

THE INGED NEWSLETTER



<https://www.youtube.com/watch?v=ArkZKzHcvao>

NEWS ON-LINE

Together we stand!

Issue 1
March 2016

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From the President

Dear members,

We are together again with a new issue. I would like to share the summary of a very good article entitled “Overcoming Resistance to Change: Top Ten Reasons for Change Resistance” by A. J. Schuler. If you are interested, you can find the full version on http://www.schulersolutions.com/resistance_to_change.html.

According to Schuler, there are ten top reasons why people resist change.

1) **THE RISK OF CHANGE IS SEEN AS GREATER THAN THE RISK OF STANDING STILL.** Making a change requires leaving our routines behind and moving in the direction of the unknown just because we believe, without a proof, that something will be better for us. We will only take active steps toward the unknown if we genuinely believe or feel that the risks of standing still are greater than those of moving forward in a new direction. Making a change is all about managing risk. We must examine and analyze the facts (about the present situation and possible future situation); this will keep our rational mind engaged. Only then our emotional mind (which is typically most decisive) can begin to struggle with the risk of change.

2) **PEOPLE FEEL CONNECTED TO OTHER PEOPLE WHO ARE IDENTIFIED WITH THE OLD WAY.** We are a social species and we are socially loyal. When we are asked to do things in a new way, as rational as that new way may seem to us, we will be setting ourselves up against all that loyalty, all those emotional connections to those who have always done it the old way. Unless we believe that our betrayal to our students is greater than our perceived betrayal to our teachers and colleagues, we will not change.

3) **PEOPLE HAVE NO ROLE MODELS FOR THE NEW ACTIVITY.** We should observe good and successful models of change. We may not be convinced only by listening to a dreamer who uses the imagination to create new possibilities that do not currently exist. Despite the fact that it is great to be a visionary, but communicating a vision is not enough. Hence, setting pilot situations and observing those situations can demonstrate how the new way can work. Such observations can take us from “It can’t be done!” stage to “How can we get it done?” stage.

4) **PEOPLE FEAR THEY LACK THE COMPETENCE TO CHANGE.** We seldom admit that we have such a fear. Change necessitates changes in skills, and we may feel that we will not be able to make the transition very well; and unfortunately we may be right. We must keep in mind that we can always learn new things and improve our skills. A successful change trend includes effective new training programs. Our institution may implement training programs; even if it does not, we always have a variety of options: seminars, workshops, webinars, conferences, and the like. If we want, we can always improve our personal and professional competence.

5. **PEOPLE FEEL OVERLOADED AND OVERWHELMED.** Fatigue is a very strong factor in keeping people from moving forward, even if we believe in the necessity of change.

We should remember that if we feel tired and overwhelmed, perhaps it is the right time to change. The fear of change and the efforts to change may bring its own fatigue; however, it will help us fight the terrible feeling of burnt-out. We need the excitement and we need to see the successful results of change which will help us start all over again.

6. PEOPLE HAVE A HEALTHY SKEPTICISM AND WANT TO BE SURE NEW IDEAS ARE SOUND. Healthy skeptics perform an important social function: to vet the change idea or process so that it can be improved upon along the road to becoming reality. So we should keep our minds and our ears open to the skeptics provided that their doubts are not based on fear and anger. Their ideas may bring genuine improvements to the change idea and the actual practice. If we are the skeptics, the only way to understand whether we are right or not is to try the new thing out and see the results ourselves.

7. PEOPLE FEAR HIDDEN AGENDAS AMONG WOULD-BE REFORMERS. When we listen to a visionary, we may resent this person for upsetting the established order and for thinking they know better than everyone else. These people who come up with change ideas should be as open with information and communication as they possibly can be, without reacting unduly to accusations and provocations, in order to show their good faith, and their genuine interest in the greater good of the teaching/learning situation. They should inspire us by being good leaders.

8. PEOPLE FEEL THE PROPOSED CHANGE THREATENS THEIR NOTIONS OF THEMSELVES. We may feel that change threatens our sense of identity. Traditionally, as teachers, we are the center of attention and master keeping all the power in our hands (at least, we think so). The new situation may make us feel that the very things that attracted us to the work in the first place have been lost. We may feel that we are losing the control of our profession and the ability to do what we think best for our students. We need to see and understand the fact that our roles as a teacher may change but the value will not. We only need to see how our own underlying sense of mission and values can still be realized under the new way of teaching.

9. PEOPLE ANTICIPATE A LOSS OF STATUS OR QUALITY OF LIFE. We may, in part, be aligned against change because we clearly, and in some cases correctly, view the change as being contrary to our interests. It may mean more work, more efforts for self-development and higher competence. Well, change is inevitable. If we are given the necessary opportunities to improve ourselves to adjust but we still do not want to do it, it may be a good idea to look for something else (a new job or position, perhaps) which is more suitable for us.

10. PEOPLE GENUINELY BELIEVE THAT THE PROPOSED CHANGE IS A BAD IDEA. Even when we believe that idea of change is just not a good idea. Again, the only way to find out is to try it. Change can be scary, but worth trying. As John Cotton Dana once said “Who dares to teach must never cease to learn.”

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

Prof. Dr. Aydan Ersöz
INGED President



From the Editor

Dear Colleagues,

In this issue, we would like to share with you some ideas about similarities and difference. The starting point will be the various animal sounds in different languages. We hope this will put a smile on your face and give you ideas for your classroom.

We also have several summaries of conference sessions attended by members and information about INGED Events held in Bolu at Abant Izzet Baysal University and at Başkent University in Ankara as well as another INGED Event we will be holding in Ankara.

We would like to take this opportunity to wish you all a happy, successful and fruitful second term...

Warm regards,

A. Suzan Öñiz
INGED Newsletter Editor

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



INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS



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



NOTES FROM A CONFERENCE

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



TECHNOLOGY IN TEACHING

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



YOUR PAPERS

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



THE VOICE OF INGED MEMBERS

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



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



INGED & US EMBASSY CO-EVENT

Date: Saturday 9 April 2016

Venue: City Hotel, Turan Gunes Bulvari No:19, Cankaya, Ankara

- 10.00 – 11.00 Fun with English for Young Learners
Prof. Dr. Aydan ERSÖZ (INGED)
- 11.00 – 11.15 Tea/ Coffee Break
- 11.15 – 12.15 Practicing Critical Thinking Skills through Stories
Esen METİN (INGED)
- 12.15 – 13.30 Lunch Break
- 13.30 – 14.30 Fun with English for Older Learners
Prof. Dr. Aydan ERSÖZ (INGED)
- 14.30 – 14.45 Tea / Coffee Break
- 14.45 – 15.45 How to Make Group Work Effective
Dr. A. Suzan ÖNİZ (INGED)

The event is free of charge. Only advance registration will be accepted by Wednesday 6 April 2016. No on-site registration will be possible. To register for the event, you must be an active INGED member, or renew your membership before the registration.

Tea & coffee and lunch will be served at the hotel for free.

For registration and detailed information, please contact esenmetino@yahoo.com or ceyhunkarabiyik@gmail.com

SEETA

South Eastern Europe Teachers Associations

South Eastern Europe Teachers Associations

<http://seeta.eu>

The screenshot displays the SEETA website homepage with a red and white color scheme. The main navigation bar includes 'GETTING STARTED GETTING ACTIVE', 'ONLINE COMMUNITY', and 'LOGIN'. The 'GETTING STARTED' section provides information on how to contribute and access the site. The 'ONLINE COMMUNITY' section features a 'SEETA SURVEY' and a 'COMING SOON' banner for a webinar by Nik Peachey. The 'EMPOWERING TEACHERS' section highlights a 'Closed Course for me' and a 'HAPPENING NOW' section for a 'training webinar 9-stage'. The 'SMALL-SCALE, TEACHER-LED RESEARCH PROJECT' section includes a 'Your webinar!' graphic. The 'SEETA TEACHERS' LOUNGE' section offers a 'Go-going community forum' and a 'Join us here' link. The 'FROM ARARAT TO THE ALPS' section promotes the 'SEETA Literature Project'. The 'LATEST NEWS' section lists recent webinars and courses. The 'UPCOMING EVENTS' section indicates no upcoming events. The 'CALENDAR' section shows a calendar for May 2016.

TECHNOLOGY IN TEACHING: 13 WAYS YOU'RE SLOWLY KILLING YOUR COMPUTER

By
Ali Drucker



Originally Published at:

<http://www.supercompressor.com/tech/ways-to-speed-up-your-computer-how-to-keep-your-computer-fast>

You rely on your computer for everything—work, gaming, nightly, um, entertainment—but you don't always give it the respect it deserves. Some of the little things you do every day are slowly sucking the life right out of your trusted companion. But you can stop it. To get the scoop on the tech behavior you need to quit ASAP, we went downstairs to the tech dudes who've rescued us from catastrophic crashes and late-night beer spills alike. Read on, you're in good hands.

1. Eating while you work

It's an obvious one, sure, but every handful of almonds or crumbly bite of pretzel showers your keyboard with crumbs that get lodged in there, jamming up your keys and puffing typos in your emails. Even worse: drinking.

2. Removing cables without ejecting properly

So you've heard you shouldn't do this, but why? Pulling out is great advice in some situations, but if you rip a USB out without closing it manually, it can corrupt the drive, meaning you won't be able to open those files anymore. Seriously, that warning isn't just there to annoy you.

3. Forgetting to update your software

It may be instinct to ignore the ever-present pop-ups prompting you, but you should always update your software. Just not right away. With a major operating system upgrade, for example, it's prudent to wait a few days to see if any major bugs surface. That way, you'll be first in line for the next version once they've pushed a fix. On mobile, however, it's a different story. If you've got a super old phone, you may want to skip them altogether, because it can't always handle demands of newer operating systems.

4. Charging 24/7

Take your charger out of your computer immediately. Turns out, for best battery life, you should charge your laptop only until it's full, then use it until it's depleted before you charge again. Not only will this improve your computer's life, but also your charger's life. And a better charger means faster charging.

5. Keeping your laptop on your bed

See those little rubber pads on the bottom of your laptop? They're not just there for balance. On a flat surface, they elevate the computer so air can flow underneath. But if you're indulging in too much Netflix in bed, that air can't get underneath and your fan has to work overtime to cool it. This overworks your machine and can shorten its life. Bad news for your *Kimmy Schmidt* addiction. Also, it can start fires.

6. Never rebooting

Closing your laptop or putting it to sleep is *not* the same as shutting it down. Make sure to completely turn it off at least once a week, or if you know you won't be using it for a full 24 hours, shut it down.

