

# THE INGED NEWSLETTER



"GO TO BED WITH THE CHICKENS." (ITALIAN)



<http://www.comtetranslations.co.uk/culture/idioms-of-the-world-part-2/>

## *NEWS ON-LINE*

*Together we stand!*

Issue 4  
December 2016

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## From the President

Dear members,

We are together again with a new issue. I would like to take this opportunity to share some information about our activities we have realized before our general assembly. As you all know, we had our general assembly on October 30, 2016 at City Hotel, Ankara. I want to express my gratitude to all members who participated and showed us how much they care about their own association. On behalf of the new executive board members, I want to thank you all who voted for us again this year.

INGED, as a founding member, has continued working in collaboration and cooperation with *ULED* (Ulusal Eğitim Dernekleri – National Education Associations). As you all know, the aim of this platform is to increase the communication, cooperation and collaboration among national education associations so that we can offer better services to our professional fields and also have a louder and clearer voice as civil organizations.

The INGED events, and INGED mornings/afternoons that we realized were:

- On 13 November 2015, an INGED event was hosted by Abant İzzet Baysal University, Bolu. In this one-day event, on behalf of INGED, Aydan Ersöz held a session entitled “Games for Young Learners”, A. Suzan Öniz “Tips for Increasing Creativity”, M. Nazlı Güngör “How to use games with young learners”, and Büşra Delen “Using Sitcoms in the EFL Classroom”.
- On 12 December 2015, an INGED and Başkent University ELT co-event was held in Başkent University, Ankara. On behalf of INGED, Aydan Ersöz held a session entitled “FELT-Fun in ELT” and A. Suzan Öniz “Engaging All/Most Students All/Most of the Time”.
- On 9 April 2016, an INGED and American Embassy ELT co-event was held in Ankara. On behalf of INGED, Aydan Ersöz held two sessions entitled Aydan Ersöz “Fun with English for Young Learners” and “Fun with English for Older Learners”, A. Suzan Öniz held a session entitled “How to Make Group Work Effective” and Esen Metin “Practicing Critical Thinking Stories Through Stories”.
- On 3 June 2016, an INGED and American Embassy ELT co-event was held in Konya. On behalf of INGED, Aydan Ersöz held a session entitled “Be the Master of the Coursebook not a Slave”, Büşra Delen “Fast and Fun: Tips to Jazz Your Lessons Up”, and Esen Metin “How to Fire Up Learners: Stimulating Speaking Activities”.

In order to improve the existing networking and construct new relations with the similar organizations abroad, we realized the following activities:

- Between 23 March – 8 April 2016, M. Nazlı Güngör joined the “Access” program in Virginia, USA; and following that she represented our association at the TESOL 2016 Conference in Baltimore, Maryland. She represented us in the

Affiliates Meeting to promote our association. She also presented a paper entitled “Technology in EFL Classrooms”.

- Between 12 - 16 April 2016, Mustafa Akin Gungör and Nazlı Gungör represented our association at the 50th IATEFL Conference in Birmingham, England. In addition to their joint academic presentation entitled “Developing children's thinking skills through games”, they represented us on Associates Day and promoted our association as well as our web site.

We also contributed to the national teacher training projects and in-service training courses, and were invited to several symposiums/conferences/seminars to deliver speeches or presentations.

- On 10 - 12 March 2016, Prof. Dr. Aydan Ersöz gave a plenary speech entitled “Breaking the vicious circle: “Don’t do what I do, do as I say” at the LIF (Language in Focus) 2016 Conference. She also held a follow-up session to discuss some suggestions for the problems mentioned in the plenary speech.
- On 4 - 5 June 2016, Prof. Dr. Aydan Ersöz gave a plenary speech entitled “I know what it is to be young, but you don’t know what it is to be old” at the 6th MELTUS-CON Conference at METU, Ankara.
- On 28 June 2016, Prof. Dr. Aydan Ersöz held a session entitled “Classroom Interaction and Management” for the public school teachers in Ankara.
- On 29 June 2016, Prof. Dr. Aydan Ersöz held a session entitled “Classroom Interaction and Management” for the public school teachers in Gölbaşı, Ankara.

The 18<sup>th</sup> INGED Drama Festival in Ankara on 21 May 2016 was hosted by Büyük Kolej, and the 3<sup>rd</sup> INGED Drama Festival in İzmir on 21 May 2016 was hosted by MEV İzmir Güzelbahçe Private Schools.

Our association also contributed to the Big Read Contest held by Oxford University Press Turkey. Our board members worked as jury members and evaluated a huge number of tasks performed by primary and secondary school students. The winners were given presents by the above-mentioned company.

This year we want to continue doing our best to improve the English language teaching conditions in our country and to strengthen our international relations. As usual we need the support and help of all our members. Together we stand!

Prof. Dr. Aydan Ersöz  
INGED President



## From the Editor

Dear Colleagues,

Another issue, another winter, another New Year! We at INGED wish you all a happy and healthy 2017 with success and only few papers to correct. May you all enjoy the New Year...

In this issue, there is an article on how to ensure your online privacy. This is a digital time and we all have smart phones, tablets and laptops with which we connect to numerous websites for social and academic purposes. Privacy is a major issue. This article offers step by step advice on how to increase your online privacy. We offer the last article on Differences and Similarities, the theme in this year's issues. The focus is on idioms from different cultures and how these are similar to the ones we use or teach. There are several more articles that we hope will interest you. Towards the end of this issue, you will find an article that offers selections from various sources on what reality is. The concept of reality seems like such a straightforward concept yet when you read some of the selected entries, you will probably start to think about it in a different light.

This is also a good opportunity to remind you that our conference will be hosted by Istanbul Aydın University, Preparatory School and it will take place on 20-21-22 October so please mark your calendars and start to think of what workshop you can present at this event. The details are on the INGED webpage.

We wish you all the best in the New Year and hope to receive your proposals.

