In loving memory of our dear friend, colleague, mentor

Dr. Meral Güçerİ

PROFESSIONAL ELT MAGAZINE ONLINE

TESOL
TURKEY
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Contents

A.   A TRIBUTE TO OUR COLLEAGUE AND FRIEND, DR. MERAL GÜÇERİ

On May 13th, 2019, we were saddened by the unimaginable loss of our dearest colleague, Dr. Meral Güçeri. As the TESOL Turkey family, we are in inexplicable grief.

We owe this beautiful woman, who was a wonderful friend to us all with her gentle and caring nature, a big thank you for everything she left behind.

Thank you Meral Güçeri ... For your beautiful spirit and big heart ... For being loving and real.

Thank you Meral Güçeri ... For showing us the value of being open, of being honest, and of looking at life positively.

Thank you Meral Güçeri ... For showing us how determination is important in achieving one's goals, both personally and professionally.

Thank you Meral Güçeri ... For being an outstanding ELT professional and a source of inspiration to many in this field.

Thank you Meral Güçeri ... For being a superb mentor, guide and role model to most of us...

Thank you Meral Güçeri ... For being an excellent team player and leader.

And thank you Meral Güçeri ... For showing us how to stay strong in life, even while battling a serious illness.

Now our hope is that you rest in peace knowing that you did all that you could and that your children and grandchildren will be fine.

May you rest in peace our dear Meral Hoca. You will always be remembered and missed ... Forever in our hearts.

Please click on the image on the left or scan the QR Code below to watch the video Meral Hoca used in one of her sessions many years ago:

Our dear Meral Güçeri, you are far away, but forever close in our hearts...

B. INTERVIEW

Would you like to hear students' experiences and ideas on the technological tools they use in class?

Then, please click on the picture or scan the code below to watch the interview done by Şila Yosulçay with Meryem and Ömer at Sabanci University, Istanbul, Turkey.

C.   Proceedings of the 1ˢᵗ TESOL Turkey International ELT Conference

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LET'S PLAY A GAME
by Pınar ACAR

Abstract

This workshop aims to highlight the positive effect of using games in the classroom on students' learning. It is staged in a game-based lesson format where the answers to four questions with regard to the topic are discussed with the participants. These questions are: What are the reasons for using games? What are the advantages and the disadvantages of a game-based lesson? What are the rules to follow for an effective game-based lesson? What are the game categories? By the end of the session, the participants are expected to share their ideas from their own repertoire with each other to create a more enriched list of games for future use.

Using Games in the Classroom

Most teachers believe that just as children explore the world by playing with their friends or toys, language learners need to play games to practise and improve their learning. These teachers claim that games are an indispensable part of a lesson. There are ten important reasons to support their argument:

1.   Games are a welcome break from the usual routine. In addition to the pleasure received while playing, during a game, students might benefit from a change in their routine of learning as their brains are forced to think more creatively.

2.   Games bring motivation and challenge. Indeed, it is an undeniable fact that achieving a goal or overcoming a challenge brings satisfaction, which increases motivation.

3.   Games provide sustained effort of learning. Language learning requires a great deal of effort and when students play a game, they continue to learn.

4.   Games allow practice in various skills. There are games to establish vocabulary, and practice grammar rules as well as those which help students improve their reading, writing, speaking and listening skills.

5.   Games bring interaction and communication. A game in the classroom encourages the participation of all learners, so even the shy or weak learners are involved. This communication and interaction during a game reinforces the classroom dynamics, too.

6.   A meaningful context is created by games. Games serve as a comprehensible input and a meaningful contex for the learners, where they use their target language without being aware that they are learning.

7.   Games are fun.

8.   Games encourage cooperative learning. While playing a game, there is a lot of peer teaching and cooperation among the learners.

9.   Games lower anxiety. Especially for shy and weak students, games provide a relaxing atmosphere where they do not feel intimidated by the fear of making a mistake.

10.   A game-based lesson is student-centered. While students are playing a game, the TTT (Teacher Talking Time) dramatically decreases and the teacher becomes only a facilitator.

A different attitude

On the other hand, there are some teachers who think that games cause chaos in the classrom as the students get louder and it becomes harder to manage the class. They also believe that games are a waste of time, which could be well spent on other activities. In addition, some students find playing games childish and they feel that when they are playing a game, they are not learning.

Things to Consider Before Using a Game

1.   The 'What' and the 'Which'

Before choosing a game for a particular group of students, a teacher has to answer two questions:

What will the students achieve/learn by playing this game?

Which game(s) can serve this objective?

Our choice of a game is determined by our objectives, therefore a careful examination of a game is essential.

2.   Suitability

The game we choose for our learners should be suitable for their level of English, age and cultural background. We should also consider the physical conditions as well as the number of the students in the classroom.

3.   Adaptability

When we decide on a game, it is a good idea to know whether that game can be simplified or adapted for a lower level class, or for a shorter period of time.

4.   Preparation

The preparation process for a game includes not only gathering all the materials, but also pre-teaching the language the students will need to use while playing that game.

5.   Clarity

It is of vital importance that the students are given clear instructions on how to play a particular game. Therefore, a quick demonstration is usually a good idea.

6.   Involvement

It is the teacher's job to make sure that everyone in the class is equally and fairly involved in the game.

7.   Reward

Everybody would like their achievement to be recognized by other people. At the end of a game, the teacher should reward the winner either by praising their success or giving little prizes if possible. All the other participants should be thanked for their effort and participation, as well.

8.   Timing

When to play a game is a very important thing to consider. The teacher should give the students something to look forward to, so the first lesson in the morning may not be the right time to play a game.

9.   Monitor

If the students look bored, or reluctant to continue playing, the teacher should not feel obliged to wait until the end of the game. It is a good idea to stop the game in such a case.

Therefore, it is the teacher's responsibility to monitor the players (students) while they are playing.

Game Categories

Games can be categorized into numerous groups: depending on their purpose (energisers, calmers, drilling games, introduction games, etc); the age group of the students (action games, problem solving games, etc.); the skills or language areas they are used for (reading games, writing games, vocabulary games, etc.) or the materials used (board games, card games, online games, etc.). Because of time constraints, a limited list of games are mentioned in this session:

Group games	**Question games**
Individual games	**Competitive games**
Physical games	**Online games**
Introduction games	**Board games**
Scavenger hunt games	**Co-operative games**
Story games	**Memory games**

The Proceedings of the Workshop

The workshop is delivered in four stages supported by a PowerPoint Presentation. In each stage the participants play a game to answer the question asked by the presenter.

In the first stage, the presenter asks the participants to work in pairs and list the reasons for using games in the classroom. After the pairs are ready, the presenter projects a list of ten main reasons why a game-based lesson is good for the students. The pairs check to see how many of the listed items they have written. Later, briefly, each reason is discussed and then, the game 'Mix Them Up' starts. In this game, the participants are asked to look at the list of the reasons for/or advantages of using games and then the slide changes and they see a new slide, where there are nine of the items re-ordered in a mixed way and they are asked to find out which reason is missing from the previous list. The winner is rewarded with candy.

