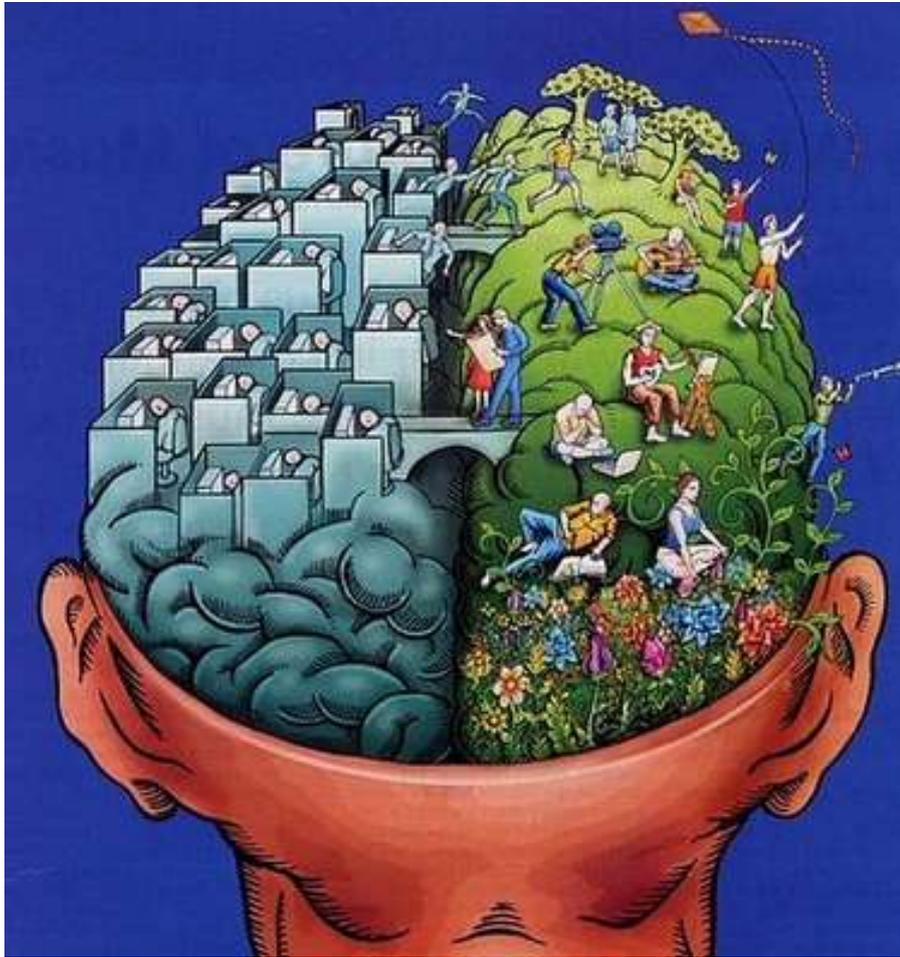


# THE INGED NEWSLETTER



<http://www.languagewrangler.com/whats-the-best-language-to-learn/>

## ***NEWS ON-LINE***

*Together we stand!*

Issue 1  
March 2015

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## From the President

Dear members,

We are together again with a new issue. I would like to share some myths in our profession with you in this issue.

In the broadest sense, **learning** is defined as the act, process, or experience of gaining knowledge or skill. Learning is a quantitative increase in knowledge or skill which can be retained and used as necessary. It is storing information that can be reproduced. On the other hand, **teaching** is defined as imparting knowledge or skill to someone. Teaching is causing someone to learn by providing knowledge, example or experience, facilitating learning, and setting the conditions for learning. As is obvious, learning can be done without formal teaching and/or a teacher; however, teaching is NOT independent from learning. Under the light of these definitions let's consider some myths.

*Myth 1: No matter how excellent teaching is, some learners fail to learn.*

FALSE. Teaching cannot be excellent if learners do not learn. The value of teaching is evaluated in relation to the quality of learning that it triggers. If the teaching does not result in learning, there has been no teaching.

*Myth 2: Teachers shouldn't have high expectations of the student's potential.*

FALSE. Maintaining high expectations of the student's potential is important because the brain has a near infinite capacity for neural connections. As John Holt asserted "We don't have to make human beings smart. They are born smart. All we have to do is stop doing the things that made them stupid." Extensive research shows that expectations exert powerful influences upon both student and teacher behavior whether the expectations come from an external source or are held internally as self-expectations

([http://www.greaterexpectations.org/briefing\\_papers/improvestudentlearning.html](http://www.greaterexpectations.org/briefing_papers/improvestudentlearning.html)).

Schilling and Schilling capture well the broad idea that expectations are vital to education (1999. Increasing expectations for student effort. *About Campus*, 4:2). "... the literature on motivation and school performance in younger school children suggests that expectations shape the learning experience very powerfully. For example, classic studies in the psychology literature have found that merely stating an expectation results in enhanced performance, that higher expectations result in higher performance, and that persons with high expectations perform at a higher level than those with low expectations, even though their measured abilities are equal."



*Myth 3: Students cannot deal with multiple inputs. The best way of teaching is presenting language piece-by-piece.*

FALSE. A linear, sequential, "chunked-down", piece-by-piece presentation is actually boring to the brain. Instead, the brain prefers multiple inputs. The brain is a parallel processor. It performs many functions simultaneously.

*Myth 4: Teaching and learning are systematic. Logically and carefully planned presentations give best results.*

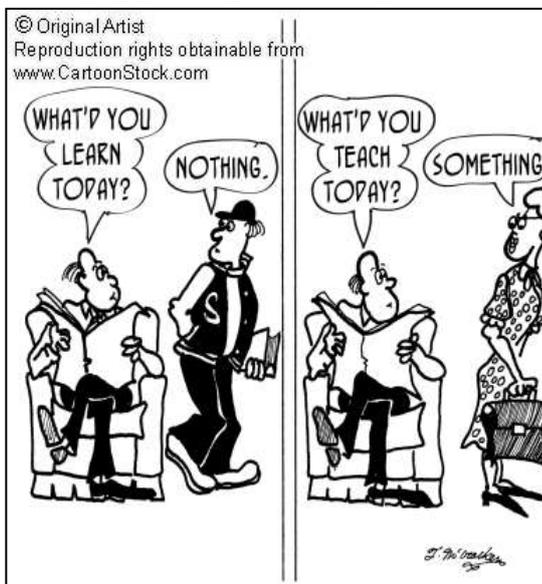
FALSE. Teaching can be systematic but learning is not. In fact it is fuzzy. Learning is inhibited and diminished by tightly, logically planned presentations. Students need real life environments and real life challenges.

*Myth 5: Human beings don't like confusion. They prefer order. Hence, teaching should be tightly ordered.*

FALSE. Human beings learn by making connections amidst confusion. Confusion is a valuable learning tool. The brain recognizes patterns in a gestalt format, NOT in a digital (1+1=2) format.

*Myth 6: Learning is a conscious process.*

FALSE. Learning always involves conscious and unconscious processes. Much of our learning is the result of unconscious processing. Moreover, it is the entire experience that is processed. That means that much understanding may NOT occur during a class, but may occur hours, weeks, or months later.



*Myth 7: When teaching grammar, teachers should merely deal with structure. Dealing with the meaning and function, while teaching grammar, may confuse students.*

FALSE. The search for meaning is innate. In fact, the brain resists having meaninglessness imposed on it. New learning that is relevant and meaningful to previous mental, emotional, and physical experiences strengthens memory. Instruction that is not relevant and meaningful is less likely to be remembered.

*Myth 8: Learning engages the entire physiology.*

TRUE. The brain functions according to physiological rules. Learning is as natural as breathing, and it is possible to either inhibit or facilitate it. In fact, the actual "wiring" of the brain is affected by our life and educational experiences. Students should physically move (see, touch/feel, hear, smell, taste) as part of their learning experience.

*Myth 9: A climate of fun and laughter effects learning and memory positively.*

TRUE. When people laugh and have fun, they release chemicals in the brain that affect learning in a positive way. Hence, the teacher's job is not to teach, but to provide an environment in which students can feel confident and optimistic.

*Myth 10: A student's attitude toward learning is the most important predictor for a successful learning outcome.*

TRUE. If the student considers learning fun and exciting, the outcome will be positive.

Unless students are intrinsically motivated, they need positive feedback and encouragement. Success is the best motivator.

*Myth 11: Learning involves both focused attention and peripheral perception.*

TRUE. The brain absorbs information of which it is directly aware, but it also absorbs information that lies beyond the immediate focus of attention. In fact, the brain responds to the entire sensory context in which teaching and communication occur.

*Myth 12: Learning is enhanced by challenge and inhibited by threat.*

TRUE. Learning best occurs in an optimal state of mind that we call relaxed alertness, consisting of low threat and high challenge. The brain learns optimally -- makes maximum connections -- when appropriately challenged. But the brain becomes less flexible and reverts to primitive attitudes and procedures under perceived threat. Threats may come from internal or external sources of information or a combination of both. An angry instructor, a stifling physical environment or bullying peer may be an example of an external source of stress. Negative emotions created by grading, testing, or parental pressures may be an example of internal sources.

Hope to be with you again in another issue. Together we stand.

Prof. Dr. Aydan Ersöz  
INGED President

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



## From the Editor

Dear Colleagues,

The second semester is now progressing, winter is slowly leaving our geography and warmer days are around the corner. During this time when nature is awakening, most people are filled with happiness to see the buds and blossoms. Motivation levels increase and positiveness is in the air. This is also a time when the heart and mind need to synchronize to achieve desirable results as individuals and as teachers. Starting with this issue, you can read about learning, and implications for teaching, and the brain. Some of it may not be absolutely new for some of you but it is our hope that there will be inspiring parts in the articles. The four issues in 2015 will focus on topics such as learning styles, memory, and mind-mapping. We hope these articles will be springboards for our teachers to investigate other issues connected to learning and teaching.

Starting with this issue, you will find articles on learning styles and ideas for teaching that are based on brain research. This general theme starts in this issue with an article on brain research and the implications that the findings have on learning. The writer addresses an important issue in teaching: Is left and right hemisphere teaching effective? The past decades have focused on the qualities of left-brain and right-brain based learning thus teaching to these hemispheres. Teaching activities that mainly address one hemisphere became popular in some circles. Genesee's article in this issue discusses this point together with other ideas arising from research findings.

We would also like to remind you that the deadline for submitting proposals for the 17<sup>th</sup> International INGED ELT Conference has been extended to **14 May 2015**. The Call for Papers and other details are on our webpage. We encourage all of our teachers to set aside time to think about some of the practical teaching ideas that they apply and find successful and consider sharing these with other teachers attending the conference. We also strongly encourage teachers conducting research to share their findings and implications for teaching at our conference. In short, we invite you to Rise and Shine!

Warm wishes for a happy and successful second term...

