THE INGED NEWSLETTER

NEWS ON-LINE

Together we stand!

Issue 4
December 2017

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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 28, 2017 at Arı Schools Conference Hall, 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 December 2016, an INGED morning was hosted by the Faculty of Education, Başkent University, Ankara. On behalf of INGED, Aydan Ersöz held a session entitled "I know what it is to be young …".
- On 9 February 2017, upon a request from the Preparatory school of Başkent University, a one-day workshop was held. On behalf of INGED, Aydan Ersöz held 4 sessions: "Integrated Approaches to Curriculum Design", "Implementing the CEF-R", "Writing Goals" and "Designing Materials".
- On 12 September 2017, upon a request from the Preparatory school of the Cappadocia Vocational College, a one-day workshop was held at the Mustafapaşa Campus, Nevşehir. On behalf of INGED, Aydan Ersöz held 4 sessions: "Curriculum Design", "Writing Goals and Objectives", "Evaluating and Designing Materials" and "Assessment and Evaluation".
- On 14 September 2017, upon a request from the Preparatory school of the Cappadocia Vocational College, a one-day workshop was held at the Sabiha Gökçen Airport Campus, İstanbul. On behalf of INGED, Aydan Ersöz held 4 sessions: "Curriculum Design", "Writing Goals and Objectives", "Evaluating and Designing Materials" and "Assessment and Evaluation".

In order to improve the existing networking and construct new relations with the similar organizations abroad, we realized the following activities:
- Between 3 – 7 April 2017, Mustafa Akın Güngör and Nazlı Güngör represented our association at the 51th IATEFL Conference in Glasgow, England. In

addition to their joint academic presentation entitled 'Celebrating diversity with teenagers in EIL classrooms via comedies', 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 11 March 2017, Prof. Dr. Aydan Ersöz gave a plenary speech entitled "Children just wanna have fun" at the 2. ELT Conference by Antalya International University.

The 19th INGED Drama Festival in Ankara on 6 May 2017 was hosted by Zafer Koleji, and the 4th INGED Drama Festival in İzmir on 27 May 2017 was hosted by MEV İzmir Güzelbahçe Private Schools. The 1st INGED Spring Fest was held at Onur Koleji, Ankara on 3 June 2017.

Our association applied to the US Embassy Small Grants Competition with a project called "Prospective English Teachers Meet Academics" and won. The project will start in 2018.

The 18th International INGED ELT Conference was hosted by İstanbul Aydın University between 20 and 22 October 2017. Our keynote speakers were Prof. Dr. Birsen Tütüniş, Prof. Dr. Peter Medgyes, Prof. Dr. Miroslaw Pawlak, and Dr. Richard Smith. We also had a panel on which we discussed the problems of teaching English in our country. The panelists were Prof. Dr. Aydan Ersöz, Prof. Dr. Birsen Tütüniş, Prof. Dr. Dinçay Köksal, Prof. Dr. Yasemin Bayyurt and Dr. Richard Smith.

This year we want to continue working 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,

This is the last issue of the year and it is full of ideas to get you to think on perhaps some new issues and to give you ideas to research on your own or with colleagues. These ideas are in articles describing our past conference and events as well in the sections which we allocate to interesting ideas.

During these cold weeks, you may wish to decorate your classrooms in accordance with seasonal themes. My favorite one is folding white paper over many times and then cutting zigzag patterns on the edges. When you unfold the paper, the pattern will look like a snow flake. Another fun activity is to give each student a rectangular green piece of paper onto which students trace one of their hands and then cut these out. They may add rings or decorate the fingernails – up to them. Then you can paste or tack these hands on a wall or the class door with one green hand/leaf at the top, three in a row below, 5-6 on the next row and so on to make the finished product look like a pine tree. You may then staple candy on to these 'leaves' for the students to eat (but leave the colorful candy wrappers attached to the tree. Other decorations either made in class or brought from home (discarded bows from packages, shiny silvery or gold paper to fold or cut into balls or stars etc.) could be added to the class tree.

We would like to wish you all a successful, healthy, and happy New Year in 2018. Hope to see you at our events in the new year…

Warm regards,

A. Suzan Öniz
INGED Newsletter Editor

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

INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS

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

NOTES FROM A CONFERENCE

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

TECHNOLOGY IN TEACHING

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

YOUR PAPERS

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

THE VOICE OF INGED MEMBERS

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

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

The 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 Tütünış
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

A huge THANK YOU to

The English Preparatory School Director
Assistant Professor Necmiye KARATAŞ,

Deputy Directors
Y. Sema OKAY
&
Henry TYRON,

and

each and every one on the Organization Committee;

last but not least
our friendly and highly motivated
ASK ME helpers

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TECHNOLOGY IN TEACHING:

10 POPULAR APPS
FOR ENGLISH LANGUAGE LEARNERS AND TEACHERS
By Sophia Sanchez

Originally published at: http://www.gettingsmart.com/2016/06/10-popular-apps-english-language-learners-teachers/

The spike in the number of technology-enabled classrooms in the past few years clearly indicates what a crucial role technology already plays when it comes to education.

The dawn of mobile phones has changed the way people access information. Almost everything we need is available at our fingertips and available on demand. The fact that the current breed of students is comfortable using cool new gadgets only goes to show that the influence of technology is here to stay.

The market is full of apps that make any classroom an interesting place for both students and teachers. From easy-to-use user interfaces, to customizable features to suit individual needs, these apps have been built to deliver great user experience. My experience using these below listed apps has been great. While some of them were recommended to me by my colleagues, a few others were suggested by my students. I've greatly benefitted from their uber cool features and I hope you will, too. Here is my favorites list:

1. English LaunchPad: The app enables teachers to keep a track of students' learning progress and also maintains a register that helps teachers check either individual or group progress. It also offers practice exercises, translation support, and virtual whiteboard. The app works on iOS and is available on App Store.

2. Culips ESL Podcast: Whether you're a beginner, intermediate, or advanced language learner, Culips ESL Podcast offers podcasts on several topics, from general day-to-day conversations to specific questions. The best part is that the app allows users to translate each episode to a language which the user is familiar with. The app works on iOS and Android and is available on App Store and Google Play.

3. StudyMode: Are you worried about that pending book report or research project report? StudyMode Mobile can put your worries to rest. The app gives you access to papers on a broad variety of research topics, flashcards, essays, and critique of classics written by Hemingway, Shakespeare, Melville, etc. What's more, you can read book notes and AP notes for free. The app works on iOS and Android and is available on App Store and Google Play.

4. MyWordBook: Developed by British Council and Cambridge University Press, this app provides users with vocabulary packs and flashcards, which can be downloaded

for later use. The app works on iOS and Android and is available for free on App Store and Google Play.

5. <u>SpeakingPal English Tutor:</u> An interactive app, SpeakingPal offers exercises, dialog with a virtual character, role-playing, and a series of mini lessons. It comes with speech and language recognition and provides instant feedback to students. The app works on iOS and Android and is available on App Store and Google Play.

