

THE INGED NEWSLETTER



https://www.learner.org/jnorth/tm/monarch/Viceroy1_journal.html

NEWS ON-LINE

Together we stand!

Issue 3
September 2016

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From the President

Dear members,

The last time we were together, I wrote about teacher burnout. Now that, the summer holiday is just about to end and a new academic year is about to begin, I would like to share my ideas on preventing and/or recovering from teacher burnout.

When we feel that we are approaching burnout, it is important to take time to ourselves to relax in order to reduce stress. But it's also crucial that we cultivate relationships with other people and spend time socializing with them. Poor relationships and isolation can contribute to burnout, but positive relationships can help prevent or reduce its onset.

Ways of improving your relationships with others are:

Nurture your closest relationships, such as those with your partner, children or friends. These relationships can help restore energy and alleviate some of the psychological effects of burnout, such as feelings of being underappreciated. Try to put aside what's burning you out and make the time you spend with loved ones positive and enjoyable.

Develop casual social relationships, on and off site, with people at your workplace. Do different kinds of things, whether it is getting together to play cards or going out to eat, together with your colleagues. It gives everyone an opportunity to relax and blow off steam. Just remember to avoid hanging out with negative-minded people who do nothing but complain.

Practice healthy communication. Express your feelings to others who will listen, understand, and not judge. Burnout involves feelings that fester and grow, so be sure to let your emotions out in healthy, productive ways.

The bottom line is if we want to prevent or recover from burnout, we should learn to cultivate methods of personal renewal, self-awareness, and connection with others, and we shouldn't be afraid to acknowledge our own needs and find ways to get our needs met.

As I mentioned in the previous issue, professional improvement activities can also help us recover from burnout. We can

- * Do action research (classroom-based research), work with colleagues, do peer observation,
- * Join in professional development activities such as attending seminars, workshops, conferences,
- * Read books and other publications to feel more qualified,
- * Subscribe to professional publications such as journals and magazines,
- * Be a member of a professional organization or association to develop a professional identity,
- * Pursue academic studies (join a Master's or PhD. Program).

All these may seem physically tiring and time-consuming, but they will give us emotional and mental satisfaction. They will also give us a sense of accomplishment and success.

We should also maintain a sense of humor. Laughter enhances our immune system, relaxes our muscles, and diminishes our perception of pain. We can find the absurd in whatever stressful situation we're facing, and share our thoughts with your colleagues whom we trust. Rather than laughing at each other, we can laugh together.

We should try to see the positive side of teaching. Psychologists claim that the pursuit of happiness is a matter of choice; it is a positive attitude we consciously choose to express. If we regularly deposit positive, encouraging, and uplifting thoughts, we will find many good things about our job.

Whenever you feel a bit depressed, try to refer to the affirmations given below:

Affirmations for Teachers

- * I am proud to be a teacher.
- * Teaching is one of the most honorable and noble of all professions.
- * I love what I do and know that my enthusiasm is contagious.
- * I bring knowledge, dedication, and understanding to my classroom.
- * I make a positive difference in my students' lives through my work.
- * My students will be better people because of me and I will be a better person because of them.
- * I know what I give to my students will come back to me in many wonderful and unexpected ways.
- * I have accomplished many worthwhile things in this job.

Together we stand.

Prof. Dr. Aydan Ersöz
INGED President



From the Editor

Dear Colleagues,

The time for our Annual General Meeting has arrived once again. We are organizing a whole day event to be followed by our AGM on Sunday, 30 October at City Hotel, Ankara. Please make sure you register for our event before the deadline so that we can make tea & coffee as well as lunch reservations with the hotel. We will be making payments for all the participants who register and so would like to make sure that the number of guests who register and those who show up match. Hoping to see many of you at the INGED - US Embassy Co-Event. The details of the program are on the following pages and will also be announced on our website.

You may wonder about the cover picture of this issue: The Monarch Butterfly. The reason is mimicry, closely related to our general theme of similarities & differences. This article describes animals that camouflage themselves by mimicking another animal. This topic may be of interest to your students, especially those that enjoy reading materials based on nature.

In this issue, you will find an article on some features of gmail that may interest you. We have included a lengthy article on the rebuttal of Chomsky's Language Learning Theory. We also continue with our Differences and Similarities theme. This time we look at six differences between British and American English. You may want to use some with your learners. Ideas for what can be done on the first day of school may make the beginning of the term a little easier for you. These and several other articles all wait for your eyes. We hope you enjoy reading them...

This is also a good opportunity to wish you all a happy and fruitful new year. We hope to see you at our events and get to know you in person. Happy new semester to all of you.

Warm regards,

A. Suzan Öñiz
INGED Newsletter Editor

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



INGED Afternoons

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

INGED Events

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

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.**

**NOTIFICATION:
ANNUAL GENERAL ASSEMBLY**

To all INGED Members,

The Annual INGED General Assembly will meet

on Friday, 21 October 2016
at 3:00 p.m.
at Çankaya Üniversitesi,
Balgat Kampüsü, B Blok, Sınıf No: 412.

In the case of insufficient attendance,
the second and final meeting will take place
at 3:00 p.m.
on Sunday, 30 October 2016,
at City Otel,
Turan Güneş Bulvarı, No:19, Çankaya, Ankara.

Note:

There will be a whole-day INGED Event with a luncheon on 30 Ekim 2016;
the General Assembly will convene following these presentations.

For the INGED Event program, please refer to our web page.
<http://inged.org.tr>



INGED & US EMBASSY CO-EVENT

Date:
Sunday 30 October, 2016



Venue:
City Hotel, Turan Güneş Bulvarı No:19 Çankaya/Ankara

PROGRAM

- 10.30-11.30 I have a secret!
Prof. Dr. Aydan ERSÖZ (INGED)
- 11.30-11.45 Tea/Coffee Break
- 11.45-12.45 Collaborative Writing through Music
Mustafa Akın GÜNGÖR (INGED)
- 12.45-13.30 Lunch
- 13.30-14.30 The Use of Videos in Teaching Integrated Language Skills
Müzeyyen Nazlı GÜNGÖR (INGED)
- 14.30-15.00 Break
- 15.00 INGED General Assembly

The event is free of charge. Only advance registration will be accepted by Tuesday 25 October, 2016. There will be no on-site registration.

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

For registration and detailed information, please contact M. Nazlı Güngör at nazlidemirbas_06@hotmail.com

GETTING STARTED GETTING ACTIVE

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

NAVIGATION

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SEETA IS:-














COURSE Taxi
The most integrated solution for an elearning business

online community



SEETA SURVEY
 Take a minute to take our survey. Thank you! Take the survey here.

HAPPENING NOW !

SMALL SCALE, TEACHER-LED RESEARCH PROJECT



SEETA Research Project webchat
 Tuesday 20 June --- 3pm CEST/4pm EEST
 How to join now? How do I get unstuck? How do I become a presenter at the SEETA Online conference? Join the webchat here.

SMALL SCALE, TEACHER-LED RESEARCH PROJECT



EFL Teachers become researchers!
 Join the project area here.

Ask The Trainer
 4-20 June 2016 on SEETA

ENTER THE EVENT HERE
 Get the enrolment key from you r TA. More information here.

SEETA TEACHERS' LOUNGE



In-going community focus
 Join us here

FROM ARABAT TO THE ALPS



SEETA Literature Project
 Let's find out about our neighbours through literature! A unique project for teachers and students in south-east Europe! Find out more here.

SEETA BOOKLET

Welcome
 New Teachers ❤️

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

SEETA BOOKLET

KEEP CALM AND BLOG

Join us on a collaborative project for a SEETA Booklet on how to become a successful blogger! See the project as it's happening and find out how you can contribute. JOIN HERE.

TECHNOLOGY IN TEACHING:

18 GMAIL TRICKS YOU PROBABLY DONT USE (BUT SHOULD)



Originally Published at:

<https://www.thrillist.com/tech/best-gmail-add-ons-and-extensions-things-you-didn-t-know-about-gmail>

They say we only use 10 percent of our brains. I think we only use 10 percent of our Gmail's features. Let's fix that.

1. Undo a sent message

Having second thoughts? Google offers a quick, [life-saving tutorial](#) to set an incremental amount of time where you can flip the “abort” switch. You're welcome.

2. Make Gmail your default mail app

Seems like a no-brainer, but [this extension](#) will make sure whenever you click on an email address in any browser, it'll open a new compose window in Gmail, rather than Apple's next-to-useless Mail app.

3. See who's opened your email

These days, there are dozens of services that'll notify you once someone's clicked into your messages. [Sidekick](#) is a solid option that lets you know if your recipient has read your email, and won't notify them that you're sneakily tracking their activity.

4. “Unsubscribe” from junk mail all at once

Check [this site](#), enter your email address, and instantly see all of those outdated gym newsletters (yeah right), Seamless offers, and everything else you've unwittingly signed up for and unsubscribe in one fell swoop.

5. Track down your storage-sucking messages

Though Gmail promises that you "will never delete an email again," if you're running out of space, [this service](#) locates the emails that are taking up the most room in your inbox, so you can delete 'em and lighten your load.

6. Make 'Reply All' the default

Why the hell would you want to do this? Well, if you work in an environment that relies on chain emails, setting your default to “reply all” rather than just "reply" means you'll never be that asshole who forgets to pass on some critical info. You can access it in the "General" section of settings.

7. Download the Google Calendar app immediately

Finally, get [a streamlined view of your calendar](#) on your phone. It even adds photographs to each of your events so you can scan your schedule with ease, making you a productivity machine.

8. Access Gmail offline

Try as we might, we can't always be wired in every second. [This app](#) lets you write and access emails without Internet, so you're ready to send them the moment those bars come back.

9. Automatically send messages to certain folders

To access them, go to Settings, Filters, and Create new filter. Now, messages from certain people or messages with specific keywords can be directed to a folder of your choosing.

10. Stalk your contacts

Or at least the next best thing. [This extension](#) adds a sidebar that will show the Twitter handle, LinkedIn profile, even most recent status updates from email recipients so you know who you're dealing with.

11. Encrypt your messages

Perfect for the paranoid techie, [SecureMail](#) lets you send encrypted emails with an agreed upon key that your recipient and you have chosen to decode it.

12. Find out which emails matter most

An incredibly helpful way to determine how crucial an email is at a glance, the personal level indicators can be accessed through the General section of the Settings menu. Once activated, they'll display a single arrow (›) next to any messages sent to a group, and double arrows (») to messages addressed only to you.

**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.**

Evidence Rebuts Chomsky's Theory of Language Learning

Much of Noam Chomsky's revolution in linguistics—including its account of the way we learn languages—is being overturned

By Paul Ibbotson, Michael Tomasello

The idea that we have brains hardwired with a mental template for learning grammar—famously espoused by Noam Chomsky of the Massachusetts Institute of Technology—has dominated linguistics for almost half a century. Recently, though, cognitive scientists and linguists have abandoned Chomsky's "universal grammar" theory in droves because of new research examining many different languages—and the way young children learn to understand and speak the tongues of their communities. That work fails to support Chomsky's assertions.

The research suggests a radically different view, in which learning of a child's first language does not rely on an innate grammar module. Instead the new research shows that young children use various types of thinking that may not be specific to language at all—such as the ability to classify the world into categories (people or objects, for instance) and to understand the relations among things. These capabilities, coupled with a unique human ability to grasp what others intend to communicate, allow language to happen. The new findings indicate that if researchers truly want to understand how children, and others, learn languages, they need to look outside of Chomsky's theory for guidance.

This conclusion is important because the study of language plays a central role in diverse disciplines—from poetry to artificial intelligence to linguistics itself; misguided methods lead to questionable results. Further, language is used by humans in ways no animal can match; if you understand what language is, you comprehend a little bit more about human nature.

Chomsky's first version of his theory, put forward in the mid-20th century, meshed with two emerging trends in Western intellectual life. First, he posited that the languages people use to communicate in everyday life behaved like mathematically based languages of the newly emerging field of computer science. His research looked for the underlying computational structure of language and proposed a set of procedures that would create "well-formed" sentences. The revolutionary idea was that a computerlike program could produce sentences real people thought were grammatical. That program could also purportedly explain as well the way people generated their sentences. This way of talking about language resonated with many scholars eager to embrace a computational approach to ... well ... everything.

As Chomsky was developing his computational theories, he was simultaneously proposing that they were rooted in human biology. In the second half of the 20th century, it was becoming ever clearer that our unique evolutionary history was responsible for many aspects of our unique human psychology, and so the theory resonated on that level as well. His universal grammar was put forward as an innate component of the human mind—and it promised to reveal the deep biological underpinnings of the world's 6,000-plus human languages. The most powerful, not to mention the most beautiful, theories in science reveal hidden unity underneath surface diversity, and so this theory held immediate appeal.

But evidence has overtaken Chomsky's theory, which has been inching toward a slow death for years. It is dying so slowly because, as physicist Max Planck once noted, older scholars tend to hang on to the old ways: "Science progresses one funeral at a time."

IN THE BEGINNING

The earliest incarnations of universal grammar in the 1960s took the underlying structure of "standard average European" languages as their starting point—the ones spoken by most of the linguists working on them. Thus, the universal grammar program operated on chunks of language, such as noun phrases ("The nice dogs") and verb phrases ("like cats").

Fairly soon, however, linguistic comparisons among multiple languages began rolling in that did not fit with this neat schema. Some native Australian languages, such as Warlpiri, had grammatical elements scattered all over the sentence—noun and verb phrases that were not "neatly packaged" so that they could be plugged into Chomsky's universal grammar—and some sentences had no verb phrase at all.

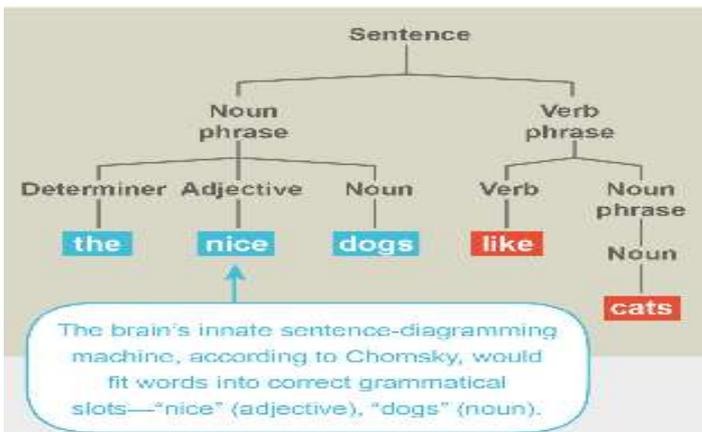
These so-called outliers were difficult to reconcile with the universal grammar that was built on examples from European languages. Other exceptions to Chomsky's theory came from the study of "ergative" languages, such as Basque or Urdu, in which the way a sentence subject is used is very different from that in many European languages, again challenging the idea of a universal grammar.

"Noam-enclature" and the New Linguistics

Noam Chomsky took the linguistics community by storm more than 50 years ago. The idea was simple. Underlying language is a set of rules innate to every child that generates grammatical sentences from the earliest age. Chomsky set out to define those rules and how they work. Without this universal grammar, he thought, it would be impossible for a child to learn any language. In the ensuing years, Chomsky's theory has gradually been challenged by new theories asserting that language is acquired as children discern patterns in the language they hear around them.

Chomsky's Universal Grammar

Chomsky's universal grammar equipped the child with rules that worked on phrases ("the nice dogs") and rules for transforming those phrases ("Cats are liked by the nice dogs"). The theory has evolved in recent years but still retains the essential idea that children are born with the ability to make words conform to a grammatical template.