The second stage starts with a new slide, where four of the rules for using games are projected. Then the participants are asked to find out the remaining five rules by playing a game called 'Crumpled Paper'. This game is a kind of a dictation game, where some words are written on a piece of crumpled paper and the players race to dictate these words faster than their rivals. The participants are first put into groups of five people and each group assigns a member as the 'runner'. The runners compete with each other to finish the dictation earlier than the other groups. When the winning group lists the remaining five rules, these are discussed by giving their underlying reasons.

In the third stage, the participants play 'Games in a Game' to find out the game categories listed by the presenter. This game is another group game, where the players are asked to guess the game categories. One participant from each group helps their groupmates guess one category. They either mime or define the word or their groupmates lipread what they are saying to find the game categories.

Finally, a handout with a table of five games is delivered to the participants and they are asked to read the intructions for each game placed on the walls and decide in which language area (listening, reading, writing, speaking, grammar and vocabulary) they can help the learners. The participants are then asked to add games to each category from their own repertoire and share them with their group members.

To conclude the session, the presenter summarises the main ideas discussed in the workshop proceeding from the last to the first stage, which focuses on the reasons for using games. Now starts the end-of-session game. The participants are asked to give a more important reason than the ones discussed during the stage. While they are making their guesses, they have to pass a toy hand grenade from hand to hand. The toy has a timer and sound effects, so they have to give the correct answer before the bomb explodes. When the correct answer is elicited, the presenter underlines the importance of the fact that games provide invaluable feedback for the teacher and finishes the session.

Table 1

GAME	READING	WRITING	LISTENING	SPEAKING	GRAMMAR	VOCABULARY
Film Shots						
Hidden Names						
True or False						
Get the box!						
Line up!						

Instructions for the games

Film Shots

Choose five or six extracts of very different kinds of 'atmospheric' music and tell the class that they are going to see a film, but it will be their own private film. While each piece is playing, ask the students to think about *where* they are, *who* is there and *what* is happening. After each piece, the students are allowed for 4-5 minutes to jot ideas in note form on paper. When all the pieces have been played, students compare their ideas in pairs or small groups, choose the idea(s) they like most, and write a paragraph describing the scene(s).

Hidden Names

Choose first names for an imaginary family members and note down the sounds each name contains. Then, find a group of four words that contain each sound in the name. Students work in small groups to identify the common sound in each group and find the names of the family members.

e.g.

suggest- soldier- jacket- fridge

although- saxophone- postman- follow

plan- can- teen- won

Mother: Joan =/ʤəʊn

Get the Box!

Put the students in groups of three. Draw a big square on the board that consists of 9 squares. Write the words that you want them to recycle in each box. Tell the students that they have to make a meaningful and accurate sentence using the words in the box. Once they make a sentence successfully, write their group name in the box that they have worked on. When one group successfully gets all the boxes (or when the time you give them is up) count how many boxes each group has got and announce the winners.

	A	B	C
1			
2			
3			

True or False

This game can be played in many different ways (depending on your students' age and level of English). Draw a vertical line from the top to the bottom of the board and have your students stand in a queue facing the line. Tell them that they have to jump to the right side if they hear a true statement and to the left side if the statement is false. With lower levels, you can use flashcards or pictures that you can project on the board. With higher levels, you can play this game after a grammar, reading or listening task. Alternatively, students can only raise their right or left hands when they hear the statements.

Line Up!

Students line up facing the board in 4-5 groups. Give them a sound and then the game begins.

Tell the groups that each member of the group can write only one word which has that sound and then s/he has to go back to the end of the line and the next student writes another word. This continues until you give them a new sound.

Alternatively you can give them a letter and tell them to write words (preferably one particular part of speech) that start with that letter.

Or you can give them a theme and they can write words that are related to that topic.

The group that can produce the most words (accurately) wins the game.

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EMPOWERING THE FUTURE MINDS
BY DIDEM HANCI AND IŞIL YILDIRIM

The main objective of this workshop is to shift a teacher's mind into 21st century skills based teaching, mainly focusing on learning skills as known as 4Cs. In order to achieve this, we have designed 4 stages to highlight the importance of raising our students to meet the future needs. The expected abilities to succeed in the workplace have been changing rapidly and future graduates need to acquire four definite skills in order to meet expectations. These skills are called learning skills and include Critical Thinking, Creativity, Communication, and Collaboration. In this workshop, we demonstrate how to apply various teaching methods into our classrooms and implement each skill – based activities.

21st Century Learning Skills – Based Teaching

The 21st century skills are a set of abilities that need to be developed to be successful in the information age. Schools have done an excellent job so far, however a graduate still needs to think deeply, solve problems creatively, work in teams, communicate clearly, learn ever-changing technologies, and deal with a flood of information. In order to achieve this, teachers need to shift their minds into 21st century skills-based teaching and design lesson plans that include Critical Thinking, Creativity, Communication, and Collaboration.

This presentation aims to share findings of a study conducted with language teachers at a K12 school through a hands – on, interactive and participant – driven workshop series. The training with the teachers involves 4C – based activities to promote 21st century skills. Before the training, we collected the teachers' reflections and perceptions, which were compared with those collected by the end of the workshops. We conducted some observations to trace changing and developing teaching practices through keeping thick

notes in the classrooms. During the workshops, we as the trainers kept field notes to monitor the process of teacher development. The collected data from various data sources will be subjected to inductive analysis in order to provide evidence for how 4C training could promote teachers' understandings and practices of teaching.

First of all, the certain definition of each skill should be clarified.

Critical Thinking is about solving problems. It's linear, intentional, logical, and systematic. Building this skill in your student will enable them to analyse, interpret, evaluate, and implement a solution idea.

Creativity is sort of the opposite of critical thinking. It is divergent, non-linear, intuitive, emotional, and organic. Promoting this skill in your students will help them to think outside the box.

By adapting two thinking styles, a person can define a problem, brainstorm about solutions, plan and research for them, develop a solution, evaluate it, and finally improve it. Defining the problem, planning and evaluating the solution belong to the critical thinking skill. On the other hand, brainstorming for various solutions, developing and improving the end-solution are the products of creative thinking.

Communication is part of "working with people effectively". It is the ability of conveying ideas in a verbal, written, and multimedia form. In this sense, it involves not only speaking, but also listening, reading, and writing skills.

Once the ideas have been communicated, a person needs to work with other people to get those ideas accomplished. In 21st century, a person has to collaborate with others and shall be competent at deciding, delegating, producing, and reporting. With the help of this skill, a future graduate will be able to be flexible, and share group responsibility.

The first part of this workshop focuses on the possible needs of a future employee, and in the second part presenters model how to implement teaching techniques and methods that have genuinely been designed to focus on each skill.

The workshop proceeds as follows;

1.   **Critical Thinking:** This stage starts with a big question and the discussion will be extended by using SCAMPERR technique. The participants focus on a given object and try to generate new ideas and improve the existing ones.

2.   **Collaboration**: A fantasy is guided using the elements that trigger five senses, and then each participant comes up with imaginary items. In pairs, they share and exchange ideas. Then, as a team, they decide on the most creative item. Finally, each team pantomime the chosen item to others. And the rest try to guess.