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

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



### **NOTES FROM A CONFERENCE**

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



### **TECHNOLOGY IN TEACHING**

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



### **YOUR PAPERS**

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



### **THE VOICE OF INGED MEMBERS**

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



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

**SEETA**  
South Eastern Europe Teachers Associations

Getting Started | SEETA Volunteers | Netiquette | SEETA World | Calendar | Contact

SEETA - SOUTH EASTERN EUROPE TEACHERS ASSOCIATIONS

TUESDAY 22 NOVEMBER 2016

**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**

- Home
- My home
- Site pages
- My profile
- My courses

**SEETA IS:**

- elta English language teachers association
- BETA
- YES
- Etai
- Cyprus Teachers' Association of the Republic of Cyprus
- REGIONAL AND EUROPEAN TEACHERS ASSOCIATION
- inged Slovenia
- inged
- CYTEA

**online community**

**SURVEY**

**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 28 June 11:30 - 3pm CEST/4pm EST  
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**

**171 Teachers became researchers!**  
[\\*Join the online conference](#)

**Ask The Trainer**  
4-30 June 2016 on SEETA

**ENTER THE EVENT HERE**  
Get the enrolment key from you in TA. [More information here](#)

**SEETA TEACHERS' LOUNGE**

**Do your community forum**  
[Join us here](#)

**FROM ARARAT TO THE ALPS**

**SEETA Literature Project**  
Let's find out about our neighbours through literature! A Litcom project for teachers and students in South-East Europe!  
[Find out more here](#)

**SEETA BOOKLET**

**Welcome**  
What advice would you give to new teachers? Post your article to the forum & it is included in the SEETA Booklet for new teachers! [Join us here](#)

**LOGGED IN USER**

**A. Suzan Oniz**  
Country: Turkey  
City/town: Ankara

**ONLINE USERS**

last 5 minutes

**A. Suzan Oniz**

**FUTURE ON-LINE EVENTS**

**SEETA Closed Courses**

- Natasa Ivankovic Grojic
- Snezana Filipovic
- Sanja Bozhinovska
- Natasa Novakovic
- Winter 2016

**LATEST NEWS**

- SEETA webchat and online conference 28 Jun 09:17 Anna Perle
- Ask The Trainer - A SEETA Closed Course
- 2 Jan 16:00 Anna Perle
- May 2016 on SEETA
- 27 May 16:04 Anna Perle
- A SEETA webinar with James Keddie 24 Apr 12:14 Anna Perle
- April 2016 on SEETA 27 Apr 20:34 Anna Perle
- [Click to display...](#)

**UPCOMING EVENTS**

There are no upcoming events

[Go to calendar...](#)  
[New event...](#)

**CALENDAR**

November 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5

# **The 18th INGED International ELT Conference**

20 - 22 October 2017

## **Our Host:**

Istanbul Aydın University,  
Preparatory School

## **Our Plenary Speakers:**

Prof. Dr. Birsen Tütüniş  
Prof. Dr. Peter Medgyes  
Assoc. Prof. Dr. Richard Smith

**Details: [inged.org.tr](http://inged.org.tr)**

## TECHNOLOGY IN TEACHING:

### 14 EASY STEPS TO BEEF UP YOUR ONLINE PRIVACY

BY ALI DRUCKER



Originally Published at:

<http://www.supercompressor.com/tech/how-to-increase-online-security-improve-your-web-privacy>

With Venmo scrambling to address holes in its security, the constant threat of photo leaks, and general digital mayhem wreaking havoc on your bank account and credit score, the wondrous world wide web can feel more like a minefield than the utopia Al Gore envisioned. The bad news: people will always suck and try to steal your sh\*t. The good news: there are steps you can take to limit your risk, like the 14 laid out here.

Stay safe out there, people.

#### **1. Password protect your USBs**

Don't leave sensitive documents lying around. This thumb drive requires a code to lock and unlock the USB, and is tested against "brute force" hacking.

#### **2. Enable two-step verification for Apple ID and iCloud**

It may be a pain entering two passwords, but it'll essentially double your protection when it comes to using your Apple ID. Set it up by clicking here. Navigate to "Manage your Apple ID," then "Password and Security," and "Two-Step Verification". They'll send a four-digit code to your phone which you'll enter in conjunction with your password every time you make a purchase. You can do this for Gmail and other sites as well.

#### **3. Thwart would-be webcam spies**

With increasing security concerns over, oh, the camera and microphone on your computer that point toward your face at all times, someone has actually engineered quick and easy solution that isn't a piece of tape. These sleek-looking magnets will cover them up and keep tech-savvy peeping Toms out of your business.

#### **4. Get rid of auto-fill in your browsers**

Convenient, yes. But also a breadcrumb trail for snoopers to find your browsing history, and potentially websites where you may have passwords stored. On your phone, you can monitor what gets auto-filled by going to "Settings," "Safari," "General," then "Passwords & AutoFill."

To deselect auto-fill in Chrome, go to "Settings," "Show Advanced," and then "Passwords and forms."

#### **5. Ditch the four-digit passcode for a harder one**

There's a finite combination of potential number passcodes that a hacker could guess and eventually break into your data. If you go to "Settings," "Touch ID and passcode," and toggle Simple Password to "off", you'll be prompted to enter a longer, more complex password using both letters and numbers that'll be infinitely harder to crack.

### **6. Set your phone to self-destruct**

Well, not really, but basically as close as you can get. In the same menu as above, turn on the “erase data” feature, which will wipe all your information if someone enters 10 incorrect passcodes in a row. Just be very careful after a long night of drinking.

### **7. Put a lock on your computer**

This ingenious gadget (pictured above) keeps your screen safe from prying eyes with a wireless keychain. When you walk away from your computer with this key, your screen locks. When you come back, it unlocks.

### **8. Find out which sites are tracking your data**

The browser extension Ghostery keeps tabs on over 1,900 companies that might be collecting information on your browsing behavior. It’ll show what they’re tracking and why, so you can assess your risk and put a stop to it if you want to.

### **9. Encrypt your texts**

It’s not just for Frank Underwood. According to TechCrunch, the app Signal lets you send encrypted video and messages for free, making it much harder for Big Brother to see what you’re up to.

### **10. Don’t automatically join public WiFi**

Enable your phone to always ask first, since public networks are notoriously unsecured.

### **11. Embrace a split (online) personality**

Sort of. To make identity theft trickier, use multiple email addresses and credit cards (think one for work, one for personal, etc) so that there’s not one unified picture of your digital footprint.

### **12. VPN FTW**

A Virtual Private Network essentially blocks your IP address when you surf, so that the sites you’re visiting can’t track your unique computer identity. They typically cost just a few bucks a month, and you can read up on them more here.

