PROFESSIONAL ELT MAGAZINE ONLINE

TESOL

TURKEY

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Contents

A. A NOTE FROM OUR PRESIDENT

Asst. Prof. Dr. Bahar Gün currently works as the Head of the Teacher Development Unit in the SFL at IUE. She is also a CELTA and ICELT tutor, and an OTA trainer. She has presented in many national and international conferences and extensively published in the field of ELT. She is the president of the TESOL Turkey Association and an Executive Board member of DEDAK, a national accreditation body.

Dear TESOL Turkey Members,

It is my great pleasure to write this note to celebrate the first anniversary of the establishment of the TESOL Turkey Association. Anniversaries are invaluable because they provide marvelous opportunities for celebration, reflection and further commitment. On December 08, 2018, we marked the first year of our existence as a formal association. As we celebrate our first anniversary, it is both opportune and timely not only to recount the triumphs of the past one year but to embrace the prospects of the new.

I note with pleasure that TESOL Turkey has remained faithful to its mission of advancing the quality of English language teaching in Turkey, as well as in the Turkish Republic of Northern Cyprus, by organizing local and international ELT events, creating professional networks, participating in important international projects and providing consultancy in a variety of ELT matters for many institutions in the country. We look back with pride at our work and forward to the future with confidence that we will achieve more.

I am delighted to further note that the number of our members has been rapidly increasing, which clearly shows me just how many committed ELT professionals there are out there in this country. This only motivates us to work even harder to enhance and speed the development of our association. I would like to take this opportunity to express my sincere appreciation to our members who believe in TESOL Turkey and work hard to create dynamic and vital grounds for professional development.

Now, one year after its establishment, there is every reason to believe that TESOL Turkey will grow stronger with persisting dedication thanks to its amazing members and continue its successful journey for many more years to come.

Happy Anniversary TESOL Turkey!

Dr. Bahar Gün

President, TESOL Turkey

B.* INTERVIEWS FROM *TESOL IN TURKEY 1ST INTERNATIONAL ELT CONFERENCE

Here is the video after the event! We asked some questions to the people during the conference and now it is time to enjoy the interviews!

We would like to thank everyone for making this possible!

You can watch the interviews by clicking on the link or the video image or by simply scanning the QR Code below:

https://goo.gl/r6i2aJ

C. FROM THE PRE-CONFERENCE EVENT: ADVICE TO FUTURE EDUCATORS:

One of the highlights of the conference was the pre-conference event that was held on 15 November 2018 with the theme: Professional Development of Teacher Trainers. It was a one-day event and it allowed the participants to reflect on the state of professional development of teacher trainers through plenary talks, TED-style short talks, workshops and panels by speakers representing early years and the current scene in trainer training activities in Turkey. The plenary speaker in this particular event was Suzan Öniz and inspiring talks were given by Duygu Erdoğan, Melis Akdoğan Gündoğdu, Mehmet Durmaz, Sinem Atamsoy Koşar, Serap Yıldırım, Yasemin Yelbay Yılmaz, Sibel Tüzel Kandiller, Beril Ayman Yücel, Steve Darn and Teresa Doğuelli.

The pre-conference event run for the full day and ended with a panel where the issues raised during the day were discussed with audience participation, and this helped shape the future possibilities about trainer development in Turkey. At the end of the panel discussion, the participants were asked to give 3 pieces of advice to Teacher Trainers all around Turkey and the responses gathered are on the PADLET!!!

You can read the entries by clicking on the link or the Padlet image or by simply scanning the QR Code below:

https://goo.gl/Pvooeu
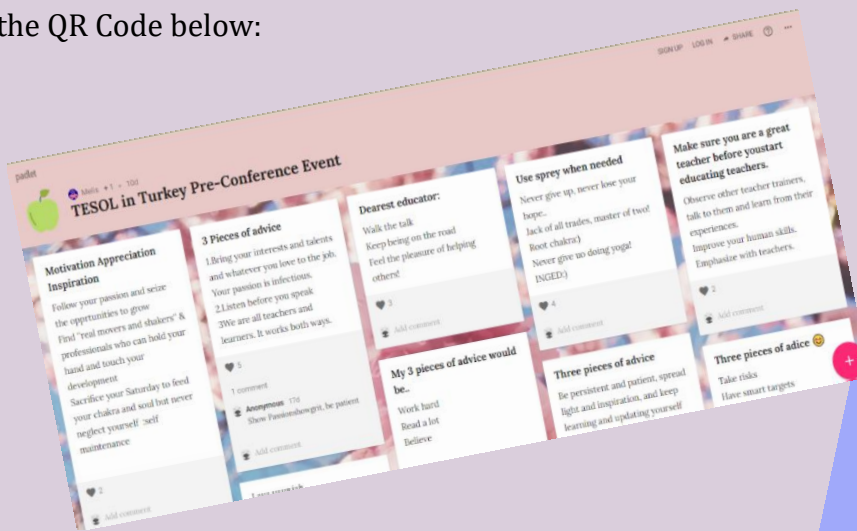
D.   REFLECTIONS FOLLOWING *TESOL EVENTS*

Kenan Akarslan, MA in ELT (Çukurova University) is an nstructor of English at Adana Science and Technology University. His main areas of interest are vocabulary teaching through word roots; teaching sounds, syllable stress and pronunciation. He is married with two children. His hobbies are drawing, coding, youtubing, archery and chess.

SAILS UNFURLED
BY KENAN AKARSLAN

I have been teaching English since 2004 and, today as a lecturer, I love to know and transfer my knowledge to my students and people around me. So, I have deliberately chosen this career and continue my teaching journey accordingly. I have always learned something from my students about education, innovations and especially new technologies.

My sharing has always been on different platforms. I share my experience, ideas and resources on my personal website and in my Facebook English teachers group. In my YouTube education channel, I support my future colleagues with methodology videos and support my students who are learning English. However, there has always been a desire in me to share things face to face with my students, colleagues or people outside my institution. In fact, I started to work in my own way, but I was groping for ways to convey to others where and how I combined my hobbies and profession, where and how I used new technologies in education. I was preparing to take the first steps, but with what lable and with what authority?

I was ready to set sail and TESOL Turkey became the wind with its first ELT conference and mini Teacher Training course. It turned out that there were many sailboats waiting for this wind. I met many friends who were on the same wavelength as me. There is a saying: "If everyone thinks the same in one place, there is actually nothing thought at all", but the atmosphere here reflects the saying "Great minds think alike" which manifests itself in the conference's motto "*SOL*IDARITY". The root '*SOL*' means "one and together". I was wondering if I were alone and while trying to set sail by myself I saw that I was not and each of us, as *SOL*OISTs, had the opportunity to turn into a choir thanks to TESOL Turkey. It is now the duty of all of us to CON*SOL*IDATE this. All of my friends had already come with a motivation to spread things to their regions, to improve education, and to green the environment around themselves. They were eager, but never thought that they were ripe enough. As Yasemin YELBAY YILMAZ shared: "If you are green, you are growing; If you've matured, you've started to rot."

The friendship we have acquired, the valuable moments we shared, the happiness of doing something for ourselves out of our routine, the hospitality of Izmir University of Economics and Bahar Gün, the hope of setting new sails in our career and, the most important of all, the feeling of *solidarity* together with our colleagues across the country are the remnants of the day. This is the power of learning!

Well, were there no shortcomings? Of course there were. For example,... Ehm … I cannot remember... ☺

Thanks TESOL Turkey, Bahar GÜN, Yasemin YELBAY YILMAZ, Funda ÇETİN, Pınar ACAR and to all educational volunteers who have contributed to this wonderful event but whose names I am sorry not to have mentioned.

Kerim Biçer has been professionally engaged in ELT in Turkey and abroad for 15 years. He has worked as a teacher, coordinator and teacher trainer at state and private institutions and with learners from primary to higher education. He holds an MA in ELT, is Cambridge Delta qualified and currently a PhD student.