3.   **Communication:** The participants face each other in two lines. Each person in one line is able to see a mute video and starts to tell it to the other. Then, they switch places and the other continues. Finally, they watch the whole story together and discuss about the challenges in conveying thoughts and ideas during the ongoing flood of information.

An online and on-site application, called "Mentimeter" is used to gather information about the emotion that has arose in the participant. This is the stage, where real time technology is brought into the classroom in order to highlight the importance of a technology-competent teacher.

4.   **Creativity:** This stage is a follow-up activity of the Communication skill. The participants, in same pairs, are expected to write an imaginary dialogue regarding the mute video. The final product shall include both the emotion and the solution to the problem that was given in the video.

The results of our study was very satisfying that all of the teachers reflected positively at the end. All of the skills were used in our K-12 school and they worked very well. We found out that students started to think deeply, solve problems creatively, work in teams, communicate clearly in many media, learn ever-changing technologies, and deal with a flood of information. Students changed and turned to be more flexible, started to take the initiative and when necessary to produce something new and useful. In short, we discovered that the solution is to explicitly and purposefully embed 21st century and future-ready skill development into K-12 curriculum and create a classroom environment full of stem activities.

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STUDENTS' VOICE ON ONE COMPONENT OF PROFICIENCY EXAM: PERFORMANCE TASK

BY ECE SELVA KÜÇÜKOĞLU AND ALIYE EVIN YÖRÜDÜ

Abstract

Together with the impact of communicative language era on English language teaching and testing, integrated assessment of language performance has become an important component of language standard tests. This study aims to investigate the perceptions of students regarding one of the new components of the new proficiency exam (NEPE), integrated assessment of writing performance task, which was administered for the first time at an intensive English program (IEP) at Middle East Technical University (METU). The participants are 45 intermediate students in the spring term in the 2017-2018 academic year. In order to investigate students' perceptions on the performance task, they were given an open-ended questionnaire after a mock proficiency test which was given at the end of the spring term. The results of the study reveal that students are well aware of the aim and the usefulness of the particular component of the new test while they underline the challenges they face in completing the task.

Introduction

Communicative language era has brought new perspectives conceptualizing language as holistic and skills as integrated. With the impact of communicative era in English language teaching on language testing, performance-based assessment and integrated testing have become the norm since the early 1990's (Brown, 2004; McNamara, 1996, 2002; Shohamy, 1995). Integrated skills tasks appearing in tests of writing and speaking, such as reading-into-writing performance and listening-into-speaking performance, have become a component of a variety of tests ranging from classroom assessment to large-scale, high-stakes standard tests, which has brought a series of questions to be addressed (Plakans, Liao, & Wang, 2018: 430):

1. What can be counted as 'integrated assessment' tasks?

2. What are the differential impacts of the features of the source input (e.g., visuals, audios, graphs etc.) on task performance?

3. To what extent should the evaluation criteria differ from those for independent tasks?

4. What are the impacts of integrated assessment on different stakeholders in language education?

The aim of this study is to shed only a partial light on the fourth question by finding out the perceptions of the students in the specific context of an intensive English program (hereafter IEP) of an English-medium university in Turkey.

Methodology

The context of the study is an IEP at a state university in central Turkey where the medium of instruction is English. The students have to take a minimum score of 60 out of 100 from the new proficiency exam (hereafter NEPE) before pursuing their studies in their departments. The components and weighing of each component is displayed in the following table.

Table 1. Components of NEPE
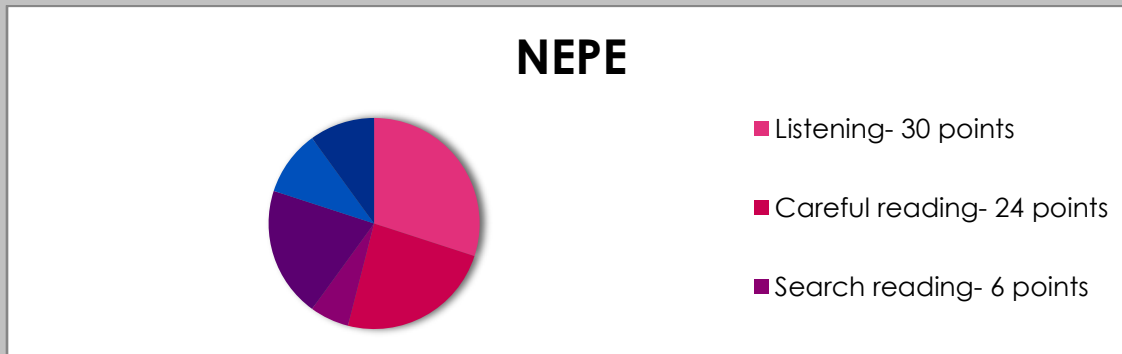
For the purposes of this study, only one component, performance task, was analyzed. This component aims to assess test-takers' ability to write a formal text –a summary essay— collating information from two sources: a listening and a reading text. The expected length of writing is 250 - 300 words. The main objectives of this section are to assess test-taker's ability to take notes on a lecture, summarize information from a lecture, reformulate an idea in different words to emphasize or explain a point, compare information from different sources, signal that two ideas are similar /contrast ideas by using discourse markers, and attribute information to different sources (METU SFL English Proficiency Examination A Guide for Test-takers, 2018).

The participants of the study are 45 intermediate students at the 2017-2018 spring term. The data was collected through an open-ended questionnaire given after a mock proficiency test which was administered at the end of the spring term. The questionnaire included three parts. In the first part, the students were asked about their opinions regarding the aims of the performance task. The second part focused on their opinions regarding the weighing of the task and the last part included three questions regarding the completion of the task. They were "the parts that students could do", "the parts that were challenging for them" and "their suggestions to overcome the challenges they mentioned".

Data Analysis

After the responses to open-ended items were read thoroughly, color-coding was used to find out patterns in the data. The patterns were then categorized. Following Barber and

Walczak (2008), peer debriefing was carried out by a 3rd peer debriefer who checked 20% of the data analysis for reliability issues.

Results of the Study

The results of the study are presented according to the questions in the open-ended questionnaire. The first question asked students the aim(s) of the performance task. The categories for this questions are listed in the Table 2.

Table 2. The aims of the task

Number of the responses	
21	To test listening, reading & writing through summary writing at the same time
15	To improve the skills necessary in our departments
11	To synthesize (match) info given in listening & reading
9	To improve summary writing
6	To improve note-taking
2	To familiarize students to academic writing
1	To improve the organization of ideas in writing
1	To test correct use of language via writing

The second question aimed to investigate the students' opinions regarding the weighing of the task. While the majority of the students (34/45) were happy with the weighing, 11 students were not. Six students mentioned that the score allocated for the performance was not enough, whereas 5 of them said that it was more than enough.

The third question aimed to find out students opinion regarding the completion of the task: the parts they could do, the parts that were challenging, and their suggestions to overcome these challenges when completing the task. The parts that students thought they could do were displayed in the Table 3.