A. Suzan Öniz  
INGED Newsletter Editor

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



**INGED Afternoons**

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

**INGED Events**

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

## FOR PROSPECTIVE CONTRIBUTORS

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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.



**REGISTRATION FORM**  
**&**  
**SPEAKER FORM**  
**&**  
**FURTHER DETAILS:**

**AVAILABLE ON THE INGED WEB PAGE**

***Extended deadline for submitting proposals: 14 May 2015***

## INGED BECOMES A FOUNDING MEMBER OF *ULED PLATFORM* (THE PLATFORM FOR THE NATIONAL EDUCATION ASSOCIATIONS)

by Prof. Dr. Aydan Ersöz

All national education associations were invited to a meeting in November 2014 to form a platform with the aim of improving the present education system, developing education policies to solve the present issues in the national education and encouraging life-long learning in our country. In order to achieve these aims, it is a must for all civil organizations to work together. These associations have been successful in their own activities but when they cooperate and collaborate, they will become stronger; and their voice will be louder.

The first meeting turned out to be highly beneficial and gave all participants (representatives of different associations) an invaluable opportunity to get to know each other. All representatives were given a copy of the protocol to found the platform. In two months' time, the protocol was discussed among the executive boards of the associations and suggestions were made via e-mails.



The protocol was finalized in March 2015 and signed by the representatives of the involved associations. The member associations are listed below (in the alphabetical order):

- BTE IC Technology Education Association
- ÇDD Modern Drama Education Association
- EPODER Curriculum and Education Association
- EPODDER Evaluation and Assessment in Education and Psychology Association
- EYED-DER School Administrators and Inspectors Research and Development Association
- FEAD Science Education and Research Association

- GÖRSED Visual Arts Education Association
- İNGED English Language Education Association
- MTE Vocational and Technical Education Association
- MÜZED Music Education Association
- ÖZDER Special Education Association (for educators of children with special needs)
- SBEB Social Sciences Education Association
- SÖDER Class Teachers' (Grade Teachers at Primary Level) Association
- TEBD History Education Association
- TÜRKPDRDER Turkish Psychological Counselling and Guidance Association



**The Executive Board of ULED-Platform. The President: Prof. Dr. Özcan Demirel**



**Prof. Dr. Aydan Ersöz signing the protocol on behalf of INGED**



## INGED BECOMES A MEMBER OF THE UK - TURKEY TASK FORCE

by Prof. Dr. Aydan Ersöz

The Ministry of Education has formed the UK -Turkey Task Force with the purpose of accelerating and strengthening co-operation between the UK and Turkey concerning the teaching, learning and assessment of English. The first meeting was held on 13 January 2015 in Ankara. The agenda for the first meeting was to:

1. Review and approve the Terms of Reference of the Taskforce
2. Invite each organization to introduce themselves and their remit
3. Review highlights from the British Council and TEPAV Turkey National Needs Assessment of State School English Language Teaching report – to set the context and invite immediate reflections
4. Discuss the complementary HE research that is being commissioned by CoHE and talk about the recommendations about the teaching practicum that emerged from last year's symposium on PRESET.
5. Brainstorm and prioritize ideas for collaborative activities
6. Discuss the regional British Council conference for Autumn 2015



The attendees were

Funda Kocabıyık, Ministry of National Education (MONE), General Director, Basic Education;

İbrahim Demirci, Ministry of National Education (MONE), Member of Board of Education;

Melih Koçakoğlu, Ministry of National Education (MONE), Manager, Secondary Education;

Elif Bakar, MONE, Head of Programmes and Material Development Department;

İlhami Özkaya, MONE, English Teacher;

Mehmet Barca, YÖK Representative, Yıldırım Beyazıt University, Vice Rector;

Merve Gökmen , UKTI, Trade & Investment Adviser;  
Aydan Ersöz, English Teachers Association (INGED), Chair;  
Abdülvahit Çakır, Head of English Language Teaching Department, Gazi University;  
M. Naci Kayaoğlu, Black Sea Technical University, Head of School of Foreign Languages;  
Eddie Byers, English UK, Chief Executive;  
Julian Parry, British Council, Director English Turkey;  
Ayşen Güven, British Council, Business Development and Project Manager.



As a result of the meeting, potential collaborative activities for the task force were listed as

- ✚ MONE to share their approach with individuals/teachers
- ✚ Promoting teaching English with drama and materials among teachers - providing

- more teaching materials for teachers, no books for students
- ✚ Interactive workshops/in-service trainings for teachers – not technical but practical/ involving current/updated materials and books
- ✚ Showing “how to teach” – “communicative teaching methods”
- ✚ Visits to some schools (private schools) to see best practices
- ✚ “Fool-proof manual” for teachers – checks what it means to know English
- ✚ Workshops by UK companies (UKTI)
- ✚ Apart from face to face activities, there could be online digital events (such as webinars) using new technology, in order reach more people
- ✚ Change in inspection system – rather than inspections, there could be continuous professional development centres – not evaluation but observation and feedback (INGED)

The next meeting will be held on 28 April 2015. The aim will be to form small groups to work on the following topics:

- ✚ Curriculum and materials development
- ✚ Assessment
- ✚ Pre-service teacher training
- ✚ In service teacher training
- ✚ The inspection systems and quality assurance
- ✚ Communication and dialogue between English education stakeholders
- ✚ Improving public understanding of communicative language teaching



# SEETA

South Eastern Europe Teachers Associations

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

**GETTING STARTED GETTING ACTIVE**

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

**NAVIGATION**

Home  
[Site news](#)  
[Visit all of SEETA World](#)  
[Courses](#)

**SEETA IS:**












**SEETA MEMBERS**

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

online community

**COMING SOON!**

**SMALL SCALE TEACHER-LED RESEARCH PROJECT**



LAUNCH OF THE RESEARCH DISTRIBUTIVE  
 Final Training Webinar  
 Monday 2 March at 2pm CET / 4pm EST  
[Register for the webinar HERE](#)

**HAPPENING NOW!**

**THE ACTOR IN ME!**



SEETA Closed Course (27 February-18 March 2015)  
 • Anna Pardiš  
 Drama activities that students prepare and act out

An online workshop for the members of the SEETA Associations • [Ask your SEA IA IA for the enrolment key](#) • [Enrol Here!](#)

**SMALL-SCALE, TEACHER-LED RESEARCH PROJECT**



Research Topic:  
 The Changing Uses of technology in the FL classrooms!  
 • [Take the online course here](#)

**SEETA BOOKLET**

**Welcome New Teachers** ❤️

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

**SEETA BOOKLET**



Join us on a collaborative project: a SEETA booklet on how to become a successful blogger! See the project as it's happening and find out how you can contribute.  
[KEEP CALM AND BLOG - JOIN HERE](#) 🙌

**SEETA TEACHERS' LOUNGE**



Ongoing community forum  
 - My favourite .....ic? - Behaviour Management: weirdest tips?  
[Join us here](#)

**YOUNG LEARNERS: TIPS AND TRICKS!**



• Amazing resources for Young Learners!  
[Join us here](#) 🙌

**HOW TO .....**

## THE LATEST NEWS FROM SEETA

Dear Moodlers,

The moment has come!!

We are launching the research instruments for the SEETA Teacher-led research project and the next stage is: teachers-researchers are carrying out their research with their classes!

Join us in the final webinar and find out how you can participate in this international project!

All teachers can participate even if you haven't attended the training webinars.

Webinar date: 2 March 2015

Webinar Time: 2.00pm GMT/3.00 CET/ 4.00 EET

Register for the webinar here:

<https://www.bigmarker.com/communities/SEETA/bulletin>

See you on line!

Anna



**PLEASE CHECK OUT OUR 'USEFUL LINKS' PAGE ...  
AND IF YOU HAVE ANY LINKS TO SITES  
USEFUL FOR ENGLISH LANGUAGE TEACHERS  
DO LET US KNOW.**



## TECHNOLOGY IN TEACHING:

### SOCIAL MEDIA FOR TEACHERS: GUIDES, RESOURCES, AND IDEAS



Originally Published: February 26, 2013 | Updated: February 18, 2015  
<http://www.edutopia.org/blog/social-media-resources-educators-matt-davis>

Although students are evermore connected to the social web, many of these networks remain out-of-class digital playgrounds where students congregate. In a [2014 survey of 1,000 teachers](#), just one in five said they use social media regularly with students.

Of course, it can be a challenge to incorporate social media into lessons. There are many gray areas for teachers to navigate, like setting guidelines, accessibility at school, and student safety. But to help teachers navigate this ever-changing landscape of social media tools, here are some of the best guides on the web for four popular networks, Facebook, Instagram, Twitter, and Pinterest.

**The Teacher's Guide to Twitter via Edudemic:** This is a great guide from Edudemic for all teachers -- both the experienced tweeters and those new to the platform. You'll find everything you need to know about using Twitter in the classroom, including a list of useful education hashtags, search strategies, and ideas for the classroom. Also check out these resources:

- "[Dipping Into Social Media in the Classroom](#)," via EdSurge
- "[Guide to Using Twitter in Your Teaching Practice](#)," via KQED
- "[Twitter For Teachers](#)," via Scholastic Instructor
- "[One-Stop-All-You-Need-to-Know Guide to Twitter](#)," via David Truss' blog
- "[50 Ways to Use Twitter in the Classroom](#)," via TeachHUB

**Facebook for Educators and Community Leaders Guide:** Published in September 2013 by Facebook, this guide is the perfect resource for teachers interested in using the world's largest social network with students. Three main subject areas are covered, including digital citizenship, mobile safety, and guidelines for social media at school. The guidelines were co-produced by Edutopia: "[How to Create Social Media Guidelines for Your School](#)." Also check out these resources:

- "[A How-To Guide for Teachers Using Facebook in the Classroom](#)," via *Education Week*
- "[Does Facebook Really Have a Place in the Classroom?](#)" via *The Telegraph*
- "[7 Ways Teachers Use Social Media in the Classroom](#)," via Mashable
- "[The Facebook Guide for Teachers](#)," via eLearning Industry

**Using Instagram in an Educational Context:** The EmergingEdTech blog is a wonderful source for tips, strategies, and ideas for using social media and other new technologies in the classroom. This guide is a great primer for understanding what Instagram is and how it can be used to teach and reach students. "[5 Ways Teachers Can Use Instagram in the Classroom](#)" is another great blog post from the site. Also check out these resources:

- "[10 Ways to Use Instagram in the Classroom](#)," via We Are Teachers
- "[The Educator's Guide to Instagram and Other Photo Sharing Apps](#)," via The Edublogger

- Free Parents' Guides for Snapchat, Instagram, and Facebook from ConnectSafely, via ConnectSafely.org
- "Using Instagram in the Classroom: Five Activities," via Education World

### **The Educator's Guide to the Use of Pinterest in the Classroom:**

EducatorsTechnology.com published this useful guide for teachers interesting in using Pinterest with students. Here, you'll find everything you need to get started, including tips for building boards, pinning basics, and ideas for using Pinterest in the classroom. Also check out these resources:

- "The Teacher's Guide To Pinterest," via Edudemic
- "Infographic: The Role of Pinterest Inside & Outside The Classroom," via Getting Smart
- "37 Ways Teachers Can Use Pinterest in the Classroom," via TeachThought

### **More Great Reads From Edutopia**

In addition to those great guides, there is a lot of useful information right here on Edutopia. You can explore all things related to the subject on Edutopia's [social media](#) page; here are a few of the more popular, recent posts:

- "A Guidebook for Social Media in the Classroom," by Vicki Davis (2014)
- "8 Tips to Create a Twitter-Driven School Culture," by Elana Leoni (2014)
- "Using Social Media to Teach Visual Literacy in the 21st Century Classroom," by Dave Guymon (2014)
- "Engaging Your School Community Through Social Media," by Howard Stribbell (2014)
- "10 Social Media Tips for Reaching World Language Learners," by Sarah Wike Loyola (2014)
- "Creating a Dynamic Facebook Page for Your School," by Anne O'Brien (2014)
- "Five-Minute Film Festival: Pinterest for Teaching and Learning," by Amy Erin Borovoy (2012)



## THE BRAIN, RESEARCH & LEARNING/TEACHING

Compiled by  
A. Suzan Öñiz

With this issue, we start to look at publications that focus on the brain, research related to learning and teaching, learning styles and useful ideas including mind-mapping.

