How the Best Parents Learn to Let Go So Their Children Can Succeed*.

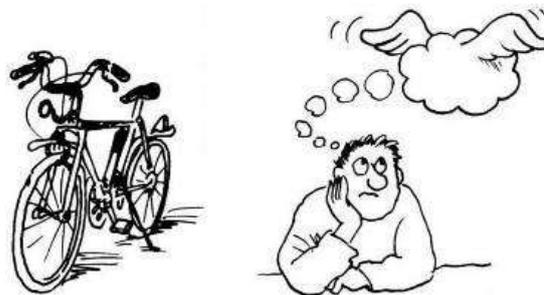




Learning with all the senses: Movement, images facilitate vocabulary learning

Source: Max-Planck-Gesellschaft

Summary: "Atesi" -- what sounds like a word from the Elven language of Lord of the Rings is actually a Vimmish word meaning "thought". Scientists have used Vimmish, an artificial language specifically developed for scientific research, to study how people can best memorize foreign-language terms. According to the researchers, it is easier to learn vocabulary if the brain can link a given word with different sensory perceptions.



Pictures facilitate learning: our brain remembers the words.
Credit: MPI f. Human Cognitive and Brain Sciences/ v. Kriegstein

"Atesi" -- what sounds like a word from the Elven language of Lord of the Rings is actually a Vimmish word meaning "thought." Scientists from the Max Planck Institute for Human Cognitive and Brain Sciences in Leipzig have used Vimmish, an artificial language specifically developed for scientific research, to study how people can best memorise foreign-language terms. According to the researchers, it is easier to learn vocabulary if the brain can link a given word with different sensory perceptions. The motor system in the brain appears to be especially important: When someone not only hears vocabulary in a foreign language, but expresses it using gestures, they will be more likely to remember it. Also helpful, although to a slightly lesser extent, is learning with images that correspond to the word. Learning methods that involve several senses, and in particular those that use gestures, are therefore superior to those based only on listening or reading.

For most students, the very thought of learning new vocabulary evokes a groan. Rote learning of long lists of words must surely be one of the most unpopular types of schoolwork. That said, many schools and language courses have now understood that learning outcomes improve if vocabulary, for example, is presented not just as a word, but also as an image. The multisensory learning theory states that the brain learns more easily when several senses are stimulated in parallel.

The results obtained by the Leipzig-based researchers confirm this. For their study the scientists used Vimmish, an artificial language they developed themselves, which follows similar phonetic rules to Italian. This ensured that the vocabulary was equally new to all participants. Over the course of a week, young women and men were to memorise the meaning of abstract and concrete Vimmi-nouns under different conditions. In the first

experiment, the subjects heard the word and then observed a corresponding image or a gesture. In the second experiment, they symbolically drew the corresponding word in the air or expressed it with a gesture. The researchers then checked whether the participants could still recall the term at different times after the learning period.

"The subjects' recollection was best in relation to terms they themselves had expressed using gestures. When they heard the term and its translation and also observed a corresponding image, they were also better able to remember the translation. By contrast, however, tracing a term or observing a gesture was no better than just hearing the term," explains Katja Mayer of the Max Planck Institute for Human Cognitive and Brain Sciences. The way a term was learned was even reflected in the subjects' brain activity. In this way, areas of the brain responsible for the motor system were active when a subject translated a term previously learned through gesture, while areas of the visual system were active in the case of words learned with the help of images.

This suggests that the brain learns foreign words more easily when they are associated with information from different sensory organs. It may be that these associations are mutually reinforcing, imprinting the source-language term and its translation more deeply in the mind. "If for example we follow a new term with a gesture, we create additional input that facilitates the brain's learning," says Katharina von Kriegstein, head of the study at the Max Planck Institute for Human Cognitive and Brain Sciences. The scientists now want to discover whether the activity in the motor and visual centres is actually the cause of the improved learning outcomes. They plan to do this by activating the neurons in these regions using electrodes and measuring the impact on learning outcomes.

It is not only in learning vocabulary that the multisensory principle applies; other studies have shown that multisensory input also facilitates word recognition in the subject's own language. "If we're on the phone with someone we know, for example, the areas of the brain responsible for facial recognition are active during the phone call. It seems that the brain simulates the information not being captured by the eyes and creates it for itself," explains von Kriegstein.

Thus, we learn with all our senses. Taste and smell also have a role in learning, and feelings play an important part too. But does multisensory learning work according to the principle: the more senses, the better? "That could well be so," says von Kriegstein, "but we don't know how much the learning outcomes improve with the addition of more senses. Ideally, however, the individual sensory impressions should match one another. In other words, to learn the Spanish word for apple, the subject should make an apple gesture, taste an apple or look at a picture of an apple."