### **13. Keep your photos off the Cloud**

Got some pics that are meant for your eyes only? We’re not judging. Just go to “Settings.” Go to “Photos & Camera.” Turn off “My Photo Stream.” To delete ones that have already made their way to that mysterious place in the sky, go to “Settings,” “iCloud,” “Storage & Backup,” and “Manage Storage.” Choose your phone and turn off “Camera Roll.” Voila.

### **14. Lie on security questions**

In this day and age, it’s pretty damn simple to figure out what your mother’s maiden name is. Try spelling it backwards, using a middle name instead, or any other mnemonic trick you might remember to throw hackers off the scent.

*Ali Drucker is a staff writer for Supercompressor. Her mother's maiden name is Noshboj. Or is it? Follow her on Twitter and Instagram.*

## DIFFERENCES & SIMILARITIES

Compiled by  
A. Suzan Öniz



It is often very rewarding to look at the imagery of other languages and try to discover why they chose a particular animal or vantage point to express a situation or feeling. My students often have a good laugh when we compare some expressions used in English with their equivalents in Turkish. Why for instance does English talk about *head* lights and getting a *hand* on something or someone's *turn*? Students like to think about the possible reasons and also what we say in our native language. Many times, our own language holds mysteries that we don't stop to think about. Expressions that we use frequently that are fascinating may include "boş ver" (literally "give empty" but meaning forget/ignore it), "ileri gitmek" (literally "to go forward" but meaning to overstep boundaries), "üzümü ye, bağını sorma" (literally "eat the grapes, don't ask about their vineyard" meaning ask no questions, hear no lies) and "baş koymak" (literally "put your head (there)" but meaning put your heart in something).

The following are some idioms from different countries. Can you think of expressions in English or in your native language that mean the same thing? Can you guess why these particular animals have been chosen?

To let a frog out of your mouth (Finnish): To say the wrong thing

To feed the donkey sponge cake (Portugese): To give really good treatment to someone who doesn't need it

Monkeys bite me (Portugese): To be intrigued or surprised

Not my circus, not my monkeys (Polish): Not my problem

You have tomatoes on your eyes (German): You can't see what everyone else can see.

A cat's jump (German): A short distance away

To ride as a hare (Russian): To travel without a ticket

It's raining cats and dogs (English): It's raining very hard.

Into the mouth of a wolf (Italian): Good luck!

Go to bed with the chickens (Italian): Go to bed early

To have a stick in your ear (Danish): To not listen to someone

These do not involve animals but are interesting nevertheless:  
The fence is not made of sausage (Hungarian): It's not as good as you think  
To have a wide face (Japanese): To have many friends  
To give someone pumpkins (Spanish): To reject someone

References to some animals probably universally have very similar connotations. I can think of lions and donkeys for example. Can you add others to this list? Why do you think these animals are referred to in many cultures in the same way?

The following are common idioms used in English but they need to be matched up. After you complete each idiom, compare them with what is said in your native language.

1. Hold your \_\_\_\_\_.
2. The \_\_\_\_\_'s share
3. Let the \_\_\_\_\_ out of the bag.
4. The last assignment was a piece of \_\_\_\_\_.
5. My little brother spilled the \_\_\_\_\_ and so the surprise birthday party was totally spoiled!
6. Barbara: I'm going to sing in our school contest tonight.  
Jennifer: Break a \_\_\_\_\_! I hope all goes well...
7. Last New Year's cost me \_\_\_\_\_!

leg	beans	lion	cake	cat	horses	leg
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## ***SELECTED FOR YOU***

In this issue of our newsletter, you will find articles on the use of vocabulary. The first article is on smart studying strategies. The following article is on ‘kenning’

<https://ww2.kqed.org/mindshift/2014/08/25/how-does-the-brain-learn-best-smart-studying-strategies/>



### **TEACHING STRATEGIES**

#### **How Does the Brain Learn Best? Smart Studying Strategies By Ingfei Chen**



In his new book, “How We Learn: The Surprising Truth about When, Where, and Why It Happens,” author Benedict Carey informs us that “most of our instincts about learning are misplaced, incomplete, or flat wrong” and “rooted more in superstition than in science.”

That’s a disconcerting message, and hard to believe at first. But it’s also unexpectedly liberating, because Carey further explains that many things we think of as detractors from learning — like forgetting, distractions, interruptions or sleeping rather than hitting the books — aren’t necessarily bad after all. They can actually work in your favor, according to a body of research that offers surprising insights and simple, doable strategies for learning more effectively.

Society has ingrained in us “a monkish conception of what learning is, of you sitting with your books in your cell,” Carey told MindShift. It’s a ritual of self-discipline, isolation and blocks of repetitive practice, whether in math, vocabulary, piano or tennis. But that traditional ideal has psychological downsides. Often, “you feel like you haven’t done it right or you haven’t done enough of it,” he said. “It causes a lot of anxiety because of what we think we should be doing.” For many students, learning has become a high-stress burden.

“Being self-aware about what’s effective learning and how it happens, I think, gives you a real edge in making those choices.”

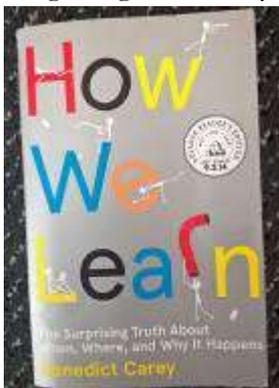
“How We Learn” presents a new view that takes some of the pressure off. As a veteran science reporter for the New York Times and previously the Los Angeles Times, Carey has

covered cognitive science, psychology and psychiatry for 20 years. (Disclosure: I've known Carey since we both worked at Time Inc. Health in the '90s.) Combing through decades of cognitive science investigations of memory and learning, he has pulled together its best lessons into a practical and engaging guide.

He lays out a variety of counterintuitive techniques that can aid and deepen learning, sprinkles in some illustrative memory exercises and puzzles, and weaves in his own painful experiences as a restless and anxious — yet dutiful and hardworking — student who initially failed to get into college. All in all, Carey vividly shows readers how learning can be less of a chore and more a way of living that lets new information and skills “seep under our skin.”

In an interview, he highlighted three take-home messages from his book:

Forgetting isn't always bad. Most of the time, it's natural and essential to remembering and learning. According to a theory championed by Robert Bjork and Elizabeth Ligon Bjork at UCLA, forgetting serves as a powerful spam filter: Whenever you're trying to recall a word or fact, your brain has to actively suppress, or forget, competing information. What's more, the way memories tend to fade over time actually aids subsequent learning. Under a principle the Bjorks call desirable difficulty, when the brain has to work hard to retrieve a half-forgotten memory (such as when reviewing new vocabulary words you learned the day before), it re-doubles the strength of that memory.