Usage-based Learning

New approaches to linguistics and psychology suggest that children's natural ability to intuit what others think, combined with powerful learning mechanisms in the developing brain, diminishes the need for a universal grammar. Through listening, the child learns patterns of usage that can be applied to different sentences. The word "food" might replace the word "ball" after the phrase "The dog wants." Studies show that this theory of building up knowledge of word meaning and grammar approximates the way that two- and three-year-olds actually learn language.



Illustration by Lucy Reading-Ikkanda

These findings, along with theoretical linguistic work, led Chomsky and his followers to a wholesale revision of the notion of universal grammar during the 1980s. The new version of the theory, called principles and parameters, replaced a single universal grammar for all the world's languages with a set of "universal" principles governing the structure of language. These principles manifested themselves differently in each language. An analogy might be that we are all born with a basic set of tastes (sweet, sour, bitter, salty and umami) that interact with culture, history and geography to produce the present-day variations in world cuisine. The principles and parameters were a linguistic analogy to tastes. They interacted with culture (whether a child was learning Japanese or English) to produce today's variation in languages as well as defined the set of human languages that were possible.

Languages such as Spanish form fully grammatical sentences without the need for separate subjects—for example, *Tengo zapatos* ("I have shoes"), in which the person who has the shoes, "I," is indicated not by a separate word but by the "o" ending at the end of the verb. Chomsky contended that as soon as children encountered a few sentences of this type, their brains would set a switch to "on," indicating that the sentence subject should be dropped. Then they would know that they could drop the subject in all their sentences.

The "subject-drop" parameter supposedly also determined other structural features of the language. This notion of universal principles fits many European languages reasonably well. But data from non-European languages turned out not to fit the revised version of

Chomsky's theory. Indeed, the research that had attempted to identify parameters, such as the subject-drop, ultimately led to the abandonment of the second incarnation of universal grammar because of its failure to stand up to scrutiny.

More recently, in a famous paper published in *Science* in 2002, Chomsky and his co-authors described a universal grammar that included only one feature, called computational recursion (although many advocates of universal grammar still prefer to assume there are many universal principles and parameters). This new shift permitted a limited number of words and rules to be combined to make an unlimited number of sentences.

The endless possibilities exist because of the way recursion embeds a phrase within another phrase of the same type. For example, English can embed phrases to the right ("John hopes Mary knows Peter is lying") or embed centrally ("The dog that the cat that the boy saw chased barked"). In theory, it is possible to go on embedding these phrases infinitely. In practice, understanding starts to break down when the phrases are stacked on top of one another as in these examples. Chomsky thought this breakdown was not directly related to language per se. Rather it was a limitation of human memory. More important, Chomsky proposed that this recursive ability is what sets language apart from other types of thinking such as categorization and perceiving the relations among things. He also proposed recently this ability arose from a single genetic mutation that occurred between 100,000 and 50,000 years ago.

As before, when linguists actually went looking at the variation in languages across the world, they found counterexamples to the claim that this type of recursion was an essential property of language. Some languages—the Amazonian Pirahã, for instance—seem to get by without Chomskyan recursion.

As with all linguistic theories, Chomsky's universal grammar tries to perform a balancing act. The theory has to be simple enough to be worth having. That is, it must predict some things that are not in the theory itself (otherwise it is just a list of facts). But neither can the theory be so simple that it cannot explain things it should. Take Chomsky's idea that sentences in all the world's languages have a "subject." The problem is the concept of a subject is more like a "family resemblance" of features than a neat category. About 30 different grammatical features define the characteristics of a subject. Any one language will have only a subset of these features—and the subsets often do not overlap with those of other languages.

Chomsky tried to define the components of the essential tool kit of language—the kinds of mental machinery that allow human language to happen. Where counterexamples have been found, some Chomsky defenders have responded that just because a language lacks a certain tool—recursion, for example—does not mean that it is not in the tool kit. In the same way, just because a culture lacks salt to season food does not mean salty is not in its basic taste repertoire. Unfortunately, this line of reasoning makes Chomsky's proposals difficult to test in practice, and in places they verge on the unfalsifiable.

DEATH KNELLS

A key flaw in Chomsky's theories is that when applied to language learning, they stipulate that young children come equipped with the capacity to form sentences using abstract grammatical rules. (The precise ones depend on which version of the theory is

in--voked.) Yet much research now shows that language acquisition does not take place this way. Rather young children begin by learning simple grammatical patterns; then, gradually, they intuit the rules behind them bit by bit.

Thus, young children initially speak with only concrete and simple grammatical constructions based on specific patterns of words: “Where’s the X?”; “I wanna X”; “More X”; “It’s an X”; “I’m X-ing it”; “Put X here”; “Mommy’s X-ing it”; “Let’s X it”; “Throw X”; “X gone”; “Mommy X”; “I Xed it”; “Sit on the X”; “Open X”; “X here”; “There’s an X”; “X broken.” Later, children combine these early patterns into more complex ones, such as “Where’s the X that Mommy Xed?”

Many proponents of universal grammar accept this characterization of children’s early grammatical development. But then they assume that when more complex constructions emerge, this new stage reflects the maturing of a cognitive capacity that uses universal grammar and its abstract grammatical categories and principles.

For example, most universal grammar approaches postulate that a child forms a question by following a set of rules based on grammatical categories such as “What (object) did (auxiliary) you (subject) lose (verb)?” Answer: “I (subject) lost (verb) something (object).” If this postulate is correct, then at a given developmental period children should make similar errors across all wh-question sentences alike. But children’s errors do not fit this prediction. Many of them early in development make errors such as “Why he can’t come?” but at the same time as they make this error—failing to put the “can’t” before the “he”—they correctly form other questions with other “wh-words” and auxiliary verbs, such as the sentence “What does he want?”

Experimental studies confirm that children produce correct question sentences most often with particular wh-words and auxiliary verbs (often those with which they have most experience, such as “What does ...”), while continuing to make errors with question sentences containing other (often less frequent) combinations of wh-words and auxiliary verbs: “Why he can’t come?”

The main response of universal grammarians to such findings is that children have the competence with grammar but that other factors can impede their performance and thus both hide the true nature of their grammar and get in the way of studying the “pure” grammar posited by Chomsky’s linguistics. Among the factors that mask the underlying grammar, they say, include immature memory, attention and social capacities.

Yet the Chomskyan interpretation of the children’s behavior is not the only possibility. Memory, attention and social abilities may not mask the true status of grammar; rather they may well be integral to building a language in the first place. For example, a recent study co-authored by one of us (Ibbotson) showed that children’s ability to produce a correct irregular past tense verb—such as “Every day I fly, yesterday I flew” (not “flyed”)—was associated with their ability to inhibit a tempting response that was unrelated to grammar. (For example, to say the word “moon” while looking at a picture of the sun.) Rather than memory, mental analogies, attention and reasoning about social situations getting in the way of children expressing the pure grammar of Chomskyan linguistics, those mental faculties may explain why language develops as it does.

As with the retreat from the cross-linguistic data and the tool-kit argument, the idea of performance masking competence is also pretty much unfalsifiable. Retreats to this type of claim are common in declining scientific paradigms that lack a strong empirical base—consider, for instance, Freudian psychology and Marxist interpretations of history.

Even beyond these empirical challenges to universal grammar, psycholinguists who work with children have difficulty conceiving theoretically of a process in which children start with the same algebraic grammatical rules for all languages and then proceed to figure out how a particular language—whether English or Swahili—connects with that rule scheme. Linguists call this conundrum the linking problem, and a rare systematic attempt to solve it in the context of universal grammar was made by Harvard University psychologist Steven Pinker for sentence subjects. Pinker’s account, however, turned out not to agree with data from child development studies or to be applicable to grammatical categories other than subjects. And so the linking problem—which should be the central problem in applying universal grammar to language learning—has never been solved or even seriously confronted.

AN ALTERNATIVE VIEW

All of this leads ineluctably to the view that the notion of universal grammar is plain wrong. Of course, scientists never give up on their favorite theory, even in the face of contradictory evidence, until a reasonable alternative appears. Such an alternative, called usage-based linguistics, has now arrived. The theory, which takes a number of forms, proposes that grammatical structure is not innate. Instead grammar is the product of history (the processes that shape how languages are passed from one generation to the next) and human psychology (the set of social and cognitive capacities that allow generations to learn a language in the first place). More important, this theory proposes that language recruits brain systems that may not have evolved specifically for that purpose and so is a different idea to Chomsky’s single-gene mutation for recursion.

In the new usage-based approach (which includes ideas from functional linguistics, cognitive linguistics and construction grammar), children are not born with a universal, dedicated tool for learning grammar. Instead they inherit the mental equivalent of a Swiss Army knife: a set of general-purpose tools—such as categorization, the reading of communicative intentions, and analogy making, with which children build grammatical categories and rules from the language they hear around them.

For instance, English-speaking children understand “The cat ate the rabbit,” and by analogy they also understand “The goat tickled the fairy.” They generalize from hearing one example to another. After enough examples of this kind, they might even be able to guess who did what to whom in the sentence “The gazzer mibbed the toma,” even though some of the words are literally nonsensical. The grammar must be something they discern beyond the words themselves, given that the sentences share little in common at the word level.

The meaning in language emerges through an interaction between the potential meaning of the words themselves (such as the things that the word “ate” can mean) and the meaning of the grammatical construction into which they are plugged. For example, even though “sneeze” is in the dictionary as an intransitive verb that only goes with a single

actor (the one who sneezes), if one forces it into a ditransitive construction—one able to take both a direct and indirect object—the result might be “She sneezed him the napkin,” in which “sneeze” is construed as an action of transfer (that is to say, she made the napkin go to him). The sentence shows that grammatical structure can make as strong a contribution to the meaning of the utterance as do the words. Contrast this idea with that of Chomsky, who argued there are levels of grammar that are free of meaning entirely.

The concept of the Swiss Army knife also explains language learning without any need to invoke two phenomena required by the universal grammar theory. One is a series of algebraic rules for combining symbols—a so-called core grammar hardwired in the brain. The second is a lexicon—a list of exceptions that cover all of the other idioms and idiosyncrasies of natural languages that must be learned. The problem with this dual-route approach is that some grammatical constructions are partially rule-based and also partially not—for example, “Him a presidential candidate?!” in which the subject “him” retains the form of a direct object but with the elements of the sentence not in the proper order. A native English speaker can generate an infinite variety of sentences using the same approach: “Her go to ballet?!” or “That guy a doctor?!” So the question becomes, are these utterances part of the core grammar or the list of exceptions? If they are not part of a core grammar, then they must be learned individually as separate items. But if children can learn these part-rule, part-exception utterances, then why can they not learn the rest of language the same way? In other words, why do they need universal grammar at all?

In fact, the idea of universal grammar contradicts evidence showing that children learn language through social interaction and gain practice using sentence constructions that have been created by linguistic communities over time. In some cases, we have good data on exactly how such learning happens. For example, relative clauses are quite common in the world’s languages and often derive from a meshing of separate sentences. Thus, we might say, “My brother.... He lives over in Arkansas.... He likes to play piano.” Because of various cognitive-processing mechanisms—with names such as schematization, habituation, decontextualization and automatization—these phrases evolve over long periods into a more complex construction: “My brother, who lives over in Arkansas, likes to play the piano.” Or they might turn sentences such as “I pulled the door, and it shut” gradually into “I pulled the door shut.”

What is more, we seem to have a species-specific ability to de-code others’ communicative intentions—what a speaker intends to say. For example, I could say, “She gave/bequeathed/sent/loaned/-sold the library some books” but not “She donated the library some books.” Recent research has shown that there are several mechanisms that lead children to constrain these types of inappropriate analogies. For example, children do not make analogies that make no sense. So they would never be tempted to say “She ate the library some books.” In addition, if children hear quite often “She donated some books to the library,” then this usage preempts the temptation to say “She donated the library some books.”

Such constraining mechanisms vastly cut down the possible analogies a child could make to those that align the communicative intentions of the person he or she is trying to understand. We all use this kind of intention reading when we understand “Can you open

the door for me?” as a request for help rather than an inquiry into door-opening abilities. Chomsky allowed for this kind of “pragmatics”—how we use language in context—in his general theory of how language worked. Given how ambiguous language is, he had to. But he appeared to treat the role of pragmatics as peripheral to the main job of grammar. In a way, the contributions from usage-based approaches have shifted the debate in the other direction to how much pragmatics can do for language before speakers need to turn to the rules of syntax.

Usage-based theories are far from offering a complete account of how language works. Meaningful generalizations that children make from hearing spoken sentences and phrases are not the whole story of how children construct sentences either—there are generalizations that make sense but are not grammatical (for example, “He disappeared the rabbit”). Out of all the possible meaningful yet ungrammatical generalizations children could make, they appear to make very few. The reason seems to be they are sensitive to the fact that the language community to which they belong conforms to a norm and communicates an idea in just “this way.” They strike a delicate balance, though, as the language of children is both creative (“I goed to the shops”) and conformative to grammatical norms (“I went to the shops”). There is much work to be done by usage-based theorists to explain how these forces interact in childhood in a way that exactly explains the path of language development.

A LOOK AHEAD

At the time the Chomskyan paradigm was proposed, it was a radical break from the more informal approaches prevalent at the time, and it drew attention to all the cognitive complexities involved in becoming competent at speaking and understanding language. But at the same time that theories such as Chomsky’s allowed us to see new things, they also blinded us to other aspects of language. In linguistics and allied fields, many researchers are becoming ever more dissatisfied with a totally formal language approach such as universal grammar—not to mention the empirical inadequacies of the theory. Moreover, many modern researchers are also unhappy with armchair theoretical analyses, when there are large corpora of linguistic data—many now available online—that can be analyzed to test a theory.

The paradigm shift is certainly not complete, but to many it seems that a breath of fresh air has entered the field of linguistics. There are exciting new discoveries to be made by investigating the details of the world’s different languages, how they are similar to and different from one another, how they change historically, and how young children acquire competence in one or more of them.

Universal grammar appears to have reached a final impasse. In its place, research on usage-based linguistics can provide a path forward for empirical studies of learning, use and historical development of the world’s 6,000 languages.

MORE TO EXPLORE

Constructing a Language: A Usage-Based Theory of Language Acquisition. Michael Tomasello. Harvard University Press, 2003.

Constructions at Work: The Nature of Generalization in Language. Adele Goldberg. Oxford University Press, 2006.

Language, Usage and Cognition. Joan Bybee. Cambridge University Press, 2010.

DIFFERENCES & SIMILARITIES

Compiled by
A. Suzan Öñiz

In this issue, we continue with articles focusing on similarities and/or differences between meanings and use of words.

For the complete article, go to:

<http://learningenglish.voanews.com/a/six-difference-between-british-and-american-english/3063743.html>

Six Differences Between British and American English

There is an old saying that America and Britain are “two nations divided by a common language.”

No one knows exactly who said this, but it reflects the way many Brits feel about American English. My British friend still tells me, “You don’t speak English. You speak American.” But are American and British English really so different?

Vocabulary

The most noticeable difference between American and British English is vocabulary. There are hundreds of everyday words that are different. For example, Brits call the front of a car the bonnet, while Americans call it the hood.

Americans go on vacation, while Brits go on holidays, or hols.

New Yorkers live in apartments; Londoners live in flats.

