THE INGED NEWSLETTER

The 18th INGED International ELT Conference

The Winds of Change

Plenary Speakers
Prof. Dr. Birsen Tütüniş
Prof. Dr. Peter Medgyes
Prof. Dr. Miroslaw Pawlak
Prof. Dr. Richard Smith

Panelists
Prof. Dr. Aydan Ersöz
Prof. Dr. Birsen Tütüniş
Prof. Dr. Derin Atay
Prof. Dr. Yasemin Bayyurt
Prof. Dr. Dinçay Köksal
Prof. Dr. Richard Smith

hosted by
İstanbul Aydın University
English Preparatory School
Venue: Florya Campus Block A
Conference Hall
20 - 22 October 2017
İstanbul / Turkey
http://www.inged.org.tr

INGED

NEWS ON-LINE

Together we stand!

Issue 3
September 2017

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From the President

Dear members,

We are together again with a new issue. I hope you have had a wonderful summer holiday and feel ready for the new academic year. We, teachers, are one of the most influential people in our students' life. For our students, we are the role models who inspire and encourage them to strive for greatness, live to their fullest potential and see the best in themselves. As role models, we must be inspirational. We should help our students learn through us, through our commitment to excellence and through our ability to make them realize their own personal growth. Our students look up to us for advice and guidance. We not only watch our students grow --- we help them grow.

Much of what students learn from their teachers is not mentioned on a syllabus. Teachers who help them grow as people are responsible for imparting some of life's most important lessons. As teachers, we show our students how to become independent and form their own relationships, we carefully guide them and intervene when necessary. Our influence will always have an impact on how they will interact with others, how they continue learning and how they live their life in the future.

Teachers are sources of experience. We have already been where our students are going, undergone what they will go through and are in a position to pass along lessons, not only regarding academic lessons, but lessons on life.

In order to be one of those inspirational teachers, we cannot afford to stop learning and developing ourselves. Our association realizes its responsibility to support caring, devoted and highly competent professional teachers with its services to its members and commitment to education. Continuous efforts of our association and its member teachers will ensure that our students will continue to receive quality teaching resulting in enriched educational experiences.
Personal/professional development begins with self-awareness and self-motivation and progresses with self-direction as teachers make choices and claim ownership for the decisions they make in their professional development. When teachers come together, they provide mutual support.

Conferences are excellent opportunities for bringing teachers together and contribute to the personal/professional development of teachers. As Jenny Johnson has stated we want to develop professionally, and while we are mindful of maintaining a healthy work-life balance, we are prepared to find the time we need within our working lives to learn, develop and thereby improve our practice.

Some of the reasons why teachers should attend conferences can be listed as follows:

- Learning new ideas; increasing your awareness of new trends; finding new strategies and/or new approaches to problems
- Staying up-dated in the field; following latest research, approaches, research results and findings
- Feeling integrated into their professional community; networking; making new friends; finding future collaborations; exchanging ideas; sharing resources
- Practicing communication skills through presentations, debates and/or individual interactions
- Dealing with burn-out; feeling motivated; being a part of a group with common interests and problems

I believe from the bottom of my heart that our conference (The 18th INGED International ELT Conference) which will be held between 20 and 22 October 2017 in Istanbul Aydın University will provide you with all these above-mentioned benefits. So, I hope to see you all there.

That's all for now. Together we stand.

Prof. Dr. Aydan Ersöz
INGED President
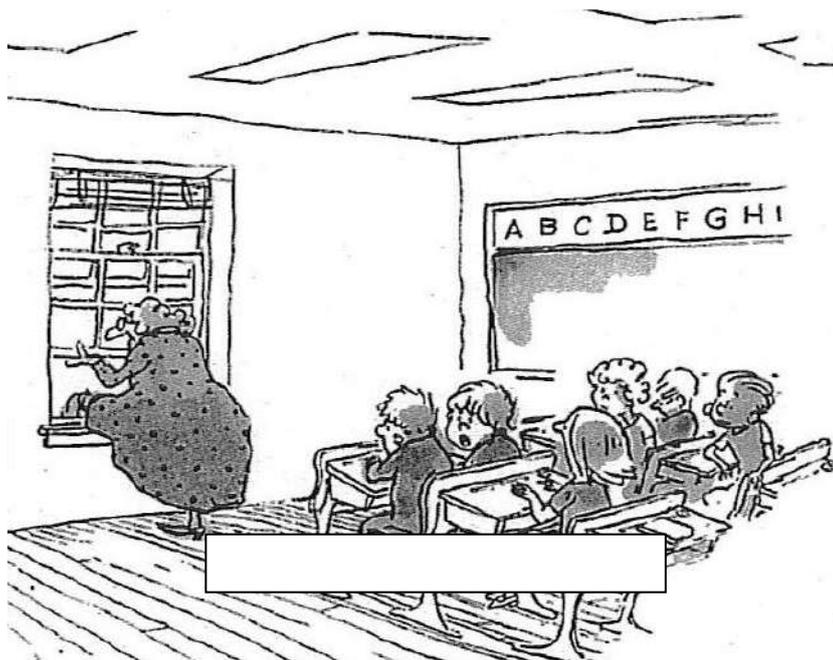
"I seriously think our teacher needs to attend a conference soon."

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From the Editor

Dear Colleagues,

This is an exciting time of the year for all of us. Schools are opening and all the hungry little minds are there waiting for their teachers to show them how to do things and share their teaching experience. A very demanding job! We wish you all the best for the new term. May you all have a happy and successful school year.

The excitement is double because this is also the INGED Conference year! We will be meeting in Istanbul at Aydın University to listen to four invited speakers and numerous concurrent presenters. Our plenary speakers and the titles of their talks are as follows:

Prof. Dr. Richard Smith: "Learner and Teacher Autonomy in Difficult Circumstances"

Prof. Dr. Miroslaw Pawlak: "Effective Grammar Teaching in the Foreign Language Classroom: Interaction Between Instructional Techniques and Mediating Variables"

Prof. Dr. Peter Medgyes: "The Native/Non-native Conundrum"

Prof. Dr. Birsen Tütüniş: "The Wind of Change: From Student to Teacher Identities"

Hoping to see you at our conference…

Warm regards,

A. Suzan Öniz
INGED Newsletter Editor

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

</div>

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.**

OLAĞAN YILLIK GENEL KURUL İLANI

INGED/İngilizce Eğitimi Derneği Üyelerine,

Derneğimizin yıllık olağan Genel Kurul toplantısı
18 Ekim 2017 Çarşamba günü
saat 15:00'te
Çankaya Üniversitesi,
Balgat Kampüsü, B Blok, Sınıf No: 410 adresinde yapılacaktır.

Yeterli çoğunluk sağlanamaması durumunda, ikinci toplantı
28 Ekim 2017 Cumartesi günü saat 16:00'da
Arı Okulları İlköğretim Okulu Konferans Salonu
Çukurambar Mahallesi Öğretmenler Cad. No:16/A 06530 Çankaya/Ankara
adresinde yapılacaktır.

Üyelerimize duyurulur.
Not:
28 Ekim 2017 günü bir günlük INGED-Arı Okulları Event düzenlenecek olup
Genel Kurul bu sunumların sonunda yapılacaktır.
INGED Event program ayrıntıları için web sayfamızı izleyiniz.   http://inged.org.tr

NOTIFICATION: ANNUAL GENERAL ASSEMBLY

To all INGED Members,
The Annual INGED General Assembly will meet
on Wednesday, 18 October 2017
at 3:00 p.m.
at Çankaya Üniversitesi,
Balgat Kampüsü, B Blok, Sınıf No: 410.

In the case of insufficient attendance,
the second and final meeting will take place
at 4:00 p.m.
on Saturday, 28 October 2017,
at
Arı Okulları İlköğretim Okulu Konferans Salonu
Çukurambar Mahallesi Öğretmenler Cad. No:16/A 06530 Çankaya/Ankara.

Note:
There will be a whole-day INGED-Arı Okulları Event on 28 October 2017;
the General Assembly will convene following these presentations.
For the INGED Event program, please refer to our web page.
http://inged.org.tr

İNGED - MEV İZMİR SCHOOLS
The 4th Drama Festival
27 May 2017

Here are impressions of a teacher and one of her students.
It has been a great pleasure to organize this festival and
to be a witness to all the participants' excitement.
See you next year!