A GALLANT TWO DAYS: FROM THE CHRONICLES OF AN UNFLINCHING CONFERENCE-GOER
BY KERIM BIÇER

As I was hurriedly making my way to the [main] conference hall, I realised I had left my sweater in the car. I did not know I would never need it though! Everything including the well-thought and versed signage and goodie bags seemed ready. I was welcomed by an array of young people sporting 'ask me' tees circulating slightly crinkled leaflets. They were all very well-spoken, well-mannered and beaming with enthusiasm. Quite interestingly, as it happens, in that mix was an ex-student of mine. It was such a surprising but nice coincidence to catch up with her after a while and take the opportunity to feel so proud. 1st TESOL (in) Turkey Conference was about to set full sail in strong fashion and solidarity, I reckoned.

From the opening to the closing speeches, pre-conference trainers' training session – what a wonderful and transformative session it was absolutely! – and plenty of exquisite concurrent sessions and a fine cocktail as well as the timely and cute herald that TESOL in Turkey no longer needed the modest – or perky maybe to the very contrary – preposition. All was befitting the overarching theme of solidarity alongside the many grand-finale selfies often taken hastily but still with great excitement. Truly, altogether it was one of the best events I had attended to date; a brave nod to a silver-lining future amid the usual *spiel, the laissez-faire*!

During a concurrent session hosted on Day 1 by Jacqueline Einer from Sabanci University inquiring about solidarity and its various and also possibly negative impact on people [if any] at workplace, she shared with her audience a small-scale informal research – a survey – her colleague ran in the department of foreign languages. Besides sharing the quantitative results and their imminent implications, she also shared the qualitative perspectives of what people understood and said of solidarity and the way it was simply viewed. She kindly incorporated our reflections into her session as well through a quick peer-to-peer online App round on Mentimeter. Her words resonated deeply in me with an article by Terry Eagleton I had read a long time ago. He [Eagleton] describes the perfect line of harmony likening it to that of a jazz band's, its vibes,

members and their sheer solidarity. Unlike an orchestra or a rock band, he argues, each member retains their own space and time and play for their own pleasure only striving and thriving to excel their own thresholds. There is no leader or pre-dominant instrument or instrumentalist here and clearly there is no need. They are an equal and significant part of an entity (equity) with their own true identities and selves.

Oddly, I could not help but also think of the joint eco-living [development] project in Bayindir, Izmir and the amazing life stories I had encountered there during an impromptu visit. In retrospect, it was slightly curious to see all these well-educated, cultured and in a way privileged people living in a murky but coherent harmony. Each had their own home – generally built solo or by themselves altogether – and work. Most was selling their organic farming produces via eco-friendly, socially-responsible, fair-trade platforms and doing other mundane extras on top. They were also organising low-key itinerarised tours year around like the one I had attended for extra money and some awareness and/or fund-raising ventures. Together and in turns including young children, before retiring altogether back to their own homes almost every day, they were cooking, eating, chatting and cleaning in a communal kitchen communicating to an unprepossessing eating area and living/hobby room beneath a coy cherry orchard. I wondered, probably, not all was from the same level of education or personality trait. Clearly, there had to be some conflicts, arguments, pain and suffering. One of them – a mindful intellectual woman with battered hands – as she mentioned it vaguely, was translating for a prestigious magazine in the evenings after the day's doom and gloom. The very same fingers I saw were working tirelessly and selflessly in the communal kitchen making nohut-pilav, salata and dolma for the visiting tourists. I had silently watched them go back and forth and around and back again as I finished my pretext water beside the counter. As I intended to say good-bye and leave, she softly said 'come back again soon for the full day's work and even perhaps for the evening do to soak up the full yet grim face of an unglorified [gray] solidarity.'

Nilüfer Evişen is currently a PhD student in ELT. Working as an instructor at Gaziantep University, School of Foreign Languages for 23 years, she has also been the deputy director for four years. Her research interests include teaching English, teacher training, curriculum planning and development, and mentoring education

A LETTER TO THE CONFERENCE COMMITTEE
BY NİLÜFER EVİŞEN

Dear Tesol (in) Turkey ELT Conference Organizing Committee,

Thank you for everything.

Since the beginning, I had been so eager to attend the conference, and now, I am glad I did. I found it incredibly energizing, awakening and contributing on my side. I had the opportunity to see a lot of different approaches to similar problems/ issues, and I got informed on some new perspectives as to how to teach something in our classrooms, how to collaborate and how to motivate ourselves while trying to motivate our students. I think it was so valuable to discuss some points both through the sessions and after the sessions. The plenary speakers and what they shared with us were also unforgettable and broadening in terms of field knowledge, testing and teaching in general.

I should be thanking the American Embassy, too, for their priceless gift/ grant to me and all the other grant winners. It most probably was a "once in a lifetime" chance for me. Thanks to that grant, it became easier to attend this spectacular event, and it added so much to my professional development as a teacher. It was like standing near a cascade and getting wet peacefully with those drops full of various aspects of teaching English.

Witnessing the moment the organization turned into Tesol Turkey was also something never to be forgotten. I feel myself so utterly lucky to have been there at that moment and to have seen the joy and pride of the people who put so much effort, commitment, time and patience into this event.

It would be unfair to round off without mentioning the warm welcome from each and every member of the organizing committee and the "ask me" team students. I personally felt myself like a host rather than a guest in this cozy spot hidden in a nice corner of the treasured city of İzmir. I left my heart in the Aegean :))

Please do not forget to inform me about the next conference :)

A heartfelt thank you to all of you

Mine Özge Zure is doing her Ph.D. in English Language and Literature at Ege University. She got her master's degree in English Language and Literature from Süleyman Demirel University. She got her degree in American Culture and Literature from Hacettepe University and holds an ELT Certificate from the same university. She also holds a TESOL certificate and is currently teaching at Prep class at Yaşar University.

A REFLECTIVE EXPRESSION OF MY KEY LEARNING POINTS THROUGHOUT TESOL COURSE
BY MINE ÖZGE ZURE

I have discovered various aspects of my teaching throughout TESOL course. Its practices and content have increased my awareness of the capabilities I have as an English teacher and given me the opportunity to make use of these hidden gems by putting them into practice in my teaching. This has boosted my confidence as a language teacher both within and outside the classroom - wherever the ideas and practices on teaching are available to be found – and affected me in the areas of planning and teaching as well as reflecting being but one.

I have improved in lesson planning a great deal. Initially, I carefully consider the needs and necessities of the students as well as their interests and choose a topic, which is both engaging and level appropriate for them. Choosing the appropriate topic begins with knowing my students well and believing in their skills if I think the topic might be difficult for their level. It also requires the teacher's confidence to push the learners - to get them involved in engaging but challenging topics. More on careful planning, I have been more considerate about providing information about the learners - including specific information about each student and his/her skills of as well as attitude toward learning the language. I have realised the significance of this needs analysis so that I could use it in the choice of activities. The mere preparation of a lesson plan with learner information has turned out to create wonders in the design of the lesson, its activities as well as for the actual teaching itself, serving for students' interests and requirements. Furthermore, I have included back-ups in the lesson plan for anticipated problems, which has allowed me to come up with solutions so that I could take initiatives during the lesson – which sometimes requires divergence from my lesson plan - and act upon my pre-determined solutions if the need occurs.

What I have mentioned about lesson planning is closely related to my teaching too. Nevertheless, if I am to add more on the development of my teaching, I could highlight some aspects of it such as taking initiatives at appropriate moments of the lesson, reducing my involvement in class activities, arranging various interaction patterns throughout the lesson, carefully monitoring and choosing when to intervene or not and using thoughtfully designed materials. In addition, I have given the utmost importance to meeting my action points from the previous lessons; I have always prepared the lesson plans accordingly, considering each and every aspect of them and doing my best to meet all of them in my teaching. I have also tried to meet my lesson objectives though I could not always do it, which brings me to managing time in the lesson, as I still need to work on managing it effectively.