There are far more examples than we can talk about here. Fortunately, most Americans and Brits can usually guess the meaning through the context of a sentence.

Collective Nouns

There are a few grammatical differences between the two varieties of English. Let’s start with collective nouns. We use collective nouns to refer to a group of individuals.

In American English, collective nouns are singular. For example, staff refers to a group of employees; band refers to a group of musicians; team refers to a group of athletes. Americans would say, “The band is good.”

But in British English, collective nouns can be singular or plural. You might hear someone from Britain say, “The team are playing tonight” or “The team is playing tonight.”

Auxiliary verbs

Another grammar difference between American and British English relates to auxiliary verbs. Auxiliary verbs, also known as helping verbs, are verbs that help form a

grammatical function. They “help” the main verb by adding information about time, modality and voice.

Let’s look at the auxiliary verb shall. Brits sometimes use shall to express the future. For example, “I shall go home now.” Americans know what shall means, but rarely use it in conversation. It seems very formal. Americans would probably use “I will go home now.”

In question form, a Brit might say, “Shall we go now?” while an American would probably say, “Should we go now?”

When Americans want to express a lack of obligation, they use the helping verb do with negative not followed by need. “You do not need to come to work today.” Brits drop the helping verb and contract not. “You needn’t come to work today.”

Past Tense Verbs

You will also find some small differences with past forms of irregular verbs. The past tense of learn in American English is learned. British English has the option of learned or learnt. The same rule applies to dreamed and dreamt, burned and burnt, leaned and leant.

Americans tend to use the –ed ending; Brits tend to use the -t ending.

In the past participle form, Americans tend to use the –en ending for some irregular verbs. For example, an American might say, “I have never gotten caught” whereas a Brit would say, “I have never got caught.” Americans use both got and gotten in the past participle. Brits only use got.

Don’t worry too much about these small differences in the past forms of irregular verbs. People in both countries can easily understand both ways, although Brits tend to think of the American way as incorrect.

Tag Questions

A tag question is a grammatical form that turns a statement into a question. For example, “The whole situation is unfortunate, isn’t it?” or, “You don’t like him, do you?”

The tag includes a pronoun and its matching form of the verb be, have or do. Tag questions encourage people to respond and agree with the speaker. Americans use tag questions, too, but less often than Brits. You can learn more about tag questions on a previous episode of Everyday Grammar.

Spelling

There are hundreds of minor spelling differences between British and American English. You can thank American lexicographer Noah Webster for this. You might recognize Webster’s name from the dictionary that carries his name.

Noah Webster, an author, politician, and teacher, started an effort to reform English spelling in the late 1700s.

He was frustrated by the inconsistencies in English spelling. Webster wanted to spell words the way they sounded. Spelling reform was also a way for America to show its independence from England.

You can see Webster's legacy in the American spelling of words like color (from colour), honor (from honour), and labor (from labour). Webster dropped the letter u from these words to make the spelling match the pronunciation.

Other Webster ideas failed, like a proposal to spell women as wimmen. Since Webster's death in 1843, attempts to change spelling rules in American English have gone nowhere.

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

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on ideas about what to do on the first day of school, ELT techniques, the effects of the first language that you learn as a baby, how to boost students' memories, and teaching practice ideas from a class teacher.

<https://usergeneratededucation.wordpress.com/2016/08/27/the-first-days-of-school-setting-the-climate-for-year/>

The First Days of School: Setting the Climate for Year

I have written before about the beginning of the school year, [Beginning the School Year: It's About Connections Not Content](#).

I begin all classes focusing on having the students make connections between each other and with me. I want students to learn about one another in a personal way. I want to learn about my students so my instructional strategies can be more personalized and tailored to their needs and interests.

As we begin this new school year, I want to share my own ideas for what I believe represent best practices for doing so. I have the following goals for beginning the school year:

- To have the learners get to know one another and if they do know one another, to deepen that understanding.
- To have the learners get to know me as an educator.
- To set the climate that the classroom will be experiential, engaging, fun, and student-centric.
- To begin the process of having learners learn to solve problems as a group and work cooperatively with one another.
- To begin creating a supportive climate – where learners support one another and I support their learning efforts.
- To give the message that social-emotional learning is important.
- To have the learners take ownership of their classroom.

What should also be obvious from this list is what is not on it – namely a focus on content-driven instruction during the first days of school.

These are the activities I used on the first day of school with my gifted class of 2nd to 6th grade students:

Morning Check-In

I believe in including classroom activities that build emotional intelligence and social emotional learning. I begin my mornings throughout the school year with emotional check-ins, a way for each learner to check in with how they are doing that day. I use props such as



feeling cards to do so. On this first day, I used [Stones Have Feelings, Too](#).



For more ideas on the types of check-ins I have used, see [Morning Meetings, Check-Ins, and Social-Emotional Learning](#).

Thumball Ice Breaker

For the second activity, the learners were asked to form a circle to participate in a Thumball Ice Breaker.

A learner tosses it to another learner. The catcher then responds to the prompt closest to her or his left them. After doing so, the learner throws it to another learner. I typically do two to three rounds where each learner gets the ball during a round. Example prompts include:

- Three Wishes
- Happiest Memory
- Three Yummy Foods
- Three Gross Foods
- Favorite TV Show or Movie
- Best Book or Author
- Great Vacation Place
- Funniest Cartoon



Warp Speed

As a former adventure educator, I have a fondness for team building and group problem solving activities, and regularly incorporate them into my classroom. A good list of these types of activities can be found on [Teampedia](#).

During on first day together, I facilitated Warp Speed with the learners.

Toss the ball around the circle until everyone has caught it once and it is returned to the leader. For Warp Speed, you need to establish a pattern of tossing one object around the group. Once the pattern has been established, ask the group to see how quickly they can move the object through the pattern with each person touching it in the order that has been established. Time this, and give the group several opportunities to improve their time

(<http://www.lifeway.com/studentministry/2014/07/07/game-warp-speed/>).



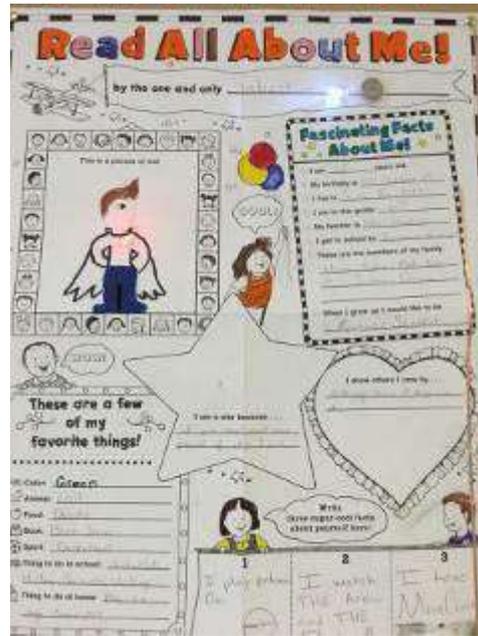


As each effort was timed with the 3 second penalties per drop, I had them practice mental math. I showed them their times as recorded via my iPhone, asked them to multiply the number of drops times 3 and then add this total to their time. On subsequent efforts, I asked them to subtract the difference. Later they compared their improvements.

LED Enhanced All About Me Posters

I like using the [All About Me posters](#) at the beginning of the school year as it lets me know a lot about the learners in a very short time. I also use them to decorate my

classroom walls. Since I have been involved in maker education running a maker summer camp, I showed the kids how to use LED lights creating circuits with copper tape. They used these materials to create LED enhanced All About me Posters.



Autobiographical Activities

The All About Me Poster was actually the beginning of their autobiographical activity unit. The learners were provided with a Google Doc with the following:

Required:

- All About Me Posters with LED lights
- I Am Poem – <http://oakdome.com/k5/lesson-plans/word/i-am-poem.php>. Post to a Google Slide. Include a photo from <http://www.photosforclass.com/>
- Word Cloud with at least 12 self descriptors – http://www.abcya.com/word_clouds.htm.

Choose Three:

- Magnetic Poetry – refrigerator magnet words to write a 5 line poem or a Haiku about yourself.
- Get Anagrams for Your Name – <http://www.wordsmith.org/anagram/index.html> (list 15 of them)
- Do an A-Z book – each letter needs a word and an picture to describe you.
- Write out 10 equations about you represented by number.
- Make a T-shirt tote – <http://www.mommypotamus.com/no-sew-t-shirt-tote-bag-tutorial/> and bring three objects from home in your tote for a show and tell.
- Do I Am Poem on notepaper add to a decorated self portrait.

The learners began these activities at the end of our day by starting their magnetic poems, A-Z books, and Word Clouds.

Final Thoughts

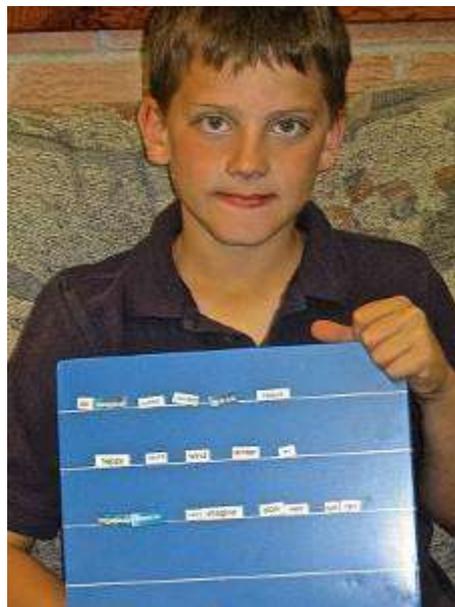
There were three things that happened during this first day that especially made me so grateful and excited about being a teacher.

First, one of the girls has a twice exceptional label – gifted and autistic. I was told that she might take weeks to start talking in class. Also, given her attributes, peers relationships, at times, at strained or even nonexistent. She loved all of the hands on activities especially the LED lights. After a bit of quietness during the beginning of the morning, she talked throughout our time together. What was especially cool was that a few of her classmates from



her regular classroom came to get her for a visit to the school nurse. When they came into my classroom and saw her LED enhanced poster, they got very excited. Another teacher noticed the kids going down the hall and heard the them talking about the project – asking this girl all about. The other teacher knows that girl from past years and told me it warmed her heart to see her excitedly share her learning . . . and the other kids listening to her. I smile ever time I picture it.

Second, one of the boys worked very hard at creating his magnetic poem – see above. He read it several times I loved the saw and heard priceless.



to different students as he created it. pride and joy I saw in his face when his peers' reactions. It was definitely

Finally, there was a boy in the class the school. I met his mom during prior to coming to my gifted class (it per week) and she told me that he happy at this new school, that he back to his old school but that was coming to the gifted program. His excitement and engagement as well connections to the other students in throughout the day brings a tear to seemed as though he found his tribe; a place where he belongs.

who is new to the morning meets a full day was not at all wanted to go happy about total as his the program my eye. It really

I wholeheartedly believe that the only reason these events occurred was due to my focus on the learners and on establishing our community during on first day together.



Back to Basics: ELT Techniques for 2016

by [*Eleanor Henning*](#)

To *motivate* an ELL is to *empower* an ELL. Why? An ELL is more likely to feel excited and empowered if there is motivation for the learning. As linguist Gardner hypothesized in his 1985 study, motivation and attitude are the primary sources contributing to individual language learning. Keeping this in mind, how do we best motivate and therefore empower our students?

As teachers, we should never stop learning and reminding ourselves of core ELT techniques. In an age of information overload in which a wealth of content and resources are readily available to support this learning, sometimes we may get “stuck in the weeds” and overlook fundamental language learning techniques that originally led us to success as teachers. As the dawn of a new year begins, let’s return to basics and revisit fundamental ELT techniques that best support and motivate a learner to feel empowered and in control of his or her English language learning experience, as well as concrete examples of how to implement the techniques.

Whether you’re a veteran or new to the field, combining these techniques in the classroom will motivate and empower your students to be successful language learners. Wishing you all a very happy 2016 and much teaching success!

1. Scaffold

To scaffold means to support an ELL during the stages of language acquisition, and to gradually withdraw that support as the learner acquires the target language and is able to perform a skill or task independently. Examples of support may include clues, verbal encouragement, reminders, or segmenting a task into more achievable parts. Scaffolding is key in the classroom as it allows learners to be presented with manageable language content and to slowly gain confidence and acquire that component of the L1 without feeling overwhelmed. Scaffolding also allows a learner the space to practice the target language before moving on to a more complex task.

Examples

- Scaffold target vocabulary with images such as drawings, photographs, maps, comics, magazines, Google images, commercial videos, and even students’ own photographs or art if they choose to share. For a unit on directions or community, use photographs or images from around the actual school where you teach.
- Have students group target vocabulary by category or by using the words in sentence strips.
- Preteach whenever possible. For example, email students a YouTube clip the day before it will be shown in class.

Resources

- [The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12](#) (Center for Applied Linguistics)

- [5 Key Strategies for ELL Instruction](#) (Teaching Channel)
- [Scaffolding Instruction for English Language Learners: Resource Guides for English Language Arts and Mathematics](#)(Engage NY)
- [7 Ways to Scaffold Instruction for English Language Learners](#)(Northwest Evaluation Association)

2. Model

To model means to show students how to accomplish a language task by demonstrating and explaining it explicitly. Modeling can be described as one type of scaffolding or support for learners. Breaking the skill into manageable parts or steps and teaching those parts one by one is key to supporting learners' language acquisition. Give examples of how and when the target language should be used and examples of situations where you *wouldn't* use the target language.

Example

To show students the differences between the modals *could*, *should*, and *would*, have learners silently read a text and underline the words. Have the students watch and listen to a podcast or watch a video clip with the target language and how it is used in conversation. Be sure to always include authentic language in which the target language appears. For example:

- "I was wondering, could you buy those tickets tomorrow?"
- "Would you mind stopping by my office before you leave?"
- "I think you should accept that job."

Have students practice writing a true-life scenario in which they could use these types of target structures.

Resources

- [12 Ways to Support ESL Students in the Mainstream Classroom](#)(Cult of Pedagogy)
- [I Do, We Do, You Do](#) (Teaching Channel)
- *Fifty Strategies for Teaching English Language Learners*, by A. L. Herrell and M. Jordan (Pearson Education)

3. Pronounce

To pronounce means to speak according to the phonemes of the language and thereby make oneself comprehensible to the listener, regardless of whether the grammar or vocabulary used is completely accurate. I love teaching pronunciation because learners often experience a "light-bulb" moment when learning an aspect of pronunciation and that correct pronunciation is often the key to listening comprehension. Learners are truly curious about sounds and are excited to improve their pronunciation. Teaching pronunciation can also easily involve a good deal of kinesthetic activity. Correct pronunciation gives ELLs the confidence to focus on other language challenges, such as grammar and vocabulary, when speaking to native speakers.

Example

To practice voiced and voiceless consonants (*bad* vs. *bat*, *robe* vs. *rope*) in the four skill areas (listening, reading, speaking, writing), list the target words on the board and then have the students stand in a circle and toss a ball while repeating the words around the circle. Learners can also listen to a dictation, write the correct voiced or voiceless word in their

notebooks or on the board, or work in pairs to compare answers. Have students describe images they see which include voiced and voiceless vocabulary.