If you sit down to study a load of material, “of course you’re not going to remember most of it the next day,” Carey said. You do have to go back and build your knowledge. “But it’s not that you don’t remember well, or you’re not a good learner. It’s that forgetting is a critical part of learning.”

The brain is a foraging learner. For our ancient hominid ancestors, remembering how and where to hunt prey or find shelter was crucial to survival. The human brain evolved to pick up valuable pieces of information here and there, on the fly, all the time, and put it all together, he said. It still does that — absorbing cues from daily life, overheard conversations, its own internal musings. It keeps things in mind that are important to you (an unfinished project, for instance) and adds to your thoughts about them by subconsciously tuning in to any relevant information you see or hear around you. By foraging in this way, the brain is “building knowledge continually, and it’s not only during study or practice,” Carey said. And we’re not even completely aware of that.

We can be tactical in our schooling. The traditional advice on learning has been to “study hard,” in a quiet place and with the same routine, yet that doesn’t say much about what to specifically do. But pupils today can change the way they study to exploit the brain’s quirky learning processes, using the strategies revealed by memory and learning research. While that science is still maturing, “it’s at a place now where it can give you a specific tactical plan,” Carey said. Students can tailor their preparation with techniques targeting different kinds of content or skills, and manage their schedule to optimize their time. “That’s a powerful thing, because we go through our whole lives never knowing that,” he said.

For example:

— Breaking up and [spacing out study time](#) over days or weeks can substantially boost how much of the material students retain, and for longer, compared to lumping everything into a single, nose-to-the-grindstone session.

— Varying the studying environment — by hitting the books in, say, a cafe or garden rather than only hunkering down in the library, or even by listening to different background music — can help reinforce and sharpen the memory of what you learn.

— A 15-minute break to go for a walk or trawl on social media isn't necessarily wasteful procrastination. Distractions and interruptions can allow for mental "incubation" and flashes of insight — but only if you've been working at a problem for a while and get stuck, according to a 2009 research [meta-analysis](#).

— Quizzing oneself on new material, such as by reciting it aloud from memory or trying to tell a friend about it, is a far more powerful way to master information than just re-reading it, according to work by researchers including Henry Roediger III and Jeffrey Karpicke. (Roediger has co-authored his own book, "[Make It Stick: The Science of Successful Learning](#).")

### Experimenting With Learning Tactics

Anybody can try these methods to see what works best, Carey said. For instance, to prepare for a Spanish test that's one week away, students could plan to study an hour today, an hour tomorrow — and then self-test themselves next week right before the exam, he said. The book also explores the benefits of sleep (which [improves retention and comprehension](#) of what you learn), [perceptual learning modules](#) and [mixing up different kinds of related problems](#) or skills in practice sessions instead of repetitively rehearsing just one skill at a time.



<http://exclusive.multibriefs.com/content/a-ken-for-kenning-identifying-and-creating-imaginative-language/education>



## A ken for kenning: Identifying and creating imaginative language

by

Debra Josephson Abrams

For those who read the poetic epic "Beowulf" in excerpts or in its entirety, you'll remember the many kennings in the text. According to the [British Library](#), a third of "Beowulf" is kennings.

[Kennings](#) are types of figurative and metaphorical compound terms created using mixed

imagery, with etymology in Old English, Old Norse and German. Bone-house (body) and whale-road (ocean) are two of the most famous kennings, both from "Beowulf."

But kennings are not reserved for ancient language and literature. Contemporary English has its share of kennings, among them: ankle-biter (young child), motor mouth (an incessant talker), pigskin (football) and fender bender (insignificant car accident).

Be careful: Although an Internet search for "kennings examples" identifies thousands of results, you'll find that many examples, in fact, are not accurate. They do not meet the "mixed imagery, figurative or metaphorical language" criteria. See, for example, these poems characterized as kennings that [aren't kennings](#) at all.

In this vocabulary, imaginative writing and critical thinking activity designed for intermediate and advanced students, you will introduce kennings to your students and challenge them to create, illustrate and present their own, after which you'll watch a video to listen for and identify kennings.

### ***Instructions***

1. Begin with the knowledge in the room: Draw a brainstorm web (mind map) on the board or overhead, and in the middle, write the kenning "whale-road." Ask students what they think it means and write their answers extending from the web.
2. Discuss their answers: How did they arrive at their answers?
3. Try another kenning, perhaps another ancient but accessible one (sky-candle=sun; winter spear=icicle; sky's black cloak=nightfall). Students may need to consult their dictionaries for some words (spear, cloak). Repeat Step 2.
4. Try a contemporary kenning, and repeat Step 2.
5. Write the word "kenning" on the board or overhead and tell students they have been looking at examples of kennings. Ask students if they can construct a definition for "kenning."
6. Discuss the definitions and ask students how they arrived at their definitions.
7. Provide the dictionary definition; compare it to the students' definitions.
8. Examine contemporary kennings. Discuss what they are, what they mean and whether they are offensive (four-eyes; brown-noser; bookworm). See some modern examples:
  - Your Dictionary
  - Literary Devices
  - Kenning Examples
9. Ask students to write their own kenning. To begin, you can offer some accessible topics:
  - Student
  - Teacher

- Mother
- Father
- Sister
- Brother
- Cat
- Dog
- Flower

10. Have students illustrate their work.

11. Have students present their work to the class; they should explain the rationale for their kenning.

12. Have students suggest topics for the class to use and/or have students choose individual topics. Then, repeat Steps 9 and 10.

13. Prior to a class screening of the video (see Step 13), watch the video yourself and identify the kennings. Present the kennings to your students: Write them on the board and explain their meaning. Tell students they will be listening for the kennings in a video.

14. Screen the 26-minute animated video "Beowulf" below and ask students to listen for kennings (whale-road is one of them) and to make a list of the ones they find. You can also assign this as homework so students can listen at their own pace. You can then discuss their findings and/or discuss the story.

<https://youtu.be/dpw3r229Vyc>

15. Have students write sentences or paragraphs that include their kennings. Students can work individually or in pairs or small groups to construct sentences and paragraphs, which may be particularly challenging given that their kennings may not be obviously related.