My awareness of "the strengths of" and "the points to work on in" the lesson has increased greatly, resulting in an advancement of my reflective teaching. As planning, teaching and reflecting are closely interrelated, and perhaps as reflecting is the most essential one, it would not be possible to make progress in any of these areas without reflection. As I have taken "good moments and aspects to consider and work on" into account, I have been more amazed at being able to see the big picture from the small 'pieces of moments' and to analyse it if it is an aspect to work on. Also, the feedback from my colleagues both positive and to consider have contributed to the improvement of my reflective teaching. The constructive feedback provided by our TESOL trainers throughout the course has advanced my performance greatly too. Their appreciation of this hard work of incorporating feedback into all three areas and the feedback I got about the positive aspects of my teaching have encouraged me.

I have mentioned what I have learned about myself as an English teacher in TESOL course. I could place what I do in practice on a scientific basis, making use of the established and at times challenging theories about teaching a second language, which also has given me lots of fruitful ideas to consider in my teaching. My goals as I finished this course have been many; but to be precise, I could state that I know professional development is a process, always evolving and involving various aspects to consider, making it anew based on the interrelatedness of planning, teaching and reflecting.

Nuran Lekealmaz got her BA in ELT from METU in 2014. She is working as an instructor in Harran University. In 2016, she started her MA in ELT in Gaziantep University and she is writing her dissertation now. Her research interests are technology use in ELT and professional development.

WHAT EMPOWERS US
BY NURAN LEKEALMAZ

The power of solidarity- themed 1st International ELT Conference, organized by TESOL Turkey, presented the idea that collaborative working empowers us. Throughout the conference, I had a great time and learned many things that will help me not only with my profession as an English instructor but will also assist me with my role in PDU.

To start with the first day, the presentation on TESOL Turkey was very informative and it made me realize how admirable and gratifying all their activities, contributions and upcoming events are. In addition to TESOL presentation, other plenary speeches and sessions were also great and they allowed me to be part of a professional community which is not stationary but obviously thriving. By the way, I can't help saying that how much I liked David Fay's speech. His use of many different elements together, fictionalising them masterfully, integrating everybody into the narration and concluding it inspiringly were praiseworthy.

Besides all these, the mini training was an invaluable opportunity as well. I have learned how to network with others, how to progress all together and the way to make use of web 2.0 tools in classes effectively.

The most important thing that I discovered during the conference was that everybody- *organizing committee, speakers, participants, Ask me students*- was really sharing and supporting, and it seems to me that this qualification is vital for solidarity. I think, what makes this organization so perfect can be this consistency.

After all, the conference was a huge eye-opener for me. In my institution, we are planning to put some ideas that I got here into practice. Especially in terms of professional development, we are going to take a step as immediate as possible.

I believe in the power of solidarity and am looking forward to attending more TESOL events. Thank you very much for everything.

*Holding his B.A. and M.A. in English language teaching, **Yahya Geylani** is presently an EFL instructor at Bingöl University, School of Foreign Languages. He has been teaching at preparatory class and English Language and Literature department for 7 years. His areas of experience and expertise are English Language Teaching and Skill Teaching.*

REFLECTIONS

BY YAHYA GEYLANİ

First and foremost, to be an attendant of 1st International Elt Conference by TESOL Turkey was one of my greatest experiences during my professional life. I deeply felt the power of solidarity through both plenary and concurrent sessions. It made me believe that solidarity between people makes any environment more enthusiastic, productive, attracting, encouraging and safer.

Professionally, the conference contributed to me a lot; from motivating my students how to be more active in speaking classes to how to plan better lessons. From group works in concurrent sessions and during break times I have learnt and exchanged lots of information about teaching and learning experiences. Hearing from my colleagues from different locations of the country gave me a new insight into my development both professionally and personally. During the exchanges I became aware of having soft skills is pretty vital not only for language teachers but also for any individual human being. Hence, I will pay attention and try to improve my soft skills.

One of the things that I learnt from the conference is how cooperation between colleagues can help better professional growth. With "solidarity" and collaboration between colleagues we can take up any challenge in our professional life, even we can attain the hardest educational goals. Moreover, I started to believe that with cooperation we can expand our comfort zones, that is to say, If I have cooperation with my colleagues I may feel safer and more comfortable at my institution.

I learnt from the conference that;

"solidarity",

"having soft skills,

   "stone age did not end because people ran out of stone" and

"you are a part of something whether you are for it or against it"

have to be stuck in mind and kept as guidance throughout learning and teaching journeys.

Lastly, to witness "TESOL in Turkey" becoming "TESOL Turkey" is another exciting experience for me. I would like to thank everybody who contributed TESOL Turkey and the conferenc

E. ELT RELATED REFLECTIONS

Deniz Şallı-Çopur teaches methodology and practicum courses in the Department of Foreign Language Education at Middle East Technical University.

ARE WE RUNNING A CIRCUS?
BY DENIZ ŞALLI ÇOPUR

The idea of a circus for me is something in between Cirque du Soleil and the Chinese State Circus shows. The ones I have seen did not have animals; they had a lot of water, some fire, many jumps and swings, nice music, attractive acrobats, some clowns and so on and so forth. For sure, I had so much fun. However, I recently used the word "circus" with a negative connotation.

I have been a teacher educator for about 10 years in a pre-service ELT program. After micro-teaching sessions in methodology courses, I turn to the rest of the class and ask "what do you think about the lesson we have just observed?" and then we talk about the lesson objectives, materials adapted, techniques used, lesson strengths and the aspects that need improvement. For the last couple of years, the first few responses to my question mostly are: "it was fun", or "we had good time". Even after lessons where the objectives were not met, the materials were not effectively adapted, the instructional skills had many problems, the response was "the lesson was enjoyable" as a smart phone application was integrated. In one class, after hearing such comments my unexpected and cynical response was "Are we running a circus here?" Fun, enjoyable, cool... how do these words represent the quality of a lesson? My post-class self-reflection showed me on that day that I was truly fed up with all those ideas that bring "fun" into class to entertain learners, and ignore every cognitive or affective objective we try to help them achieve.

We use games, plays, puzzles, songs, posters, videos, movies, and smart board or smart phone applications to help learners study and work with the language. If they don't have an instrumental role to reach our goals, and if we teachers emphasize the fun aspect in class more than the language elements, skills or strategies, then aren't we more like an entertainer? Wouldn't overemphasizing the "fun" aspect as an aim be a betrayal to our profession? And more important than that, aren't we giving a false impression to the next generation that we, teachers, should find a way to entertain them to fulfill their own responsibilities?

As Priestley (2018) explains in her talk titled 'Do students really want fun in the classroom?' we are not "edutainers" and fun cannot be our "driving force" in our planning and teaching. The "fun" solution we have for language, or any other subject, class may be a short-term solution that makes both our students and us miss the bigger picture. So back to my question: are we running a circus? No, we are running a class, which is "a body of students meeting regularly to study the same subject" (Merriam Webster, 2018). So our focus is "study", and whenever we are doing a "fun" activity in class, we need to ask ourselves the following questions:

What is my purpose in using this activity? (Am I doing it with a teaching purpose?)

Do I have enough and relevant materials for the activity? (i.e.: If we watch a movie, do I have materials to accompany it for the students?)

Have I organized the activity to have students work with the language? (Do I guide them during the activity to practice or produce language?)

Will I give feedback to my students on their language use? (Can the fun activity be turned into a learning opportunity?)

Do I give students the impression that fun is just one of the instruments we use to reach our language target?

I believe there is nothing more motivating for a student than having a teacher who is doing his/her job with joy, and who respects and loves his/her profession. They may not appreciate it immediately, but eventually they will, which is one of the most satisfying parts of our profession.