Resources

- [Sound Bites](#), by J. Kozyrev (National Geographic Learning/Cengage Learning)
- [The Color Vowel Chart](#) (American English)
- [Integrating Pronunciation Across the Curriculum](#) (pdf; American English)

4. Assess

To assess a learner means to collect and analyze his or her learning using a variety of measurements, such as tests, oral reading, writing samples, teacher observations, or self-evaluations. Student self-assessments are an important part of overall assessments because they allow the student to have a certain amount of control over his or her learning. As Snow writes in *More Than a Native Speaker* (1996), involving students in their own grades helps “remove you from the role of final judge...and forces students to take more responsibility for their own work” (p. 66).

Examples

- Consider creating a daily or weekly assessment form that asks students to rate in percentages, number, or grades the quality of their own work and effort overall or in a specific skill area. You could also use a sliding scale from “disagree” to “agree” and ask the student to rate themselves against that scale.
- For a preassessment of reading interests, ask students to respond to questions such as “Do you like to read? Why or why not?” “What do you need to be a better reader?” “What do you like to read?”
- Information gap tasks, oral interviews, text retellings, and roleplays are also great forms of assessment.

Resources

- [5 Reasons You Should Seek Your OWN Student Feedback](#)(Cult of Pedagogy)
- [53 Ways to Check for Understanding](#) (Edutopia)
- [Writing Instruction & Assessment for English Language Learners K-8](#) (Colorín Colorado)
- [Authentic Assessment for English Language Learners: Practical Approaches for Teachers](#), by J. M. O'Malley and L. Valdez Pierce (Longman)

5. Read

To read is to look at and comprehend the meaning of written or printed matter by mentally interpreting the characters or symbols of which it is composed. Truly, one of the greatest joys in life is reading, and specifically reading for pleasure. As an instructor, there is nothing more important than encouraging ELLs to read and to read often in order to acquire vocabulary and grammar structures, and learn new content.

Regarding classroom reading, Stoller, Anderson, Grabe, and Komiyama write that “the absence of actual silent reading time...is unfortunate because students become better readers by reading a lot and reading often” (p. 3). Encouraging silent reading in class, as well as providing appropriate reading materials which most appeal to the student’s level and interest, is key to instilling a love for reading and for increased and improved reading

comprehension and overall improved L2 acquisition.

Example

Create reading displays in your classroom so that students can see a variety of reading materials and choose from those materials. Depending on the learners' reading levels, the materials can be written work from peers, newspaper articles, comics, movie reviews, or music lyrics. In addition, have students participate in choosing reading material from home or their personal lives to read silently in class. Even five minutes of silent reading per day can have an effect on reading levels.

Resources

- [Instructional Enhancements to Improve Students' Reading Abilities](#) (pdf; English Teaching Forum)
- [Pre-Reading Activities for ELLs](#) (Colorín Colorado)
- [Reading Logs: Integrating Extensive Reading with Writing Tasks](#) (pdf; American English)

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<http://www.fastcoexist.com/3054304/the-first-language-you-learn-changes-how-you-hear-all-other-languages-after>

The First Language You Learn Changes How You Hear All Other Languages After

An MRI experiment shows that the language you hear as a baby makes a permanent imprint on your brain.

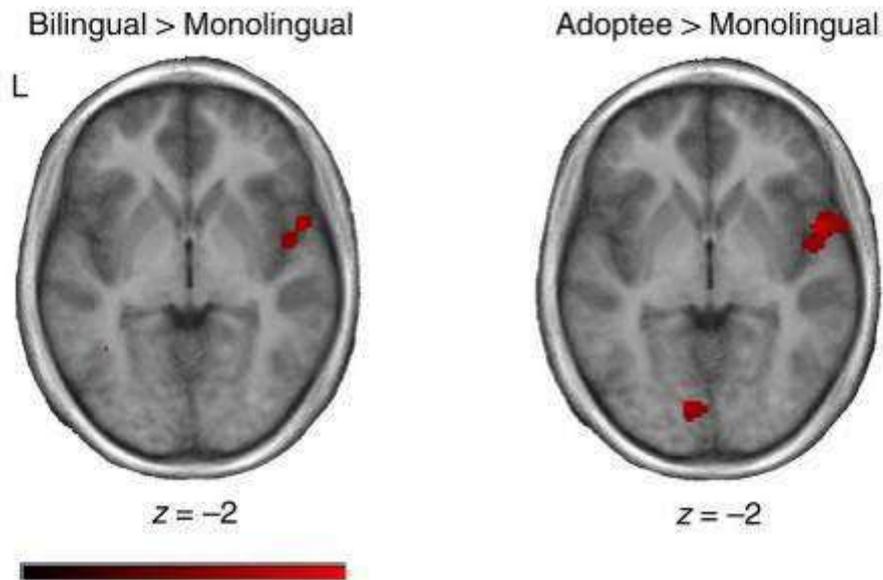
By Charlie Sorrel



The first language you learn as a baby "locks in" certain patterns in your brain and affects how you will learn other languages in future. Even if you forget that first language, it will continue to influence how you hear the sounds from other languages you may learn.

Researchers from [McGill University](#) and the Montreal Neurological Institute found that different parts of the brain light up when hearing your own original mother tongue, compared with words from a subsequently learned language.

[The study](#) used three groups of adolescents and tested them using nonsense French words. One group was French and only spoke French. The second group comprised adopted Chinese babies who had stopped speaking Chinese and now only spoke French. The third group was bilingual in French and Chinese. The youngsters listened to the nonsense French words while inside a functional magnetic resonance imaging (fMRI) scanner.

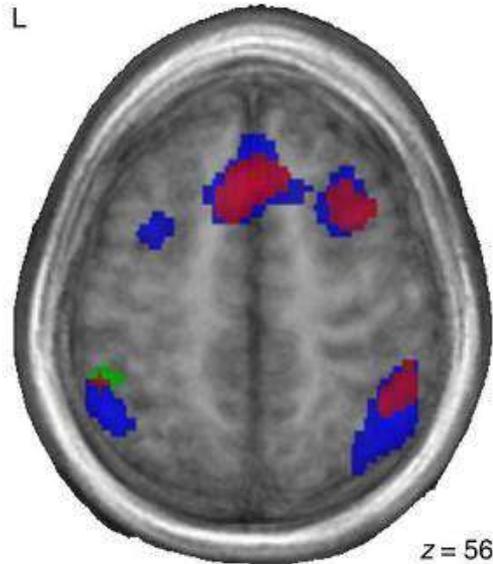


All the kids' brains lit up in the same expected spot when they listened to the words—the left inferior frontal gyrus and anterior insula. These areas are known to process language sounds.

The bilingual adolescents had an additional area of activity that lit up—the right middle frontal gyrus, left medial frontal cortex, and bilateral superior temporal gyrus. The surprise result was that those adopted into monolingual French families—the Chinese kids that no longer spoke Chinese—had these same extra areas light up. They were processing French the same way a bilingual child processes French, even though they were now themselves monolingual.

What causes this difference? When we're young, our brains are searching out any and all information. We're also good at filtering out sounds that aren't useful to language learning. That is, we quickly learn to know what is a word, and what isn't. This process seems to hardwire our brains to the sounds of our first language, so that we hear all other languages through that filter, even when we no longer speak or even remember the language itself.

"During the first year of life, as a first step in language development, infants' brains are highly tuned to collect and store information about the sounds that are relevant and important to the language they hear around them," says the study's lead author Lara Pierce. "These results suggest that children exposed to Chinese as infants process French in a different manner to monolingual French children."



This, says [another study](#), explains why speakers of one language always make the same mistakes when pronouncing foreign languages:

"When we hear a word that does not sound reasonable, we often mishear or repeat it in a way that makes it sound more acceptable," [says](#) David Gow, of the Massachusetts General Hospital Department of Neurology. "For example, the English language does not permit words that begin with the sounds 'sr-,' but that combination is allowed in several languages including Russian. As a result, most English speakers pronounce the Sanskrit word 'sri'—as in the name of the island nation Sri Lanka—as 'shri,' a combination of sounds found in English words like shriek and shred."

The new McGill University study suggests that the way we learn a language when we're young is different to how we learn when we're older. Our innate ear for words may be what makes language learning seem so effortless as babies.

The study also raises some questions. For instance, when children are brought up in bilingual or even trilingual families (that is, both parents speak a different mother tongue to a child, while all of them live in a country with another language), are they hard-wired with the sounds of all these languages?

[Top Photo: Seanika via [Shutterstock](#)]



CHARLIE SORREL

Previously found writing at Wired.com, Cult of Mac and Straight No filter.

[Continued](#)





Strengthening the memory of struggling learners: Starting points by **Howard Margolis**

No doubt about it. Most struggling learners have a strong propensity to forget, no matter how many times teachers and parents tell them something. This adds tremendous complexity and uncertainty to teaching while frustrating teachers, parents and learners alike.

So, how can you as a teacher (or parent or tutor) help struggling learners to remember fragile, fleeting, important information in working or short-term memory? How can you help them remember what's important — and remember it for years to come, so it becomes a building block for more advanced learning?

The start

At the start, make sure the struggling learners and all other students understand why it's essential that they remember the information. In other words, how will remembering and understanding it help them? How will forgetting it disadvantage them?

If they appear unmotivated to remember it, but it's important for them to do so, stress motivation strategies such as team participation, extrinsic reinforcement, and persuasive and encouraging comments. Why? Remembering can be hard work. To a large extent, it depends on motivation: the struggling learners' desire to remember something and their willingness to make the effort.

However, desire and willingness alone will not always suffice. Struggling learners need to use the right strategies. Here's where teachers (and parents and tutors) can help.

The prime strategy

From the start of your efforts to teach struggling learners and their peers how to strengthen their memory for what's important, encourage them to attend to what's *important*. Encourage them to keep concentrating on it, think about its meaning, think about how it relates to what they already know, and how it's similar or different from what they know.

In other words, how does it add, subtract or challenge what they knew.

Especially encourage struggling learners and their peers to put what's important to remember in their own words, to imagine it, to discuss it, and to even sketch and explain pictures of it. To encourage them to think about its meaning and importance, and apply what they're remembering, create numerous opportunities for them to use it with their peers.

As a teacher, you might use the OPIN (Greene) strategy to help them review and use vocabulary critical to upcoming lessons. As part of OPIN, students individually supply an important word that's missing from a blank space in a sentence, explain to their small team of peers why their choice best completes the sentence's meaning, discuss their peers' choices for the sentence, and help to pick their team's best choice — the one they'll later discuss with their class.

For three reasons, the earlier paragraph began with two italicized words: *especially encourage*. First, it tried to make clear that remembering requires ongoing work, work that struggling learners and many other students need to do. Second, it shows remembering is a complex process. It's a multidimensional process that over time, for important words and other memories, needs to be activated frequently.

Finally, it encourages you to create lots of opportunities for struggling learners and other students to think about and explain what they need to remember.

A structured strategy: Acronyms

When teaching struggling learners [to remember something](#), you can teach them to use [structured strategies](#). To avoid confusion, stick with one strategy until it's part of their DNA. In other words, wait until they're comfortable with it, and they use it automatically and effectively.

Acronyms are an effective, structured strategy for remembering key words that unlock networks of more elaborate meanings. They're shorthand, easy-to-remember cues for evoking important and more complex concepts.

Let's look at two acronyms in the sentence "Lots of M&Ms can make you FAT." As you'll see below, the meaning is straightforward and, for most people, the sentence and its two acronyms — M&Ms and FAT — are easy to remember and retrieve.

To help struggling learners quickly master the use of acronyms, take a few days to explain and illustrate the meanings of M&Ms and FAT, as described in the next two sections. Once they have a good handle on the meanings, ask them to slowly repeat this sentence five times:

- Lots of M&Ms can make you FAT.

As they repeat the acronyms, ask them to think about their meanings. Afterwards, ask them to form pairs and explain M&Ms and FAT to their partners. For the next few days, repeat a variation of this.

What does M&M mean?

M&M means "Meaning and Memory." If you want to increase your chances of remembering something important, make it meaningful to you. Make sure you know why it's personally important and meaningful. If you want to help your child remember something, help him (or her) make it personally meaningful.

If, for example, he needs to remember exercise improves learning, you can discuss it with him, write "good grades" under pictures of people exercising, briefly demonstrate how you frequently take breaks to walk up and down a broad plastic step when working on important projects.

If possible, every half-hour or so, interject three minutes of light exercise into his academic efforts. You might even show him and discuss an age-appropriate DVD about how exercise improves learning.

What does FAT mean?

FAT means "**F**ocus your **A**ttention on and **T**hink about it." While focusing your attention on the most important aspects of what you want to remember, think about what you're focusing on and why it's important.

If, for example, you want to remember that the "I" in IEP stands for "individualized," look at the word in your state's special education code, read and think about the sentences and paragraphs it's in, then look at pictures of three different children you know. Make sure they're different in age, size and academic achievement.

Ask yourself, "Should the first-grader learn to read from 'A Tale of Two Cities' and the ninth grader from 'A Cat in the Hat?' Does each need remedial instruction to recognize third-grade words? Does each need to gain weight?"

Such questions should help you remember that federal law requires special education to be individualized and that the federal government defines special education as "specially designed instruction ... to meet the unique needs of a child with a disability" (Federal Register, 2006 August 14, § 300.39).

But to help you understand and remember, you might think about how the three examples illustrate the word "individualized." Even better, think about how the three students differ and how this supports IDEA's mandate to individualize all IEPs.

What is REMOS?

Much of what you've read in this article emanates from REMOS. REMOS is not a model, not a method, but an acronym that cues teachers (and parents and tutors) to keep taking critical actions that strengthen important, targeted memories of struggling learners. In contrast to instructional models, REMOS does not specify, sequence or prescribe sets of actions.

This has advantages. It gives you substantial control over the five REMOS factors: **R**epetition, **E**laboration, **M**eaning, **O**rganization and **S**pacing. It encourages you to individualize your REMOS plans, comments and activities to fit your preferences, and the maturity, readiness and preferences of your students.

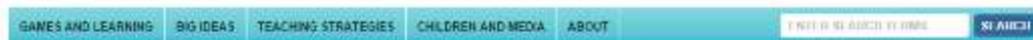
If needed, it gives you flexibility and guidance for responding to the many unexpected opportunities that characterize teaching. But it does require knowledge of the REMOS factors illustrated in this and [other articles](#).

In a subsequent article, I'll discuss the REMOS factors in greater detail. In doing so, I'll start with three underlying forces: history, novelty and importance. Understanding and using these will often increase the power of REMOS, like advertising increases the sale of movie tickets. Share this article



About the Author

Howard Margolis is editor emeritus of the Reading & Writing Quarterly: Overcoming Learning Difficulties, founding editor of the Journal of Educational & Psychological Consultation, professor emeritus of reading disabilities and special education at Queens College of CUNY, and co-author of "Reading Disabilities: Beating the Odds" and "Negotiating Your Child's IEP: A Step-by-Step Guide." He has a consulting practice in southern New Jersey, outside of Philadelphia, where he consults to schools and families about special education, dyslexia and other reading disabilities.

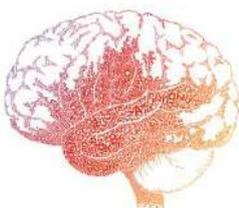


<http://blogs.kqed.org/mindshift/2014/10/studying-with-quizzes-helps-make-sure-the-material-sticks/>

Studying With Quizzes Helps Make Sure the Material Sticks

By Samara Freemark,
American RadioWorks

Roddy Roediger is a psychology professor at Washington University in St. Louis and runs the school's Memory Lab. He's been obsessed with studying how and why people remember things for four decades. About 20 years ago, Roediger was running an experiment on how images help people remember. He separated his subjects into three groups and asked each group to try to memorize 60 pictures. The first group just studied the pictures for 20 minutes. The second studied them for most of that time, but was asked to recall the pictures once during the session. But Roediger tested the third group on the pictures three times over the 20 minutes.



