THE INGED NEWSLETTER

NEWS ON-LINE

Together we stand!

Issue 2
June 2012

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From the President

Dear colleagues,

We are together again with a new issue. After a long and tiring academic year, we have managed to survive until the summer holiday. Our minds and bodies need this rest in order to know how to prepare for the school year ahead. I have listed some ideas for maximizing our work time off and doing something towards our professional development during the holidays.

The first thing we can to is to keep fit and get rid of some of that school year flab. We can sign up for an exercise class and try to aim for a good workout at least three times a week. Walking is also a great way to exercise. Leave behind all the exhaust fumes, car horns, sirens, disturbing noise. Find a park or a country side where you can go for a walk for an hour at least three times a week.

Another idea is meditation. We can find a comfortable relaxing spot at home where we can enjoy absolute silence for at least five or ten minutes a day. Habitual meditation will help us feel better about ourselves. Sit comfortably but keep your back straight. Relax your arms and legs. Clear your mind. As beginners, we can count our breaths. Take a deep breath, and then exhale. Try counting your breaths from 1 to 10, and then simply start again at 1. When we feel that we can control our thoughts, we can visualize a place that calms us. It can be real or imaginary, but it should be a peaceful place.

The next thing we can do is to learn something new, something like pottery, gardening, dancing, driving a car, knitting, etc. The summer vacation is a wonderful opportunity for us to learn and do new and different activities that we do not have time for during the busy school year.

Another idea is to change the routine. During the school year, we had to wake up early, run through the day, take care of the housework, do assignment and exam reading and grading and go to bed late. Now it is time for us to slow the pace and follow our body's rhythms. We can wake up late and take as many naps as we like. Remember we need to give back to our body all that we have taken out.

We should also spend time with people who aren't teachers. Dr. Robert D. Ramsey says, "If teachers talk only to other teachers, they begin to think that school and schooling are all that matter. They aren't. Kids know that. You should too" [501 Tips for Teachers, Dr. Robert D. Ramsey, ED.D. 192].

Another idea is to spend quality time with our loved ones and friends. We were very busy during the school year, and now we can be with our family and friends as much as we like. Together with a family member (your spouse, your child, your sibling, etc.), enjoy the simple things in life: go for a walk, see a movie, go shopping, go to a playground, collect pebbles or sea shells in the sand, tell each other stories, reflect and relive nice memories, etc.

As the saying goes "Those who teach can never cease to learn", we should also do things for our professional development.

We can read books or articles in our subject area or on education in general. We can keep a journal or a blog to share some good ideas that we find in the reading materials. We can also read or reread the curriculum, as it changes a little too often in our country.

We can also visit web sites or go through books to collect good activities for the coming year. We can develop our own archive of activities. Nothing can spice up lessons like supplementary activities or materials especially if they are authentic.

In order to brush up on our teaching skills, we can join an online discussion group. We can even form our own group with colleagues from our school; Yahoo and Google make this easy (and free).

We can also participate in a short in-service course (online or face-to-face). This will give us a chance to network with fellow practitioners, conduct and review research, and talk to experts and colleagues about trends, issues, and plans for ongoing professional development.

Whatever you decide to do during your summer holiday, I wish you a restful, relaxing and happy holiday.

Prof. Dr. Aydan Ersöz

From the Editor

Dear Colleagues,

Your summer issue of the newsletter is full of ideas and reflections. Our President mentions ways of maximizing holiday time while also doing some professional development. On page 57, you can find ideas for students to keep sharp through the summer. Notice some of the similarities between the suggestions...

In this issue, you can also find ideas that colleagues have heard and passed on to you at various seminars and conferences including IATEFL, held in Glasgow and TESOL, held in Philadelphia this year. If you are interested in issues related to non-native speakers of English, then you may wish to jump ahead to page 99 to read the summary of the plenary session held at ELF5.

The cover picture of this issue is wild geese in flight. As you know, our motto is "Together we stand!" and so the four issues of this year will present migration and standing together. Zebras were the topic of the first issue. This time, the topic is birds and how they manage the incredibly strength-demanding and challenging job of flying together over vast stretches of land and sea. You may wish to share some of the info with your students and ask them to work on projects concerning migrating birds in Turkey, where they congregate, what species they are, their local names and perhaps some stories and beliefs built around them.

We at INGED wish you all a happy summer and hope to hear from you as to what you think about the newsletter and our website, the reflections in the newsletters or your own activity ideas that work well in your teaching... Your letters are always welcome☺

Warm regards,

Suzan Öniz
INGED Newsletter Editor

WHAT IS THE DIFFERENCE ???

AN INGED AFTERNOON
AND
AN INGED EVENT

INGED Afternoons

WHEN?   As frequently as there is a guest speaker available

HOW LONG?   Approximately two-hour meetings

HOW MANY PRESENTERS? Only one guest speaker

TOPIC?   A practical session on a topic relevant to English language teachers.

FOR WHOM?   Open to all audiences whether they are INGED members or not.

INGED Events

WHEN?   As frequently as there are several guest speakers available on the same day

HOW LONG?   Approximately three to four hours

HOW MANY PRESENTERS? More than two guest speakers

TOPIC?   One general topic or several separate topics relevant to English language teachers

FOR WHOM?   Mainly for INGED members

REQUIREMENTS?   Advance registration

FEE?   A reduced fee for INGED members

CERTIFICATE?   A Certificate of Attendance for INGED members

FOR PROSPECTIVE CONTRIBUTORS

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

➡ NOTES FROM A CONFERENCE

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

➡ TECHNOLOGY IN TEACHING

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

➡ YOUR PAPERS

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

➡ THE VOICE OF INGED MEMBERS

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

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

The 4th INGED SpellEvent

The 2012 Spell Event was held on Saturday, 14 April 2012 at METU College.
We thank our host and participating schools…
The results are as follows:

The Spell Event Turkey Champion:

Lara Arıkan

Ankara Private Nesibe Aydın Schools

The 2nd place winner: Ayşe Oya Çolakoğlu, Ankara METU College

The 3rd place winner: Kerem Ali Kaynak, Ankara METU College

The 4th place winner: Defne Seyhan, Ankara Başkent University Private Ayşe Abla College

The following are the impressions of our Board Members Hilal Onat, who was the coordinator and Defne Akıncı Midas, who acted as a judge in this contest.

The Franklin Global Spell Event
Hilal Onat, INGED Spell Event Coordinator

INGED held the Franklin Global Spell Event in Turkey on Saturday April 14, 2012 at METU College Ankara. The event which was sponsored by Franklin, Global TESOL and METU College, attracted 45 competitors from 9 different schools across the country.

During the event, students competed to spell English words correctly. Participating schools were İzmir Çakabey Okulları, Gaziantep Sanko Okulları, Ankara Gazi Koleji, Ankara METU College, Ankara Özel Nesibe Aydın Okulları, Ankara Başkent Üniversitesi Özel Ayşe Abla Koleji, Ankara Doğa Okulları, İzmir Özel Gelişim Koleji, Ankara Yüce Okulları.

The Spell Event Turkey Champion this year is Lara Arıkan, from Ankara Özel Nesibe Aydın Okulları. The second-place winner is Ayşe Oya Çolakoğlu and the third-place winner is Kerem Ali Kaynak and both of them are from Ankara METU College. Defne Seyhan from Ankara Başkent Üniversitesi Özel Ayşe Abla Koleji placed fourth. The top finisher of the Turkey Spell event was given an Ipad by Franklin. The 2nd, 3rd and 4th winners were given electronic dictionaries by Franklin.

The Franklin Global Spell Event is a part of INGED efforts to reach out to school teachers and learners and to provide educational institutions with opportunities to promote English language learning among Turkish students. The event provided learners with a chance to take part in a national competition that promotes fun, collaboration and excellence in English language learning. To be eligible, students have to be younger than 15 years of age, be enrolled in a school that uses a Turkish curriculum, and come from a

family where English is not the language of communication at home.

Unfortunately, this was the last Global Spell Event sponsored by Franklin in cooperation with Global TESOL and INGED. All participating schools stated that they would like to take part in this event again if INGED decides to go on organizing it nationwide in the coming years.

Impressions from the Spellevent Contest
by Defne Akıncı Midas

This was the second time that I performed the duty of 'local judge' to work right next to 'the judge', and still I felt very nervous as much as I was excited. The nervous feeling was due to the requirements of the duty. The judge is the person who needs to be alert at all times. The judge listens to the pronouncer as well as the spellers to make sure everything is going smoothly. Well, how about the second judge then? The second judge pays attention to the pronouncer, the spellers and the judge. The second judge is the person that all others rely on. If they miss something, they can always turn to the second judge to check. As the second judge, I performed the following:

- Operate the timer and check the time used by the spellers: Each speller has two minutes to ask for information about their word and to fully pronounce it. To make sure that the spellers do these within the time limits, a timer is used. To track the time, the judge starts the timer each time the pronouncer says a word, and stops it after a contestant completes spelling. Therefore, I kept turning the timer on and off as each speller came on stage.

- Check that the spellers are coming on stage in the correct order: Each speller has a number assigned and this number is printed on a card to be worn during the contest. This helps the judges to keep track of the spellers as they have their list in front of them. The judges indicate successful and unsuccessful attempts on this list. If the spellers do not follow the order, then there will be confusion. The judges always check that the number in their list and the speller on the stage are consistent.

- Monitor the words that are pronounced to the speller: The judges also read and check the word that is pronounced to the speller. Both try to make sure that the pronunciation is as indicated on the paper and that it is audible and comprehensible.

- Monitor spellers: The judges listen to the spellers very carefully. If there is a mistake, the first judge rings the bell to indicate that it was faulty. The second judge comes in if there needs to be a discussion before making a decision. Here, the second judge plays an important role.

- Keep track of those eliminated and those left in the contest: The contest comes to a critical point when there are about 10 or fewer spellers left towards the end of the contest. The reason is that the spellers who are in the first four places win a prize and determining the first four is rather tricky. If, for instance, in one round, 3 spellers can pronounce correctly and the rest make a mistake, then these 7 spellers have to go another round to determine one more speller who will be the fourth. There may be many different scenarios which may take place; therefore, the judges need to be very careful in keeping the records right and making decisions in a very short time. The second judge tends to be the person to keep track of the rounds and re-rounds as well as the names of the spellers.

These are the duties that I performed from 9:30 to 12.00 and then from about 13:00 to 14:30. Though rather stressful, this job was very enjoyable at the same time.

At this point, I would like to explain some of the terminology used in this contest. The original name of the contest which requires contestants to spell words correctly to win is a "Spelling Bee" and it is a US-origin activity, though some other countries also organize the competition. The contestants are called "spellers" and the person who says the words is called the "pronouncer". Two people act as judges in the contest. They generally stay silent as long as everything goes smoothly throughout the event.

Some other interesting details pertain to the judges. They are given a dictionary to refer to during the contest. The dictionary used is Webster's Advanced Learner's Dictionary. The judges are also given a timer to show the time used by each speller. They have a "bell" sitting in front of them to ring if a speller makes a mistake in spelling a word or if something occurs that breaks the rule.

In general, a spelling bee contest takes place in three stages. The first is called the preliminaries, which is the trial round before the actual round, held in order to help the spellers warm up. The second stage is called the

semifinals, and these may consist of 3 to 12 or even more rounds, depending on how long the spellers can spell correctly before being eliminated. The third stage is the finals, which may involve only 4 spellers or 10 spellers who compete in small rounds for each position in the first four. The number of rounds also depends on how long the spellers can continue without making mistakes. In general, an enough number of questions for a high number of rounds is prepared for the contest to cover all possibilities.

Now, as the second judge in this contest, I thought of keeping some of the statistics during the contest to make things a bit interesting. Here, I will share them with you together with some of my observations and comments related to the contest.

The first set of statistics is related to the words that led the spellers to be eliminated. Before the actual round, there was a trial round for students to warm up. In this one, spellers actually act as if they are in the contest except that they do not win or lose anything whether they are correct or not. Still, I made a record of the words that came out wrong: "neat", "stretch", "nail", "totally", and "difficult". In each, the speller misspelt one or two letters. "Neat" was spelt as "n-e-e-t" and "nail" was spelt as "nale". Following the trial run, the main judge got up and talked to the spellers to remind them to take advantage of asking all the questions about the words and to take their time before they start spelling. He gave the example of the word "wait". He said to ask for meaning and an example sentence so that they can understand if the word is "wait" or "weight". The students laughed at his gestures as he put out his hand to indicate "stop and wait" and then as he put his hand on his belly to show "weight". That was a dramatic, funny and effective illustration. The spellers started to ask for information before jumping into spelling as the rounds advanced.

In the first few rounds, the words that led the students to be eliminated were not quite complicated. Some of these words actually exist in Turkish, too, but their spelling is different in English, which may have led to confusion. A typical example was the word "champion". The speller missed the letter "h". Another group of words may be misleading because their pronunciation can be confused with another word in English with very little difference. An example is the word "theme", which was pronounced as the word "team".

In round four, the words started to be really difficult as they could be

confused with other words easily or they may not be frequently used words by the spellers. One example for confusing words is the word "collar", which was missed by one missing "l" and saying "o" instead of "a" (color). An example for a low frequency word may be the word "verdict", most of the letters of which the speller missed.

In round five, the words started to become longer. The spellers missed these words probably for one of three reasons: unfamiliarity, a few vowel sounds together, or repeated consonants in words. An example for a word that a speller may not be familiar with is the word "alliance", which led to being spelt as "alliens". The example for the second type is "curiosity", which I always have difficulty spelling myself. The example for the third type is the word "addition" and the speller forgot to spell the second "d", for which the speller must have kicked himself later on.

In round six, we saw difficulty of similar kind to the ones mentioned above, only with longer words or words used less frequently. One word missed was "chronic", in which the sound "c" was replaced with "k", and the sound "h" was left out, which is probably the effect of L1.   Another word misspelt was "groove", which probably was not familiar to the speller. I must admit I had no idea what it meant up to that moment.

Rounds 7 to 11 were the rounds in which the first four places were determined, therefore, they were rather short rounds with tricky words. Here are some of those words: "hypothetical", "suave", "feisty" and "candor". I am sure that you want to check the meaning or spelling of a couple of these words! These were either long words with little sound-letter relationship, or words which are not likely to be known by the spellers. Naturally, as the rounds advanced, so did the nature of the words. Otherwise, there is the danger of doing rounds forever because it will not be possible to eliminate contestants.

Sometimes we may feel that it is not fair to ask these words to small kids, however, I should remind our readers that the spellers are given the word list, which covers a finite number of words, months before the event. The students have plenty of time and opportunity to practice these words with their teachers. They see all the words and the clues before. There are no "new" words included among the questions.

Let us move to other statistics. The shortest time in which words were spelt was 4 seconds and the following words were spelt correctly in this amount of time: "ill", "special", "ugly", "hunter" and "task". The spellers were reminded to make use of their time fully, and they proved to do that, especially as the words became more difficult. In the first round, one student used 47 seconds to spell "value", which was correct. In the last round, all started to use about 35 seconds on average before they spelled words. The longest time used for spelling a word was 1 minute and 20 seconds for the word "statute", which the speller could not spell correctly, unfortunately.

The longest word asked was "entertainment" (13 letters), which was pronounced correctly. The shortest word asked was "ill" (3 letters), which was also pronounced correctly.

In the beginning, there was a list of 45 students as spellers, however, only 43 came to the event. You can see the number of rounds and the number of spellers that were left to go on to the next round as shown below:

Semifinals:

Round number	Number of students eliminated	Number of students left
1	4	39
2	4	35
3	7	28
4	7	21
5	8	13
6	5	7

Finals:

Round number	Number of spellers in the round and those eliminated	The result:
7	7 in the round – 5 eliminated	2
8	2 in the round	1st and 2nd place determined
9	5 in the round – 2 eliminated	3
10	3 in the round – 3 eliminated	3 (need to do another round)
11	3 in the round – 2 eliminated	3rd place determined
12	2 in the round – 1 eliminated	4th place determined

The contestants with numbers 24, 15, 19 and 29 came first, second, third and fourth, respectively. They really deserve a big round of applause. In fact, all the spellers in the event deserve to be applauded for taking part in this

contest. This was not only a competition among students, but it was an opportunity for students to "experience" the following: planned practice towards a goal over time, representing their school in the best way possible, civil behavior and respect to other spellers, striving to do their best in another language, adhering to the rules and fair play, and most of all being a good loser and a good winner.

The last point is perhaps one of the more important experiences that children can possible have. They need to learn to appreciate the experience itself and enjoy it just because it is enjoyable. They need to learn to lose gracefully. They need to learn that sometimes the question may be difficult for them and may be not so difficult for others. They need to learn that they may not necessarily have to come first in a contest just because they worked hard at it and for this, they feel that they deserve it. If they can do that, then they have won the real prize, which is priceless: the prize of appreciation of taking part in an event.

Parents and coaching teachers, the administrators of the schools and of course as the organizers of such events, INGED should be careful in the way that they encourage and motivate students to participate in these contests and competitions. We do not enter competitions just to win. We are there to learn, share and appreciate our strengths and weaknesses as well as those of others. In this contest, it was apparent that students were led to the right direction. They seemed to be able to cope with the feeling well when they were eliminated and started to show their support to others still in the contest. This was the spirit that marked the event.

As a teacher acting as the second judge and an INGED representative, I felt very proud of the students in this contest. I truly hope that this spirit will continue in the coming years.

Here are the impressions of our winner: Lara Arıkan...

Buzzing for the Bee

From the time I was six, I wanted to enter a spelling bee contest. I was a very good speller and I wanted a chance to show it. I also loved performing on-stage on a subject that I knew well. I knew about spelling bee events from the books I had read, from the experiences of my brother when he studied fifth grade in the USA, and also from cartoons I watched, like 'Arthur' and 'the Simpsons'. I decided that it was the thing for me. Then, when I changed school to Nesibe Aydin, in the third grade, my English teacher helped me run in the school-wide bee. I won the first place amongst fifth to eighth grade students. That year, I was recruited into the school team and as a result I was eligible to compete in the Franklin-TESOL Spelling Bee. I lasted six rounds which was an achievement on its own, since I was the youngest competitor at the event. Since I enjoyed the experience, I participated in the contest last year also. This year, I was very excited to be on the school team for the bee again. I practiced with both my teacher, Ceren Kırlangıç, and my mother frequently. We used the word list and the dictionary efficiently, and I went through a few rounds on my own. When the time came, I was very nervous and very excited. Surprisingly, the rounds went very well this time, but I got sad when I remained the only representative from my school at the end of the elimination rounds. When it came down to the finals, I spelled words in the last two rounds correctly, and when the judges announced that I was the winner, I could not believe it. I was extremely excited, and I could not really comprehend the result at that moment. I wanted to have an Ipad for a long time and I really enjoy my reward in many creative ways. I hope the competition continues for the next year and all of my teammates get a chance to compete in this event. I want to thank all my teachers and administrators at Nesibe Aydin Schools, Franklin, INGED and TESOL for this opportunity to make my dreams come true.