7. Spilling water (and then lying about it)

If you commit the cardinal sin of spilling water, beer, or Greek yogurt on your computer, you're going to need to take it to an expert for repairs. Now, since there are components inside that change color when they're exposed to water, don't lie—it just slows down the diagnosis and makes you look like an asshole. In the meantime, our guys recommend turning your computer off right away, and praying to the ghost of Steve Jobs. Even if you can, don't take the battery out, since you might risk voiding your warranty.

8. X-ing out of programs

If you're in OS X, simply clicking the upper left X in your window doesn't actually quit the program—it's still running in the background, sucking up memory juice like a divorcée in a Palm Springs singles resort.

9. Keeping too many tabs open

Too many tabs, like too many cooks, is a precursor for a slow, painful crash. On newer browsers like Chrome, each tab runs a “Chrome Helper” in the background which takes up a lot of RAM. And if you max out that RAM, your computer can't work as quickly, making it sluggish and prone to freezing. Yes, just a simple Internet browser can suck up all your memory.

10. Ignoring available data

You don't have to wonder what's taking up your computer's RAM and CPU usage. If you open your Activity Monitor (Applications > Utilities), you can see an organized list of exactly how much memory each of your programs is using. For example, Chrome is currently occupying about 83 percent of my Mac's usable memory. Goddamn tabs.

11. Failing to back up your files

Back that thing up, and not just because Juvenile told you to. You don't have to save every last file, but if you're working on a major project, you should back up every day on Dropbox and/or an external hard drive. Our Support Technician urges people to see their computers as a tool to manipulate data, not the data itself. That way, if it's lost or stolen, you only have to worry about replacing the machine, and not what's on it.

12. Having too many login and startup items

Running lots of programs = using lots of memory = potentially slow performance. If you've got a handful of programs that automatically open whenever you boot up (looking at you, Spotify), pare them down to what you actually use by selecting the app in your dock, clicking “options” and then deselecting “open at log in.” You can also right-click on the item if it's in the doc, select “Options,” and uncheck “Open at Login.”

13. Hoarding widgets

The same goes for that “Ski Report” and “Tile Game” widget running in the background. If you're not using those puppies on a weekly basis, cut them loose—they're just dragging your computer's feet.

Ali Drucker is a staff writer for *Supercompressor* and she definitely never watches Netflix in bed. Nope. No way. Follow her on [Twitter](#) and [Instagram](#).

DIFFERENCES & SIMILARITIES

Compiled by
A. Suzan Öviz

Starting with this issue, you will find articles focusing on similarities and/or differences between topics related to teaching, learning or languages. The first in this series is about a fun topic: The sounds that animals make in English and in other languages. The following article touches on some examples and explanations.

<http://www.mnn.com/lifestyle/arts-culture/stories/why-do-languages-have-different-sounds-same-animals>

WHY DO LANGUAGES HAVE DIFFERENT SOUNDS FOR THE SAME ANIMALS?

Farm animals don't oink and moo everywhere around the globe.

By Laura Moss



You may describe this horse's sound as a neigh, but a Swedish speaker may describe it as 'ihaha.' (Photo: Bildagentur Zoonar GmbH/Shutterstock)

If you grew up in an English-speaking country, you likely learned at a young age that cats say “[meow](#),” dogs say “woof,” and roosters say “cock-a-doodle-doo.” But if you’d grown up in Japan, you would’ve learned entirely different words for these sounds. In Japan, cats say “nyan,” dogs say “wan,” and roosters say “ko-ke-kok-ko-o.”

But ask a French speaker how these animals sound, and you’ll receive another answer entirely. There, cats say “miaou,” dogs say “ouah,” and roosters are known for their early-morning “cocorico.”

How can the same animals sound so different in other countries? The truth is, they don’t. While some animals of the same species may sound different depending on where you are, for the most part, it’s not the animals that are different — it’s us. In fact, the names we assign to these [grunts](#), [cries](#) and [snorts](#) reveal more about us than the animals that utter them.

Imitation is the sincerest form of flattery

There's no consensus among linguists about the origins of [language](#), but according to the bow-wow theory, speech arose from people imitating natural sounds, including those that came from animals. In other words, speech was onomatopoeic.

It's especially easy to see this in some of the verbal representations of animal sounds. For example, the word English speakers often use to describe a snake's sound is "hiss," and



across [numerous other languages](#) — including Danish, Italian, Russian, Spanish and Swedish — it's "sss," which shares a similar sound pattern. The rooster's crow also maintains a similar pattern of sound across languages. While we say cock-a-doodle-doo, Hungarians say "kukuriku," the Swedish say "kuckeliku" and the French say "cocorico."

The English 'cock-a-doodle-doo' is probably the least onomatopoeic word for a rooster's crow. (Photo: Johannes Eder/Shutterstock)

"There's a lot of uniformity between the languages, but every now and again there'll be a surprising difference," said Derek Abbott, a professor at the University of Adelaide in Australia. "For example, the sound a bee makes is 'buzz' in English, and all other languages have some sort of 'zz' sound in there except when we come to Japanese, which is 'boon boon.' Rather odd at first sight, but then the Japanese have no 'z' sound at all in their alphabet."

Abbott says we still don't fully understand why our words for animals' sounds evolved the way they did. He told [The Guardian](#) it's an area of "academic neglect" and noted that the exclusion of these words from some formal dictionaries suggests that they could be perceived as childish and unworthy of academic study.

However, he's begun his own research on the topic and is currently gathering data to add to his already extensive [list of animal sounds in various languages](#). (Check out our visualized taste if it on the last page:)

"When I travel overseas to conferences, I talk to scientists and ask them about animal noises in their language during coffee breaks or at lunchtimes," he said. "These are the words one would write in a cartoon comic for the voice bubble coming out of an animal's mouth. So when I talk to people from other countries, I specifically ask them how it would be written. Then for languages in foreign scripts, I try to transliterate as best I can with English characters."

What our words say about us and our animals

Abbott says it's too soon to draw conclusions from his data as he's merely in the "stamp-collecting phase," but there are some things that stand out to him. For example, the number of

different words a language has to describe an animal's sound — or a lack of such words — can be rather revealing of the speaker's country or culture.

“[English speakers] appear to have far more many types of different dog sounds,” he said. “We even differentiate the size of the dog: ‘yap yap’ (small dog), ‘woof woof’ (medium dog), ‘bow bow’ (big dog). Other languages are not so detailed when it comes to dogs.”

Why does the English language have such a variety of [dog barks](#)? Possibly because English-speaking countries tend to have the highest rates of dog ownership. In fact, with one dog for every four Americans, the U.S. has the highest dog ownership per capita of any country.



use of their size? (Photo: S.P.

Unsurprisingly, if an animal isn't common in a certain country or important to its culture, the language to describe it reflects that.

“In Australia, [camels](#) have been introduced in the Outback, and so we have ‘grumph,’” Abbott said. “I haven't come across any sound for a camel in the U.S. or U.K.”

Another interesting finding is how the onomatopoeic sounds for small animals — birds that “tweet” in English and “piip” in Finnish or tiny dogs that “yip” in English and “waf” in Dutch — typically include vowels located in the beginning of the [alphabet](#), depicting the higher pitch of these animals' noises. However, the sounds of larger animals tend to feature vowels from later in the alphabet to represent their lower tones, such as how big dogs “woof” in English and “guf” in Spanish or how cows “moo” in numerous languages. However, Abbott says one of the most interesting things he's discovered while investigating our words for animal sounds is just how bizarre language can be.

“Perhaps the biggest revelation that this exercise has brought to me is how weird English is,” he said. “We do not get to appreciate the weirdness of our own [language](#) until we compare it to others. For example, in English we say ‘squawk’ for the sound of a big bird, but I get a blank look on people's faces from other countries when I try to explain that. I have not yet found another language with a proper parallel to the word ‘squawk.’ And we say ‘gobble gobble’ for a turkey. How crazy is that? That is very unusual compared to other languages that tend to write a sound something along the lines of ‘glou glou,’ which is much more sane.”

Learn more about the names for animal sounds around the world in the video below.
<https://vimeo.com/25215616>

Animal sounds in different languages

mnn



Cats

English: **Meow**

French: **Miaou**

Japanese: **Nyan Nyan**

Russian: **Miyau**



Frogs

English: **Croak**

French: **Croa Croa**

Japanese: **Kero Kero**

Russian: **Kva-kva**



Pigs

English: **Oink**

French: **Groin Groin**

Japanese: **Boo Boo**

Russian: **Hrgu Hrgu**



Dogs

English: **Woof Woof**

French: **Ouah Ouah**

Japanese: **Wan Wan**

Russian: **Hav-hav**

The following article first appeared on the [ELT Global blog](https://oupeltglobalblog.com/2014/07/28/animal-talk-animal-related-adjectives-in-the-english-language/).

<https://oupeltglobalblog.com/2014/07/28/animal-talk-animal-related-adjectives-in-the-english-language/>

Animal Talk: animal-related adjectives in the English language

By Ian Brookes

Ian Brookes is a freelance writer and editor based in Scotland. He has edited a number of dictionaries and has written books about spelling, writing, and punctuation. In this post, he looks at the origins and use of animal-related adjectives in English.

The names of animals are probably among the first things learnt by a student of a language, yet knowing the names of animals doesn't always help when it comes to their associated adjectives—in fact, sometimes it can be downright confusing.

Latin-derived adjectives

Most of the formal adjectives that relate to animals are not derived from the common English names but are taken instead from the Latin name of each animal. So when you are talking about things to do with dogs, you use the adjective *canine* (from the Latin word *canis*) and when you are talking about things to do with horses, you use the adjective *equine* (from the Latin word *equus*). There is one of these Latin-derived adjectives for just about every animal you can think of, and some of them can be quite obscure even to native speakers. (Not many dictionaries bother to record 'murine', which is the Latin-inspired adjective that refers to mice, or 'vespertilionine', which refers to bats.)

In a few cases the Latin name of an animal is similar to the common English name, and so it is easy to guess the meaning of adjectives such as *elephantine*. In most cases, however, there is not an obvious connection between the Latin-derived adjective and the English noun.

Yet the common names of animals also give rise to adjectives: 'horsey', 'doggy', 'catty', 'fishy', and 'ratty' are perfectly respectable—if somewhat informal—English words. A few of these can be used to refer to the animals themselves, so you can talk about 'a doggy smell'. On the whole, however, they are more likely to be applied to people or things that exhibit qualities associated with animals.

In fact, it is possible to identify two distinct groups of adjectives that are formed from the common names of animals. Adjectives formed by adding the combining form *-like* to the name of an animal are usually neutral or even positive in tone (depending on the typical associations of the animal involved). Someone who moves in a stealthy manner might be called 'catlike', while a gentle person might be 'lamb-like'. A more negative example is the use of 'ostrich-like' for people who ignore what is going on about them (a term that comes from the ostrich's proverbial habit of burying its head in the sand).