The Center for Research on Education, Diversity and Excellence UC Berkeley has published an article by Fred Genesee, McGill University with the title “Brain Research: Implications for Second Language Learning” at <https://escholarship.org/uc/item/58n560k4#page-1>

The following excerpts are from this article. If you wish to read the details, please go to the link above.

### **Brain Research: Implications for Second Language Learning by Fred Genesee**

**Abstract:** There has been a longstanding interest among second and foreign language educators in research on language and the brain. Language learning is a natural phenomenon; it occurs even without intervention. By understanding how the brain learns naturally, language teachers may be better able to enhance their effectiveness in the classroom.

The author discusses the specialization of the different parts of the brain and how it has been thought that these regions had fixed roles. He then states:

New evidence suggests that the brain is much more malleable than previously thought. Recent findings indicate that the specialized functions of specific regions of the brain are not fixed at birth but are shaped by experience and learning. To use a computer analogy, we now think that the young brain is like a computer with incredibly sophisticated hardwiring, but no software. The software of the brain, like the software of desktop computers, harnesses the exceptional processing capacity of the brain in the service of specialized functions, like vision, smell, and language. All individuals have to acquire or develop their own software in order to harness the processing power of the brain with which they are born.

He continues describing the studies, which, albeit, have all been conducted on animals.

The next issue he tackles is related to learning by making connections. The idea of right- and left-brain dominance has led to teaching to the right and left hemispheres, which the author stresses is not how the brain learns according to the latest research. He goes on to say the following:

Learning by the brain is about making connections within the brain and between the brain and the outside world. What does this mean? Until recently, the idea that the

neural basis for learning resided in connections between neurons remained speculation. Now, there is direct evidence that when learning occurs, neuro-chemical communication between neurons is facilitated, and less input is required to activate established connections over time. New evidence also indicates that learning creates connections between not only adjacent neurons but also between distant neurons, and that connections are made from simple circuits to complex ones and from complex circuits to simple ones.

Following examples, the author focuses on early learning:

In early stages of learning, neural circuits are activated piecemeal, incompletely, and weakly. It is like getting a glimpse of a partially exposed and very blurry photo. With more experience, practice, and exposure, the picture becomes clearer and more detailed. As exposure is repeated, less input is needed to activate the entire network. With time, activation and recognition are relatively automatic, and the learner can direct her attention to other parts of the task. This also explains why learning takes time.

He then lists and expands the three implications of these findings for teaching:

First, effective teaching should include a focus on both parts and wholes. Instructional approaches that advocate teaching parts and not wholes or wholes and not parts are misguided, because the brain naturally links local neural activity to circuits that are related to different experiential domains.

... Second, and related to the preceding point, teaching (and learning) can proceed from the bottom up (simple to complex) and from the top down (complex to simple). Arguments for teaching simple skills in isolation assume that learners can only initially handle simple information and that the use of simple skills in more complex ways should proceed slowly and progressively. Brain research indicates that higher order brain centers that process complex, abstract information can activate and interact with lower order centers, as well as vice versa.

... Third, students need time and experience (“practice”) to consolidate new skills and knowledge to become fluent and articulated.

Genesee also touches on the issue that all brains are not the same and gives the example of in which hemisphere language learning may occur:

Brains are not all the same. Take the early research on left/right hemispheric differences with respect to language. For most individuals, the left hemisphere is critically involved in most normal language functions. We know this because damage to the left hemisphere in adults leads to language impairment, which is often permanent. However, approximately 10% of normal right-handed individuals have a different pattern of lateralization; their right hemispheres or both hemispheres play a critical role in language (Banich, 1997, pp. 306-312).

As to the differences between male and female brains: Please go to the link and read the authors ideas.

After stating that studies support the fact that the right hemisphere is more involved in early language learning than later on, the writer turns to learning styles and what studies have

shown in this area:

By implication, brain research confirms what we know from education research: that educators must make provisions for individual differences in learning styles by providing alternative grouping arrangements, instructional materials, time frames, and so on. Instruction for beginning language learners, in particular, should take into account their need for context-rich, meaningful environments. Individual differences in learning style may not be a simple matter of personal preference, but rather of individual differences in the hardwiring of the brain and, thus, beyond individual control.

Fred Genesee concludes by saying that “brain research cannot prescribe what we should teach, how we should organize complex sequences of teaching, nor how we should work with students with special needs.” He advocates the use educator insights based on experience together with research looking into the role of the brain in learning.

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

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

## ***SELECTED FOR YOU***

**In this issue of our newsletter, you will find two articles discussing what affects children's learning. The first of these deals with voice familiarity and the second with the effects of similarities between students and teachers.**

<http://www.sciencedaily.com/releases/2014/10/141006132958.htm>

### **Children understand familiar voices better than those of strangers**

**Source:**

New York University

**Summary:**

Familiar voices can improve spoken language processing among school-age children, according to a study. However, the advantage of hearing a familiar voice only helps children to process and understand words they already know well, not new words that aren't in their vocabularies.

Familiar voices can improve spoken language processing among school-age children, according to a study by NYU's Steinhardt School of Culture, Education, and Human Development. However, the advantage of hearing a familiar voice only helps children to process and understand words they already know well, not new words that aren't in their vocabularies.

The findings, which were published online in August in the *Journal of Child Language*, suggest that children store information about a speaker to retrieve and harness at a later time, similar to what has been found for adult listeners.

Research has shown that when adults are familiar with someone's voice, they can more accurately -- and even more quickly -- process and understand what the person is saying. This concept, known as the familiar talker advantage, comes into play in situations where it is difficult to hear. For example, in a loud or crowded room, adults can better understand those whose voices they already know.

However, little research has been done in children to see how they process familiar versus unfamiliar voices. Children are still acquiring language and their skills are less honed than adults, yet they are more adversely affected by background noise. If children also experience an advantage when hearing familiar voices, it is possible that the improvement in language processing could free up cognitive resources for other tasks.

"Most adults are good at adapting to the way people speak," says Susannah Levi, assistant professor of communicative sciences and disorders at NYU Steinhardt and the study's author. "It's helpful to know that adults have an advantage with familiar speakers, because if you learn how a person talks, you can use that information to your benefit. We were interested in seeing if and when the advantage develops in children."

The current study explored whether the familiar talker advantage is found in children ages seven to 12. Forty-one children participated in the study, first listening to a series of words and repeating them to give researchers a baseline for how accurately each child identified words.

The children then spent five days learning the voices of three German-English bilingual speakers, represented by cartoon characters in a computer program. The characters spoke a series of single words, and the children learned to identify the characters by their voices.

Finally, the children completed tasks in which they heard words spoken by six German-English bilingual speakers, and were asked to repeat the words. Three of the six speakers were the voices of the characters they had already learned.

Half of the words used in the task were common words children would likely know and use (such as cat, book, and hug), and half were less familiar or even unknown (such as loathe, sage, and void). The study used recordings of bilingual speakers to allow the researchers to test whether children acclimated to the speakers' accents.

The study revealed that children could more accurately repeat the words spoken by familiar voices, demonstrating that their spoken language processing improved with familiar speakers. However, this improvement was limited to the words children were likely to know, and the familiarity was not useful for words they didn't know.

"It didn't matter who the children heard speak an unfamiliar word -- a familiar voice or a stranger -- because they were just as likely or unlikely to understand what was said," says Levi.

Children with the poorest performance at the baseline testing showed the greatest benefit of hearing familiar speakers. In addition, despite learning three voices with German accents, the accents did not provide an advantage to the children when they heard unfamiliar German-accented voices.

Levi noted that the findings may have implications for children learning in environments with background noise. "Adults and children can process language really well in quiet environments or with headphones on. But most of life, including classroom learning, is done in environments that aren't silent," Levi says. "This study shows that children were able to integrate knowledge of what a person sounds like and use this to their advantage. A potential benefit is that when there's background noise and kids are listening to a familiar voice, like a teacher's, kids use the familiarity to their advantage."

**Story Source:**

The above story is based on materials provided by **New York University**. *Note: Materials may be edited for content and length.*

**Journal Reference:**

1. SUSANNAH V. LEVI. **Talker familiarity and spoken word recognition in school-age children.** *Journal of Child Language*, 2014; 1 DOI:10.1017/S0305000914000506



<http://www.theatlantic.com/education/archive/2014/10/kids-get-better-grades-when-they-share-similarities-with-teachers/381464/>



## Kids Get Better Grades When They Share Similarities With Teachers

JESSICA LAHEY

The teacher-student relationship impacts every aspect of the educational experience. When students don't feel safe, respected, or truly known by their teacher, they are less likely to invest and engage in their education. Conversely, when teachers feel distanced from or distrusted by their students, it's nearly impossible to muster the enthusiasm to walk into the classroom each day, let alone instill motivation or investment in our students.

During my own teaching career I've been fortunate enough to have the time and opportunity to get to know my students and their educational needs well. I taught English, Latin, and writing in middle school over three successive years, and given this much time, I was able to get to know my students well and respond to their particular emotional and educational needs.

However, I recently began teaching high school writing in an inpatient drug and alcohol rehabilitation center, where students come and go as insurance and treatment dictates, and due to the strict confidentiality guidelines, I am not allowed to share any personal information with them. I can't ask about their lives, and they are not allowed to know anything about mine. I sensed when I signed the confidentiality agreement that this restriction would affect my teaching, but I had no idea just how much. I have struggled to find ways to connect with my students within the rules, but I still feel as if I am teaching in a hermetically sealed bubble. For the first time in my life, my teaching just isn't connecting with my students.