Lara Arıkan
Nesibe Aydın Schools, Class: 5-B, Gölbaşı, Ankara, Turkey.

Here are some moments from the SpellEvent...

The Judges

THE 3rd ENGLISH STORY WRITING CONTEST

Nuance Publishing and Yabancı Dil Kitap in co-operation with INGED organized the *3rd Story Writing Contest*, the first of which took place in 2010 and which has now become an annual event.

The results of the 3rd English Story Writing Contest are as follows:

Primary School Age: Juniors

1. **Şimal Naz Köse (**Özel Arı ilköğretim Okulu – Ankara): "Living with the Memories" Teacher: Ekaterina Bozdoğan
2. **Mina Cezayirli (**FMV Özel Ayazağa Işık İlköğretim Okulu - İstanbul): "The Cactus and the Desert Rose" Teacher: Özlem Bora
3. **Aylin Özgen (**FMV Özel Ayazağa Işık İlköğretim Okulu - İstanbul): "The Not-Very-Short Story of Lily Jones, Kid Detective and How she Solved the Mystery of the Missing Dog" Teacher: Çiğdem Aygün

High School Age: Seniors

1. **Damla Kahya (**Özel Arı Fen Lisesi - Ankara): "Lost their Way, but Found Each Other" Teacher: Hilal Yiğit
2. **Ege Bozcaada (**Özel Anakent Lisesi - İstanbul): "The Canvas" Teacher: Sibel Küçükoğlu
3. **Elif Yılmaz (**FMV Özel Işık Lisesi - İstanbul): "Slave to Love" Teacher: Catherine Campion

Adults

1. **Çiçek Kıral (**Eskişehir): "The Calling"
2. **Eliz Hemen (**Ankara): "It was him!"
3. **Ilknur Çarpan (**İstanbul): "The Inheritance"

THE JURY

Prof. Dr. Aydan ERSÖZ: INGED President

Sibel TÜZEL KANDİLLER: INGED Vice President

Suzan ÖNİZ: INGED Board Member and Editor

Michael BAYLIS: English teacher

Arzu Sunu GÖK: English teacher and Happy English with ASG administrator

Mehmet ALTUNBAŞ: English teacher

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Coming Soon!
SEETA Live Webinar

22 June 2012 , UTC 14.00 -15.30

Lawrence J. Zwier

Evaluating the level of Readings and Vocabulary

In preparing materials for their classes, teachers may wonder whether they are hitting the right reading level. Are the words level-appropriate? Are the vocabulary items worth learning ? If not, how can the materials be improved ? This webinar looks at tools such as lists, profilers and readability measures, that help teachers answer these questions. On -line applications are highlighted and demonstrated. The presenter offers advice about the usefulness of various tools.

SEETA Interview

June 2012
Mike MacCarthy's Q & A

Michael McCarthy is Emeritus Professor of Applied Linguistics, University of Nottingham, UK. He is author/co-author/editor of more than 40 books . He is co-director (with Ronald Carter) of the 5-million word CANCODE spoken English corpus project, and the one-million word CANBEC spoken business English corpus. His current research involves the creation and analysis of spoken learner corpora in connection with the English Profile project.

Mike will answer the questions you posted - On video !
Date to be announced. .

Ask Mike a question

Happening Now!

SEETA Music

June 2012
Vladimira Michalkova

Midsummer Night's Dream - joy, happiness and surprise in music

SEETA articles bank

Using "Rubbish" and "Leftovers" in ELT Classroom - Enticing Speaking and Creative Writing

by Desislava Zareva & Ellie Boyadzhieva

The article presents the procedures for a workshop demonstrating the use of brochures, leaflets, tickets and other travel materials to do certain writing tasks as group work. The six groups are presented with the task of solving a mystery by analysing the above travel papers as well as police emails and finally present their reports.

Read the article

THE 14TH INGED DRAMA FESTIVAL IN ANKARA

The Drama Festival in Ankara:

on Sunday, 27 May 2012

at METU Development Foundation Schools, Ankara.

INGED Board & Jury Members

The Best Play Award
First Place: Aşiyan Koleji
Second Place: TED Koleji
Third Place: Maya Özel Okulları

The Best Leading Actress Award
   First Place: Zeynep Burak (TED Koleji)
   Second Place: Elif Kır (Arı Koleji)
   Third Place: Edin Hepgülüm (Çakabey Özel Okulları)

The Best Leading Actor Award
   First Place: Kuzey Cem Kulaçoğlu (ODTU Geliştirme Vakfı Okulları)
   Second Place: Berk Demirci (TED Koleji)
   Third Place: Mehmet Alper Genç (MAYA Özel Okulları)

The Best Musical Performance Award
   Ankara Üniversitesi Geliştirme Vakfı Özel Okulları

The Best Coaching Teacher Award
   Aşiyan Koleji

The most Enthusiastic Group Award
   Nesibe Aydın Okulları

The Best Story Award
   Kaan Bitkin " Lazy Jack", İzmir Çakabey Okulları

The Best Story Dramatization Award
   Güneş Davran (Nesibe Aydın Okulları)

The Best Story Teller Award
   Bora İmirgi (ODTU Geliştirme Vakfı Okulları)

The Best Shining Star Award (female)
   First Place: İpek Uyanık (Maya Özel Okulları)
   Second Place: Zeynep Sude Gül (Maya Özel Okulları)
   Third Place: Pelin Bayamlıoğlu (Doktorlar Koleji)

The Best Shining Star Award (male)
First Place: Kuzey Can Bektaş (AÜ Geliştirme Vakfı Okulları)
Second Place: Aydın Asrın Ömercioğlu (Nesibe Aydın Okulları)
Third Place: Cem Durace (Çakabey Özel Okulları)

The Best Supporting Actor Award
First Place: Salih Kılıç (Nesibe Aydın Okulları)
Second Place: Faruk Bayşahan (Aşiyan Koleji)
Third Place: Ali Mert Kızılırmak (Doktorlar Koleji)

The Best Supporting Actress Award
First Place: Gül Neslihan Altıner (Maya Özel Okulları)
Second Place: Naz Adanalı (AÜ Geliştirme Vakfı Okulları)
Third Place: Ezgi Adanalı (AÜ Geliştirme Vakfı Okulları)

The Best Singer Award
İlayda Şahin (GÜ Geliştirme Vakfı Okulları)

The Best Contributing Actor
First Place: Ahmet Muhammed Can Demirkıran, (İMKB Kayalı Boğaz İÖO)
Second Place: Mehmet Dorukhan Arslan (TED Koleji)
Third Place: Hasan Can Tokgöz (GÜ Geliştirme Vakfı Okulları)

The Best Contributing Actress Award
First Place: Deniz Özyurt (Arı Koleji)
Second Place: Günsenin Temizsoylu (Aşiyan Koleji)
Third Place: Yağmur Yelkuvan (Maya Özel Okulları)

The Best Pronunciation Award
First Place: Sinem Nur Kemaloğlu (Arı Koleji)
Second Place: Yaren Kaşoğlu (GÜ Geliştirme Vakfı Okulları)
Third Place: Emre Aslanberk (TED Koleji)

INGED - MARMARA SCHOOLS
14th DRAMA FESTIVAL
in 2012

The Drama Festival in Istanbul:

on Friday, 27 April 2012

at Marmara İlköğretim Okulu, Istanbul.

The Best Leading Actor Award
   First Place: Burak Yılmaz (Ahmet Kılıçarslan İÖO)
   Second Place: Kubat Değerli (MEV Özel Büyükçekmece İÖO)
   Third Place: Eren Çelebi (VKV KOÇ Özel İÖO)

The Best Leading Actress Award
   First Place: Azra Haseki (FMV Ayazağa Işık İÖO)
   Second Place: Zeynep Nazlı Ok (Özel Marmara İÖO)
   Third Place: Selin Suna (VKV KOÇ Özel İÖO)

The Best Supporting Actor Award
   First Place: Tunahan Ali Usta (MEV Özel Büyükçekmece İÖO)
   Second Place: Yiğit Hanefi (Özel Marmara İÖO)
   Third Place: Reza Erentürk (FMV Ayazağa Işık İÖO)

The Best Supporting Actress Award
   First Place: İzel Güzel (FMV Ayazağa Işık İÖO)
   Second Place: Miray Turper (Özel Marmara İÖO)
   Third Place: Miray Bülbül (SEV Üsküdar İÖO)

The Best Shining Star (Actor)
    First Place: Can Uzman (SEV Üsküdar İÖO)
    Second Place: Emir Raz Funes (VKV KOÇ Özel İÖO)
    Third Place: Bora Öcal (VKV KOÇ Özel İÖO)

The Best Shining Star (Actress)
    First Place: Beyza Erel (Ahmet Kılıçarslan İÖO)
    Second Place: Sila Dinga (Özel Marmara İÖO)
    Third Place: Zeynep İlkova (VKV KOÇ Özel İÖO)

The Best Play Award
    First Place: Storm (VKV KOÇ Özel İÖO)
    Second Place: Angels in Fairytale Land (FMV Ayazağa Işık İÖO)
    Third Place: Tammy Fool (Özel Marmara İÖO)

The Best Staging Award
    First Place: Hamlet and the Student Prince (MEV Özel
                    Büyükçekmece İÖO)
    Second Place: Tammy Fool (Özel Marmara İÖO)
    Third Place: Angels in Fairytale Land (FMV Ayazağa Işık İÖO)

The Best Costume Award
    First Place: Puss in Boots (Ahmet Kılıçarslan İÖO)
    Second Place: Hamlet and the Student Prince (MEV Özel
                    Büyükçekmece İÖO)
    Third Place: Angels in Fairytale Land (FMV Ayazağa Işık İÖO)

The Best Pronunciation
    First Place: Storm (VKV KOÇ Özel İÖO)
    Second Place: Angels in Fairytale Land (FMV Ayazağa Işık İÖO)
    Third Place: Tammy Fool (Özel Marmara İÖO)

The Jury Special Award: Not given out this year

INGED EVENTS

INGED EVENT
28 April 2012
in association with
Turkish American Association

Practical Classroom Ideas

10.00 – 11.00   "A Sample Lesson for Young Learners" **Aydan Ersöz**

11.15 - 12.15   "Creative & Fun Writing Activities for Language Learners and Teachers" **Afife Dağcı**

Lunch Break

13.30 - 14.30   "Sample Speaking Activities with the Reflections of the CEF in EFL Classes" **Nazlı Demirbaş & Büşra Delen**

14.45 - 15.45   "Fun Activities for Recycling Lexis" **Sibel Tüzel Kandiller**

Venue: Turkish Amerikan Association
Address: Cinnah Cad. No. 20, Çankaya, Ankara.
Queries: Defne Akıncı Midas
Cell: 0542 526 21 71 (weekdays from 9 am to 6 pm)
Email: akinci@metu.edu.tr

Attendance Fee: Free of charge.
Certificate of Attendance: Will be available for participants (5TL will be charged for the certificate). Please call or write to us to register your name to help us with the arrangements.

28 April 2012 in Ankara:
Practical Classroom Ideas

INGED and British Council Co-event

Saturday, 2 June 2012

Rize

10.00-11.00	*Box of Tricks* (Simon Shephard, British Council)
11.00-11.15	Break
11.15-12.15	*A Sample Lesson for Young Learners* (Aydan Ersöz, INGED)
12.15-13.30	Lunch break
13.30-14.30	*Creative Poetry Writing* (Simon Shephard, British Council)
14.30-14.45	Break
14.45-15.45	*Using Web Sites for Materials Development* (Büşra Delen, INGED)
15.45-16.15	*Question-Answer session (All Presenters)*

Venue: Çayeli Inservice Training Institution

BRITISH COUNCIL

inged

INGED and British Council Co-event
Saturday, 16 June 2012
Ankara

10.00-11.00	*"Lessons from Nothing"* Jason Price
11.00-11.15	Coffee Break
11.15-12.15	*"Checking Homework in Class the Fun Way"* Defne Akıncı Midas
12.15-13.30	Lunch break
13.30-14.30	*"Reflecting Ourselves to Greatness"* Tony Gurr
14.30-14.45	Break
14.45-15.45	*"Extensive Reading; Why and How?"* Ayşegül Leblecioğlu

Venue: Limak Ambassadore Hotel
Boğaz Sokak. No: 19 Kavaklıdere Ankara

Registration: Registration is free. Participants are kindly required to send e-mail by 5 pm Wednesday 13 June 2012 to ingedturkiye@gmail.com. The number of the participants is limited. No on-site registration is available. Coffee, cookies and lunch are served free. The certificates of participation will be ready after 14.30 in the event.

Contact: Mustafa Akın Güngör   0542 810 48 88
Müzeyyen Nazlı Demirbaş   0505 688 48 02
Büşra Delen   0538 225 20 75

TECHNOLOGY IN TEACHING:

HOW TO CROP A VIDEO BY USING SAFESHARE.TV

by A. Suzan Öniz

There are times when teachers find wonderful videos but wish they could show only a certain section to their class. Well, with safeshare.tv this is now possible. Here are the steps to using this really easy and user-friendly tool.

Select a youtube www.youtube.com video that you wish to crop.
Copy the youtube address.
In another window, open the website: http://www.safeshare.tv/

Paste the youtube address in the safeshare window.
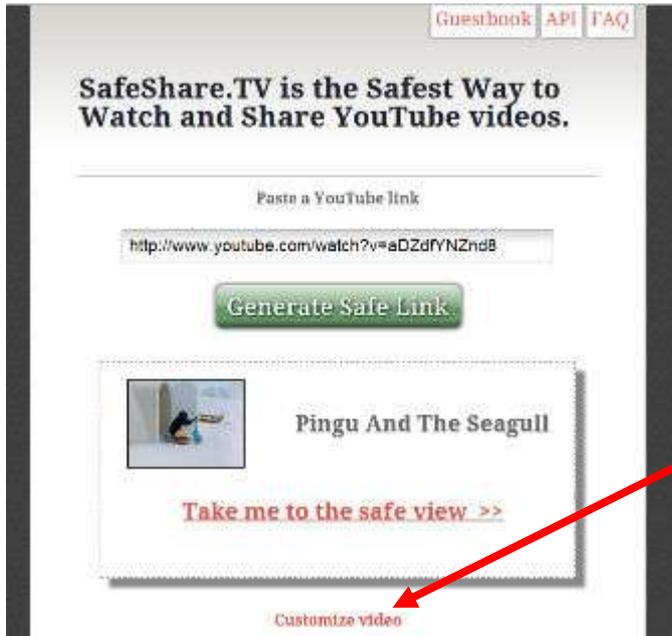
Play the youtube video and decide where you wish to start and end.

Make a note of the beginning and ending counter.

In the safeshare window, click: Generate Safe Link

In the new window, click: Customize video

Next, click: Full

Play your video; go to the part which you wish to make your starting point; pause the video. Click on the red Beginning and you will see the counter for the point at which you stopped your video.

Now play the video again and go to the end point; pause the video. Click on the red End and you will again see the counter for the end of the part you selected. Click OK.

The selected beginning and end points will now appear. Click: OK

Click: Take me to the safe view
And view the video in its new length.
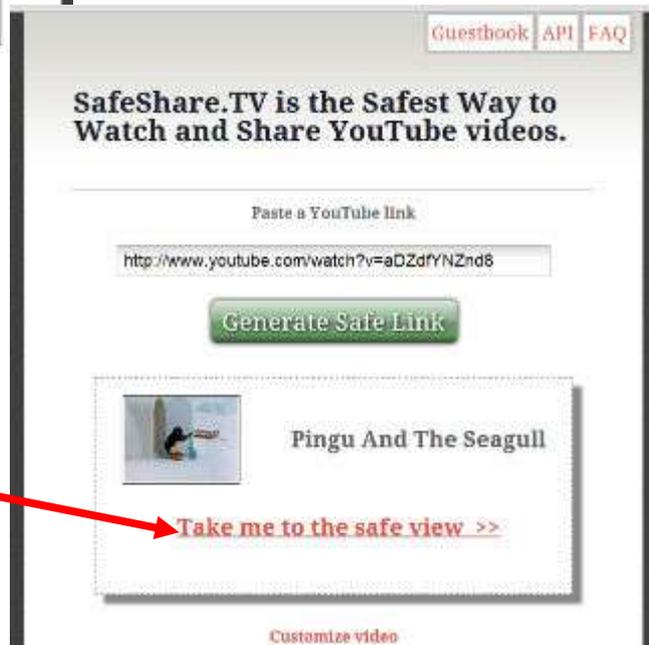
FACTS ABOUT
WILD GEESE ...
HOW DO THEY FLY TOGETHER?
WHO LEADS? DOES ANYONE GET LEFT BEHIND?
And more...

GENERAL INFO
Source: http://www.essortment.com/animal-migration-61453.html

Speed: Geese fly at great speed. They have been clocked at speed as high as 50 miles an hour. Sometimes they fly 3,000 feet to 10,000 feet above the ground.

Navigation: Geese start their journey after sunset and fly all night and the next day. Their brain guides them by instinct towards their destination. Migratory birds use several ways to help them navigate. While traveling on a clear night they use the stars as guides. On cloudy nights, they may be using the Earth's magnetic field or the wind to help them navigate accurately. While flying during the day, the sun provides help for their precise flight.

The ideal weather for geese to travel would be for the wind to be at their back, called 'Tail winds'. Warm temperatures and a clear night with a starry sky make perfect flying conditions. Th e birds are like people; they cannot always choose the right weather conditions.

Landing: Geese fly day and night regardless of the weather until they get to their next stopover point. They carefully scan the ground for any possible danger before they set down. When they land, they'll eat grass, seeds, and small fish on the marsh or at the lake wherever they stop. If they land in a goose-friendly habitat, they'll feed, rest, and wait for good flying weather. They always rest and feed for a few days before taking to the airways. This is based on their flying patterns year after year.