Story Source:

The above story is based on [materials](#) provided by **Max-Planck-Gesellschaft**. *Note: Materials may be edited for content and length.*

Journal Reference:

Katja M. Mayer, Izzet B. Yildiz, Manuela Macedonia, Katharina von Kriegstein. **Visual and motor cortices differentially support the translation of foreign language words.** *Current Biology*, 5 February 2015

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ALL PROCEEDS DONATED TO CHARITY

Regards

**Speech Bubbles Staff
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Speech Bubbles Searching for Matthilda

Is your child a star?

We are looking for a young, English speaking (6 – 12 year old) girl
to play the leading role of Matthilda in our summer musical.

Come to the “Matthilda” auditions for our summer musical on Sunday 21st February 2016
at 11.00 at ITI, 4th Levent. (near 4th Levent Metro station)

For the audition you need to sing the song “Quiet” (links below)

<https://youtu.be/pWuzG0dYsWY>

<https://youtu.be/o3TRIVWqWzo>

<https://youtu.be/BoBX7wZO3tE>

SPEECH BUBBLES MUSICALS

If you have seen any previous Speech Bubbles musicals you will know what incredible performances they are, and you will definitely not want to miss “Matthilda: The School Days” as it promises to be the best show yet.

Speech Bubbles is an international theatre group which raises money for Turkish charities that support children and education. We also run classes for young performers (Speech Bubbles School of Performing Arts).

Our next performance is a preview of “Matthilda: The School Days” to be performed on Sunday 13th March at 11.30 at Profilo AVM, Mecidiyekoy, Istanbul. The complete musical will be performed June 3rd, 4th and 5th

“Matthilda: The School Days” is based on the novel ‘Matilda’ by Roald Dahl. Speech Bubbles School of Performing Arts will perform a series of scenes from the story and a selection of songs and dances from the critically acclaimed smash hit musical of the same name.

We are always interested in new members so if you would like to help with our next production come along to the rehearsals or visit our web site: www.speechbubbles.org or email: tom@speechbubbles.org

COME AND JOIN THE FUN

Tickets available soon from: www.speechbubbles.org

Buy or reserve your ticket on-line today to avoid disappointment.

Tickets also available at the door on performance days.

Regards

Speech Bubbles Staff



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January 2016



Free Webinar

Coming up this week!



Thursday, January 28, 2016

10:00 - 11:30 PM Israel Time

for other time zones - [click here](#)

Open Access - How to Locate Openly Available Academic Resources on the Web

Abstract:

In this webinar, we will introduce the issue of the open access agenda. We will learn how to locate quality academic information free of charge. We will also review the major search engines available for these resources. Next we will present the mooc phenomena, where you can locate adequate courses, and how you can start the procedure of learning in virtual courses all around the world.

Lecturer:

Riki Greenberg

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13th - 16th April 2016

PCEs - 12th April

Plenary Speakers:

David Crystal

Jan Blake

Diane Larsen-Freeman

Silvana Richardson

Scott Thornbury

You can browse the conference booklet online at:
<http://www.iatefl.org/annual-conference/birmingham-2016>

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contact M. Nazlı Demirbaş Güngör at nazlidemirbas_06@hotmail.com

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



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Focused, Pre-convention workshops.

Reason 2: English Language Expo!

See more than 120 companies and organizations with products and services to support teachers, researchers, and students. Participate in the TESOL Classroom of the Future!

Visit the Job MarketPlace, Poster Sessions, and join in the Round Table Discussions.

Reason 3: Network and Engage with your colleagues!

Engage with your colleagues in more than 800 sessions, Interest Section meetings, the Dessert Break in the Exhibit hall on Thursday, and most importantly, network and enjoy the 50th Anniversary Celebration on Friday evening.

Register for the 2016 Convention today! Early deadline is 22 January 2016



TESOL

Volunteer for the 2016 Convention and receive a registration discount! The convention offers numerous opportunities to volunteer. Volunteers received a \$50 refund for at least 4 volunteer hours.

Take your first look at the English Language Expo! Start planning your booth visits now. Many more exhibitors will be joining us!

TESOL Job MarketPlace is Open! Employers can now register to recruit at the TESOL Convention. Looking for a job? Register now (free) as a candidate and interview with organizations on site at the Baltimore Convention. Employers: Register here. Candidates: Register here.



Don't miss out on early registration discounts for TESOL's PreK-12 Day!

Join TESOL and a host of ESL experts and educators for a full day of hands-on, practice-oriented sessions that focus on concrete ways to increase student engagement and achievement.