And then I met Hunter Gehlbach, associate professor of education at Harvard's Graduate School of Education and director of research at Panorama Education. During an education conference lunch break, I overheard Gehlbach discussing his new study, "Creating Birds of Similar Feathers: Leveraging Similarity to Improve Teacher-Student Relationships and Academic Achievement." I couldn't help it; I jumped in and hijacked his conversation.

Gehlbach explained that his research is primarily concerned with social perspective-taking, or the ability to understand the what drives the people around us. As he explained, "My focus is classrooms and so social perspective taking—figuring out the thoughts and feelings of others seems key. We want teachers to be able to engage in this process and figure out the thought processes of students as much as possible, in order to understand where and why they are making mistakes." At the prompting of his colleague, Maureen Brinkworth, Gehlbach resolved to find out how, and to what extent, student teacher-relationships influence learning and educational outcomes.

Gehlbach and his colleagues gave 315 ninth grade students and 25 teachers in a large, diverse high school a "get-to-know-you" survey of 30 items at the beginning of a school year. The researchers matched and cherry-picked similarities in the teacher and student responses, then

revealed those similarities to the teachers and students. Five weeks later, the researchers returned to administer a more in-depth survey of both students and teachers, and measure students' and teachers' perceptions of their relationships and the classroom experience as a whole.

This second survey revealed that when teachers and students know they have five things in common, relationships and educational outcomes both improve. Teachers and students who had been informed about five things they had in common with each other perceived themselves as being more similar; teachers reported that they interacted more frequently with the students who shared certain qualities or interests, and teachers who knew about similarities with students rated their relationships with those students as being more positive. Finally, the investigators found that when teachers knew they shared similarities with a particular student, those students finished the quarter with higher grades.

Perhaps most interestingly, this study highlights the power of student-teacher relationships in reducing the achievement gap between underserved (primarily Latino and Black) and well-served (White and Asian) students. The researchers found that establishing similarities between teacher and student reduced the achievement gap between these populations by 65 percent. In other words, knowledge of interpersonal similarities helped teachers connect with their underserved students, and that translated into a significant increase in academic success.

Playing devil's advocate, I asked Gehlbach about the well-publicized dangers that can flow from an inappropriate degree of social familiarity between teachers and students. Gehlbach explained that the similarities he and his colleagues established were not rooted in personal information, but in shared preferences. Gehlbach explained: One of the biggest surprises in reading the similarity research was how trivial some of the similarities were that invoked positive sentiments towards others. We tried to find similarities that might spark conversations between teachers and students without getting into any information that either party would feel uncomfortable sharing. Our survey presented items such as, "The most important quality in a friend is: a) being there when you need him/her, b) listens to you and understands you, or c) always has your back.

Gehlbach is quick to point out that the study has limitations. Its sample size was small and therefore lacked the statistical power he and his colleagues desired. However, Gehlbach is encouraged by the results and eager to explore the phenomenon further. "Learning is a fundamentally social process," he told me. "So if we can figure out how to improve the social relationship that is at the heart of much of students' learning, we should be able to improve a vast constellation of student outcomes in schools."

As we pursue ways to improve education, we tend to measure its easily quantifiable aspects—test scores, grades, and attendance. But we tend to ignore the intangible elements of success, such as relationships, empathy, and trust. Gehlbach believes this is short-sighted. "People need social relationships as much as they need basics like food and water. So, in the same way that better nutrition improves a broad range of youth outcomes, I think it makes all the sense in the world to look at improving relationships as a promising way to improve educational outcomes."



Jessica Lahey is a contributing writer for *The Atlantic* and an 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*.



**REFLECTIONS ON 7TH TED ELT CONFERENCE:  
EDUCATED EDUCATORS  
28 March 2015**

**Summarized by  
Ümit Cebeci  
English Teacher, TED Karabük College**

“Turkish Education Association 7th ELT Conference: Educated Educators” was held in TED Ankara College with 950 participating teachers from both government and private schools besides 515 educators who also watched the conference live through Vitamin Teacher Portal.



The program was opened with the speech of TED Schools’ General Director Sevinç Atabay and honor guest of the conference, Atıf Behramoğlu who is a well-known writer and poet. Mr. Behramoğlu focused his opening speech on learning by mentioning that ‘learning is a kind of happiness and I try to make my students feel this



happiness’ and he continued his opening speech by comparing language learning to exploring a city’s unknown and hidden streets. TED 7th ELT Conference hosted world-famous ELT specialists who draw attention to training of 21st century’s English language teachers.



Rod Bolitho, academic director of Norwich Institute for Language Education, gave a speech on “Reconceptualising Language Teacher Education and Development in a Changing World”. In his presentation, Mr. Bolitho examined challenges that language teachers are facing in the 21st Century and the implications for teacher education and professional development and he discussed skills and qualities needed by teacher trainers or educators.

Jim Scrivener, a teacher training ambassador for Bell Educational Services and academic director of Bell Teacher Campus at Homerton College, talked about uncertainty in language teaching and implications in his presentation called “Exploration of Uncertainty in ELT”.

Joan Kang Shin, a Professor of Practice and the Director of TESOL Professional Training Programs in the Education Department at the University of Maryland, demonstrated ways to integrate specific 21st century skills to help our young learners succeed in this technology-driven and global century in her presentation, “Are you a 21st Century Teacher?”. Dr. Shin stated that “As English teachers we are building skills for global communication, which includes digital, new media, and visual literacy because communication in English is inextricably linked to these 21st century literacies”.

Simon Borg, a full-time as an ELT consultant, examined the notion of professional inquiry and said “important attributes of 21st century teachers are the willingness and ability to assume greater responsibility for their own learning”. In addition, Mr. Borg illustrated, with examples from international contexts, how teacher research is a practical and powerful strategy for professional inquiry in his presentation, “Professional Inquiry”.

Brendan Wightman, a digital publisher at Cambridge University Press, attempted to make sense of some of the big questions prompted by technological change within a neutral context that excludes mass media rhetoric. His presentation, “Squaring the digital circle: how to locate new technologies within standard pedagogy”, was both theoretical and practical and took the attention of participants.

At the end of the thought provoking and engaging ELT day, both teachers and speakers of the conference were very pleased with the topics discussed which filled the bags of both with full of useful and fruitful ELT ideas.

**A Lesson Plan Idea: The Peanut, Butter and Jelly Song  
Presented by Joan Kang Shin**



As stated in the conference, Communicative Language Teaching approach has a lot of effect on teaching and learning, especially; teaching English as a second or foreign language. The approach enables language learners and teachers to communicate through the use of target language.

Apart from these uncountable approaches besides communicative ones, it is thought that language learning must start with sound features and continue with the sentence, and abstract models of language in order. Therefore, here is a lesson plan using a song from Dr. Joan Kang Shin's presentation in the conference. The song is called Peanut Butter and Jelly;

Peanut, Peanut, Butter and Jelly (2)  
 First, you take the peanut and you crunch them, crunch them  
 Peanut, Peanut, Butter and Jelly(2)  
 Then, you take the grapes and squish them, squish them  
 Peanut, Peanut, Butter and Jelly(2)  
 Then, you take the bread, and spread it, spread it  
 Peanut, Peanut, Butter and Jelly(2)  
 Then, you take the sandwich and eat it, eat it  
 Peanut, Peanut, Butter and Jelly(2)

<b>Class:</b>	Young Learners
<b>Theme/Topic:</b>	The Peanut, Butter and Jelly Song
<b>Why do we teach?</b>	To teach students sequencing words and verbs through a song lesson more interactive and enjoyable for young learners.
<b>Content:</b>	“The Peanut, Butter and Jelly” song from Youtube. <a href="https://www.youtube.com/watch?v=itobpaEVuEs">https://www.youtube.com/watch?v=itobpaEVuEs</a>
<b>Speaking Objectives:</b>	(Why?) Students is asked what foods they like and which food they eat at school.
<b>Listening Objectives:</b>	
<b>Reading Objectives:</b>	Students listen to the video and repeat the action words and act out the song as in the video.
<b>Writing Objectives:</b>	Students read the sentences silently and they will be asked to underline (find) verbs.
<b>Vocabulary Objectives:</b>	(How?) Students write the lyrics of the song on two A4 papers. Students are asked to prepare a small hand-made booklet for the song by drawing pictures for the each line of the song.
<b>Use of English Objectives:</b>	
<b>Methods and Techniques (How?)</b>	Students learns learn food-related words such as Cut, grapes, peanut, crunch, eat, and etc.
<b>Materials: (With .....?)</b>	Students can to talk about how they can make peanut sandwiches. Later, they can use similar language structure to talk about different foods.
	Communicative Language Teaching Method and TPR. The use of music or song.
	PC, Projector, Internet (or downloaded video), A4 Papers.

# SOMETHING TO THINK ABOUT

How exactly did we get here with the web and internet as it is today. Here is an article summarizing what came before and some details that you may not be aware of....

[http://www.wired.com/2015/01/90s-startup-terrified-microsoft-got-americans-go-online?mbid=social\\_fb](http://www.wired.com/2015/01/90s-startup-terrified-microsoft-got-americans-go-online?mbid=social_fb)

## **The '90s Startup That Terrified Microsoft and Got Americans to Go Online**

by W. Joseph Campbell

NINETEEN NINETY-FIVE WAS the inaugural year of the 21st century, a clear starting point for contemporary life. It was, proclaimed an exuberant newspaper columnist at the time, “the year the Web started changing lives.”

It was the year when the Internet and the World Wide Web moved from the obscure realm of technophiles and academic researchers to become a household word, the year when the Web went from vague and distant curiosity to a phenomenon that would change the way people work, shop, learn, communicate, and interact.

By 1995, a majority of Americans were using computers at home, at work, or at school, the Times Mirror Center for the People & the Press reported. The organization figured that 18 million American homes in 1995 had computers equipped with modems, an increase of 64 percent from 1994. The popularity of the computer and the prevalence of modems helped ignite dramatic growth in internet use in the years following 1995.

### **The Startup That Launched Millions of Internet Users**

In 1995, no entity better represented the panache and wealth-making potential associated with the Internet than Netscape Communications Corporation, a startup in California’s Silicon Valley that made a graphical Web browser called Netscape Navigator. Netscape was an immediate success, if not in turning a profit then in attracting the goodwill of millions of new Web users. Netscape’s defining and most colorful figure was its cofounder, Marc Andreessen, a programmer with an agile mind who talked fast, persuasively, and seemingly nonstop. Andreessen turned 24 years old in 1995; he was less than two years out of college and had not shed all the trappings and eccentricities of undergraduate life. He worked late and got up late. His taste in clothes, it was said, ran to “frat-party ready.”

Andreessen seemed an unlikely character to be identified as “the über-super-wunder whiz kid of cyberspace,” as Newsweek called him at the end of 1995. After growing up in New Lisbon, a town in rural Wisconsin, he enrolled at the University of Illinois at Urbana-Champaign and studied computer science. Andreessen found part-time work at the university’s National Center for Supercomputing Applications. There, he and a few fellow programmers developed Mosaic, the predecessor-browser to Netscape Navigator. Mosaic was launched in 1993 and quickly won followers for granting relatively easy, point-and-click access to the previously hard-to-access World Wide Web.