Table 3. Parts that I can do

Number of the responses	
24	Reading note-taking
10	Writing the summary
6	None
6	Matching ideas given in listening & reading
4	Listening note-taking
2	Paraphrasing
1	Writing the introduction paragraph
1	Sentence formation

While 24 out of 45 students mentioned that they could easily take notes form the reading text, 8 students mentioned writing the summary part. However, very few students said that matching the ideas in the lecture and the reading, taking notes from the lecture, paraphrasing, writing the introduction paragraph and sentence formation were the parts they thought they could do at ease. It should also be noted that 6 students stated that there were no parts that they could do when completing the task.

The parts that they found challenging came in 6 categories, displayed in the following table.

Table 4. Parts that are challenging

Number of the responses	
40	Listening note-taking
7	Matching ideas given in listening & reading
6	Choosing major points
3	Understanding major points
2	Paraphrasing
2	Too many unknown- technical vocabulary
1	Others

What stood out from the responses is that a high number of students (40 out of 45) mentioned listening note-taking part. In the other categories, there were not so many students, but matching the ideas from the listening and the reading was the second most challenging part for the students in this study. This was followed by 6 students who mentioned choosing major points and 3 students who mentioned understanding the main points. Only two students stated that paraphrasing was challenging and there were too many unknown vocabulary items in the task. The last category was named as others because only one student mentioned the issue. The issues in this category included exceeding the word limit when writing, skipping planning due to time limitation, spelling problems, the challenge of fair scoring despite the key, and all parts of the task itself.

The last part under the third question was concerned with the students' suggestions to overcome the challenges that they mentioned in the questionnaire. There were 6 categories for this section displayed in the following table.

Table 5. Suggestions to overcome challenges

Number of the responses	
18	Clearer and slower speech in the lectures
8	To do more listening tasks
7	Topics that are not technical but interesting should be selected
4	Clearer examples
2	More time needed
1	Others

As the most challenging part for the students was the listening part, it is not surprising that 18 students stated they needed clearer and slower speech in the lectures and 8 students highlighted the importance of practicing listening more. Seven students mentioned the topics should attract the students' needs. In addition, 4 students focused on clearer examples and 2 students stated that they needed more time to do the task. The last category was named as others because only one student mentioned the issue. The issues in this category included repeating the key points in the lectures, signaling the key points better in the

lectures, having reading texts without irrelevant information, knowing the categories (what to listen) beforehand and listening to the lecture twice.

Discussion and Conclusion

The purpose of this study was to explore the perceptions of the students on integrative assessment of writing performance in the specific context of an IEP of an English-medium university. As the data reveals integrated skills testing is not without its challenges as perceived by the participants; however, it also demonstrates that it is possible to overcome these challenges based on the feedback received students.

For the purposes of this small-scale qualitative research, only students' perceptions could be explored, which proved once again how valuable hearing their voices are. However, it is also important to find out the perceptions of the different stakeholders including instructors and administrators.

As highlighted in the pertinent literature, integrated assessment of language performance needs to be improved, and this is only possible with more research addressing the issues raised by Plakans Liao, and Wang (2018) mentioned at the beginning of this paper: what can be counted as integrated assessment tasks, the different effects of the features of source input on task performance, the extent to which the evaluation criteria should differ, and finally, the impacts of integrated assessment on different stakeholders in language education.

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STUDY, TEACH AND RESEARCH IN TURKEY. ENGLISH FOR ACADEMIC MOBILITY

by Irina Shelenkova

Abstract

Researchers from different countries are trying to find the ways of academic mobility enhancement. Improvement of English language training in the context of academic mobility should be based on a new concept, combining 3 principles: improvement and sustaining of the educational quality; improvement of the English language command by students and academics; informational, social and cultural preadaptation of students and teaching staff taking part in academic mobility. The goal of the research is to put this concept into practice. A new training course can be used by foreign and Turkish students and academics. The main outcome of the research project will be the development of the training course curricular and the course book 'Study, Teach and Research in Turkey. English for academic mobility' for Intermediate / Upper-Intermediate learners. The course will include Students' Book, Teachers' Book, and DVD with audio and video material. The research and the course development will include several stages: preliminary research; collecting the material for the course book; course book writing; pilot training of target group members; collecting and analyzing the feedback from the pilot training instructors and learners; working on the improvements of the course; working out the final version of the course components.

Introduction

Globalization has influenced almost all the spheres of human activity. Education is not the exception. The majority of higher education institutions worldwide are going through the period of changes connected with the integration into the European Higher Education Area. Turkey has been a full member of the Bologna Process / European Higher Education Area since 2001. It called for the increase in the quality of education, development of academic mobility, the possibilities of life-long learning, collaboration of academics from different countries, opportunities for international careers for the graduates, and opportunities for students from other countries to study and work in Turkey.

To set the training of internationally active specialists becomes one of the priorities of higher education institutions. Taking this tendency into account, it is clear that using English only as the means of international education is not enough. English language should be used as a tool to understand global culture in general and the culture of the country where the students are planning to work or study in particular.

Purpose and Importance of the Research

The desire to comply with the international educational standards and opportunity to develop academic mobility call for the development of innovative training courses, programmes and teaching materials that foster the improvement of higher education. For achievement and sustaining of competitiveness in the internal and external markets for educational services, it is necessary for higher education institutions to pursue the policy of educational quality, to develop new concepts in education process and to follow them. Achieving conformity with these criteria and improving the quality of teaching which is also focused on acquiring cultural issues mean introducing a new concept in English language teaching and learning.

The concept is based on the combination of 3 principles:
- improvement and sustaining of the educational quality;
- improvement of the English language command by the students and academics;

- informational, social and cultural preadaptation of students and teaching staff taking part in academic mobility.

This concept can be put into practice with the development of the training course aimed at students and teachers wishing to take part in academic mobility projects. The training course can be used by foreign students and academics to learn more about Turkish educational and cultural environment, and by Turkish students and academics to tell about their educational background, share with foreign colleagues the information about Turkish educational system, and develop scientific collaboration between the universities in English.

Goals and Objectives

The primary goal of the research is to implement the principles mentioned above and thus to promote academic mobility in Turkey. The objectives are:
- to develop a new English language training course and the course book;
- to make the course multi-target, i.e., it will help to improve the command of the English language, promote academic mobility and help with cultural preadaptation;
- to aim the course at the learners who come to Turkey for academic purposes and at Turkish students and academics who represent their country abroad;
- to develop the course for suitable for undergraduate students, postgraduate students and academics;
- to train the target groups using the course materials;
- to measure and analyze the educational quality improvement and readiness of the learners for academic mobility, comparing education results of the pilot training and non-pilot target groups.

Project Description

The main outcome of the research project is the development of the training course and the course book 'Study, Teach and Research in Turkey. English for Academic Mobility'.

Level of learners: Intermediate / Upper-Intermediate
Course book components: Students' Book, Teachers' Book, DVD with audio and video material.

Units' topics of the course book:

1. Turkey in international educational environment.
2. System of higher education in Turkey.
3. Academic mobility programmes in Turkey.
4. Turkish university life (Maltepe University in Istanbul).
5. Turkish academic culture.
6. Being a foreigner in Istanbul: dos and don'ts.
7. The latest achievements in science and technology in Turkey.

Learners' skills developed by the course book:

- reading, listening, writing, and a special focus on speaking English as a foreign language due to Reading, Vocabulary, Listening, Writing, and Speaking sections in each unit;
- 21-st century skills such as communication, critical thinking, collaboration, creativity, digital literacy due to the relevant tasks given in the course book;
- special attention to cross-cultural skills due to topics cover in the course book.