CANADA GEESE
Source: http://en.wikipedia.org/wiki/Canada_Goose

Canada Geese are known for their seasonal migrations. Most Canada Geese have staging or resting areas where they join up with others. Their autumn migration can be seen from September to the beginning of November. The early migrants have a tendency to spend less time at rest stops and go through the migration a lot faster. The later birds usually spend more time at rest stops. These geese are also renowned for their V-shaped flight formation. The front position is rotated since flying in front consumes the most energy. Canada Geese leave the winter grounds more quickly than the

summer grounds. Elevated thyroid hormones, such as T3 and T4, have been measured in geese just after a big migration. This is believed because of the long days of flying in migration the thyroid gland sends out more T4 which will help the body cope with the longer journey. The increased T4 levels are also associated with increased muscle mass (hypertrophy) of the breast muscle, also because of the longer time spent flying. It is believed that the body sends out more T4 to help the goose's body with this long task by speeding up the metabolism and temperature at which the body works. Also, other studies show levels of stress hormones like corticosterone rise dramatically in these birds during and after a migration.

http://www.wildgoosechasers.com/gooseinfo.php
Canada geese mate for life but will mate again upon the death of a mate. Geese lay about five eggs per nest; although, there may be as many as twelve. About 75 percent of those will become goslings by the fall flight season. This is a very low mortality rate in comparison to rural geese which have a rate of 59 percent on average. Each female will produce more than 50 young in her life span.

Molting is the term that is given to the 8-10 week flightless period when Canada geese shed their outer wing feathers and regrow new ones. Molting occurs between mid-June through August. Most birds are able to resume flight by mid-August. During this molting period geese will gather on ponds or lakes since they provide a safe resting place and security from predators. During the molting period, Canada geese do major damage to landscape as they congregate on lawns near water. Geese without young will sometimes travel hundreds of miles to the security of favored molting areas in the north. These "molt migrations" account for the disappearance of local goose flocks in early June.

Feeding: Canada geese are grazers and move their broods to areas chosen for suitable food supply, visibility, and proximity to water. They prefer an open, unobstructed area so they can clearly see any potential predators. They prefer fertilized plants to unfertilized plants. Both parents will vigorously defend their brood for about 10 weeks. Along with their taste for local landscape vegetation and grass, they enjoy corn, soybeans, rice, wheat and other grains.

V FORMATION FLIGHT

Source: http://en.wikipedia.org/wiki/V_formation

Aerodynamics: The V formation greatly boosts the efficiency and range of flying birds, particularly over long migratory routes. All the birds except the first fly in the upwash from the wingtip vortices of the bird ahead. The upwash assists each bird in supporting its own weight in flight, in the same way a glider can climb or maintain height indefinitely in rising air. In a V formation of 25 members, each bird can achieve a reduction of induced drag by up to 65% and as a result increase their range by 71%. The birds flying at the tips and at the front are rotated in a timely cyclical fashion to spread flight fatigue equally among the flock members.

MORE FACTS ABOUT WILD GEESE

http://www.adventure-learning-initiatives.com/wild-geese.html

*If a member of the flock falls ill or is injured by hunters two geese from the flock will fall back with the injured goose. The two geese will stay with their injured companion until it either dies or is well enough to again embark on their journey to warmer climes.

http://suewidemark.com/lessonsgeese.htm#nutshell

*When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird in front of it.

* Contrary to popular opinion, the lead bird of the V formation is not always an adult male; rath er, the geese shift their relative positions frequently during the flight. (Encyclopedia Americana "GOOSE")

*The geese flying in formation honk to encourage those up front to keep up their speed.

*Migrating geese make loud, honking noises, called contact calls, to help them stay together.

LET'S RECYCLE OLD ACTIVITIES

Compiled by
A. Suzan Öniz

In this issue, we continue with ideas from older issues of the paper-based newsletter, *News In-Brief*. On the following pages, you will find answers to some questions that teachers submitted years ago but it seems, these questions are still on the minds of some teachers today. One of these questions was related to the origins of English proverbs and sayings. The answer was long and therefore it was given in two parts.

If you wish to prepare a board game for your students, then the handout idea in our September 1999 issue may be for you.

The final idea from past issues is an idea from a teacher about how to use poetry in the class. This was in our June 1999 issue. We hope you will find these ideas interesting… If you wish to tell us what you think about these activities, please don't hesitate to write to us. We will be happy to publish your message.

? QUESTION BOX ?

QUESTION: WHAT CAN I DO TO GET MY STUDENTS TO USE ONLY ENGLISH IN CLASS?

Here are some ideas used by a teacher in Spain. Almost all of these ideas are applicable in our EFL classes, too.

- draw up a class contract together with the students with harmless penalties for speaking in L1 eg. so much to a charity or towards a social activity at the end of the course. Often as not the students themselves will oversee this.
- appoint a monitor for each group who is responsible for encouraging the students to speak English
- I believe sometimes it can be beneficial for some students to resort to their L1 so make a point of saying when the activity is speaking practice etc. and only English should be used.
- establish teams for activities and deduct points for using L1.
- as much as possible, create pairs who don't share an L1.
- a selection of activities or "forfeits" written on cards and kept in a bag (eg. describe the weather/your first love etc) - use their L1 and they get a "lucky dip" - again encourage the students to oversee this.

I have found so long as the students themselves are involved in overseeing the class contract these work quite well - lightheartedly establishing the premis that English should be used as much as possible. Once the premis is established you find that you don't need to use such tools. Saying this, I did have a class of monolingual business men who persisted - so we did a discussion activity based on: potentially how many hours of English speaking practice they had ahead of them; how much money they were spending on the course; what they could do with this money instead. The message hit home...

Jenny Barrett
jennybarrett@sumi.es
Teacher of English as a Foreign Language, FIAC Terrassa, Spain.

WHY ARE SOME ENGLISH PROVERBS AND SAYINGS SO FUNNY? WHERE DO THEY COME FROM?

Received from Cheryl Türker, zmir CP
Old English Explanations!
Did you know...?
Life in the 1500's:
PART I

Most people got married in June because they took their yearly bath in May and were still smelling pretty good by June. However, they were starting to smell, so brides carried a bouquet of flowers to hide the B. O. (body odor) Baths equaled a big tub filled with hot water. The man of the house had the privilege of the nice clean water, then all the other sons and men, then the women and finally the children. Last of all the babies. By then the water was so dirty you could actually lose someone in it. Hence the saying, "Don't throw the baby out with the bath water."

Houses had thatched roofs. Thick straw, piled high, with no wood underneath. It was the only place for animals to get warm, so all the pets.. dogs, cats and other small animals, mice, rats, bugs, lived in the roof. When it rained it became slippery and sometimes the animals would slip and fall off the roof. Hence the saying, "It's raining cats and dogs."

There was nothing to stop things from falling into the house. This posed a real problem in the bedroom where bugs and other droppings could really mess up your nice clean bed. So, they found if they made beds with big posts and hung a sheet over the top, it addressed that problem. Hence those beautiful big 4 poster beds with canopies.

The floor was dirt. Only the wealthy had something other than dirt, hence the saying "dirt poor". The wealthy had slate floors which would get slippery in the winter when wet. So they spread thresh on the floor to help keep their footing. As the winter wore on they kept adding more thresh until when you opened the door it would all start slipping outside. A piece of wood was placed at the entry way hence a "thresh hold."

Sometimes they could obtain pork and would feel really special when that happened. When company came over, they would bring out some bacon and hang it to show it off. It was a sign of wealth and that a man "could really bring home the bacon." They would cut off a little to share with guests and would all sit around and "chew the fat."

? QUESTION BOX ?

WHY ARE SOME ENGLISH PROVERBS AND SAYINGS SO FUNNY? WHERE DO THEY COME FROM?
Received from Cheryl Türker, İzmir CP
Old English Explanations!
Did you know...?
Life in the 1500's:
PART II

They cooked in the kitchen in a big kettle that always hung over the fire. Every day they lit the fire and added things to the pot. They mostly ate vegetables and didn't get much meat. They would eat the stew for dinner leaving leftovers in the pot to get cold overnight and then start over the next day. Sometimes the stew had food in it that had been in there for a month. Hence the rhyme: "peas porridge hot, peas porridge cold, peas porridge in the pot nine days old."

Those with money had plates made of pewter. Food with a high acid content caused some of the lead to leach onto the food. This happened most often with tomatoes, so they stopped eating tomatoes .. . for 400 years. Most people didn't have pewter plates, but had trenchers-a piece of wood with the middle scooped out like a bowl. Trenchers were never washed and a lot of times worms got into the wood. After eating off wormy trenchers, they would get "trench mouth."

Bread was divided according to status. Workers got the burnt bottom of the loaf, the family got the middle, and guests got the top, or the "upper crust."

Lead cups were used to drink ale or whiskey. The combination would sometimes knock them out for a couple of days. Someone walking along the road would take them for dead and prepare them for burial. They were laid out on the kitchen table for a couple of days and the family would gather around and eat and drink and wait and see if they would wake up. Hence the custom of holding a "wake."

England is old and small and they started running out of places to bury people. So they would dig up coffins and would take their bones to a house and re-use the grave. In reopening these coffins, one out of 25 coffins were found to have scratch marks on the inside and

they realized they had been burying people alive. So they thought they would tie a string on their wrist and lead it through the coffin and up through the ground and tie it to a bell. Someone would have to sit out in the graveyard all night to listen for the bell. Hence on the "graveyard shift" they would know that someone was "saved by the bell" or he was a "dead ringer."

QUESTION: I USE A VOCABULARY BOX IN CLASS. I WRITE NEW WORDS ON CARDS WITH A SYNONYM, ANTONYM OR PARAPHRASE ON THE BACK AND PUT THESE IN A BOX. WHAT ACTIVITIES CAN I DO WITH THESE CARDS?

A teacher's answer on the TESL-L listserve has been given below. She uses vocabulary boxes and has several practical suggestions Here is what this teacher wrote:

I recently posted about reviewing vocab using a vocab box. Soon, a description of a number of activities I do with the vocab box will be available in the TESL-L archive.

I also got emails about ways of working with new vocab in texts. Here are a couple of ideas I like:

One thing I like doing with unfamiliar vocab in a text, is that after a global understanding' activity or two, I give the students a worksheet. Down the left-hand side I write some words from the text that I expect they won't know (numbered, say, 1 - 15), with the line number so the ss can find them. In the middle of the page there is a large space. On the far right I have short definitions of the words, lettered (A - O), but they are jumbled up. This part of the page is folded over. The students find the words and make notes in the middle of the page. I encourage them to work out the part of speech, and to try to explain it using synonyms or whatever they can, even their L1 if need be. After pair or group discussion the pages are unfolded and they match the words to the definitions and see how they went with their notes. I also emphasise that their definitions may well be better than mine! I really like this exercise, it helps train their 'inferring meaning from context' skills, and I explicitly talk to them about this.

Another thing I like doing (again, after 'global understanding' activities) is to get the students

A DO-IT-YOURSELF BOARD GAME
Adapted by
Suzan Öniz
METU, DBE

Materials
An A4 sheet for each group of students
Coloring pens
Dice: one die per group (see below for alternatives)
Glue
One small object (a button, stone, coin, eraser) as a marker for each student
One envelope to hold the answer key for each group
Optional: For each group of students, an A4 sized piece of heavy paper to mount the board on or a clear plastic envelope to reuse & protect the board.

1 or 2 Lessons before:
1. Decide on practice/revision points; form small groups of ss with 2-4 ss in a group.
2. Give each group different revision points; ask them to prepare revision questions on each giving them guidance as to how to construct these questions. Their questions could have the following rubrics: Complete this sentence, fill in the blank, choose the best answer, answer this question, what would you say in this situation, etc.; also ask ss to write down the correct answer they expect for each question.
3. Collect and correct the questions and answers; give them back to their writers

How to make the board
1. Put ss into the same small groups of 2-4 as when they prepared revision questions.
2. Give each group a blank A4 and pens.
3. Draw some basic board game formats on the blackboard for groups to choose from. (See next page for sample, photocopiable formats)
4. Ask ss to decide on a format & to draw it on their blank A4's without the dividing lines.
5. Tell them how many squares you want them to have; ask them to draw in the appropriate number of dividing lines. (Note: The number of squares depends on how many language items you want to practise or review with this game. Decide on these language items beforehand.)
6. Optional: Ask ss to add little drawings of their choice onto the blank parts of the board for decoration.
7. Optional: Give out heavy paper and glue for ss to mount their boards or plastic envelopes to slip their boards in.
8. Ask each group to pool the revision questions and answers that you corrected and returned and to decide where they want to put them on the board they have created and to prepare a separate answer key to be placed in the provided envelopes.
9. Optional: You may tell the groups that they can write the questions on the board or that they can write them on cards which then could be categorized as 'vocabulary', 'appropriate response', 'surprise', and so forth depending on the level of your class.

Variation: The T prepares one board and one set of questions and answers & asks ss to make enough copies for small groups to play. (Lazy version that is less fun!)

Variation: Get ss to decide what language points they want to review.

How to play the game (basic rules that can easily be adapted to make the game more challenging)
1. Groups exchange boards and answer key envelopes.
2. Give each group enough markers - one per player.
3. Give each group one die/coin to flip/pencil with 'square sides'; write a number on each 'side' and roll the pencil instead of a die.
4. Give the instructions orally with several examples as to how to play and/or write them on the blackboard and/or a student with whom you practised instruction giving before the lesson gives the instructions to the whole class.
5. To start the game: Ask each group to pick a student to be first and to take turns clockwise. The student at the end will be the 'referee' until it's his/her turn to play and will read the answer key and announce the decision for the group. When it is the referee's turn to play, again the last student will act as the referee, and so forth.
6. The first player rolls the die/pen or flips the coin and moves that many squares on the board. If the player lands on a square with a question or card, s/he has to respond. The referee will check the answer; if the answer is correct, the player gets another turn; if the answer is incorrect, the referee does not read out the correct version because the same question may be used again later; the player stops where s/he is; it is the next player's turn. ENJOY :)

The INGED Newsletter Sep 99
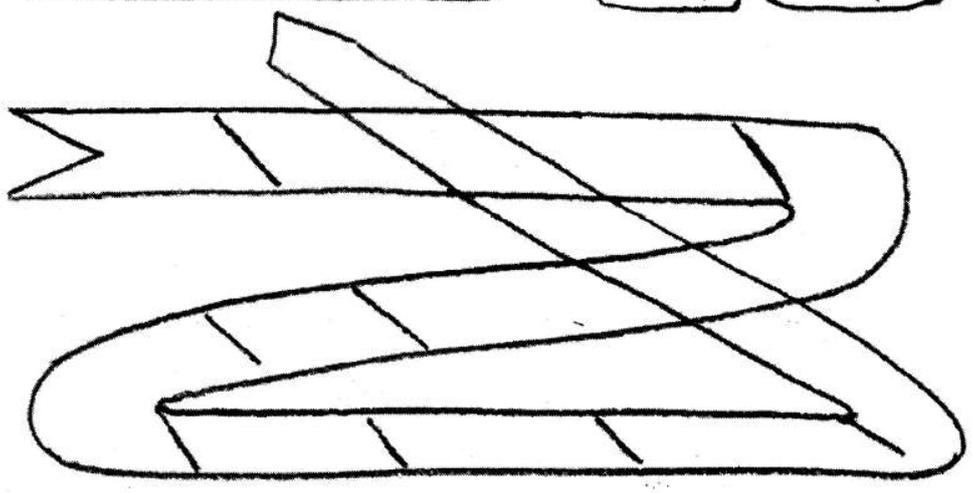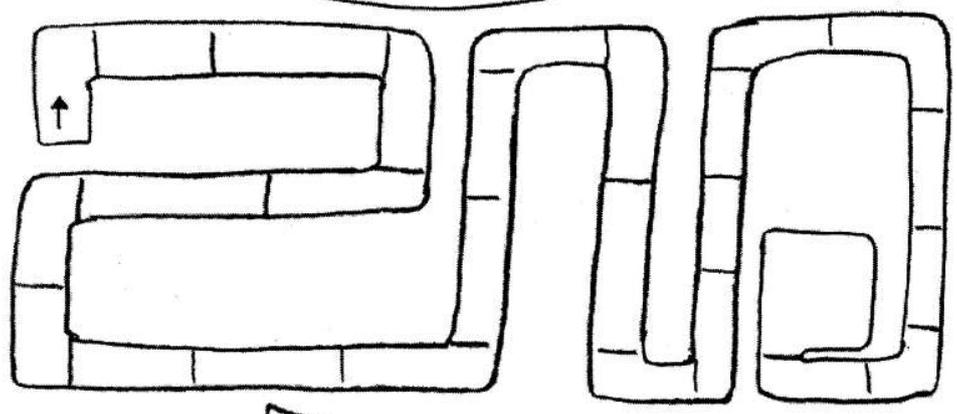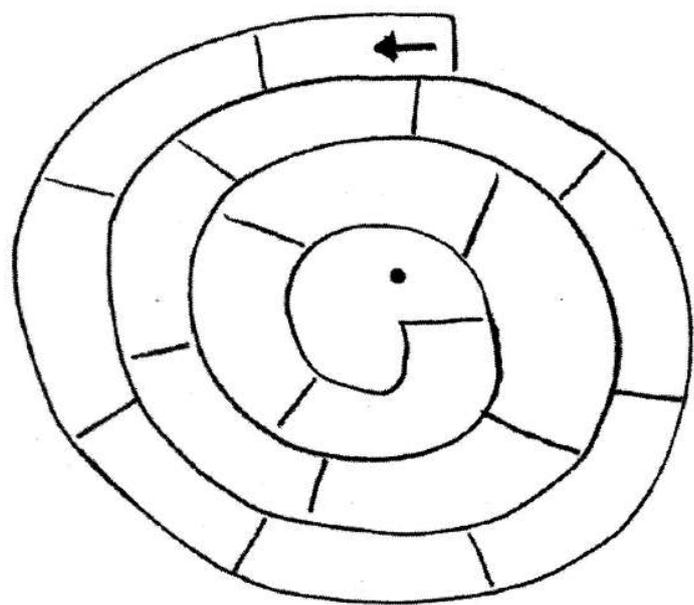
Actual Ideas from ACT-U-AL Teachers

Poetry in the Language Classroom:
An activity for Upper Intermediate Learners of English
by
Aylin Atakent
METU, Department of Modern Languages,
Ankara

Literature, I believe, is a useful tool not only in teaching a language and its use but also in making the students more aware of cultural assumptions. Moreover, teachers can also use works of literature to induce class discussions or set up writing tasks. The following poem, "Preacher Don't Send Me" by Maya Angelou is one that I have frequently and successfully used with my freshman English students.

1. I write the word "HEAVEN" on the board and ask the students to shout any word they think is related. I accept all answers and put them on the board in the form of a mind map. With more reserved classes where students are afraid of being laughed at, this can be done in pairs or small groups. In that case, one student can become the writer and jot down everything the others say. Possible answers here may range from beautiful girls to free Internet access!