Catty, sheepish, and spidery

On the other hand, adjectives formed by adding the suffixes **-y** or **-ish** to the names of animals are predominantly negative: someone who is catty tends to say unkind and spiteful things about other people; someone who is sheepish is embarrassed because they have done something wrong; someone who is sluggish moves slowly and lazily; spidery handwriting has long, thin strokes that appear unattractive; someone who is waspish is aggressive and bad-tempered.

So if you come across an adjective that looks as though it is derived from the name of an animal, the first thing to be aware of is that these words usually don't refer to the animals themselves: people might be sheepish, but sheep are not. It is also worth noting that when these words are used to describe people, the comparison is often not a complimentary one.

SELECTED FOR YOU

In this issue of our newsletter, you will find an article on the new SAT Exam, the largest English language class, and how to prepare for the TOEFL Exam.

http://www.nytimes.com/2016/02/09/us/sat-test-changes.html?_r=1

NEW, READING-HEAVY SAT HAS STUDENTS WORRIED

By Anemona Hartocollis



Serena Walker took a sample test in preparation for the SAT at the Match charter school in Boston in January. Photo courtesy of The New York Times

BOSTON — For thousands of college hopefuls, the stressful college admissions season is about to become even more fraught. The [College Board](#), which makes the SAT, is rolling out a new test — its biggest redesign in a decade, and one of the most substantial ever.

Chief among the changes, experts say: longer and harder reading passages and more words in math problems. The

shift is leading some educators and college admissions officers to fear that the revised test will penalize students who have not been exposed to a lot of reading, or who speak a different language at home — like immigrants and the poor.

It has also led to a general sense that the new test is uncharted territory, leaving many students wondering whether they should take the SAT or its rival, the ACT. College admissions officers say they are waiting to see how the scores turn out before deciding how to weight the new test.

“It’s going to change who does well,” said Lee Weiss, the vice president of precollege programs at Kaplan Test Prep, one of the nation’s biggest test-preparation programs. “Before, if you were a student from a family where English was not the first language, you could really excel on the math side. It may be harder in the administration of this new test to decipher that, because there is so much text on both sides of the exam.”

The [College Board](#) said that the number of words in the reading section had remained the same — about 3,250 on the new test, and 3,300 on the old one — and that the percentage of word problems in the math sections of the old and the new test was roughly the same, about 30 percent.

“We are very mindful of the verbal load on this test,” Cyndie Schmeiser, the chief of assessment at the College Board, said. “We are keeping it down. I think kids are going to

find it comfortable and familiar. Everything about the test is publicly available. There are no mysteries.”

But outside analysts say the way the words are presented makes a difference. For instance, short sentence-completion questions, which tested logic and vocabulary, have been eliminated in favor of longer reading passages, from literary sources like “Ethan Frome” and “Moby-Dick,” or political ones, like John Locke’s ideas about consent of the governed. These contain sophisticated words and thoughts in sometimes ornate diction.

The math problems are more wrapped in narrative, as Serena Walker, a college-bound junior at the Match [charter school](#) here, found when she fired up her laptop for a practice quiz on the new test.

“An anthropologist studies a woman’s femur that was uncovered in Madagascar,” one question began. She knew a femur was a leg bone, but was not sure about “anthropologist.” She was contemplating “Madagascar” just as she remembered her teacher’s advice to concentrate on the essential, which, she decided, was the algebraic equation that came next, $h = 60 + 2.5f$, where h stood for height and f stood for the length of the femur.

“I feel like they put in a lot of unnecessary words,” she said.

Jed Applerouth, who runs a national tutoring service, estimated that the new math test was 50 percent reading comprehension, adding, in [a blog post](#), that “students will need to learn how to wade through all the language to isolate the math.”

The new SAT is probably less correlated with I.Q. testing than the old one, Dr. Applerouth said in an interview. But given the more difficult reading level of some passages and more demanding curriculum, “it may be the rich get richer,” he said.

Jay Bacrania, the chief executive of Signet Education, a test-prep company based in Cambridge, said he found blocks of text from the new test to average at least a grade level higher than text from the old one. When students open the exam, “I think to some degree the sticker shock — that first impression — is almost even worse,” he said.

College admissions officers say they are just as confused.

“We’re going to need to see how they did, which test is going to be better, how can we weigh it,” said Eric J. Furda, the dean of admissions at the University of Pennsylvania.

The SAT is rooted in aptitude testing and is known for its “trickiness,” as educators say, like partly correct or plausible but wrong choices on answers. It long dominated college admissions on the East and West Coasts, [while the ACT](#) dominated in the Midwest.

The ACT, created by the company of the same name, is based on surveys of curriculum across the country and is over all considered more straightforward. But it gives less time for more questions, and has a science section.

Competition for market share has been growing, and in 2012, the ACT surpassed the SAT. College Board officials said the new test was devised to satisfy the demands of college admissions officers and high school guidance counselors for an exam that more clearly showed a connection to what students were learning in school. The College Board has also been grappling with complaints that the old SAT, with its arcane vocabulary questions,

correlated with advantages like parental income and education, and that whites and Asians performed better on average than blacks and Hispanics.

Dr. Schmeiser said that despite educators' fears, a preliminary study did not show the new test giving any disadvantage to Asians — who excel in math but do slightly less well than whites in reading. “We did look at how students of color and various races and ethnicities looked,” Dr. Schmeiser said. “It suggested the gap may be narrowing.”

As the March rollout date for the new SAT approaches, many test-prep companies are suggesting that students take one of each practice exam to see which they do better on. At HighTech Los Angeles, a [charter school](#) in Van Nuys with many Hispanic students, more students have enrolled in ACT than SAT prep this spring. Karyn Koven, the director of college counseling, said she had heard other counselors advising students that they might not want to be the “guinea pigs,” in the first administration of a new test.

At Match in Boston, where many students' first language was Spanish, Mr. Bacrania, who has consulted with the school, advised that it switch from the SAT to the ACT this year. But the school decided to stick with what it knows. “We say do your best,” the principal, Hannah Larkin, said. “We don't say good luck to them, because ultimately, we don't think the test is about luck.”

And, yes, Serena got the wordy math question right.

<http://thepienews.com/news/english-australia-lesson-breaks-world-record/>

English Australia ESL lesson breaks world record

The world's biggest English lesson took place in Sydney, Australia this week, breaking the world record, with students from 62 different nations taking part.

Organised by English Australia, the event expected 3,000 English language students to convene on Bondi Beach for the biggest English lesson in the world.

The event was arranged in order to highlight the diversity of English language students in the country, English Australia said.

“Australia is one of the top destinations for you, international students, globally,” said Brett Blacker, CEO of English Australia, at the event.

“And New South Wales is the number one choice destination for English language students in Australia, and it's easy to see why.”

The lesson covered topics including idioms, conditionals and how to sound more natural when speaking in the past tense.

Twenty-seven English Australia member colleges from New South Wales backed the lesson, with the teachers from these institutions working together to design the lesson plan.

Officially opening the English lesson, Senator Richard Colbeck, minister for tourism and international education, said: “I'd like to first congratulate English Australia and all the

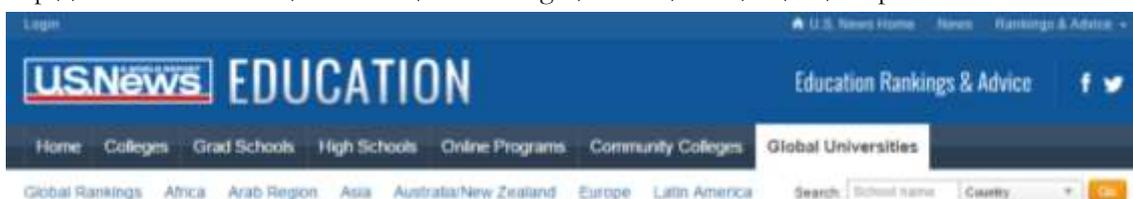
organisers for bringing 27 colleges together, to represent the half a million students here in Australia studying across all our institutions; 100,000 of those studying English language.” He added that international education sector worth nearly \$20bn to the Australian economy “a really important part of our engagement with the world”.

In 2014, Australia had 163,542 international students in English language programmes, with China, Japan and South Korea being the top three sending countries.

With over 120 member schools, English Australia’s membership represents 80% of the international students coming to study English in Australia.



<http://www.usnews.com/education/best-colleges/articles/2011/11/23/3-tips-to-master-the-toefl>



3 Tips to Master the TOEFL

TOEFL test prep should be comprehensive—and can even be fun.

By Katy Hopkins

Proving a mastery of the English language is a crucial step in coming to the United States for college or graduate school—a goal that's becoming more pervasive and increasingly competitive.

U.S. schools use the Test of English as a Foreign Language, known as the TOEFL, as a gauge of language proficiency. The standardized test is administered by the Educational Testing Service (ETS) at testing centers in 165 countries. It is usually offered online (known as the iBT: Internet-based test), but sometimes still in paper form (PBT: paper-based test). [Read about the increase of [international applicants to U.S. colleges.](#)]

Both versions of the exam test for skills in four areas—writing, listening, reading, and speaking—but have different point totals students can achieve. The TOEFL iBT has a test total of 120 points—30 points per section. The maximum PBT score is 677 points.

At some schools, including [Binghamton University](#) and [St. Louis University](#), a TOEFL score is accepted in lieu of an SAT or ACT score—though this is not a widespread exception. (Popular institutions for international students, including the [University of Southern California](#) and the [Illinois Institute of Technology](#), report they have not adopted the practice.)

Taking the TOEFL once costs between \$160 and \$250, according to ETS, and preparing for the test can cost much more. In today's competitive market for higher education, heavy preparation for the TOEFL is common, experts say. "It used to be, if you did it, you were ahead," says Donna Zilkha, director of college services at admissions consulting firm Aristotle Circle. "Now if you don't do it, you're behind, because everybody prepares for the test. The competition has gotten so tough."

The good news, however, is that with diligent studying, many students are able to improve their language proficiency and meet score requirements, test experts say. Here are three tips to help you prepare.

1. Give yourself time: Since each portion of the TOEFL examination requires in-depth knowledge of the English language, effective test preparation should span several months, according to Kaplan Test Prep representatives.

There are many preparatory courses, companies, and books to choose from, but no matter which route you select, make sure to take some timed practice tests over the course of your studies. Since the four-part test takes about three-and-a-half hours, mimicking the process before you take the real test can help boost your stamina, according to Kaplan Test Prep.