Teaching methods that can be applied in the training: interactive plus Content and Language Integrated Learning (CLIL) approaches can be used by the teachers involved in the training. The main principals of the course and the recommended teaching methods will be highlighted in the Teachers' Book along with the keys to the tasks, listening and video scripts and other important notes and recommendations.

The training course and the course book can be used by: higher educational institutions, language schools and independent learners.

The research will be conducted in cooperation with the following divisions of Maltepe University in Istanbul:

- School of Foreign Languages;
- International Relations Office;
- Faculties that have international students, teachers and researchers who are native and non-native speakers of English.

Methodology

Methods and Techniques

The research and the implementation of the project with be conducted with the help of multiple methods and techniques: questionnaires, tests, meetings, consultations and discussions, comparative analysis, information collecting, material development and pilot training. All of them will be used throughout the research implementation.

Participants

The research will be conducted in cooperation with the following divisions of Maltepe University in Istanbul:

- School of Foreign Languages;

- International Relations Office;

- Faculties that have international students, teachers and researchers both English native and non-native speakers.

Research Stages

Stage 1

- making SWOT analysis of the project;
- conducting meetings and discussions with the representatives of the relevant Maltepe University divisions to find the ways to eliminate threats and weaknesses, use the opportunities and make the most of the strengths;
- collecting material and information for the course book using printed and Internet resources.

Stage 2

- 'Study, Teach and Research in Turkey. English for academic mobility' course components' development, consultations and cooperation with the Maltepe University divisions.

Stage 3

- selecting students from 3 target groups (undergraduates, postgraduates and academics) and instructors for the course pilot teaching;
- forming the groups and organizing the study schedule.

Stage 4

- developing the questionnaire to check how much factual information representatives of target groups and students and academics who do not take part in course pilot training know about academic mobility in Turkey;
- developing the test checking the level of English for academic mobility of the pilot and non-pilot training learners;
- comparing the results of the questionnaire and the test in the pilot teaching and non-pilot groups.

Stage 5

- selecting the parts of the coursebook for pilot training and consultations with the pilot training instructors;
- pilot training of target group members on improvement of the skills mentioned above (see *Learners' skills developed by the coursebook).*

Stage 6

- developing the questionnaire to check how much factual information representatives of target groups know about academic mobility in Turkey after the pilot training;
- developing the test checking the level of English for academic mobility of the learners after the pilot training;
- comparing and analyzing the results of the questionnaire and the test in the pilot ttraining groups. Identifying the progress of the pilot teaching groups.

Stage 7

- collecting and analyzing the feedback from the pilot training instructors and learners;
- working on the improvements of the course;
- working out the final version of the course components.

Review of the Previous Successful Experience

Promoting of academic mobility has always been a challenge for the countries and universities which are the members the European Higher Education Area and take part in the Bologna Process. The researchers from different countries have been trying to find the ways of academic mobility improvement and development. One of the projects which

showed good results was developed within the framework of the Tempus project CD JEP_ 27119-2006 "Innovative Language Curricula in Technical Universities (ILAN)" (2007-2009). Six institutions of higher education from Austria, Sweden and Russia, took part in this project. ILAN is intended for three groups of learners: students, teachers of technical disciplines, and administrative staff of engineering universities. Its main goal is to train learners to use international English to promote academic mobility in higher technical education in Europe. Both the learners and the teachers working with the course gave very positive remarks.

ILAN was so much demanded that it was decided to enrich and enlarge the course with more topic and material for study. The same team of authors   created a new course book 'English for Academic Mobility. Course book for Students, Lecturers and Administrators of Technical Universities (Innovative Language Training Course + DVD), recommended by the Ministry of Education and Science of the Russian Federation, ISBN 978-5-7695-9501-1 - Moscow: ACADEMY, 2013. The course book took part in VII All-Russia Contest of Publications for Institutions of Higher Education and won in nomination "New Types of Educational Publications" in 2015.

The Novelty of the Research

The task of the planned research is to use the positive results of the previous projects which proved their success and to make the course helpful for people who are going to study, teach and research in Turkey. The aspects that need to be improved in the course for the promoting academic mobility in Turkey are:

- to change of the content of all the topics and the choice of the material for study and base them on the Turkish academic reality;
- to develop the course for a larger audience of learners, i.e., not to concentrate only on one particular type of universities (e.g., technical universities) as it was in the previous projects;
- to include information and the tasks to develop cross-cultural skills and to provide cultural preadaptation for those who are coming to Turkey and, at the same time, for those who are representing academic life in Turkey abroad;

- to develop the tasks to improve learners' 21-st century skills with the special attention to the development of communication and critical thinking skills;
- to include more academic English tasks of Intermediate/Upper-Intermediate level to improve the learners' command of English for academic mobility.

Dissemination of the Results

In case of success of the course development and pilot training, its results can be shared at the scientific conferences in Turkey and abroad, published in scientific journals and presented at the universities interested in the development of academic mobility all over Turkey.

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D. REFLECTIONS FOLLOWING A TESOL TURKEY ROADSHOW

Özlem AKTAŞ *received her BA and MA in ELT from Anadolu University. She worked as a lecturer of English for Anadolu, ITU and Bilgi Universities. She is currently working for DEU and facilitating the PDU with her team. As a lifelong learner, she is interested in creative drama, early childhood development and educational coaching.*

Nigel Paul ASHLEY *graduated from Wolverhampton university with a degree in modern languages in 1991 and went on to get his TEFL teaching diploma thereafter. An advocate of 21st century skills, he is currently working at 9 Eylül University where he also facilitates teacher development as part of the PDU team.*
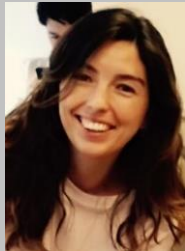
Elgiz KAN ÇELENAY *is a graduate of Hacettepe University and holds a B.A in ELT. Having worked in several private schools and courses with students of all levels and ages, she started her career as a lecturer in Dokuz Eylul University. Besides teaching English, she has taken responsibility in Materials Development Unit and currently is working with PDU. She defines herself as a lifelong student.*

LESSONS LEARNED FROM TESOL ROADSHOW: CARING AND SHARING
BY ÖZLEM AKTAŞ, NIGEL PAUL ASHLEY, ELGIZ KAN ÇELENAY

For a couple of years before our 'date' with the 'TESOL in Turkey' team, our PDU had been functioning as a small practical unit with a handful (between 3 and 5) of experienced teachers from different backgrounds who were selected for various reasons to be on the PDU team. The unit provided basic 'perceived' developmental needs of our instructors, mainly concentrating on the organization of workshops and seminars according to teacher needs through questionnaires and gathering feedback thereafter. Most of the speakers were from outside our establishment, often connected to a publishing company.