References

Class [Def. 1]. (n.d.). In Merriam Webster Online, Retrieved September 26, 2018, from

https://www.merriam-webster.com/dictionary/class

Priestly, S. (2018). Do students really have fun in the classroom? *ELTJam*. Retrieved May 18,

2018, from https://eltjam.com/do-students-really-want-fun-in-the-classroom/

Esra Yatağanbaba currently works as an instructor at the School of Foreign Languages, Ege University. She works on increasing awareness of novice EFL teachers' classroom interactional competence and their reflective practices in her Ph.D. She is mainly interested in language classroom interaction, conversation analysis and ELT teacher education

REFLECTION ON PASSIVE AND PROCRASTINATING TEACHER RESISTANCE
BY ESRA YATAĞANBABA

I wanted to collect educational background information of instructors who completed their MA or Ph.D theses to organize an event to share their studies and how we can benefit or integrate those theses to our language learning activities in prep. classes. This was not my idea, but suggested by the administration and I found the idea quite useful actually. A very short survey on Google docs was created and sent them to complete it by setting a deadline. This deadline was extended three times and the instructors who did not complete the form were even notified by phone twice.

The main cause of resistance was because the purpose of the survey was not clearly explained by the administration and written clearly in the mail I assume. Because of this, I think teachers were passively resistant to complete the form. Some of them asked the reason to complete it, but I was not even told the main purpose of it let alone the instructors, I found it out later by asking about it again and again. Therefore, their resistance took place by not filling it and procrastinating to do it.

The reason might also be that the instructors are fed up with emails sent by the administration and the units and as they have permanent position at the school, they did not bother to do it being aware of the fact there would not be any impositions or enforcement. Some people even told me that they do not read mails from PDU because it sends mails about voluntary professional development activities and if they do not respond or show up, there would not be sanctions.

The issue was resolved by giving a detailed explanation about the purpose of filling the form and the instructors were sent an email and the ones who still did not fill in called one more

time. In my opinion, the issue would have been resolved earlier if I, as the coordinator of professional development unit, and the administration had informed the instructors about it. Maybe there would still have been some instructors who always have sent documents or tasks quite late, but I would not have had to worry about it that much after all.

All in all, what I learnt about this passive teacher resistance is that no matter what you do, be good or interest for everyone in your institution, you should explain it very carefully to the stakeholders so that they can trust you and collaborate with you. Otherwise, a work, which can be completed in a week, turns into a hell.

Neslihan KÖROĞLU ÇALLI has been a lecturer at İzmir Katip Çelebi University, School of Foreign Languages since 2012 and a member of the PDU since 2015. She is a PhD candidate at Ege University. Her research interests include Teacher Education and Using Literature and Drama in ELT classrooms.

Didem Dağkıran graduated from Hacettepe University English Language and Literature department in 2002. Between 2004 and 2012 she worked as an instructor at Anadolu University. She completed the MA TEFL program at Bilkent University. Currently she is responsible for the PDU at Izmir Katip Celebi University, School of Foreign Languages.

A REFLECTIVE PAPER
BY NESLIHAN KÖROĞLU ÇALLI & DIDEM DAĞKIRAN
IZMIR KATIP CELEBI UNIVERSITY - PDU

Power of Solidarity

Mini Teacher Training Course, 17-18 Nov, 2018 Izmir University of Economics, Turkey

Nov 18, Session II: Teacher Resistance (*Sibel TÜZEL KANDİLLER*)

1. What (change/ decision / implementation) triggered the resistance?

The Professional Development Unit decided to carry out observations and requested from instructors to make a choice: peer observation or self-observation. (In the previous academic year, the activities of the PDU were on compulsory basis, which created negative atmosphere in the workplace)

2. How did resistance manifest itself?

In order to be more organized, the instructors were sent an informative e-mail about the process and procedure as well as the deadline. They were asked to fill in an online form to specify the type of observation, date and their need for camera assistance. Although most instructors felt happy for having been given a choice and a considerable amount of time when their heavy workload is taken into consideration, we observed that 10 instructors –we have 36 instructors- showed no interest and ignored notifications.

3. Why, in your opinion, was the reason behind the resistance?

To put simply, the reasons vary. We identified the main reason as their unwillingness and burnout for professional development activities. However we work with 3 novice teachers this year and 2 of them seemed to have no interest. We considered that they might not have understood the process elaborately.

4. How was the issue resolved? / How could it have been resolved?

We came up with two alternatives to resolve the issue: ask for help from the administration or talk to the instructors individually. We concluded that face-to-face communication would be better to be constructive and positive as much as possible. Although the second alternative demands time and effort, we started to talk to them in order to learn their reasons: We have found out that 2 novice teachers could not understand the process and we have clarified every detail face-to-face again so far. The process has been going on and we are determined to do our best to minimize the resistance.

*Having graduated from the Department of English Language and Literature, Karadeniz Technical University, Trabzon, in 2007, **Nurcan Saltoğlu Özleyen** completed her M.A in the Department of English Literature and Cultural Studies in Çankaya University in 2010. She holds an SIT-TESOL certificate from Rennert Tesol Center, NY, USA and has been working in TOBB ETÜ since 2011.*

* **Melis Akdoğan Gündoğdu** graduated from The Faculty of Letters, Ankara University, English Language and Literature Department in 2009. Having finished the first MA in English Literature in 2013, she started her second MA program on Curriculum Development at AU. She has worked as an instructor, Curriculum Development Unit member and coordinator. Currently, she is working as a Professional Development Unit coordinator at TOBB University of Economics and Technology in Ankara, Turkey.*

TOGETHER EVERYONE ACHIEVES MORE
BY NURCAN SALTOĞLU ÖZLEYEN & MELIS AKDOĞAN GÜNDOĞDU

As educators we acknowledge that we are not perfect, but we strive for perfection; therefore, we are seeking for ways to improve ourselves in our profession. The satisfaction of experimenting new methods in our classes leads to appreciation of professional development activities.

Being two colleagues hungry for such experiential practices, we decided to try team teaching as a part of our Continuing Professional and Personal Development program at TOBB University of Economics and Technology Department of Foreign Languages. Although there were various individual activities, we chose a collaborative one because we believe that "Teachers learn best by studying, doing and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see" (Darling - Hammond, 1998). Among the other collaborative projects, team teaching was a perfect match for us because if implemented appropriately, it can be a professionally gainful experience for teachers. It is known as one of the six approaches of co-teaching (Friend and Bursuck, 2009). By participating in team teaching process, a teacher can have a chance to reflect on his/her own teaching, see different classroom management styles, have an insight of various teaching methods and enrich his/her perspective. The presence of more than one instructor in the classroom increases the occasions for student-teacher interaction and it creates learning environments involving closer personal contact between teacher and learner (Richards & Farrell, 2005). A collaborative teaching atmosphere encourages

the students to take an active role in class as the teachers are monitoring their engagement. Team Teaching also provides teachers with a partner to help them set objectives, make plans, implement lessons and evaluate the results (Haugh & Benoit, 2001).

There were three main stages of Team Teaching; preparing a joint lesson plan and the implementation of it, writing a self-reflection and writing a collaborative reflection. We planned to have two separate lessons in different weeks with different classes. The first stage was very smooth. We had a great lesson plan with all the activities and we even appointed parts to each other such as warm-up part belongs to Melis and controlled activity 1 is Nurcan's. That was brilliant! However, when we started the lesson, the students were shy at the beginning and they were not very cooperative. Although it was obvious that the situation needed some interference, we did not interrupt each other because we thought it was Nurcan's or Melis's part! So, we were actually taking turns to speak during the class. We were well aware of the fact that that was not the ideal Team Teaching, at least not the one we wanted to have! The students' feedback also proved that the class did not go as we had supposed. Some of the feedback was as follows;

☺	☹
It was fun.	It was a fast-paced lesson.
When one teacher was tired, the other took over.	We had difficulty in doing the exercises.
I liked the energy in the class.	I could not understand the vocabulary.

However, there was a piece of feedback which proved that the students are actually the best sources of feedback for teaching because their information is based on a series of lessons rather than an isolated experience and they usually have a fairly clear idea of how well they are learning and why (Ur, 2006). He wrote exactly what we should have done in the class:

It could have been better if both teachers had been active simultaneously during the lesson. As they spoke in turn, I could not recognize any differences in the lesson.