INGED DRAMA FESTIVAL AT MEV COLLEGE

"Tell me and I will forget.
Show me and I will remember.
Involve me and I will understand."

The importance of drama and performing arts is significant. Drama gives children opportunities to explore, to express their emotions and it encourages them to think and act creatively. Through drama, they are encouraged to take responsibilities and make choices.

We believe that it builds confidence. Even the shyest students build up their self-esteem.
Learning new songs, playing new games and participating in a play all develops their vocabulary.
Drama has the ability to create strong friendship between children.

INGED Drama offers us a lot of opportunities such as socializing, getting together with new friends from other schools.

The greatest thing about INGED festival is its atmosphere. It is lively full of joy and fun.
As MEV College we are proud to organize INGED festival at our school.

Zeynep Özlem
English Teacher

MY INGED ADVENTURE

When I chose INGED Drama Club at first I was really nervous, but then I met a lot friends. The first day of our club, my teacher said "You're going to be Aladdin" and I asked "Am I going to be a boy?" then my teacher called me and asked "Can you sound like a boy?" But I couldn't! Then the next week I started getting used to my role. Then we did a lot of things, we laughed, we were a family and we loved each other. When we finished rehearsing the play, we were very happy and excited! On the day of our first performance we were really excited! My teachers put my make-up on and did my hair. When I saw my beard, I started to cry but after they wiped it off a little and then I was happy. The next week, there was the INGED DRAMA FESTIVAL. When we were waiting to perform for our school, we were trying to keep calm. When we finished performing our play, we didn't want it to finish and we wanted to perform it again and again. We were really, reallyexcited. After our performance, we were relieved! We watched other friends' performances; they were good as well. I was given the third prize for the Best Leading Actress. We all did our best. Then the festival finished. All of us went home happily. My dear teachers; Zeynep Özlem, Deniz Turhan and Burcu Erpınar. Thank you for making this play come to life.

Aleyna Gençkurt
5/G 257
MEV Güzelbahçe College
05/06/2017

**If you are a DRAMA fan,
start to get ready for
the next
INGED Drama Festival.**

Follow the postings on our web page

at

http://inged.org.tr

TECHNOLOGY IN TEACHING:

TEOG IS DEAD, LONG LIVE TEDEG

By Necdet Çalışkan

Originally Published at: Cumhuriyet, 23 September 2017
Translated by A. Suzan Öniz

As we all now know, the TEOG system (the exam that pupils in the Turkish education system take to move from elementary to middle school) has been abolished. There are hundreds of questions in the minds of students and parents about the new system.Experience from the last 15 years make it rather hard to have pleasant hopes. Fortunately, the online world knows no limits thus enabling those looking for solutions to connect to education in the world through distance learning in one click. We have examined the most successful examples of what we should presently call the TEDEG system (Türkiye'nin Eğitiminde Dünyanın Eğitimine Geçiş) or the means to move from Education in Turkey to Education in the World.

1. 40 million students attend this school

The Khan Academy is a non-profit organization that enables anyone to receive free online education whenever they want and wherever they are. This organization which aims to provide equal opportunity offers learning content tailored for the individual. The Khan Academy is used worldwide each year by 40 million students and 2 million teachers and their lessons have been watched approximately 400 million times. The lessons are in 36 languages including Turkish and can be accessed for free through the Web, IOS, and Android apps.

2. From Malatya to the Silicone Valley

Udemy, a video-based online teaching platform, has over 20,000 educators who deliver over 55,000 courses followed by more than 17 million students. The courses are in 60 languages including Turkish. Udemy was created by Eren Bali, a Turkish entrepreneur in the Silicon Valley. It can be accessed through the Web, IOS, and Android mobile apps. Bali, who left his village in Malatya and is now the owner of a 700 million dollar enterprise in the United States, summarizes the Udemy story in these words: We start with primary school through university full-time. And then? Then we stop learning…

3. A billion-dollar education institution

Udacity is another worldwide important online education platform functioning over the internet. More than 160,000 students from over 190 countries have completed Udacity programs. This institution was founded in 2011 and was worth over 1 billion dollars by the end of 2015. Its purpose is to democratize education and the course content focuses mainly on software development. Udacity collaborates with Google concentrating on topics including coding, app development, artificial intelligence, virtual and augmented reality, robotics, machine learning, data analysis, and programming.

4. Code writing for anyone literate

Code writing has now become something that primary school children can do. Code Academy, founded in 2011, does exactly this online and free. More than 45 million people have already received onine education on this platform on various programing languages from PHP to Ruby, from Python to Java. Code Academy aims to teach, step by step, students who have absolutely no idea about software. Other platforms with similar aims include Code School, Code.org, Treehouse, One Month.

5. Don't limit your horizon

Among the options that the internet offers to those who feel stuck between a diploma and their career and who wish to further develop their skills, in addition to distance learning online platforms there are horizon widening education resources on the internet. Among these is TED Talks, first started in 1984 and based on "Ideas Worth Spreading." TEDEd is part of this platform and offers answers not found in schools to questions from education to life and thousands of free ideas that will brighten your world with Turkish subtitles as an option.

**Our Calendar of Events
is regularly updated.**

So are the Announcements.

Check these out at

http://inged.org.tr

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on how bilingual brains process math, how to teach young learners to set short-term goals and why different languages have a different number of terms for colors.

BILINGUAL PEOPLE PROCESS MATHS DIFFERENTLY DEPENDING ON THE LANGUAGE
By
OLIVIA PETTER

People who speak more than one language fluently will process maths differently when they switch between languages, a new study has found.

Intuition enables the brain to recognise numbers up to four. However, when calculating mathematical problems, we depend on language.

This fact led researchers at the University of Luxembourg to explore just how the arithmetic skills are affected when bilingual people use different languages.

The study's authors recruited students for whom Luxembourgish was their mother tongue and had carried on studying in Belgium and were therefore fluent in both German and French.

In two distinct tasks, participants were asked to solve a mixture of simple and complex maths problems in both languages.

While they were able to solve the simple tasks with equal proficiency, they took longer to calculate the complex task in French and made more errors than they did when doing the identical task in German.

Their brain activity was measured by functional magnetic resonance imaging and the results showed that different regions of the brain were in use when the participants were solving problems in different languages.

For example, when solving the simple task in German, a small section of the left temporal lobe was activated.

However, with the complex French tasks, the part of the brain that processes visual information was active.

Thus, researchers concluded that "extra effort" was needed to solve mathematical problems when doing so in their non-native tongue.

"The research results clearly show that calculatory processes are directly affected by language," the author's wrote.

They noted that this evidence will gain importance in due course thanks to increased migration and an expanding globalised job market.

THE MIRACLE OF TEACHING SHORT-TERM GOAL SETTING TO STUDENTS
By
SUSAN WINEBRENNER

This article was purposefully targeted for this time of the school year.

The all-important time is nearly past for teaching all students about the essential routines they need to function smoothly in your class. Sadly, there are still some students who don't seem to be able to meet your expectations about either the specific work they should be doing, or certain inappropriate behaviors you would like to see diminishing or even disappearing.

First, let's consider students who do not seem to be able to complete their assignments in the expected time period. Perhaps they are not quite ready for this particular grade level or subject area. Perhaps they are advanced learners who are impatient with being required to spend their learning time on topics they believe they have already mastered. Perhaps their reputation for being "difficult" has preceded them.

What should you do with students like this?
Let's talk first about students who may not be ready for your grade level or course content. There are various reasons for this, which will not be discussed here. Suffice it to say that whatever the reason, your interventions do not seem to be making any noticeable difference.

Please follow these steps exactly as they are described below:
Gather students who are struggling to get their work done into small groups of students with similar challenges. Even if you have a significant number of students like this, it is more effective when they work in smaller groups.

Tell them they will have five minutes less than the other students so there will be enough time for all students to process the outcomes.

Demonstrate how each student should actually create a fraction at the top of their paper, or in another way if their work is digital. For example, Claudia would create this fraction: 3/10. This means that she believes she can complete three sentences or math problems in the allotted 10 minutes.

All other students Claudia's group write a fraction with the same denominator, but make their own personal decision about how many tasks they can finish in the allotted time. There are no wrong choices here. All students are allowed to choose their own goal with no input from the adult.

The teacher has created five extra minutes for other students to complete their work while s/he asks each group member for their answers to these questions.

What was your goal? (Each group member states it)
Did you accomplish it? (Ditto)
Ask students who accomplished their goal, "How does it feel to be successful?" Help them to say something like, "It feels good to be successful."