After graduating and moving to California, in 1994 Andreessen met James H. Clark, a founder of Silicon Graphics who was looking for the next big thing, and they soon decided to set up a company that would outdo Mosaic. Andreessen and Clark recruited several of Andreessen's former undergraduate colleagues and brought them to California as core programmers at Mosaic Communications Corporation, the predecessor to Netscape Communications. After fighting an intellectual property lawsuit from the University of Illinois, Clark and Andreessen reluctantly changed the company name: Mosaic Communications became Netscape Communications, and they renamed the browser Netscape Navigator.



*Twenty-four* year-old  
Netscape cofounder  
Marc Andreessen in  
1995.

 Louie Psihoyos/Corbi

Netscape was capable of impressive innovation. Pre-release “beta” versions of its Navigator 2.0 browser came out in October and December 1995 and were hailed as something of a technological feat. Navigator 2.0 was faster and more powerful than its predecessor, which had claimed about 70 percent of the browser market. Among other advances, Navigator 2.0 incorporated plug-in

architecture, allowing programmers to develop applications on the browser. Netscape 2.0 also supported the Java applets that made Web-browsing a more lively and animated experience.

In the summer and fall of 1995, Netscape was on a roll. They were the best of times for the swaggering startup. The company's workforce had grown to 500 employees, a five-fold increase since the beginning of the year. Revenues were climbing, topping \$40 million in the year's fourth quarter, which was almost double sales in the previous three-month period. (Netscape's sales came mostly from corporate licensing of its high-profile browser and from a diverse line of Internet servers and server software.) During those heady weeks, Netscape was touted as “the Microsoft of the Internet” and seemed to delight in poking at the software giant and its chairman, Bill Gates.

### **Silicon Valley's Big Blood Feud**

Gates had been slow to recognize the potential of the Internet and the Web. He mistakenly thought the Internet was just a precursor to some sort of elaborate, multidimensional information superhighway. But as Netscape's browser demonstrated, the Web was becoming the information superhighway. And the browser's potential as a platform for software applications represented an undeniable threat to Microsoft's Windows operating system. Andreessen—who sometimes during the mid-1990s was called the “next Bill Gates”—supposedly boasted that Netscape would reduce Windows to a mundane set of poorly debugged device drivers.

The smoldering hostility between the companies turned acute on June 21, 1995, at a four-hour meeting at Netscape's headquarters. In the run-up to the meeting, Netscape and Microsoft had tentatively explored a strategic relationship. But according to detailed notes that Andreessen took at the meeting, Microsoft's representatives came on strong and proposed that the companies carve up the browser market—with Netscape Navigator confined to the older, less lucrative versions of Windows.

Andreessen, who could be disarmingly candid, likened the conduct of Microsoft's team to “a

visit by Don Corleone” of The Godfather films. “I expected to find a bloody computer monitor in my bed the next day.” Microsoft disputed Andreessen’s account, saying its representatives had made no attempt to intimidate Netscape. In any case, the meeting ended without agreement, and Netscape moved forward with plans for its most audacious act of all: a public offering of its shares. Netscape was not quite 16 months old and had not come close to turning a profit.

The IPO, underwritten by Morgan Stanley and Hambrecht & Quist, included 5 million shares of Netscape, priced at \$28 per share. The shares went up for sale August 9 on the Nasdaq exchange. The stock opened at \$71 per share. It climbed as high as \$74.75 a share before settling at day’s end to \$58.25.

It was a smashing debut by any measure—“the best opening day for a stock in Wall Street history for an issue of its size,” the New York Times said. The IPO demonstrated that the Web could be a place to make fortunes fast. Clark’s stake in Netscape was worth more than half a billion dollars; Andreessen’s was worth more than \$58 million. The Wall Street Journal observed that it had taken General Dynamics 43 years to become a corporation worth \$2.7 billion in the stock market. It had taken Netscape “about a minute.” The IPO, as Robert H. Reid wrote in *Architects of the Web*, “put the Internet indelibly on the map with millions of people who hadn’t been there yet.”

Fifteen days after Netscape’s IPO, Microsoft unveiled its much-anticipated Windows 95 operating system, which coincided with the release of Internet Explorer 1.0, Microsoft’s Web browser. Explorer 1.0 was a meager product that, ironically, was based on a licensed version of the Mosaic code that Andreessen had developed at Illinois. Then, on December 7, came the emergence of a mortal threat to Netscape: Gates spelled out for journalists and industry analysts a strategy to insert and expand Microsoft’s presence online. Gates declared that Microsoft was “hard-core about the Internet.” Among other moves, Microsoft’s browser would be improved, made faster, and offered online for free.

### **The Bubble Bursts**

The “browser war”—the blood feud between Netscape and Microsoft—was underway. Two days before Gates’ announcement, Netscape’s per-share price had touched \$171. It would never again reach that high. Netscape mania had crested as markets sensed the unfolding browser war could become a lopsided fight that Microsoft would win.

Even so, Netscape entered the browser war with a huge advantage in market share. Its dominance unnerved Microsoft. “Netscape is already entrenched in our markets all over the world,” a senior Microsoft executive, Brad Chase, wrote in a confidential internal memorandum in April 1996. “The situation today is scary,” Chase stated. “We have not taken the lead over Netscape in any market yet.” But in time, that equation would change dramatically. As Gates had promised, the Microsoft browser was improved. Internet Explorer 3.0, introduced in 1996, was seen as at least the technological equal to Netscape’s latest version, Navigator 3.0.

What’s more, computer users, especially new users, had little incentive to download and install Navigator on the Windows platform: Internet Explorer was already there, and technically it was just as good. Moreover, Microsoft had muscled its way into the commercial online market, and the largest service providers—including America Online, CompuServe,

and AT&T Worldnet—replaced Netscape Navigator with Internet Explorer as their preferred browsing software. According to an America Online internal email, Gates asked an AOL executive in January 1996, “How much do we need to pay you to screw Netscape?” by designating Internet Explorer as AOL’s featured browser.

In the months that followed, Netscape Navigator steadily lost market share to Internet Explorer. The company lost \$88 million in the fourth quarter of 1997, and its shares shed more than 20 percent of their value, sliding to less than \$20. By August 1998, Internet Explorer eclipsed Navigator as the most popular Web browser.

Netscape’s celebrated run as the flamboyant startup of Silicon Valley reached a bitter end in November 1998, when America Online acquired the company in a stock deal valued at \$4.2 billion. It was the first major merger of Internet companies, and it reduced the once-cocksure Netscape to a forlorn and mostly forgotten outpost of AOL. (In a final indignity years after the “browser war,” Microsoft in 2012 acquired from AOL the patents underlying the Netscape browser.)

Microsoft and the “browser war” were the major but not the exclusive reasons for Netscape’s inglorious descent. Netscape never converted its many browser users into paying customers. It never quite knew what to do with its much-visited homepage. The Netscape saga—from spectacular rise to near-hegemony to decline and humiliating absorption by AOL—spanned fewer than five years. In its run, Netscape helped define “Internet time,” an idiom of the late 1990s that meant everything moved more swiftly online. The compressed arc of Netscape’s meteoric trajectory was itself emblematic of Internet time.

More significantly, the rise of Netscape signaled the centrality of the Web in the digital age. Novelist Charles Yu described it this way: “I entered college in 1993 and graduated in 1997. Halfway through, the Internet became a thing. Netscape said: ‘Here you go, here’s a door to a brand-new place in the existence of the universe. We just started letting people in. Go ahead, it’s fun. It’ll keep getting bigger for the rest of your life.’” Like no other single event of the early digital age, Netscape’s IPO in 1995 brought the Web into popular consciousness.

Excerpted and adapted from [1995: The Year the Future Began](#) by W. Joseph Campbell. Copyright © 2015 by the author and reprinted by permission of University of California Press.

Editor: Samantha Oltman (@samoltman)

## **A Paper from a Colleague**

This article was originally published in:

[http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=60](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=60)

Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement, Vol 28(4), Oct 1996, 271-280.

## **Elicitation of Knowledge Transformational Reports While Children Write Narratives CATHERINE ANN CAMERON and BONNIE MOSHENKO, University of New Brunswick**

### **Abstract**

Bereiter and Scardamalia (1987) proposed a model of children's writing, labeled "knowledge-telling," which they characterized as being simple and linear in nature. By contrast, their model of more expert writing is described as "knowledge transformational," because it is more sophisticated in its involvement of complex problem-solving processes. These researchers report that children, and even most adolescents, do not write at a level that would implicate knowledge-transformational processes, especially in expository prose writing. Their evidence contrasts with the reports of process-based writing researchers (such as Graves, 1985; 1991), who through ethnographic investigations have described youthful writing as more representative of transformative processes than the "knowledge-telling" model might predict. Alternative research approaches are needed to evaluate these conflicting claims regarding the developing writing process. A stimulated-recall procedure, which enabled protocol analyses to be performed on participants' in situ comments, was employed with 53 twelve-year-old children to examine their reports of their own writing processes. A narrative-writing task was used as a context for these children in which to comment on their writing as they wrote. The protocols of the sessions were recorded, transcribed, and evaluated for evidence of transformative problem-solving behaviors (largely as identified by Bereiter & Scardamalia, 1987), including: extended start-up time, time-monitoring, task completion time, note-making, oral reports of planning, audience awareness, and revision of story plans, and the use of a range of sources for story ideas. Many of these sixth-grade participants showed evidence in their protocols of at least one, and some, as many as five of the targeted transformative behaviors. Gender effects included performance quality, and time monitoring: Girls wrote higher quality stories, and boys monitored time more during writing. Writing quality, in turn, related to planning and revision indices, which correlated with each other, and planning related to audience awareness. Revision of story ideas and start-up times were correlated. Of the transformative behaviors, planning and note-making significantly predicted writing quality. This pattern of findings confirmed the presence in oral reports of certain transformative or recontextualizing (Cameron, Hunt, & Linton, 1996) processes during the writing, at least during the narration, of these young writers.