2. Following the brainstorming stage, I ask the students to choose the three most closely related words from the mind map. Then they each write a one-sentence definition of heaven, such as: "Heaven is a place where beautiful girls are running around, people are living in peace and using the Internet for free".

3. Before I distribute the poem, I ask the students to tell me a profession related closely to the topic of heaven and hell. Here, I mention the word "preacher" and then give out the poetry sheet.

4. The students read the parts of the poem one at a time underlining the words they do not know. After each part, I explain the words they do not know and then ask questions to test their understanding of the poem and also the poet. For example, after the first part, I ask the students to guess the poet's background. To do this, they must answer some questions such as who normally lives in the ghetto among rats or whose brunch is likely to be merely "grits and tripe". After they have finished reading the second part, I ask whether their guesses are confirmed or rejected. The third part contains clues about the poet's personality. Who would not dream of 'streets of gold' or free food in heaven in return for his/her good deeds? The last part reflects the poet's idea of heaven and also gives clues about her background as well as her personality. Why does she dream of loyal families and kind strangers? What group of people is particularly fond of jazz music? What kind of a person would like fall the best?

5. After we read the poem and hear the students' guesses and ideas, I ask the students to turn back to their initial definitions of heaven and write a comparison/contrast paragraph about their own and the poet's vision of heaven.

Good luck as you explore the possibilities of using literature in your classrooms!

Preacher, Don't Send Me

Preacher, don't send me / when I die / to some big ghetto /in the sky / where rats eat cats / of the leopard type / and Sunday brunch / is grits and tripe.

I've known those rats / I've seen them kill / and grits I've had / would make a hill, / or maybe a mountain, / so what I need / from you on Sunday / is a different creed.

Preacher, please don't / promise me / streets of gold / and milk for free. / I stopped all milk / at four years old / and once I'm dead / I won't need gold.

I'd call a place / pure paradise / where families are loyal / and strangers are nice, / where the music is jazz / and the season is fall. / Promise me that / Or nothing at all.

Maya Angelou

SELECTED FOR YOU

In this issue of our newsletter, you will find four selections. Two are about language use, one about myths regarding learning, one about how to keep students active in the summer and the last one about the effects of summer holidays on the achievement levels of students from different backgrounds. Here is the first one:

This article originally appeared in
http://www.dailywritingtips.com/6-foreign-expressions-you-should-know/
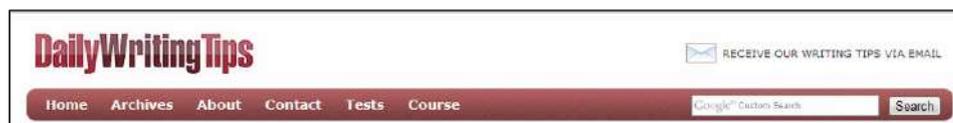
6 Foreign Expressions You Should Know
by Daniel Scocco

Whether you like it or not, foreign expressions represent an integral part of the English language (and of many other languages, too). Knowing the meaning and usage of the most used ones is very important. First of all because it will enable you to understand pieces of text that include them. Secondly, because you might also need to use those expressions on particular situations (avoid using them just to sound smart though). Below you will find 6 foreign expressions commonly used in English, enjoy!

1. De Facto
De facto is a Latin expression that means "actual" (if used as an adjective) or "in practice" (if used as an adverb). In legal terms, *de facto* is commonly used in contrast to *de jure*, which means "by law." Something, therefore, can emerge either de facto (by practice) or de jure (by law).
And what of the plastic red bench, which has served as his de facto home for the last 15 years and must by now be a collector's item? (NY Times)

2. Vis-à-Vis
The literal meaning of this French expression is "face to face" (used as an adverb). It is used more widely as a preposition though, meaning "compared with" or "in relation to."
It's going to be a huge catalyst in moving the whole process forward and it really strengthens the U.S. position vis-a-vis our trading partners (Yahoo! News)

3. Status quo

This famous Latin expression means "the current or existing state of affairs." If something changes the *status quo*, it is changing the way things presently are.

Bush believes that the status quo — the presence in a sovereign country of a militant group with missiles capable of hitting a U.S. ally — is unacceptable. (Washington Post)

4. Cul-de-sac

This expression was originated in England by French-speaking aristocrats. Literally it means "bottom of a sack," but generally it refers to a dead-end street. Cul-de-sac can also be used metaphorically to express an action that leads to nowhere or an impasse.

But the code of omerta was in effect for two carloads of fans circling the cul-de-sac to have a look at the house. (Reuters.com)

A cul-de-sac of poverty (The Economist)

5. Per se

Per se is a Latin expression that means "by itself" or "intrinsically."

The mistake it made with the Xbox is that there is no game console market per se; there are PlayStation, GameCube, and Xbox markets. (PCMag.com)

6. Ad hoc

Ad hoc, borrowed from the Latin, can be used both as an adjective, where it means "formed or created with a specific purpose," and as an adverb, where it means "for the specific purpose or situation."

The World Bank's board on Friday ordered an ad hoc group to discuss the fate of President Paul Wolfowitz. (CNN)

This article originally appeared in
http://litreactor.com/columns/20-common-grammar-mistakes-that-almost-everyone-gets-wrong

20 Common Grammar Mistakes That (Almost) Everyone Makes
Column by Jon Gingerich January 31, 2012

I've edited a monthly magazine for more than six years, and it's a job that's come with more frustration than reward. If there's one thing I *am* grateful for — and it sure isn't the pay — it's that my work has allowed endless time to hone my craft to Louis Skolnick levels of grammar geekery.

As someone who slings red ink for a living, let me tell you: grammar is an ultra-micro component in the larger picture; it lies somewhere in the final steps of the editing trail; and as such it's an overrated quasi-irrelevancy in the creative process, perpetuated into importance primarily by bitter nerds who accumulate tweed jackets and crippling inferiority complexes. But experience has also taught me that readers, for better or worse, will approach your work with a jaundiced eye and an itch to judge. While your grammar shouldn't be a reflection of your creative powers or writing abilities, let's face it — it usually is.

Below are 20 common grammar mistakes I see routinely, not only in editorial queries and submissions, but in print: in HR manuals, blogs, magazines, newspapers, trade journals, and even best selling novels. If it makes you feel any better, I've made each of these mistakes a hundred times, and I know some of the best authors in history have lived to see these very toadstools appear in print. Let's hope you can learn from some of their more famous mistakes.

Who and Whom
This one opens a big can of worms. "Who" is a subjective — or nominative — pronoun, along with "he," "she," "it," "we," and "they." It's used when the pronoun acts as the subject of a clause. "Whom" is an objective pronoun, along with "him," "her," "it", "us," and "them." It's used when the pronoun acts as the object of a clause. Using "who" or "whom" depends on whether you're referring to the subject or object of a sentence. When in doubt, substitute "who" with the subjective pronouns "he" or "she," e.g., *Who loves you?* cf., *He loves me.* Similarly, you can also substitute "whom" with the objective pronouns "him" or "her." e.g., *I consulted an attorney whom I met in New York.* cf., *I consulted him.*

Which and That
This is one of the most common mistakes out there, and understandably so. "That" is a restrictive pronoun. It's vital to the noun to which it's referring. e.g., *I don't trust fruits and vegetables that aren't organic.* Here, I'm referring to all non-organic fruits or vegetables. In other words, I only trust fruits and vegetables that are organic. "Which" introduces a relative clause. It

allows qualifiers that may not be essential. e.g., *I recommend you eat only organic fruits and vegetables, which are available in area grocery stores*. In this case, you don't have to go to a specific grocery store to obtain organic fruits and vegetables. "Which" qualifies, "that" restricts. "Which" is more ambiguous however, and by virtue of its meaning is flexible enough to be used in many restrictive clauses. e.g., *The house, which is burning, is mine*. e.g., *The house that is burning is mine*.

Lay and Lie

This is the crown jewel of all grammatical errors. "Lay" is a transitive verb. It requires a direct subject and one or more objects. Its present tense is "lay" (e.g., *I lay the pencil on the table*) and its past tense is "laid" (e.g., *Yesterday I laid the pencil on the table*). "Lie" is an intransitive verb. It needs no object. Its present tense is "lie" (e.g., *The Andes mountains lie between Chile and Argentina*) and its past tense is "lay" (e.g., *The man lay waiting for an ambulance*). The most common mistake occurs when the writer uses the past tense of the transitive "lay" (e.g., *I laid on the bed*) when he/she actually means the intransitive past tense of "lie" (e.g., *I lay on the bed*).

Moot

Contrary to common misuse, "moot" doesn't imply something is superfluous. It means a subject is disputable or open to discussion. e.g., *The idea that commercial zoning should be allowed in the residential neighborhood was a moot point for the council.*

Continual and Continuous

They're similar, but there's a difference. "Continual" means something that's always occurring, with obvious lapses in time. "Continuous" means something continues without any stops or gaps in between. e.g., *The continual music next door made it the worst night of studying ever.* e.g., *Her continuous talking prevented him from concentrating.*

Envy and Jealousy

The word "envy" implies a longing for someone else's good fortunes. "Jealousy" is far more nefarious. It's a fear of rivalry, often present in sexual situations. "Envy" is when you covet your friend's good looks. "Jealousy" is what happens when your significant other swoons over your good-looking friend.

Nor

"Nor" expresses a negative condition. It literally means "and not." You're obligated to use the "nor" form if your sentence expresses a negative and follows it with another negative condition. "Neither the men nor the women were drunk" is a correct sentence because "nor" expresses that the women held the same negative condition as the men. The old rule is that "nor"

typically follows "neither," and "or" follows "either." However, if neither "either" nor "neither" is used in a sentence, you should use "nor" to express a second negative, as long as the second negative is a verb. If the second negative is a noun, adjective, or adverb, you would use "or," because the initial negative transfers to all conditions. e.g., *He won't eat broccoli or asparagus.* The negative condition expressing the first noun (broccoli) is also used for the second (asparagus).

May and Might

"May" implies a possibility. "Might" implies far more uncertainty. "You may get drunk if you have two shots in ten minutes" implies a real possibility of drunkenness. "You might get a ticket if you operate a tug boat while drunk" implies a possibility that is far more remote. Someone who says "I may have more wine" could mean he/she doesn't want more wine right now, or that he/she "might" not want any at all. Given the speaker's indecision on the matter, "might" would be correct.

Whether and If

Many writers seem to assume that "whether" is interchangeable with "if." It isn't. "Whether" expresses a condition where there are two or more alternatives. "If" expresses a condition where there are no alternatives. e.g., *I don't know whether I'll get drunk tonight.* e.g., *I can get drunk tonight if I have money for booze.*

Fewer and Less

"Less" is reserved for hypothetical quantities. "Few" and "fewer" are for things you can quantify. e.g., *The firm has fewer than ten employees.* e.g., *The firm is less successful now that we have only ten employees.*

Farther and Further

The word "farther" implies a measurable distance. "Further" should be reserved for abstract lengths you can't always measure. e.g., I *threw the ball ten feet farther than Bill.* e.g., *The financial crisis caused further implications.*

Since and Because

"Since" refers to time. "Because" refers to causation. e.g., *Since I quit drinking I've married and had two children.* e.g., *Because I quit drinking I no longer wake up in my own vomit.*

Disinterested and Uninterested

Contrary to popular usage, these words aren't synonymous. A "disinterested" person is someone who's impartial. For example, a hedge fund manager might take interest in a headline regarding the performance of a popular stock, even if he's never invested in it. He's "disinterested," i.e., he doesn't seek to gain

financially from the transaction he's witnessed. Judges and referees are supposed to be "disinterested." If the sentence you're using implies someone who couldn't care less, chances are you'll want to use "uninterested."

Anxious

Unless you're frightened of them, you shouldn't say you're "anxious to see your friends." You're actually "eager," or "excited." To be "anxious" implies a looming fear, dread or anxiety. It doesn't mean you're looking forward to something.

Different Than and Different From

This is a tough one. Words like "rather" and "faster" are comparative adjectives, and are used to show comparison with the preposition "than," (e.g., greater than, less than, faster than, rather than). The adjective "different" is used to draw distinction. So, when "different" is followed by a preposition, it should be "from," similar to "separate from," "distinct from," or "away from." e.g., *My living situation in New York was different from home.* There are rare cases where "different than" is appropriate, if "than" operates as a conjunction. e.g., *Development is different in New York than in Los Angeles.* When in doubt, use "different from."

Bring and Take

In order to employ proper usage of "bring" or "take," the writer must know whether the object is being moved toward or away from the subject. If it is toward, use "bring." If it is away, use "take." Your spouse may tell you to "take your clothes to the cleaners." The owner of the dry cleaners would say "bring your clothes to the cleaners."

Impactful

It isn't a word. "Impact" can be used as a noun (e.g., *The impact of the crash was severe*) or a transitive verb (e.g., *The crash impacted my ability to walk or hold a job*). "Impactful" is a made-up buzzword, colligated by the modern marketing industry in their endless attempts to decode the innumerable nuances of human behavior into a string of mindless metrics. Seriously, stop saying this.

Affect and Effect

Here's a trick to help you remember: "Affect" is almost always a verb (e.g., *Facebook affects people's attention spans*), and "effect" is almost always a noun (e.g., *Facebook's effects can also be positive*). "Affect" means to influence or produce an impression — to cause hence, an effect. "Effect" is the thing produced by the affecting agent; it describes the result or outcome. There are some exceptions. "Effect" may be used as a transitive verb, which means to bring about or make happen. e.g., *My new computer effected a much-*

needed transition from magazines to Web porn. There are similarly rare examples where "affect" can be a noun. e.g., *His lack of affect made him seem like a shallow person.*

Irony and Coincidence

Too many people claim something is the former when they actually mean the latter. For example, it's not "ironic" that "Barbara moved from California to New York, where she ended up meeting and falling in love with a fellow Californian." The fact that they're both from California is a "coincidence." "Irony" is the incongruity in a series of events between the expected results and the actual results. "Coincidence" is a series of events that appear planned when they're actually accidental. So, it would be "ironic" if "Barbara moved from California to New York to escape California men, but the first man she ended up meeting and falling in love with was a fellow Californian."

Nauseous

Undoubtedly the most common mistake I encounter. Contrary to almost ubiquitous misuse, to be "nauseous" doesn't mean you've been sickened: it actually means you possess the ability to produce nausea in others. e.g., *That week-old hot dog is nauseous.* When you find yourself disgusted or made ill by a nauseating agent, you are actually "nauseated." e.g., *I was nauseated after falling into that dumpster behind the Planned Parenthood.* Stop embarrassing yourself.

If you're looking for a practical, quick guide to proper grammar, I suggest the tried-and-true classic *The Elements of Style*, by William Strunk, Jr. and E. B. White. A few of these examples are listed in the book, and there are plenty more. Good luck!

Column by Jon Gingerich

Jon Gingerich is editor of O'Dwyer's magazine in New York. His fiction has appeared in Keyhole Journal, New York Press and London's Litro magazine, among others. He currently writes about politics and media trends at www.odwyerpr.com. Some of his published fiction can be found at www.jongingerich.com

Myths About Learning

Will Rogers once said, "It isn't what people don't know that hurts them. It's what they do know that just ain't so." All of us – teachers, parents, and students – retain outdated ideas about learning that are based largely on our previous experiences in school. Modern brain science has helped steer us in the right direction.

Here are a few of the biggest myths:

Basic Facts Come Before Deep Learning

This one translates roughly as, "Students must do the boring stuff before they can do the interesting stuff." Or, "Students must memorize before they can be allowed to think." In truth, students are most likely to achieve long-term mastery of basic facts in the context of engaging, student-directed learning.

Rigorous Education Means a Teacher Talking

Teachers have knowledge to impart, but durable learning is more likely when students talk, create, and integrate knowledge into meaningful projects. The art of a teacher is to construct ways for students to discover.

Covering It Means Teaching It

Teachers are often seduced by the idea that if they talk about a concept in class, they have taught it. At best, students get tentative ideas that will be quickly forgotten if not reinforced by a student-centered activity.

Teaching to Student Interests Means Dumbing It Down

If we could somehow see inside a student's brain, its circuitry would correspond to its knowledge. Since new learning always builds on what is already in the brain, teachers must relate classroom teaching to what students already know. Teachers who fail to do so, whether due to ignorance or in pursuit of a false idea of rigor, are running afoul of a biological reality.

Acceleration Means Rigor

Some schools accelerate strong students so that they can cover more material. Schools in the Independent Curriculum Group are more likely to ask such students to delve deeper into important topics. Deep knowledge lays a stronger foundation for later learning.

A Quiet Classroom Means Good Learning

Students sitting quietly may simply be zoned out -- if not immediately, then within 15 minutes. A loud classroom, if properly controlled, includes the voices of many students who are actively engaged.

Traditional Schooling Prepares Students for Life
Listening to teachers and studying for tests has little to do with life in the world of work. People in the work world create, manage, evaluate, communicate, and collaborate.

This article originally appeared in
http://schoolsofthought.blogs.cnn.com/2012/06/07/keeping-students-sharp-through-summer/

NB: Short film on the web site

Keeping students sharp through summer
By Carl Azuz, CNN
(CNN) Call it the summer slide, the seasonal slump, the brain drain or the summer slowdown. Just don't call it new: The two-month period when students lose some of their academic edge has been observed for over a century. The good news here is that experts and parents have come up with a number of ways to keep kids sharp through the summer, and we're sharing some of them with you here.

Learn something new
"We would all expect an athlete's or a musician's performance to suffer if they took a long break from practice, and the same is true for our nation's young people," says Ron Fairchild, founder of the Smarter Learning Group.

One way to keep your student's brain in shape is to keep the learning going. It doesn't have to be out of a textbook. Swimming or SCUBA or horseback riding lessons, practicing a language while driving to your vacation destination – it all counts.

In a summer camp – particularly an outdoor one – kids take part in activities they might not otherwise do. Some learn how to build a fire; some learn to paddle a canoe; some team up to complete a rope course. (And even if students learn they can't actually trust others in a "trust fall," they've still learned something, right?)

Picking up a new instrument can also help keep kids engaged with learning, and there are many studies linking music with mathematics. So if your child has always wanted to play guitar or drums (heaven help you), summer may be the perfect time to do it.

Leverage learning on vacation
Everyone wants to have fun over the summer, and the beach, water parks and theme parks can help provide it. But challenging your student to find out a few facts about tides or amusement ride physics can bring in elements of academics and application.

And while the theme park is fine, consider visiting a national park as well. Why? Because people have to learn something about it to get the most out of the visit. Whether that includes facts about California's redwoods or the Colorado River or butterflies at a Florida garden, these locations are nature's libraries. And the National Park Service has a searchable website of all the parks in the country, so you can easily find what's available near you.