6. <u>Voxy:</u> Voxy is a language learning app that can be customized to suit learners' requirements and interests. A popular app in the Spanish-speaking market, Voxy provides users with an option to connect with native English speakers to learn English. The users can even learn language through games. The app works on iOS and Android and is available on App Store and Google Play.

7. <u>Grammar Up:</u> Grammar is the foundation on which a language stands and it is therefore important to know how these rules influence language usage. With over 1800 grammar questions across 20 categories, Grammar Up helps students learn by choosing a specific topic. The app works on iOS and Android and is available on App Store and Google Play.

8. <u>English Listening and Speaking:</u> This app by Miracle FunBox helps English learners by providing conversational stories and transcripts, along with word chain games. The app can identify and assess pronunciation and also lets users bookmark lessons. The app works on iOS and Android and is available for free on App Store and Google Play.

9. <u>Busuu:</u> A fun and easy app, Busuu helps users learn multiple languages besides English. The app draws support from 60 million native speakers who learn, teach, and practice with Busuu. It is interactive and can be personalized to suite individual education goals. The app works on iOS and Android and is available on App Store and Google Play.

10. <u>Lingual.ly:</u> Lingua.ly helps users learn multiple languages through games. It uses the classic snake game where users can snack on words! It comes with a smart dictionary which users can access on the go. The app works on iOS and Android and is available for free on App Store and Google Play.

With so many great apps available for users, learning is now just a click away. Technology has changed the way we think and work. Adapting ourselves to technology usage is definitely the way forward. If you think there are other apps that are worth sharing, please use the comments section.

For more, see:
- <u>Supporting English Language Learners with Next-Gen Tools</u>
- <u>Getting Smart Podcast | Supporting English Language Learners</u>
- <u>Meeting the Needs of English Learners in Big LA Schools</u>

Sophia Sanchez is an online ESL/EFL instructor. Follow her on Twitter: @sansoph.

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on the effect of stories on the brain, the importance of pronunciation teaching, and how to reframe your language positively to motivate students.

https://www.sciencedaily.com/releases/2017/10/171005141710.htm

Something universal occurs in the brain when it processes stories, regardless of language
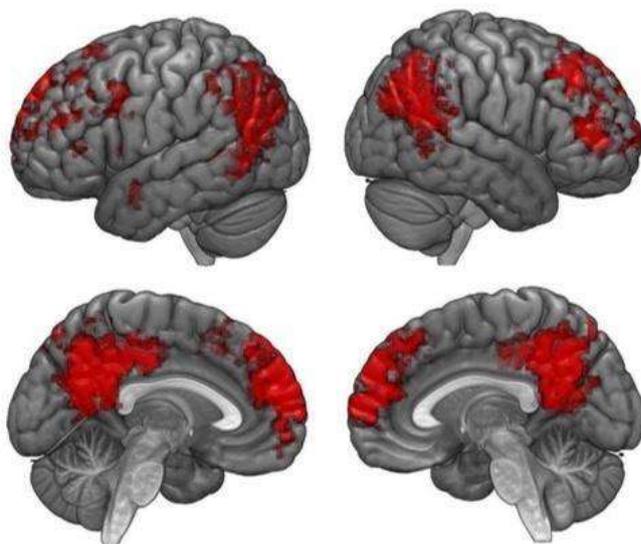
English, Farsi and Mandarin readers use the same parts of the brain to decode the deeper meaning of what they're reading.
Credit: *Morteza Dehghani, et al.*

New brain research by USC scientists shows that reading stories is a universal experience that may result in people feeling greater empathy for each other, regardless of cultural origins and differences.

And in what appears to be a first for neuroscience, USC researchers have found patterns of brain activation when people find meaning in stories, regardless of their language. Using functional MRI, the scientists mapped brain responses to narratives in three different languages -- English, Farsi and Mandarin Chinese.

The USC study opens up the possibility that exposure to narrative storytelling can have a widespread effect on triggering better self-awareness and empathy for others, regardless of the language or origin of the person being exposed to it.

"Even given these fundamental differences in language, which can be read in a different direction or contain a completely different alphabet altogether, there is something universal about what occurs in the brain at the point when we are processing narratives," said Morteza Dehghani, the study's lead author and a researcher at the Brain and Creativity Institute at USC.

Dehghani is also an assistant professor of psychology at the USC Dornsife College of Letters, Arts and Sciences, and an assistant professor of computer science at the USC Viterbi School of Engineering.

The study was published on Sept. 20 in the journal Human Brain Mapping.

Making sense of 20 million personal anecdotes
The researchers sorted through more than 20 million blog posts of personal stories using software developed at the USC Institute for Creative Technologies. The posts were narrowed down to 40 stories about personal topics such as divorce or telling a lie.

They were then translated into Mandarin Chinese and Farsi, and read by a total of 90 American, Chinese and Iranian participants in their native language while their brains were scanned by MRI. The participants also answered general questions about the stories while being scanned.

Using state-of-the-art machine learning and text-analysis techniques, and an analysis involving over 44 billion classifications, the researchers were able to "reverse engineer" the data from these brain scans to determine the story the reader was processing in each of the three languages. In effect, the neuroscientists were able to read the participants' minds as they were reading.

The brain is not resting
In the case of each language, reading each story resulted in unique patterns of activations in the "default mode network" of the brain. This network engages interconnected brain regions such as the medial prefrontal cortex, the posterior cingulate cortex, the inferior parietal lobe, the lateral temporal cortex and hippocampal formation.

The default mode network was originally thought to be a sort of autopilot for the brain when it was at rest and shown only to be active when someone is not engaged in externally directed thinking. Continued studies, including this one, suggest that the default mode network actually is working behind the scenes while the mind is ostensibly at rest to continually find meaning in narrative, serving an autobiographical memory retrieval function that influences our cognition related to the past, the future, ourselves and our relationship to others.

"One of the biggest mysteries of neuroscience is how we create meaning out of the world. Stories are deep-rooted in the core of our nature and help us create this meaning," said Jonas Kaplan, corresponding author at the Brain and Creativity Institute and an assistant professor of psychology at USC Dornsife.

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http://exclusive.multibriefs.com/content/how-important-is-pronunciation-instruction-for-english-learners/education

How important is pronunciation instruction for English learners?
By Erick Herrmann

One of the most notable identifiers of someone whose primary language is not English is <u>speaking with an accent</u>. While accents vary in English in different countries — and even by region within those countries — for most native speakers it is easy to tell if someone learned English later in life.

Interestingly, there are many people who spoke a language other than English as a child, learned English and now have native pronunciation in English. This generally occurs when people learn English (or another language) early in their life or during childhood.

Based on this, how important is it for teachers to focus on correct pronunciation when teaching English learners?

Speaking with an accent, of course, is not problematic in and of itself. In fact, it is a natural, physiological response when learning a new language. The problem occurs when pronunciation of specific words impedes comprehension of the listener.

When people have difficulty understanding another person simply due to the pronunciation, it can cause frustration on the part of the speaker and listener, and potentially cause misunderstandings or other unintended consequences. Additionally, if a listener has to expend a great amount of energy focusing on understanding specifically what is said, then it will be more difficult to hone in on the message.