2. Make it fun: Preparing for the TOEFL doesn't have to only include class sessions and preparatory books. For Romania native Ana Barbu, English cartoons and movies were just as helpful—if not more so—than materials specifically geared to test prep.

Tuning in to the Cartoon Network for shows like *Powerpuff Girls* and *Dexter's Laboratory* while living in Romania helped Barbu prepare for the listening component of the TOEFL, she says. (College services director Zilkha recommends listening to radio news shows, too, which don't allow for students to become visually distracted.)

If you have access to subtitled films, they can also help the study process, says Barbu, who recently completed a master's degree in journalism at [Syracuse University](#) and now works as the director of web communications at the [College of Mount St. Vincent](#). [Use [this glossary](#) to understand key U.S. higher ed terms.]

"Subtitles on movies helped me hone my understanding of English idioms, and how native speakers used the language, rather than just reading whatever English manual we had or listening to a professor," she says.

3. Give yourself a safety net: No matter how much you prepare, some things still may come as a surprise when you first take the TOEFL. Earphones, for instance, can vary between testing centers, Zilkha says, and it's hard to know how noisy your test room will be.

If possible, Zilkha recommends that students consider scheduling multiple tests when they register for their first TOEFL exam. (There's no limit to how many times you can take the TOEFL, and students can wait to release their scores until they hit the minimum score requirement set by schools in which they're interested.)

"A lot of people say to schedule two tests in a row, like a week apart," Zilkha says. "The first time you're going there, you don't know what the place is like, what the real test is like, how you feel under testing conditions. But the second time around, you're pretty familiar with it. Generally, one of the scores reaches the [student's] goal."

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REFLECTIONS ON THE 1ST GLOBELT CONFERENCE IN TURKEY

16 - 19 April 2015

Summarized by
Özlem Yağcıoğlu
Instructor

Dokuz Eylül University, Izmir, Turkey

The 1st International GlobELT Conference was organised at the 5-star Porto Bello Hotel Resort & Spa in the district of Konyaaltı in the city of Antalya in Turkey between 16-19 April 2015. The subtitle of the conference was “**An International Conference on Teaching and Learning English As an Additional Language.**” It was organised by the ELT Department at Hacettepe University and supported by Akdeniz University and many ELT Associations. Breakfasts, lunches and the dinners at the hotel were really wonderful. Many different kinds of Turkish food were presented at the hotel restaurant. Participants of the conference were welcomed by the host committee at a large reception at the conference hotel. In the second day, conference participants were taken to a wonderful symphony concert which was performed by the Antalya Symphony Orchestra. The president of the conference was Prof. Dr. İsmail Hakkı Mirici. The chair of the conference was Prof. Dr. İsmail Hakkı Erten. **Rod Ellis** from the University of Auckland from New Zealand, **David Newby** from the University of Graz from Austria and **Gülcan Erçetin** from Boğaziçi University from Istanbul were the keynote speakers of the 1st GlobELT Conference. There were numerous concurrent sessions and poster presentations on various kinds of subjects on English language education. I was one of the paper presenters at the 1st GlobELT Conference in the city of Antalya. The title of my paper was “**New Approaches on Learner Autonomy in Language Learning.**” In this study, I explained the importance and the differences of responsibility and autonomy. The reasons of developing responsibility and autonomy were explained. The definition of learner autonomy was given. New approaches on learner autonomy in foreign language learning and teaching were highlighted. Language learning strategies were handled. Sample classroom activities were shared. Useful websites,



blogs and books on learner autonomy were suggested. It was great to see many respected knowledgeable and unique participants from different countries in my session. It was also great to see David Newby as a listener in my session. My study can be viewed and read from the following link: <http://www.sciencedirect.com/science/article/pii/S1877042815045401>

I had the opportunity to listen to many current sessions, talks of the plenary speakers and the panel discussion at the 1st GlobELT Conference in Antalya. I would like present the summaries of 3 papers which were presented at this conference. The title of the 1st paper is “**Testing writing in EFL exams: The learners’ viewpoint as valuable feedback for ‘improvement.’**” It was presented by the instructors Maria N. Melissourgoua and Katerina T. Frantzi from the University of the Aegean from Rhodes, Greece. It was stated by the presenters that writing has been described as a cognitively challenging task by various researches. Their study focused on second language writing for testing purposes. It was related to standardised high-stakes language testing rather than classroom assessment. The presenters stated the following (2015:31): A questionnaire was handed out to students of five secondary schools in Rhodes, Greece, during the first months of 2015. It included mostly closed answers and was brief and anonymous in order to be easily accepted by teachers and students. Both the questionnaire and the analysis refer generally to language certificates and testing bodies, avoiding specific names. The focus was on CEFR levels and practices which are common in all exams rather than on comparisons between specific certificates. The sample included 600 students, 268 male and 332 female. 389 of them belonged to the first age group (12-17), 186 to the second (18-24) and only 25 were older than that. Data was stored and analysed using Excel spreadsheets. Results are discussed in relation to the Greek context as well as to existing literature with some pedagogical implications for future improvement.

The presenters also stated that they chose to present the question and answer close to each other with a commentary in some cases, for the reader to be able to relate to the topic more easily due to space limitations and therefore each question was different. The following were some of the questions and the answers from this study:

Question1: How many students were certified and in which CEFR levels?

Answer: The sample included 65% certified, 17% non- certified and an 18% who did not provide an answer to this question. (Figure 1)

Commentary: It is common for students in Greece to attend extra private lessons in the evening preparing themselves as candidates for language certification outside school. (Tsgari, 2012; Dendrinis et al., 2013; Sifakis &Fay, 2011). This is partly because of the great value the Greeks share for foreign languages due to the touristic sector, the official recognition of these certificates by the state and the chances for future employment this entails, and partly because of the common spread attitude that work done at school may be insufficient. According to a study by the National and Kapodistrian University of Athens (UoA), the yearly house expenditure related to foreign language education (materials and fees) rises up to 15,4 of the total yearly expenditure and is the third cost in terms of numbers affecting the family budget.

Figure 1 shows the levels of language certification acquired by the presenters’ participants. B2 has “the lion’s share”. B2 level certificates are the basic and most sought after level in Greece as it offers a lifelong professional qualification. C2 certificates are also important for jobs that require a more knowledgeable person. The fact that only 12% of the students have

a C1 certificate can be explained easily in the Greek context. Firstly, because C1 certification exams were developed later, with B2 and C2 traditionally being the target for years and secondly because the C2 certificate in Greece has given the holders the opportunity to acquire another important qualification, the right to teach English in private English Language Centres. This has raised a lot of discussion diachronically with university degree holders being the main opponents (Papaefthymiou-Lytra, 2012).

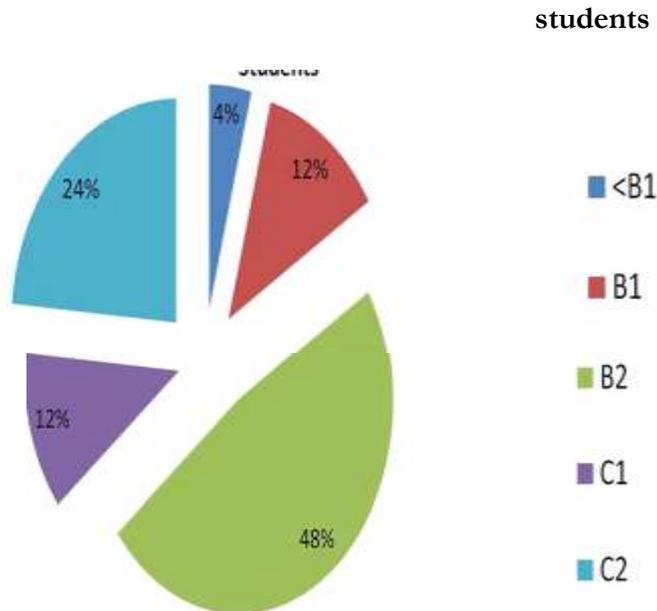


Figure 1. The CEFR levels of the certified students

Then, the presenters separated students of the first two age groups in order to see if there are any changes in their preferences.

The following table (Table 1) shows that C1 and B1 certificates as well as those that are lower than B1 level, which were recently administered and promoted, have had fewer participants in the second age group. So it is not only a matter of preference but also of the availability of the certificates long before the candidates and their teachers make their decision. For B2 and C2 levels that have been traditionally out there the picture is similar to the first. B2 is the first choice and C2 the second in both groups.

Table 1. A comparison of CEFR levels of certified students in two age groups

| CEFR level | Age group A (12-17) | Age group B (18-24) |
|------------|---------------------|---------------------|
| <B1 | 4% | 1% |
| B1 | 19% | 8% |
| B2 | 43% | 59% |
| C1 | 13% | 9% |
| C2 | 21% | 23% |

Question 2: Comparing certified students with those who are not (or those who did not provide any answer) are there any significant differences in terms of gender?

Answer: Gender did not seem to be connected in any significant way to success or failure in language certification as a whole.

Question 3: Focusing on writing from then on, the presenters asked the participants what

seemed to be the main cause of difficulty when tested in writing. They were given a set group of choices and had to select only one.

Answer: According to these answers, as shown in figure 2, grammar/syntax was the first problem with vocabulary/appropriate phrases being close. They were given the choice to answer ‘none of the above’ and this was chosen by 15%. Content came 4th and word-limit seemed to be the problem only for 8% of students. Finally, only 4% stated that understanding the question was their main difficulty.

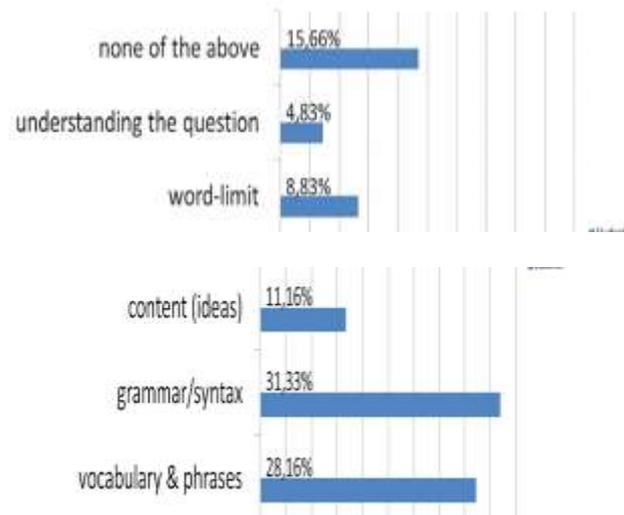


Figure 2. Learners’ main difficulty when tested in Writing.