Motivation had been low for many years before the arrival of our current management, mainly due to swift, sudden and short-lived changes in management and the insecurity that this created. Of course this had a negative impact on the PDU in terms of our commitment and long-term planning. However, over the last two years, the new management team has offered us a fresh outlook and a sense of security, by providing us with support, continuity and direction, all of which were lacking previously. Our confidence grew and we became much more enthusiastic as a team. This continuity of having the same team for two years has also allowed us to feel more committed to the unit. Before the TESOL team came along we even had started to branch out, giving several workshops to instructors of English in different establishments around Izmir, whilst at the same time increasing the frequency of seminars in our own department. In spite of this, we were still finding it difficult to implement some of our plans for our own instructors, such as a peer observation program. We seemed to feel confident doing outreach work with colleagues from other schools, yet felt slightly inadequate at directing development within our own university. This was mainly due to our lack of confidence at not officially being teacher trainers and seeing ourselves as equal to our peers, therefore thinking "Who are we to encourage the teachers to develop professionally?...

This brings us to the advent of our workshops with the TESOL team. In fact, as a huge school with more than 120 teachers and about 3000 students, it was not easy to open our doors to an outside body and confront our weaknesses even if we are aware that this is the best way to get ahead as a school. Yet, the professional and non-judgmental attitude of the TESOL team helped us overcome our fears and enabled us to co-reflect and co-plan for a better PDU. Another thing was that before the arrival of the team we were not quite sure what to expect from it all. However, through a series of dialogues, through initiated suggestions, the exchanging of ideas and through brainstorming, we came to the realization that we had several pieces missing in our framework, and that we would need to make some solid changes and additions to our PDU concept in order to create a more viable, dynamic and professional teacher development 'package'. Most of these realizations came about through the expert eliciting techniques and smooth guidance of the TESOL team (as opposed to being told what was missing or what we needed to do). Yes, we were made to realize that a mission statement, a vision and job descriptions would be a great place to start. Moreover, we

decided to put into practice, within a few weeks, of one of the suggestions for a more teacher-centered workshop, a 'care and share session'. Since the TESOL team left we have had two care and share sessions, both of which, in our opinion and according to the teachers' feedback were relevant, inspiring and very useful.

Thanks to the positive professional input from the team, we have already started to create a more solid and clear framework to work with and around. Adopting our new, more comfortable roles as 'facilitators', in terms of workshops for example, we can now encourage and adopt a more teacher-centered approach with an emphasis on sharing. Coupled with clear objectives and vision, the forthcoming years will tell. We've already had several experiences concerning reflection in teaching and learning such as reflective practice groups and lesson study, yet we are planning to develop a whole-school reflection scheme for the following year. Of course it can't happen overnight. Baby steps…

E. ELT RELATED REFLECTIONS

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 'CROSS-CULTURAL COMMUNICATION' BY DEBORAH TANNEN
by SEHER BALBAY

Deborah Tannen is a professor of linguistics who has authored more than ten bestseller books mostly about the differences in language use depending on gender. The article Cross-Cultural Communication written by Deborah Tannen (1985) dwells on how complex language is, and therefore, how complex interaction is. Tannen, also emphasizes in her article, that the fact that language and culture are co-dependent on each other makes the interpretation of communication mediums even more challenging. Though complex, cross-cultural communication is indispensable to today's world in which international relations are much more frequent and common than any other time in history. It is not uncommon for people from different backgrounds to try to communicate, whether it be due to student exchange programs, business interactions, mobility for different reasons including immigration, or cross-cultural marriages.

Tannen emphasizes that Cross-cultural communication encompasses much more than mere language knowledge. Language is made up of prosodic features too; tone of voice, pitch, loudness, pacing and pauses, all contribute to the intended and interpreted meaning. To be able to convey the intended meaning as close as possible to the interpreted meaning, one has to decipher contextual clues, since 'how an utterance is said communicates meta-messages about the relationship between interactions'. Tannen, in her article, summarizes the essence

of human communication very well when she generalizes the importance of culture-based discourse to take place even when two people from the same country are communicating, since in her article, she reminds the reader that every person will essentially bear the traits of their upbringing, hometown, gender, age, cultural background, and the like. It is especially easy to observe what Tannen refers to in many marriages in which the couples are from the same country, but still from differing cultural backgrounds in which values are defined by not necessarily distinctly different concepts but still differ to some extent, especially when it comes to conformity to social norms and expectations. As Tannen suggests, it is not uncommon that couples from a rather distant cultural background, with sometimes a very similar dialect and accent of L1, experience misunderstandings that might even be resulting from 'prosodic' features of the very same language that we use to communicate.

Tannen points out that in cross-cultural communication, expectations about how paralinguistic signals are used (…) are not shared. She exemplifies her argument by authentic dialogues. The article is particularly interesting thanks to these original conversations reported, such as the recording from a thanks giving dinner party. Having had a similar experience of attending a thanksgiving dinner party which hosted multicultural guests who tried to communicate without offending each other on sensitive political issues, I fully empathize with what Tannen claims when she states that expectations determine understanding. I personally observed the two benefits of rapport that Tannen refers to at a Thanks Giving dinner party in 1997 in Cleveland, OH, hosted by one of my professors at the MA program on ESL. During party which also hosted three International Affairs professors, the participants did establish a seemingly sincere rapport. On the other hand, we did avoid direct confrontation of the messages we gave, to be polite and not to bring up an open debate at the table. The chit chat topic being the so-called Armenian Genocide in Turkey in 1915-18, a very sensitive issue to be brought up at a multicultural Thanks Giving dinner, hosting several political science professors was just like a tennis match in which the ball was thrown from one party to the other with utmost attention to avoid hitting the ball too strongly avoiding offensive terms or direct accusations. The dinner party conversations bore the characteristics of the attendee's background, our culture and the inevitable fact that we, as the Turkish guests, were thriving to survive in a 'foreign' context with dignity. Although no

accusations were made, the expectations put together with the paralinguistic symbols used clarified the stance of the parties in the tennis match at the dinner.

Tannen states that there are cultural differences with respect to the expected indirectness in particular settings. Hence, I do agree with Tannen in that as language teachers in addition to the structure of the language, what might be an uncomfortable silence and what sort of questions can be considered showing a sign of interest in the other person, what would show appreciation of the talk, etc. might be dwelled on. I particularly enjoyed the use of the expression 'machine gun questions' to refer to extremely inquisitive people since they are very common in Turkish and Mediterranean cultures, and might be interpreted to be 'rude' in Western cultures. A 'processable' utterance depends on the proximity of the repertoires of the speakers, it seems. To that end, increased exposure to language is a must. Also, as Tannen puts forward, the signposts should be clear in the mind of the participants of a dialogue to avoid misunderstandings which can mount to cumulative and serious frustration. In short, the article is a perfect introductory piece for language teacher to raise their awareness on cross cultural communication and the intricate details on cross cultural differences one can bring up in any language class.

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Burça ÇAPKAN actively works as the OLSP Coordinator at School of Languages, Sabancı University. She has been teaching English for 21 years, working with students of all ages and levels in a variety of context. She holds a Certificate in English Language Teaching (Cert ELT) from British Council and DELTA from Cambridge University. She also has a Certificate in Teaching Languages with Technology (Cert ICT) and completed a 8 week **Virtual Learning Environment Course (VLE) provided by The Consultants-E.** Her interests include technology integration into teaching and using classroom assessment techniques for learning.

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.