A zoo is also a good spot, especially when students are encouraged to read the pamphlets or signboards about the animals they see.

Read
This brings us to reading, in general. This can be a tough one, especially since students are forced to read throughout the school year and may not have it at the top of their summer fun list. But reading doesn't have to include William Shakespeare or the biography of – well, anyone.

Whether it's a book for adolescents, a magazine or even a comic book, it's great for students to routinely pore over the printed word. (It may be best to avoid reading on a computer, tablet or smartphone, though, as these devices come with games and other distractions.)

Reading regularly can also smooth out the transition back to textbooks in the

new school year. Experts say starting with a minimum – say 30 minutes every day – is a good idea. And many students will find that they'll want to exceed the allotted time, which is even better.

Up your game(s)
It's ironic that many of the games that are lower-tech are often better for learning. We've reported before on how Boggle, Scrabble and Bananagrams are good for spelling; they're good exercise for the brain in general. And while many students will tell you that Monopoly can't compete with Modern Warfare, there are distinct values in the family time and basic business fundamentals that accompany the board game.

One thing you don't want to do is to let the summer drain away under the glare of a TV. Interacting with your students and finding activities that they can learn from will keep their brains active through the dog days, and it may give them an advantage in their new classes while some of their friends are still catching up.

This article originally appeared in
http://hechingered.org/content/how-summer-increases-the-achievement-gap_5072/

How summer increases the achievement gap

As I was visiting a school in Delaware last month, an elementary school principal ushered me over to his computer to show me a graph that distressed him. It traced how one of his students, who came from a poor family, had progressed over the course of two years.

A test taken in September of the previous school year was a low point. Then, the student's achievement level leapt upward in remarkable increments, to a high point in the spring. But by the next fall, the student's achievement level had sunk again, back toward the point where he had started the previous year. The principal named the culprit: Summer.

Much of the discussion about the wide discrepancies in educational achievement between poor and affluent students is focused on what schools and teachers should be doing to close it. But researchers are gathering more evidence suggesting that summer—when students are typically out of contact with their schools and teachers—is one of the root causes of the gap.

At the Education Writers Association annual conference last week, a panel of researchers and educators, moderated by *Education Week*'s assistant managing editor-online, Kathleen Kennedy Manzo, discussed how summer affects student learning, and what to do about it.

"When kids return to school in the fall, on average they've slipped by about a month from where they were in the spring," said Catherine Augustine, a senior policy researcher at the RAND Corporation, a nonprofit research group, and co-author of a report released last year on summer learning programs. But, she added, the averages mask significant differences between poor children's summer learning loss compared to that of their wealthier peers.

More advantaged children tend to stay at the same achievement level, or even make gains, over the course of the summer, Augustine said: "They're reading, they're being read to, they're going to fancy camps."

In contrast, poor children fall far behind. "Low-income kids are less likely to be going to those camps," she said. "They're more likely to be playing video games, watching TV, and staying indoors, particularly if they live in unsafe neighborhoods."

She added that the discrepancies between the two groups are perpetuated summer after summer, helping to increase the achievement gap as children grow older. (She also noted, however, that both low-income and high-income children lose ground in math over the summer during the elementary school years.)

The panelists did not necessarily recommend year-round school, however. Many parents dislike the idea, and there is still little research on whether cutting out summer vacation entirely actually helps shrink the achievement gap.

Instead, schools and community groups should work together to create

programs that are both fun and educational, said Gary Huggins, CEO of the National Summer Learning Association. Rather than being "remedial and punitive," he suggested school districts create programs that low-income students actually want to attend.

"It's not just about more school," Huggins said. "Programs have to be engaging and innovative."

Ideally, he suggested, summer school might become a laboratory for experimental strategies—like hands-on activities, field trips, theme-based curricula and Socratic teaching methods—that schools can also incorporate into the regular academic year.

Kathryn LeRoy, who oversees the extended summer learning program for the Duval County Public Schools in Florida, said her district is already doing some of that experimentation. Using federal funds, the Duval district, which encompasses Jacksonville, expanded and renamed its summer school program "The Superintendent's Academy." Administrators then conducted walks through local public housing projects to recruit low-income families. The program, which targets struggling students, now includes music, dance, physical education, field trips and partnerships with local camps, not just reading and math classes, LeRoy said.

So far, the schools with students involved in the program have seen remarkable gains, she added, going from Ds and Fs on their state report card to As and Bs. "Our gut tells us that summer absolutely had a part to play in the achievement we're seeing in in those elementary schools," she said.
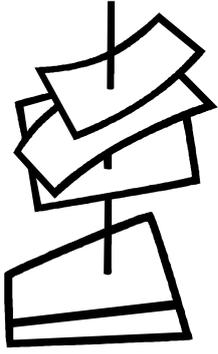
REFLECTIONS ON THE TEACHING TURKISH AS A FOREIGN LANGUAGE DIPLOMA PROGRAM BY THE YUNUS EMRE INSTITUTE
6 December 2011

Summarized by Prof. Dr. Aydan Ersöz

On December 6, 2011, I ran two different sessions on teaching Turkish as a foreign language at the Diploma Program that Yunus Emre Institute held in Ankara. The program aimed to train Turkish teachers to teach Turkish as a foreign language. The participants were Turkish teachers who would be stationed in different countries such as Kosovo, Russia, Syria, Iran and Georgia.

My sessions were: Teaching Turkish with an Integrated Approach, and Sample Lessons. The first session was more theory based, and the second session contained demo lessons where the participants acted like the students. As the feedback, all the participants said that they thought the sessions were highly beneficial as they showed how to teach language as a whole.

In the first session, we also talked about what teachers bring to the teaching/learning process. Below you can find a short summary of this part of the session.

Learning is defined as the act, process, or experience of gaining knowledge or skill. Learning is a quantitative increase in knowledge or skill which can be retained and used as necessary. It is storing information that can be reproduced. As humans, we can CONSTRUCT new learning on already existing knowledge and/or experience.

We learn because:
 • We are curious,
 • We are in need,
 • We are interested,
 • We are motivated.

In any case, we learn as a result of our own initiative; not because someone else wants us to learn. As learners, we are NOT passive recipients of knowledge or information.

Genuine learning cannot occur simply by instruction, without acts of thinking and understanding. The acts of thinking and understanding involve discovery by our minds. The understanding of ideas, once acquired, has maximum durability. What is understood cannot be forgotten because it is a habit of the intellect, not something remembered.

Often students think of language teachers mainly as people who know everything about the language they teach and explain it all to students. In this way of thinking, the English teacher is a "sage" - more or less like Confucius - and the main role of the teacher is to give her/his knowledge to students. However, knowledge does not belong to a teacher who is supposed to deliver it. Thanasoulas (2002) claimed that teaching process is not a linear sequence of events but a dynamic phenomenon, whereby the teacher, who is more

knowledgeable, is called upon to act, among other things, as a mediator, influencing and being influenced by the students, who happen to lack this knowledge. In any case, as humans, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

The main reason is that learning a language doesn't just involve gaining knowledge. An equally important part of learning a language is developing skills, and skills can only be developed by practice. Just as a coach can't make someone a good runner just by explaining how to run, a language teacher can't

make students good speakers (readers, writers, etc.) of that language just by explaining the rules to them. Instead, like a coach, a teacher must help students learn how to practice effectively, and also encourage them to practice a lot - even when the teacher is not around. In other words, language teachers can't just stuff students with the knowledge of the language, one student at a time, one word at a time, one grammar structure at a time, and so forth. They also need to do three things:

1) They need to make the language study as interesting and attractive as possible - so that students will want to "feed" themselves.

2) They need to teach students how to study the language effectively - so that students will know how to feed themselves.

3) They need to help students' develop their own plan for studying the language, and help students keep their plans - and their interest- alive.

Students need to know it is up to them to feed themselves - and not always wait for a teacher to stuff them.
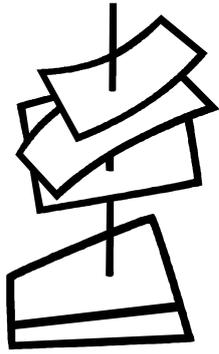
REFLECTIONS ON THE IN-SERVICE TRAINING SEMINARS "ENGLISH LANGUAGE TEACHING CURRICULUM, METHODOLOGY AND TECHNIQUES" HELD BY THE MINISTRY OF EDUCATION IN RIZE

12 -16 December 2011

Summarized by Prof. Dr. Aydan Ersöz

The English teachers in Rize were all called to the Ministry of Education's in-service training seminars on "English Language Teaching Curriculum, Methodology and Techniques". The seminar was held between 12 and 16 December 2011. 20 Teacher trainers from the Ministry and universities

The Opening Ceremony

worked in this program. As usual, I took part in these seminars on behalf of INGED and gave different sessions on various topics.

**Session Time with
the extremely enthusiastic teachers in Rize**

A Session from the Rize Seminar: Developing Writing Skills
by Prof. Dr. Aydan Ersöz

Speaking and writing have a lot in common. They are both productive skills and major sources of output. They are the means of getting our message across, communicating, and making ourselves understood.

Writing is a process where writers encode meaning and purpose to be decoded in written texts.

We speak and write
- for ourselves (diary or journal keeping; inner voice; monologues; etc.), and
- for others (dialogs, conversations, notes, text-messages, blogs, etc.)

In many English language classrooms less time is devoted to speaking and writing skills than to reading and listening. Speaking activities are skipped; and, writing activities are given as homework.

There are numerous reasons for this:
- Writing and speaking are seen as time-consuming. Teachers do not want to waste valuable classroom time on these.
- Writing and speaking are productive skills. Teachers do not want to deal with correction of the products.

- Learners usually have a negative perception of speaking and writing activities. They see them as being something tiring and boring, or maybe a "waste of time".
- Students do not have enough background (cognitive and linguistic) to produce an oral or written work. They feel reluctant to talk or write.
- When speaking is the case, students feel really shy. They do not want to lose face in front of other students.
- When writing is the case, they feel lazy because they do not have good writing habits in their own language either.

Why don't students want to participate in SPEAKING and/or WRITING activities?
- Students don't have an opinion on the subject.
- Students have an opinion, but are worried about what the other students might say or think.
- Students have an opinion, but don't feel they can express *exactly* what they mean.
- Students begin expressing their message, but want to state it in the same eloquent manner that they are capable of in their native language.
- Other, more actively participating students, feel confident in their opinions and express them eloquently making the less confident students more timid.
- When writing is the case, the more basic you get with your writing students, the better. Begin with sentence level, move to paragraph level, and then to composition or essay writing.

Language learners need to realize that _writing_ involves three areas of knowledge:
- Mechanics (spelling, punctuation, grammar, and vocabulary): Using the right words in the right order with the correct spelling and punctuation.
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (beginning, ending, choice of words, formality level): understanding how to take into account who is writing to whom, in what circumstances, about what, and for what reason.

We can overcome most of the problems that our students encounter in writing by giving them pre-activities such as observing, brainstorming, using graphic organizers, making/taking notes, making lists, talking to others, and reading/listening about the topic.

Some activity types are:
Drawing and sketching;
Note-taking/note-making;
Dictation;
Sentence/paragraph completion;
Crossword Puzzles;
Word Hunt Activities;
Cloze passages;
Filling-in forms;
Poetry, and poems;
Descriptions;
Stories, and personal anecdotes;
Diary/journal keeping;
Cartoon captions, and speech bubble completion;
Reports;
Invitations;
Phone messages or text messages, and tweets;
Short messages;
E-mails;
Posters;
Cards;
Ads, and campaign mottos;
Jokes;
Recipes, etc.

Process writing consists of the following stages:
- *Brainstorming*: Thinking through a topic using a graphic organizer or planning tool.
- *Planning stage:* Once the ideas are put randomly on the board, it is now time to eliminate some and organize the rest of the ideas as "main support" and "example"; in other words, **plan** the writing. While producing the plan, it is quite normal for the students to add or delete information. Actually, they keep adding and deleting till the final

product is reached.

- *Writing the Rough draft*: Putting words and ideas onto paper without fear of perfection.
- **Editing**: (Teacher editing; Peer-editing; Self-editing) Editing refers to "**what you write**"; i.e., organization and content. The writing should be checked for the following points.

  Is there a thesis? / Is the thesis clear?

  Is the introduction interesting for the reader?

  Are the developmental paragraphs relevant to the thesis (unity)?

  Are the ideas supported well? Are there enough examples / details?

  Are the transitions chosen correctly? Are they in the right place (coherence)?

  Does the conclusion have a summary?
- *Proof-reading:* Proof-reading refers to "how you write". While proof-reading, the paper is checked for any spelling, punctuation mistakes, lack of parallelism in the structures, flaws in the style (formal/informal), and grammar mistakes.
- *The final product*

As Cumming (2002) stated, writing is too important to be neglected as writing instruction can be effective in raising proficiency in a number of areas.

ARE YOU AND YOUR STUDENTS WORKING ON PROJECTS?
WOULD YOU LIKE TO SHARE THESE WITH US?

CONTACT THE EDITOR (suzanoni@metu.edu.tr)
ON FORMATTING DETAILS.
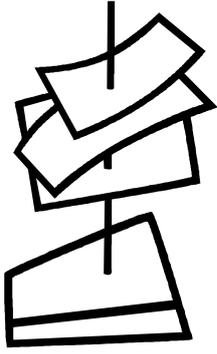
REFLECTIONS ON A SEMINAR AT 9 EYLÜL UNIVERSITY

19 December 2011

Summarized by Prof. Dr. Aydan Ersöz

Upon an invitation from the administration of the Foreign Languages School, 9 Eylül University, I gave a two-hour seminar on December 19, 2011. All instructors joined the seminar. The group was highly motivated and enthusiastic so it became a pleasure for me to deliver my presentation. We talked, discussed, laughed and thought a lot together as we reflected on our practices in the classroom. The session started at 13:30 and finished at 15:30.

Below you can find a short summary of the session which was very colorful and fun because of (or thanks to the) the contributions of our colleagues at the university.

Teaching is defined as imparting knowledge or skill to someone. Teaching is causing someone to learn by providing knowledge, example or experience, facilitating learning, and setting the conditions for learning.

Hence, the value of teaching is evaluated in relation to the quality of learning that it triggers. If the teaching does not result in learning, we cannot talk about 'teaching'.

Teaching is not a productive art; hence, teachers are not like artists or craftsmen like carpenters. They do NOT shape or transform raw materials into the desired objects.

Most teachers have a tendency of using the *teacherese* saying "I have covered ...", "I am behind the syllabus...", "Some of the students fell behind.", "I am ahead of the syllabus...", "We couldn't finish that.", etc.

In this strange language, the ideas, concepts and skills are treated as objects as if they were tangible, things that can be seen, touched and given-and-taken. Teachers who use this language see themselves as tour operators or tourist guides whose job it is merely to move the passengers (the learners, in our case) quickly through the landscape, urging them to pick up these 'things' at all the milestones and pit stops until they have covered all the important points, and arrived at your final destination.

The teacher is driving a busload full of students at full speed along a road in a race between the students and the clock ticking away. In this metaphor, the teacher feels glorious upon reaching the final destination but fails to see that most passengers feel carsick or extremely tired and have failed to enjoy the trip or remember anything from it.

In a journey like this, there's no time to look at the view, no time to enjoy the ride, and no time to do anything other than hang on tight, and keep going at a pre-determined speed in the direction decided by a person who may or may not be in control until you reach your destination. No one cares whether you enjoy the trip or not; the only worry that your tour operator or tourist guide has is sticking to the program.

However, learning isn't - or shouldn't be - a race. The concepts and skills that the learners are expected to develop are complex and non-tangible. Knowledge isn't external to humans; it is also a part of their inner self and reflects our own experiences. It takes time to understand the new ideas and concepts that we encounter in order to make sense of them and, importantly, relate to our own knowledge, experience and ideas.

Teachers do not merely transmit knowledge and information. If they did, they would only be in pursuit of memorization. Memory is a by-product of sense-perception; understanding (or making sense), on the other hand, is an act of the intellect.

In order to learn, we need to use the language to do things. We need to take responsibility for our own learning. Teachers should help us to acquire key skills and learning strategies for using available resources and taking every opportunity to learn according to our own needs and interests at our own pace.

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.
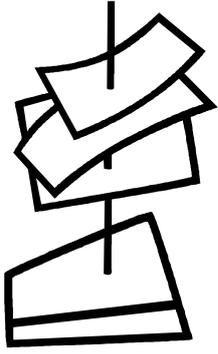
REFLECTIONS ON THE TEACHING TURKISH AS A FOREIGN LANGUAGE DIPLOMA PROGRAM BY THE YUNUS EMRE INSTITUTE

5 March 2012

Summarized by Prof. Dr. Aydan Ersöz

On 5 March 2012, I ran two different sessions on teaching Turkish as a foreign language at the Diploma Program that Yunus Emre Institute held in Ankara. The program aimed to train Turkish teachers to teach Turkish as a foreign language. The participants were Turkish teachers who would be

stationed in different countries all over the western and eastern Europe and some Arabic countries.

My sessions were: Teaching Turkish with an Integrated Approach, and Sample Lessons. The first session was more theory based, and the second session contained demo lessons where the participants acted like the students. We also talked about different learning styles. Below you can find a short summary of this part of the session.

As teachers we all know that each person has different learning styles and techniques or has a mix of learning styles. Some people may have a dominant style of learning, with far less use of the other styles. Others may use different styles in different circumstances. There is no right mix. Nor are our learning styles fixed. We can develop ability in less dominant styles, as well as further develop styles that we already use well. Our learning styles not only guide the way we learn but they also change the way we internally represent experiences, the way we recall information, and even the expressions we choose.

Although there are a number of different learning-style models, they all

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focus on the process of learning - how individuals absorb information, think about information, and evaluate the results.

The *Index of Learning Styles* developed by Richard Felder and Linda Silverman in the late 1980s covers four dimensions of learning styles. These dimensions are a continuum with one learning preference on the far left and the other on the far right. Hence, the learner can be anywhere on this continuum.

Sensory	←→	Intuitive

Sensory learners prefer concrete, practical, and procedural information. They look for the facts.

Intuitive learners prefer conceptual, innovative, and theoretical information. They look for the meaning.

Visual	←→	Verbal

Visual learners prefer graphs, pictures, and diagrams. They look for visual representations of information.

Verbal learners prefer to hear or read information. They look for explanations with words.

Active	←→	Reflective

Active learners prefer to manipulate objects, do physical experiments, and learn by trying. They enjoy working in groups to figure out problems.