Then ask students who were not successful, "What plan can you make for the next time we do this so the 'thing' that interfered with your success will not interfere again?"

Amazingly, students who constantly experience failure may perceive that is OK since at least it is a familiar event and is therefore not threatening. The more accustomed a person is to failure, the more anxious s/he may become at the prospect of experiencing success for at least two reasons.

First, if success has never been experienced, it represents a significant change in a person's life and it is well known that for most people, change is quite likely to produce anxiety. Second, people who are newly successful in certain situations may develop a fear of encountering scary prospects of having the people who now know what they can do decide to continuously "up the ante."

For example, many salespeople learn the difficult lesson that once they have shown how much they can sell and have met their "quota," their managers often increase their quota, making some salespeople wonder why they should work so hard when they have now discovered the quota games they will now be playing.

Almost all these scenarios may be eliminated when we teach students how to set realistic short-term goals and let them be the ones who decide when to set higher goals. These are all good reasons to be sensitive to students' fears of failure and success.

For decades, teachers have been setting goals for students who have not been successful in completing their work. "Jason, you might want to try the first six sentences, instead of the entire set. Let me know when you are done with that."

Funny thing, but that intervention often did more to convince the student s/he always needed the teacher's help to get things done.

A steady diet of similar arrangements, for some students, actually increased their helplessness. They may have even told themselves that there must be something wrong with them if their teachers believed they simply could never learn to do the work independently.

I now believe that when the decisions are placed in the minds of the students and they create a pattern of meeting their goals, they begin to redefine success as the ability to set and accomplish reasonable short-term goals.

Once they also realize that long-term success is simply a matter of accumulating short-term goals, they are definitely on their way to success in many learning experiences, both inside and outside the classroom.

https://theconversation.com/languages-dont-all-have-the-same-number-of-terms-for-colors-scientists-have-a-new-theory-why-84117

LANGUAGES DON'T ALL HAVE THE SAME NUMBER OF TERMS FOR COLORS – SCIENTISTS HAVE A NEW THEORY WHY
By
TED GIBSON & BEVIL R. CONWAY

People with standard vision can see millions of distinct colors. But human language categorizes these into a small set of words. In an industrialized culture, most people get by with 11 color words: black, white, red, green, yellow, blue, brown, orange, pink, purple and gray. That's what we have in American English.

Maybe if you're an artist or an interior designer, you know specific meanings for as many as 50 or 100 different words for colors – like turquoise, amber, indigo or taupe. But this is still a tiny fraction of the colors that we can distinguish.

Interestingly, the ways that languages categorize color vary widely. Nonindustrialized cultures typically have far fewer words for colors than industrialized cultures. So while English has 11 words that everyone knows, the Papua-New Guinean language Berinmo has only five, and the Bolivian Amazonian language Tsimane' has only three words that everyone knows, corresponding to black, white and red.

The goal of our project was to understand why cultures vary so much in their color word usage.

Is it about which colors stand out the most?
The most widely accepted explanation for the differences goes back to two linguists, Brent Berlin and Paul Kay. In their early work in the 1960s, they gathered color-naming data from 20 languages. They observed some commonalities among sets of color terms across languages: If a language had only two terms, they were always black and white; if there was a

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third, it was red; the fourth and fifth were always green and yellow (in either order); the sixth was blue; the seventh was brown; and so on.

Based on this order, Berlin and Kay argued that certain colors were more salient. They suggested that cultures start by naming the most salient colors, bringing in new terms one at a time, in order. So black and white are the most salient, then red, and so on.

While this approach seemed promising, there are several problems with this innate vision-based theory.

Berlin, Kay and their colleagues went on to gather a much larger data set, from 110 nonindustrialized languages. Their original generalization isn't as clear in this larger data set: there are many exceptions, which Kay and his colleagues have tried to explain in a more complicated vision-based theory.

What's more, this nativist theory doesn't address why industrialization, which introduced reliable, stable and standardized colors on a large scale, causes more color words to be introduced. The visual systems of people across cultures are the same: in this model, industrialization should make no difference on color categorization, which was clearly not the case.

How do you describe this color?

Our research groups therefore explored a completely different idea: Perhaps color words are developed for efficient communication. Consider the task of simply naming a color chip from some set of colors. In our study, we used 80 color chips, selected from Munsell colors to be evenly spaced across the color grid. Each pair of neighboring colors is the same distance apart in terms of how different they appear. The speaker's task is to simply label the color with a word ("red," "blue" and so on).

Participants had to communicate one of the 80 color chip choices from across the color grid. Richard Futrell and Edward Gibson, CC BY

To evaluate the communication-based idea, we need to think of color-naming in simple communication terms, which can be formalized by information theory. Suppose the color I select at random is N4. I choose a word to label the color that I picked. Maybe the word I

choose is "blue." If I had picked A3, I would have never said "blue." And if I had picked M3, maybe I would have said "blue," maybe "green" or something else.

Now in this thought experiment, you as a listener are trying to guess which physical color I meant. You can choose a whole set of color chips that you think corresponds to my color "blue." Maybe you pick a set of 12 color chips corresponding to all those in columns M, N and O. I say yes, because my chip is in fact one of those. Then you split your set in half and guess again.

The number of guesses it takes the ideal listener to zero in on my color chip based on the color word I used is a simple score for the chip. We can calculate this score – the number of guesses or "bits" – using some simple math from the way in which many people label the colors in a simple color-labeling task. Using these scores, we can now rank the colors across the grid, in any language.

In English, it turns out that people can convey the warm colors – reds, oranges and yellows – more efficiently (with fewer guesses) than the cool colors – blues and greens. You can see this in the color grid: There are fewer competitors for what might be labeled "red," "orange" or "yellow" than there are colors that would be labeled "blue" or "green." This is true in spite of the fact that the grid itself is perceptually more or less uniform: The colors were selected to completely cover the most saturated colors of the Munsell color space, and each pair of neighboring colors looks equally close, no matter where they are on the grid.

We found that this generalization is true in every language in the entire World Color Survey (110 languages) and in three more that we did detailed experiments on: English, Spanish and Tsimane'.
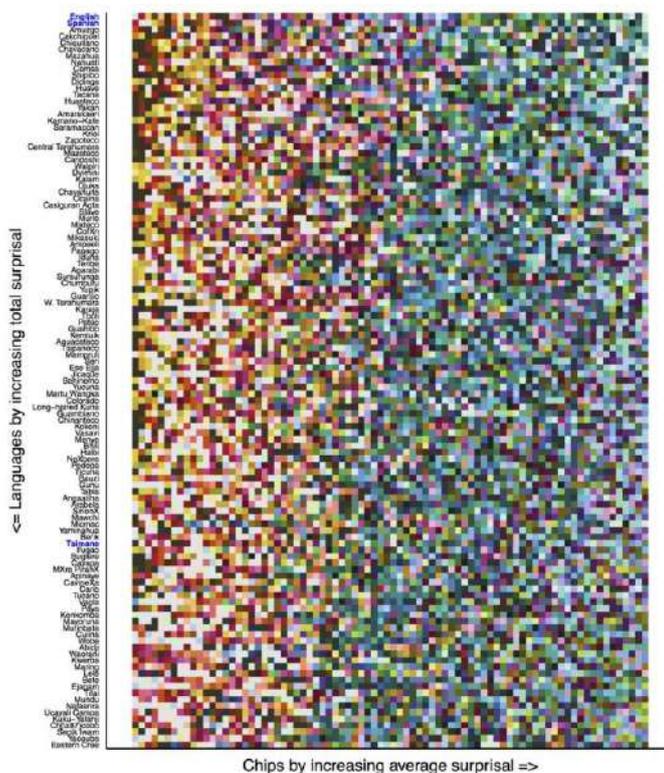
Each row orders the color chips for one language: Colors farther left are easier to communicate, those farther to the right are harder to communicate. Richard Futrell,

It's clear in a visual representation, where each row is an ordering of the color chips for a particular language. The left-to-right ordering is from easiest to communicate (fewest guesses needed to get the right color) to hardest to communicate.

The diagram shows that all languages have roughly the same order, with the warm colors on the left (easy to communicate) and the cool ones on the right (harder to communicate). This generalization occurs in spite of the fact that languages near the bottom of the figure have few terms that people use consistently, while languages near the top (like English and Spanish) have many terms that most people use consistently.