Sibel Taskin Simsek teaches EAP and is actively involved as a member of the Online Learning Support Project team at the School of Languages (SL), Sabanci University. She is also the coordinator and moderator of " SLPOWERTECH",a teacher training course at SL and "QR Codes in Action" MOOC at Electronic Village Online (EVO). Her interests include technology integration into teaching, MOOCs, learner development and motivation.

REFLECTIONS ON THE LEST FORUM

by Adam Simpson, Burça Çapkan and Sibel Taşkin Şimşek

The First Annual LEST Forum Event took place on 3rd May, 2019 at Istanbul Şehir University. The aims of the event were to build bridges in terms of promoting technology use, as well as enhancing the effective integration of any method or tool, including technological tools and apps, both inside and outside class.

Dr. Tufan Adiguzel, professor at the Department of Computer Education and Instructional Technologies at Bahcesehir University, opened the day with his talk '*What if Salvador Dali*

was your Tech-savvy English Teacher?' Many language instructors feel that they know what scaffolding is, he noted. However, this concept is in constant flux owing to the changing nature of instruction and the impact of technology in education, Tufan suggested. The core tenet of his talk was that a more comprehensive understanding of the scaffolding phenomenon would enable teachers to become more informed and creative when offering such support. He suggested various scaffolding tools and explained their practical use in helping learners improve their grammar, vocabulary and language skills.

Emrah Akkurt, an instructor at Istanbul Şehir University delivered a talk entitled '*Information Construction via Scaffolding on Moodle.*' Emrah's talk began with a comprehensive background explanation of Constructivism and Scaffolding. Emrah then went on to display a variety of Moodle applications, along with an easy to reach free Moodle alternative, thus showing practical examples of how to combine technology and scaffolding as a support to knowledge construction.

Sibel Taşkın Şimşek from Sabanci University gave a session on QR Codes in Education to inspire the participants and add another string to their professional bows. During the session, participants learned about the history of the codes and were able to combine ease, speed and creativity that would enrich their lessons with the help of these "magical codes". Since these codes serve well for many purposes, the participants had the chance to explore the codes to be used both inside and outside classroom environment by experiencing different types of activities.

Ervin Daleth Ostos Santos, who works as a Spanish Instructor at Özyeğin University in Istanbul, delivered a session called '*The next step to Interac*tivity.' In this talk Ervin showed us how H5P interactive and instructional content can be blended into the online learning component of a program that makes use of a Learning Management System, namely Moodle.

A comparative analysis of the conventional LMS Quiz function versus H5P plug-ins was then given. Different categories of H5P plug-ins were shown, with four example activities shared with the audience in order to display the interactive and instructional quality of H5P.

Burça Çapkan from Sabancı University delivered a session focusing on *'Using Classroom Assessment tools for formative assessment and learning. She e*mphasized the importance of formative assessment for learning rather than summative assessment. She categorized the classroom assessment tools into 3 broad categories and introduced some useful tolls she has used in her lessons for each category. She also provided some useful handouts for the participants for the planning and implementing stages while integrating classroom assessment tools into the lesson.

Gülüzar Öztürk from Istanbul Şehir University delivered a session focusing on '*Edpuzzle*.' Gülüzar emphasized the importance of providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning. Teachers of second language learners, therefore, need to implement appropriate strategies to facilitate the learning process. Having students watch and engage with videos before lessons helps teachers save time in class, Gülüzar postulated, thus

boosting classroom engagement and improving student learning. To this end, *EdPuzzle* is considered to be the perfect tool to provide students with access to contextualized language input through videos, while enabling teachers to gather data throughout the lesson.

Jeremy Simms from MEF University in Istanbul posed the question: '*How and why should we use technology to build bridges between understanding and applying knowledge?*' We as educators are always looking for ways to give learners the tools to express themselves, noted Jeremy. While certain fundamentals, namely speaking and writing, haven't changed that much, the range of skills that learners need tends to keep evolving. Jeremy set about showing us how EdTech can help us to respect diverse talents among our students, while also enabling them to achieve success in a relatively short time. By guiding students toward methods and tools that are relevant to their own lives, Jeremy suggested, teachers can continue to develop different types of rapport with students, and foster memorable, meaningful learning experiences wherein students are more likely to retain the skills and use them in future work.

Fatma O'Neill from Istanbul Şehir University rounded off the day, delivering a talk entitled '*Recording students speak during speaking practices in class?*' Fatma's session served to summarize action research on the use of recording devices during speaking activities in class. In her study students were recorded a couple of times during class group discussion practices and then received peer feedback. They also recorded themselves and got feedback on their recordings from their teacher. The data was collected via a pre–module and post-module survey, as well as the interview with the teachers to get feedback. The thesis of her talk was that hands-on activities to scaffold students through the use of technology could effectively serve to boost their speaking skills.

The final task of the event was a group discussion to exchange ideas on different practices/applications used in different contexts. The notes taken during the discussions were shared with the conference committee to be shared with the participants later.

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Tacit Collusion: A Student Strategy?
by Hale Kizilcik and Deniz Şalli-Çopur

We have heard many of our colleagues at tertiary level complaining about the students who are unwilling to read the course materials or take notes during class, unmotivated to attend activities, and insistent on complaining about the workload and fairness of teacher scoring in the course evaluations at the end of the term. We, teachers of any subject, endlessly compare our students to our-once-upon-a-time-student-selves saying "we were not like them" which shows the overt sign of a huge generation gap.

About a year ago, when we were working as peer/external evaluators on a program evaluation study for a prestigious state university in Istanbul, we talked to instructors, professors and administrators teaching in different faculties. One of the young faculty members teaching in the Administrative Sciences told us his analogy that the students have a "tacit collusion".

Tacit Collusion, according to the *Business Dictionary*, is a "circumstance where two [rival] companies agree upon a certain strategy without putting it in writing or spelling out the strategy explicitly". To illustrate, CarCompanyA and CarCompanyB -without having a formal or explicit agreement- set higher prices for their cars, and do not slash the price of their similar

model cars (although they can) in order to make higher profits. The concept may seem irrelevant for language teaching at first, but indeed it is. Our interviewee explained that students, without talking to one another, engage in behaviors to create the impression that our standards are unrealistic at best, or even utopian. They complain about the workload, do not read (or even get) course material before class, miss assignments and daydream in lessons. In this way, the teacher starts to self-doubt. Is the course really too demanding? Are the expectations unrealistic?

This widely adopted student attitude or implicit strategy leads teachers think that students cannot do any better in their class due to their weak academic background, poor study skills, generational deficiency and the like. Consequently, they gradually lower their expectations and give higher grades to mediocre performances. Ironically, this trend is a blind alley. No matter how much the standards are lowered, they are still too high.

We have come across with social media posts showing the dramatic rise in grade point averages in American colleges (for example Trilling, 2017), and we have heard many teachers complaining about how the students of today are way weaker, lazier and more indifferent than those in their "good old days". Moreover, the student evaluations of courses (and the instructor performance during the course) put the course content and teaching methodology at a higher risk. Teachers who prepare their own course material try to omit certain tasks or topics, and who use a standardized course syllabus, intentionally or unintentionally, refuse to have a standardized teacher evaluation based on rubrics or give higher scores in their own classroom evaluations.