When Roediger tested the three groups on the pictures a week later, there were huge differences in how much they each remembered. The first group, which had just studied the whole time, remembered 16 of the 60 pictures. The second group did a little better. But the third group, the ones he had tested over and over, did great. They remembered 32 pictures — twice as many as the first group.

This phenomenon — testing yourself on an idea or concept to help you remember it — is called the “testing effect” or “retrieval practice.” People have known about the idea for centuries. Sir Francis Bacon mentioned it, as did the psychologist William James. In 350

BCE, Aristotle wrote that “exercise in repeatedly recalling a thing strengthens the memory.” But the testing effect had been mostly overlooked in recent years. “What psychologists interested in learning and memory have always emphasized is the acquisition part. The taking [information] in and getting it into memory,” Roediger said.

Laypeople — and even experts — tend to think of human memory as a box to be packed with information.

“What people neglected and didn’t think about was the ‘getting it out’ part,” Roediger said. “We don’t get information into memory just to have it sit there. We get it in to be able to use it later. ... And the actual act of retrieving the information over and over, that’s what makes it retrievable when you need it.”

Why does retrieval, or quizzing, slow forgetting and help us remember?

“It’s a good question, and we don’t know the answer to it,” said Roediger’s colleague Mark McDaniel.

One theory is that the act of retrieving information from the vastness of our memory systems poses a challenge to the brain, and retrieval practices that act: in effect, greasing the wheels of memory.

Another theory is that information goes into our brains attached to context. The texture of the book page that we flip as we read; the hum of the air conditioner in the background; the taste of the chips we’re snacking on as we study: these all become part of a stored memory.

“Memory is dynamic, and it keeps changing,” McDaniel said. “And retrieval helps it change.”

Every time a memory is retrieved, it becomes connected to new sensations and contexts. “The more things you have it connected to, the easier it is to pull it out, because you have lots of different ideas that can lead you to that particular material,” McDaniel said. “And the things you retrieve get more accessible later on, and the things you don’t retrieve get pushed into the background and become harder to retrieve next time.”

Studying using these methods requires a lot of work. Rather than just reading, students have to create little quizzes for themselves. It can feel uncomfortable and inefficient. “This is a difficult way to study,” McDaniel admitted. “I think most people want learning to be easy and effortless. They want a magic bullet for it. And learning is not easy and effortless. It takes work, and it takes effort and time and dedication.”

“I didn’t know how to study,” said Sydney Baranovitz, a student studying occupational therapy at Georgia Regents University who credits “retrieval practice” for saving her medical career. “I had the ability; I just didn’t know what to focus on. The issue with learning is, no one ever sits down and teaches you [how to study].”

Mark McDaniel agrees. “One of the gaps or problems in the educational system is that no one ever helps a student figure out how to learn, and yet that’s the primary challenge a student is faced with. You’ve got to assist them with how to do that. And that’s where I think we’re failing somewhat.”

TEST OFTEN FOR BETTER RESULTS

It's not just that many students are never taught how to study. It's also that many classes, especially in higher education, are set up to encourage bad study habits.

Andrew Sobel is a professor of international studies at Washington University in St. Louis. He used to teach a freshman introduction to political science class. He structured it in the traditional way, with daily lectures, a midterm exam and a final.

Then he heard Roddy Roediger give a presentation on the testing effect, and Sobel realized that his students were studying in exactly the wrong way, by rereading their notes the night before his two exams.

A vastly better model, Sobel thought, would be one where he essentially forced his students to retrieve knowledge over and over again throughout the course.

So, every semester, instead of two exams, he started giving his students nine quizzes. All these little tests would count for a grade, but they would also, Sobel hoped, be a tool for learning.

At first, Sobel says, his students hated the quizzes. But he was shocked when he realized that by the end of the semester, his students were writing answers to his questions that were comparable to those of his upper division students. "That had never happened before," Sobel said. "And so the only thing that can explain that, the only thing that varied in there, was the testing structure."

Sobel has tried to talk to his colleagues about the results he was seeing with quizzing, but he says most of them aren't interested in switching from a few exams to multiple quizzes. "University faculty are considered very smart, but are also very conservative," Sobel said. "We don't like to change our ways."

"I've always said there was kind of a conspiracy between students and faculty," Roediger said. "Faculty hate making up and grading tests. Students hate taking them. So we pretend they're not very important, and we don't give them. ... [Our lab] is arguing for more testing, not less — not standardized tests, but tests that help kids learn."



<https://pebblepad.latrobe.edu.au/pebblepad/viewasset.aspx?oid=219688&ctype=webfolio&pageoid=219749>

Teaching Practice

Teachers share an essential and privileged responsibility with parents and communities to care for all young people, and to discover and develop their potential to learn independently and critically throughout their lives. Victorian teachers make a difference.

Range of teaching strategies and styles

All students, regardless of age, ethnicity or background need individual attention. In a student centered environment, students are assumed to be individual and treated as such.

One of the ideas I have found a kinship with is that all students can benefit from the strategies developed specifically for students at risk. This is particularly important for an

inexperienced teacher as I may not be able to predict which students will need additional assistance with new concepts nor quickly identify learning or behavioural issues. Adopting these strategies into everyday teaching would alleviate anxiety for all students and maximise their chance of success immediately.

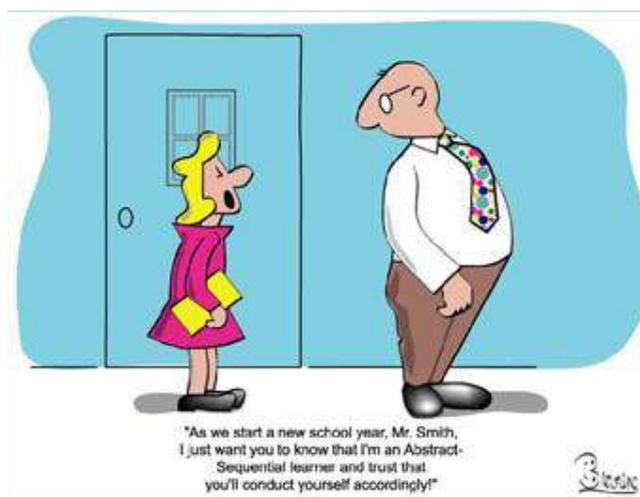
- Explicitly teaching terminology and vocabulary.
- Provide extra time if you think it will provide a better result
- Read instructions aloud
- Provide instant feedback
- Focus on what they can do to build their self esteem and sense of accomplishment
- Paraphrasing
- Prereading activities
- Provide more than one mode of delivery to demonstrate their understanding e.g. PC based work, podcasts, dramatisations, graphic representation
- Check work after a few examples.
- Assign fewer questions
- Number the steps on the whiteboard
- Encourage the development of individual cheat sheets
- Start with the known to provide context and build to the unknown
- Repetition of concepts
- Ask students to repeat the instructions
- Provide time for students to organise themselves. Provide suggestions on how they may feel more organised
- Pair/share technique.

Day to day application of student centered learning includes the following strategies:

- Zone of Proximal Distance;
- scaffolding;
- explicit linking
- reflection on homework, tests and other tasks encouraging students to take responsibility for their own learning;
- open ended questions; and
- 'wait time'.

Another key element of my overall strategy would be the use of stories. Stories would feature as a key way to introduce and end learning outcomes. Stories in my opinion offer an excellent way for our brains to contextualise, link and spiral information without us even knowing it is happening! Stories act in an unconscious learning environment.

And finally, based on the advice of AiZ, and from my own experience, lessons, particularly maths, should



begin with a warm up activity. Based on the 5e principle this is the 'engage' phase. The warm up is a technique used to help students move into a 'numeracy' frame of mind and to engage the students in the upcoming lesson with some fun. Timestables races and the Octable are only a couple of examples I have used and found very productive.

Individual Learning Needs

Multiple Intelligences is a theory defined by Howard Gardner (1983) that proposes that individuals can demonstrate a range of intelligences in areas. When catering to the different intelligences students may possess as well as catering to their individual learning styles, a teacher should look to provide a range of ways to both teach but also assess students learning.

One of the key learnings for me has been integrating the theory of teaching, new initiatives and actually teaching in the classroom. During my observation period I was saddened to see 'Multiple Intelligences' taught explicitly to the grade two to four students. The reason for my reaction was that the actual teaching process did not adopt any variation of style. When only the students learn about the intelligences and teachers do not embrace what it means for the classroom the impact is lost. It was like watching a mother showing and tasting all the different fruits in the grocery with her child but when it came to buy the fruit they only ever bought bananas because that is what they always bought.

Some of the key points of differentiated learning made by Wormelli that I hope to adopt into my teaching practice to are:

- Understand the appropriateness of techniques in different settings;
- Match the challenge to the student;
- Use many methods in balance rather than favouring any one;
- Focus on building student's autonomy;
- Wherever possible use primary sources allowing students to find meaning themselves;
- Recognise when to let go as you are only one of the influences in their life

Students at risk

Failure to address student's individual learning needs can result in disruptive behaviour in the classroom when students feel bored, lost or frustrated with the learning process. In an effort to remain student centered, I think we need to recognise the contributing factors that can affect a student's ability or willingness to learn but still treat them as an individual who is capable of succeeding. Our role is to use the contributing factors as a clue as to what might help them overcome these issues not to use it as an excuse as to why they should fail.

Apart from the issues students bring to the classroom as part of their own intellectual and physical capabilities there are additional factors that come into play for students in the middle years:

- language and literacy issues
- being the victim of bullying,
- mental health issues
- family issues.
- Ethnicity (aboriginal/torres straight islanders)
- Disabilities like dyslexia
- Strong sub culture of 'cool is to not work'

Reflection on catering to different needs in the classroom

Student	Issue	Manifested behaviour in class
Student A	ESL – arrived from Malaysia 4 weeks ago	Very quiet and rarely contributed outside one on one interaction. Even then, limited to nod and shakes of the head to indicate understanding.
Student B	Diagnosed learning difficulty. Student is medicated.	Inappropriate outbursts in class. Little social skills and struggles to contribute effectively in group situations. Prefers individual computer based work. Has a high opinion of his own ability.
Student C	Fractured home life with a history of foster parenting	Student C can be very defiant in lessons. It is not uncommon for him to start the lesson off with 'this is boring' and put his head on the desk. Whilst very capable his co-operation is difficult to predict.

These students, whilst for very different reasons, had similar problems. Group work was very difficult for them and they often either could/would not participate. The IWB was integral to Student A's ability to follow the lesson and he was able to follow visually what students were describing. In each activity I visited him to ensure he knew what we were doing. Student B, surprisingly, had far less difficulty with the lesson than I initially thought he might and produced one of the best tessellation designs. I deliberately paired him in the group work with the top maths student since Student B respects his knowledge and tends to follow his lead. Student C can be very defiant in lessons. He was the first student I called on to come up to the IWB and this seemed to settle him. However as with both Student B and A I followed up continuously and ensured they were not only participating but also not disrupting others from their learning experience. The range of activities in the lesson helped managing these students since it not only caters to learning styles but other factors that contribute to students learning.

Developing and maintaining relationships with students

A key part to building a relationship with anyone is learning their name and using it! Whilst I thought this obvious I was surprised by the degree of its effectiveness in the classroom in establishing rapport with the students.

I think an important aspect of Student Centered Learning is consistency. That means if we structure our learning plans around their needs we need to structure their environment accordingly. Whilst negotiation with students and consultation is a longer process than dictating the terms I believe the time spent in the outset getting to know students, negotiating terms for acceptable behaviour, consequences for unfinished/late work will save you time in the long run and less interruptions in everyday classes in the future. Students want to feel safe and secure and one of the ways this can be achieved is if they can predict the consequences of certain actions and feel they have some control over their environment. This can be simply achieved by not rearranging desks in school holidays but inviting students to consider a new seating plan for the following term on the last day. Whilst it may seem small it is about consistency of practice and sharing the classroom and learning environment on an equal basis with the students.

Part of building any relationship is maintaining it. I found it very useful to scaffold individually with students. Even those students who did not appear to need any help. I would spend this time, even if only for a minute asking them what they liked/or did not

about the task, or the subject or even school. This gave me quick insight into their motivation for the subject and students often responded differently to me in the large group setting after I had shown interest in them not just their work. This is a great opportunity to check in with students beyond the focus on the task.

One of the other key lessons is that students can quickly adopt a 'pack' mentality if they believe you are unfair to another student so being fair, considerate and seeking out students individually helps to build the trust quickly. I found most students to be very open when asked what the reason for their outbursts had been. In all cases I found students not naughty for the sake of it rather something was bothering them either from the classroom or more often than not something that happened outside the classroom. Initiating conversations with students on an individual basis meant they were not in trouble but rather it was an opportunity to understand their point of view so that we could figure out together what to do to change the situation for the future. Perhaps I was lucky with the students I taught but they were not malicious in their nature only typical adolescents who are still learning to process their emotional reactions to situations and these outbursts are not always appropriate. But that is part of their learning process!

During our first intensive on campus we had the opportunity to hear directly from Ray Lewis. I must admit to being dubious as to how I would actually apply his concepts of respect in the classroom and how students would respond. I have found this to be an incredibly productive strategy. Students are just as annoyed if not more than I was by disruptive behaviour. By using the notion of respect for ones own learning and that of others seems to evoke a quick response in most students. I look forward to the experience of negotiating the ground rules of classroom behaviour and the notions of respect from the outset.

Behaviour Management

If the teacher is all powerful, students will seek to exert their own power which could be through defiance.

Students will seek to balance their four needs:

- power;
- belonging;
- freedom; and
- fun

I will strive to balance my role, not only to facilitate these needs of the students but to help guide them to meet the learning objectives.

My philosophy in this area is that from my experience behaviour management is not a separate topic nor strategy. If you adopt a students centered approach to teaching, engage students with authentic inquiry based learning models and build genuine relationship with students, there are no significant behaviour management issues from a class perspective.

I see behaviour management as part of building and maintaining relationships with students and thus feel I have addressed this issue.

Integrating PoLT into lesson planning

I have developed not only a working familiarity with the Principles but also developed some degree of skill in certain areas. Whilst I am happy to report on these successes I am equally conscious that my experience has been very limited and there is far more to build in terms of fully integrating the Principles into lesson plans and units of work.

Areas of Strength

1.1 The teacher builds positive relationships through knowing and valuing each student

- Learning students' names as quickly as possible and using their names to address them.
- Calling on students to encourage participation, not just waiting for volunteers;
- Finding out about the interests of student particularly students who are either slow to participate or exhibit disruptive behaviours.

1.2 The teacher promotes a culture of value and respect for individuals and their communities

- Facilitating discussion even on confrontational topics. In one class a student raised how ridiculous it was a primary school had changed the words to 'Kookaburra sits on the old gum tree' from gay to fun. I facilitated a discussion without leading it to a conclusion and did not share my own opinion but helped students justify their positions and respect the opinions of others where they held a different view.
- Addressing disruptive behaviour reminding students of the need to respect the rights of others to learn and contribute to the learning environment.

1.4 Each student experiences success through structured support, the valuing of effort, and recognition of their work

Actively scaffolding during lessons, focusing on students who have particular needs. This has been taken from one of my lesson plans:

(Take Grace aside at the start of the lesson and let her know there is a project being introduced and her and I can talk at the end of the lesson to negotiate handing in section at a time). She suffers from anxiety with larger tasks.