As mentioned earlier, if a person learns a language later in life, they generally speak with an accent. All humans are hardwired to learn language and acquire the language they hear as infants. Over time, they begin to disregard the sounds that do not exist in their native language, thus making it more difficult to produce those sounds.

Furthermore, differing linguistic structures can impact how a person speaks. Consonant clusters such as *str* and *engths* in the word *strengths* do not exist in every language. Sentence structure varies from language to language as well.

For these reasons, people may speak with an accent as they learn or acquire a new language. While this is not a rule that is set in stone, it is notable and an important consideration when teaching students.

While native speakers may not realize it, some of the irregularities in English spelling and pronunciation, some challenges may arise for students learning English. For example, pronouncing the *th* can cause difficulty for many, as the sounds that this combination of letters produces varies. Consider the words *this*, *that* and *these*, versus *three* or *thread*, versus *Thai* or *Thames*.

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Additionally, it is important to note that the differences among languages will cause some typical pronunciation errors when learning English.

German speakers may have difficulty with the beginning sounds in the words *wish* and *this*, for example, because those particular sounds are not utilized in the German language. They may pronounce those words with the *v* and *ʐ* sounds instead. Speakers of Japanese may mix up the /l/ and the /r/ sounds, as the Japanese language does not distinguish between the two.

Knowing these language specific differences will help you determine which errors are typical and why they come up, as well as if they are worth working on based on their possibly impeding communication.

Pronunciation should always be taught and practiced when learning new words, especially academic vocabulary and language. Because all students — English learners and native speakers alike — need to learn to pronounce new words they are learning, there are a variety of strategies teachers can use to help students learn to pronounce and practice new language.

When introducing a new word, have the students repeat the word several times. Consider the following example:

Teacher: The word is photosynthesis. What's the word?
Students: Photosynthesis.
Teacher: Let's break it apart: Pho-to; say that part and clap the syllables.
Students: pho-to (clap-clap)
Teacher: Say that part together all together: photo.
Students: Photo.
Teacher: The second part is synthesis: syn-the-sis. Clap the syllables.
Students: Syn-the-sis.
Teacher: Say the second part of the word.
Students: Synthesis.
Teacher: Now, let's put the parts together.
Students: Photosynthesis.
Teacher: One more time!
Students: Photosynthesis.

While this example had students clap and practice the syllables of the word, this is not always necessary. Just having the students say the word multiple times can also be a helpful tool in encouraging student pronunciation practice.

Repetition of the word or words, in this case, can be accomplished with a simple "say that with me" or having students repeat the word in differing contexts. For example:

Teacher: The word is photosynthesis. Say that with me!
Students: Photosynthesis.
Teacher: Say it to the floor.

Students: Photosynthesis.
Teacher: Say it to the ceiling.
Students: Photosynthesis.
Teacher: Say it to someone wearing red. Say it to someone wearing brown.
Students: Photosynthesis.
Teacher: Say it softly.
Students: Photosynthesis.
Teacher: Say it loudly.
Students: Photosynthesis.

Note that in the example just given, different types of words were used for the differing ways to repeat the word: locations or objects in the room, colors and adverbs. This helps to reinforce different types of language and reinforce more common vocabulary that some of your students at more beginning proficiency levels may still be mastering.

In the discussion with students of how to pronounce a particular word, it is also helpful to point out specific spelling patterns as well as prefixes, suffixes and root words that are embedded in the word of study. These word attack skills help students to decode new words, acquire vocabulary and learn pronunciation tools and tips that will help them as they encounter new words.

When student communication is impeded by pronunciation issues, it can be helpful to point out to students the lip and tongue placement when pronouncing specific sounds and words in English. Many students, and even teachers, have limited awareness of this aspect of pronunciation, especially if they have not studied linguistics.

But paying attention to what is physically happening in your mouth when saying a word is not difficult. By slowing down the verbalization of a word, and considering what the physical motions are that accompany it, a teacher can demonstrate and point out to the students what their mouths should be doing as well.

It should be made explicit to students that there is absolutely nothing wrong with speaking with an accent. In fact, it is a normal part of learning another language as we grow and mature. However, when communication is impeded, we may need to adjust our practice to ensure that others can focus on the meaning of what we are saying, rather than expending energy on trying to figure out what the words are.

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https://www.edutopia.org/article/positive-words-go-long-way

Positive Words Go a Long Way
Simple ways to frame what you say to students to encourage and empower them.
By Alyssa Nucaro

When I started teaching, I didn't truly understand the power of words and their ability to influence the lives of students. I quickly learned that the effectiveness of my lessons and the classroom culture are heavily influenced by the language I use and how I use it.

One of the hardest things I had to do was learn how to change my "teacher" language so that I could encourage and empower students on a daily basis. Using powerful and effective teacher language takes a lot of practice and awareness. Therefore, one of my goals each year is to ensure that my communication with students is encouraging and empowering, in order to guide them toward achieving their ultimate goals. I want them to learn how to make constructive choices by reflecting on past decisions.

Positive language is a driving force in creating a classroom community that learns together, grows together, and supports one another. Here are a few ways I use positive language in my classroom to empower students.

1. Convey Faith in Student Abilities

When our teacher language uses words and tones that display faith in student intentions, we show students that we believe in them. Using positive words and encouraging students to meet expectations allows students an opportunity to fulfill those expectations, or even surpass them. Communicating to students that you believe in them and their abilities gives students the confidence they need to collaborate with others, become respectful listeners, and work competently by reiterating positive behaviors and encouraging all students to do the same.

For instance, you can say to a student who consistently runs in the halls, "I know you remember the rules about hallway transitions, and I appreciate you trying to be safe." This conveys to students that you have faith that they're trying to be cooperative in school, while you're also enforcing the rule.

Students learn best from discussing mistakes and having multiple opportunities to productively struggle. Consistent encouragement and support through this learning curve allows students to build confidence in their abilities and teaches them perseverance.

2. Practice Positive Vocabulary

Not only is it important for teachers to model positive language, but students should be practicing it as well, on a daily basis. And having students reflect on their language to identify words that have negative connotations will allow them to become more aware of the impact of their language on themselves and others.

In terms of modeling, I use the one-and-three rule in my classroom. For every negative statement I make, I work to include at least three positive statements to the whole class. This takes practice, but it means there are ample opportunities for students to be praised for their hard work.

Students should have opportunities to reflect on their statements and revise their language to reframe it in more positive ways. With repetition and consistent implementation, students

will learn to use positive language to make learning a more meaningful and thoughtful process.

3. Choose Your Words Wisely
Language that is inclusive and empowering allows for mutual trust and reciprocal communication to occur more freely within the classroom. For example, when students are struggling, words like *support* and *guide* empower them to complete work on their own with the option of guidance—you're not there to *help* them do the work.

Reflecting on word choice goes beyond the classroom and allows students to advocate for themselves because they know their teacher is supportive, empathetic, inclusive, and accepting. And reflecting on your word choice displays to students that it's OK to take a moment to organize, prepare, and present their thoughts in a way that's meaningful to everyone in the class.

4. Be Honest and Direct
The use of compassionate and straightforward language allows students to build trust in their teachers and fosters an environment of growth. Students who are spoken to directly and honestly are more likely to feel respected and safe, while also receiving the support they need to be successful both academically and behaviorally.