So, we took the advice and in our collaborative reflection session, we focused on the critical moments in our class. In the light of the outcomes, we started the preparations for our second lesson. This time we did not share the stages of the lesson and said "let's improvise!" The moment we started the class, we interfered when there was a need for clarification. We were both present there. We did not hide behind the table when one of us was talking! Besides, this time we decided to take the advantage of being double in the class and we acted out in front of the students. That was success and the student feedback was also in parallel with our reflections. Actually there was not anything negative at all.

The lesson was more effective than a regular lesson.
I felt like there was a theatre performance in the classroom.
I felt as if I were in a conference because it was obvious that it was carefully designed. I dreamed of being that comfortable in my future presentations.
The lesson was fun. The harmony between the teachers contributed to the smooth running of the lesson.
This lesson shows how she values her future students she does not even know. Although she is a very good teacher, she is still trying to improve herself. This proves how much she loves her profession.

This last feedback was also a surprise for us because it points out to the fact that professional development activities do not only help individual growth, but also inspires students to do more and appreciate the work of the teacher. The impact of professional development on student achievement is a controversial issue; however, the last feedback showed us that the impact doesn't have to be on their academic success.

Within the light of this experience, it might be concluded that this experience contributed to both us both professionally and individually. We taught together, we learned together! Together Everyone Achieved More!

References

Benoit, R. & Haugh, B. (2001) Team teaching tips for foreign language teachers. Retrieved in November 23, 2018, from http://iteslj.org/Techniques/Benoit-TeamTeaching.html

Darling-Hammond, Linda. "Teacher Learning That Supports Student Learning." Educational Leadership 55, no. 5 (February 1998): 6–11.

Friend, M& Bursuck, W.D. (2009) Including Students with Special Needs. Boston: Pearson

Ur, P. (2006). A Course in Language Teaching. Cambridge: Cambridge University Press.

Richards, J. C., & Farrell, T. S. C. (2005). Professional Development for Language Teachers. Cambridge: Cambridge University Press.

Seher Balbay has been an instructor at Middle East Technical University since 1997. She received her MA from the same university in 2000 and is currently working towards her PhD degree in ELT at Hacettepe University.

REFLECTIONS ON 'WHAT IS CULTURE? A COMPILATION OF QUOTATIONS -HELEN SPENCER OATEY'-

BY SEHER BALBAY

The fact that the concept 'culture' is complex, difficult to define, and can be interpreted and analyzed in various ways is the gist of Oatey's article. The article was especially intriguing because it portrayed an exploration of culture through sociological and psychological perspectives and discussions. I realized that all three meanings or uses of the word 'culture' - Arnold's 'high culture', Tylor's 'beliefs, customs, and capabilities of a social group', and Boas's definition which covers value judgements- are actually actively used today in layman language, not only as technical terminology. As Adler, in the article, puts it, culture does give us clues about future actions, and as Hofstede puts it, it, actually, in a way conditions us in various ways. Yet, Spencer-Oatey's claim that culture, no matter how, determines each person's behavior is an overgeneralization. In every society behaving against the norms is not an unforeseen or uncommon behavior especially among the young. On the other hand, what the term, culture covers may be a domain of values, assumptions and interpretations of beliefs and behaviors, and can be used for rationalization of some beliefs and behaviors, while not necessarily deciphering all practices since there will always be individual differences and an intricate web of variables to explain people's reactions. There is, no doubt, as Oatey claims, that culture is so deeply embedded by all the other factors affecting human behavior and beliefs that it is difficult to draw the line between where customary, genetic, racial, age-dependent or national practices to which cultural traits are attributed, end and where individual choices start. To distinguish culture from the other variables mentioned, one must bear in mind that culture is, simply put, 'learned'.

In his article, Oatey supports his argument about the effect of culture on human biology with a striking example, people throwing up after having heard that they have eaten snake meat which was appalling to read. The effects of the dominant culture on our thoughts and behaviors have been of

more interest to researchers, particularly those in literature and the other humanities, than its effects on human physiology.

I could not help but partially disagree with the statement, which reads 'culture resides in you if you act in accordance with its values'. It is not uncommon for individuals or even groups of people to find themselves abiding by the rules of a society they hardly attach themselves to. De-familiarization from one's own the culture and being harshly critical of the norms it has imposed on us, has been a popular theme many a novelist has been vocal about.

To me, the 'epidemic' analogy when referring to culture is a perfect fit when we consider that individuals do 'feed the culture back' although one generally assumes that our schemata are shaped by the culture we live in.

I'm not sure I agree with the writer about the success of the programs he refers to when he suggests that certain programs can be offered to foreign workers to help them integrate into the culture they have moved into, to enable them to be more successful at their jobs. I seriously doubt that the acquired traits of culture can be artificially taught as explicit norms in class. While such transition programs can be designed to help ease the assimilation process of foreign immigrants, it is, to me, not likely that certain cultural notions are in effect, 'teachable', hence help accommodation.

Oatey in his article calls change in a culture a 'discovery' which is a distinctly effective metaphor since it implies that a group of people can actually discover the ridiculousness of a belief or practice, and eventually can very well succeed in giving it up, as history has witnessed many times. He also uses the term 'diffusion', to refer to how cultural items can be borrowed from other cultures, which is a quite common and even inevitable phenomenon in today's highly interactive and mobile global world.

Another point that Oatey makes in his article was that Psychology, Sociology and Economics all play a role in the capitalist marketplace where the definitions, assumptions, and findings in these fields can all be used to develop strategies that get people to buy products.

Finally, I doubt that 'reifying culture' is a notion to avoid, as mentioned in the article. After all, although complex and having myriad controversial meanings, what 'culture' entails is still a highly debated focus of social sciences as well as of popular

Mutlu Bosson *has been teaching at Sabancı University, School of Languages since 2014. She graduated from Istanbul University ELT department. She received her MA degree in Digital Technologies, Communication and Education from The University of Manchester. Over the years, she has taught English and Turkish in Turkey and the UK. Her interests include the use of technology in education, material development and academic writing*

FORMATIVE RESEARCH IN THE CLASSROOM
BY MUTLU BOSSON

Back in 2017, I attended a mini inset course designed and delivered by Deniz Kurtoğlu Eken. Its title was 'Research and Formative Feedback on Teaching and Learning Practices' and the participants attended 3 two-hour sessions spread over the month of February. During this hands-on course we explored and designed research tools to help us collect formative feedback on learning and teaching practices. For me, the biggest takeaway points from the course were:

Curiosity is a prerequisite to conducting formative classroom research. This type of research is about setting out with teaching and learning related questions and being eager to find answers to them. Some questions do not necessarily get answered during the course of a semester so a teacher takes along these unanswered questions to her future research in search of clues and patterns to help her with these questions. The course made me see classroom research as an on-going journey, in which a teacher keeps building on the data from her research, shaping and re-shaping her questions along the way in response to her students' comments on their learning experiences. It is, therefore, not only a process that improves student learning during the lifetime of a course, but also one that leads to continuous professional development for the teacher.

Formative classroom research, which is key to improving learning and teaching, is a doable and flexible process and, with a touch of creativity, teachers can design or utilise a vast variety of tools and tasks to study and explore specific aspects of learning and teaching.

Conducting formative classroom research allows teachers to gather feedback in a timely manner. In Sabancı University, our students evaluate their courses at the end of each

semester and we receive a collated report for each class we teach. This kind of feedback is always helpful and allows us to reflect on our teaching practices, most of the time prompting us to make decisions about and changes to our teaching practices in the coming semesters. In many ways, gathering formative feedback from students during the semester complements the end-of-semester feedback process. In fact, one added advantage of formative classroom research is that teachers can decide at what stage of the course they want to conduct it and, of course, on what particular teaching and learning aspects they wish to collect data on.

With all these takeaways under my belt, I have embarked on formative classroom research every semester since attending Deniz Kurtoğlu Eken's course. Although I have used different tools to gather feedback in different classes, my favourite tool so far is the 'Start, Stop, Continue'[1] feedback form that I came across during the course. I like it because it is simple; my aim is to get honest and detailed feedback from my students so using a simple form which students can respond to with as much detail as they wish is ideal. The form has three sections (whose language I slightly adapted):

1. **START:** Please tell me anything you would like me to start doing in class to help improve your learning in this course.