We name the colors of things we want to talk about
In addition to discovering this remarkable universal across languages, we also wanted to find out what causes it. Recall that our idea is that maybe we introduce words into a language when there is something that we want to talk about. So perhaps this effect arises because objects – the things we want to talk about – tend to be warm-colored.

We evaluated this hypothesis in a database of 20,000 photographs of objects that people at Microsoft had decided contained objects, as distinct from backgrounds. (This data set is available to train and test computer vision systems that are trying to learn to identify objects.) Our colleagues then determined the specific boundaries of the object in each image and where the background was.

We mapped the colors in the images onto our set of 80 colors across the color space. It turned out that indeed objects are more likely to be warm-colored, while backgrounds are cool-colored. If an image's pixel fell within an object, it was more likely to correspond to a color that was easier to communicate. Objects' colors tended to fall further to the left on our ranked ordering of communicative efficiency.

When you think about it, this doesn't seem so surprising after all. Backgrounds are sky, water, grass, trees: all cool-colored. The objects that we want to talk about are warm-colored: people, animals, berries, fruits and so on.

Our hypothesis also easily explains why more color terms come into a language with industrialization. With increases in technology come improved ways of purifying pigments and making new ones, as well as new color displays. So we can make objects that differ based only on color – for instance, the new iPhone comes in "rose gold" and "gold" – which makes color-naming even more useful.

So contrary to the earlier nativist visual salience hypothesis, the communication hypothesis helped identify a true cross-linguistic universal – warm colors are easier to communicate than cool ones – and it easily explains the cross-cultural differences in color terms. It also explains why color words often come into a language not as color words but as object or substance labels. For instance, "orange" comes from the fruit; "red" comes from Sanskrit for blood. In short, we label things that we want to talk about.

REFLECTIONS ON AN IMPORTANT QUESTION: IS IT THE 'TRAINING' OR THE 'TRAINERS'?

By
Tony Gurr

http://plpnetwork.com/2015/08/28/10-teachers-professional-development/
(the original has been posted on Facebook and with Tony Gurr's permission, it is re-printed in our newsletter)
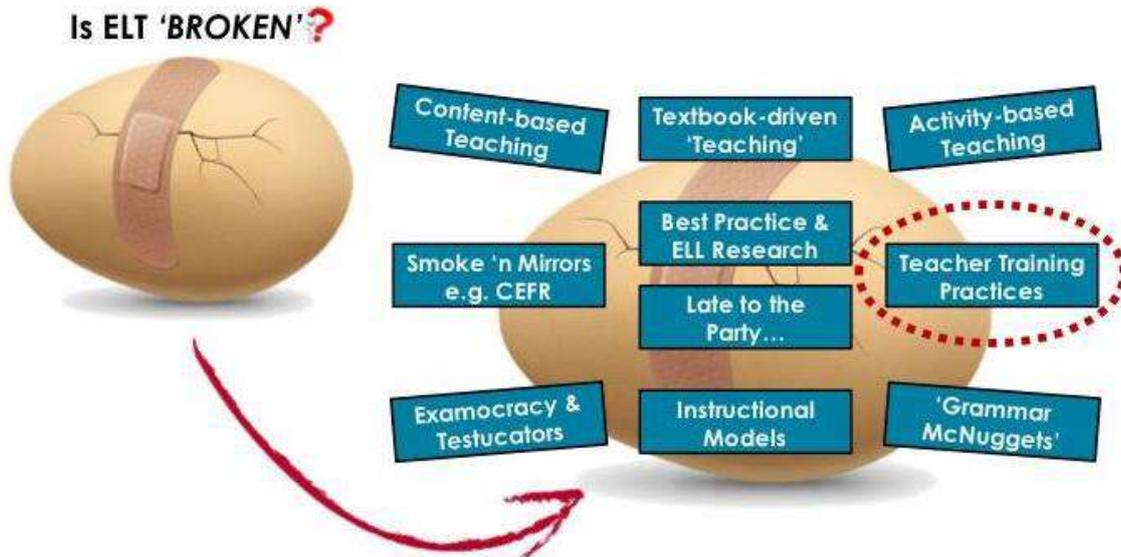
This should, perhaps, be a blog post - but who says we can't blog on FB?

In a recent session I did in Kool, Kalm Kocaelli (TY Ümit and Şüle Hocam) I asked if ELT was 'broken' and suggested a wide range of reasons why the so-called 'ELT profession' is not functioning at optimal efficacy.

One of the areas I noted was the quality of 'training'. I didn't get into the whole Undergraduate Teacher Education or CELTA debate (that would be another 3 to 5 sessions on its own) but noted how so many of our conferences are a total waste of time and how the input/guidance of people that call themselves 'trainers, consultants and researchers' is frequently of such low quality - here in canım Türkiyem.
Very few people disagreed with me - nor with the other reasons I noted (I might focus on those later).

Over the past few weeks, I have had the pleasure (or not...) of seeing a wide range of trainers/presenters at an even wider range of events and conferences around the country - and it would not be an understatement to say I am still totally UNDER-whelmed with the knowledge, skills and attitudes of most of these self-proclaimed 'experts'.

It's almost as if many of them have never heard the old saying...'it doesn't matter what you say about YOURSELF, it's more important what OTHERS say about you!'
I have decided to be one of these OTHERS...today!

Now, don't get me wrong...I'm not saying everyone on the 'circuit' (I really hate that phrase, too) is total crap. There are many trainers and presenters that invest serious time in their sessions, have integrity, demonstrate experience and authenticity, work hard to draw on research (quoting sources) and combine this with some original insights of their own, work hard to make their materials 'reader-friendly' and 'useful', use humour effectively, ask meaningful questions and make people 'thunk' and are 'human' - some are even 'inspiring' and help teachers 'motivate themselves' to be the best teachers they can be.
BUT, they are few and far between!

Sadly, so many of our 'sages-on-the-stage' that stand up (and, ohhhh...how they love standing on the stage!) and tell us to be 'guides-on-the-side' simply are NOT good enough!
Yes, there...I said it!
They do not walk their talk, have more 'ambition' than 'talent', and more often than not spoon-feed teachers junk from the internet!
I find it's easier to group these 'trainers cum consultants cum researchers' (that's actually how many tourism businesses describe themselves in canım Türkiyem - restaurant/bar/disco - değil mi)?

TYPE 01 - The 'Fake-It-Till-I-Make-It' Trainer
These trainers usually come with a level of training/experience that you could fit on a postage stamp. Often, they tend to be native speakers (but not always) who find the classroom too 'hard' and will grasp any opportunity to escape a future of 'kids in the classroom'.

Some of them are actually quite good learners themselves - but frequently fall foul of the 'read-a-blog-post-and-tell-the-world' syndrome. Sad really!

Many of them are also quite good 'salesmen' (or women) - the problem is that many real educators see them for what they are...'snake-oil sellers' who can't quite pull off the authenticity required for a sustained relationship with teachers or schools.This is mostly as they tend to repeat the same tired 'stories' again and again and try to build their 'brands' (yes, they use this type of language) with teachers via use of pathetic, little one-liners like 'What did you learn today'?

They tend to have the ego the size of a bus...and lack respect for those Turkish teachers that know what it means to really learn a language and 'earn your stripes' through years of trying, failing and learning. This ego, however, is so often very fragile...and hides far bigger issues than a lack of 'real experience' in teaching.

TYPE 02 - The 'Know-It-All' Trainer
Loathe to refer to themselves as 'teachers' or 'learners', these trainers have a dusty M.A or PhD somewhere on their CV's (if the latter, woe betide you if you forget to add the title 'Dr' to your conference poster)! However, most of them have done nothing original since they

got their beloved bit of paper - they certainly would not have obtained their qualifications if they had been in a higher quality, more serious educational environment.

They still hang onto their love of the scientific/academic method and fill their slides with stuff even Superman (with glasses) could not read. To make matter worse, they churn out the same 'tired' semi-academic PPTs every time they are invited to an event (some use the same ones for bloody years...that having been said, many of the older ELT native speaker 'hacks' do the same)!

The more savvy among them have learned how to edit pictures they download from the internet - but frequently do not cite their sources. Indeed, many of these trainers and presenters try to pull off 'little fibs'...when they say, for example, 'I simplified THAT version to THIS' and lose all credibility with those of us that are in the know (and we are growing as a group - wifi is free in many places these days).

