

PERSPECTIVES

In this issue:

Feature Articles

Emirati Students' Cultural Norms and University Teachers' Awareness: A Socio-Cultural Gap?

Theodore Burkett

Sociocultural Use of L1 in L2 Vocabulary Learning

Iman Shawki

Teachers' Understanding of Professional Development in Doha

Peter Frey

Improving Learning Outcomes: Creating and Implementing a Specialized Corpus

Jody Shimoda, Marie-Claude Toriida, D. William Kay

Volume 24 No 1

February 2016

ISSN 1813-1913

Reader Response

Lesson Ideas

Educational Technology

Reviews

Networking

TESOL Arabia News



Perspectives

The official publication of
TESOL Arabia

General Editorial Policies

Perspectives is an official refereed publication of TESOL Arabia, designed to meet the organization's professional objectives by publishing articles that discuss the teaching and learning of English as an additional language at all levels and with a particular focus on the region (the Gulf, MENA, and South Asia). We invite previously unpublished manuscripts that address the diversified topics that make up our profession, including, but not limited to, methodology, pedagogy, curriculum and materials development, assessment, classroom inquiry and research, teacher education, literature, and language and culture.

Submission Categories & Guidelines

Feature Articles

Generally 2000-4000 words in length, feature articles should address educational issues (theory and practice) relevant to the membership. The articles can document a critical survey of a particular aspect of the field, detail and analyze pedagogical issues, describe and discuss research findings, or highlight contextual factors and their implication on educational practice. All submissions should be thought through, well organized, and clearly written; please follow APA (6th ed.) style. Feature articles go through a double-blind review process where the reviewers consider how well each article:

- discusses issues that seek to inform practice;
- contributes to the knowledge base for teaching and teacher education in general and in the region in particular;
- addresses educational issues and needs of ELT in the region; and,
- identifies an educational research agenda.

Educational Technology

This section includes short articles (2000-500 words) that provide overviews of educational technologies, their utilities, and incorporation into practice. These could be apps, software, hardware, web-based resources, etc.

Lesson Ideas

Do you have a great lesson idea or an activity that others should know about? Lesson Ideas (500-2000 words) offer teachers an opportunity to share their activities. Submissions should detail the activity as well as provide a context for usage. Sample materials are encouraged.

Reader Response

Reader's Response (500-2000 words) gives readers a forum to respond to articles published in previous issues or critical issues in the region and/or field.

Reviews

Reviews (500-1000 words) evaluate any recent textbook, resource book, CD/DVD, audio, or video title. Reviews should evaluate materials for their approach, content, appropriateness, adaptability, and relevancy. For more information or to submit a review, please contact Reviews Editor Paul Dessoir, pdessoir@uaeu.ac.ae.

Networking

This section features conference and country reports. Conference reports should provide the readers with an overview of the conference as well as some personal insights. Country reports provide a glimpse of professional activities, concerns, and projects in the region. Reports range between 250-1000 words; photos with captions are welcome.

Notes to Contributors

All materials submitted become the property of TESOL Arabia. If you wish to re-print an article that first appeared in *Perspectives*, please contact the editors to request permission. The editors reserve the right to make editorial changes to better suit the format and readership. If substantial changes are required, the editors will consult the author(s). Please remember to include a brief biographical statement (50-75 words) and headshot (.jpg or .png) with your submission.

Photographs

In order to avoid poor quality images, please submit the largest size and best resolution images you have. They should be at least 300 dpi and saved as a tiff, eps, or jpeg.

Editorial Viewpoint

By submitting, authors attest that they are submitting their own work, that it has not been submitted or published elsewhere, and that it meets generally agreed-upon ethical standards for human subject research. The views expressed in *Perspectives* are those of the individual authors of each article. Views expressed are not necessarily shared by the editors, other authors, TESOL Arabia members, of the TESOL Arabia organization. Responsibility for the contents of articles and advertisements rests entirely with the authors.