Interacting with students directly and honestly also communicates to them that you have clear expectations and will provide supportive and constructive feedback that they can learn from. For example, instead of saying, "Can you please wait your turn to speak?" you could say, "The expectation is that you raise your hand to speak. Please raise your hand and wait if you have a question."

Direct and honest communication allows little room for vague interpretations of rules and/or expectations, which in turn, provides students with a safer and more trust-filled environment.

5. Avoid Using *Don't*
Many times we teachers are quick to emphasize to students what they're not supposed to do or say to others in class. A positive spin on this is to replace *don't* statements with more positive ones. For instance, instead of saying, "Don't use pens in my class," you could say, "For practicing math problems, we'll only be using pencils, in case we make a mistake." Students will be more likely to bring pencils to class because they're made aware of the expectation and reasoning, opposed to solely being told what not to bring.

Reframing *don't* statements is another example of positive language and allows students to reflect on their actions to make more positive choices within the classroom.

Alyssa Nucaro
Teacher Blogger I am a certified English, Math and Special Education teacher located in Tennessee. I serve children in urban areas, and I have had a passion for teaching ever since I can remember. I am currently completing my PhD in Educational Research at the University of Memphis. I am interested

in Affect Theory, Arts-Based Research, and Post-Qualitative Research. I am a member of the University of Memphis's Qualitative Inquiry Circle and participated in New Memphis's Embark and Teach Plus Policy Fellowship.

Areas of Interest: Special Education, English/Language Arts, Tolerance Education, Culturally Relevant Pedagogy, Qualitative Educational Research, Multicultural Learning

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https://www.eschoolnews.com/2017/09/25/make-math-key-part-ell-curriculum/

How to make math a key part of your ELL curriculum
BY VINOD LOBO

Historically, English language learner (ELL) instruction has primarily focused on reading and writing. The reasons for this are twofold: 1) Reading and writing are the most obvious, immediate learning needs, and 2) federal and state reclassification requirements are focused on these subjects. Conventional thinking says that literacy must be the primary focus, and that when literacy scores rise, they will pull up math scores alongside them.

The truth is a little more complex. As a result of this literacy-first focus, by the time ELLs become proficient readers in English, they are often many years behind in math. Middle school students are still at the elementary level, and upper elementary students are still figuring out the basics of numeracy.

Classroom teachers often do not have the time to spend on individual math tutoring to bring each student up to proficiency. ELL teachers are focused on reading and writing. Consequently, the math gap grows larger every year.

When ELLs reach middle school two years behind in math (or more), it is very difficult for them to catch up. Despite their growing English proficiency, they will often still struggle to complete the high school math requirements for graduation.

Addressing the math issue early on is actually the key to success.

Closing the Math Gap
Researchers have suggested both that strong early math skills are top indicators of college and career success, and that STEM-related texts offer a powerful opportunity to engage students in reading by building on their budding interests. Additionally, the academic language students learn in math, from terminology to word problems, gives meaning and purpose to English reading. In short, the theory that literacy is crucial to math—which it is—works just as well the other way around.

It also helps that numbers are numbers, and working with them is natural to speakers of any language. When students succeed in math, it can provide a boost of confidence. ELLs are able to feel like they are part of their overall class, rather than outsiders looking in.

For that success to happen, however, ELLs need individualized, differentiated instruction to close the math gap—but challenges abound. Schools do not have the resources for frequent personal math tutoring. Computer-based solutions at school run into the time limitations imposed by busy school days. And low-income ELLs can lack stable internet connections and computers at home.

Schools large and small know that this is an issue, and are working to find a solution.
The answer might be closer than you think: It's probably sitting in your pocket. More than 80 percent of low-income families have smartphones, a number that grows every year. If schools can harness these devices for at-home blended learning, students can complete a rigorous curriculum that addresses the math standards on their own time, putting math breakthroughs much more in reach.

The general idea is to use instruction at school combined with smartphone-based lessons at home that are monitored by teachers. Through web-based reports, teachers can track each student's usage and assessment data to inform instruction at school. By blending school and home time, students can close the gap in math and move toward proficiency.

Taking a Blended Approach
A great example of this approach is at Gompers Preparatory School in San Diego, where a large percentage of students are ELLs. Incoming sixth-graders and their parents are given an orientation and log-in instructions for a phone-friendly math app, Learning Upgrade, and introduced to the flipped learning concept where students preview material at home before it's formally taught in class.

The school shares its expectation that students will complete a full intervention curriculum of math lessons. Students, parents, and teachers buy in to a common goal of completing the curriculum before state testing at the end of the school year. The understanding is that, to achieve the goal, students will need to spend school time and home time, on computers and smartphones.

Many Gompers students have their own mobile phones, and others use their parents' phones. The school builds in excitement and rewards through certificates, ceremonies, and recognition. And crucially, math teachers see a difference: When students have "pre-learned" a topic in the app, they perform much better when they encounter that topic in the classroom.

Educators need to have a goal to keep ELLs moving towards math proficiency from the very beginning. If teachers can find math resources that are effective with ELLs at school and at home, then students can make continuous progress in math, literacy, and beyond.

REFLECTIONS ON
THE 18TH INGED INTERNATIONAL ELT CONFERENCE:
THE WINDS OF CHANGE

By Barbora Haupenthal

Originally published in: http://atecr.weebly.com/

THE WINDS OF CHANGE
The 18th International ELT Conference, 20.-22.10.2017, Istanbul, Turkey

The 18th Conference of ELT was held in Istanbul, a city which lies between two continents. There are between 12 and 19 million people living in Istanbul, which is making it one of the largest cities in Europe and the Word[1].

INGED is an international organization which forwards more effective and better quality teaching and learning of English in Turkey, trying to connect Turkish teachers and educational specialists with teachers and researchers round the globe. The aim of the conference was integration of current knowledge and trends in the foreign language.

The conference was hosted by Istanbul Aydin University, a state-recognized foundation university established in 2003. It became a university in 2007. Since then it has grown rapidly. Nowadays it has roughly 39 000 students from 102 countries. And the biggest TECHNO CENTER of Turkey as a single complex[2].

In three full days there were plenary sessions, panel discussions, workshops and papers on various topics. Large sessions were held in a conference hall, smaller events in 3 rooms. Most speakers came from various cities in Turkey and Istanbul itself (Prof. Dr. Birsen Tütünis, Prof. Dr. Aydan Ersöz and others), some were from other parts of Europe like Great Britain, Hungary and Poland (Prof. Dr. Peter Medgyes, Prof. Dr. Miroslaw Pawlak, Prof. Dr. Richard Smith).

Many topics were really exciting and engaging but my personally most favourite was the Saturday morning´s plenary session called *The Native/Non-native Conundrum* (hlavolam).[3] In his fascinating lecture Professor Medgyes was talking about the differences between native and non-native teachers of English. He pointed out benefits of both and stressed that a non-native teacher can provide a better leader model (*If he can do it, I can manage too*) and supply more information about the language which is not his native language. The main features of a good teacher will be his sufficient qualification and experience. If it is the case it does not

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[1] https://wikitravel.org/en/Istanbul
[2] http://www.aydin.edu.tr
[3] https://cs.wiktionary.org/wiki/conundrum

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really matter whether he is a native or not. We- non-natives- are according to the professor-97 percent of all English language teachers worldwide.