- Responding positively to student contributions and asking students to elaborate where appropriate. Encouraging class discussion to determine validity of responses as opposed to correcting the student directly.
- Acknowledging individuals who demonstrate positive changes in behaviours. I had a number of students in Secondary school who were initially very disruptive. Over the 5 week period I spoke to them individually about what the issues were and how I could help them resolve them. In most instances there was a positive change to their class behaviour. I acknowledged this directly with the student.

2.2 The teacher uses strategies that build skills required for productive collaboration

- Moving from group to individual tasks and back again. (Evidenced in the Tesselation lesson set out below).
- Working on producing cheat sheets in small groups requiring student to share their expertise and also builds on prior experience, knowledge and skills (PoLT 3.3)
- One group investigated egyptain fractions and then taught another. group. In primary school one group planned a lesson on multiplication of fractions. This lesson was delivered and was very enlightening as to how well students teach other students.

5.3 The teacher makes assessment criteria explicit

- Providing the criteria for assessing each outcome prior to students undertaking each assessment task. Evidenced in the units of work Content of Teaching and Learning.
- Leading discussions with students in which the criteria are discussed and clarified and seeking feedback from students on what else they believe should be valued in the process. (In other words a co constructivist approach to building assessment criteria).

5.4. Assessment practices encourage reflection and self assessment

This component involves the active involvement of students in the assessment process. In provided a self reflection activity for the Year 7 class after a test on fractions. The purpose was to help them understand that the grade was not the end of the learning process and to practice the skill of self reflection.

Principles requiring further development

Since I feel there are a still a number of Principles I need to build more consciously and all are of relevant I am going to list only those that are a priority for me as the next steps in my development. I have grouped them together and made comments as to how I think they relate to my future development.

Inquiry based learning model

I am strongly aligned to the Inquiry based model and the use of Bloom's Taxonomy and such I believe the following Principles make for a far more successful model and support my pedagogy which will assist me in consistant classroom practice.

1.3 Teaching strategies promote students' self-confidence and willingness to take risks with their learning

2.1 The teacher encourages and supports students to take responsibility for their learning

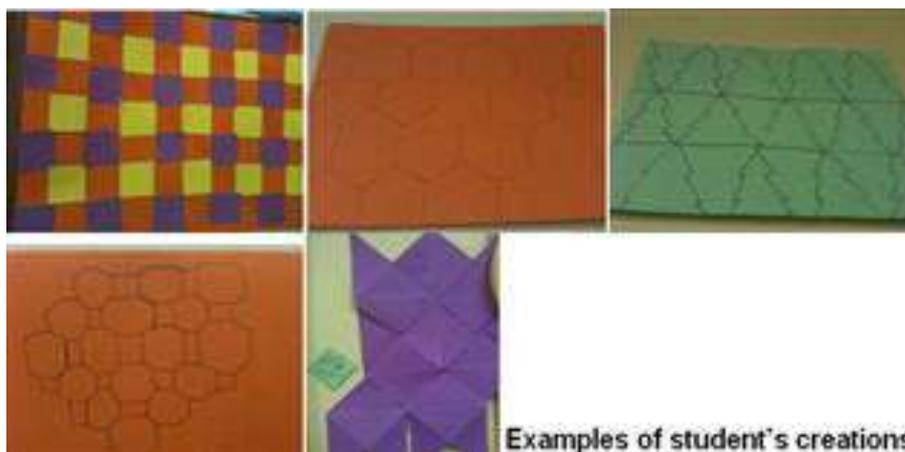
3.3 The teacher builds on students' prior experiences, knowledge and skills

4.4 The teacher uses strategies that challenge and support students to question and reflect

4.5 The teacher uses strategies to develop investigating and problem solving skills

5.2 The teacher ensures that students receive frequent constructive feedback that supports further learning

6.1 Students engage with contemporary knowledge and practice





**REFLECTIONS ON THE INGED
& US EMBASSY ELT CO-EVENT
HOSTED BY NE UNIVERSITY
3 June 2016**

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

The School of Foreign Languages, NE University hosted an INGED ELT event on 3 June 2016 in Konya. As expected, the academic staff and students were highly enthusiastic and active forming the ideal audience profile.

This half-day event turned out to be a great success despite the fact that it was immediately after the final exams at the university. The participants who were mostly 3rd or 4th year ELT Department students had great fun while learning about their profession and improving their professional skills. Most stated that they benefited a lot from especially practical ideas.

Below is the summary of my session.



INGED & US EMBASSY CO-EVENT
Date: Friday 3 June, 2016
Venue: NE University
Ahmet Keleşoğlu Faculty of Education, Meram, Konya

12.30 – 13.30 Registration

13.30 – 14.30 “How to fire up learners: stimulating speaking activities”. *Esen Metin*

14.30 – 14.50 Coffee Break

14.50 - 15.50 “Be the master of the course book, not a slave”. *Prof. Dr. Aydan Ersöz*

15.50 – 16.50 "Fast and Fun: Practical Tips to Jazz Your Lessons up". *Büşra Delen*

The event is free of charge.
Please contact Assist. Prof. Dr. Ece Sarıgül, Director of the School of Foreign Languages. ydyo@konya.edu.tr



Be the Master of the Coursebook not a Slave
Prof. Dr. Aydan Ersöz

Coursebooks are written for mass sales so they target an average group of learners. Hence, they rarely meet all the needs of a particular group of learners or address their interests.

Coursebooks are terrible masters but wonderful slaves. No matter how good a coursebook is, it is just a simple tool in the hands of teachers. Therefore, teachers should NOT expect to work miracles with the book. What is more important than a coursebook is what teachers can do with it.

Teachers should be ready to adapt whatever coursebook they have chosen in line with their own decisions and the feedback they get from their students. Adaptations should be in line with the curriculum (philosophy of learning/teaching and main goals), and syllabus (yearly teaching/learning objectives).



Unfortunately, some coursebook writers are not embellished with the necessary skills to write a book. The result of such a situation will be disastrous.

The national curriculum states that (Source: MİLLÎ EĞİTİM BAKANLIĞI, Talim ve Terbiye Kurulu Başkanlığı, İLKÖĞRETİM KURUMLARI (İLKOKULLAR ve ORTAOKULLAR), İNGİLİZCE DERSİ (2, 3, 4, 5, 6, 7 ve 8. SINIFLAR) ÖĞRETİM PROGRAMI)

- the structural features of English are handled implicitly as learners/users develop communicative skills, rather than addressed as a separate issue.
- students develop communicative skills in English by “doing things with the language” rather than by “learning about the language.”

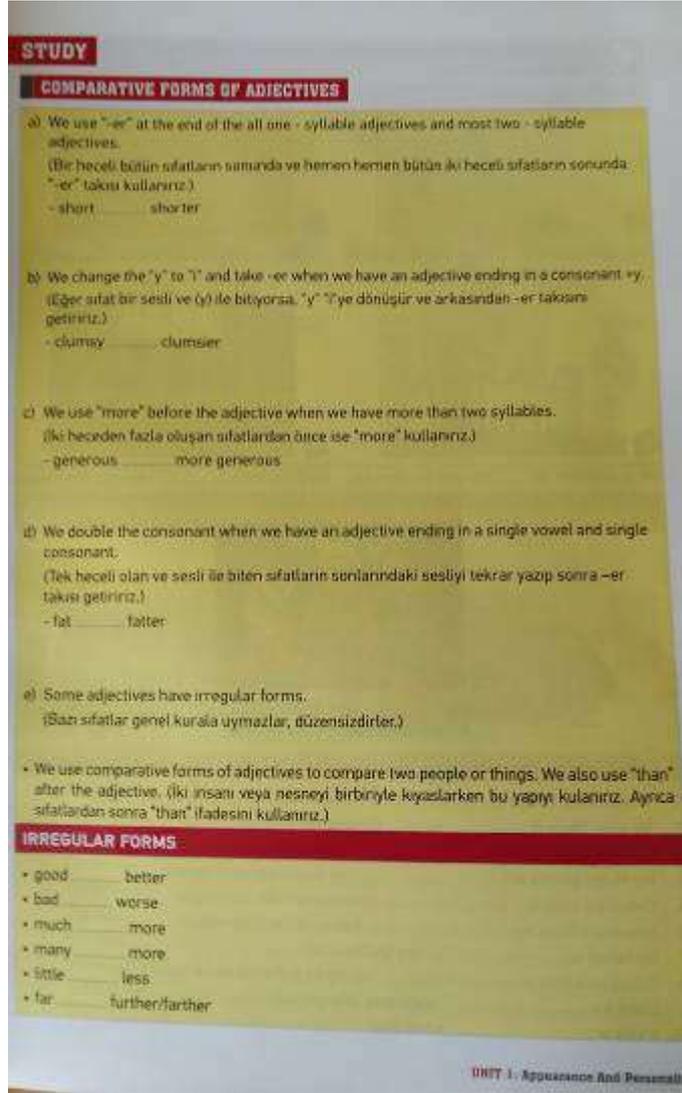
Now, let’s examine the following page taken from a book commonly studied at public schools.

As can be clearly seen, the teaching point is handled explicitly and addressed as a separate issue. Everything is explained in Turkish. It obviously fails to fulfil the learning goals of the national curriculum. There is no context where students can see the language usage together with language use.

Again, in the same source, the Ministry has stated the following.

Objective: Students will be able to use their previous knowledge to guess the meanings of new items.

Skill: Guessing word meaning from context



Let's have a look at the following page taken from another book commonly studied at public schools.

By giving the list of new vocabulary items with their Turkish meanings at the beginning of the unit, the writers totally destroyed the learning objective and targeted skill. Students will not be able to develop their "guessing word meaning from context" micro-skill.

The material should be analyzed meticulously with highly critical eyes. If the book does NOT follow the curriculum, or when a problem is located, it must be adapted. Materials adaptation can be in the form of

- Changing
- Adding
- Removing
- Replacing

Change:

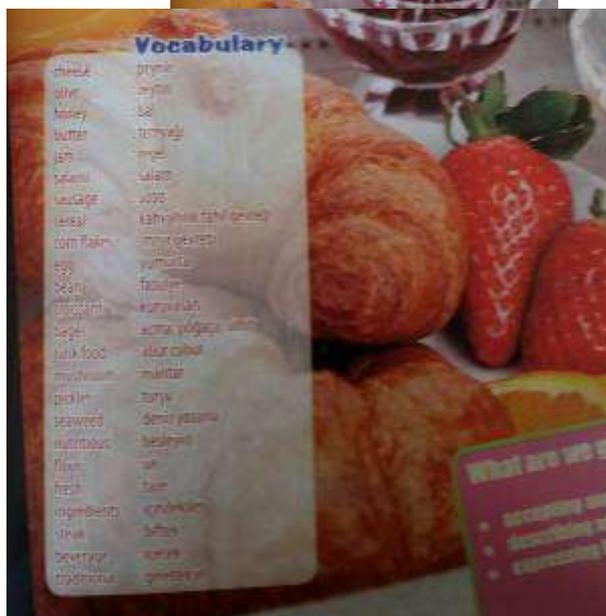
Teachers may make changes in the content or organization of the material. They may

- Change the order of the activities or texts;
- Change an individual activity into pair or group work;
- Use a speaking activity as a writing activity;
- Change a mechanical activity into a meaningful one;
- Use a different visual instead of the one given in the book;
- Change a TRUE/FALSE activity into a MATCHING activity, so on.



Add: Teachers may feel that the activities in the main course book are not sufficient; hence, they may want to add extra activities.

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



Remove: Teachers may feel that a certain activity is above/below the level of the learners, or that it is not useful, or that it is boring, etc. In such a case they may decide to remove (skip) that particular activity.

Replace: Teachers may want to replace an activity with another one which seems more useful or suitable for the learners.

In fact the only limit to how effective teachers can use the books is their professional skills, their imagination and creativity.



**RREFLECTIONS ON
THE 6TH MELTUS-CON HOSTED BY METU
4 – 5 June 2016**

Summarized by
Prof. Dr. Aydan Ersöz

The Foreign Languages Teaching Department of METU hosted the 6th Undergraduate Students Conference in Ankara on 4 and 5 June 2016. On behalf of INGED, I was invited to give a plenary speech. My session's title was "I know what it is to be young, but you don't know what it is to be old". The audience was mostly the Foreign Languages Teaching Department students from different universities and academics in our field.

There were about 30 concurrent sessions, all held by undergraduate students. The plenary speakers and their titles were Prof. Dr. Aydan ERSÖZ (INGED) "I know what it is to be young, but you don't know what it is to be old"; Tony GURR (LEAD) "Wanna Be a "Great" Teacher? - forget "teaching"!"; and Assoc. Prof. Dr. Bilal KIRKICI (METU) "When butchers butch and hammers ham: Morphological processing in late second language learners".

6th Middle East Technical University
English Language Teaching
Undergraduate Students
CONFERENCE

*Striving for Excellence:
The Journey towards
Becoming Professionals*

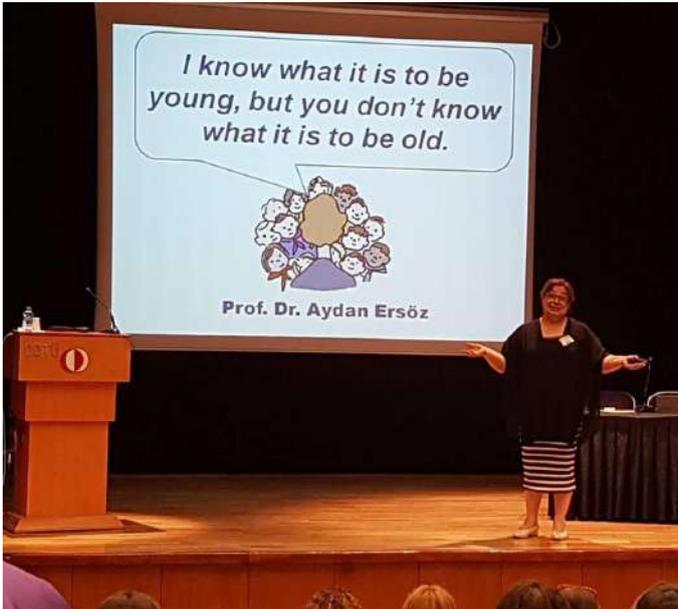
Abstract Submission Deadline: March 21, 2016
E-mail: meltus2016@gmail.com
WEB: www.meltus.fle.metu.edu.tr

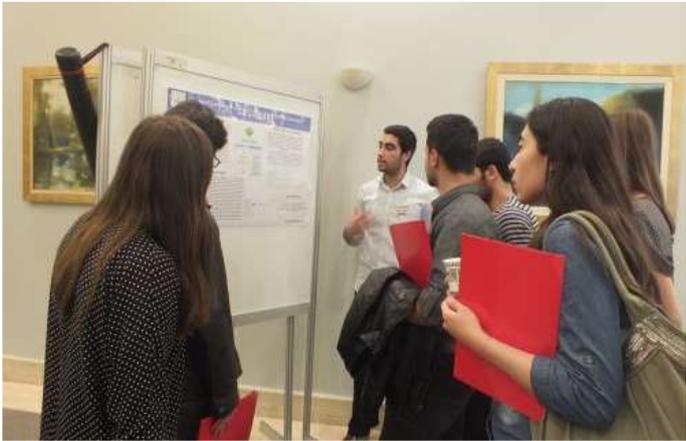
June 4-5, 2016
METU Cultural and Convention Center
Ankara, Turkey

hosted by
Department of Foreign Language Education
Faculty of Education
Middle East Technical University



My session was about how children learn and covered storytelling and dramatization. Since I have already shared this before, I will not summarize the session but share some photographs from the conference.