Submissions Address

Send your submissions to Julie Riddlebarger and Suhair Al Alami, *Perspectives* Co-Editors
Email: perspectives@tesolarabia.org

Deadlines: August 15, December 15, April 15

C o n t e n t s

Perspectives

Volume 24 No. 1 February 2016

	<i>From the Editors</i>	2
	<i>Message from the President</i>	3
	<i>Message from the Conference Co-Chairs</i>	4
	<i>Feature Articles</i>	
	Emirati Students' Cultural Norms and University Teachers' Awareness: A Socio-Cultural Gap? Theodore Burkett	5
	Sociocultural Use of L1 in L2 Vocabulary Learning Iman Shawki	12
	Teachers' Understanding of Professional Development in Doha Peter Frey	16
	Improving Learning Outcomes: Creating and Implementing a Specialized Corpus Jody Shimoda, Marie-Claude Toriida, D. William Kay	22
	<i>Reader Response</i>	
	Nuance, Change, Challenge and Networks in the Translation of Religious Poetry: Cultural Bridging through Ethnographical Networking in the UAE Elizabeth Rainey	29
	<i>Lesson Ideas</i>	
	Infographics: Students Presenting Information in Bytes! Rania Jabr	33
	A Task-Based Approach for a Clearer Understanding of Plagiarism Geraldine Chell	36
	<i>Education Technology</i>	
	Implementing Flipped Mobile Learning Material in an EFL Course Pinar Ozdemir Ayber, Zeina Hojeij	39
	YouGlish: YouTube-based Pronunciation Dictionary of English Ferit Kılıçkaya	42
	<i>Reviews</i>	
	Demotivation in Second Language Acquisition: Insights from Japan Tony Schiera	44
	Start Writing & Framework Neil McBeath	46
	Academic Writing Step by Step: A Research-based Approach Paul Dessoir	48
	<i>Networking / TESOL Arabia News</i>	
	The NAWE Conference 2015 Georgios Kormpas	50
	TESOL International Holds First Regional Conference in Singapore Melanie Gobert	52
	31st SPELT International Conference 2015 Julie Riddlebarger, Naziha Ali, Mick King, & Joyce Raglow	53

YouGlish: YouTube-Based Pronunciation Dictionary of English



Ferit Kılıçkaya
Mehmet Akif Ersoy
University, Turkey

Teachers and students alike are well aware that pronunciation is important in foreign language teaching and learning (Kelly, 2001; Hişmanoğlu, 2006). Pronunciation plays an important role in successful communication; therefore, no matter how perfect grammar a learner may have in a foreign language, without good pronunciation, it becomes difficult if not impossible to get the meaning across, often leading to communication breakdowns. Since listening and pronunciation are interdependent, weak pronunciation also affects listening negatively. Due to heavy teaching loads and limited classroom time, teachers may refrain from allocating sufficient time to encourage students improve their listening and pronunciation skills. Moreover, there may not be enough materials and engaging activities to do in the classroom. In such cases, when language learners are trained and informed on how to be responsible for their own learning and to find ways of improving their pronunciation independently using print/online dictionaries and computer assisted pronunciation teaching programs, this might compensate for the lack of in-class pronunciation practice.

The indispensable resource for language learners is a good dictionary which provides definitions, pronunciations, and example sentences. Language learners benefit greatly from these dictionaries. However, it is not unusual for even good dictionaries to not include many words, especially rare and proper words. A website which can provide students with the opportunity to learn is YouGlish.

YouGlish (available at <http://YouGlish.com/>) is a free, YouTube-based pronunciation dictionary that provides language learners the opportunity to learn how to pronounce specific words and names in English. However, YouGlish does this in a different way. It is common that electronic/online dictionaries

provide audio recordings when a learner would like to determine how a word is pronounced. However, YouGlish provides videos of real people on YouTube, speaking in real situations. In these situations, it is possible not only to listen to the pronunciation of the word but also to learn how it is used in a context, along with subtitles.

As an example, a proper name, Yorkshire, will be searched on the website to learn how to pronounce it. To do that, the word “Yorkshire” will be typed in the search box (Figure 1), and YouGlish will search for it on YouTube and show the results. In this search YouGlish has found 24 videos (Figure 2).