The future lies in providing sufficient teachers, provide them with aimed training both in school and out of school. Further constantly improve their language knowledge with special stress on primary teachers, CLIL method and ITC. Professor Medgyes was speaking out of my mind and his speech was not only educational but also highly entertaining which is rare goods.

As Malala Yousafzai said *Let us remember: One book, one pen, one child, and one teacher can change the world*[4]. I believe that so many enthusiastic language teachers from all over the globe, native and non-native speakers can manage for sure.

To conclude, I am very grateful to ATECR for sending me to such an interesting event and I also want to express my gratitude to Büsra Delen who took good care of me at all times. The lovely weather and the seafood restaurant in the pleasant company just contributed to making my short stay in Istanbul unforgettable once for all.

Mgr. Barbora Haupenthal

**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

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[4] https://www.brainyquote.com/quotes/quotes/m/malalayous569368.html

**IMPRESSIONS FROM
THE 18TH INGED INTERNATIONAL ELT CONFERENCE:
PART 1**

20 – 22 October 2017

**Summarised by
A. Suzan Öniz
INGED Editor**

The INGED 18th Conference was hosted by Istanbul Aydın University, English Preparatory School this year.

There were four plenary talks by invited speakers, a large variety of concurrent paper presentations and workshops and a panel discussion. The plenary presenters were 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 Medgeyes, "The Native/Non-native Conundrum"; Prof. Dr Birsen Tütüniş, "The Wind of Change: From Student to Teacher Identities". The panel discussion was held by Prof. Dr. Aydan Ersöz, Prof. Dr. Birsen Tütüniş, Prof. Dr. Dinçay Köksal and Prof. Dr. Richard Smith. The concurrent sessions spanned a large variety of topics from classroom applications to teacher training, from research findings to corpus related issues. The teachers and soon-to-be-teachers among the audience were mainly from Istanbul with many

instructors from different parts of Turkey and also from neighboring countries. INGED would like to thank all the teachers and students who attended the conference as part of the audience or as presenters.

In this summary, you will find details from the first plenary talk delivered by Richard Smith on the topic of autonomy and a paper summary on instructor behavior delivered by Seden Eraldemir Tuyan.

Richard Smith focused on 'difficult circumstances', stating that in many developing countries, classes are getting more and more crowded because they follow the United

Nations aims to get more children to attend school but the number of teachers does not increase in proportion. This has become the 'normal' circumstances in many schools. Unfortunately, as a result of the crowded classes, a large number of students drop out of the school systems.

One approach to face this challenge for teachers is to view large classes as 'enhancement' not as 'deficit' and take a positive view, asking what CAN be done. During this difficult process, teachers face a lot of challenges while trying to overcome the overcrowded class situation such as obtaining a profile card from students or making themselves available after class hours.

Richard Smith shared with the audience some success stories of the teachers that he worked with in Nepal and Chile. He got the participating teachers to share their success and to engage in teacher inquiry. He explained that teacher research usually started by thinking about action research and by starting with a problem but, according to the presenter, this does not have to be so. Teacher inquiry can start with success and work out questions to be answered many times involving other teachers as well the aim being to try and replicate the success.

Some of the questions that his teachers treated like puzzles were as follows:
- How can parents be involved?
- What makes it difficult for our students to understand English?
- Are my wrap ups effective?

To summarize:

Step 1 is to set some questions related to the area the teacher wishes to focus on.

Step 2 involves finding answers by asking colleagues, surfing the net, inviting a peer to observe her class, and drawing parallels between what she was doing and the ideal way of doing it.

Step 3 is action whereby the teacher tries a new activity or new way to see what happens.

Step 4 is going back to Step 2.

Step 5 is action as in Step 3.

Step 6 is going back to Step 2.

Step 7 is asking the students about the activities.

Step 8 is reflection on the whole process and coming up with conclusions about herself, teaching, learning, research, and so forth.

Difficult circumstances can be seen as hindering but these success stories show how learners were engaged gaining more autonomy and naturally autonomy involves collaboration. Even very small steps can make students more autonomous. For example, in one circumstance, there were not enough books so students memorized different poems and used these as

texts. Talented students who normally dominate the large class can help the teacher teach effectively by being seated in different places in the class and helping weaker students. Peer correction using these students and self-correction in general are useful in large classes.

Richard Smith talked about student autonomy but also dwelled on teacher autonomy:

> Teacher autonomy can be seen as 'freedom from constraints' but more realistically perhaps teacher autonomy involves exploring, exploiting negotiating 'spaces of freedom/'spaces for manoeuvre' with others (including students) for one's own benefit and for and with one's students.

> Like learner autonomy, teacher autonomy can be engaged despite difficult circumstances. In fact, engaging/developing teacher autonomy along with engaging/developing learner autonomy is how difficult circumstances can be addressed.

A Concurrent Paper Presentation:
Instructor Behaviors that Influence the EFL Students' Learning Motivation, Attitude Towards Learning and Language Anxiety in Higher Education
by Seden Eraldemir Tuyan

This presenter shared her research findings on the topic in a paper presentation. In order to have good classroom dynamics, the students' interests, talents, and goals need to be considered in order to have an environment where students can learn, feel motivated and supported by peers and the teacher. The Turkish version of The Questionnaire on Teacher

Interaction (QTI), The Foreign Language Anxiety Scale (FLCAS) and the Motivated Strategies for Learning Questionnaire (MSLQ) were used to investigate student perceptions.

Some of the conclusions that the presenter arrived at were:

-   The presence of a significant positive correlation between leadership and understanding; leadership and helping; understanding and helping; helping and student responsibility/freedom.
-   The presence of a significant strong inverse correlation between the following teacher behaviors: Leadership – uncertain; leadership – dissatisfied; understanding – admonishing; understanding – dissatisfied; understanding – uncertain; helping/friendly – uncertain; helping/friendly – admonishing; helping/friendly – dissatisfied.
-   Teachers' knowledge of their students' perceptions of themselves helps teachers gauge the effect of their own behaviors on their students' learning. Teachers can thus use this kind of information as a basis for self-reflection and change their teaching behavior so as to create a more desirable classroom environment.