Ego is an issue for these trainers, too - however, it is their inability to recognise (and praise) the strengths of other presenters or presentations that really stands out. They tend to opt for back-stabbing and passive-aggressive forms of critique - both essentially driven by jealousy and the fear of being discovered for what they really are - mediocre intellects who have also largely avoided the classroom.

Many of these trainers also like to work on themes like 'motivation', 'inspiration' and other 'bleeding-edge topics' in ELT (again, forsaking their academic principles and adopting the 'read-a-blog-post-and-tell-the-world' attıtude) - the problem is these trainers are so dull, so boring and leave most of us wanting to cut our wrists!

TYPE 03 - The 'Not-Quite-There' Trainer
I almost did not add this group to my list - their hearts are in the right place, they are eager to share wıth other teachers and they have the humility that Type 01 and 02 trainers sadly lack.

Many of them are very experienced (and successful) teachers...BUT, all of their classroom abilities just do not 'come together'...they do not 'gel' - a good teacher does not always a good trainer make!

Sadly, they are encouraged by commercially-driven or vanity-based TTT (Train The Trainer) Programmes that frequently over-promise, under-deliver and do very little 'screening'!

The really sad thing is that many of the trainers/presenters I have seen frequently demonstrate characteristics from TWO or (even) all THREE of the types above! Further, they lack the interpersonal abilities, emotional intelligence and reflective skills to realise they are just not cutting it.
It's almost as if they have never heard the (other) sports saying 'You are only as good as your last game!' Many of these guys have been playing the last 5-6 seasons like this
...and Publishers have been inflicting them on us by continuing to sponsor them! Now, that is what I call really dumb!

Canım Türkiyem deserves more! Time for our schools and teachers to demand more...

**REFLECTIONS ON
TEACHING AS A PROFESSION AND
TEACHERS AS PROFESSIONALS**

Prof. Dr. Aydan Ersöz

As the Alberta Teachers' Association states on its website, in its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession.

In addition to providing students with learning opportunities to meet curriculum outcomes, teaching emphasizes the development of values and guides students in their social relationships. Teachers employ practices that develop positive self-concept in students. Although the work of teachers typically takes place in a classroom setting, the direct interaction between teacher and student is the single most important element in teaching.

A **profession** is something a little more than a **job**, it is a career for someone that wants to be part of society, who becomes competent in their chosen field through academic training; maintains their skills through continuing **professional** development; and commits to behaving ethically, to protect the interests of the public.

Considering the fact that the short definition of professionalism is "behaving in an ethical manner while assuming and fulfilling your rightful responsibilities in every situation every time, without fail", we can claim that teaching is a profession as it contains all the fundamental characteristics.

- **Great responsibility:** Teachers deal with matters of vital importance to their society and their students and are, therefore, entrusted with grave responsibilities and obligations. These obligations and responsibilities involve circumstances where ignorance, indifference, idleness, inadequate skill, or lack of ethics would be significantly damaging to the society and the students.

- **Accountability:** The authorities and society hold the teachers responsible for the quality of their work in the field. Even when that's not the case, professional teachers hold themselves accountable for their practices.

- **Based on specialized, theoretical knowledge:** Contrary to the common public opinion, not anyone who knows a subject matter can teach it. Everything that teachers

do in the classroom are based on theory, knowledge, and skills that are specific to their profession. These are generally beyond the understanding and/or capability of those outside of the profession.

- **Continuous Development:** Ongoing education toward personal/professional development is a must for teachers.

- **Autonomy:** Teachers have the necessary skills to observe a specific situation and tackle with it within its own context as every classroom and student is different. Whenever necessary, they can take control over and find autonomous solutions.

- **Ethics and morality:** Teachers are required to be moral models in and out the classroom. They actively help carry out the declared policies of the country without dealing with the promotion of any political, religious, or other partisan interests. They act as models of good human beings and community members.

Some important distinctions between professionals and those who are not can be listed as:
1. A professional makes deliberate choices where others have choices made for them or they simply react to what comes their way.
2. A professional can afford the luxury of making deliberate choices because they have the necessary background and preparations.
3. A professional is seldom caught off-balance or off-guard. Even when something unexpected or unfamiliar happens, a professional can quickly understand its basis and easily infer the appropriate move, strategy, or process to resolve the issue ethically and successfully.
4. A professional never stops learning and developing themselves.

Candace Alstad-Davies has stated that professional development for teachers is necessary, as new teaching information, techniques, and methods are continually being updated and changed. The teachers' education and experience alone will not be enough to serve them throughout their whole career. Professional development is about life-long learning and growing as an educator. Teachers always have the potential to progress and refine their teaching skills. There is always more to learn and new skills to attain. Professional development can help teachers figure out why they make certain decisions, and can help them examine the way they think about and deal with certain situations.

Jacques S. Benninga has claimed that a teacher's first moral obligation is to provide excellent instruction. Teachers with a high level of moral professionalism have a deep obligation to help students learn. They have an obligation to be well informed about their field. In order to that, teachers can never stop learning.

"Knowledge rests on knowledge; what is new is meaningful because it departs slightly from what was known before."
Robert Oppenheimer

"Who dares to teach must never cease to learn."
John C. Dana

"Good teachers are those who know how little they know. Bad teachers are those who think they know more than they don't know."
R. Verdi

"The teachers who get "burned out" are not the ones who are constantly learning, which can be exhilarating, but those who feel they must stay in control and ahead of the students at all times."
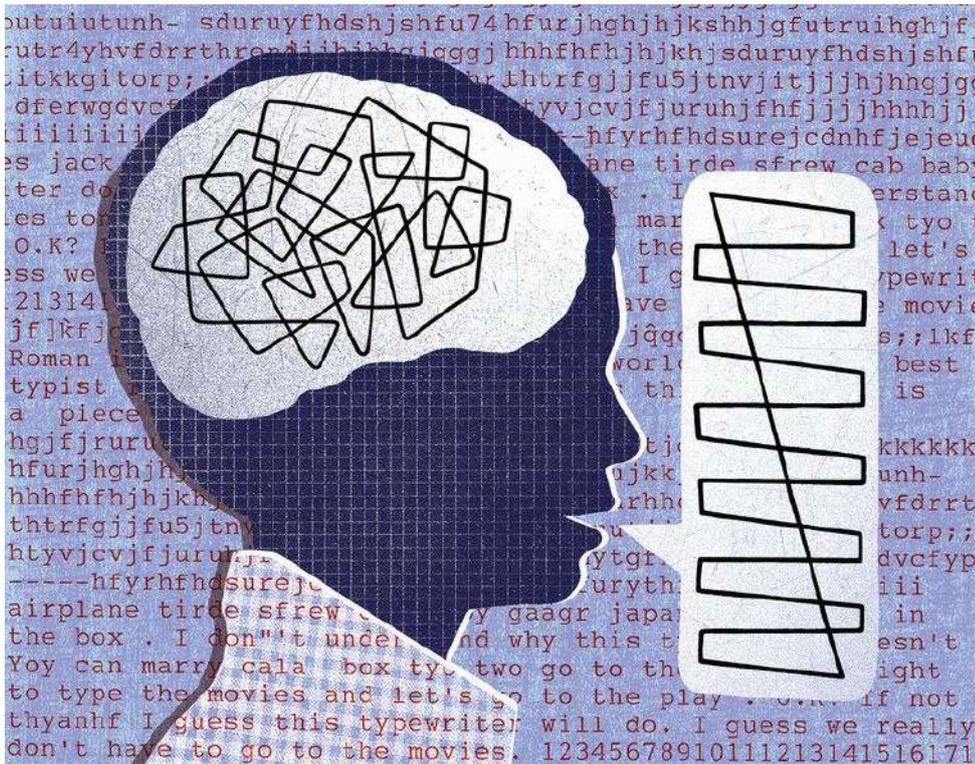Frank Smith

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SOMETHING TO THINK ABOUT

http://www.npr.org/sections/health-shots/2017/08/24/545711940/pitch-neurons

Really? Really. How our Brains Figure out What Words Mean Based on How They're Said
By Jon Hamilton

Simply going up in pitch at the end of a sentence can transform a statement into a question.
Lizzie Roberts/Ikon Images/Getty Images

It's not just what you say that matters. It's how you say it. Take the phrase, "Here's Johnny." When Ed McMahon used it to introduce Johnny Carson on *The Tonight Show,* the words were an enthusiastic greeting. But in *The Shining,* Jack Nicholson used the same two words to convey murderous intent.