### **Resume**

Bereiter et Scardamalia ont propose en 1987 un modele d'ecriture pour les enfants dit de «connaissances racontees» qu'ils ont qualifie de simple et de lineaire. Par contre, leur modele d'ecriture plus specialisee est decrit comme des «connaissances transformationnelles» parce qu'il comporte des processus complexes de solution de problemes sophistiques. Ces chercheurs rapportent que les enfants, et meme la plupart des adolescents, n'ecrivent pas a un niveau comprenant des processus de connaissances transformationnelles, particulierement dans la redaction descriptive. Ces constatations contredisent les rapports de chercheurs en ecriture axee sur le processus (Graves par exemple, 1985; 1991), qui, au cours d'enquetes ethnographiques, ont

decrit l'écriture des jeunes comme étant plus représentative des processus transformationnels que ne peut le prévoir le modèle de connaissances racontées. Il faudra explorer d'autres approches de recherche pour évaluer ces allégations contradictoires sur le développement du processus d'écriture. Une procédure de rappel stimulé, qui a permis d'exécuter sur place un protocole d'analyses sur les commentaires des participants, a été employée auprès de 53 enfants de douze ans pour examiner leurs rapports sur leurs propres processus d'écriture. Au cours d'un test d'écriture narrative, les enfants ont pu commenter leur écriture à mesure qu'ils écrivaient. Les protocoles des sessions ont été enregistrés, transcrits et évalués pour dépister des comportements transformationnels de solution de problèmes (en majeure partie identifiés par Bereiter et Scardamalia, 1987) comme le temps de démarrage, le contrôle du temps, le temps d'exécution, la prise de notes, les rapports oraux de planification, la conscience de l'auditoire, la révision des plans, et l'utilisation de différentes sources pour des idées de récit. Dans leurs protocoles, plusieurs de ces participants de sixième année ont utilisé au moins un, et dans certains cas jusqu'à cinq, des comportements transformationnels cibles. Le sexe a influencé la qualité d'exécution et le contrôle du temps: les filles ont écrit des récits de meilleure qualité et les garçons ont contrôlé davantage le temps en cours d'écriture. La qualité de l'écriture, par contre, était reliée à la conscience de l'auditoire. La révision des idées de récit et les temps de démarrage étaient en corrélation. Parmi les comportements transformationnels, la planification et la prise de notes laissaient clairement prévoir la qualité de l'écriture. Ce type de résultats a confirmé la présence de certains processus transformationnels ou de recontextualisation (Cameron, Hunt & Linton, 1996) dans les rapports oraux durant l'écriture de ces jeunes auteurs, du moins au cours de la narration.

Current research on children's writing offers different views as to the ability of children to write in a cognitively sophisticated fashion. One side, supported by the research of Bereiter and Scardamalia (1987), and confirmed by others such as Andriessen (1991), Applebee, Langer, Jenkins, Mullis, & Foertsch (1990), and Stein (1986), assumes that until adolescence, or even later, young and inexperienced writers do not apply the requisite cognitive-processing skills to produce well-crafted texts, the products of transformative problem-solving behaviors being found only among "the most talented young writers," and "people at advanced levels in any intellectual discipline" (Bereiter & Scardamalia, (1987, p.11.) An opposing perspective, with ethnographic evidence from the research of investigators like Graves (1985; 1991), Hansen, 1987; Harste, Short, and Burke (1988), and Smith and Good-Zavagno (1991), claims that even children as young as seven years of age employ problem-solving strategies that result in sophisticated written texts.

Bereiter and Scardamalia (1987) developed a two-part model of the development of written composition from novice- to expert-performance. Knowledge-telling, the mode of novice writers, involves the construction of a representation of an assignment, followed by the location of topic and genre identifiers. This combination provides cues for retrieval of information for task completion. For example, a writing assignment might be to write about whether dogs or cats make better pets. The "knowledge-telling" writer identifies the type of literary work that is required (in this case, perhaps an essay), as well as topics related to "pets," "dogs," "cats," and perhaps "qualities of good pets." Anderson (1983) is cited for describing the retrieval of this type of information as a "spreading activation process," in which cues prime associated concepts. As well, once the writer has started writing, the text produced provides retrieval cues for further related content. Basically, knowledge-telling is a process of making use in a linear fashion of natural abilities of language and everyday social experiences. According to Bereiter and Scardamalia (1987), the texts of child writers, even those created by talented child-writers, adhere

strongly to the constraints of a knowledge-telling mode.

Expert writing is explained by Bereiter and Scardamalia (1987) as being a product of a knowledge transformational mode. This second model has two problem-solving spaces: One pertains to content, and the other is rhetorical. In the content space, problems and beliefs are resolved through operations of hypothesizing and inferring. In the rhetorical space, knowledge states are representations of expression production, which includes both texts and goals. The operations that act on the rhetorical space serve to change goals, texts, or the relationship between the two. When the two spaces interact, changes occur in the writer's knowledge in terms both of content and organization. The retrieval of information occurs in a similar way to that of knowledge-telling, however, the information retrieved must now meet basic topical and genre requirements as well as requirements that are dictated by the writer's interpretation of the rhetorical problem. For example, the writer may be working in a rhetorical space on a problem relating to clarity of expression. In dealing with this issue, s/he may decide that a particular concept (e.g., "caring") needs to be defined. The message will go from the rhetorical space to the content space, where a decision will be made on defining that concept. The problem-solving carried out in the content space may lead to the decision that perhaps it is not "caring," but rather, a superordinate concept like "emotionality" that is the issue. That decision will be relayed back to the rhetorical space, and the writer will then work on the problem of making the necessary modifications to the text in order to relate existing information to an insertion about a previously unclear concept. In effect, this process requires individuals to go beyond their accustomed linguistic propensities, and their ordinary social experiences.

Bereiter and Scardamalia (1987) state that texts may be characterized as being the outcomes of one of the two processing styles, novice or expert, based on different behaviors exhibited by the writer when completing the writing task. Expert, knowledge-transforming, writers take longer than novices to commence writing after an assignment is made (see also Flower, 1985). They spend more time planning and note-making before starting to write (and during the actual writing), and the type of notes they make are different from those of novices. Expert writers' notes require transformation into text, whereas novices produce notes that simply get incorporated, and are only sometimes edited when inserted in the final text. Experts are reported to employ such executive functions as time-monitoring while producing text, and even more critical to effective text production, is the awareness of audience or readership needs. Writer- as opposed to reader-based texts are a hallmark of novice writers (Bereiter & Scardamalia, 1987; Cohen & Riel, 1989; and Flower, 1979). Finally, knowledge transformation involves not just the superficial editing of text, but more importantly, the revision of content and form both during and subsequent to the actual text production (Faigley & Witte, 1981; Graves, 1985; Sommers, 1980; and Smith & Good-Zavagno, 1991). Bereiter and Scardamalia (1987) reported that novice writers not only did not revise effectively, but that the revisions made often degraded the quality of the final product. Although the correlation between age and expertise continua is not perfect, a connection is frequently made between novice and young writers, even though factors of genre and topic can readily dilute that relationship.

Like Bereiter and Scardamalia, Hayes and Flower (1986) view mature writing as a problem-solving activity in which planning, sentence generation, and revision are the primary operations in achieving writing goals. While these theorists assume differences in the effectiveness of cognitive processing between expert and novice writing, they do not describe a qualitatively different process for novices.

Cameron, Hunt, & Linton (1996) have proposed a developmental model of writing that describes not simply text generation, but also knowledge accessing, and expression verification as subcomponents of written expression. Further, they posit the explanatory principle of a Textual Expression Support System (TESS) to bridge the chasm between those theoretical perspectives that diverge in their assumptions regarding which componential operations are involved in the problem-solving of less sophisticated or younger writers. The TESS is an extension of Bruner's (1983) Language Acquisition Support System (LASS). An effective TESS is hypothesized to facilitate the 'recontextualization' of knowledge, a transformational process. This scaffolding enables young writers to bring componential operations effectively to bear on their written expression. Cameron et al. (1996) report that developing writers are not simply knowledge-tellers; rather, in the presence of textual expression support, they access both rhetorical and declarative knowledge bases, and verify the extent to which their expression goals are met. These researchers propose that eclectic and even hybrid research methods are required to expose the developing operations of each of the writing subcomponents as well as the parameters of an effective textual support system.

Ericsson and Simon (1980; 1984) have argued that think-aloud protocols are effective methods for inspecting problem-solving of participants in a range of activities. Although some researchers have queried the efficacy of such a procedure (e.g., Nisbett & Wilson, 1977; and Geisler, 1994, provides an extensive survey), many investigators have employed variations on the technique, using either direct or undirected probes, and either retrospective or concurrent reporting. Flower and Hayes have used the technique to advantage with adults, and Bereiter and Scardamalia have made use of the method with younger writers. Think-aloud procedures have been used sparingly with children for fear of increasing their processing load, with this interfering with their writing. Nevertheless, Fontaine (1989) employed a stimulated-recall discussion, where children spoke aloud while writing, as well as answering questions about what they were thinking after completing parts of the task, a procedure which falls between retrospective and concurrent reporting. Further, Short, Evens, Friebert, and Schatschneider (1991) have reported the effective use of, and even perhaps the benefits of young writers' reporting concurrently on their problem-solving while writing.

The current study, in order to identify transformational or recontextualizing operations underlying the problemsolving of young writers, examines the oral reports during writing-task completion of twelve-year-old students, only the most talented of whom researchers like Bereiter & Scardamalia suggest would be knowledge transformers. A larger sample than is often the case in such observational work was engaged, to increase the generalizability of findings, and a narrative task was chosen to maximize the likelihood of observing such recontextualizing or transformational operations with a younger sample. Although concurrent reporting of processing appears to be the best procedure for ensuring that data are uncontaminated by inferencing and guessing, verbalizing concurrently with writing is seen to be challenging for many, but especially for younger participants. Therefore, a stimulated-recall procedure was employed as a compromise, to allow writers to explain their writing after parts of the task were completed. This procedure was employed to maximize reportage, while minimizing interference with writing performance. It was not assumed to be either facilitative or inhibitory of writing quality.

This was an observational study that was designed to document the students' report of transformational behaviors during narrative writing, if they were available to document. It was designed neither to replicate an ordinary classroom writing context, nor to instantiate a facilitative TESS. It was expected that there would be at least some transformative behaviors in the oral

protocols of most participants. That is, students were expected to show some of the following: Extended start-up times during which planning and note-making could occur, verbalization of audience awareness, time-monitoring, oral revision of story plans, and the report of use of a range of information sources to formulate story ideas. Evidence of these potentially transformative behaviors were expected to correlate with the quality of the texts produced. The behaviors indicative of higher-order problem-solving, based on Bereiter and Scardamalia (1987), Cameron et al (1996), and Hayes and Flower (1986) were expected to involve the processes of knowledge-accessing - or planning, and expression verification - or revision.

## METHOD

### *Participants*

Fifty-three sixth-grade students attending elementary schools in a small eastern-Canadian city participated in the study. All children with parental permission in the four classrooms solicited, volunteered to participate. A broad range of home backgrounds from working- to middle-class was represented in this sample. There were 30 boys, ranging in age from 10 years, 8 months to 13 years, 1 month (mean = 11 years, 9 months) and 23 girls, ranging in age from 11 years to 12 years, 4 months (mean = 11 years, 8 months).

### *Materials*

*Training task.* The task used to prime the students for the main writing procedure involved the presentation of three lines, a skeleton, of a story entitled *The golden castle* (Pontecorvo & Paoletti, 1991), into which the participants were required to insert missing parts. This task afforded the students with practice in the stimulated-recall discussion procedure before participating in the central writing task.