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REFLECTIONS ON THE INGED MORNING HOSTED BY SELÇUK UNIVERSITY, KONYA

14 November 2017
by Prof. Dr. Aydan Ersöz
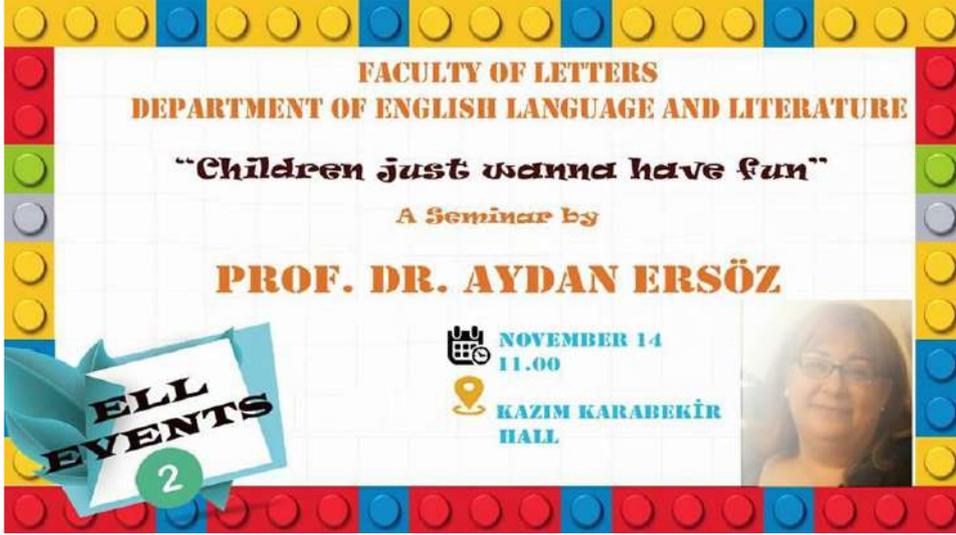
The Department of English Language and Literature, Faculty of Letters, Selçuk University invited me to hold a session for their 3rd and 4th year students on 14 November 2017. The 90-minute session entitled "Children just wanna have fun" had two parts: the first part was about the characteristics of young learners, and the second part was a sample lesson based on the storytelling and dramatization techniques accompanied by all the other relevant techniques such as games, songs, art and craft activities.

The participants had great fun while acting as my students. They were highly enthusiastic and active forming the ideal audience profile. At the end of the session, most of them said that they benefited a lot from especially practical ideas.

As I have already shared this session's content with you, I will touch upon another point which was only a part of my presentation: **How beneficial is lecturing or explaining?**

Dr. Mariappan Jawaharlal says (in https://www.huffingtonpost.com/dr-mariappan-jawaharlal/is-lecturing-bad_b_11300278.html) "Lecturing is the oldest and perhaps still the most widely used teaching method around the world. For many, it is almost impossible to imagine a classroom without lectures." Most of us have grown in an education system which heavily relies on lecturing from the primary school to tertiary education. So, when we became teachers, lecturing/explaining was the only form (or at least most natural!!!) of teaching we knew. We have prepared our lessons in the most interesting and fun way possible, lecturing/explaining being the delivery technique. As teachers, we have enjoyed lecturing/explaining as they have given us a great sense of accomplishment at the end of each class despite the fact that we have felt a bit tired. Our students have also looked happy and satisfied.

But the real question we need to ask is "Do our students learn from lectures/explanations?", and if so, "How much do they learn?". Donald A. Bligh in his book "What's the Use of Lectures?"(2000) examines a number of studies and claims that lectures/explanations are ineffective ways to promote thought change attitudes or develop behavioral skills. Jawaharlal adds that a traditional lecture is like a one-way street: students are passive listeners, the information flows from the teacher to the students, and it is not easy to tell whether the learner has absorbed the material. With more teachers using PowerPoint slides and reading out one bullet-point after another, modern lectures have disengaged students more than ever.

Furthermore, why are we as teachers so keen on explaining everything? Do we put ourselves in our students' shoes and consider whether the material we want to teach is even relevant to our students' needs? Why can't we let our students enjoy discovery from the materials we present?

Jawaharlal in his other article "*Stop teaching, so students can start learning*" (in https://www.huffingtonpost.com/dr-mariappan-jawaharlal/stop-teaching-so-students_b_10945192.html) asserts that most teachers tend to use the terms 'teaching' and 'learning' synonymously. The truth is, *learning can and does occur in the absence of teaching, but not the otherwise.* Studies show that students in classes with traditional stand-and-deliver lectures/explanations are 1.5 times more likely to fail than students in classes that use more stimulating, so-called active learning methods. (Bajak, Aleszu. "*Lectures aren't just boring, they're ineffective, too, study finds.*" http://www.sciencemag.org/news/2014/05/lectures-arent-just-boring-theyre-ineffective-too-study-finds; Freeman, S. et al. "*Active learning increases student performance in science, engineering, and mathematics.*" http://www.pnas.org/content/111/23/8410)

Dr Sandi Mann (in *Why do 60% of students find their lectures boring?,* https://www.theguardian.com/education/2009/may/12/university-teaching) states that a recent study suggests that almost 60% of students find at least half their lectures boring - with about 30% claiming to find most or all of their lectures boring. The major reason is that the lecturing/explaining technique rarely allows for the sort of interaction and active learning

that more hands-on, practical sessions can facilitate. The above-mentioned study also reveals that one of the main contributors to student boredom is the use of PowerPoint. PowerPoint slides are a powerful aid to today's lecturer, who can use it to easily prepare dozens of slides to accompany a lecture. And that is the problem - lecturers tend to prepare too many slides, pack them with too much information, and whizz through them in a manner that obliges students to spend most of the session attempting to copy copious amounts of text from the screen, while bypassing active processing of the material.

Studies show that lecture classes are ineffective. Students who actively participate in class do way better than their lectured counterparts (http://www.medicaldaily.com/lecturing-class-doesnt-work-anymore-active-learning-answer-296726) In fact, students learn best when engaged especially in language classes. However, just because we use more interactive, hands-on teaching methods, we must not make the mistake of assuming that simply "doing" is enough to engage; the "doing" must also be relevant, non-prescriptive, and should benefit from appropriate resources and utilize animated teaching styles.

Active learning is a process where students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning.

Interacting with content through active learning has some compelling advantages over 'delivery mode' lectures. It helps to maintain student concentration and deepens learning towards the higher-level skills like critical thinking. It also helps to engage students who might otherwise struggle. While learning actively, students are doing more than simply listening; the aim is skills-development rather than just conveying information; students engage in activities (e.g. discussion, debate, application of principles) aimed to promote higher-order thinking (such as critical thinking, analysis etc).

For further reading on active learning strategies, see
http://teaching.monster.com/benefits/articles/8414-40-active-learning-strategies-for-active-students-; and
http://cfe.unc.edu/files/2014/08/FYC2.pdf)

REFLECTIONS ON THE INGED AND ARI SCHOOLS CO-EVENT IN ANKARA

18 November 2017

by
Prof. Dr. Aydan Ersöz

INGED & ARI SCHOOLS CO-EVENT

Date: Saturday 18 November 2017

Venue: Arı Okulları İlköğretim Okulu Konferans Salonu

11:00-12:00	The Secret: Getting Kids Speaking in the FL Classroom
	Teresa DOĞUELLİ
12:00-12:15	*Tea/Coffee Break*
12:15-13:15	Write for Life
	Laura MOULTAN
13:15-14:15	*Lunch*
14:15-16:00	CLIL (Content and Language Integrated Learning) for Young Learners: Storytelling Workshop
	Prof. Dr. Aydan ERSÖZ
16:00	*Raffle*

The INGED and Arı Schools Co-Event on 18 November 2017 in Ankara turned out to be a highly beneficial one with three sessions that were about practical ideas and activities. The participants were mostly ELT department students from various universities, teachers from primary and secondary schools and a few instructors from universities.