### Additional resources

- [www.gutenberg.org/files/16328/16328-h/16328-h.htm](http://www.gutenberg.org/files/16328/16328-h/16328-h.htm) (Includes a story synopsis)
- [www.youtube.com/watch?v=dpw3r229Vyc](https://www.youtube.com/watch?v=dpw3r229Vyc) (An extraordinarily condensed — 4:19 — animated version that is good for students who may benefit from an easy supplement to the longer video. It eliminates much of what is included in the longer video, and it has no spoken dialogue. All language is written in language bubbles; there is one kenning).

### About the Author



For nearly 30 years, Dr. Debra Josephson Abrams has taught English to both native and non-native English users. A national and international conference presenter, Abrams has written in a number of genres and for many publications. Her areas of expertise include liberatory pedagogy; teacher training, peer coaching and mentoring; multiple intelligences and learning styles; composition pedagogy and practice; critical thinking, critical literacy and critical reflection; research and research training;

curriculum design; and formative assessment.

Abrams is the owner of [Parts of Speech](#) [Educational Creativity](#) and [Down](#)

the Shore Images. For the 2016-2017 academic year, Abrams will be the first U.S. Department of State-Georgetown University English Language Fellow in the School of Foreign Languages at the Higher School of Economics in Moscow, Russia. She can be reached at [partsofspeechec@gmail.com](mailto:partsofspeechec@gmail.com).



<http://www.economist.com/blogs/prospero/2014/09/johnson-style?fsrc=scn/tw/te/bl/ed/stylenightofthelivingdeadnouns>

## Night of the living dead nouns BY R.L.G.



VERBING nouns annoys a lot of people. Traditional complaints include those against "to impact", "to chair" and "to author". And newly verbed nouns are continually entering the language: from "to login", to "to Facebook", and "to friend". But we forget how many old nOUNED verbs are now totally unobjectionable. Shakespeare was a master noun verber (coining "to dog" among others). Fifty years ago, "to host" was derided as glib journalese, though it is centuries old. *The Economist's* own style guide generally discourages vogue verbing.

Is there anything worse than fashionable verbed nouns? As it happens, there is: nOUNED verbs and nOUNED adjectives. Or rather, over-reliance on abstract, fancy-looking but vague nouns formed with suffixes like -ation, -isation, -ment, -ship, -ance and so forth. They fill the worst kind of academic and bureaucratic prose, the kind a reader finishes and wonders why all those words just don't seem to mean anything.

"Nominalisation", the name for this phenomenon, is criticised by Steven Pinker, a Harvard psycholinguist, in his new book "The Sense of Style" (reviewed [here](#)). Nominalisations are common in scientific papers. Do mice avoid each other in an experiment? No, they exhibit social *avoidance*. Do certain people drink too much? No, they present *overconsumption*. Mr Pinker, in turn, cites Helen Sword of the University of Auckland, who has memorably given nominalisations a less nominalised name. She calls them "zombie nouns", for their habit of ambling about in packs, eating the brains of readers.

Zombie nouns are not limited to English. German is particularly notorious for them. Take this notice in a parking garage (nouns in bold):

*Mit dem **Einfahren** in die **Tiefgarage** erkennt der jeweilige **Nutzer** diese **Nutzungsordnung** an. Weder **Bewachung** noch **Verwahrung** sind **Gegenstand** des **Mietvertrages** dieser **Nutzung**. Upon **entry** into the **garage** each respective **user** acknowledges these **terms of use**. Neither **security services** nor **maintenance** are an **element** of the **usage contract**.*

In plain English, one might say: "All those entering the garage are bound by these terms. The landlord provides neither security nor maintenance." This could also be rendered into plain German. But amazingly, Johnson's own German usage manual recommends zombie noun phrases ("upon **entry** into the **garage**") over relative clauses like

“those who enter the garage”, saying that this represents more authentic formal German. Alas, this is true—but it is also a reason official German is a headache to read. (Some Germans know this, there is even a prize for vivid academic German writing, which this week was awarded to Martin Muslow, a historian. You can see a sample of his German style here.)

Returning to English, it can be hard to observe a lot of the usage advice out there, especially if that advice is phrased in a list of “don’ts” regarding grammatical categories. We hear “don’t verb nouns”, I have written “don’t noun verbs”, and elsewhere one can find “write with nouns and verbs, not adjectives and adverbs”. Trying to observe all these commands at once might leave the writer stuck with nothing but a string of prepositions.

The best advice is more “do” than “don’t”. Be clear and concrete about who did what to whom. This means writing short sentences with a named actor and an acted-upon. Nouns denoting the old fashioned “people, places and things”, especially physical things you can stub your toe on, are better than “metaconcept” nouns like *event*, *phenomenon*, *level* and *observation*. Concrete nouns almost force the writer to use vivid verbs: an *observation* might *explain* something, or a *phenomenon* might *indicate* something else. But a *truck* or a *hyena* or a *policeman* are likely to do something more interesting, like *speeding* or *howling* or *arresting someone*. People like stories they can see in their mind’s eye. As Mr Pinker explains from his psychologist’s chair, this is because such stories are easier to understand than all those metaconcepts and zombie nouns. Easy things are pleasing. Unfortunately, making it easy for the reader means more work for the writer—but it is worth it.

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



## REFLECTIONS ON THE IMAGE CONFERENCE & THE 5<sup>th</sup> MALTA ELT CONFERENCE

6 - 8 October 2016

Summarized by  
Božica Šarić-Cvjetković

The Image Conference & 5<sup>th</sup> ELT Malta Conference took place in the lovely city of Valletta, Malta during the second weekend of October. When the temperatures in the most parts of Europe were below 10 degrees, a conference in sunny and warm Malta turned out to be more than just a CPD event. The generosity and hospitality of the organizers and the professionalism of the speakers and participants were more than enough to make everybody feel at home.

The Image Conference was held as a pre-conference event. It started with an inspirational plenary by Paul Driver on using digital games and virtual reality in language learning. The plenary session was followed by three slots of workshops and a slot of talks.

I presented a workshop on using short videos in teaching with an aim to raise awareness in students about different issues such as people with disabilities, saving nature, fighting racism or recycling. Including these topics in day to day teaching can make students think differently about the world around us, build a positive life attitude and help them become responsible members of the society. It can help students develop life skills such as positive thinking, recognizing diversity, problem solving or creative thinking as well as language skills.