This study can be viewed and read from the following link:

<http://www.sciencedirect.com/science/article/pii/S1877042815044869>

The title of the second paper I would like to summarize is **“To Integrate Successfully: Language and Subject Studies in ESP Teaching.”** It was presented by Olga Vavelyuk from Peter the Great St.-Petersburg Polytechnic University, Saint-Petersburg from Russia. We were told by the presenter that they looked at the problem connected with the phenomenon of English becoming a medium of teaching other subjects in universities all over the world and showed that the foreign language could result in significant difficulties if a student had a low level of English, which was often the case in many non-English speaking countries. The aim of the presenter’s study was to set up the basic principles of successful preparation of students to their further studies in English and design an ESP course for science students aimed at helping them to integrate into the international academic community. The task required target situation and curriculum analyses detailed description of students’ needs, materials selection and a syllabus design. The methodology applied was based on an adjunct Content and Language Integrated (CLIL) model where language teaching runs parallel to the content so that to develop the ability to achieve higher-order thinking. The work resulted in an ESP course for mathematicians with a special emphasis on calculus. Practical examples of assignments were shared and demonstrated how the approach increased efficiency in learning English and helped to develop and improve student academic skills. As a result it can be said that this kind of experience can be used for the other specializations. This study can be viewed and read from the following link: <http://www.sciencedirect.com/science/article/pii/S1877042815044882>

The title of the third paper I would like to summarize is “**Using Karaoke in Language Classrooms: Exploring Potentials and Prospects.**” It was presented by Prof. Dr. İsmail Hakkı Erten from Hacettepe University, Ankara, Turkey. In this study, the role of songs in teaching English education was highlighted. We were informed that the karaoke singers were expected to sing along melodies of songs and keep up with the lyrics that run at the bottom of the monitor. The presenter also stated that it involves both linguistic processing and language articulation, and thus offered itself for potential use in foreign language classrooms. The presenter described the work in the following way:

One of the facilitating factors on successful karaoke singing as an effective productive language practice is acquaintance with the song. As such, familiarity with both the lyrics and the melody appear to promote students’ participation in karaoke singing. To do this, some listening activities can be designed. These may include pre-listening activities (i.e. talking about the singer, story of the song, cultural context etc.); using the song as background music; listening to the song. Students may be asked to work on the lyrics through activities such as listen and fill in the blanks; dictation; and listen and put the lines in correct order.”

Example Activity 1: Listen to the song (Tears in Heaven) and fill in the blanks with words you hear in the song.

Would you know my name

If I _____ you in heaven?

Would it be the _____

If I saw you in heaven?

I must be strong and _____

‘Cause I know

I don’t _____ here in heaven.

Example Activity 2: Examine the lines (Tears in Heaven) and number them in the order you hear them.

() Would it be the same

If I saw you in heaven?

() Would you know my name

If I saw you in heaven?

Example Activity 3: Based on lexis taken from ‘Tears in Heaven’ by Eric Clapton, this semi-controlled fill in the blanks activity requires students to add suitable lexis.

Fill in the blanks. Use bring down, break, bend, carry on, bend.

Be careful! You may _____ his heart if you behave like this.

We cannot give up now. We must _____ whatever happens.

Look at the colours of those pieces. I don’t think this piece _____ here.

Such problems can _____ your knees but you must try to be strong.

The cold weather _____ him _____ quite easily.

Example activity 4: Based on repetitive use of second conditionals in ‘Tears in Heaven’ by Eric Clapton, this grammar activity asks students to detect any mistakes in verb forms in given sentences and correct if any.

Correct the mistakes (if any) in the following sentences.

Would you lend me some money if you have two million dollars?

Would your girlfriend be happy if you gave her a kiss?

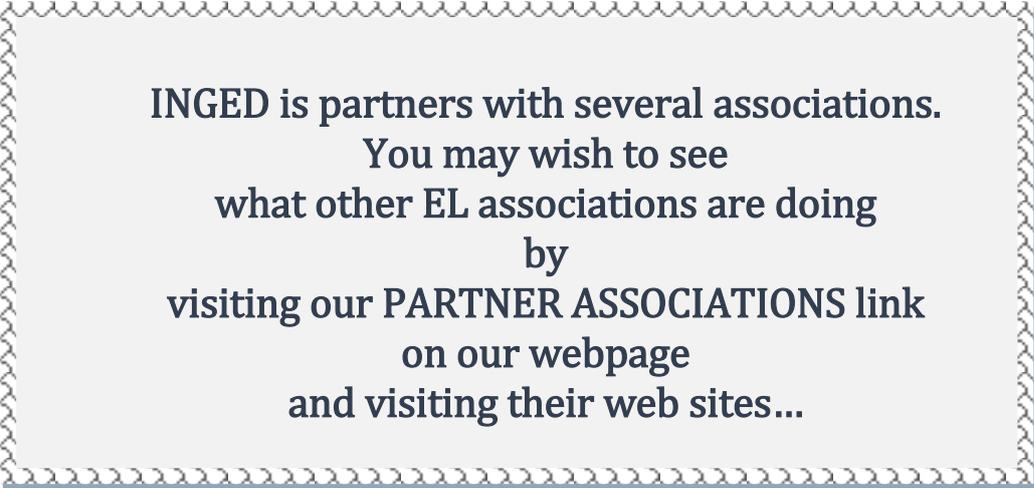
I wouldn't worry so much if I know you would be late.

She would be able to send the application form in time if she wake up early.

This study can be viewed and read from the foolowing link:

<http://www.sciencedirect.com/science/article/pii/S1877042815045711>

In conclusion, it can be said that the GlobELT 2015 was a great international conference which brought many global ideas and unique teachers, professors and researchers together. Altogether it emphasised that good teachers can also be good researchers and good presenters. As there were many participants from different countries and from different schools and universities from Turkey, many different views and approaches were presented at the conference. As the participants of the conference were very enthusiastic, participants wanted to attend a similar conference in Turkey or in a different country again. At the end of the conference, the chairs of the conference informed us that the GlobELT Conferences would be organised in Turkey every year and in Europe. After attending this informative conference, I must confess that I felt more dynamic and happier and highly motivated.



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REFLECTIONS ON THE INGED ELT EVENT HOSTED BY ABANT İZZET BAYSAL UNIVERSITY

13 November 2015

Summarized by
Prof. Dr. Aydan Ersöz

The Foreign Languages Teaching Department, İzzet Baysal University hosted an INGED ELT event on 13 November 2015 in Bolu. As usual, the academic staff and students were highly enthusiastic and active forming the ideal audience profile.

This one-day event turned out to be a great success. The participants had great fun while polishing up their professional skills. Most stated that they benefited a lot from especially practical ideas.



The morning sessions were for young learners and the afternoon sessions were for adolescents and young adults. You can find a part of my presentation entitled “Games for Young Learners” below.



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

Venue:
Kültür Merkezi, Mavi Salonu
Gölköy Kampüsü, 14280 BOLU



**Hosts and guests
together.**

| PROGRAM | |
|---------------|---|
| 10:00 – 11:00 | “Games for Young Learners ” Prof. Dr. Aydan Ersöz (INGED) |
| 11:00– 11:15 | Coffee Break |
| 11:15 – 12:15 | “Storytelling for Children” M. Nazlı Güngör (INGED) |
| 12:15 – 13:30 | Lunch |
| 13:30 – 14:30 | “Tips for Increasing Creativity ” A. Suzan Öniş, PhD (INGED) |
| 14:30 – 14:45 | Coffee Break |
| 14:45 – 15:45 | “Using Sitcoms in the EFL Classroom” Büşra Delen (INGED) |

Games for Young Learners

by Aydan Ersöz

WHY GAMES?

Games are invaluable tools to teach language because they provide opportunities for exploring meaningful and useful language in real contexts. They can be used to provide practice in all language skills and to present or practice language chunks. Young learners can get very excited, so be careful to incorporate games in the class at an appropriate time. Action games can definitely be used as 'warmers', and cognitive games can be used as 'coolers'.



Games are invaluable tools to teach language because

1) they are amusing and interesting.
2) they encourage and increase cooperation. They develop leadership and followership. If teachers use follow-the-leader-type activities in which the leader is constantly changing as a function of the game, learners will learn to value both leadership and followership.

3) they develop friendship and social relationship. They exchange ideas, negotiate and take decisions together. Children will learn to act as a group, trust each other, share the same interests, and as a result develop positive group synergy which is an excellent preparation for the future educational, business and professional worlds.

4) they are a natural part of the children's world.

5) they are the only activity that children take seriously.

6) they provide opportunities for exploring meaningful and useful language in real contexts. They can be used to provide practice in all language skills and to present or practice language chunks.

7) they broaden children's awareness of themselves and the world. They help children find meaning in their "routine" through games and play.

8) they teach children to follow rules.

For very young learners competitive games can be frustrating. Games should encourage cooperation and collaboration rather than competition. With older children, teachers can introduce competition to involve winning or losing. Gradually, they can learn how to react appropriately when they win or lose.

HOW:

Whatever type of game you are planning to use

- a. Give short but clear instructions.
- b. Demonstrate.

- c. Use instruction checking questions and they can answer via TPR.
- d. Go straight to any group/ student that looks confused or is usually slow to catch on and get them started.
- e. Go around the class to make sure that everyone is doing the activity more or less correctly. If not stop the whole class and explain again.
- f. Make sure you involve all the students at all times.
- g. If a student is reluctant to join the game, encourage him without offending him by pushing too much.



Some sample activities are:

Game 1: Getting To Know You

Students stand in a circle. A student starts off the game by throwing a beanbag or ball at someone in the circle and asking a question at the same time - such as "What's your name?", "Do you have a brother or sister?", "What's your favorite color?" and so on. The person who catches the beanbag/ball must answer the question and then throw it on and ask their own question. When everyone gets a chance to ask and answer a question, the game ends.

Game 2: String Toss

For this game, have the entire group sit/stand in a circle. Hand a ball of yarn or string to one student, and ask that she hold the loose end of the string. Tell the student holding the ball of yarn to tell the group something about herself like her favorite sport, food or movie. Once

the child has spoken to the group, she must throw the ball of yarn to another child while still holding onto the string. That child answers a question about himself, and then takes hold of the string and tosses the yarn ball to another student. Every student should catch and toss the ball before the game is over.

Game 3: How Many Words?