My session was "**CLIL (Content and Language Integrated Learning) for Young Learners: Storytelling**". You can find a brief summary of my session below.

CLIL stands for Content and Language Integrated Learning and refers to teaching subjects such as science, history and geography to students through a foreign language. In other words, it is "**learning a subject through the medium of a foreign language.**" The basic principles of CLIL are that language is used to learn as well as to communicate; and, that it is the subject matter which determines the language needed to learn. A CLIL lesson is

therefore not a language lesson neither is it a subject lesson transmitted in a foreign language. A successful CLIL lesson should combine elements of the following:

- **Content** - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
- **Communication** - Using language to learn whilst learning to use language
- **Cognition** - Developing thinking skills which link concept formation (abstract and concrete), understanding and language
- **Culture** - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

Some main principles can be listed as:
- All main language skills - receptive and productive are integrated
- Lessons are often based on reading or listening texts / passages
- The language focus in a lesson does NOT consider structural grading
- Language is functional and dictated by the context of the subject
- Language is approached lexically (because of the subject matter) rather than grammatically
- Learning styles are taken into account in task types.

Since Turkish Constitution and the related educational laws do not allow any subject matter to be studied in English,

CLIL can be implemented in English courses in the form of **Topic (or Theme) based syllabus** or **cross-curricular materials**.

Although there is no right or wrong way of implementing CLIL into the primary classroom, Willis & Paterson (2008) claim that stories are a powerful resource to provide children with opportunities to develop content and language skills. [Jane Willis and Anice Paterson. (2008). *English Through Music*. Oxford University Press.]

Stories contain authentic language and they encourage learners to tolerate the unknown structures that they contain. When listening to a story, learners pay attention to the content rather than the language in it.

The story I used (The Little Red Hen) and the lesson plan can be used for A1.1, A1.2, A2.1 and A2.2 levels; and for 8 – 12 age groups.

Our Calendar of Events
is regularly updated.

So are the Announcements.

Check these out at

http://inged.org.tr

SOMETHING TO THINK ABOUT

https://www.languagemagazine.com/2017/10/study-reveals-bilinguals-use-emoticons-find-consensus/

Study reveals how bilinguals use emoticons to find consensus

UAlbany professor part of team looking at collaboration among astrophysicists in the United States and France

Co-authors on the article are Cecilia R. Aragon and Nan-Chen Chen from the University of Washington and Judith F. Kroll from the University of California, Riverside.

Naysayers like to cite the popularity of emoji and emoticons as yet more evidence of the erosion of language and literacy and, perhaps, civilization itself. But studying how people use them can reveal much about our ability to socialize and exchange information.

For example, a recent study by a team of researchers that included UAlbany Professor of Psychology Laurie Feldman includes important findings about how bilinguals use emoticons to optimize communication.

"Patterns of emoticon use constitute a novel yet systematic, nonverbal aspect of communication," said Laurie Feldman, one of four researchers on the study. "Adult scientists who do not speak the same first language and who worked together for four years altered their use of emoticons and vocabulary depending on the communication style of others in the conversation."

Participating in the study, which was published in July in the journal Bilingualism: Language and Cognition, were 30 astrophysicists in the United States and France. The group collaborated remotely to observe and control a shared telescope.

In an increasingly digitalized world, where cross-cultural collaborations like the one analyzed in the study are bound to become more common, learning ways of bridging communication gaps with new technology becomes ever more valuable.

"Successful communication and decision-making is at the core of productive remote collaboration," the study states. "A key to success is apprehending the experiences and emotional cues of others."

Feldman and her collaborators identified and studied patterns in communication in the AOL Instant Messenger chat logs generated by the scientists. They found that emoticon use

among the bilinguals (all French-English speakers) differed in significant ways from their English-speaking counterparts.

The French speakers were fluent in English, so they could have easily expressed themselves in words, yet there were differences in the ways they used emoticons relative to the English-only speakers. Bilinguals used both a wider vocabulary of emoticons and a greater number of them per message. More significantly, they were better able to adjust their vocabulary according to their monolingual partners, and this was especially conspicuous for emoticons.

"Emoticons are sensitive to the same cognitive and social pressures as words when we communicate," Feldman said. "It's not a conscious decision, you define a common vocabulary to use and reuse with someone without being aware of it, and it turns out that emoticons are part of that shared vocabulary."

Code-switching

When bilinguals "code-switch," or alternate between two or more languages, they are changing how they communicate with respect to the words they choose, while adhering to the idea they intend to share.

One reason why translating word-for-word from one language to another is problematic is because some combinations of words take on a meaning that cannot be predicted from the individual words that comprise the message, according to the study.

"In the case of idioms – 'It's raining cats and dogs,' for example — word-to-word translation can even be humorous if words are selected without regard to the overall meaning," Feldman said.

However, the research shows that combining words and emoticons is more like code-blending because emoticons can alter the interpretation of the words that accompany them.

Because emoticons aren't regarded as constituting a true linguistic "code" in and of themselves, "any evidence for trade-offs between words and emoticons is particularly interesting," Feldman said.

Feldman, a cognitive psychologist interested in language, joined the UAlbany faculty more than 26 years ago. Her research examines speaking and reading in native speakers and non-native speakers of a language with special attention to the ways we combine meaningful elements (morphemes) to form longer words.

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

Join us in Brighton for the 52nd IATEFL Conference

The IATEFL International Annual Conference & Exhibition each spring is one of the main events in the English Language Teaching calendar. Attended by approximately 3,000 ELT professionals from more than 100 countries, it involves a 4-day programme of around 500 talks, workshops and symposiums as well as a vibrant social programme. This offers delegates a unique opportunity to meet leading theorists and writers, and exchange ideas with fellow professionals from all sectors of ELT.

In addition, a large resources exhibition involving around 50 ELT-related exhibitors is your one-stop shop to see the latest ELT publications and services. Plus, the IATEFL Jobs Fair continues to grow in popularity with more and more recruiters and candidates using the conference as an opportunity to discuss and fill some of the best vacancies in ELT.

Booking information: https://conference.iatefl.org/myconference.html

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Contact M. Nazlı Güngör at nazlidemirbas_06@hotmail.com

52nd International IATEFL Conference and Exhibition

10-13 April 2018

Speaker proposal deadline
14 September 2017

Early bird deadline
11 January 2018

Pre-Conference Events
9 April 2018

Plenary speakers

Lourdes Ortega

Dorothy Zemach

Brita Fernandez Schmidt

Barry O'Sullivan

John Agard

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News from

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

http://www.tesol.org/convention-2018/tesol-2018-convention-news/2017/11/02/search-the-full-convention-program!

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- Association Governance
- Press Room
- Advertise, Sponsor, or Exhibit
- Staff Office and Directory
- Annual Report

TESOL Membership Options ∧

Association Governance ∧

Press Room ∧

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Annual Report

Home> News Landing Page

Call for Volunteers to Serve on New Professional Councils

by David Cutler | 11/30/2017

TESOL International Association is currently seeking applications to serve on its newly created Affiliate Network Professional Council (ANPC) and Public Policy Professional Council (PPPC).