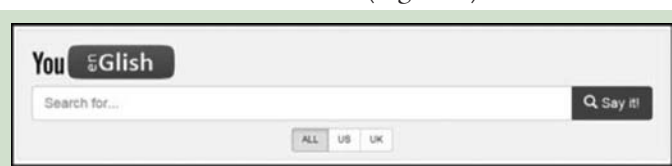


Figure 1. The YouGlish search bar

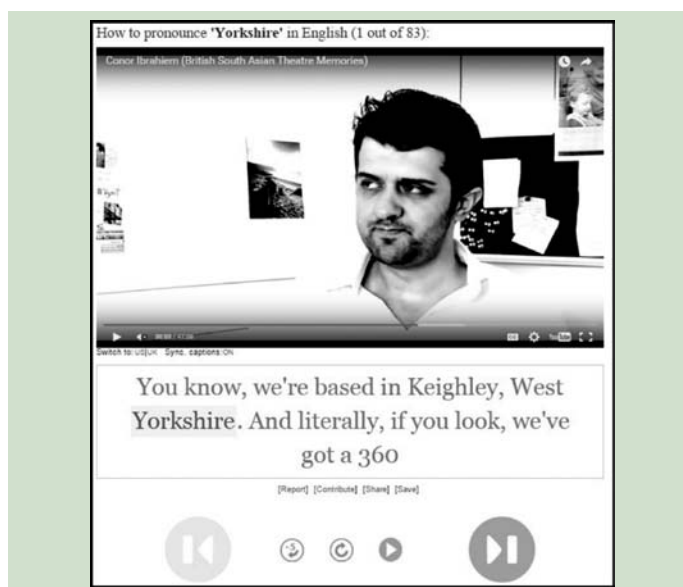


Figure 2. A search result

Using the buttons under the video, it is possible to listen to the sentence in which the searched for word is pronounced many times. Alternatively, using the forward button, the next video can be played to listen to the pronunciation of the word spoken by other speakers in different contexts and situations. Moreover, captions can be turned on or off depending on learner needs. YouGlish also lists related words at the bottom of the page (Figure 3).

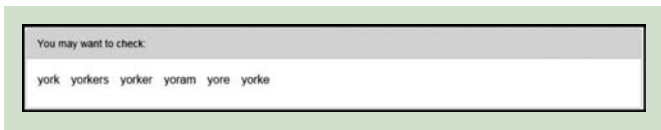


Figure 3. YouGlish lists related words. Currently, YouGlish supports more than 300K words and names; however, it might not always be possible to find every word a learner may search for. The list of words is available on the website (<http://YouGlish.com/browse.jsp>).

A great feature supported by YouGlish is regarding British and American pronunciations. The results of search for a word might include British or American pronunciations or both. Learners interested in only British or American pronunciation may select their

preference; those who want to compare different pronunciations for the same word in American English or British English will also find this feature helpful.

Ferit Kılıçkaya works at the Department of Foreign Language Education, Mehmet Akif Ersoy University, Turkey. He received his MA and PhD in ELT at Middle East Technical University in Turkey. His main area of interests includes CALL, teacher education and technology, language teaching methodology, and more. He has published several book chapters, articles and reviews and can be contacted at ferit.kilickaya@gmail.com.

Teachers and learners of English will find YouGlish very useful and promising. Providing correct and natural pronunciation, real videos, and a variety of contexts, it complements print and online dictionaries. It also makes searching for a word fun and easy, and thus engaging and even entertaining for learners.


References

Hişmanoğlu, M. (2006). Current perspectives on pronunciation learning and teaching. *Language and Linguistic Studies*, 2(1), 101-110.


Kelly, G. (2001). *How to teach pronunciation*. Harlow, UK: Pearson.



IDP Education is a proud co-owner of IELTS



Gold Sponsor of TESOL Arabia 2016



Become an IDP IELTS Partner
IDP Education allows you to engage with IELTS through various channels. Speak to our team at the booth and find out more!



Become an IELTS Examiner
IDP Education is recruiting experienced English language teachers to train to be IELTS examiners right across the Middle East. To find out more, talk to us at the IDP: IELTS booth or visit www.idpielts.me/Examiners

Visit the IELTS booth at TESOL Arabia

- Collect your copy of the IELTS Guide for Teachers
- Sign-up to the IELTS newsletter at the booth and receive your free IDP IELTS mug!
- Meet our IDP IELTS staff and learn more our services to help students fulfill their dreams to study abroad

Find test dates, locations and support for your students in English and Arabic at:
www.idpielts.me and www.idpielts.me/ar

200 test locations around the world
IDP Education, a proud co-owner of IELTS, now offers more test locations in the Middle East, including **Azerbaijan, Egypt, Iran, Kuwait, Jordan, Oman, Lebanon, Pakistan, Qatar, Saudi Arabia, Turkey** and the **United Arab Emirates**.



IDP Education – a proud co-owner of IELTS

www.idpielts.me