What happens then? Tacit collusion, in the free market economy, may result in easy profit for the big firms, higher prices for consumers, and discouraging market for the new players (Pettinger, 2017). What happens in the context of classroom? When we, teachers, face tacit collusion of the students, the education may end up with grade inflation, irrationally reduced course loads, and demotivating and unchallenging classes where the students' real potential cannot be observed.

So what should we, teachers, do then? When we first started teaching in a private school, our coordinator told us: Push the kids! After 20 years of teaching, I (Deniz) last week asked my

students (student-teachers who are graduating this June), and they told the same thing: Push the kids! Push-the-kids motto does not mean setting unrealistic goals, or loading them with time eating assignments, but it means setting realistic goals, guiding them through the course, providing the necessary input and judging them fairly at the end. It also accepts revising and modifying the course content, teaching methodology and assessment procedures; and/or differentiating the instruction when needed.

Wait! What about the teachers? Do we have colleagues who facilitate tacit collusion, who use the students, workload, and/or administration as an excuse to lower their teaching performance, and who convince themselves that "the students do not deserve the effort"? Unfortunately, teachers are not immune to tacit collusion, and we may engage in their own tacit collusion. When a group of students facilitate tacit collusion, we teachers may suffer from it but when a group of teachers do not do their best in the profession, the whole nation and society suffer from that. We, as the teachers, have the chance to break this collusion among students, and we very much hope the students do the same thing on ours.

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A Brief Review of "Lessons from the Other Side of the Teacher's Desk: Discovering Insights to Help Language Learners" by Frances Westbrook

by Mine Özge Züre

The writer forms the basis of her thoughts by going over her own language learning experience and reflects on her teaching. The article focuses on the key aspects of learning and teaching a foreign language, which include the use of L1 in the classroom, the focus on pronunciation, the acquisition of lexicon, pair and group work and emotional quotient. As regards the first aspect, the use of L1 in the classroom, the article holds the opinion that it should be avoided. However, this view is also challenged by the writer's language learning experience in which her teacher sometimes explains the grammar in L1. As a result, the writer suggests moderate use of L1 in the classroom. As far as I am concerned, L1 use should be avoided as much as possible since the classroom is the place where students are exposed to L2. I agree with the points that avoiding L1 keeps students from translating each word into L1 as it is better for them to think in terms of L2 and that it has a communicative benefit since students only use L2 in the classroom. Nonetheless, I disagree with the view that L1 use when giving instructions might be helpful for the beginner level students for it is better to expose learners to L2, from the early stages of their learning experience. I also contradict the view that L1 use early on help form a good relationship with students as the teacher can also do that by using L2 and with his/her positive attitude toward the students. As to the second feature, pronunciation emphasis, reflecting on my teaching, I believe that it is a

significant part of communicative teaching and learning for it is necessary to practice the target language through speaking exercises and by applying audio-visual methods. In addition, using English to communicate in realistic situations could help students use L2 outside the classroom. In relation to the next element to consider - acquiring lexicon - the number of vocabulary introduced in each lesson and introducing the words in context are the highlights. It is also necessary to personalise L1 with activities; students can use the target vocabulary to write a short story or a poem. Moreover, teaching students strategies to guess the meaning of the words from the context helps students figure out the meaning of words. With reference to the fourth characteristic, the importance of using different interaction patterns in the lesson, pair and group work activities give students opportunities to practice L2 with one another in the classroom. The article points out to the significance of setting up pairs in which a strong student can help a weaker one, which I try to carry out in my classes as well. Additionally, pair and group work allows me to monitor my students carefully and observe their interactions. It could also be helpful when students provide corrective feedback to one another as it increases student interaction, eases the error correction process and reduces teacher-centred correction in class. Lastly, the article mentions the aspect of the emotional quotient, stating that the beginning of the language learning process could be fun but as the language gets more challenging, students might feel overwhelmed. Being sensitive to students experiencing communicative anxiety (CA) becomes essential at this point. I believe a teacher should be able to control his/her emotions in the classroom, providing students with assistance and confidence when they need. Consequently, students need to work hard to be able to make the utmost use of the teaching strategies that teachers apply in their lessons as "there will always be a distance between teacher and student, however subtle, even in the most-student centred classroom" (1).

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F. RESOURCE CENTER

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CREATING AN EFFECTIVE WORKSHEET: THE 2 GOLDEN RULES OF REFLECTION
BY ADAM SIMPSON

There are so many things to consider when making our own materials for our classes. The physical appearance of our material is important, as are our instructions. What's more, we should also think about the importance of context, as well as incorporating learner training into our worksheets. Nevertheless, when I reflect on the success of any materials I make, I can often boil down the process of making a great worksheet to the following two-stage reflection process. Using these guiding questions, I believe you will be able to create a worksheet that does more than simply fill time in class or merely consolidate whatever language point you've covered.

1. Start with a clearly stated objective and sticking to it

Ask yourself the question; 'Do you know what the purpose of your material is?' If you can accurately and concisely describe the objective that you would like your worksheet to help learners accomplish, you've already won half of the battle. This is your logical end point, so knowing this will help your material reach that goal.

For instance, you may want to create a reading worksheet that will help your learners to do one or more of the following:

Employ various strategies to establish background knowledge

Distinguish between fact and opinion

Employ strategies to deal with unfamiliar key vocabulary

Voice an opinion orally or in written form about a text

Having one or more valid objectives in mind will immediately enable you to focus on how each task on your worksheet is helping to achieve this end goal.

When you've made your material, reflect on the finished product by asking this question: 'does this help learners meet the objective?' If any task isn't doing this, consider replacing it or removing it altogether. Remember: reflection is key! A good final step is to physically include the objective on your worksheet, making it clear enough for the learner to be able to understand the purpose of the tasks they'll complete.

2. Go through the process of learning yourself

One of the best things you can do to reflect on whether or not the material is actually teaching the learner anything is to go through the experience for yourself. Once you've planned out your worksheet, or have it ready in draft form, work through it stage by stage and actively explain to yourself what you are being required to do.

As you proceed, write down what it is you are expected to do at each stage, what prior knowledge is necessary to complete each task and how one activity leads on to one another. Describe how and why each aspect is important to the overall explanation of the language point.

For example, when preparing a worksheet on the present perfect tense, you may find yourself asking questions such as these:

Do I need to have prior knowledge of the third form of the verb (eaten, gone, etc.) to do this?

Am I focusing on the form or a specific function of the verb tense here?

Do my learners have equivalents to 'for' and 'since' in their mother tongue?

It's surprising how often we can make too many assumptions about prior knowledge, or make huge leaps between individual tasks in terms of cognitive demand. Again, reflection is key!

Remember: your aim is to produce a sequence of questions and experiences that will aid learners to incrementally approach the main objective using the same chain of reasoning that you went through when designing the material. Such issues can easily be avoided if you work through your material and question the learning processes of your worksheet.

Summing up

Creating your own worksheets can be hard work, yet also very rewarding both for you and your learners. While there are many issues to consider if you want to end up with truly high quality teaching materials, following this two-point plan of reflection will see you right in most situations.

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