2. **STOP!** Please tell me anything that you would like me to stop doing in class to help improve your learning in this course.

3. **CONTINUE:** Please tell me anything that you would like me to continue doing to help improve your learning in this course.

In my classroom research, I turned this tool into a three-phase feedback cycle, which I find manageable and practical as well as very informative:

Start. Stop. Continue.

1. START... Please tell me anything you would like me to start doing in class to help improve your learning in this course.

-Correcting our grammar mistakes when we speak (I don't want to disrupt or discourage you as you speak. Making mistakes is natural when you speak. I will be more careful of general mistakes and maybe go over them regularly on WB) Outcome: Weekly revision of common mistakes on whiteboard.

-Studying more grammar (3) and vocabulary (Depends on my day on the calendar- Maybe more grammar exercises as extra hw from a grammar book?) Outcome: Added to weekly plans / Bi-weekly and individual grammar hw to be set.

-Moving faster (Everyone happy about this? – Should be a group decision) Outcome: Most students are happy with the pace. I will be asking for feedback on this again.

-Doing energetic exercises towards the end of class when we lose our concentration (OK, maybe small energising tasks, quick speaking activities when you are tired) Outcome: The end of classes to be planned accordingly.

-More quizzes and tests in class (If on my calendar and also maybe workbook activities done as quizzes – like today) Outcome: Students happy with my suggestion.

-More presentations in class Outcome: Action taken in combination with final piece of feedback below

-Doing Achieve3000 in class Outcome: 15 minutes a week allocated to Achieve related discussion / vocab work

-Giving more writing hw, not just LP (2) (I've started doing this, if anyone wants extra writing hw, let me know) Outcome: Added to weekly plans / Bi-weekly and individual grammar hw to be set.

-Video-recorded speaking activities in groups (Your next LP task will be one) Outcome: Time permitting, more classroom discussions.

-Explaining the meaning of a song as a class (Let's combine with presentations – I'll give you a presentation hw next week) Outcome: Students will make group presentations discussing songs relevant to our topics.

2. STOP! Please tell me anything that you would like me to stop doing in class to help improve your learning in this course.

-Playing Kahoot, it doesn't improve my English (some like it, group decision?) Outcome: As most students find Kahoot a fun and useful way of revising vocabulary, we will continue with Kahoot. I pointed out that we will not be using it very frequently due to time constraints.

-Being firm with attendance and punctuality (Sorry. Can't do this!) Outcome: Reminded students of the importance of attending classes regularly and punctually.

3. CONTINUE... Please tell me anything that you would like me to continue doing to help improve your learning in this course.

-Listening to us and communicating with us effectively (so we can learn how to listen to others from you)

-Your discipline

-Writing the lesson plan, hw and reminders on the board before class

-Answering in English even when we ask questions in Turkish

-Going over grammar rules when teaching a topic

-Doing (more) listening exercises (5) (depends on my schedule, but I am setting extra hw) Outcome: Extra hw to be set.

-Being funny and interesting

-Playing Kahoot

-Continue with more task sheets (Do you mean hw?) Outcome: Students meant more writing hw. I will be setting weekly writing hw on top of alternating listening and reading hw.

Phase 1: Gathering feedback from students

I usually use this tool at around week 4 of each course to allow students to settle in and start forming opinions about the course and my teaching. Although I have used Survey Monkey to get feedback from students in the past, I mostly hand out a hard copy of this form in class. Students do not need to write their names on the form unless they wish to. I usually give them a few days to complete the three sections on the form. Students can complete the form in English or Turkish.

Phase 2: Examining and collating feedback

Once I have collected all feedback from students, I sit down to study students' comments and group them under headings according to the language skills, classroom activities or my teaching choices they refer to. Collated comments are in black in the table above. Numbers in brackets refer to the number of students who included the same piece of feedback. Later, I add my comments and suggestions in red that I will take to class.

Phase 3: Sharing and discussion of feedback

In this final phase of the research cycle, I take the collated feedback and my notes to class. As a class, we have a discussion about each item and reach decisions. I record these decisions in green in the feedback form.

From a practical perspective, running this three-phase research cycle has allowed me to identify further benefits of formative classroom research. Here, I would like to end with these observations.

This cycle helps me put myself in my students' shoes. I get some very candid responses in the feedback forms and class discussions. It is, of course, impossible to know how each decision or remark we make in class is received or interpreted by our students; however, this research cycle definitely encourages students to open up to me about their experiences in my classes leading to rich class conversations and a more positive learning environment.

- This cycle leads to changes and decisions about the learning and teaching practices and students are a part of the decision-making process. This encourages students to perceive themselves as stakeholders in the classroom and take ownership over their learning.
- Although they have an important role in the decision-making process, there are certain aspects that are not open to negotiation. Our attendance and punctuality policies are among these non-negotiable elements. Therefore, when I am asked to be 'lenient' about such policies, I take the opportunity to remind students what certain rules are there for and why I cannot be flexible with issues such as attendance. In a way, this creates a platform for me to explain myself and why I do the things that I do.
- In my classes, I frequently refer to the importance of being a lifelong learner. This research allows me to set a good example to my students and for them to see my effort to practise as I preach. As a lifelong learner, I try to learn from all feedback and create opportunities to develop myself as a teacher and an individual.

Formative feedback for teaching development: A guide Prepared by Cheryl L Jeffs, EdD & Ykje Piera, MEDes (2016)

G.   RESOURCE CENTER

Adam Simpson *has been living and teaching in Turkey for more than fifteen years, all of that time spent in the tertiary education sector in universities in Istanbul. His interests include descriptive curriculum planning, developing flexibility in lesson design and the considered integration of technology in the language classroom.*

5 WAYS TO EFFECTIVELY USE IMAGES WITH LOWER LEVEL STUDENTS
BY ADAM SIMPSON

It's an old saying that an image is worth a thousand words. In English language teaching we can take that saying and adapt it: 'Every image can help students speak a thousand words.' Images can be our greatest allies; instead of worrying about trying to form grammatically correct sentences in a course book activity, students always react positively when asked to discuss an image instead.

Images are great language learning tools for so many reasons. Firstly, images **are open to varying interpretations.** This inherent ambiguity enables your students to be creative and invent all manner of sentences based on what they see. Secondly, an image provides a natural talking point. Shy and introvert students often feel less anxiety about discussing an image than they do when doing a course book speaking activity. Furthermore, images help to practice sub-skills like prediction, telling stories and recognizing main ideas. Finally, images can be just a bit more fun to work with!

The following simple activities can be quick to set up in class, require minimal preparation, and will help you take advantage of all that images have to offer.

1. **<u>Find the Differences</u>**

   Everyone has played this game at some time or another, so it's easy to set up and get students playing. This is a great activity for practicing *there is / there are* and *there isn't / there aren't.*

   - Students work in pairs.

   - Find two images with any number of differences between them.

   - In this version of the game, each student has an image, but they don't show their partner the image.

   - They have to find the differences by talking to each other. They describe their image and listen to their partner's response.

   Extending the Activity

   - Partners can report their differences to the rest of the class. Also, if you give some of the other partners the same images (but not everyone) they can try to guess if theirs are the same.

2. **<u>Choosing the Best Image</u>**

   This is useful for practicing superlative adjectives and using '*because*'. You'll need a few images that are connected to a listening or reading you're doing in class.

   - Students read a text or listen to a recording and imagine they're image editors.

   - Give them a choice of several images.

   - They have to choose the best image to illustrate the story and justify their choice.

   Extending the Activity

   - Students might also justify their reasons for rejecting the other images.

3. **<u>Observation Test</u>**

   This activity enables students to practice recalling language quickly under pressure.

- In pairs, students have a short time to look at an image.
- Student A is given the image and asks questions to see what student B remembers.
- Repeat with a different image, with students reversing their roles.