Now scientists are reporting in the journal *Science* that they have identified specialized brain cells that help us understand what a speaker really means. These cells do this by keeping track of changes in the pitch of the voice. "We found that there were groups of neurons that

were specialized and dedicated just for the processing of pitch," says Dr. Eddie Chang, a professor of neurological surgery at the University of California, San Francisco.

SHOTS - HEALTH NEWS
'Like Brain Boot Camp': Using Music To Ease Hearing Loss

Chang says these neurons allow the brain to detect "the melody of speech," or intonation, while other specialized brain cells identify vowels and consonants. "Intonation is about how we say things," Chang says. "It's important because we can change the meaning, even — without actually changing the words themselves." For example, by raising the pitch of our voice at the end of a sentence, a statement can become a question.

The identification of neurons that detect changes in pitch was largely the work of Claire Tang, a graduate student in Chang's lab and the *Science* paper's lead author. Tang and a team of researchers studied the brains of 10 epilepsy patients awaiting surgery. The patients had electrodes placed temporarily on the surface of their brains to help surgeons identify the source of their seizures. This allowed the team to monitor the activity of cells in each patient's brain as they listened to a series of sentences spoken by a computer. "What we did was change where the intonation contour — the pitch changes — were happening in each of those sentences," Chang says. So the volunteers would hear different versions of a sentence like, "Reindeer are a visual animal." Sometimes the computer voice started high and ended low, making the sentence a statement. Other times it started low and ended high, making the sentence a question. The cells that track pitch didn't care whether they heard a high female voice or a low male voice, Chang says. It was the pattern of pitch changes that mattered. "To people like musicians this is not a surprise," Chang says, "because you can take a melody and shift all of its notes higher or lower, but it's still recognizable."

The identification of specialized cells that track intonation shows just how much importance the human brain assigns to hearing, says Nina Kraus, a neurobiologist who runs the Auditory

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[Neuroscience Laboratory](#) at Northwestern University. "Processing sound is one of the most complex jobs that we ask our brain to do," Kraus says. And it's a skill that some brains learn better than others, she says. Kraus found that out when she did a [study](#) that looked at whether musicians were better than people who aren't musicians at recognizing the subtle tonal changes found in Mandarin Chinese. "The English-speaking musicians were able to process with high precision those contours," she says, "and the nonmusicians didn't." On the other hand, recognizing intonation is a skill that's often impaired in people with autism, Kraus says. "A typically developing child will process those pitch contours very precisely," Kraus says. "But some kids on the autism spectrum don't. They understand the words you are saying, but they are not understanding how you mean it." The new study suggests that may be because the brain cells that usually keep track of pitch aren't working the way they should.

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QUOTES ON TEACHERS AND TEACHING

- What the teacher is, is more important than what he teaches.
  Soren Kierkegaard
- Teachers teach more by what they are than by what they say.
  Anonymous
- Teachers should guide without dictating, and participate without dominating.
  C.B. Neblette
- I put the relation of a fine teacher to a student just below the relation of a mother to a child...
  Thomas Wolfe
- Good teachers are costly, but bad teachers cost more.
  Bob Talbert
- The best teachers teach from the heart, not from the book.
  Anonymous
- We think of the effective teachers we have had over the years with a sense of recognition, but those who have touched our humanity we remember with a deep sense of gratitude.
  Anonymous
- The true teacher defends his pupils against his own personal influences.
  Amos Alcott
- It is the supreme art of the teacher to awaken joy in creative expression and knowledge.
  Albert Einstein
- I have been maturing as a teacher. New experiences bring new sensitivities and flexibility.
  Howard Lester
- To teach is to learn twice.
  Joseph Joubert
- People learn while they teach.
  Lucius A. Seneca
- To me, the sole hope of human salvation lies in education.
  George Bernard Shaw

Extensive Reading Foundation
Language Learner Literature Awards 2016
Winners

Winners announced online and at the following vocabulary conference:
Vocab@Tokyo Conference, 12-14 September, Meiji Gakuin University, Tokyo.
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 Leaerning/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
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.

News w.iatefl.org

The 52nd IATEFL Conference in Brighton

10-13 April 2018

The IATEFL Associates Day, as well as Pre-Conference Events (PCEs): 9 April 2018.

https://conference.iatefl.org/conference.html

SCHOLARSHIPS
Each year a range of scholarships enable the winners to attend the IATEFL Conference, with their costs covered, and have the chance to contribute. This may be, for example, as a conference reporter or as a presenter.
Click here to find out more about the scholarships available for the 2018 Brighton IATEFL Conference, the deadline for applications and the requirements for each.

Registration and speaker proposal applications now open!
You can now register to attend the IATEFL Conference, and IATEFL members can also submit their speaker proposal. Click on the following link for information on becoming a member of IATEFL.

We advise that you visit our registration support page before you begin your online registration or speaker proposal. You will be able to download one of our Helpful Guides to aid you through each step of the process.

Speaker guidelines
If you are considering applying to present, or to apply for a scholarship to present, at IATEFL 2018 please ensure you read the speaker guidelines before submitting.

IATEFL MEMBERSHIP
Contact M. Nazlı Güngör at nazlidemirbas_06@hotmail.com

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Opening Keynote
Shabana Basij-Rasikh
Tuesday, 27 March 2018
5:30 pm–7:00 pm
Afghanistan's First and Only All-Girls Boarding School:
Stories and Challenges

Afghanistan has been torn apart by decades of war, and Basij-Rasikh believes the best way to create a stable and prosperous country is to raise a highly educated leadership generation. Basij-Rasikh shares how the School of Leadership, Afghanistan, is addressing the challenges Afghan girls face to accessing quality education.

Shabana Basij-Rasikh was born and raised in Kabul, Afghanistan, and completed high school and college in the United States. Cofounder and president of the School of Leadership, Afghanistan, a nonprofit dedicated to providing Afghan girls a rigorous

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education and helping them enter universities worldwide. Widely recognized as a leading advocate for girls' education, she has received the Davis Peace Prize and was named one of National Geographic's 2014 Emerging Explorers and one of CNN International's Leading Women of 2014. Shabana is also a global ambassador for Girl Rising, a global campaign for girls' education.

Presidential Keynote
Ester de Jong
Wednesday, 28 March 2018
8:00–9:00 am
TESOL as Nexus: Strategies for the Future

Our profession increasingly expects us to sustain interconnectedness and encourage dialogue among widely diverse constituents. Being part of these conversations can challenge long-held beliefs and accepted practice. Why should we embrace this challenge? How can we engage with each other as ELT professionals to address the needs of the future?

Ester de Jong is a professor in the School of Teaching and Learning, University of Florida. She teaches courses in bilingual and bicultural education and in curriculum, methods, and assessment for English speakers of other languages. Her research interests include two-way bilingual education and other integrated models for language minority schooling, educational language policy, and teacher preparation for bilingual students.
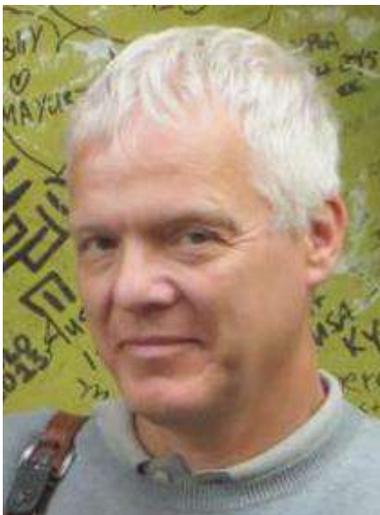
James E. Alatis Plenary
Zoltán Dörnyei
Thursday, 29 March 2018
8:00 am–9:00 am
Engaging Language Learners in the 21st Century

ELLs face an unprecedented variety of distractions in today's globalised, digital age. Finding ways of generating student motivation and engagement has become a principal challenge for classroom practitioners. Dörnyei outlines a comprehensive framework of strategies to engage learners with aspects of the learning environment, language learning tasks, and target language.

Zoltán Dörnyei is professor of psycholinguistics at the School of English, University of Nottingham. He has published extensively on various aspects of language learner characteristics and second language acquisition, and he is the author of more than 20 books, including "Motivational Strategies in the Language Classroom" (2001), "Research Methods in

Applied Linguistics" (2007),"Motivating Learners, Motivating Teachers: Building Vision in the Language Classroom" (2014, with M. Kubanyiova), "The Psychology of The Language Learner Revisited" (2015, with S. Ryan) and" Motivational Currents in Language Learning: Frameworks for Focused Interventions" (2016, with A. Henry and C. Muir).