REFLECTIONS ON THE PRESENTATIONS FOR THE TEACHERS HELD BY THE MINISTRY OF EDUCATION

28 &29 June 2016

Summarized by
Prof. Dr. Aydan Ersöz

The provincial directorate for national education of Ankara held a session on classroom management and invited me to run the session, and asked me to repeat it the following day as the expected number of teachers was huge. The sessions were sponsored by Karanfil Yayıncılık A.Ş. Although the target group was public school teachers, many private school teachers also came to the sessions. The sessions were identical and the title was “Classroom Interaction and Management”. I ran the sessions in an interactive manner and we tried to find answers to the following questions:

- What are different forms of interaction in the classroom?
- Which is more beneficial for the students?
- How can we decrease TTT and increase STI?
- What do we manage in the classroom?
- How do we manage different factors in the classroom?
- Are there any other alternative ways?
- How can we prepare motivating and fun lessons?
- How can we actively involve our students in all activities?
- How can we create an interactive and engaging learning environment that uses many methods of learning?



We had a lot of pair work and group work which became a good model for the content of the talk. The audience had many chances to contribute, or ask questions. So we not only talked the talk but also walked the walk.



SOMETHING TO THINK ABOUT

Here are two articles that are on mimics in nature. The first one is about the cover topics: The monarch, a beautiful butterfly that migrates in the fall and that feeds on milkweed thus becoming poisonous in taste for birds. The viceroy has evolved to look like the monarch thus avoiding being eaten by birds! The second article lists 12 animals that mimic others to stay alive.

<https://networkofideas.wordpress.com/2010/11/01/the-monarch-butterfly-vs-the-viceroy/>

What is the difference between the Monarch Butterfly and the Viceroy?

In an episode of “Lie to Me,” Dr. Lightman compares people to the Monarch and Viceroy butterflies. The Monarch butterfly and the Viceroy butterfly are nearly identical and often mistaken for each other. However, the Monarch is toxic, due to its diet of milkweed, while the Viceroy is non-toxic. Because they are so similar, a predator often mistakes one for the other and avoids both since it assumes they are poisonous.



In this case, the Viceroy is known as the “mimic;” while the Viceroy is not poisonous, it benefits from looking like the Monarch butterfly and is able to avoid predators. If a bird eats a Monarch first and discovers that it is poisonous, then it will avoid eating Monarchs and Viceroy in the future. However, if a bird preys on the non-poisonous Viceroy first, then it will continue going after the butterflies until it happens to prey on a Monarch. Thus, the population of Viceroy is actually higher than Monarchs.



Why is this significant:

Like butterflies, some people are Monarchs while others are Viceroy. This lesson is three folds:

1. From a prey’s point of view, it is strategic to mimic yourself after someone more capable than yourself rather than to dwell in self-pity and suffer in your own circumstances. Kids who are bullied need to step up and at least look tough in order to hold their own ground; the evil feeds off the weak so it is better to seem strong than not seem strong at all. If the Viceroy just allowed itself to be a victim, then it would not have survived.

2. From a predator’s point of view, getting to know people is not black and white. Though you may infer that someone is a ‘bad person,’ there may be more than what meets the eye. Like Viceroy, people put up walls in order to defend themselves; they often lack the confidence to step out from behind their mask. When meeting people, it is important to dig deep and see someone for who they really are rather than profiling them into a stereotype.

3. From a biology point of view, the Viceroy has produced more offsprings than Monarchs

through this strategic form of mimicry.
<http://webecoist.momtastic.com/2012/12/10/sheep-in-wolves-clothing-12-tricky-mimics-in-nature/>

Sheep in Wolves' Clothing: 12 Tricky Mimics in Nature By Steph



Owl eyes glowing in the darkness of tree branches and a menacing rattle in the leaves are enough to keep predators far away – even if the creatures bearing these characteristics are totally harmless. Batesian mimics are species that evolve to bear the warning signals of harmful species that exist in their habitat, while in Mullerian mimicry, two poisonous species come to resemble each other for added protection. Here are 12 examples, from flies that look like bees to false cobras.

Scarlet King Snake / Coral Snake



The harmless scarlet king snake is one of a variety of snakes that have evolved to mimic the noxious coral snake, which is venomous to both humans and predators. A study placing plasticine models of the striped king snakes were placed both in the coral snake's natural range and outside of it. With the soft material showing incidences of bird attacks, scientists were able to determine that the king snake models within the coral snake habitat were attacked far less than their counterparts outside the coral snake range – so the mimicry works.

(images via: [wikimedia commons 1](#) + 2)

Robber Fly / Bumblebee



(images via: [wikimedia commons](#), [wwarby](#))

Some species of robber fly mimic bees and wasps so well, it's hard for the average person to tell the difference. Robber flies and bees aren't closely related, and the robber fly has only a single pair of wings to the bumblebees' two.

Green Parrot Snake / Forest Pit Viper

Green parrot snakes are slender, non-venomous snakes found within rainforests that also contain the eye lash pit viper and the forest pit viper. To protect themselves, these snakes are able to rear up and flatten their heads so that they take on the characteristic diamond-shape that signifies a dangerous bite.



Viceroy Butterfly / Monarch



images via: [wikimedia commons 1 + 2](#))

The monarch butterfly is covered in toxic substances known as cardiac glycosides, obtained when eating milkweed plants as a caterpillar. These substances make monarchs unpalatable to predators. Viceroy butterflies gradually took on similar colorations to prevent themselves from being eaten, because once a bird has tasted a monarch, it doesn't want to make the same mistake again.

(images via: [wikimedia commons 1 + 2](#))

Look closely at the 'yellowjacket' in the top picture and you'll see that it's hairy, has just one set of wings and bears distinctively moth-shaped antennae as well as a siphon mouth. That's actually a clearwing moth.

Clearwing Moth / Yellowjackets



(images via: [acrylic artist](#), [wikimedia](#)

[commons](#))

Hooded Malpolon / Cobra



The false cobra, or Malpolon moilensis, is a mildly venomous but mostly harmless snake found in areas of Africa and the Middle East. To ward off predators, this snake has evolved to imitate a cobra's stance by spreading its neck into a hood and hissing.

(images via: [nature chronicles](#), [wikimedia commons](#))

Owl Butterfly / Owl



It's easy to see why having spots that look exactly like owl's eyes would work to the owl butterfly's advantage. Especially in the semi-darkness, those spots can be quite believable, and most predators wouldn't want to take the chance.

(images via: [wikimedia commons 1](#) + [2](#))

Ant Spiders / Ants



Ant spiders are just one of many arachnid and insect species that mimic ants to avoid predators. This ant mimic jumping spider is nearly indistinguishable from the ants that live within its range. Some spiders use their disguise to hunt ants.

(images via: [wikimedia commons](#), [sanchom](#))

Aardwolf / Striped Hyena



(images via: [harlequeen](#), [wikimedia commons](#))

The aardwolf is a small mammal that eats insects – mostly termites – in stark contrast to its doppelganger, the striped hyena. While aardwolves are smaller, with more slender muzzles, this disguise lets them pass for the carnivorous predators.

Dronefly / Bee



(images via: [gilles gonthier](#), [jim capaldi](#))

Both in appearance and behavior, drone flies look almost exactly like the European honey bee. While they look dangerous, they don't possess a stinger. They lack the pollen baskets of bees, but they're almost equally useful in the garden, transporting pollen from plant to plant on their hairy bodies.

Bull Snake / Rattlesnake



(images via: [wikimedia commons](#) [1](#) + [2](#))

If you passed a [bullsnake](#) while out on a walk, you'd steer clear. Its impersonation of the rattlesnake is so impressive, most people – and predators – don't stick around to find out that it's a phony. Bullsnares rear up to make themselves look as large as possible and hiss in such a way that creates a very convincing 'rattle' sound.

Ladybird Mimic Spider / Ladybug



(images via: [clicksy](#))

From afar, you'd be hard-pressed to tell that the Ladybird Mimic Spider wasn't a ladybug at all. It is thought to have developed this coloration to allow it to get closer to its prey. Just the ladybug is pictured above – to see close-up photos of the Ladybird Mimic Spider, visit [SG Macro](#).

**The Annual Speech Bubbles
Christmas Pantomime - Auditions**

Rehearsals twice a week, on Wednesday evening and Saturday morning.

Laughs and fun with a great team.

Struggling to remember the lines and steps.
And then onstage, to be part of one of Istanbul's greatest traditions ever!

If you are interested in trying out for a part or joining the chorus,
come to auditions on Sept 24, 10 am - 12 noon.

The show takes place Dec 10 - 11 in Levent.

No experience required: just a loud voice, a sense of humour, and a bucket of commitment.

If you would like to help out with the production team
we would LOVE to see you too.

No experience required: we can use any skills that you have.

Audition Location:
the British International School, Dilhayat Sokak No:18 Etiler.
(10 minutes' walk from Nispetiye metro).

**PLEASE DOUBLE CHECK www.speechbubbles.org BEFORE COMING.
This location may change due to construction work at BIS.

Regards
Speech Bubbles Staff

AN INVITATION FROM THE NATIVE ENGLISH INSTITUTE

I'm writing because I would like to share with members of INGED information about the opportunity to participate in a professional development Webinar series this fall with Native English Institute, an online English program for both teachers and students. The Fall Webinar Series is a great for teachers who would like to use technology and practice their English with native speakers. We already have a number of teachers signed up throughout Russia and Eastern Europe and would like to extend the invitation to teachers in Turkey. Please find information about the series and the rest of our program at ne.institute/teachers. I would love the opportunity to connect with you to discuss this opportunity for your members. Thank you and I look forward to your response.

Teşekkür ederim!

Kristina Curtis
Education Director
Native English Institute
ne.institute
[facebook.com/nativeenglishinstitute](https://www.facebook.com/nativeenglishinstitute)

SPEECH BUBBLES ‘SCHOOL OF PERFORMING ARTS’

New Term starts October 8th 2016 – 10th December (8 weeks).

‘An hour to dance, an hour to sing, an hour to act – a lifetime to perform.’

Join our Saturday morning (children 7-16) or Sunday morning (adult only) classes from 9.30 – 12.30.

The school runs from 9.30 – 12.30 and provides the opportunity to take classes in dance, acting and singing. The aim of the classes is to develop confidence and self-esteem as well as developing performance skills in a disciplined and creative environment.

Venue: ITI, 4th Levent. <http://www.iti-istanbul.com/misc/contact-us>

Term dates.

Autumn term: 8th October – 10th December (Xmas pantomime)

Fees.

Fee: 250 GBP per term (24 hours).

Annual fee (3 terms) – 600 GBP (20% discount) – (40% discount for returning students).

Speech Bubbles School of Performing Arts is for everyone interested in singing, acting and dancing and participating in musical theatre. This year we will be introducing a class for adults in January 2017. All classes are run by professional teachers who are passionate about what they do.

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

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

In order to complete your registration please visit our web site: www.speechbubbles.org

And click on the ‘Apply Now’ button. Places are limited and fill up quickly so apply early to avoid disappointment.

For further information visit: www.speechbubbles.org

or email: tom@speechbubbles.org

Regards

Speech Bubbles Staff



ELTons 2017 13; Call for Applications!

Have you produced an innovative and functional ELT product or service in the last two years?

The ELTons are the only international awards that recognise and celebrate innovation in the field of English language teaching (ELT).

Categories to apply for this year are:

- *Excellence in course innovation*
- *Innovation in learner resources*
- *Innovation in teacher resources*
- *Digital innovation*
- *Local innovation*

Applications are judged by a panel of ELT experts, the shortlist announced in March, and the winners are announced at an awards ceremony, held in London in June 2017.

The deadline for applications is **4 November 2016**.

Find out more about the categories and how to apply on the [ELTons 2017 website](#).

Any queries should be addressed to eltons@britishcouncil.org.



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The United Kingdom's international organisation for cultural relations and educational opportunities. A registered charity: 209131 (England and Wales) SC037733 (Scotland).

News



<http://www.iatefl.org>

**The 51st Annual Conference and Exhibition
Scottish Exhibition & Conference Centre (SECC), Exhibition Way,
Glasgow G3 8YW, UK**

4 - 7 April 2017

PCEs: 3rd April 2017

For scholarship details:

<http://www.iatefl.org/scholarships/scholarships-overview-and-faqs>

Proposal Deadline: 9 September 2016

<http://www.iatefl.org/annual-conference/glasgow-2017>

IATEFL MEMBERSHIP

Contact M. Nazlı Güngör at nazlidemirbas_06@hotmail.com



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

The TESOL Teacher of the Year Award

Who's Eligible

Any English language teacher who

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

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

Purpose

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

Award

The winner will receive

- US\$1,000
- Free 1-year TESOL membership
- Free registration for the TESOL International Convention & English Language Expo the year of the award, plus 3 nights hotel and round-trip airfare
- A session as an invited speaker at the annual convention
- An invitation to the President's Reception and the Leadership Luncheon at the annual convention
- A profile and a published article in TESOL Connections
- US\$250 voucher for the TESOL Bookstore

Criteria

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

Applicants are evaluated on their ability to

- inspire students of all backgrounds and abilities to learn.
- have a positive impact on students and colleagues.
- participate in continuing professional development.
- create a supportive and encouraging learning environment by providing quality language instruction based on well-articulated theory, philosophy, educational research and best practice.
- play an active and useful role in the community as well as in the school demonstrated through collaborative partnerships and relationships.
- demonstrate involvement in the field

- demonstrate evidence of positive teacher effect on student learning through formal and/or informal documentation.
- incorporate innovative and effective lesson strategies and evaluation techniques by utilizing new scholarship from TESOL or related fields.
- demonstrate a commitment to English language teaching.

For further details:

<http://www.tesol.org/enhance-your-career/tesol-awards-honors-grants/tesol-awards-for-excellence-service/tesol-teacher-of-the-year-award>

Convention Travel Grants & Scholarships

Eligibility Requirements

- TESOL grants and scholarships are available only to TESOL members. Membership must be active at the time of application.
- You may apply for multiple grants or scholarships, but you will not receive more than one award per year.
- You may win an award only once. If you have received an award in past, you are no longer eligible for that award.
- Refer to the specific grant or scholarship for information on the eligibility criteria for each award and application process.

Deadlines

- TESOL Awards for International Participation and the TESOL Award for an Outstanding Paper on NNEST Issues: 1 June annually (applied for through the convention proposal process)
- All other awards: 1 November annually

Travel Grants

- Professional Development Travel Grant for Practicing ESL/EFL Teachers
- TESOL Awards for International Participation at TESOL
- The Albert H. Marckwardt Travel Grants
- The TESOL/TEFL Travel Grant
- The University of Pittsburgh Travel Award for IEP Instructors

Scholarships

- The TESOL Award for an Outstanding Paper on NNEST Issues
- The Ruth Crymes TESOL Academies Fellowships
- The TESOL Leadership Mentoring Program
- The TESOL Professional Development Scholarships

For further details:

<http://www.tesol.org/enhance-your-career/tesol-awards-honors-grants/convention-travel-grants-scholarships>

Extensive Reading Foundation Language Learner Literature Awards 2016

Winners to be announced online and at the following vocabulary conference:
Vocab@Tokyo Conference, 12-14 September, Meiji Gakuin University, Tokyo.
Info: <https://sites.google.com/site/vocabattokyo/>

Very Young Learners / Young Learners

Category: Very Young Learners

Winner:

Title: Vera The Alien Hunter 2

Authors: Jason Wilburn & Casey Kim

Illustrator: Seungjun Park & Bioh Kang

Publisher: e-future

ISBN: 979-11-5680-112-2

Judges' comment: The continued adventures of Vera the Alien Hunter keeps the reader turning the pages to see what will happen next. The stories are fast paced and interesting, with a touch of humour and wonderful cartoon-style illustrations.