Extending the Activity

- Make this a team game. Each team is shown an image and then given a time limit to recall as many details as possible. The winning team is the one that recalls the most information.

4. **Image Stories**

   This is great for practicing simple past as a narrative tense. You'll need a set of images which tells a story from start to finish.

- Put students in groups. Each member has an image and describes it without showing it.
- When everyone has described their image, they negotiate the correct order of the story and put the images together.
- They retell the story to the class.

   Extending the Activity

- Students can write a paragraph describing their whole story.

5. **Dictate the Image**

   This variation on a regular dictation works well with lessons on prepositions of place.

- Rather than reading a text, describe an image that the students can't see. For example, '*draw a table in the middle of the room. There is a cat under the table*.'
- Students draw the things you describe.

- After checking their image with a partner, they compare their versions with your original.

Extending the Activity

- Put students in pairs: one describes while the other draws. The students then switch roles.
- Alternatively, split the class into two teams. Describe an image and a member of each team draws a detail on the board, handing the pen to the next member.

Advice

Space in course books is very limited, so images aren't always a priority on the printed page. Consequently, it's a good idea to start building your own collection of images. Consider how you can store them physically, i.e. putting them on cardboard or laminating them for future use, or develop an effective way of storing them digitally.

Kadir Çavundurluoğlu is an ELT student at METU. When he isn`t glued to a computer screen, he spends time learning Japanese, and trying his best to become a good teacher. He is currently trying to get used to the teaching profession. You can reach him at _cavundurluoglu.kadir@metu.edu.tr_ or on Facebook.

MY MOTIVATION FOR LEARNING AND SELF DEVELOPMENT
BY KADİR ÇAVUNDUROĞLU

When I was in the fourth grade and introduced to English, I realized that there was another outlook on the world and things surrounding it. And I was amazed with the personality of my English teacher, it was different from other teachers`, she was more tolerant and had a different outlook of global world just because she knew another language. And it kind of hyped me up as a learner at first, thanks to her and this new language I could find a way out of the boundaries that had been around me.

As I grow up and learn it better, I`ve realized it is not only English but every language in the world means another outlook on the world, since then I`m really motivated about learning new languages and teaching them, I want to show others that they can save themselves from the boundaries that they have due to discriminative values they are exposed to by the governments all around the world. Everyone should learn another language as it makes us more tolerant to others and comprehend universal values better.

Now, as an ELT student, to achieve my dreams I need self-development more than ever. And I want to be a really good teacher, because students see their teachers as role models and once they think that their teacher isn`t someone worth looking up for, and they lose their motivation to learn. That`s why I`m motivated for self-development.

Yağmur Şimşek is a senior student at TEV İnanç Türkeş High School. Her biggest passion is fine arts, especially photography, cinematography and illustrations. She is also interested in Neural & Cognitive Science, World Literature, chess, fencing, and gender studies.

MALE-CENTERED LANGUAGE IN ENGLISH: INVISIBILITY, ALIENATION AND DEGRADATION OF WOMEN
BY YAĞMUR ŞİMŞEK

Generic masculine pronouns, addition of suffixes to male forms to describe women and word forms created with "man" are only three of the most important obstacles in front of an egalitarian society caused by the sexism in the English grammar as these male forms are accepted as a norm. Gendered words contribute to sexist thinking, in which men are aggrandized, and thus to a male-dominant world. To overcome the alienation of women, a change in the English language is necessary as not only does the usage of generic masculine pronouns and sexist suffixes support the patriarchal culture, but also gender stereotyping created by the usage of words involving "man" affects how women are treated in the society.

The usage of the generic masculine pronoun "he" causes women to feel alienated. The language contributes to self = person bias among men, as they use the generic pronoun both to refer to themselves (specific "he") and to a human general (generic "he") whereas women use different pronouns: "she" for themselves and "he" for a person in general. In this context, because "he" indicates masculinity, whether it is used in its specific meaning or generic meaning, as it is primarily male and secondarily generic, women feel excluded from the general group referred to. In the experiment of Donald G. MacKay and David C. Fulkerson,

research professors in cognitive psychology at University of California, the participants would answer "yes" if they believed the person referred to could be a woman and "no" if they believed the opposite. The results show that although sentences with sex-specific pronouns were answered with 98% positive responses (i.e. yes), sentences with generic pronouns were answered with 87% negative responses (i.e. no). The response times of women for sentences with generic "he" were also longer than sentences with gender specific pronouns. As there is a relation between reaction time and how closely connected the participants feel towards the concepts, their pausing must mean confusion, which must mean a feeling of alienation. It can be said that generic "he" caused pauses in the reaction, indicating that they felt confused and distanced. Then subjects were asked to respond to the same sentences for males; "he" was replaced with "she." The results were 97% negative when gender specific and 99% positive for generic "he" (MacKay and Fulkerson). This means as men associate themselves with people in general, creating "people=self" bias, whereas women experience confusion as to their role in the language. This actually contradicts with the idea of generic pronouns: they should refer to an individual in general; they should not raise any specific imagery, as "he" does in this case. Another experiment to support this idea was made by Kidd, an American literary agent. She conducted an experiment on a group of college students by giving them sentences containing generic "he" to test the semantic relationship. They were asked to give reports about the gender of the persons referred to in the sentences. The results were mainly "male" (Kidd qtd. in Silveira). The experiment of Martyna, a professor in the sociology department at University of California Santa Cruz, is also a good example. He focused on students from kindergarten to college age and gave them sentences including pronouns. As the masculine nouns in a sentence increased, the preference for the pronoun

"he" also increased (Martyna). Therefore, it can be said that the generic "he" and people=male biases have a close relationship: the usage of generic "he" implies male imagery resulting in women feeling excluded and even worse, invisible. They do not believe they are fully included by the pronoun and, although the effect may not be intended, they feel insulted and degraded.

Nouns, adjectives and verbs that include "man" affect the way of thinking of people and; therefore, their behavior toward women as they imply firm characteristics about genders creating gender bias. Words such as "manpower," "man," "manmade," and "workmanlike" contribute to a patriarchal world where women have less power. DeStefano, a professor at the Ohio State University College of Education, in her study gave sentences that include one of the terms "man," "men," "mankind," "individual(s)," "human being(s)," "person" or "people" to 43 eleven-year old boys and girls and 127 men and women living in the U.S.A. She asked them to match seven illustrations of women and men with different combinations –their amount varied among the drawings- with the given sentences. Based on the results it can be said that the more masculine words were used in the sentences, the more male-dominant illustrations were chosen (DeStefano). This proves that, although words like "mankind," "men" and "man" are intended to refer to humans in general, they actually arouse a male imagery and contribute to the invisibility of women. Another example for these words would be "manpower." Its definition according to the Oxford Dictionaries is "the number of people working or available for work or service" (Oxford Dictionaries). However, in the speakers' minds, only men instead of humankind being available for work or service is presented. Thus the power of men is present, not of women. The same situation applies for "man-made." Even though it is defined as "made or caused by human beings" according to

the Oxford Dictionaries, "man" connotes the specific masculine meaning instead of the generic meaning. Amy Sheldon, an associate professor in linguistics in the University of Minnesota, shares her observations of her 6, 5 year old daughter Nicole's perception of gender and language in her article. Although she was raised in an egalitarian household with 3 females and one male, she lived in a neighborhood with more females than males and studied at a school where the number of females and males were equal. Nicole said she came across to more "he"s than "she"s in her life as an excuse for her excessive usage of the pronoun "he" (Sheldon, 4-6). The real reason behind her pronoun preference is her exposure towards the male-dominant language. Thus, the language shapes Nicole's point of view, ideas and words and if the gender-neutral versions of these words are not used, these misconceptions would continue to contribute to a patriarchal society.