Reflective learners prefer to think things through, to evaluate options, and learn by analysis. They enjoy figuring out a problem on their own.

Sequential	←→	Global

Sequential learners prefer to have information presented linearly and in an orderly manner. They put together the details in order to understand the big picture emerges.

Global learners prefer a holistic approach. They see the big picture first and then fill in the details. They need to relate the new information to what they already know.

According to the **Kolb Learning Style Inventory,** there are four different types of learners.

■ CONVERGER (Abstract Conceptualization + Active Experimentation)
This person's greatest strength lies in the practical application of ideas. A person with this style seems to do best in those situations where there is a single correct answer or solution to a question or problem and can focus on specific problems or situations.

■ DIVERGER (Concrete Experience + Reflective Observation)
Divergers have characteristics opposite from convergers. Their greatest strengths lie in creativity and imaginative ability. They excel in the ability to view concrete situations from many perspectives. They are interested in people and tend to be emotional.

■ ASSIMILATOR (Abstract Conceptualization + Reflective Observation)
This person's strength lies in the ability to understand and create theories. A person with this learning style excels in inductive reasoning and in synthesizing various ideas and observations into an integrated whole. For this person it is more important that the theory be logically sound and precise.

■ ACCOMMODATOR (Concrete Experience + Active Experimentation)
Accommodators are polar opposites form Assimilators. Their greatest strengths lie in carrying out plans and experiments and involving themselves in new experiences. They are risk-takers and excel in those situations requiring quick decisions and adaptations. They often solve problems in an intuitive trial and error manner, relying heavily on other people for information.

Teachers who have an understanding of their students' learning styles are able to adapt their teaching techniques appropriately. Teachers can introduce a variety of appropriate teaching techniques into their classes; hence, they are more likely to motivate and engage students into learning.

Teachers may use inventories and/or checklists to identify the learning styles of their students. They can verify the results by using their classroom observations. Learners should also be informed about the results.

Teachers can help their students understand how they naturally take in and process information; hence they will go a long way toward making them life-long learners.

By knowing how they learn, students can achieve higher grades and have more positive attitudes about their studies, greater self-confidence, and more skill in applying their knowledge in courses.

Our Annual International Conference will be held in 2013. We are always eager to receive proposals on the research findings that you have arrived at or practical ideas that you have used in your classes. The INGED Conferences are also a very good opportunity for our younger colleagues who may be a little shy to present their findings or ideas before an international audience.

Maybe this autumn will be a good time to start planning for this conference...
Why not start thinking about ideas for the conference in 2013???

We wish you all a happy summer and fruitful ideas especially for those of you who are making plans for the next semester.
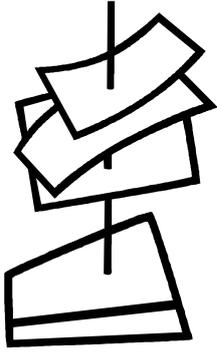
REFLECTIONS ON THE EXPRESS PUBLISHING SEMINAR

A FRESH APPROACH:
"Bringing Learning to Life"
by Tom Bradbury

A Workshop at Özel Arı Okulları, Ankara

15 March 2012
Summarized by Afife Dağcı

I was greatly impressed by the vivid and lively presentation of the material. Also the participants were provided with a lot of useful ideas to use in the classroom (web resources, all kinds of creative activities that can help interacting with the students.)

1. Hello, Hello! (Photos/Song Activity to Introduce Yourself to a New Class)

It was a great introduction activity for all age groups. The trainer introduced some photographs of people and some numbers and said that they were his photos and the numbers were related to him and his life. Actually he had made a presentation about himself. The participants tried to find out where he was, how old he was in those photos or what his

hobbies were, how long he has been teaching etc. by asking some questions. As the young learners are always interested in "the teacher outside the classroom," it can be fun if the teachers use this activity in their classes because the students get to know the teacher. There were some photos from a trip in this presentation. This was a good idea because students are usually interested in travelling. Finally, the activity was combined with a rap song which was easy to learn how to sing.

Hello, Hello!
What is your name?
Hello, Hello!
How are you?
Hello, Hello!
Where are you from?
Hello, Hello!
What do you like?
Hello! My name is Tom.
I am a teacher.
And a web designer, too.
I taught French many years ago.
But for the last 10 years I've been at the
Lewis School.
I love music, travel and nature,
And I'm getting into squash, too.
What about you? You ? You?   You?

2. **YELLOW PAGES AD (The importance of body language, rhythm and emphatic stress.)**

Using the Yellow Pages Ad, the trainer had the participants watch the ad "THE HAIRCUT" with no sound.
http://www.youtube.com/watch?v=Zyax-iZBk8

Then we were asked to indicate sentences about some scenes and then we were asked to make a story about the ad, working in pairs. When we were allowed to watch the ad with sound, to our surprise we saw that we had been completely mistaken and the ad had a surprising story. We recognized that reading body language is not an exact science and no single body language sign is a reliable indicator.

The most important thing we saw was that a commercial on the yellow

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pages can be useful and great fun in the classroom. The trainer gave some examples of emphatic stress and practised how the stress can be changed from the principal noun to another content word such as an adjective (big, difficult, etc.), intensifier (very, extremely, etc.) to emphasize the selected word. Just as in the examples of the ad "THE HAIRCUT" this emphasis calls attention to the extraordinary nature of what you want to emphasize.

I know this haircut has nothing to do with you

but my sister is watching outside and I want her to think that you did it .

So you sort out this terrible mess for me

And I will.

You're very, very nice people. Thank you.

One, two or more words can be stressed if the word contains the idea the speaker wishes to call attention to, if the word repeats or reinforces another idea, and if the word is an answer to a particular question.

3. TIME BALLET (An active way to practise telling the time.)
Teaching a child to tell time is not an easy thing; neither is learning to tell time. The best way to teach a child to read the clock is to practise with a variety of activities. Here is an active way to practise telling the time: Playing Blue Danube, Johann Strauss II at
http://www.youtube.com/watch?v=7ze547PCy9M the students are asked to

stand up and shape their arms symbolizing clock times appropriately.
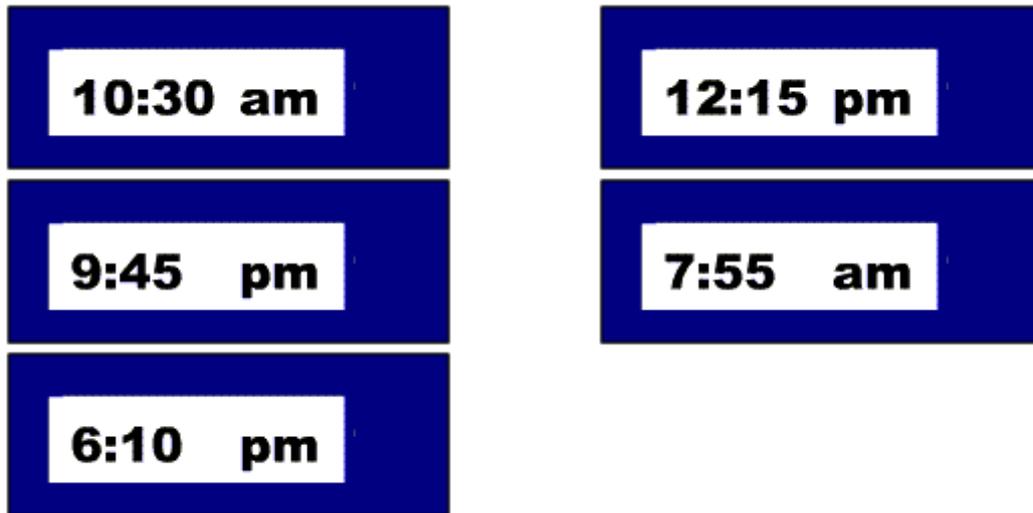
4. CELEBRITIES- BEFORE & AFTER

An interesting look at celebrity photos. You can use the photos of celebrities mostly used in magazines, posters. Everyone worships stars and thinks they are perfect. Some may be more attractive than the average person (and is therefore famous) but most have the help of top-shelf make-up artists, photoshop and world-class celebrity cosmetic surgery. Celebrity cosmetic surgery is huge in Hollywood. Sometimes you might ask yourself how they looked when they were young. Here you can see some examples ...
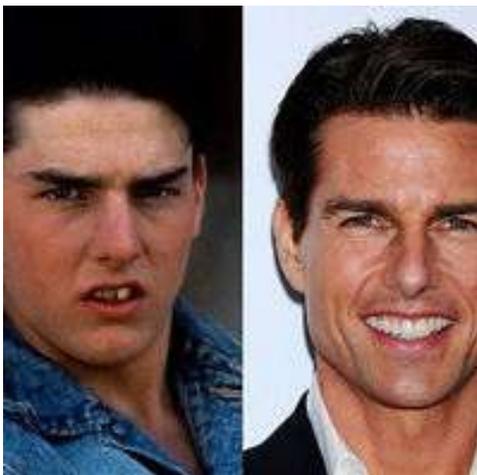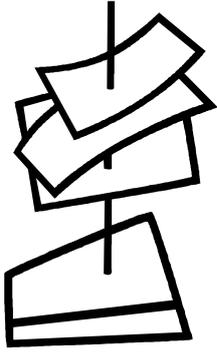
This is a Picture Activity and can be used to practise:

- ✓ Modal Verbs of speculation
- ✓ Comparatives
- ✓ Used to
- ✓ Present perfect to describe changes
- ✓ Vocabulary of description

REFLECTIONS FROM YÜCE SCHOOLS FOREIGN LANGUAGES CONFERENCE

17 March 2012
Summarized by
Sevgi Tunçer and Hülya Özuğur

Yüce Schools' continuous endeavour to better educate our students and serve the community we live in resulted with implementation of Differentiated Instruction.

In most classrooms, some students struggle with learning, others perform well beyond grade-level expectations, and the rest fit somewhere in between. Within each of these categories of students, individuals also learn in a variety of ways and have different interests. **To meet the needs of a diverse student population, we differentiate instruction.** (ERIC Digest: Tomlinson, Carol Ann)

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. **Content:** What the student needs to learn or how the student will get access to the information;
2. **Process:** Activities in which the student engages in order to make sense

of or master the content;

3. Products: Culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and

4. Learning environment: The way the classroom works and feels.

As Yüce Schools, at our 7th Conference, with **different** speakers and with different teachers from different colleges, universities, state schools we shared how to **differentiate.**

Following is the summary of the plenaries prepared by Sevgi Tunçer and Hülya Özuğur.

We hope your different ways will make a difference in the lives of different students.

Yüce Schools Conference Organising Committee

Plenary 1
Speaker: Dr Annamaria Pinter
Differentiated learning – links with autonomy and learning strategies

"This talk will address my own understanding of differentiated learning. I will link it to learning strategies and learner autonomy. I will be focussing on practical activities that can be implemented in EFL or other language classrooms. The audience will have a chance to 'experience' some of the activities/tasks and reflect on their benefits in terms of promoting differentiated learning."

She spoke about differentiated instruction. First of all she asked the

participants some questions like their ages, expectations, and their teaching level. She started her speech with the "What is differentiation?" slide. She especially underlined that "where ever you work, students are always different and differentiated instruction is important"

During her speech she used some picture stories and videos, which teachers can also use in their classrooms. She showed a video to the participants and asked them to write five key sentences as a task. She mentioned the subject "How to differentiate?" She talked about classroom management and said that breaking down the class into groups is useful.

In summary, she underlined the teacher's role in differentiated instruction and added that it is very important. She also indicated that differentiated instructions make the class a much better place. She gave useful tips that teachers can use in the classroom.

Plenary 2
Speaker: Deborah Blaz
Differentiated Instruction

"This webinar format talk will, after a short discussion of what a differentiated classroom should do, demonstrate several useful strategies for a differentiated classroom, with a focus on management of tasks, differentiating more than just homework (content-process-product), and finish with suggestions

on how to differentiate assessment. Useful documents will be posted on the Internet for the future reference of participants."

This part was a webinar. Deborah Blaz was attending the conference from America. Her speech was about differentiated instruction. The presenter started her speech with a Casino game. She asked some true/false questions. The participants answered the questions. In relation with these

questions she explained differentiated instruction. She said "if you go fishing, do you stick something that you like, or the fish likes on the fishing line?" this sentence was the whole summary of her speech. She also underlined the importance of classroom management, clear instructions of expectations and assessments.

Plenary 3
Speaker: Meghan Beler
Undestanding and Working with Multiple Intelligences

"This practical session gives an overview of and allows teachers to reflect on their own understanding of multiple intelligences and how different preferences for learning should be taken into account by teachers. We will experience and analyse some practical classroom activities that meet the needs of different types of students in a dynamic classroom environment."
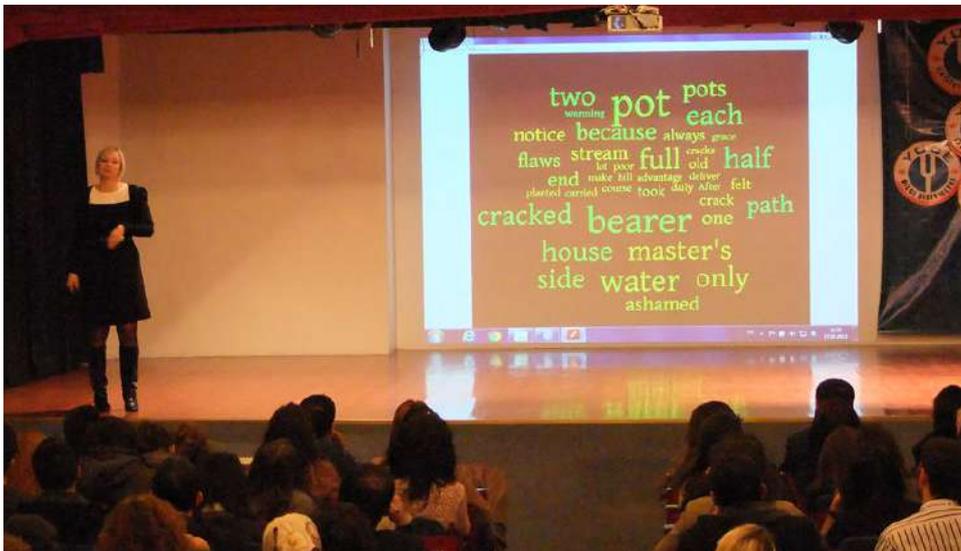
The speaker talked about multiple intelligences. She said that everybody has different areas of interest and different point of views.
Accordingly, she asked the participants some questions:
Do you like music? Why/Why not?
What kind of person is the singer?
What kind of person would put this song on its iPod?

She also asked the participants some yes-no questions about multiple intelligence. She indicated that everybody has different areas of interest and this has to be taken into account while teaching.
**Plenary 4**

Speaker: Patrick Shortt
Emotional Intelligence in the Foreign Language Classroom

"According to Daniel Goleman, emotional intelligence is a far more important factor in professional success than a person's I.Q. Furthermore, how we handle our emotions is fundamental to academic success and to other areas of life. Given the importance of EQ in our lives, shouldn't we as teachers be incorporating elements of emotional intelligence in our classroom? In this workshop we shall be exploring these issues further as well as discovering some practical activities that we can use to develop both our students language skills and their awareness of the role of affect in our daily lives."

The speaker talked about multiple intelligence. He let the participants watch a video about multiple intelligence. He mostly worked with the participants during his speech. He made activities with them to underline the importance of multiple intelligence. For example; He asked the participants to stand up. Everyone had a pair. He showed a picture. One person was looking at it while the other was not. The participants explained what they had in their pictures. He presented a short dialogue in Italian with the participants. He asked the participants stand up, dance and repeat the dialogue. He underlined the fact that multiple intelligence is important while deciding the activities done in the classroom.
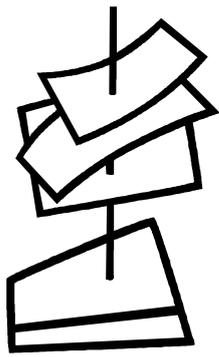
IMPRESSION FROM THE TEACHERS' ASSOCIATION DAY HELD AT THE 46th IATEFL CONFERENCE IN GLASGOW
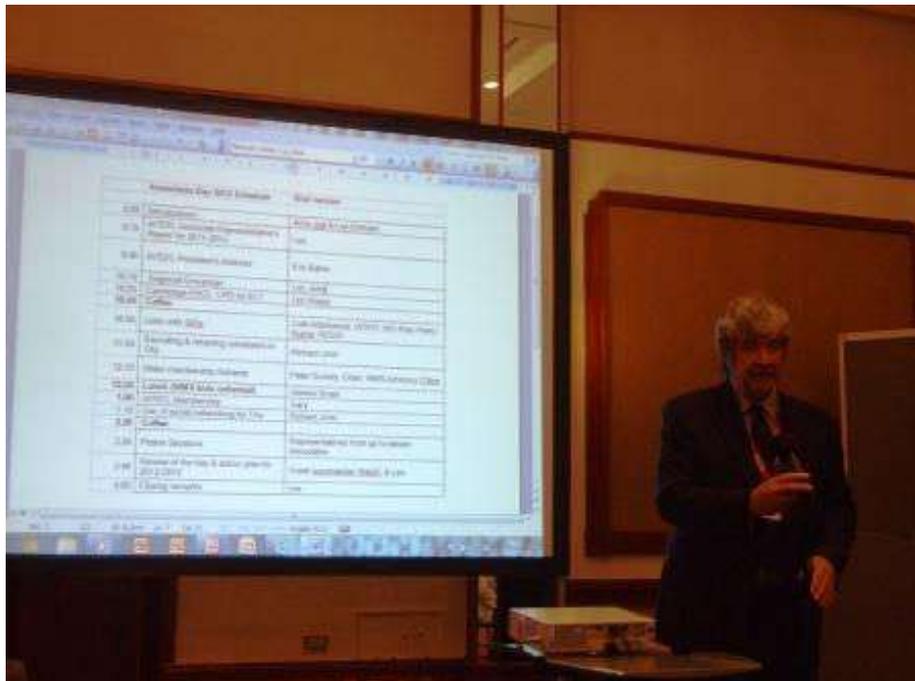
19 – 23 March 2012

Summarized by M. Nazlı Demirbaş

Together We Stand

Greetings from the 46th IATEFL Conference held in Glasgow this year!

This year's wonderful intercultural and worldwide IATEFL conference lasted for 5 days in the Scottish Exhibition and Conference Centre. The first day of the conference started with the Associate Day in which over

100 delegates attended from different countries. This special day led a strong relationship and friendship to be developed between us. We enjoyed and took many advantages of this day.