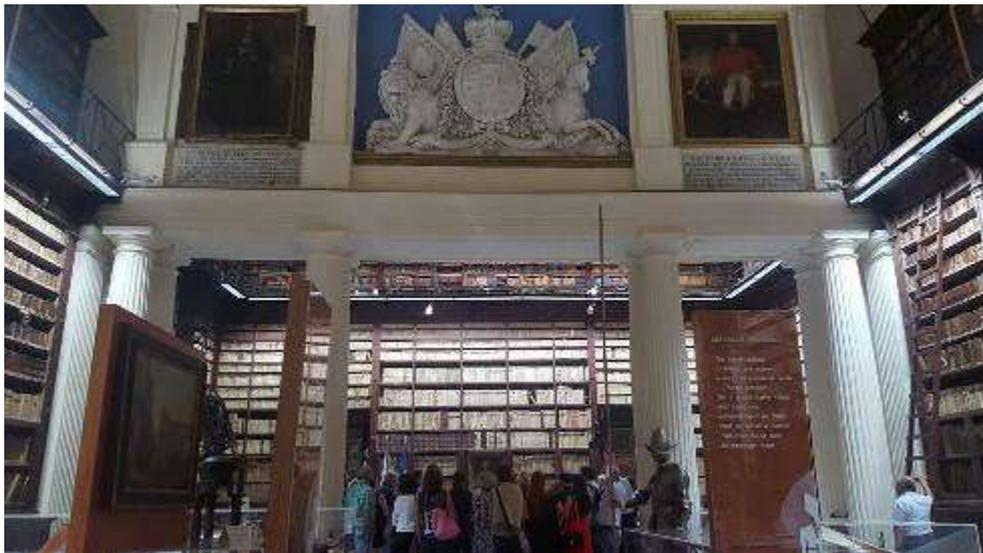


The main part of the workshop was a demonstration lesson designed around a three-minute video which I did a number of times with my own students. I offered different types of post viewing activities and demonstrated how they can be adapted to different levels and age groups. We agreed that using short videos can be simple, interesting and effective for both teachers and students. By the end of the workshop, participants also had a

chance to see several short videos covering different topics and to share their own ideas on how to use them effectively in the classroom. This is the link to the ppt <https://eltcouncil.gov.mt/en/Documents/5th%20ELT%20Conference/Bozica%20Saric-Cvijetkovic%20-%20More%20than%20a%20Video.pdf>

The Image Conference ended with a closing plenary by Antonia Clare, “The Power of Video”. In her practical session she demonstrated a variety of activities which can be used to exploit video material for both language focus and skills development.

But that wasn’t the end of the day. There was a welcome reception at the National Library of Malta where all the speakers had an opportunity not only to mingle and learn more about each other but to learn about Maltese history.



The first day of the official ELT Malta Conference with the theme “Learner Engagement in ELT” started as a holiday for most of the speakers as we were taken to the cultural tour round the island. We visited the famous Dingly Cliffs and the magical medieval town Mdina.

The ELT part of the day started with two plenary sessions which were followed by two slots of workshops. One of the plenary sessions “Getting Unstuck: Stretching Out of Our Comfort Zones” was presented by an IATEFL president Marjorie Rosenberg. She offered the possibilities to stretch ourselves and take challenges both inside and outside the classroom regarding the methods we usually

use, methods we are used to, technology we are comfortable with. She discussed the reasons why we keep doing what we have always done and suggested ways for us to “get unstuck”.

This is the link to the ppt

<https://eltcouncil.gov.mt/en/Documents/5th%20ELT%20Conference/Marjorie%20Rosenberg%20-%20Getting%20Unstuck%20Stretching%20Out%20of%20Our%20Comfort%20Zones.pdf>

One of the most memorable talks during that day was Helen Strong’s talk “Using Peer Feedback to Engage Learners”. She presented a non-threatening student-centred technique which encourages constructive feedback on students’ performance from their peers. This technique helps to reduce the load for the teacher, increase the quality of the feedback to the students and reinforce the feeling of mutual respect in the classroom. Even though it was meant for the business English students, it can be used in any classroom.

The technique is called “The 1-2-3 technique” and consists of the three steps. First, students giving feedback are invited to state “This is what I saw/heard” (to state the fact). Next, they are invited to state “This is the effect it had on me” (to give their opinion). In the end they are invited to give advice: “This is my advice to you”.

It is important to make sure that students give feedback to their fellow students in the second person and not via teacher in the third person. Another important thing is that the student who is receiving the feedback remains silent even though it’s tempting to try and justify why you did certain things. In the end they should thank their fellow students for the feedback and they can choose if they wish to ignore the feedback or not.



During the last day of the conference there were four plenary sessions, three slots of workshops and a slot of talks. The participants had a chance to learn from Scott Thornbury who talked about “SLA Hall of Fame” referring to famous case studies in the second language acquisition. Kieran Donaghy presented “Empathy in Language teaching: Stepping into Your Students’ Shoes” where he proposed practical activities which

encourage teachers and teacher trainers to be more empathic as empathy may be “one of the qualities which distinguishes an average teacher from an excellent teacher in the eyes of the student”.

The last day of the conference ended with the raffle and farewells. With eight plenary sessions, almost fifteen talks and twice as many workshops, this was a conference to be remembered.

**Božica Šarić-Cvjetković** has a BA in English language and literature and more than ten years of experience in the classroom. Based in Serbia, she teaches young learners and teenagers in a state primary school and works with students with special learning difficulties. She’s also a teacher trainer and has delivered workshops and talks both locally and internationally.

Passionate about developing as a teacher, she is a member of IATEFL, ELTA Serbia board member and regional coordinator and SEETA TA representative.



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



## REFLECTIONS ON THE INGED AND US EMBASSY CO-ELT EVENT HOSTED AT CITY HOTEL, Ankara

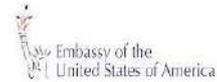
30 October 2016

Summarized by  
Prof. Dr. Aydan Ersöz

This one-day event that we held before our general assembly turned out to be a great success. The participants, coming from different cities and different backgrounds, had great fun while polishing up their professional skills. They were highly enthusiastic and active forming the ideal audience profile. Most stated that they benefited a lot from especially practical ideas.

Refreshing with events or seminars in our field helps us stay up-to-date on the knowledge acquired during our early years of education and the hands-on skills we have gained on the job. These events help teachers stay informed.

Below you can find a very brief summary of my session entitled "I have a secret".