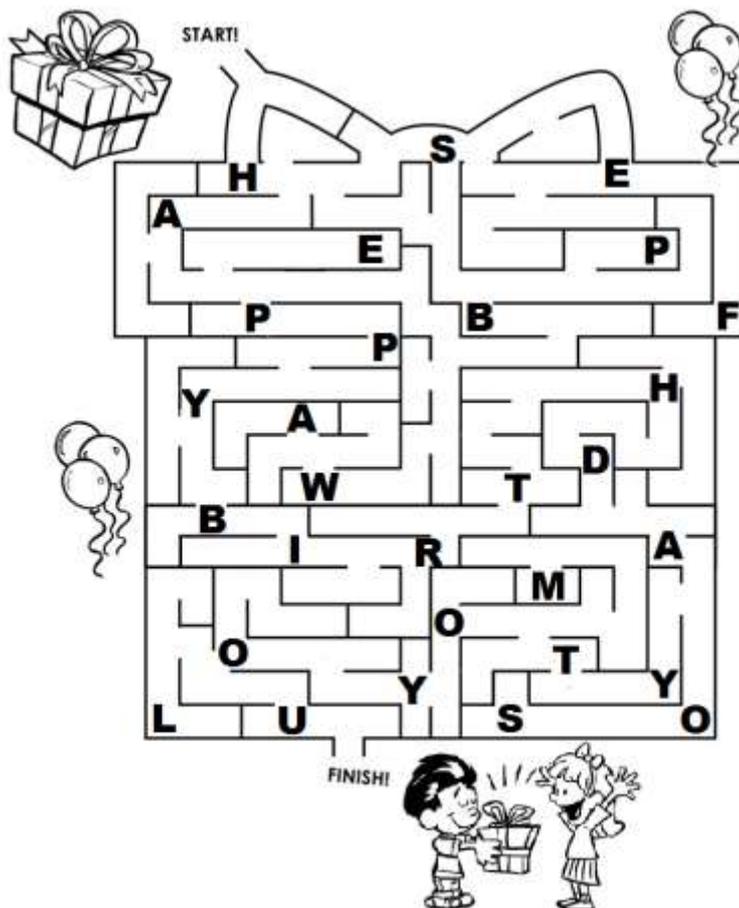
Write a word (a long one like «caterpillar») on the board and see how many smaller words your students can make from the letters in the larger word. Have students write the smaller words on their own pieces of paper and then read them to the class. Whoever has the most words is the winner. Set a time limit of five minutes.

Game 4:

Stand up and interact with your friends. Ask “When is your birthday?”, get the answer. Line up according to your birthdays. The line should start with January and end in December. You should try to line up in order by month and day. When the line is ready, say the month and day of your birthday.

Game 5:

Take your gift to your friend. Collect the letters on your way. What is the hidden message?





REFLECTIONS ON ENGLISH SCHOLARS BEYOND BORDERS CONFERENCE

3 - 4 December 2015

Summarized by
Özlem Yağcıoğlu
Instructor
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The 2nd English Scholars Beyond Borders (ESBB) Conference was organised on the 3rd-4th of December in 2015 by the Department of Education at Dokuz Eylül University in Buca, Izmir in Turkey. The Vice President of Dokuz Eylül University, Prof. Dr. Recep Yaparel, Dean of the Faculty of Education, Süleyman Baslar and Asst. Prof. Dr. Ahmet Acar welcomed the speakers and the participants of the ESBB Conference at the Faculty of Education with the host committee of the conference. The 2nd ESBB Conference started after the introductory remarks which were made by Prof. Dr. Recep Yaparel.

Dr. Roger Nunn from The United Arab Emirates, **Dr. Ahmet Acar** from DEU, Turkey, **Dr. Charles Hall** from the USA, **Dr. Naoki Fujimoto-Adamson** & **Dr. John Adamson** from Japan, **Dr. Rahma Al-Mahrooqi** from Oman, **Dr. John Unger** from the USA, **Dr. Tej K. Bhatia** from the USA, **Dr. Naeema B. Hann** from the UK, **Dr. Sivakumar Sivasubramaniam** from the Republic of South Africa, and **Dr. Z.N. Patil** from India were the plenary speakers of the conference. There were seven concurrent sessions and 15 paper presentations at the conference. I was one of the paper presenters at the ESBB Conference 2015. The title of my paper was “*Developing Speaking and Writing Skills in Basic English Classes*”. I talked about the role of speaking and writing courses in teaching and



learning English. I shared sample classroom activities for the speaking and writing courses in basic English classes. I had the opportunity to present my study to a large audience who attended my session from different schools and universities. My study was appreciated and applauded enthusiastically at the end of my presentation at the ESBB Conference 2015. Most presentations will appear in the proceedings of the conference to be published in the near future.

In this paper, I would like to summarize one of the talks at the ESBB Conference 2015. It was presented by John Unger from the USA. John Unger is currently an Associate Professor of Education at Georgia Gwinnett College in Lawrenceville, Georgia, USA. He teaches EAP courses and enacts a teacher-as-researcher model to his classes and the scholarship of teaching for TESOL and Adult Literacy. The title of his paper was “*Sentence Completion Activities as Process-Based Assessments and Learning Tools for English Language Competency and Critical Thinking*”. The presenter stated that standardized assessments, such as the Compass Exam, Accuplacer, or E-write, were the predominant methods of assessment in the U.S., sometimes

even used as exit assessments (see Placement Tests Rule; see also Collins, 2013). We were also informed that assessment was expanding beyond only the Compass or other standardized test scores to include students' High School Grade Point Averages (e.g. College and Career Ready). The purpose of his study was to propose a specific theoretical framework and set of procedures that emphasize an accessible, dynamic, process-oriented assessment to inform placement decisions and track students' development of academic English competence and critical thinking over extremely short (one to six minute videos) and longer periods of time (see Scribner, 1997a; 1997b; 1997c for an accessible, comprehensive summary of Vygotsky's *sociocultural/historical approach* to mind, literacy, and social practice). It was also mentioned by the presenter that this assessment system was not intended to replace assessments already in place. The objective was to supplement whatever assessment system already exists and provide a more authentic, *embodied* portrayal of the test takers ability to do critical thinking work with sentences and vocabulary (e.g., more involvement of the human senses and real physical movement across different media and social spaces).



Dr. Unger stated the following:

Summarization activities were chosen, along with responses, because writing summaries is a major part of any literacy curriculum in developmental ESL types of courses and regular remedial courses, nationally and internationally (Hacker & Sommers, 2011). Using the writing of summaries and responses as a starting point, two broad exploratory/explanatory research questions are guiding the efforts to put together an assessment instrument:

- 1) What does the evaluation of evidence to propositions look like in a summarization activity?
- 2) How can the evaluation of evidence to propositions from the summarization activity be incorporated into an assessment tool?

It was also stated by the presenter:

Across academic disciplines and applied technologies, students who speak English as an additional language and/or graduated from high school outside the U.S., must interpret and express specific author intentions, proposals, and evidence with all manners of expository texts and disciplinary perspectives (Fang & Shleppegrell, 2010; Holschuh, 2014; Moje, 2008; Shanahan & Shanahan, 2012). As a matter of college readiness, students need to learn how to ask a number of self-evaluative types of questions of their own writings and many questions about the writing of others (Tierney & Garcia, 2011).

The following classroom activities were shared by the presenter:

Here are the Five Steps of your Assessment; after you open your FALA File and saved it to the desktop, turn on the Screen Capture Software, and complete the five steps as listed below. Open your FALA File, turn on the Screen Capture Software, and begin.

- 1. You will need to complete an incomplete sentence. This incomplete sentence has a bolded vocabulary word in the sentence.*
- 2. After you complete the first sentence, you will need to write a second sentence that supports and/or explains the meaning of the bolded word.*
- 3. Though not required, we encourage you to move the cursor over words that emphasize the parts of the sentence you are talking about. This act of pointing emphasizes information for an audience.*
- *4. THE MOST IMPORTANT STEP: Explain to the audience why you chose to put the content in your second sentence. In other words, how do the additional words you wrote support the meaning of the vocabulary word.*
- 5. Finally, as an assessment of your casual explicit grammatical knowledge, please TALK ABOUT one or two pieces of grammatical information about either the first or second sentence you wrote, such as if you used a clause; what kind of clause did you use? Can you tell us whether you wrote a simple, complex, or complex-plus sentence? Can you explain any punctuation? Say anything you can think of that is related to some grammatical feature of your sentence.*

**PLEASE NOTE THAT IF YOU FIND AN ERROR DURING THIS PROCESS, PLEASE REVISE; LEAVE THE SCREEN CAPTURE SOFTWARE ON*

Here are two examples:

- 1. To **appease** Frank's anger _____
To **appease** Frank's anger, the teacher gave Frank the opportunity to do an extra credit assignment for a better grade. The teacher hoped this opportunity would soothe Frank.*
- 2. The violence of the storm's **assault** on the town was displayed by _____
The violence of the storm's **assault** on the town was displayed by the overturned cars and smashed store windows. The storm's huge thunderheads appeared to charge over the town from the southeast.*

*NOW CHOOSE **ONE** INCOMPLETE SENTENCE FROM THE TEN; USE AS MUCH ROOM AS YOU LIKE ON THIS DOCUMENT, WHICH WILL NOW BECOME YOUR RECORDED ASSESSMENT DOCUMENT. **PLEASE REVISE ERRORS ANYTIME DURING THE ENTIRE PROCESS***

- 1. A typical student's budget is **consumed** by*
- 2. The internet is a great **medium** for*
- 3. The company increased **revenue** by*
- 4. A polite **euphemism** for a bathroom is*
- 5. The lake was **tainted** when*
- 6. I had a **unique***
- 7. One **syndrome** that frightens me is*
- 8. Frank wanted to **affect** the color of his front lawn so he*
- 9. Frank **designed** a*
- 10. Frank was a scientist who **researched** the*

The descriptors that appear below are a working model of a rubric that was first created for the two-sentence model. The working model is an Excel document that can be downloaded on this paper's webpage. This working model needs to be condensed and adjusted for the Single Sentence Model and the

Two-Sentence Model as well. The purpose of this working model is to provide numerous descriptors, questions, and comments to condense into a more succinct rubric.

The following reference was given as an appendix part of his study by the presenter:

Fall 2013: Digital Video Cameras for Main Ideas and Supporting Details: The Process and Potential. Password rabbit57

Fall 2013: Digital Video Cameras for Brainstorming and Outlining: The process and potential. Password rabbit58

Fall 2014: Social Justice through Literacy: Integrating Digital Video Cameras in Reading Summaries and Responses. Password rabbit14

Winter 2015: Competency as Semiotic Design: Attempting to Cross Academic Borders with Digital Video Cameras. Password rabbit15

Fall 2015: Creating Joint Attentional Frames and Pointing to Evidence in the Reading and Writing Process. Password rabbit14

As a conclusion, I can say that presenting a paper and attending many sessions at the 2nd international ESBB Conference at Dokuz Eylul University was great because the listeners were very respectful and knowledgeable and all of the sessions were very useful. They helped me to learn new ideas and to freshen up my knowledge on ELT education.