Firstly, the day started with introduction speeches of Les Kirkham, the IATEFL Associate's representative, and Amy Lost. They gave a big warm welcome to us by preparing an interesting and varied programme again. As an ice-breaking activity, we played a 10-minute 'find someone who …' game to help us improve our friendship and get to know our colleagues better. Everybody enjoyed this game and gained more information about each other by wondering around the room.

After this game, funding of small-scale projects that aim to promote teacher and teacher association development was explained. The winner was from Albania and Cuba last year. However, this year's winner is from Georgia. What's more, the winner of WMS competition consisting of mother (Irene) and daughter (Micjana Micetic) team was from Croatia. We enjoyed and discussed delegates' issues while we were looking at the photos of Uzbekistan visit, Bulgaria music show and TESOL Arabia that Les was showing to us.

Later on, Eric Baber, IATEFL president, addressed us by attaching importance to the benefits of IATEFL WMS (wider membership scheme). Implications for delegates and associates were suggested to strengthen IATEFL, our associate, let our voice heard by many and increase each associate's number of members resulting from the notion of 'together we stand'. He advised to discuss our ideas to realize the aforementioned aims online until the end of April, 2012. Another speech on the introduction to Cambridge English Teacher project was made by Lee Knapp. CET has developed an online project consisting of teacher development courses such as preparation for KET, PET, FCE exams, and how to teach IELTS. You can register as a guest in order to experience this online event by accessing to 10 hour paid course from the address; CambridgeEnglishTeacher.org

In terms of SIG events, George Pickering, the new SIG coordinator, made an introduction speech. Qualitative Research Conference is to be held in Graz, Austria on 12 May by David Nunan. You can visit resig@iatefl.org for detailed information.

In parallel to Eric Baber's implications, Richard John advised some useful and tricky tips to grow our association. Here are some of them;

1. Know your audience; our members consist of English language teachers, so it is necessary for us to take their attention by considering their needs.

2. Engage with audience; by avoiding sending too much messages, we can engage members by attending relevant seminars, considering their academic needs, their desires to teach English, and their performances.

3. Use technology; webinars can be organized. The announcements can be made via facebook, twitter and linked in. Training videos of the board members can be shared on YouTube for members. Also, associations' user-friendly websites may be designed. Mobile phone applications can be used as well.

4. Look after your brand; the associates' brand is unique for itself. It provides members with many opportunities such as reduced memberships to IATEFL or TESOL, participation to many ELT events at a reduced fee, and reaching online resources and newsletters for free. They will probably think about WIIFM (What's In It For Me?) factor; thus, we should answer those questions patiently.

5. Focus on delivering value; in addition to the aforementioned advantages, we should imply the value they get as they are our associates' members. We should listen to the suggestions and comments of members as well as those who aren't members. In order to keep this process to go on, it is necessary to take measuring feedback from members at certain intervals. Survey monkey can be used for this purpose.

6. Reward; honorary annual memberships can be offered to professionals and colleagues. Furthermore, access to different materials can be provided for members.

7. Be consistent; more than anything else, consistency is of great importance so as to keep this growth.

Then, Afifa from Bangladesh made a speech to explain their project called 'South Eastern Teachers' Association'. She inspired other delegates to come together and organize joint ELT conferences and events.

Finally, it was time to present our 30 minute-posters introducing our associates, explaining our latest news, developments and arrangements, and sharing our materials with each other. There were 12 associate poster presenters in the room. Other delegates visited us and got information about issues in our associates.

Lastly, I made a farewell speech by summarizing the day and asking for more suggestions to grow our associations before Les said his best wishes and hope to meet again next year in Liverpool.

My biggest thanks go to Les, Amy and anybody who volunteered for TA day to make us feel special. See you next year in Liverpool...
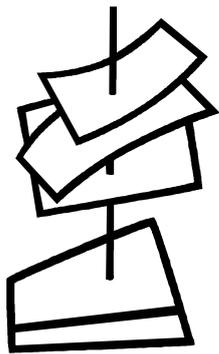
IMPRESSION FROM
THE 46th IATEFL
CONFERENCE
IN GLASGOW

19 – 23 March 2012

Summarized by M. Nazlı Demirbaş

I will summarize two sessions that I thought were very informative for me and I hope that you will find them as thought-provoking as I did.

Reflections on 'Teaching Young Learners to Think
A session by Marion Williams'

Marion Williams, the co-author of the famous resource book *The psychology for Language Teachers*, held a session titled "T*eaching Thinking to Young Learners*" at the 46th IATEFL Conference in Glasgow. She first introduced us to the outline of her presentation.

- Why teach thinking?
- Can thinking be taught?
- Teaching language and thinking
- Outline of thinking programmes
- What is involved in thinking?
- The teacher's role
- Examples of activities

She started her session by discussing the importance of teaching thinking to children. There are **three main reasons** for this: the first one is that children need to face challenges of a changing and unpredictable world. The second one is problem solving and decision making skills. Children have to meet unexpected problems and tackle them in real life. The last one is that the school curricula are systematic, promote error-free learning and correct answers.
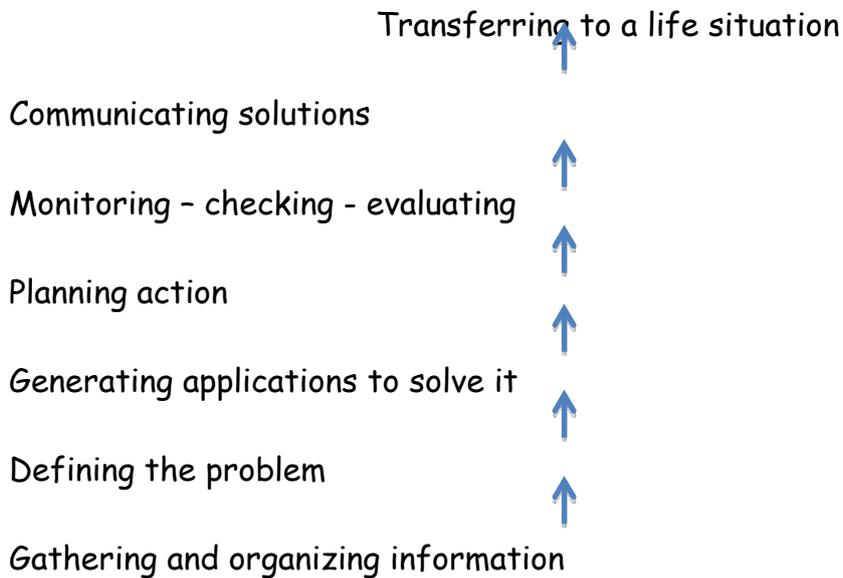
Some of us may reject and claim 'how can we teach thinking?'. However, the presenter came up with brilliant ideas and effective claims. Pupils benefit from being coached in thinking. Success is the result of good teaching; thus, teachers should be the modal for thinking and analyzing (see the whole school approach by Kestrel, thinkingschools.co.uk). Activities should have a real purpose so as to make language meaningful and to engage learners cognitively in the task. Beyond language teaching, educating students using the whole person approach should be internalized and practiced.

Some of the thinking programmes available and practical for teachers have been listed below:
1. Feuerstein: instrumental enrichment (14 cognitive areas, bridging, mediation)
2. Somerset thinking skills course;
3. Matthew Lipman; philosophy for children (communities of enquiring; 30 countries)
4. Thinking maps (Hyerle)

So, what's involved in thinking? Marion Williams acknowledges that **cognitive resources** (concepts; e.g. time, skills; e.g. knowledge, and language to explain things), and **cognitive strategies**; e.g. control process are the things we need to have (Blagg et all, 2003).

What's more, problem-solving cycles have their own steps as in the following:

Transferring to a life situation

↑

Communicating solutions

↑

Monitoring – checking - evaluating

↑

Planning action

↑

Generating applications to solve it

↑

Defining the problem

↑

Gathering and organizing information

But how can we realize the afore-mentioned steps? Here is the answer! There are 13 strategies to follow for young learners and primary schools teachers to apply them in the tasks;

Comparisons
Categorization
Sequencing
Focusing attention
Memorizing
Exploring space numbers
Creating associations
Cause & effect
Making decisions
Problem solving
Creative thinking
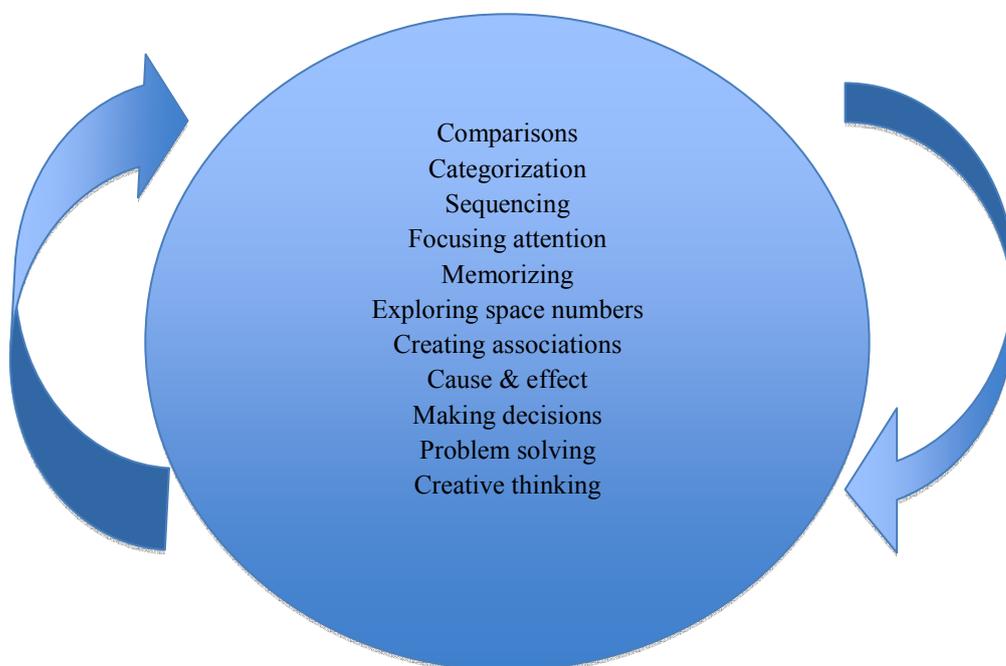
Of course, the teacher plays a crucial role at this stage as well as other factors. Her suggestions for primary ELT teachers are:

- ✓ Children should be free to think creatively.
- ✓ Creativity should be encouraged.
- ✓ All ideas should be valued.
- ✓ Take time and encourage a careful application.
- ✓ Ask challenging questions; e.g. how do you know this?, how did you work this out?
- ✓ Seek the best answers; not always the right answers.

Sample activities and stickers can be found at: *helblinglanguages.com*

## Digital Storytelling for Young Learners
By Russell Stannard

Another session which attracted many people's attention was "Digital Storytelling for Young Learners" by Russell Stannard. There were around 90 teachers in the room and the presenter kept us awake and interested via his applicable suggestions throughout his session.

In his presentation, Russell Stannard showed us how to use various websites like eyejot, mailVu, AudioBoo and myBrainSharp for young learners as well as teenagers for e-portfolio assessment. These websites help learners become more self-confident, observe what they have achieved and get feedback on them. Vocaroo.com, firstly, is one of these websites. It helps learners record their spoken language limited to 5 minutes. Also, it can be embedded into wikis, blogs, etc. Certain activities can be conducted via vocaroo.com including interviews and explanations of a typical day. The mailVu and eyeJot sites can also be used for recording purposes. They include the use of a webcam. Students can record their voices or any other person speaking on this website and share it with others via e-mail. There is a space to attach notes as well. Students have the chance of recording their voices individually or in pairs; therefore, teachers can assess their pronunciation and speaking skills easily. Lastly, myBrainShark is a website that can be used for online PowerPoint

Presentations, Word, PDF and Picture, and it is totally free. Teachers may use these websites as e-portfolio tools in their English language classes.

In order to get more detailed information on these websites, you can visit Russell Stannard's website on teachertrainingvideos.com.
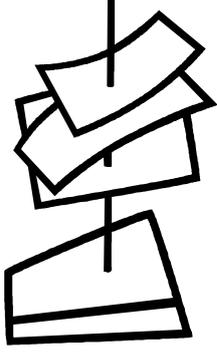
IMPRESSION FROM THE 5th INTERNATIONAL CONFERENCE OF ENGLISH AS A LINGUA FRANCA (ELF5) at Boğaziçi University, Istanbul

24 – 26 May 2012

Summarized by A. Suzan Öniz

The ELF5 Conference in Istanbul was a three-day event with over 200 papers, 30 posters. The presentations were grouped around the following themes: ELF and Language Policy, ELF and Language Education, Describing ELF and Collecting ELF Corpora, The Sociolinguistics of ELF, Contact Languages and ELF, ELF and Multilingualism. INGED was represented at this event by your editor.

The event started with the opening speeches by the Rector, Prof. Kadri Özçaldıran and the Dean of the Faculty of Education, Prof. Güzver Yıldıran. The organizers, Yasemin Bayyurt and Sumru Akcan also welcomed all participants and the first day started

Boğaziçi University Rector, Prof. Kadri Özçaldıran

officially with Tim McNamara's plenary "At Last: Assessment and ELF".

Professor McNamara teaches at the School of Languages and Linguistics at The University of Melbourne, Australia. His publications include Measuring Second Language Performance (Longman, 1996), Language Testing (OUP, 2000) and Language Testing: The Social Dimension (with Carsten Roever, Blackwell, 2006). His main areas of research are in language testing (particularly specific purpose language testing, Rasch measurement, and the social context of language tests), and in language and identity. Below, you will find a summary of his speech, which is a direct reflection of his interest.

"At Last: Assessment and ELF"
Plenary Talk by Prof. Tim McNamara

The presenter listed his main discussion points in the abstract:

The notion of ELF has far reaching implications for assessment. First, ELF assessment poses challenges for the conceptualization of ELF communication itself, as it involves a proficiency dimension. Not all ELF users are equally communicatively successful. What tasks in ELF is a person capable of, and what are they not? How can we describe a continuum of increasing ability in this area in order to distinguish the ELF communication abilities of different speakers? Second, and more importantly, ELF assessment involves a radically new construct and the potential changes to assessment resulting from this represent as evolutionary a change as those triggered by the communicative movement some 40 years ago. Not only is the competence of the native speaker no longer a relevant benchmark for performance, as noted by Seidlhofer (2003) and Jenkins (2006), but the very nature of ELF communication requires us to conceptualize less narrowly the capacities of the speaker likely to make ELF communication more or less successful. This suggests that it may be necessary for us to revisit what Hymes called 'ability for use' in defining the relative ability of ELF users. The exclusion of ability for use in the models of communicative competence in Applied Linguistics proposed by Canale and Swain (1980) and Bachman (1990) ensured the continuation of the structuralist orientation of language teaching within the communicative movement and represented a lost opportunity. At last we have a

chance to embrace a richer model of communication underlying teaching and assessment, a chance we must not miss.

Prof McNamara stressed the important role of ELF right from the beginning of his talk by saying that ELF has suffered from language testing which has sometimes been a roadblock to ELF. He quoted some writers who either failed to accept or notice the developments in ELF (Elder & Davies, 2006) or who urge testers to come to terms with ELF (Leung & Lewkowicz, 2006, 2008). Seidlhofer stresses how the Common European Framework formulations are insensitive to the notion of ELF as, for instance, can be seen in the role of the learner's ability to interact "without strain" with a native speaker in B2 level descriptions. "Understanding conversation between native speakers" or "Understanding a native speaker interlocutor" are some of the expected criteria. There is no treatment in detail of the understanding of a non-native speaker here. The interlocutors are assumed to be native speakers. The responsibility for successful communication lies with the non-native speaker. English is treated only as a foreign language or like any other foreign language according to Seidlhofer (2011).

The presenter focused on the title of his presentation as well stating that it is Assessment and ELF, not Assessment of ELF because he is interested in assessment in ELF environments and the implications of ELF for assessment as well as designing tests of ELF and ELF contexts. Next, the speaker addressed the question: What would an ELF test look like? He quoted Harding (2011), who states that the following would be part of an ELF test:
- ❖ Ability to tolerate and comprehend different varieties of English
- ❖ Ability to negotiate meaning
- ❖ Ability to use phonological features crucial for intelligibility
- ❖ Awareness of appropriate pragmatics

To emphasize his point, Prof McNamara gave an example of a test in an ELF setting in the area of international aviation. ICAO (The International Civil Aviation Organization) language proficiency requirements include simultaneous communications between single air traffic controller (ATC) and several pilots possibly involving English for some pilots and the local language for others if the pilot and ATC share the same local language. As can be imagined, problems arose and so compulsory requirements resulted. ATCs and pilots had to use standard radio telephony phraseology. 'Plain

language' (not native speaker English) can only be used if standard phraseology cannot be used. The new application also involved 'readback' and 'hearback' verbatim repetitions where the pilot receiver repeats verbatim what the ATC says. The speaker stated that in most of the fatal air accidents language proficiency problems were involved. Standard phraseology was used incorrectly or there had been a lack of plain language proficiency. As a result, language proficiency requirements were reviewed. Operational Level 4 became the minimum requirement and a retest every 3 years became compulsory. At this level, in terms of pronunciation, a marked accent or localized regional variety of English is acceptable; in terms of vocabulary, the speaker can paraphrase and negotiate meaning using simple vocabulary; in terms of comprehension, the speaker is sufficiently intelligible but may require clarification. At Operational Level 5, there is a retest every 6 years and at Operational Level 6 (expert level), there is no re-test because this level was achieved by native speakers only. The tests involved in this case use 6 assessment criteria: pronunciation, structure, vocabulary, fluency, comprehension, interaction (including clarification strategies). The validity of these tests was an issue because for example in Korea, multiple versions of the test were published online so candidates could repeatedly take the test until the test that they studied came up! Kim (2012) identified 6 episodes of miscommunication in the Korean context and got expert informants to interpret the situations. They found that native speakers and proficient non-native speakers couldn't be bothered with the standard phraseology or fixed phrases, accent, word choice, speed of native speaker pilots! Findings also showed that if the parties were professionally competent, communication went smoothly. These tests were not valid because the construct was too narrow, the standard of the proficiency was too high, and sole responsibility lies with the non-native speaker.