### INGED & US EMBASSY CO-EVENT

**Date:** Sunday 30 October, 2016

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

10.30-11.30	I have a secret! <b>Prof. Dr. Aydan ERSÖZ (INGED)</b>
11.30-11.45	Tea/Coffee Break
11.45-12.45	Collaborative Writing through Music <b>Mustafa Akın GÜNGÖR (INGED)</b>
12.45-13.30	Lunch
13.30-14.30	The Use of Videos in Teaching Integrated Language Skills <b>Müzeyyen Nazlı GÜNGÖR (INGED)</b>
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. No on-site registration is done.*

*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](mailto:nazlidemirbas_06@hotmail.com)*

## I Have a Secret by Aydan Ersöz

At the very beginning of the session, the participants were asked to work in pairs. When all the pairs were formed as As and Bs, all Bs were asked to leave the classroom. As were given the secret and were asked to take some notes because they were to inform their own friends. Then all Bs were invited back to the classroom. Pairs were given some time to complete their information gap activity. The pair or pairs with 12 correct sentences about my secret won. Here is my secret:

My Name is Aydan Ersöz.  
I work as a teacher.  
I love my job.  
BUT ... I have a secret.  
I am a super hero.  
I change my clothes very fast.  
I wear a costume.  
I help good people.  
I beat bad people.  
I run very fast.  
I fly.  
I hear everything.  
I see through the walls.  
I am very strong.  
I save the world.

The important point here is to encourage students to recognize the difference between “I have a secret” and “She has a secret” (I wear a costume. / She wears a costume.; I fly. / She flies., so on).



Then I used the Superman, Super Girl and Super Dog for further activities.







## REFLECTIONS ON THE INGED MORNING HOSTED BY BAŞKENT UNIVERSITY

13 December 2016

Summarized by  
Prof. Dr. Aydan Ersöz

The Foreign Languages Teaching Department, Başkent University invited me to hold a session on teaching English to young learners for their 3rd and 4th year students on 13 December 2016. The participants were mostly ELT department students from Başkent University but there were also academicians, instructors and administrators.



The session had three parts. In the first part, I gave brief information about INGED. I answered the participants' questions on mostly the importance of being a member of a professional organization. They were also eager to learn how to become members so we spent some time on the steps of becoming a member.

In the second part, we talked about the characteristics of young learners; how they learn and what motivates them. The participants' eagerness and positive energy made this interactive introduction to the session a great success.

In the last part entitled “**I know what it is to be young ...**”, I demonstrated a sample lesson integrating various techniques. I used the story “The Ghost with One Black Eye”. Since I have summarized this session in previous issues, I will not repeat myself here; however, I would like to summarize what we came up with as a result of our discussion.



We all agreed on the following points.

- Young learners want relaxed and fun lessons.
- Young learners want creative lessons.
- Young learners are generally very enthusiastic about songs, especially if they can sing along, and active games.
- Young learners have short attention spans and are easily distracted, so we should keep activities short. We should also use a variety of activities to keep them interested and motivated.
- Young learners are very active and energetic. Language activities which also require physical activity (such as games, dramatization, art and craft activities) are ideal for them.
- Young learners get bored very easily. Teacher talk time should be kept very short.
- Grammar is too abstract for young learners. Rather than talking about the language we should let them actually use the language.
- Young learners forget easily so we should repeat and revise as much and often as possible.



Are you a budding star?

We are looking for actors, dancers, singers to play roles in  
our summer musical.

Come to the  
“THE HARD SCHOOL OF ROCK” auditions  
for our summer musical

on  
Sunday 15th January 2017  
at  
10.30 at ITI, 4th Levent.  
(near 4th Levent Metro station)

Auditions for youngsters (aged 8 - 16 years old) on Sunday 8th January 2017 at 10.30 at ITI.

We are always interested in new members so if you would like to help with our next  
production come along to the rehearsals or visit our web site: [www.speechbubbles.org](http://www.speechbubbles.org) or  
email: [tom@speechbubbles.org](mailto:tom@speechbubbles.org)

COME AND JOIN THE FUN.

Regards

Speech Bubbles Staff

# SOMETHING TO THINK ABOUT

In this issue, the topic is REALITY. You will find one or two paragraphs taken from some articles that deal with this interesting topic. If you wish to read the articles in detail, please click on the link below each title.

## WHAT IS REALITY?

The online dictionary defines reality in the following way:

1. the state of things as they actually exist, as opposed to an idealistic or notional idea of them. "he refuses to face reality"  
synonyms: the real world, real life, actuality; More
2. the state or quality of having existence or substance. "youth, when death has no reality"

### Wikipedia:

Reality is the state of things as they actually exist, rather than as they may appear or might be imagined.[1] Reality includes everything that is and has been, whether or not it is observable or comprehensible. A still broader definition includes that which has existed, exists, or will exist.

### The Brainpickings Email Newsletter

<https://www.brainpickings.org/2015/09/22/the-quantum-and-the-lotus-riccard-david-bohm-reality/>

“Reality is what we take to be true,” pioneering physicist David Bohm asserted in 1977. “What we take to be true is what we believe. What we believe is based upon our perceptions. What we perceive depends on what we look for. What we look for depends on what we think. What we think depends on what we perceive. What we perceive determines what we believe. What we believe determines what we take to be true. What we take to be true is our reality.”

How our perception shapes our experience of reality, and how that can be a source of power, is what the great Jewish-American writer and literary critic Alfred Kazin (June 5, 1915–June 5, 1998) explored twenty years earlier in a series of entries from Alfred Kazin’s Journals (public library) — an immensely rewarding trove of wisdom in the tradition of the journals of Thoreau, André Gide, Anne Truitt, and Susan Sontag, which endure as a sort of secular scripture and to which I return for comfort, consolation, and emboldenment in trying times.

### The World of Lucid Dreaming

<http://www.world-of-lucid-dreaming.com/what-is-reality.html>

Human Perception

The human brain operates in two halves: the right brain and the left brain. They have completely separate roles and agendas. Some would even say they have separate personalities.

However, in order to function, the two halves of the human brain must communicate as one via the corpus callosum.

Interestingly, scans show that male brains excel at thinking within one hemisphere at a time,

while female brains excel at thinking across both hemispheres.

The right brain is all about the present moment; right here, right now. It thinks in pictures and learns through the kinesthetic movement of your body. It absorbs energy from the world around you and translates that into information for your sensory systems. It doesn't know the difference between your individual consciousness and the world around you.