REFLECTIONS ON THE INGED ELT EVENT HOSTED BY BAŞKENT UNIVERSITY 12 December 2015

Summarized by
Prof. Dr. Aydan Ersöz

The Foreign Languages Teaching Department, Başkent University hosted an INGED ELT event on 12 December 2015 in Ankara. The participants were academicians, instructors and ELT department students from Başkent University and other institutions.

We had a variety of presentations from young learners to professional development. Together with the presenters' genuine devotion to their topics, the participants' eagerness and positive energy made the event a huge success.

My session was entitled "FELT-Fun in ELT" and the content was storytelling and dramatization. The lesson plan also covered the famous song "Five Little Monkeys". You can find a section of my presentation below.



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

Venue: İhsan Doğramacı Conference Hall

| PROGRAM | |
|---------------|--|
| 10:00 – 11:00 | "FELT (Fun in ELT)" <i>Prof. Dr. Aydan Ersöz - INGED</i> |
| 11:00 – 11:15 | <i>Coffee Break</i> |
| 11:15 – 12:15 | "Professional Development" <i>Tony Gurr</i> |
| 12:15 – 13:00 | <i>Lunch</i> |
| 13:00 – 14:00 | "Reframing ELT" <i>Assist. Prof. Dr. Laurence A. Raw - Başkent</i> |
| 14:00 – 14:15 | <i>Coffee Break</i> |
| 14:15 – 15:15 | "Engaging All/Most Students All/Most of the Time" <i>Dr. A. Suzan Öniz - INGED</i> |

FELT – Fun in ELT (for Young Learners) by Aydan Ersöz

Activities that involve a musical element are always positive events for children. The combination of words with the beat of a chant or rhyme is a powerful way to help children remember the language because rhythm and rhyme are strong devices for promoting better memory.

Chants are words or phrases that are repeated with a repeated tune on one note. Nursery rhymes are short traditional poems or very simple songs for children. Chants and nursery rhymes help children

- learn to work together
- pick up chunks
- get to listen to lots of meaningful language
- have a reason to use English
- develop their right-brain
- move their body (clap their hands, stomp their feet, etc.)
- develop positive feelings about English



HOW:

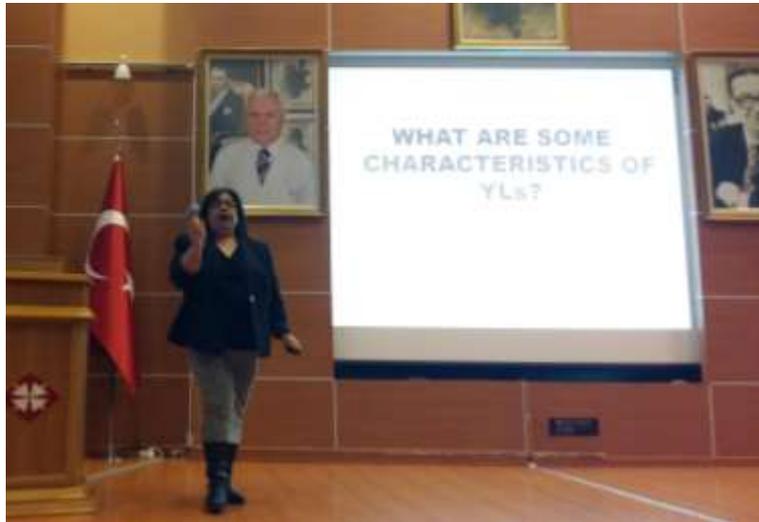
1. Say the chant or rhyme.
2. Clearly point to objects/pictures that clarify meaning or demonstrate the actions that you want them to do.
3. Repeat the chant or rhyme; students try to accompany you physically and verbally as much as they can.
4. Repeat as many times as necessary.
5. You can ask your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

Example 1:

One, two ... Put on your shoe.
 Three, four ... Shut the door.
 Five, six ... Pick up the sticks.
 Seven, eight ... Wake up late.
 Nine, ten ... Say it again.

Example 2:

Cat, cat ... Where's the cat?
 Cat, cat ... It's on the mat.
 Cat, cat ... Where's the cat?
 Cat, cat ... It's in the hat.
 Cat, cat ... Where's the cat?
 Cat, cat ... It's near the rat.
 Cat, cat ... Where's the cat?
 Cat, cat ... It's after the bat.



Songs - Singing is a happy and stress-free activity that will add to a positive classroom learning environment. Singing a song with a children is very interactive. Children love singing along, imitating the body actions, finger plays and dance steps initiated by the teacher. They experience the songs as "doing activities".

Songs often include a lot of repetition that helps to make language memorable. Moreover,

songs contain chunks of language that children can remember and use. Young children learn quickly and forget quickly if they do not practice. Hence, they need to sing and practice the same song at certain intervals. Children will enjoy singing a song they already know, but do not assume they will all remember the song and the vocabulary.

We should be careful in choosing songs that:

- Contain simple, easily understood lyrics.
- Link with a topic or vocabulary that you are studying in class; are thematically interesting / relevant.
- Are repetitive.
- Are attractive and catchy.
- Children can easily do actions to (to help emphasize meaning).

HOW:

1. Sing the song.
2. Clearly point to objects/pictures to clarify meaning or demonstrate the actions that you want them to do.
3. Repeat the song; students try to accompany you physically and verbally as much as they can.
4. Repeat as many times as necessary.
5. You can ask your students to stand up, dance, sit on the floor, make a circle, or stand in a row.

Example 1:

What's the weather ...

What's the weather ...

What's the weather like today?

Tell us (student's name),

What's the weather...

What's the weather like today?

Is it sunny? (hold arms above head in a circle)

Is it cloudy? (cover eyes with hands)

Is it rainy out today? (flutter fingers downward)

Is it snowy? (wrap arms around body and shiver)

Is it windy? ("blow children over" with a swoop of your arms)

What's the weather like today?



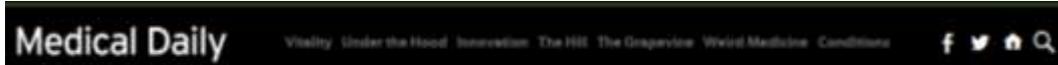
Example 2:

Five little monkeys jumping on the bed
One fell off and bumped its head.
Mama called the doctor, and
The doctor said, "No more monkeys jumping on the bed!"
Four little monkeys jumping on the bed
One fell off and bumped its head.
Mama called the doctor, and
The doctor said, "No more monkeys jumping on the bed!"
Three little monkeys jumping on the bed
One fell off and bumped its head.
Mama called the doctor, and
The doctor said, "No more monkeys jumping on the bed!"
Two little monkeys jumping on the bed
One fell off and bumped its head.
Mama called the doctor, and
The doctor said, "No more monkeys jumping on the bed!"
One little monkey jumping on the bed
It fell off and bumped its head.
Mama called the doctor, and
The doctor said, "No more monkeys jumping on the bed!"



SOMETHING TO THINK ABOUT

<http://www.medicaldaily.com/learning-new-language-helps-kids-better-understand-psychology-diversity-317852>



Learning A New Language Helps Kids Better Understand Psychology, Diversity By Stephanie Castillo



Learning a second language helps children grow up with reduced essentialist beliefs and prejudice. At the same time, it strengthens their creative and cognitive performance.

Photo courtesy of [Shutterstock](#)

There are several benefits of learning a new language, the latest being it promotes a better understanding (and acceptance) of psychology and diversity.

The study, published in *Developmental Science*, tested a total of 48 study 5- and 6-year-olds who were either monolingual, simultaneous bilingual (learning two languages at once), and sequential bilingual (learning one language, then another). Researchers told the kids stories of English babies adopted by Italians and ducks raised by dogs. Afterwards, researchers asked kids if the babies would grow up to speak English or Italian and the ducks to quack or bark.

Krista Byers-Heinlein, lead study author and a member of the Centre for Research in Human Development in Montreal, said in a press release that she predicted the sequential bilinguals' personal experience of learning languages would help them understand human language is learned, while traits, such as animal vocalizations, were innate. While the first part of her hypothesis was true — sequential bilinguals believed babies raised Italian would speak Italian — they also believed this to be the ⁴¹ case for the ducks. Not only did

they think ducks raised by dogs would bark, but they also believed ducks would run instead of fly.

Despite this, bilinguals were found to have an advantage.

“Both monolinguals and second language learners showed some errors in their thinking, but each group made different kinds of mistakes,” Byers-Heinlein said. “Monolinguals were more likely to think that everything is innate, while bilinguals were more likely to think that everything is learned.”

These results make the case for language learning, that it “can alter children’s beliefs about a wide range of domains, reducing children’s essentialist biases.” Essentialism is the view that a specific kind of entity, like people and animals, has a universal identity and characteristic, and not dependent on context. So to put it another way: A bilingual education reduces children’s essentialist biases.

This particular finding, researchers explained, has social implications for adults with strong essentialist beliefs. Apparently, the stronger these beliefs, the more likely you are to endorse stereotypes and prejudiced attitudes.

“Our finding that bilingualism reduces essentialist beliefs raises the possibility that early second language education could be used to promote the acceptance of human social and physical diversity,” Byers-Heinlein said.

Additionally, a separate study published in the *International Journal of Bilingualism* showed kids who learn another language early-on are greater creative thinkers. And Canadian researchers found those who speak more than two languages delay the onset of dementia and perform better on cognitive tasks.

Don’t worry if you didn’t receive a bilingual education: Studies show learning a new language in adulthood can still benefit the brain. Rosetta Stone, anyone?

Source: Heinlein-Byers K, Garcia B. *Developmental Science*. 2014.

**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.**

Speech Bubbles: School of Performing Arts.is performing

“Matthilda: A Musical Medley”

**on Sunday 13th March at 11.30
at Profilo AVM Salon 2**

**A dynamic medley of sketches, songs and dances
performed in English by talented children.**

Tickets available from: www.speechbubbles.org

Speech Bubbles Theatre has been performing musicals in Istanbul for almost 25 years. Speech Bubbles is an Istanbul based drama group with a mixture of professional and amateur actors, singers. The group aims to support charities that benefit children and education. This year we will be performing “Matthilda: The School Days Musical” in June 2016 at Profilo AVM, Mecidiyekoy.

Speech Bubbles also includes a part-time school of Performing Arts for three hours on Saturday mornings (9.30 - 12.30) which opened in October 2013. The school has performed the musicals “Oliver” (2014) and “Willy Wonka” (2015). We are performing a preview of “Matthilda: The School Days” on Sunday March 13th 2016 at Profilo AVM, Mecidiyekoy.

Speech Bubbles School of Performing Arts is for young people aged between eight and eighteen years. Split into groups by age, students gain confidence, self-esteem and learn to express themselves creatively. All classes are run by professional teachers who are passionate about what they do. The aim is to prepare for two Speech Bubbles theatre performances locally as well as participate in National and International drama and theatre festivals.