What is needed is 'strong' performance assessment (McNamara, 1996); in other words, judging performance against real-world criteria incorporating Hymes' 'ability of use' and testing all participants whether they be native or non-native speakers. 'Weak' performance assessment, on the other hand, focuses on language proficiency alone judging against language criteria only. There is a definite need to define 'proficiency' and 'levels of difficulty'. A strong test will test abilities in terms of performance on the task; the more challenging the task, the higher their ability. Paired speaker tests will involve:

- ✓ non-native speaker to non-native speaker communication,
- ✓ negotiation on the part of the test takers,
- ✓ dealing with variation,
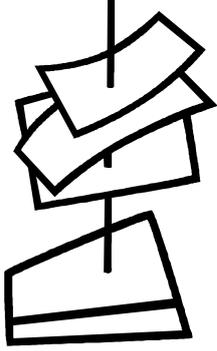- ✓ display of the accommodation and repair skills.

The presenter ended his speech by reminding the audience that such performance tests are costly and there is a need for language testing research to inform ELF tests.

A. Suzan Öniz INGED Editor

Lunch

REFLECTIONS ON TESOL: A DECLARATION OF EXCELLENCE in Philadelphia, USA

28-31 MARCH 2012

Summarized by by Büşra Delen
Gazi University Department of English Language Teaching
busra.delen@gazi.edu.tr

"Wow!" was the first thing that came to my mind when I saw the convention center in all its glory. At that very first moment I gathered that the TESOL Convention would be a unique experience. Even if I had a conference book-not a booklet, mind you- with me, it was still possible to get lost. It was like the wonderland of ELT: there were so many things to hear, see, touch, smell and taste.

Then...with a bump, I came back to the real world and started to take mental notes of certain things to write here. I hope the summary will be good enough for you to imagine you were there with me. Here we go:

The TESOL International Convention and English Language Expo 2012 took place in the historic city, Philadelphia between the dates 28-31 March. The convention was titled "A Declaration of Excellence" and the venue was Pennsylvania Convention Center, which, interestingly, used to be a train station 100 years ago. I believe it was a nuance that helped all the participants 'feel' history even during the conference. As its title implied, the convention zeroed in on "excellence" and on the ways to achieve it in language teaching. This year the convention hosted 6 plenary talks, 24 invited keynote speaker sessions, the

Computer-Assisted Language Learning Interest Section's Electronic Village & Technology Showcase and 1.470 concurrent sessions. There were more than 6.000 ELT professionals from more than 100 countries around the world, which showcased the importance of diversity in a way. Social media networks such as Facebook and Twitter were also actively used throughout the conference; there

The Venue

were updates regarding the conference both by the official account of the association and by the participants every day.

Being such a spectacularly big event, it might be better to take a look at the convention with a day-to-day focus.

Although the official start day of the convention was 28 March, on 27 March there were preconvention institutes on various topics. One of these events was titled "TESOL Research: What? Why? How?" and was coordinated by Sue Garton, Maggie Hawkins, Mario Lopez and Kelleen Toohey. The workshop can be identified as comprehensive since the subjects included in the institute ranged from the definition of research to its steps and types. They started with a brief questionnaire designed to elicit the audience's ideas on what research is. After clarifying the definition of the concept, they went over

the steps of doing research, i.e. identifying a topic, writing research questions, planning the scope, collecting and analyzing data. The coordinators took turns

presenting the content, which was not merely theory. For instance, they provided video recordings to illustrate one of the ways to collect data for a qualitative study. Another technique they used was to get the audience to participate in the activities asking them to come up with a research question for the data they presented. Following the wrap-up of what was covered in the session, the coordinators provided the audience with their contact information in case of need. The workshop was informative and to-the-point; I think a broad concept such as 'research' was successfully presented in the form of a first-aid kit to the researchers-to-be.

On the same day, there was the Leadership Luncheon, an occasion which helps the 'leaders' and 'leaders-to-be' in the organization gather every year. It is possible to talk to the important figures like the past, present and future presidents of TESOL International Association (Brock Brady, Christine Coombe, and Suzanne Panferov, respectively) throughout the event.

Following the pre-convention institute and the Leadership Luncheon, the reception for new members of TESOL and first time attendees took place. The session was facilitated by Leslie Barratt, one of the associate program chairs of the 2012 Convention. She got started with introducing the TESOL International Association, giving specific details such as the number of

the TESOL members worldwide (which is 12.800 from 156 different countries, by the way). She also pointed out that when you become a member, there are a couple of advantages waiting for you around the corner. It is a given that membership helps you keep your ear to the ground in the field of ELT. Additionally, you can make use of interest sections, which play a crucial role in

the organization of TESOL Int'l and through which you can get into the fun and useful activity of networking. Then, Ms. Barratt got into 'explaining' the conference book with its special references in it through a game so that first-timers like me could adjust to what is going on around them. At this point, Christine Coombe, the president of TESOL at the time of the convention, joined the session and introduced Mashael Al-Hamly, the convention program chair. Ms. Al-Hamly, too, emphasized the importance of being a member of TESOL Int'l and stated that she had been a first-timer in the very beginning.

At the end of this 'full' day, following the welcome speech by the TESOL President, Dr. Coombe, the first plenary talk of the convention took place. The presenter was Alberto Carvalho and the title of his presentation was "In Pursuit of Excellence for All". More of a local figure for the US rather than an international one and famous for his outstanding work in the field as the superintendent of Miami-Dade County Public Schools, Mr. Carvalho focused on diversity issues and on the success rates of ELLs (English Language Learners) when compared to their peers in the US Education System due to the fact that their native language is not English. On the other hand, it is worth noting that despite his session's being much too specific for the international context in general, as a final remark, Mr. Carvalho made a significant point and reminded all the teachers in the hall that they cannot let some of their students go just because they are not as good as the others. In other words, no matter what the circumstances are, it all boils down to 'fairness' in our classes.

Even if it was not the 'official' first day of the conference, 26 March had a tight schedule for all the participants who were there not to miss anything. It was possible to conclude there would be a lot to see on the second day of the convention, 27 March.

...to be continued. ☺

presents

'THE ROCKY HORROR SHOW'

RICHARD O'BRIEN'S
THE
ROCKY HORROR
SHOW

A CULT CLASSIC: THE GREATEST ROCK'N'ROLL MUSICAL EVER

The Rocky Horror Show is a bold and brash non-stop party. Get ready to be seduced by the songs, dances and outrageous characters!

A FUN OPPORTUNITY FOR LEARNERS TO DEVELOP THEIR ENGLISH

The show is suitable for children over 12 and 'groovy' adults only.
Dress code: Fishnet tights and heels for men are optional

Performance Dates.
Speech Bubbles is performing **THE ROCKY HORROR SHOW** at Muammer Karaca

Tiyatrosu, Istiklal Cad. Muammer Karaca Çıkmazı, No:3, TAKSİM / İstanbul .

Information and tickets available from: www.speechbubbles.org

Performances are:

Friday 15th June 20.00

Saturday 16th June 15.00 & 20.00

Performance Duration: 2 hours.
Performance fee: 20 TL (adults), 15 TL (students and teachers)

About Speech Bubbles…
Speech Bubbles Educational Drama group aims to motivate young learners of English through the use of drama. The group has successfully performed in many schools and educational establishments throughout Turkey and abroad. Speech Bubbles is an Istanbul based drama group set up in 1992 with a mixture of professional and amateur actors, singers and musicians from the International and Turkish community (currently 11 nationalities including American, British, Russian, Turkish, German, French and others).

Our current production is **The Rocky Horror Show**, the greatest Rock 'n 'Roll musical ever. This show is a spectacular array of singing and dancing and a fun night out. Tickets are 15 TL for children and students and 20 TL for adults. All proceeds will be donated to TEGV (Türk Eğitim Gönüllüleri Vakfı)

Supporting education and helping children living in Turkey.
Each year Speech Bubbles produces a musical that aims to support charities that benefit children and education. Everyone in the group is unpaid, donating their time, services and expertise to give something back to underprivileged Turkish children.

Some previous productions include:

Grease performed at Robert College in June 1999, and at the Alacatı International Theatre Festival, near Çesme. (Raised $1,500 for the Jaipur Limb Foundation)

Cabaret performed at Muammer Karaca Tiyatrosu, Beyoglu in June 2001. (Raised $1,000 for MOCEF (Mother & Child Education Foundation)

I Do, I Do, I Do performed at Profilo, Mecidiyekoy in June 2002 and at Işık Lisesi in October 2002. (Raised 10.400 million TL for Türkiye Sokak Çocukları Vakfı (Street Children Foundation)

Razzle Dazzle performed at Şişli Terakki June and October 2003. (Raised 2.500.000.000TL *for* Okullarımız Yıkılmasın Campaign and 8.000.000.000TL for the Dolmabahçe Rotary Club).

Chicago performed in June 2004 (Raised money for the British Community Council fund for victims of the bombings in Istanbul.)

Sleeping Beauty performed at Işik Lisesi in February 2005 (Raised 2,400 million TL for the BCC)

Beauty and the Beast performed in Ortaoyuncular, Beyoglu in June 2006

A Funny Thing Happened on the Way to the Forum performed at Işik Lisesi in June 2007

Joseph and the Amazing Technicolor Dreamcoat performed at the Dorman Theatre, Kurtuluş in June 2008

A Little Shop of Horrors performed at Beşiktaş Kültür Merkezi, Akatlar in June 2009

The Wizard of Oz performed in Bakirkőy and at Maltepe and Doğuş Universities in May 2010. (Raised 1,500 TL for a school in the East of Turkey) Reprised at Şişli Terakki December 2010 (Raised money for the British Community Council's charities)

Wicked performed at Profilo, Mecidiyekoy in November 2011 and at Doğuş University in June 2012. (Raised 1000 TL for TEGEV)

www.speechbubbles.org

FROM A COLLEAGUE

Adapted version of *The Blueberry Story: The teacher gives the businessman a lesson*

**Submitted by
Prof Dr Aydan Ersöz**

"If I ran my business the way you people operate your schools, I wouldn't be in business very long!"

I stood before an auditorium filled with outraged teachers who were becoming angrier by the minute. My speech had entirely consumed their precious 90 minutes of inservice. Their initial icy glares had turned to restless agitation. You could cut the hostility with a knife.

I represented a group of business people dedicated to improving public schools. I was an executive at an ice cream company that became famous in the middle1980s when People Magazine chose our blueberry as the "Best Ice Cream in America."

I was convinced of two things. First, public schools needed to change; they were archaic selecting and sorting mechanisms designed for the industrial age and out of step with the needs of our emerging "knowledge society". Second, educators were a major part of the problem: they resisted change, hunkered down in their feathered nests, protected by tenure and shielded by a bureaucratic monopoly. They needed to look to business. We knew how to produce quality. Zero defects! TQM! Continuous improvement!

In retrospect, the speech was perfectly balanced - equal parts ignorance and arrogance.

As soon as I finished, a woman's hand shot up. She appeared polite, pleasant – she was, in fact, a razor-edged, veteran, high school English teacher who had been waiting to unload. She began quietly, "We are told, sir, that you manage a company that makes good ice cream."
I smugly replied, "Best ice cream in America, Ma'am."

"How nice," she said. "Is it rich and smooth?"

"Sixteen percent butterfat," I crowed.

"Premium ingredients?" she inquired.

"Super-premium! Nothing but triple A." I was on a roll. I never saw the next line coming.

"Mr. Vollmer," she said, leaning forward with a wicked eyebrow raised to the sky, "when you are standing on your receiving dock and you see an inferior shipment of blueberries arrives, what do you do?"

In the silence of that room, I could hear the trap snap…. I was dead meat, but I wasn't going to lie.

"I send them back."

"That's right!" she barked, "and we can never send back our blueberries. We take them big, small, rich, poor, gifted, exceptional, abused, frightened, confident, homeless, rude, and brilliant. We take them with ADHD, junior rheumatoid arthritis, and English as their second language. We take them all! Every one! And that, Mr. Vollmer, is why it's not a business. It's school!"

In an explosion, all 290 teachers, principals, bus drivers, aides, custodians and secretaries jumped to their feet and yelled, "Yeah! Blueberries! Blueberries!" And so began my long transformation.

Since then, I have visited hundreds of schools. I have learned that a school is not a business. Schools are unable to control the quality of their raw material, they are dependent upon the vagaries of politics for a reliable revenue stream, and they are constantly mauled by a howling horde of disparate, competing customer groups that would send the best CEO screaming into the night.

None of this negates the need for change. We must change what, when, and how we teach to give all children maximum opportunity to thrive in a post-industrial society. But educators cannot do this alone; these changes can occur only with the understanding, trust, permission and active support of the surrounding community. For the most important thing I have learned is that schools reflect the attitudes, beliefs and health of the communities they serve, and therefore, to improve public education means more than changing our schools, it means changing the whole country.

Copyright 2002, by Jamie Robert Vollmer
http://www.mrsciguy.com/teachstories.html

SOMETHING TO THINK ABOUT

Positive Words: The Glue to Social Interaction

ScienceDaily (May 24, 2012) — Words charged with a positive emotional content are used more frequently, thus enhancing human communication.

Scientists at ETH Zurich have studied the use of language, finding that words with a positive emotional content are more frequently used in written communication. This result supports the theory that social relations are enhanced by a positive bias in human communication. The study by David Garcia and his colleagues from the Chair of Systems Design is published in the first issue of the new SpringerOpen journal EPJ Data Science.

Previous studies focused on word lengths and frequency. They demonstrated that frequency depends on the length of words used, as a result of the principle of least effort influencing the use of shorter words. In contrast, this study focused on how the emotions expressed in words relate to the word frequency and its information content. The authors focused on words used in written emotional expression in the three most popular European languages online: English, German and Spanish.

They exploited a dataset on human behavior on the Internet, which includes texts from blogs, chat rooms and forums, among other sources. After performing a quantitative analysis on this dataset, the authors found that positive words appeared more frequently than words associated with a negative emotion. This suggests that the emotional content affects the words' frequency, even though the overall emotional content of the studied words is neutral on average. These findings support existing theories that there is a positive bias in human expression to facilitate social interaction.

Going one step further, the authors also focused on words within their context and realized that positive words carried less information than negative ones. Therefore, because of the positive bias observed in human communication, positive words are more likely to be used whereas negative expressions could be reserved to transmit information about urgent threats and dangerous events.

News from the British Council

TRANSLATION PRIZE

Deadline for applications: 28 September

Get ready to win a specially tailored translation mentorship from Maureen Freely!*

This competition is open to anyone aged 18 to 40 years.

Two prizes will be awarded:
Prize for Best Prose Translation and for Best Poetry Translation
The winning translations will be chosen by a panel of expert judges including Maureen Freely (distinguished writer and translator), Daniel Hahn (Programme Director, British Centre for Literary Translation), Mevlüt Ceylan (Yunus Emre Institute, London), Susanna Nicklin (Director Literature, British Council), İlknur Özdemir (publisher and translator, Kırmızı Kedi Publishing), Tarık Günersel (Head of PEN, Turkey).

The winners will receive a specially tailored translation mentorship organised and designed by the British Centre for Literary Translation. The mentorship will focus on prose and poetry translation.*Please note that for the prose mentorship, the mentor for the winning entrant will be Maureen Freely. The mentor for the poetry mentorship (i.e. for the winner in the poetry category of the competition) will be confirmed shortly. Return flights from the entrant's country of residence and accommodation will be included in the prize.

In order to apply, please first read the guidelines and conditions on: **http://www.britishcouncil.org/turkey-arts-london-book-fair-2013-translation-prize.htm**

If you have question, please email: **arts.info@britishcouncil.org.tr**

News from iatefl

http://www.iatefl.org

Dear colleague,

We hope that you have had time to recover from the extensive IATEFL convention and are beginning to absorb some of the creative and thought provoking ideas and challenges that were presented throughout the event.

You may have seen the Disabled Access Friendly campaign's poster, or heard Jamie Keddie's presentation at the Global Issues SIG pre-conference event, at which he spoke of our work. This voluntary campaign, run by professionals in our field, uses ELT to raise awareness about issues facing people with mobility disability. We believe that it is important to raise social awareness in the classroom and ELT and schools can be powerful tools to change attitudes for the future.

We would like to invite you to visit the campaign's website www.disabled-accessfriendly.com, which provides teachers with free online material that can be used to teach skills, for project work and examination practice, but that at the same time provides students with the information necessary to allow them to put themselves in the shoes of someone with a mobility disability, and stimulates them to understand others and to think how others feel. It also provides foreign language centres and schools with information explaining how they can make small changes to their premises to facilitate people with mobility disability, as well as a forum to share experiences.

Although based in Greece, the campaign is equally relevant to ELT teachers all over the world, as it is not culturally bound, and has already had a huge impact worldwide. Our webstats show that we are averaging over 4,500 page hits a month from visitors from over 70 countries so our voice is beginning to be heard.

Materials writers such as Sean Banville, Lindsay Clandfield, Malcolm Mann and Philip Kerr amongst others have all shown their support of this campaign by contributing teaching material designed to raise awareness

about mobility disability. Lesson plans, worksheets and reading texts have also been received from teachers working in ELT.

There are many ways you can support this campaign:

- Spread the word (at events, via networks, blogs, on Facebook etc)
- Display our poster at your school (download it from our site)
- Use our material
- Contribute material
- Contribute in kind with skills or services
- Become an ambassador for the campaign at ELT events

We hope we will be able to count you amongst our active supporters.

Thank you!

The Disabled Access Friendly team.

www.disabled-accessfriendly.com
Facebook "Disabled Access Friendly"

IATEFL MEMBERSHIP
contact Sibel Tüzel Kandiller at tuzel@metu.edu.tr

News from TESOL

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

Here's the link to a free session from the last TESOL Convention:
http://tesol.sclivelearningcenter.com/index.aspx?PID=2714

The recording of the session "Using Global and Social Media to Inspire Language Learning" is at:
http://content.cmcgc.com/player/view.aspx?EID=SJdqHvAzrOioMV9YiOWzpA==

PLEASE VISIT THE *USEFUL LINKS* PAGE ON THE INGED WEBSITE.

THIS PAGE IS UPDATED REGULARLY WITH LINKS TO SITES THAT COULD BE INTERESTING FOR ENGLISH TEACHERS.

STRANGE SIGNS

NO PARKING
ABOVE
THIS SIGN

NO PETS ALLOWED

ALL PETS MUST BE ON LEASH

WASH & VACUUM
SENIOR CITIZENS
$15.95

Slow Down
DEER CROSSING

Bottomless Pit
65 feet deep

119

DANGER
HAZARDOUS
TREE
Do Not Enter

TOMATOES

THIS IS NOT A DOOR

Toilets

VEHICLES MUST
NOT BE PARKED
IN THE TOILETS

IF DOOR DOES
NOT OPEN
DO NOT
ENTER

NO
UNDER-
STANDING
ANY
TIME