The left brain is a very different place. It thinks linearly and methodically. It picks out countless details from the events in the past and makes calculated predictions about the future. The left hemisphere thinks in language, which creates your internal voice. Crucially, it makes you aware of your existence as a separate being from the mass energy field perceived by the right brain.

#### Your Subjective Reality

Imagine if the human brain had evolved with only the functions of the right hemisphere. Your perception of reality would be completely different. You would be drifting around in a universe filled with energy in the here and now, with no perception of the past and future.

You wouldn't know where your body ended and the ground began, or the difference between you and me.

This is a very different perception of the world. And it highlights the nature of subjective reality; how different perceptions lead to completely different experiences of the reality we accept as truth.

Knowing this about the human brain, the question "what is reality?" changes form. It now hinges on your individual perception.

#### **David Eagleman: The Brain**

<http://www.pbs.org/the-brain-with-david-eagleman/episodes/what-is-reality/>

Dr. Eagleman takes viewers on an extraordinary journey that explores how the brain, locked in silence and darkness without direct access to the world, conjures up the rich and beautiful world we all take for granted.

'What is Reality?' begins with the astonishing fact that this technicolor multi-sensory experience we are having is a convincing illusion conjured up for us by our brains.

In the outside world there is no color, no sound, no smell. These are all constructions of the brain. Instead, there is electromagnetic radiation, air compression waves, and aromatic molecules all of which are interpreted by the brain as color, sound and smell.

Cutting edge graphics show that data from the outside are rendered into electrochemical signals inside the brain, which map meaningfully onto physical reality. Our experience of reality is an electrochemical rendition of the world outside. It is not a faithful rendition. Visual illusions are reminders that what's important to the brain is not being faithful to 'reality' but being able to perceive just enough so that we can navigate successfully through it. The brain leaves a lot out of its beautiful rendition of the physical world, a fact that Dr Eagleman reveals using experiments, and street demonstrations.

**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: 3<sup>rd</sup> 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](mailto:nazlidemirbas_06@hotmail.com)



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



**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 Valdés**  
**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*, Valdés 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**

**Register Early and Save**

Plan to register as soon as possible. Why?  
 Because the earlier you register, the more you save!  
 Check out the 2017 rates.

To receive the maximum discount, register by 1 February.  
 The other registration deadlines are below:

- 1 February 2017: Receive the maximum discount.
- 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>**



## Meet Your 2017 Keynote Speakers



**Sherman Alexie**  
Opening Keynote  
Tuesday, 21 March  
[Read More](#)

**Dudley Reynolds**  
Presidential Keynote  
Wednesday, 22 March  
[Read More](#)

**Guadalupe Valdes**  
James E. Alatis Plenary  
Thursday, 23 March  
[Read More](#)

**Yong Zhao**  
Friday Keynote  
Friday, 24 March  
[Read More](#)

Plan now to be in Seattle, from 21 - 24 March, 2017. The full Convention begins with the Opening Keynote speaker, Sherman Alexie, on Tuesday evening 21 March and ends with the big closing event on Friday evening 24 March.

### Registration opens 15 September!

Are you traveling from outside the United States and need a visa? Be sure to start the application today so that you will have enough time to complete the process.

## *Where in the World...?* *The World Comes Together at TESOL*

**Convention Ambassadors are coming soon.** Meet the six Convention Ambassadors, see "Where in the World" they are from, learn why they are coming to Seattle, and why you should too!

**Visit the TESOL Convention website for complete information!**

TESOL International Association  
1925 Ballenger Avenue, Suite 550 | Alexandria, VA 22314-6820 USA  
+1 703.836.0774 | Email | Website

## 23 EMOTIONS PEOPLE FEEL BUT CAN'T EXPLAIN

Winston Churchill loved araprosdokians, figures of speech in which the latter part of a sentence or phrase is ... surprising.

1. Where there's a will, I want to be in it.
2. The last thing I want to do is hurt you, but it's still on my list.
3. Since light travels faster than sound, some people appear bright until you hear them speak.
4. If I agreed with you, we'd both be wrong.
5. War does not determine who is right - only who is left.
6. Knowledge is knowing a tomato is a fruit. Wisdom is not putting it in a fruit salad.
7. They begin the evening news with 'Good Evening,' then proceed to tell you why it isn't.
8. To steal ideas from one person is plagiarism. To steal from many is research.
9. I thought I wanted a career. Turns out, I just wanted paychecks.
10. In filling out an application, where it says, 'In case of emergency, notify:' I put "DOCTOR."
11. I didn't say it was your fault, I said I was blaming you.
12. Women will never be equal to men until they can walk down the street ... with a bald head and a beer gut, and still think they are sexy.
13. Behind every successful man is his woman.  
Behind the fall of a successful man is usually another woman.
14. A clear conscience is the sign of a fuzzy memory.
15. You do not need a parachute to skydive. You only need a parachute to skydive twice.
16. Money can't buy happiness, but it sure makes misery easier to live with.
17. There's a fine line between cuddling and ... holding someone down so they can't get away.
18. I used to be indecisive. Now I'm not so sure.
19. You're never too old to learn something stupid.
20. To be sure of hitting the target, shoot first and call whatever you hit the target.
21. Nostalgia isn't what it used to be.
22. Change is inevitable, except from a vending machine.
23. Going to church doesn't make you a Christian any more than standing in a garage makes you a car.
24. I'm supposed to respect my elders, but now it's getting harder and harder for me to find one.

## PRIMARY SCHOOL KIDS COMPLETING SENTENCES

Don't change horses until they stop running.

Strike while the bug is close.

It's always darkest before Daylight Saving Time.

Never underestimate the power of termites.

You can lead a horse to water but how?

Don't bite the hand that looks dirty.

No news is impossible.

A miss is as good as a Mr.

You can't teach an old dog new math.

If you lie down with dogs, you'll stink in the morning.

Love all, trust me.

The pen is mightier than the pigs.

An idle mind is the best way to relax.

Where there's smoke, there's pollution.

A penny saved is not much.

Two's company, three's the Musketeers.

Don't put off till tomorrow what you put on to go to bed.

There's none so blind as Stevie Wonder.

Children should be seen and not spanked or grounded.

If at first you don't succeed get new batteries.

When the blind lead the blind get out of the way.

A bird in the hand is going to poop on you.