Reviewer's comment: I like this book because it is a combination of fun and imagination. The characters of the book are found in all the moments of the three chapters (stories). Reading this book has helped me in learning new words, not isolated words, but in context.

Finalists:

Title: A Letter to Roberto

Author: Jon Maes

Illustrated by: Glenn Zimmer

Publisher: Compass Publishing

Series and level: Level 1

ISBN: 978-1-61352-562-3

Judges' comment: This book uses simple and clear language, and has illustrations which are appropriate for young learners. A Letter to Roberto provides some guidelines about formal writing through an example of a real life situation in which children could write: having a pen pal.

Title: Vera The Alien Hunter 1

Authors: Jason Wilburn & Casey Kim

Series editor:

Illustrator: Seungjun Park & Bioh Kang

Publisher: e-future

ISBN: 979-11-5680-111-5

Judges' comment: The book introduces a character that has some dimensionality and liveliness; her relationship with her monster hunting equipment seems just right. The unresolved conflict with the monster will keep young readers engaged with their reading. The language is usefully colloquial while staying simple.

Category: Young Learners

Winner:

Title: Vera the Alien Hunter 3

Authors: Jason Wilburn and Casey Kim

Illustrator: Seungjun Pak and Bio Kang

Publisher: e-future

ISBN number: 979-11-5680-113-9

Judges' comment: This compelling fiction reader for young learners is about a smart little girl who is an alien hunter. Her plight is to be constantly saving the world from aliens. The story is delivered in an interesting and innovative comic reader format. The drawings are eye-catching and the multiple illustrations over each spread help the reader to understand the story better. It is written in with appropriate and careful leveling and focuses on specific verb tenses, forms and sentences patterns that are repeated with very clear and easy examples of their usage.

Reviewer's comment: The book continues Vera's adventures and her cat's adventures who are trying to protect the Earth. The book is very well illustrated; the plot of the story keeps the reader in suspense.

Finalists:

Title: The Ooze

Author: Kyle Maclauchlan

Illustrator: Hiroki Funayama

Publisher: Atama-ii Books

ISBN: 9781941140376

Judges' comment: This story is about a strange new life called Ooze. It is a multiple-path adventure style and you, the main character, have to make choices on which page to read next depending on how you want to treat this life. The vocabulary is simple and the story is engaging with original full-color illustrations that help comprehension. Actually, this unique, fun and strange story is both entertaining and educational, because it can make readers think about animal rights and other important issues.

Title: A Problem for Prince Percy

Author: Herbert Puchta and Günter Gerngross

Illustrator: Andrea Alemanno

Publisher: Helbling Languages

ISBN number: 978-3-99045-305-6

Judges' comment: This is a cute fairytale with a twist about a poor prince who likes making other people happy. His problem involves trying to win the hand of a princess in a competition, and he must use all his ingenuity to do so. The story is suitable for primary age learners, with appropriate leveling that does not interfere with its flow. The use of superlatives adds a teachable grammar aspect too. Finally, its full-page color illustrations and large easy to read typeface add to its charm.

Adolescents and Adults

Category: Adolescents and Adults: **Beginners**

Winner:

Title: **Sherlock Holmes: The Speckled Band**

Author: Sir Arthur Conan Doyle

Adapted by: Lesley Thompson

Illustrator: Giorgio Bacchin

Publisher: Oxford University Press

ISBN: 978-0-19-460905-0

Judges' comment: The exciting plot and controlled language will keep lower-level students engaged with this well-written retelling of the famous story. Plentiful illustrations support understanding and contribute to a satisfying reading experience.

Reviewer's Comments

Student 1: I was eager to know who the speckled band were and why they killed Helen's sister. The language, vocabulary and grammar were easy to understand. I will encourage my friends to read this book since it's about investigation.

Student 2: I love the secret of this story, the intrigue. The pictures are very good. You can see many details. The ending is very good. You can't guess the secret until the end.

Finalists:

Title: **The Lift**

Author: Julian Thomlinson

Illustrator: Redbean Design PTE, Ltd.

Publisher: National Geographic Learning/Cengage Learning

ISBN: 978-1-4240-4887-8

Judges' comment: Controlled vocabulary and structure are skillfully employed in creating a high-interest story that will keep low-level readers involved with the characters to the end. Illustrations and character introductions support understanding.

Title: **The Railway Children**

Author: Edith Nesbit

Adapted by: Michael Lacey Freeman

Illustrator: Zosia Dzierzawska

Publisher: ELI Readers

ISBN: 9788853620125

Judges' comment: Lower-level students ready to take on a somewhat longer text will enjoy the well-told episodes making up this heart-warming retelling of the famous novel.

Category: Adolescents and Adults: **Elementary**

Winner:

Title: **Night at the Museum: Secret of the Tomb**

Author: Lynda Edwards

Publisher: Scholastic

ISBN: 978-1-910-17334-3

Judges' comments: "A thriller that keeps the reader totally involved. Very well written."
"A delightful fantasy book with interesting plot twists. The book is truly an amazing read that wholly captures the reader's interest."

Reviewer's comment: Illustrations are on the dark side, but the story is interesting as a vehicle to stimulate interest in historical figures and in museums. I can imagine of the whole-class reading of this book followed by a field trip to a museum.

Finalist:

Title: Malala

Author: Fiona Beddall

Publisher: Scholastic

ISBN: 978-1-910-17360-2

Judges' comments: "Malala is a wonderful story of an incredible girl. It was hard for me to stop reading. Very inspiring!"

"Malala is a terrific book that keeps me turning pages. The story of courageous Malala is purely beautiful and inspirational."

Category: Adolescents and Adults: Intermediate

Winner:

Title: A New Song for Nina

Author: Fiona Joseph

Illustrator: Redbean Design PTE Ltd.

Publisher: National Geographic Learning/Cengage Learning

ISBN: 9781424046591

Judges' comment: This is a truly original story. The writing is so good you really feel you know the characters. The popular topics of love and music turn it into an exciting reading. There are very nice activities and readings at the back where they should be - it really FEELS like extensive reading!

Reviewer's comment: There are a lot of simple stories about love between two people, but there are Nina and two men in this book. This relationship is more complex so it is interesting.

Finalists:

Title: The Eighth Sister

Author: Victoria Heward

Illustrator: Rodolfo Brocchini

Publisher: Black Cat

ISBN: 9788853015136E

Judges' comment: This frightening story is all the more frightening because is it subtle, the intrinsic interest of reading the book is maintained through the witchcraft topic. The superior standard of editing recommends it as a successful reader.

Title: 20,000 Leagues Under the Sea

Author: Jules Verne

Adapted by: Rachel Blandon

Illustrator: Nick Harris

Publisher: Oxford University Press (Bookworms)

ISBN: 9780194237994

Judges' comment: This is an exciting story retold by a talented writer. I have read many versions of this story over the years, but this one is the best.

The illustrations and layout of the book really suit this classic story.

Category: Adolescents and Adults: Upper Intermediate and Advanced

Winner:

Winner

Title: Battle for Big Tree Country

Author: Gregory Strong

Series editor: Rob Waring and Sue Leather

Illustrator: Redbean Design Pte Ltd

Publisher: Andrew Robinson, National Geographic Learning, Cengage Learning, Page Turners Reading Library

ISBN-13: 978-1-4240-4886-1

ISBN-10: 1-4240-4886-9

Judges' comment: This book with its human interest plot is well-narrated, engaging, exciting, and enjoyable to read. The characters are well-developed, and the modern-day issues together with twists in the plot make the story appealing to young adolescents. The language is contemporary and is pitched well in terms of reading level. The exercises are given at the end of the book, so they do not interfere with the enjoyment of reading.

Reviewer comment: This book is a kind of argument against the forest destruction. I was really moved by those who tried to protect the nature and were prepared to sacrifice their life. This issue can be seen all over the world. We should think about the real situation.

Finalists:

Title: Agnes Grey

Author: Anne Bronte

Retold by Helen Holwill

Series editor: Emily Kopieczek

Illustrator: Giorgio Bacchin

Publisher: Macmillan Education

ISBN: 978-0-230-47023-1

ISBN: 978-0-230-47024-8

Judges' comment: This story is well told and gripping and has captured the strength of the original in terms of plot, characterization and setting. The writer has taken into consideration the young adult reader and provides them with an engaging experience of authentic language in use. Vocabulary was mostly presented in glosses; however, several new

words were presented in the text where a rich context provided clues to the meaning.

Title: Moby Dick

Author: Herman Melville

Retold by Sara Weiss

Series editor: Paola Accattoli, Grazia Ancillani, Daniele Garbuglia

Illustrator: Arianna Vairo

Publisher: Young Adult ELi Readers

ISBN: 978-88-536-2031-6

Judges' comment: The story is well narrated and engaging and encourages the readers to continue reading to the end. The language used is authentic and smooth, and the illustrations are interesting.



Meet Your 2017 Keynote Speakers



Sherman Alexie
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Opening Keynote
Sherman Alexie

Power and Empowerment: An Urban Indian's Comic, Poetic, and Highly Irreverent Look at the World

An event not to be missed! Known for his semi-autobiographical writings that illuminate challenges facing American Indians while promoting cultural expression and social change, Sherman Alexie presents his take on language, identity, struggle, perseverance, hope, and respect—all with a heavy dose of candor and wit.

Author, poet, and screenwriter **Sherman Alexie** connects readers around the world to the American Indian experience. One of *The New Yorker's* 20 top writers for the 21st century, Alexie's novels, such as *Reservation Blues*, *Indian Killer*, and *The Toughest Indian in the World*, have won numerous awards. He also received Washington State University's Highest Alumni Award, the Katherine Anne Porter Award in Literature, and a Pushcart Prize. In 2014, he received a Literature Award from the American Academy of Arts and Letters. *Men's Journal* has described him as "the world's first fast-talking, wisecracking, mediagenic American-Indian superstar." In addition to writing and speaking, Alexie co-hosts a podcast with best-selling author Jess Walter.



Presidential Keynote

Dudley Reynolds

PROFESSIONAL English Language Teachers in a 2.0 World

Educational systems everywhere want to educate more students to higher standards while cutting resources for teacher education and development. Why do they think they can? Why do we know they cannot? The 2.0 world prizes nontraditional learning, interdisciplinarity, and technology. What do *professional* English language teachers offer this world?

Dudley Reynolds is the 2016–2017 president of TESOL International Association and a teaching professor of English at Carnegie Mellon University in Qatar, where he teaches first-year writing. His research focuses on the development, assessment, and teaching of second language reading and writing. He is the author of *One on One with Second Language Writers: A Guide for Writing Tutors, Teachers, and Consultants* (2009) and *Assessing Writing, Assessing Learning* (2010) as well as numerous articles and book chapters. He has taught elementary, IEP, and MA TESOL students. He is a passionate believer in the power of ELT professional associations to help teachers and learners.



James E. Alatis Plenary

Guadalupe Valdes

Ruminations of an Old Language Teacher

In this presentation I will talk about second language acquisition theory and research from the perspective of a dedicated language teacher. I will share some of what I have learned, tell you where I looked for answers, and invite you to engage with topics that will directly or indirectly inform your practice.

Guadalupe Valdés is the Bonnie Katz Tenenbaum Professor of Education at Stanford University. Working in the area of applied linguistics, much of her work has focused on the English–Spanish bilingualism of Latinos in the United States and on

discovering and describing how two languages are developed, used, and maintained by individuals who become bilingual in immigrant communities. In addition to her numerous publications and service on editorial boards of *Modern Language Journal*, *Critical Inquiry in Language Studies*, and *Research on the Teaching of English*, Valdes has carried out extensive work on teaching, maintaining and preserving heritage languages among minority populations.



Morning Keynote

Yong Zhao

Perils or Promises: Education in the Age of Smart Machines

The world needs globally competent creative and entrepreneurial talents to take advantage of the opportunities brought about by technology and globalization. But schools are pushed to produce homogenous, compliant, and employee-minded test-takers, as a result of the traditional education paradigm. Zhao proposes a new education paradigm needed for the new world.

Born in China's Sichuan Province, **Yong Zhao** is a Foundations Distinguished Professor at the University of Kansas and a professor in Professor in the Department of Educational Measurement, Policy, and Leadership at the University of Oregon. He is also a professorial fellow at the Mitchell Institute for Health and Education Policy, Victoria University, and an elected fellow of the International Academy for Education. In 2003, he received the Early Career Award from the American Educational Research Association. His work focuses on the implications of globalization and technology on education. An award winning author, he has published more than 100 articles and 20 books.

TESOL 2017

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- 2 February–1 March 2017: Receive the discounted advance registration rate.
- After 1 March 2017: Pay the regular on-site rate (no discount).

For details: <http://www.tesol.org/convention2017/register>

23 EMOTIONS PEOPLE FEEL BUT CAN'T EXPLAIN

Source:

<http://www.damnlool.com/23-emotions-people-feel-but-cant-explain-77715.html>

- **Sonder:** The realization that each passerby has a life as vivid and complex as your own.
- **Opia:** The ambiguous intensity of looking someone in the eye, which can feel simultaneously invasive and vulnerable.
- **Monachopsis:** The subtle but persistent feeling of being out of place.
- **Énouement:** The bittersweetness of having arrived in the future, seeing how things turn out, but not being able to tell your past self.
- **Vellichor:** The strange wistfulness of used bookshops.
- **Nodus Tollens:** The realization that the plot of your life doesn't make sense to you anymore.
- **Onism:** The frustration of being stuck in just one body, that inhabits only one place at a time.
- **Liberosis:** The desire to care less about things.
- **Altschmerz:** Weariness with the same old issues that you've always had – the same boring flaws and anxieties that you've been gnawing on for years.
- **Occhiolism:** The awareness of the smallness of your perspective.
- **Anecdoche:** A conversation in which everyone is talking, but nobody is listening.
- **Ellipsism:** A sadness that you'll never be able to know how history will turn out.
- **Kuebiko:** A state of exhaustion inspired by acts of senseless violence.
- **Lachesism:** The desire to be struck by disaster – to survive a plane crash, or to lose everything in a fire.
- **Exulansis:** The tendency to give up trying to talk about an experience because people are unable to relate to it.
- **Adronitis:** Frustration with how long it takes to get to know someone.
- **Rückkehrunruhe:** The feeling of returning home after an immersive trip only to find it fading rapidly from your awareness.
- **Rubatois:** The unsettling awareness of your own heartbeat.
- **Kenopsia:** The eerie, forlorn atmosphere of a place that is usually bustling with people but is now abandoned and quiet.
- **Mauerbauertraurigkeit:** The inexplicable urge to push people away, even close friends who you really like.
- **Jouska:** A hypothetical conversation that you compulsively play out in your head.
- **Chrysalism:** The amniotic tranquility of being indoors during a thunderstorm.
- **Vemödalen:** The frustration of photographing something amazing when thousands of identical photos already exist.