Register by 22 January 2016 and save \$55!

[View the Full PreK-12 Day Schedule](#) or [Register Now](#)

**TESOL PreK-12 DAY
MONDAY, 4 APRIL 2016, 8:30 AM – 5:30 PM
BALTIMORE CONVENTION CENTER, MARYLAND, USA**

An interactive education program for primary and secondary mainstream and ESL teachers and administrators



Giselle Lundy-Ponce, American Federation of Teachers

All Together Now: The Need for Collaboration and Activism in Pre-K-Higher Education Classrooms

This keynote address focuses on why we must foster collaboration between ESL and content educators. Too often, the ESL faculty are the sole crusaders for our ELLs. It can be exhausting and lead to educator burnout. It doesn't have to be this way. Let's get others on our bandwagon!

Strands

- A. Academic Language and Common Core Expectations
- B. Scaffolding Rigor in Learning
- C. Meaningful Content-Area Connections
- D. Ensuring Equity Through Leadership
- E. Hot Topics

[View Full Schedule and Abstracts](#)

Panel Discussion

Reaching ELLs Living With Trauma and Chronic Stress

Panelists: Debbie Zacarian, Judie Haynes, Laura Lukens

A significant number of English learners experience trauma and chronic stress. The panelists will discuss how to incorporate an empathetic approach and provide a safe, trusting, and welcoming environment. They will include information about policies and practices to support this growing population while helping educators to combat compassion fatigue.

Group discounts also available.

[View All Rates](#) or [Register Now](#)



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**Learn at the 2016 TESOL Convention.
Relevant Content for Today's TESOL Professional!**

Aziz Abu Sarah
Opening Keynote Speaker
Tuesday, 5 April 2016



[View one of Aziz's TED Talks!](#)

Opening Keynote

Revolutionizing Education: Building Peace in a Divided World

Aziz Abu Sarah shares how education played a major role in his transformation from a radical to a peacebuilder, and how his educational work in Syria, Afghanistan, Israel-Palestine, and the United States has helped bridge the gap between hostile communities. [Read More](#)

Sponsored By:



Invited Speaker Sessions

[View all the sessions including abstracts on the Convention website.](#)

Including these important, trending presenters:

Kurk Gayle, Mark Algren, Suzanne Panferov, JoAnn McCarthy, Mary Reeves, Michelle Bell, Neil J Anderson, Christine Coombe, Raouf Mama, Earlene Gentry, Christel Broady, Annela Teemant, Ahmar Mahboob, Susan Gass, Paula Winke, Joan Kang Shin, Keith Folse, Jose Carmona, Joan Wink, Libia Gil, Eric Dwyer, Donald Freeman, Dick Allwright, Deena Boraie, Christine Coombe, Denise Murray, and David Nunan.

Focused, Pre-convention Content

PreK-12 Day - *An interactive education program for primary and secondary mainstream and ESL teachers and administrators*

Community College Day - *Learn from experts in the field about the latest trends, tools, and technologies in community college English language teaching.*

Pre- & Postconvention Institutes - *Hands-on professional development, designed and led by experts in the field!*

[REGISTER NOW! ▶](#)

**The earlier you register, the more you save!
Early Registration Deadline: 22 January 2016**

As a TESOL member you receive the best rate!

[Join the Conversation: #TESOL16](#)



Source: <http://www.tesol.org/events-landing-page/2016/01/13/default-calendar/using-formative-assessment-in-the-classroom-to-monitor-student-learning-development>

AN ONLINE SEMINAR

Using Formative Assessment in the Classroom to Monitor Student Learning Development

Date: 10:30 am–12:00 pm ET, Wednesday, 13 January 2016

Email: learn@tesol.org

Presenter: Lorraine Valdez Pierce

Registration

Cost: Free for members; US\$50 for nonmembers

Register Online by fax or email (PDF)

Registration Deadline: 11 January 2016

Who Should Attend?

- K – 12 ESL teachers, grade-level teachers
- Program administrators
- University faculty in teacher preparation programs
- U.S. & International

More About This Seminar

The presenter will lead participants in examining how, when, and why they use assessments and propose using formative assessment to monitor and improve student learning. Teachers use summative assessments at the end of an instructional unit or course of study, to assign a grade, or for annual evaluation of language proficiency. This webinar addresses what to do in between summative assessments to determine and promote student progress toward learning targets.

What Will I Learn?