*Writing task.* The writing task required participants to produce a narrative about three objects, which were miniature toys, presented in a small bag. This task was a favourite with students in a longitudinal study, of which this project is an extension. The objects, which were piloted for their efficacy in eliciting innovative narrative texts, were a silver-colored telephone trinket, a plastic red-eyed gray boar, and a wooden Dutch clog. These objects were chosen for their representation of both animate and inanimate objects, as well as being a combination of objects which would not frequently be encountered by the students in their daily school or home environments in order to stimulate and challenge the children's narrative processes, while at the same time providing a standard writing task for systematic analysis.

Stories were written in a booklet comprised of standard 28cm x 22cm lined pages, and each student was given a piece of unlined white paper on which to write notes. A wind-up clock with a face measuring 9cm in diameter was used for both the student and the researcher to monitor the time taken to write the story. Each student's session was taped with an audio-cassette recorder, with an external microphone. All tapes were transcribed verbatim, and start-up time was measured with a hand-held stopwatch.

### *Procedures*

*Data collection.* The students were seen individually in a room near their regular classroom. The researcher and student sat at the same table, with the researcher seated at about a forty-five degree angle to the student. This searing arrangement enabled easy performance monitoring. Permission to audio-tape the session was obtained from each participant. The microphone was situated on the table next to the student, and the audio-cassette recorder was placed on an adjoining table to give the student more space on the writing table. The clock was placed on a

shelf slightly above the student, or off to the side, so that the experimenter could note students' overt attempts to monitor time.

The golden castle task was completed first by all participants. General instructions were as follows:

"I am interested in what you write, but I am especially interested in what you can tell me about your writing. So today I'm going to get you to do some writing and I'm going to ask you to talk out loud while you write. I'll be asking you some questions and I want you to try your best to tell me what you're thinking about while you write. If you have any thoughts, even if I haven't asked you a question, please say them out loud."

The following instructions were given to each student to guide them in story writing:

"What you are going to do now is to write a short story about three objects that I am going to give you. You only have a half an hour in which to write the story, and some students have trouble finishing in a half an hour, so there's a clock if you want to check the time. I'll be telling you when your time is up, but I won't tell you how much time is remaining unless you ask me. After I give you the objects, and before you start, you might want to take a few moments to write down some ideas on this white paper, or tell me some ideas, because once you start you have only half an hour. You might want to think about things like what you know about the objects and what you might want to write about them, what kinds of problems you might have in your story and how you might solve them, and of course, you'll have to think about things like how you're going to put it all together. So what I'm asking you to do is think of the kinds of things you and other writers think about when you plan a story. When you are ready to write the story, you can write it on the lined paper. Here are the three objects, and your time will start when you take them out of the bag."

The students were given the three objects in the bag, and the time that it took the student to start writing after removing the objects from the bag was noted. If students began writing immediately, they were allowed to do so. If they hesitated they were asked "What are you thinking about?" or "Do you have any ideas?" They were then encouraged to continue thinking, or to begin writing. Each student was stopped approximately three times in the half-hour time period so that probe questions could be asked. These included inquiries into word choice, names used, plot, importance of details, and what direction the story was and would be taking. When 30 minutes had passed, or the students had announced they had finished, they were asked, "Is there anything else about the story that you would like to tell me that I haven't asked you, or that you would like me to know about your story?" Lastly, when students had completed their stories, or when the 30 minutes had expired, they were encouraged to give their stories a title. Students' time-related questions, and their clock-checking were noted.

Before students were accompanied back to their classrooms, they were thanked for participating, and encouraged to continue their involvement in writing. After all the data were collected, the four participating classrooms were re-visited, and general results and feedback about overall performance were presented.

### *Scoring*

*Writing.* The three-objects story task was scored holistically. Holistic-scoring methods have been shown to be a high-quality, efficient method of evaluating stories (Cooper & O'Dell, 1977; Madigan & Brosamer, 1991). Furthermore, holistic-scoring methods exhibit high face validity, and result in acceptable levels of inter-rater reliability (Mishler & Hogan, 1982). The five-point

scale used here was devised based on such factors as story completion, plot development, and the innovative use of the objects to represent something other than what they actually were. Perera (1984) reports the writing of children at the end of elementary school includes formal conclusions to stories, some cohesion, and thematic variety. Higher ratings on the holistic scale represent higher quality evaluations, and each score is better than the scores below it.

*Protocol analysis.* When transcribing the protocols verbatim, unintelligible utterances were listened to by a second researcher, in an effort fully to ascertain what was said.

*Start-up time*, or the time the student took to begin writing after the task was assigned, was recorded as the number of seconds between the time the last object was taken out of the bag, and the time that s/he wrote the first letter resulting in a completed word in the story. The researcher made a coughing sound, which was recorded on the audio tape to correspond to these two events during story writing, and the time between coughs was measured with a stopwatch when the tape was played back.

*Note-making* was scored on a four-point scale. A score of 0 was awarded if no notes were made; 1, if the writer wrote down the names of the objects; 2, if names, places, dates, and other setting-related details were noted; and 3, if actual story ideas and events were written down. The range of scores represents increasing sophistication and a shift to more transformational planning.

A *planning* score was obtained by applying a five-point holistic scale to the task protocol. To score 1, students responded to probe questions with only one or two words, told no detailed plans for their story, and had to be prompted often. A score of 5 represented extensive plans for a story before it was started, and detailed specifications throughout.

*Time-monitoring* behavior was noted unobtrusively whenever the student asked about time or looked at the clock.

*Completion time* was recorded in minutes, using the same clock that the student could use for time monitoring.

*Audience adaptation* was credited if, during discussion, participants made specific and direct statements about having to write their stories for others to understand. For example, audience awareness would be scored as present if the writer made a statement such as "so people will read it," but not if s/he said, "It's more descriptive, and it sounds better." This is a conservative estimate of audience awareness.

*Revision* during elicitation was scored as being present if the writer changed the main ideas for the story after having said that the story would progress differently. This is also a conservative index of in-process revision operations.

The protocols were also examined to determine the *different sources* that the writers stated they used in order to get ideas for their stories. Measures of inter-rater reliability were calculated for holistic story quality ratings, oral planning, audience adaptation, use of different sources of information and the revision scale.

## RESULTS

### *Participant sample*

Although the students ranged in age from 10 years, 8 months to 13 years, 1 month, the youngest and oldest were within three standard deviations from the mean, so the data from all students were retained for analysis.

TABLE 1 Means and (standard deviations) of scores for all writing variables by gender.

Variable	Girls	Boys
	Mean (SD)	Mean (SD)
<b>Holistic story quality</b>	3.35 (1.11) *	2.73 (1.01)
<b>Transformative behaviors:</b>	3.09(1.08)	2.93 (1.08)
<b>Planning</b>	1.13 (1.22)	1.10(1.16)
<b>Note-making</b>	123.52 (107.48)	125.63 (102.68)
<b>Start-up time (in seconds)</b>	0.17 (0.39) *	0.47 (0.51)
<b>Indications of:</b>	0.35 (0.49)	0.30 (0.47)
<b>Time-monitoring</b>	0.61 (0.50)	0.70 (0.47)
<b>Audience awareness</b>	0.30 (0.47)	0.17 (0.38)
<b>Completion on time</b>		
<b>Revision</b>		

Note. \* $p > .05$

All were in sixth grade, and none were reported to have specific learning difficulties precluding their participation in regular classroom activities such as in the writing procedure used here. Preliminary analyses for gender effects revealed a main effect for holistic scores on the writing task, ( $f(1,51) = 4.39, p < .05$ ), and for time-monitoring, ( $F(1,51) = 5.28, p < .05$ ). Girls had higher scores than boys on quality of writing, and boys did more time-monitoring than did the girls, so gender was retained as a variable in subsequent analyses.

Approximately half of all subjective performance ratings were assessed by two experimenters. The kappa method for inter-rater agreement (Cohen, 1960) was used for the holistic scoring of the continuous variables: holistic writing quality and story-planning, achieving assessments of .75 and .81 respectively, both in the excellent range. Evidence in the protocols for oral indicators of audience awareness, revision, and use of multiple sources of information, which were scored as either present or absent, yielded 100%, 96%, and 93% agreements respectively between raters. Appendix A gives examples of planning, audience awareness, and revision from the protocols.

#### *General description of performance*

Mean scores and standard deviations are provided in Table 1. Holistic indices and story-planning ratings were distributed evenly across the five scores. The range of writing performance quality can be seen in the examples provided in Appendix B.

On average, children paused for several minutes before beginning writing, often making notes. While many students did not make notes, or just wrote down the names of the objects, those who did write notes, often wrote only brief points, which were later expanded to form actual text. Forty percent of the students made notes related to characters, setting, and actual story events, even though note-making was optional.

Start-up time ranged from 15 seconds to 387 seconds, with the mean being 125 seconds. Of the 53 students, 35 (66%) completed their stories in the allotted time, and several (more boys than girls) monitored the passage of time. The time allowed for story-writing was divided into a beginning third (0-10 minutes), a middle (11-20 minutes), and an end third (21-30 minutes). Of those children who engaged in time-monitoring, 45% asked about or looked at the clock only in the middle third of the 30 minutes, 22% monitored in both the middle and end thirds, 11% monitored in both the beginning and middle thirds, 11% monitored in both the beginning and end thirds, and 11% monitored in only the end third of the time period.

Seventeen students (32%) expressed an awareness that they were writing for an audience, and 12 (23%) revised the initial ideas for their stories in their protocols.

It was observed that 28% of the students began their stories with the words "One day," 19% began with "Once upon a time," 13% with "There once was," or "Once there was," and 4% chose "A long time ago" for their beginnings. The remaining 36% of the students chose a variety of beginnings including starting with names, places, or descriptive phrases.

Of the different sources of information that students reported using, in order to get ideas for their stories, previous knowledge and media were reported in combination by 57% of the students. Thirty-two percent stated they got their ideas from previous knowledge, 8% said their ideas came from their heads, and they didn't know from where else. Of the remaining two students, one reported media influences exclusively, while the other used the visual stimuli in the room to create ideas for the text.

Point biserial correlational techniques were applied to the performance indicators. Story quality correlated with both planning and revision scores ( $r = .56$ ;  $p < .01$  and  $r = .29$ ;  $p < .05$ ). Planning correlated with both audience awareness and revision ( $r = .30$ ;  $p < .05$  and  $r = .34$ ;  $p < .05$ ), and revision of story ideas and start-up time were found to be correlated with each other ( $r = .29$ ;  $p < .05$ ).

In all, each of the 53 students exhibited evidence of at least one of the transformative behaviors, but if recontextualization or transformation is conservatively restricted to successful scores for planning (three or more), revision, and audience awareness, 19 participants engaged in at least one; 17, in two of those three; and four students showed evidence of all three. Examples of each of these scored behaviours are provided in Appendix B.