Friday Keynote

Mary Helen Immordino-Yang
8:00 am–9:00 am
Embodied Brains, Social Minds, Cultural Meaning: Why Emotions Are Fundamental to Learning

Immordino-Yang presents her research on the neuropsychology of social-emotional feelings, including their deep visceral roots in the feeling and regulation of the body and consciousness, their propensity to heighten one's own subjective sense of self-awareness and purpose, and their connections to memory and cultural learning.

Mary Helen Immordino-Yang is a social-affective neuroscientist and human development psychologist who studies social emotion and self-awareness across cultures, connections to resilience and morality, and implications for education. She is associate professor of education, psychology, and neuroscience at the University of Southern California. A former public junior high school science teacher, she has been named among the most influential scholars in education by Education Week's RHSU Edu-Scholar Public Presence Rankings. She has received numerous national awards for her research and for engaging the public with science, and in 2015 she was elected president of the International Mind, Brain, and Education Society.

Note: All keynotes are held in the Arie Crown Theater.

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CALL-IS Electronic Village Events (2018)
Call for Proposals

Deadline for submissions: October 8, 2017
You are invited to submit a proposal for participation in one or more of the CALL Interest Section's Electronic Village Special Events. More than one proposal from the same individual may be accepted based upon space availability.

Click on an event for a detailed description and link to a proposal submission form.

Technology Fairs
Mini-Workshops
Developers' Showcase
Mobile Apps for Education Showcase
Graduate Student Presentations

Equipment:
The following technology will be available at no charge:
• PCs and Macintosh computers (please specify when submitting proposals)
• Microphones
• Internet connections
• Projection equipment for Developers' Showcase, Mini-Workshops, and Mobile Apps for Education

For presentations requiring mobile devices or other hardware, the presenter is responsible for supplying the required equipment. Presenters are welcome to bring their own equipment (e.g. laptops, digital cameras, mobile devices, etc.); however, the Electronic Village cannot guarantee compatibility with our projection equipment or Internet connections. For the Mobile Apps for Education Showcase, presenters will be able to display their mobile device screens to the audience. However, some applications may be reliant on the convention center wi-fi — please be prepared with screenshots in case of difficulties.

Handouts:
It is recommended that presenters of accepted proposals bring 20-30 copies of presentation handouts for Technology Fairs, Developers' Showcase, and Mobile Apps for Education Showcase. For Mini-Workshops, prepare materials for 20 participants maximum. Before your presentation, please consider creating an online version of your handout, uploading a copy to the appropriate area on the CALL-IS website, or adding an online version of your handout to the CALL-IS library in the TESOL CALL-IS Community.

https://call-is.org/ev/

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TESOL Awards, Honors, & Grants
Home> Enhance Your Career > TESOL Awards, Honors, & Grants

Convention Travel Grants & Scholarships
Now Accepting Applications! – TESOL International Association annually awards more than US$50,000 in travel grants and registration scholarships to help TESOL members attend the TESOL International Convention & English Language Expo.

Travel Grants Available
• The Betty Azar Travel Grants for Practicing ESL/EFL Teachers
• The Albert H. Marckwardt Travel Grants

- The TESOL/TEFL Travel Grant
- The University of Pittsburgh Travel Award for IEP Instructors
- TESOL Awards for International Participation at TESOL

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

TESOL Awards for Excellence & Service

Now Accepting Applications! – TESOL-sponsored awards and grants recognize exceptional TESOL members. These awards are made possible by the support of TESOL's partners National Geographic Learning and Eastern Carolina University, and generous donations from members like you. There are the available awards:
- TESOL Teacher of the Year Award
- TESOL Award for Distinguished Research
- The D. Scott Enright TESOL Interest Section Service Award
- The Mary Finocchiaro Award for Excellence in Unpublished Pedagogical Materials
- The Ruth Crymes TESOL Fellowship for Graduate Study
- The TESOL Virginia French Allen Award for Scholarship and Service
- The James E. Alatis Award for Service to TESOL

Professional Learning Scholarships

Now Accepting Applications! – The Rosa Aronson TESOL Professional Learning Scholarships were established to honor Rosa Aronson, who served as TESOL's executive director from 2010 to 2017, and her deep commitment to the professional learning of teachers in underserved countries. This new program will award seven scholarships to cover the cost of the Global Professional membership and any professional learning opportunity offered by TESOL International Association.

Teaching Materials Grant

Now Accepting Applications! – The Tina B. Carver Fund was established by her family and colleagues to honor the life and work of Tina B. Carver, longtime member of TESOL and the ESL/EFL community. Grants are available for funding the purchase of student classroom learning materials and/or teacher-related materials (e.g., ancillary materials that can be used in conjunction with textbooks or other instruction materials) to support adult ESL education programs in the United States.

TESOL Presidents' Award

Every year the TESOL president, in collaboration with the president-elect and the past president, selects a recipient for the annual Presidents' Award. The award honors individuals and organizations outside of TESOL who have demonstrated a commitment to English-language instruction, helped TESOL further its mission, and supported education in general.

The recipient of the 2017 TESOL President's Award is [TIRF: The International Research Foundation for English Language Education](). [Read more about this year's recipient]().

TESOL Outstanding Advocate Honor

The Outstanding Advocate Honor is presented annually at the TESOL International Convention & English Language Expo to an individual who has advocated for, and on behalf of, the ESL/EFL profession and English language learners. Each year the host affiliate for convention nominates an individual for recognition.

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Call for Proposals: Master's Student Forum

[Home]() > [Attend & Learn]() > [International Convention]() > Call for Proposals: Master's Student Forum

2018 Master's Student Forum

TESOL 2018 International Convention & English Language Expo
Chicago, Illinois, USA
Tuesday, 27 March 2018

The 2018 TESOL International Convention & English Language Expo includes a forum for full-time and part-time students enrolled in graduate programs leading to a master's degree in TESOL (or related fields) at any institution of higher learning. Students who are currently working toward a degree are invited to submit a proposal for the Master's Student Forum.

Note: You must be enrolled in a graduate student program to present at the Master's Student Forum. Doctoral students should submit to the <u>Doctoral Research Forum</u>. Applicants may not submit more than one abstract.

<div align="center">

The deadline for proposals is 11:59 pm ET, 1 October 2017.

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Types of Proposals

You may submit proposals for presentations or poster sessions. Only two presenters are allowed per presentation or poster session. The presenter listed first is responsible for notifying the co-presenter of the status of the proposal and any other notifications received.

Presentations (15 min. with 5 min. Q & A) will be considered in the following categories:

- **Completed Study:** Reports on an entire study. It should include information on the underlying principles, gaps in research, participants, methods, and results. Handouts and audiovisual aids may be used.
- **Study in Progress:** Presents an original study that the presenter is currently conducting. It should include information on the underlying principles, gaps in research, participants, and methods. Handouts and audiovisual aids may be used.
- **Demonstration:** Shows a technique for teaching or testing. The presenter should spend no more than 5 minutes explaining the theory underlying the technique. Handouts and audiovisual aids may be used.

- **Teaching Workshop:** Focuses on activities, techniques, or teaching aids for the ESL or EFL classroom. Handouts and audiovisual aids may be used.

Poster Session (1 hr.): is presented on a large (4 ft. by 8 ft., 1.22 m by 2.44 m) display board. Posters can display research, teaching tips, curriculum development ideas, and many other areas of interest. Posters should include: title, names and institutional affiliation of the presenter(s), and brief text with clearly labeled photos, drawings, graphs, or charts. Handouts may be used, but no other audiovisual equipment is allowed.

This type of presentation allows for short, informal discussions with other participants while the poster is on display. Although the exhibit should be self-explanatory, presenters are required to be available with their poster during their scheduled time slot.

How to Prepare Your Proposal

Proposals must include the following information:
- Full name
- University affiliation
- Graduation year
- Email address
- Postal Address
- Proposal title, abstract, and summary
- Designated interest area (see below)

Title Guidelines (10 words max.)

The title should
- not exceed 10 words
- be carefully written and proofread
- accurately reflect the presentation content
- be clear to the intended audience
- not have a colon or quotation marks
- capitalize all major words

Abstract Guidelines (50 words max.)

The proposal must include an abstract. The abstract will appear in the forum's program book, and attendees will use it to decide whether to attend your presentation, so it should be carefully written and proofread.