The usage of words including "men" also contributes to commonly held beliefs about men and women. As gender stereotyping does not reflect the true nature of people, one should use gender-neutral forms of these words to overcome the associated roles to genders. As women, who would be left at home to do most domestic work, were given a more passive role than men, as they would spend time mostly indoors as opposed to men who were mostly outdoors going to work as the breadwinners, especially in the Victorian Era (Hughes). In consequence, women's status in the society was suppressed whereas men were given an overwhelming power, the power they gained as they became the economical backbone of the family. The stereotypical role of women in the society was mostly shaped by this vision: they were pushed to background, portrayed to be polite, fragile and kind; whereas men were portrayed as more assertive, stronger, determined and free. As Davis, an English professor at Wittenberg University, describes, "In the beginning of the 20th century, women were

regarded as society's guardians of morality; they were seen as made finer than men and were expected to act as such. Their role was not defined as workers or money makers" (in "Women in the Workforce"). Therefore, it can be said that, although a woman would be defined as an adult female person, she is mostly expected to be more than that: she should look after her husband, stay at home, be thoughtful and know how to behave, while men are expected to earn money and go to work. This ideology, also known as "separate spheres," arose in Europe, especially in Britain, and North America. A similar situation can be observed in the word "girl." It should mean a female person who is under 18 years old; however, with the slanted meanings, established during the Victorian Period and continuing to some extent to the present, they have been expected to stay at home, help their mothers with the housework, be submissive, modest and calm while boys can be involved in naughty activities and their mistakes are more tolerated. One of the common stereotyping of women is that they are decent people who do not use slang. The results of a study done by Vivian de Klerk, head of the Department of English Language and Linguistics at Rhodes University, about the slang usage of both sexes, where she asked students aged 12 to 17 to answer a questionnaire about slang terms and write synonyms of given terms, proved women use derogatory language as much as men do and the slang eschewer female image is false. The stereotypical meanings given to gender nouns openly create a false image on people's minds: women in real-life society do not match the commonly held perceptions. Although sometime in the history, men were the only ones to work at particular fields and job titles including "men" would be considered normal, today women also work in those jobs and usage of "man" would actually exclude them. As these support the commonly held beliefs about genders, they should be changed into neutral forms instead of referring to one specific sex. As a result, it

can be said that, as words including "men" support the "separate spheres" ideology, it contributes to the hierarchy between two sexes and if a complete change towards non-sexist forms for these words is not made, usage of these words would result in the continuing repression and invisibility of women in daily life.

In addition to repression of women along with the usage of masculine suffixes that demean the existence of women, attracting too much attention on the presence is also a cause for the inequality between two genders; especially when this is done by accepting maleness as the norm and deriving female forms of words from the male forms. Firstly, emphasizing femininity makes an unnecessary distinction between men and women, as the gender need not always be distinguished. Secondly, the creation of female nouns by the addition of "-ess," "-ette," "-ienne," and "-trix" suffixes to male nouns indirectly insults women by implying the idea that, existence of women is dependent to men and, thus women being less important. On the other hand, the suffix "-men" is another factor that contributes to the invisibility of women. According to the study of social psychologists McConnell from Miami University and Gavanski from Indiana University, suffixes play an important role in the thinking of the communicators. This conclusion was made based on the descriptions of participants about the person they thought of when they were given job titles, each composed of three different forms of suffixes: person-suffix ("city councilperson"), no-suffix ("member of city council"), and man-suffix ("city councilman"). The results showed that the descriptions for the man-suffix job titles were more masculine (McConnell and Gavanski qtd in Mucchi-Faina andMcConnell and Fazio.) Thus, "-men" is not an effective generic suffix as it refers to a specific gender, not people in general. Sandra and Daryl Bem, the former a psychologist and the latter an emeritus social psychology professor at Cornell University, conducted a

different study to test whether sex-biased job advertisements had an impact on the genders of the applicants. The results of the study show that job applications including gender-biased wording do in fact result in less attention for the position from the opposite sex (Bem and Bem 6-18). Therefore, sexist suffixes have an influential role on people and should not be ignored, especially as they belittle women's place in the society.

Whether generic masculine words along with both feminine and masculine suffixes are used with the intention of weakening the position of women or not, they cause masculine imagery resulting in the alienation and repression of women. Women are associated with certain roles because of the meanings imposed by the male-dominancy of the language. As masculine terms support these unrealistic stereotypes, what women are capable of is limited by the sexist thinking. Therefore, in order to have equality between women and men, non-sexist forms should be used, as they would not create any male imagery. The non-gendered forms would change the lexical sexism and thus the perception of women, contributing to equality between women and men.

Bibliography

Bem, Sandra L., and Daryl J. Bem. "Does Sex-biased Job Advertising 'Aid and Abet' Sex Discrimination?" *Journal of Applied Social Psychology* 3.1 (1973): 6-18. Web. 18 Dec. 2016.

DeStefano, Johanna S. *An Investigation of Referents of Selected Sex-Indefinite Terms in English*. Uppsala, Sweeden: n.p., 14 Aug. 1978. PDF. Paper presented at the World Congress of Sociology Conference (Uppsala, Sweden, August 14-19, 1978)

"Gender: Separate Spheres for Men and Women." *American Eras.* Encyclopedia.com, n.d. Web. 02 Jan. 2017. <http://www.encyclopedia.com/history/news-wires-white-papers-and-books/gender-separate-spheres-men-and-women>.

Hughes, Kathryn. "Gender Roles in the 19th Century." *British Library*. British Library Board, n.d. Web. 1 Jan. 2017. <https://www.bl.uk/romantics-and-victorians/articles/gender-roles-in-the-19th-century>.

Klerk, Vivian De. "How Taboo Are Taboo Words for Girls?" *Language in Society* 21.02 (1992): 277-89. *ResearchGate*. Web. 20 Dec. 2016. <https://www.researchgate.net/publication/29807278_How_Taboo_Are_Taboo_Words_for_Girls>.

MacKay, Donald G., and David C. Fulkerson. "On the Comprehension and Production of Pronouns." *Journal of Verbal Learning and Verbal Behavior* 18 (1979): 661-73. Web. 21 Dec. 2016. <http://mackay.bol.ucla.edu/1979%20Pronouns%201979%20jvlvb.pdf>.

"Man-made." Def. 1. Oxford Dictionaries. *Oxford University Press*, n.d. Web. 18 Dec. 2016. <https://en.oxforddictionaries.com/definition/us/man-made>.

"Manpower." Def. 1. Oxford Dictionaries. *Oxford University Press*, n.d. Web. 18 Dec. 2016. <https://en.oxforddictionaries.com/definition/manpower>.

Martyna, Wendy. "Using and Understanding the Generic Masculine: A Social-Psychological Approach to Language and the Sexes." *Dissertation Abstracts International* (1978): n. pag. Web. 17 Dec. 2016.

McConnell, Allen R., and Russell H. Fazio. *Women as Men and People: Effects of Gender-Marked Language*. N.p.: *Society for Personality and Social Psychology Inc*., 17 Oct. 1996. PDF.

Mucchi-Faina, Angelica. "Visible or Influential? Language Reforms and Gender (in)equality." *Social Science Information* 44.1 (2005): 189-215. *ResearchGate*. Web. 22 Dec. 2016. <https://www.researchgate.net/publication/249733143_Visible_or_influential_Language_reforms_and_gender_inequality>.

"Sexist Language." English Grammar Today - Cambridge Dictionary. *English Grammar Today* © *Cambridge University Press*, n.d. Web. 21 Dec. 2016. <http://dictionary.cambridge.org/grammar/british-grammar/people-and-places/sexist-language>.

Sheldon, Amy. "'Kings Are Royaler Than Queens': Language and Socialization." *Young Children* 45.2 (1990): 4-9. *JSTOR*. Web. 21 Dec. 2016. http://www.jstor.org/stable/10.2307/42725002?ref=search-gateway:4dd1a5dcfdb1405daefdeec006985f1f

"Women in the Workforce." *Wikipedia*. Wikimedia Foundation, 21 Dec. 2016. Web. 04 Jan. 2017. <https://en.wikipedia.org/wiki/Women_in_the_workforce#cite_note-Davis.2C_R.L_p.10-46>.