Serving in a leadership capacity for the association offers a unique opportunity for personal and professional growth and is one of the features of TESOL membership. TESOL members volunteer to help create and disseminate knowledge, to advise on programs and strategic initiatives, to influence public policy, and to maintain a strong organization. Through their membership in TESOL and volunteering, TESOL leaders play a vital role in supporting the work of the association, which could not be accomplished without their time and expertise

The initial term for appointments to these Professional Councils lasts from February — October 2018, with the option to renew for a full year at the end of the appointment. The maximum continuous service period on these Professional Councils is three years. To be eligible, you must be a member of TESOL International Association in good standing.

To learn more about the role and function of these new Professional Councils, and to apply online, please follow the links below. **The deadline to apply is 31 December 2017.**

Learn more about the Affiliate Network Professional Council

Learn more about the Public Policy Professional Council

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LEXOPHILIA

I'm reading a book about anti-gravity. I just can't put it down.

England has no kidney bank, but it does have a Liverpool.

I tried to catch some fog, but I mist.

Venison for dinner AGAIN? Oh deer!

They told me I had type-A blood, but it was a typo.

I changed my iPod's name to Titanic. It's syncing now.

Jokes about German sausage are the wurst.

I stayed up all night to see where the sun went, and then it dawned on me.

This girl said she recognized me from the vegetarian club, but I'd never met herbivore.

How does Moses make tea? Hebrews it.

Why were the Indians here first? They had reservations.

I didn't like my beard at first. Then it grew on me.

Did you hear about the cross-eyed teacher who lost her job because she couldn't control her pupils?

When you get a bladder infection, urine trouble.

Broken pencils are pointless.

What do you call a dinosaur with an extensive vocabulary? A thesaurus.

I got a job at a bakery because I kneaded the dough.

Velcro - what a rip-off!

I don't worry about old age; it won't last.

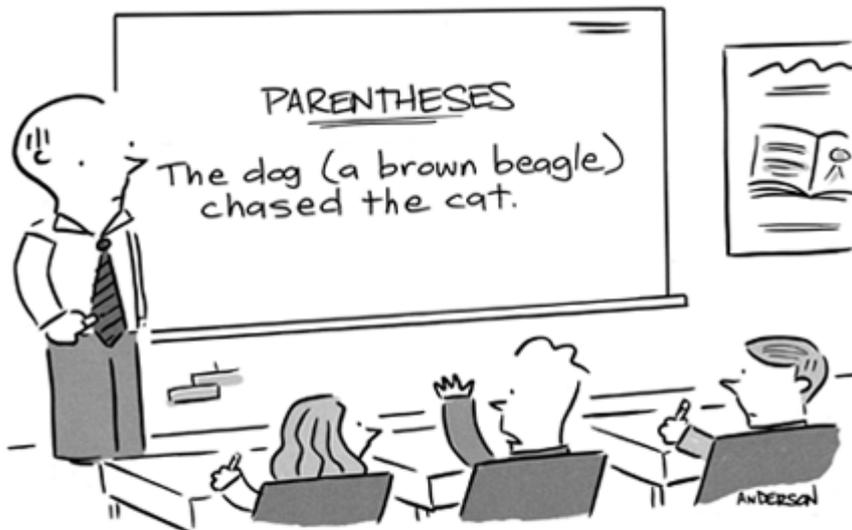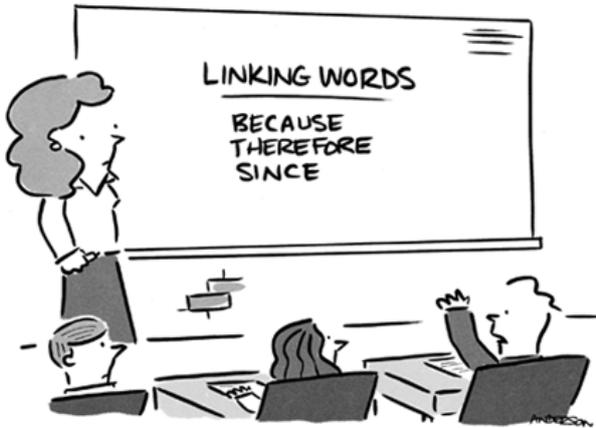# HAVE A HEALTHY, SUCCESSFUL AND VERY HAPPY NEW YEAR
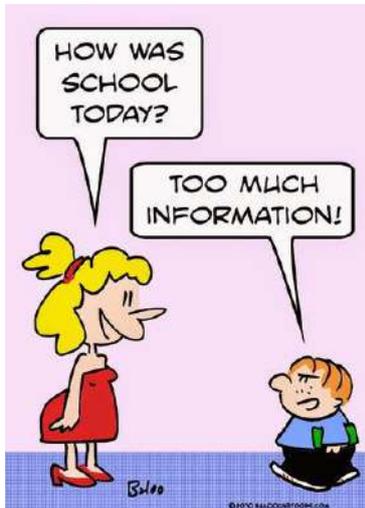
"If two negatives make a positive how come two wrongs don't make a right?"
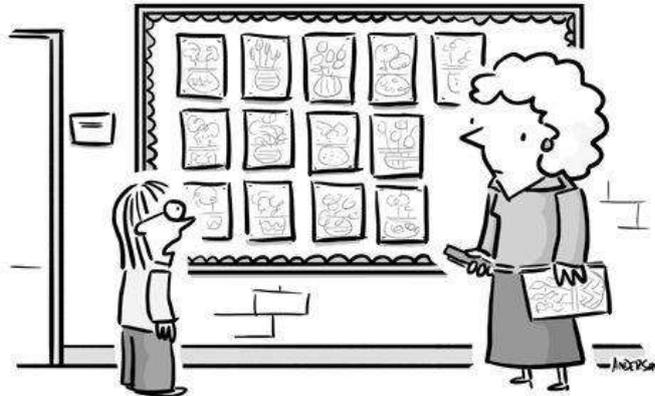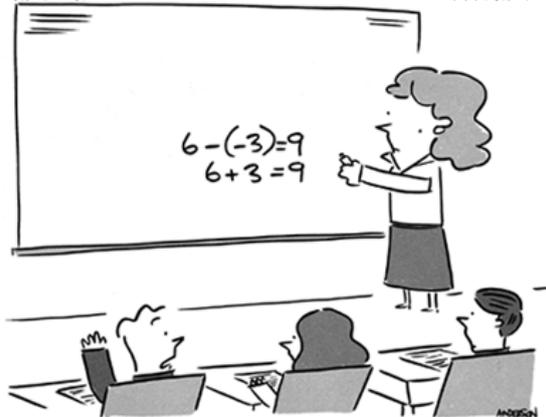

"Hold on, we just learned in math that you always do parentheses first. Now all of a sudden it's just extra info?!"

"You forgot 'Click here.'"

"You know, you'd get a lot more exposure on Instagram or Pinterest."

"So in English a double negative is bad, but in math it's *a positive*?"