The abstract should
- not exceed 50 words
- be written in the third person present tense (e.g., "The presenter begins by… and she…")
- not refer to published works
- be carefully edited and proofread
- be written to draw the most appropriate audience to the presentation
- spell out any acronym(s) used in the title
- not include names of presenter(s) or institution(s)

Summary Guidelines (300 words max)

The summary should
- not exceed 300 words
- not include names of presenter(s) or institution(s)
- clearly state a purpose and point of view
- include supporting details and examples
- contain evidence of current practices and/or research
- refer to published works
- be carefully edited and proofread
- select appropriate format for presentation (e.g., Demonstration, Study in Progress)
- include/discuss a designated interest area (see below)

Designated Interest Area
You must select one area, and your choice must match the interest area listed in the summary.
- Adult Education
- Applied Linguistics
- Bilingual Education
- Computer-Assisted Language Learning
- Elementary Education
- English as a Foreign Language
- English for Specific Purposes
- Higher Education
- Intercultural Communication
- Intensive English Programs
- International Teaching Assistants
- Materials Development
- Nonnative English Speakers in TESOL
- Program Administration
- Refugee Concerns
- Second Language Writing
- Secondary Schools
- Social Responsibility
- Speech, Pronunciation, and Listening
- Teacher Education
- Video and Digital Media

Adjudication Process
Submitted proposals will be peer-reviewed by graduate students. Accepted proposals will be notified in November.

Download the evaluation rubric.

Factors Affecting Selection
Balance: To ensure that the Master's Student Forum brings together individuals from a variety of institutions and backgrounds, the Forum Program Committee seeks balance in
- range of topics

- interests covered
- proposal's relevance to the needs of TESOL graduate students

Quality of proposal summary: Summaries should
- clearly state the proposal's purpose
- be succinct
- be appropriate to the type of session proposed
- show the proposal's significance for the intended audience
- indicate the quality of research (if relevant)
- show evidence that the presentation will be well prepared

You may submit only one proposal for either a presentation or poster session.

Factors Disqualifying a Proposal

Your proposal will be disqualified if it
- promotes commercial interests
- is not completed according to the guidelines outlined in this call
- is not received by the deadline

Responsibilities of the Presenter

- Register for the forum through the convention registration form. Registration to the forum is free and you do not have register for the TESOL convention to present in the forum. Registration for the forum (and convention) open in September.
- Only two presenters are allowed per presentation. The presenter listed first is responsible for notifying the co-presenter of the status of the proposal and any other notifications received.
- Do not change the conceptual content of your session once it has been accepted.
- Bring a computer and power cord for your oral presentation (if necessary).
- Support the other presenters by participating in all forum activities.

Registration

To present at the 2018 Master's Student Forum, you must register. To register, select the Master's Student Forum on the TESOL Convention registration form when it opens starting September. Registration is free, and you do not have to register for the TESOL Convention to attend.

Questions?

If you have questions about the proposal process, please contact the TESOL Master's Forum.

Submitting Your Proposal

Proposals must be submitted online by **11:59 pm ET, 1 October 2017**. Proposals will not be accepted after the deadline.

http://www.tesol.org/attend-and-learn/international-convention/master's-student-forum

ARE WE REALLY WHAT WE EAT?

Compiled by
Aydan Ersöz

ADANA DÜRÜM	ADANA STATUS
URFA DÜRÜM	URFA STATUS
KUZU ŞİŞ DÜRÜM	LAMB SHISH STATUS
TAVUK ŞİŞ DÜRÜM	CHICKEN SHISH
ÇÖP ŞİŞ DÜRÜM	NEEDLE CASE STATUS
CİĞER ŞİŞ DÜRÜM	LIVER NEEDLE CASE STATUS
SUCUKLU KAŞARLI DÜRÜM	SAUSAGE CHEESE STATUS
KÖFTE DÜRÜM	MEATBALLS STATUS
KİMYON SPESİYAL DÜRÜM	SPECIAL STATUS
TERYAN DÜRÜM	VEGETAREAN STATUS
ÇİĞ KÖFTE DÜRÜM	RAW MEATBALLS STATUS

derya

DÖNER ÇEŞİTLERİ / TYPES OF ROTARY

Döner - *(Returns)*		9,00 TL
Dönerli İskender - *(Alexander Returns)*		12,00 TL
Dönerden Yoğurtlu - *(Returns with Yogurt)*		12,00 TL
Pilav Üstü Döner - *(Returns on top of Rice)*		12,00 TL

PİDE ÇEŞİTLERİ	PITTA TYPES
LAHMACUN	Meat Pizza
KIYMALI PİDE	Pork Pitc.
KUŞBAŞILI PİDE	Pita Bread
KAŞARLI PİDE	Cheesed Pita
KARIŞIK PİDE	Mixed Pita
İÇLİ KÖFTE	Familiar Meatballs
ÇİĞ KÖFTE	Raw Meat
SALATALAR	**SALADS**
ÇOBAN SALATA	shepherd's Salad
MEVSİM SALATASI	Season salad
YEŞİL SALATA	Green salad
BOSTANA	To Garden
YOĞURT	Yogurt
CACIK	Cucumber Yogurt
TATLILAR	**DESSERTS**
KÜNEFE	Kunefe
SÜTLAÇ	Rice Pudding

DOMATES ÇORBA	
SÜZME MERCİMEK	Lentil Soup
Dönerler	
PORSİYON DÖNER	Returns Servings
PİLAV ÜSTÜ	Over Rice
İSKENDER	Alexander
ETİ BOL İSKENDER	Very Alexander
KARIŞIK İSKENDER	Alexander Confused
SANDVİÇ DÖNER	Rotating Sandwich
YARIM EKMEK DÖNER	Half Of Bread Turns
DÖNER DÜRÜM	Return Wrap
Kebaplar	
DOMATESLİ KEBAP	Tomato Kebabs
ADANA KEBAP	Adana Kebabs
URFA KEBAP	Urfa Kebabs
PATLICANLI KEBAP	Eggplant Kebabs
BEYTİ KEBAP	Couplet Kebabs

BARDAK SÜT MISIR
MILK GLASS EGYPT
Молочное с по ЕГИПЕТ

KOÇ YUMURTASI
————————
COACH EGG

HOTEL İÇKALE

SADE GÖZLEME
SIMPLE OBSERVATION

DİL PEYNİRİ
LANGUAGE CHEESE

KABAK ÖĞRETEN
PUMPKIN TEACHES
8.00

...old Appetizer
...ba / Soup
...Salata / Salad Russ
...iz Otu / Purslane
...ak Sarma / Asthma Paper
...ar Salata / Mushroom Salad
...ka / Aubergine Salad

BARDAK SÜT MISIR
MILK GLASS·EGYPT
Молочное стекло ЕГИПЕ

KAZAN DİBİ
(Bottom Of Win)

4 - Pizza Ala Riva
Domates Sos, Mozarella, Ton Balığı, Mısır, Roka, Kapar
Pizza Souce, Mozarella, Tuna Fish, Corn, Rocket, Coper

5 - Pizza Yosun
Domates Sos, Mozarella, Sucuk, pastırma, Yeşil Biber,
Halka Domates,
Pizza Souce, Mozarella Cheese, Turkish Sousape,
Pastarima, Green Peppers

6 - Lahmacun / Turkish Pizza

7 - Gözleme / Monitoring

8 - Sarımsaklı Ekmek / Garlic Bread

9 - Fırında Kanat Soslu / Wing sauce in the oven

10 - Kahvaltı / Breakfast

11 - Makarna Çeşitleri / Macaroni

BEBEK MAMASI
"Baby foot"

EN HESAPLI
FİYATLAR

DİL ÇORBA
LANGUAGE SOUP

ЕVREK DIL ŞIŞ
rch
Swollen Tongue
1 .00TL   25.00TL

GÖZLEMELER		OBSERVING
Peynirli Gözleme	3.000.000	Chese Observing
Kymalı Gözleme	3.000.000	Mince Observing
Patatesli Gözleme	3.000.000	Potato Observing
Sade Gözleme	3.000.000	Plain Observing
TATLILAR		DESSERTS

Günün Çorbası (Soap of th
Fındık Lahmacun (Nut la
İçli Köfte (Sensitive meatball)
Çiğ Köfte (Fresh meatball)
Kuruluk Antep Dolma
Patates Tava (Chips)