#### *Prediction of story writing performance*

A multiple regression analysis was performed, with holistic performance score as the dependent measure, and gender, story-planning, note-making, start-up time, time-monitoring, audience awareness, story-completion, and revision as independent variables. Gender was entered into the analysis first, followed by simultaneous entry of the remaining independent variables. No outliers were identified, so all cases were entered into the analyses. Gender predicted holistic story score ( $F(1, 51) = 4.39$ ;  $p < .05$ ), accounting for 8% of the variance in story scores. The seven writing-related behaviors accounted for 37% of the variance in the holistic scores over and above the gender predictor ( $F(8, 44) = 4.41$ ;  $p < .001$ ). A follow-up examination of the partial statistics shows that story-planning score ( $F(1, 51) = 16.37$ ;  $p < .001$ ) and note-making ( $F(1, 51) = 4.50$ ;  $p < .05$ ) were the protocol indices that account for a significant amount of the variance in holistic story scores. Interactions between gender and the remaining predictors were examined, and none was found to be significant.

## DISCUSSION

In a stimulated-recall context concurrent with writing, these sixth-grade children reported orally, in one form or another, a range of transformational operations during the process of writing. Although variations in levels of performance were apparent, many protocol reports revealed recontextualizing activities while participants wrote a narrative text. These behaviors included lengthened start-up times, time-monitoring during writing, verbal reports of planning and audience awareness, and oral revision of in-process story ideas. Some children reported several of these behaviors while writing.

Typically, participants, when given the assignment, spent a few minutes thinking about the dimensions of the problem, and making brief notes. When they commenced writing, they usually had at least part of a plot in mind, which was sometimes subject to alteration in the course of the writing activity. They were likely to make reference to the suitability to a reader of some aspect of their text production. Participants wrote stories with a wide range of themes and plots. While most children began their stories with formulaic story-initiation phrases, the narrative that followed was often interesting and innovative. The employment of traditional story rhetoric may have facilitated accessing narrative knowledge, as well as scaffolding certain transformative mechanisms. When reporting on their sources of information, most children said they used more than one source, usually a combination of media and previous knowledge about a person, place, or event.

Girls earned higher holistic writing-quality scores than did boys. This small but significant gender difference in performance was not expected with students at this age, based on previous research (Applebee, et al, 1990; Cameron et al, 1996; Krashen, 1984; Perera, 1984). It could be interpreted that the task requirements of the stimulated-discussion in combination with the writing task itself placed linguistic demands on participants, which penalized the male students. However, the general high quality of performance does not support such an hypothesis. Perhaps the particular writing procedure introduced here was more appealing to the girls than it was to the boys. The fact that boys checked time constraints more than girls might raise the suspicion that while time-monitoring may have for some children been an indicator of executive control mechanisms; for others, it might have signaled a lack of engagement in the assignment. Such sex difference findings, which do not have a strong theoretical explanation, indicate that a replication is needed to confirm them.

Although some students had brief start-up times, some took over five minutes before beginning actual story-writing. Start-up time was correlated with note-making (most notes being written during start-up time), and note-making in turn related to story quality. Overall, many sixth-grade children reported using knowledge transformational problem-solving strategies while writing. Further, planning and note-making were most predictive of high quality narrative performance, and the report of revision of story ideas in process also related to story-writing quality.

These oral reports of the operation of knowledge transformational processes during these students' writing are unlikely to arise from experimenter bias or demand characteristics of the situation. Whilst children were told they had the opportunity to make notes, plan, and engage in transformational activities, at no time were they prompted to do so after the initial instructions. Furthermore, the scoring was conservative: For instance, students were only assessed as showing audience awareness if they made a direct statement indicating that they were writing so others

would understand. They were only credited with revising if they described a major shift in plan during writing. However, Short et al. (1991) have reported enhancement of writing-task performance with concurrent reporting. Similarly, Chi and her colleagues (Chi, Bassock, Lewis, Reimann, & Glasser, 1989) have found students' self-explanations enhanced science problem-solving. The context of a stimulated-recall discussion procedure may have offered a similar scaffolding effect. As Cameron et al. (1996) reported, a broad range of recontextualizing writing behaviors can be observed in the context of a facilitative TESS. This explanatory principle offers a bridge between theoretical perspectives on the operation of higher level componential operations. The dimensions of contextual enhancement requires further exploration, especially in the light of the reports of Bereiter and Scardamalia (1987) of young participants' resistance to demonstrate transformative behaviours (although Scardamalia & Bereiter, 1985, reported some success in scaffolding "dialectical processes in composition"). Further, future researchers would do well to explore the classroom contexts in which writing research is conducted (Flower, 1994).

The significant relationships established here between text-generation quality, and oral reports of planning, and revision, the critical components of the writing process of such major theorists as Hayes and Flower (1987) not only confirms the importance of these subcomponents, but also might qualify the assertions of Bereiter and Scardamalia (1987) that immature writers do not access these components as they write. If unsupported, and in expository prose, young writers may well be more likely to resort to knowledge-telling; but in scaffolded narrative contexts, the knowledge-telling style may not be the only one available. The operation of knowledge accessing, and expression verification accompanying high quality text generation in young writers is at least circumstantially confirmed by the oral reports of students elicited during this stimulated-recall procedure. Examination of the relationships between students' reports of transformative operations during writing and more direct evidence of textual transformations is called for. Exploration of the dimensions of support facilitative of each subcomponent is also required, along with an examination of age-related changes in these parameters.

The evidence of the operation of the targeted indices, albeit in some instances, at low rates, suggests the promise of pedagogical interventions in these areas. What is needed is the evaluation of innovative methods to elicit and support the operation of different transformative processes during recontextualization in writing. Stimulated-recall discussions might be one global method. It could be that it is easier for young writers to engage in transformative operations orally before they effectively do so in writing. If this were the case, educational interventions could be developed and systematically examined that might foster first oral, and then written recontextualization behaviours in writing. Manipulations of the dimensions of task structure, genre, and other critical factors in writing contexts will expose the development of children's capacity to transform or recontextualize knowledge in the service of meaningful highquality written expression. The interactions between componential writing processes draws upon transformative social-cognitive operations in the recontextualization of representations.

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mail: cameron@unb.ca

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## APPENDIX A

### *Planning Example*

#### *Protocol:*

Student: Okay I got it. I think I know... I'm gonna have that be in a lab, and then a person a tourist from where do Dutch shoes people come from yeah Holland and those are the kind of shoes...he wears... In his lab. And then I'm gonna have that guy come in and there's gonna be some stuff like uh I don't know green slime or something. He's gonna... This is too science fiction. I don't like it.

Int: You don't like science fiction?...

Student: I like science fiction it's just uh... I don't know, it's just I don't want to write it.. .Let me think. Okay. I'm going to write uh a horror story, no just a mystery story. I don't know, maybe the warthog's gonna have swallowed a telephone and ...he's gonna be like mad so he's gonna come in and he's gonna like accidentally just go crazy and then kill this guy well like not kill him but like hurt him I guess you know and um but there's gonna be a lot of things like that and I'm gonna say that every time somebody's left alone right, if the telephone rings a different way then, no I know. Okay, I don't know how I'm going to write it. Okay, let's see... Oh yeah, and it's gonna be in Holland yeah.

### *Audience Awareness Example*

Text: *One day deep in the forest there was a pig named Barney.*

#### *Protocol:*

Interviewer: Barney. How did you decide on "Barney?"

Student: It's a weird name...I like that kind of name.

Int: Was it important for you to have a weird name?

Student: Something that people don't usually use.

Int: Why?

Student: So it would be different.

Int: Is it good for a story to be different?

Student: Yah.

Int: Why?

Student: Well, because then people want to read it, and if it's not, if it, if they're all the same, then they'd be boring.

### *Revision Example*

(Plans were for the main character to be eaten by Jaws.)

Protocol:

Interviewer: What are you thinking about now?

Student: I'm thinking about what his dying words should be. Oh, I know. His dying words were, "I hate pork. I hate pork!" I've got a better fate for him than whales. Have you ever seen...this is something: I'll give you a little clue to what it is. Have you ever seen a cannibal fork? It's those big things that have the big wooden lump on the end and you conk the person on the head and you crack the skull and it's got the picks at the end and you dig brains out?

Then, further down:

Student: I've got to do something with his bones here, ummm, and his skull. They made a hut out of his bones...over the doorway. The end.

The text that resulted:

His boat was adrift for several days until he landed on an unknown island of cannibals. That night the cannibals had a great feast. The name of the main course was James a la Bond. The(y) made a hut out of his bones and hung the skull over the doorway.

### APPENDIX B

1. Story sample. Holistic score = 1. One night long ago Ugly phone rang. Ugly went to pick it up it was Ugly Mon she replied "hello there soney" who is this it is your old mommy oh hi mommy. How are you oh I am older then ever as my same old self. I have a gift hear for you. ahah what is it something oh tell me please, ah ah it is a serten kind of footwwere. I have gut to let you go I haft to do somthing. oh what I have gut to do an experiment oh oh good bye. Thank hevins she hung up

2. Story sample. Holistic score = 5. Once not that long ago, in the tiniest town in Holland there came news that a testing animal had escaped from a researching lab a couple of miles away. Everyone was fearing it's arivel because they were told something had gone wrong be hind the doors of the exsparament factory. They were told all kinds of different species had escaped but only one was seen leaveing with the features of all creatures.

The man who was working on this reganed consousnes but had almost forgotten everything, but he did say in a weak voice "Beware of the monster - it is evil." That poor man wasn't seen after he left the building to go home, no one knows what happened to him. After that insedent people were disappearing quickly in the same mysterious fasion.

It wasn't until some hystarical couple came saying they had escaped the fait of all of the missing people. They tried their best to explain what had happened. They said a a "thing" like an animal came out at them, they said it had red eyes that seemed to capture their souls and draw them into it's heart. They escaped when a limp tree fell on top of the thing and it disappeared in a swirl of mist.

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## News



<http://www.iatefl.org>

The 49th Annual Conference and Exhibition  
Manchester, UK

11th- 14th April 2015

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## ANIMAL SOUNDS IN DIFFERENT LANGUAGES

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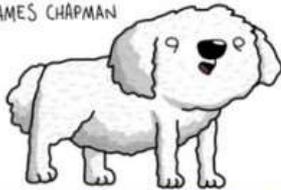
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# WORLDWIDE WOOF S

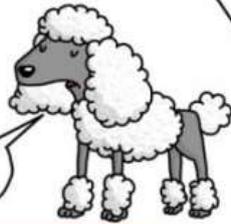
HOW TO SOUND LIKE A DOG  
IN 14 LANGUAGES

BY JAMES CHAPMAN



GAV  
(RUSSIAN)

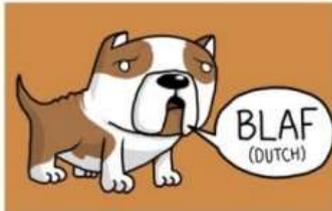
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