Participants will consider

- how to go beyond pencil-paper tests to more direct measures of language competence
- how to use scoring guides and exemplars to illustrate learning targets
- how to provide scaffolding to increase validity of assessment results
- how to give focused, descriptive feedback to guide student learning
- how to find time for formative assessment

About the Presenter

Lorraine Valdez Pierce teaches pre-service and in-service teachers in the Graduate School of Education at George Mason University in Fairfax, VA (USA). She has presented workshops on assessing language learners at local, state, national, and international levels. She teaches courses on assessment, action research, and education policy and works with ESL teacher interns in K-12 classrooms. She is the author of several chapters in TESOL's *New Ways of Classroom Assessment* (Brown, 2013) and of a forthcoming chapter on assessing English language learners (Ovando & Combs, 2016) as well as co-author (with J.M. O'Malley) of *Authentic Assessment for English Language Learners* (Pearson, 1996).

- See more at: <http://www.tesol.org/events-landing-page/2016/01/13/default-calendar/using-formative-assessment-in-the-classroom-to-monitor-student-learning-development#sthash.Hg4ZpWY8.TqPS36z2.dpuf>

<http://newsmanager.commpartners.com/tesolc/issues/2015-12-01/3.html>



Grammatically Speaking

by Michelle Jackson

How to Teach Count vs. Noncount Nouns



The differences between count and noncount nouns are easier to distinguish in context. For that reason, the following activity has students find nouns in context, use cues to determine if they are count or noncount, and then create novel sentences.

Materials Required

- Each student should bring a 1-page article of interest to class. Ideally, each student will have read the article before arriving.
- Paper and writing utensils for all students.

Timing: 25 minutes

Step 1

The instructor explains the differences between count nouns and noncount nouns. For example, count nouns:

- take an “-s” when they are pluralized (e.g., elephants, flowers, books, costumes); and
- can be preceded by articles such as “a,” “an,” and “the” (e.g., the elephant in the room).

In addition to the characteristics noted above, these two categories of nouns differ in terms of which adjectives can precede them. (5 minutes)

Type of Noun	Adjective That Expresses Quantity	Example Noun
count nouns	many, some, few	leader, camera, shoe
noncount nouns	much, little, any	oxygen, heat, furniture, advice

Step 2

Students read through their article, circling all the nouns they find. (5 minutes)

Students divide a sheet of paper into two columns: count nouns and noncount nouns. Students look at the nouns they circled in their article and determine if they are count nouns or noncount nouns given their context. Students sort the nouns into the appropriate columns. (5 minutes)

Step 4

Students select three count nouns and three noncount nouns from their list and create novel sentences with them, being sure to follow the aforementioned rules above. (10 minutes)

Optional Extension

You can allow students to choose their own article, which increases student motivation. Or, you could kill two birds with one stone and have students select a reading based on the theme of the current lesson.

To lengthen the activity, you might also cover adjectives such as “enough” and “plenty” that can be used with both count and noncount nouns.

Happy teaching,

Michelle

Dr. Michelle Jackson is the associate director of teaching at New Mexico State University's Teaching Academy. She designs, develops, and delivers workshops on a variety of teaching and learning topics. Prior to NMSU, she was the manager of the English Language Institute at UT El Paso. She has taught English as a second language at UT El Paso and Harvard University as well as Spanish at UT Austin.

PROVERBS

From: http://www.myenglishpages.com/site_php_files/proverbs.php

Giving

"The fragrance always remains in the hand that gives the rose." Heda Bejar

Two mistakes

"There are two mistakes one can make along the road to truth - not going all the way, and not starting." Buddha

Making mistakes

"A life spent in making mistakes is not only more honourable but more useful than a life spent doing nothing." George Bernard Shaw

The aim of a joke

"The aim of a joke is not to degrade the human being, but to remind him that he is already degraded." George Orwell

Make mistakes!

"So go ahead and make mistakes. Make all you can. Because that is where you will find success. On the far side of failure." Thomas J. Watson, Sr.

The history of the human race

"I found one day in school a boy of medium size ill-treating a smaller boy. I expostulated, but he replied: 'The bigs hit me, so I hit the babies; that is fair.' In these words he epitomized the history of the human race." Bertrand Russell

The history of the human race.

"I found one day in school a boy of medium size ill-treating a smaller boy. I expostulated, but he replied: 'The bigs hit me, so I hit the babies; that is fair.' In these words he epitomized the history of the human race." Bertrand Russel

The true measure

"The true measure of a man is not how he behaves in moments of comfort and convenience but how he stands at times of controversy and challenges." Martin Luther King Jr.

Triumphs

"Triumphs without difficulties are empty. Indeed, it is difficulties that make the triumph. It is no feat to travel the smooth road." Source Unknown

Climbing

"To climb steep hills requires a slow pace at first." Shakespeare