The Speech Bubbles ethos is to enable children to grow gradually, and at their own speed, and to fulfill their personal potential. The curriculum is broad to enable students to experience a wide range of styles and skills. Each week there will be one hour of dancing, singing and acting. The dance class will improve coordination and technique and give the opportunity to learn popular pop dance routines and musical theatre ensemble pieces while keeping fit! In drama, young people will explore their creativity through improvisation and role play, improving vocabulary, social awareness and communication skills. The singing class will introduce students to different rhythms and tempos in music allowing them to challenge themselves with a wide range of songs while improving technique and vocal ability.

Fun is an essential element and Speech Bubbles has learned one truth over many years: children love to achieve and flourish in a disciplined, trusting environment. Speech Bubbles set the highest standards for their shows.

For further information visit: www.speechbubbles.org
or email: tom@iti-istanbul.com

Regards



<http://www.iatefl.org>

The 50th Annual Conference and Exhibition
the ICC, Broad Street, Birmingham, B1 2EA Birmingham, UK

13th - 16th April 2016

PCEs - 12th April

Plenary Speakers:

David Crystal

Jan Blake

Diane Larsen-Freeman

Silvana Richardson

Scott Thornbury

<http://www.iatefl.org/annual-conference/birmingham-2016>

IATEFL MEMBERSHIP

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



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

NEWS FROM TESOL INTERNATIONAL ASSOCIATION

TESOL and ETS (Educational Testing Service) gave Bonny Norton and Ron Darvin the 2016 TESOL Award for Distinguished Research for their paper “Identity and a Model of Investment in Applied Linguistics”, which was published in the Annual Review of Applied Linguistics.

TESOL recognizes IATEFL with the 2016 TESOL Presidents’ Award for “its mission to link, develop and support English language teaching professionals worldwide”. The previous recipients of the award are organizations such as The British Council, UNICEF, and the Peace Corps. For details please see <http://www.tesol.org/news-landing-page/>



TESOL 2016 INTERNATIONAL CONVENTION AND LANGUAGE EXPO JUST ROUND THE CORNER

Even if you are not there for the real thing, you will be able to engage through the channels provided by the association. Check out the convention website for more information on how to stay connected: <http://www.tesol.org/convention2016/engage>.

This year’s featured speakers are Aziz Abu Sarah, the current TESOL President Dr. Andy Curtis, Dr. Jeanette Altarriba, and Dr. Anne Curzan. The keynote speeches will be live-streamed and recorded. You can watch them here: <http://events.commpartners.com/webcasts/tesol201604/>

TO BE A TESOL INTERNATIONAL MEMBER...

After you have completed your membership procedure with INGED, all you have to do is log into the TESOL website and process your membership online. For details please see <http://www.tesol.org/about-tesol/membership>.

...and you can always send us an e-mail for further information. ☺

TESOL Offers Research Mini-Grants

Write a review

by David Cutler

(Alexandria, VA) 11 May 2016 –TESOL International Association will begin accepting TESOL Research Mini-Grant proposals on Wednesday, 11 May 2016. Each award provides up to US\$2,500 for applicants who are currently working on or beginning research projects aligned with the TESOL Research Agenda. **The deadline is 4 July 2016.** Winners will be announced in September.

Proposals will be reviewed by the TESOL Research Professional Council. Preference will be given to collaborative research that involves any combination of classroom practitioner, administrator, and/or an outside researcher. Award recipients will share preliminary research results at the TESOL Research Agenda Fair at the TESOL International Convention & English Language Expo in Seattle, Washington, USA, 21–24 March 2017.

For more information about the TESOL Research Mini-Grants, please visit the Call for 2016 TESOL Research Mini-Grant Proposals page. To see the winners of last year's TESOL Research Mini-Grants, see the 2015 TESOL Research Mini-Grant Recipients page.

See more at: <http://www.tesol.org/news-landing-page/2016/05/11/tesol-offers-research-mini-grants#sthash.HjNjzcdM.dpuf>

The TESOL Teacher of the Year Award Presented by National Geographic Learning

- See more at: <http://www.tesol.org/enhance-your-career/tesol-awards-honors-grants/tesol-awards-for-excellence-service/tesol-teacher-of-the-year-award#sthash.d606rTb7.dpuf>

Who's Eligible

Any English language teacher who

- has been a classroom teacher for a minimum of three years
- is not a previous recipient of this award or the TESOL Excellence in Teaching Award

Note: Applicants are not required to be members of TESOL International Association.

Purpose

TESOL recognizes the hard work and dedication required to be an outstanding teacher. The TESOL Teacher of the Year Award, presented by National Geographic Learning, was created by TESOL and National Geographic Learning to recognize and honor exceptional English language teachers at all levels.

Award

The winner will receive

- US\$1,000
- Free 1-year TESOL membership

- Free registration for the TESOL International Convention & English Language Expo the year of the award, plus 3 nights hotel and round-trip airfare
- A session as an invited speaker at the annual convention
- An invitation to the President's Reception and the Leadership Luncheon at the annual convention
- A profile and a published article in TESOL Connections
- US\$250 voucher for the TESOL Bookstore

Criteria

A complete application consists of six short essays, CV submission, and two letters of recommendation (see the "To Apply Online" section below for more details).

Applicants are evaluated on their ability to

- inspire students of all backgrounds and abilities to learn.
- have a positive impact on students and colleagues.
- participate in continuing professional development.
- create a supportive and encouraging learning environment by providing quality language instruction based on well-articulated theory, philosophy, educational research and best practice.
- play an active and useful role in the community as well as in the school demonstrated through collaborative partnerships and relationships.
- demonstrate involvement in the field
- demonstrate evidence of positive teacher effect on student learning through formal and/or informal documentation.
- incorporate innovative and effective lesson strategies and evaluation techniques by utilizing new scholarship from TESOL or related fields.
- demonstrate a commitment to English language teaching.

To Apply Online

To complete the online application process, you will need the following information.

Short Essays

1. Please describe your educational background and your reasons for becoming a teacher. (300 words maximum).
2. Provide an account of professional development. (Focus on teaching experience, association membership and participation, workshops conducted, current involvement in and/or plans for further education and other creative endeavors or activities that could enhance teaching (200 words maximum).
3. Outline your role within your school and its community. (Include roles in which you provide useful and active service to students and the community, and any personal and social service to students outside the classroom. Describe any collaborative partnerships or relationships that you have begun or participated (200 words maximum).
4. Describe a specific lesson plan or project you have taught in the past year. (Focus on the innovative qualities of the lesson plan, specific strategies, and evaluation techniques. Explain how the lesson motivated and encouraged students, and how the lesson plan is exemplary of your overall mode of teaching rather than a singular occurrence (300 words, maximum).
5. Other accomplishments. (List any relevant accomplishments, awards, or recognitions not mentioned elsewhere (100 words, maximum).
6. Explain your views on excellence in teaching. (Explanation should be in the context of your particular teaching situation and students (200 words, maximum).

Curriculum Vitae

Applicants are required to submit a CV (5 pages maximum).

Letters of Recommendation

A letter from the applicant's current supervisor and a letter from a colleague or former supervisor is required.

You will be asked to provide contact email addresses for the people writing letters of recommendation for you. They will receive a message from awards@tesol.org at the address that you provide inviting them to upload their letter of recommendation directly to the application system. The application system will not send the messages until you have completed your application and clicked on Save and Finalize.

Please ask your letter writers to watch for a message from awards@tesol.org. To ensure that they receive the message, please ask them to add awards@tesol.org to their contacts or their spam whitelist.

Additional Materials

Additional materials that support the applicant's competencies, such as teaching materials, letters from students, colleagues, or parents; and performance reviews are optional. Up to three additional materials may be uploaded to support the application (all additional materials are limited to two pages).

Convention Session Proposal Round

After the initial evaluation of application materials, the judges select the top candidates. This second round of candidates will be prompted to submit a convention session proposal for the annual TESOL International Convention and English Language Expo. Candidates will be asked to prepare a 10-word title, a 50-word abstract, and a 300-word session description. While they can prepare a presentation on any topic of their choice, it is important that the proposal be connected to the purpose of the Teacher of the Year Award and the convention theme. Upon review of the convention session proposals, the winner will be selected.

<https://tesol.nonprofitcms.org/a/solicitations/login/1085?returnUrl=http%3A%2F%2Ftesol.nonprofitcms.org%2Fa%2Fsolicitations%2Fhome%2F1085>

Application Deadline

Applications must be submitted by **19 July at 11:59 PM EST**. -

See more at: <http://www.tesol.org/enhance-your-career/tesol-awards-honors-grants/tesol-awards-for-excellence-service/tesol-teacher-of-the-year-award#sthash.d606rTb7.dpuf>

tesol International Association
Advancing Excellence in English Language Teaching

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The TESOL Core Certificate Program is back! Newly aligned to TESOL's short-term certificate program standards, this 140-hour blended training program provides a foundation in the theory and practice of English language teaching. Customize your experience by choosing the adult or young learner elective. Applications for the May cohort due 17 April. [Apply today!](#)

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Get hands-on practice with tools, techniques, and strategies for teaching reading and writing online.

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This popular program is ideal for ELT professionals at any level who are currently in a leadership, administrative, or management role in their institution or organization, or who want training in these areas. Learn about the qualities of an effective leader, strategic planning, facilitating groups, and more!

WHAT THE TEACHER SAYS & WHAT THE TEACHER MEANS...

| What the teacher says | What s/he actually means |
|--|--|
| We'll be using one of the leading textbooks in the field. | I used it as a student. |
| The gist of what the author is saying is what's most important. | I don't understand the details either. |
| Various authorities agree that... | My hunch is that... |
| The answer to your question is beyond the scope of this class. | I don't know. |
| You'll have to see me during my office hours for a thorough answer to your question. | I don't know. |
| In answer to your question, you must recognize that there are several disparate points of view. | I really don't know. |
| We can continue this discussion outside of class. | 1. I'm tired of this - let's quit. 2. You're winning the argument - let's quit. |
| Today we'll let a member of the class lead the discussion. It will be a good educational experience. | I stayed out too late last night and didn't have time to prepare the class. |
| Any questions? | I'm ready to let you go. |
| The test scores were generally good. | Some of you managed to get 50 out of 100. |
| Some of you could have done better. | Everyone flunked. |
| Before we begin the lecture for today, are there any questions about previous material? | Has anyone opened the book yet? |
| It's been very rewarding to teach this class. | I hope they find someone else to teach it next year. |
| Today is the last day of this semester. | I'm so glad this is over. |