

# THE INGED NEWSLETTER

## *NEWS ON-LINE*



Issue 1  
March 2006

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## *From the President*

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Dear INGED Members,

We are glad to welcome you all to the new version of the INGED Newsletter, namely *News On-Line*, which will be published - better to say 'be on-line' - four times this year, in March, June, October and December. We hope you will enjoy reading this first issue of *New On-Line* and we know it will be much more beneficial and helpful to all ELT professionals in Turkey through your contributions. Please send us your suggestions to improve *News On-Line* and your ideas to share with all INGED members. INGED will flourish through your contributions.

The 10th INGED International Conference, '*Practice and Progress*' will be held at Selcuk University, Konya on 3-5 November 2006. We expect this 10th INGED International Conference to be a memorable event in the Turkish ELT context and we look forward to seeing you all in Konya.

Being an IATEFL Associate, INGED will be represented at the 40th IATEFL Annual Conference and Exhibition in Harrogate on 8-12 April, 2006 and being a TESOL affiliate, INGED will be represented at the 40th Annual TESOL Convention and Exhibit in Tampa, Florida on 14-19 March 2006. We will be gladly sharing with you the networks established through INGED's attendance in these important events.

On the following pages, you will find details about INGED's collaboration with the Ministry of Education teacher training programs and INGED Drama Festival, both of which we believe have contributed significantly to increase and promote better quality English Language Teaching in Turkey.

As you will all agree, INGED has existed and will exist through your invaluable support. You can find information about new membership and membership renewal on our INGED webpage. Quite soon, membership-fee-payment via on-line credit card payment will be available on the INGED website, which will have internationally approved SSL certification.

I'd like to finish with our motto TOGETHER WE STAND...

Fatma Ataman  
INGED, President



## From the Editor

The last weeks have been filled with excitement and hard work and also stress to get this issue ready on time. There is still a lot of work that needs to be done... We are all counting on you to help us improve *News On-Line* so that it is filled with ideas and news that you find relevant and interesting. Let me take this opportunity to remind you of our motto:

*Together we stand!*

This first web issue of our newsletter, *News On-Line*, contains news on the 2006 INGED Conference in Konya, the INGED Drama Festival, and how to join INGED or renew membership through the interactive web site. There are also ideas for you to use in the classroom as well as summaries from past conferences that you may find interesting. We are looking forward to your feedback on the content and format of our newsletter. Please let us know what you like about it and what we could add or change. Last but not least, please send us YOUR contributions; this newsletter will be of practical use with YOUR help. In the meantime, here is the March 2006 issue, the first *News On-Line* for you to read. Enjoy...

## FOR PROSPECTIVE CONTRIBUTORS

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

### ➡ NOTES FROM A CONFERENCE ...

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

### ➡ TECHNOLOGY IN TEACHING

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

### ➡ YOUR PAPERS

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

### ➡ THE VOICE OF INGED MEMBERS

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



**ABOUT  
THE 10th  
INTERNATIONAL  
INGED ELT CONFERENCE**

**3-5 November 2006**

*Practice & Progress*

**Venue:**

**Selcuk University, Konya, Turkey.**

**Contact:**

**Serper Tumer: [ser@metu.edu.tr](mailto:ser@metu.edu.tr)**

**IMPORTANT DATES:**

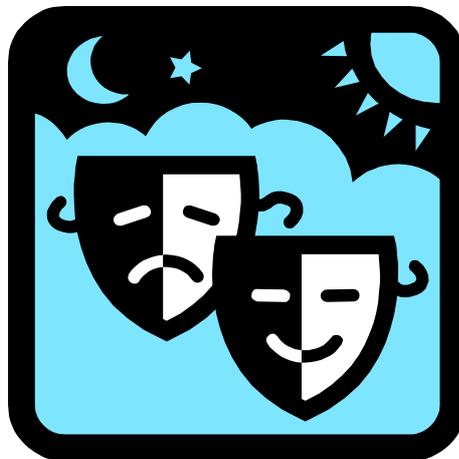
- |                  |   |
|------------------|---|
| 15 May 2006      | The deadline for sending in proposals           |
| 26 June 2006     | Letters about proposal results will be sent out |
| 1 September 2006 | Presenters' registration deadline               |



# THE INGED DRAMA FESTIVAL



"A Special Gift, A Memorable Day."



*"All the world's a stage,  
And all the men and women merely players.  
They have their exits and their entrances,  
And one man in his time plays many parts,  
His acts being seven ages."  
Shakespeare, As You Like It*

Drama is a mirror to life and students attending the drama festival not only get the opportunity to practice their foreign language, but also share the joys and sadness, the good and the bad sides of life in the plays. As "Experience is the best teacher," they get the chance to empathise with different lifestyles and feelings through English.

From my personal experiences I can easily say that students need more motivation, encouragement and stimulation to show and share their knowledge of English. Drama was and is the best way for this.

Participating students socialise as they meet students from other schools and are filled with enthusiasm and excitement while they are waiting for the results of the festival. The fun they have in the rehearsals is inevitable and on the festival day, you can see the eagerness in their eyes and hear the excitement of their hearts. I remember one of my students who thanked me for having the chance to attend this occasion and she said "Participating makes an unforgettable day, and an invaluable memory."

The INGED Drama Festival started 8 years ago, in 1999, in Ankara. Since then every year the festival has been held in May or June. In the first few years, the participants were only from Ankara but now it has become a widespread festival; there are participants from all over Turkey. It has been a one-day event but we have also had two-day festival in recent years.

How does the festival work? On this day, the participating students perform in one or both of the following categories competing with students of other schools of the same level:

a part of a play: 20 minutes

tell a story: 10 minutes

There is a jury to evaluate the students and hand out their rewards. The reward categories are:

- Leading actor
- Leading actress
- Promising actor
- Promising actress
- Music, light and sound effects
- Best play
- Costume
- The story
- The story teller

Every year we have had different hosting schools. We would like to mention their names and thank them for their commitment. They are:

- 1999 Yukselis Koleji
- 2000 ODTU Gelistirme Vakfı Ilkogretim Okulu
- 2001 Baskent Universitesi Kolej Ayseabla Okulları
- 2002 MEV Özel Ankara Ilkogretim Okulu
- 2003 Yuce Koleji (both at primary and high school levels)  
Marmara Okulları Istanbul
- 2004 Baskent Ogretmenevi (sponsored by Ozel Ankara  
Maya Ilkogretim Okulu)(both primary and high school  
levels)
- 2005 Aykan Koleji

We have also had different sponsors. We are grateful for their help. They are:

- The British Council
- Cambridge
- Oxford
- Longman
- MacMillan
- Heinle & Heinle
- Nuans

This year, we would like to announce that we will have the festival at Buyuk Kolej on Sunday, 4 June 2006 with the participation of primary school 7<sup>th</sup> and 8<sup>th</sup> grades.

*"Let's give our students a special gift to remember"*

We deeply appreciate the efforts and contributions of our hosting school and sponsors of The Drama Festival 2006.

Schools will receive a fax and for more information they can get in touch with:

Beril Ayman YUCEL  
Baskent University  
Tel. work: 03122341010 / 1445  
Fax: 03122101112  
E-mail: beril@baskent.edu.tr

Prof. Aysegul DALOGLU  
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Tel. work: 03122104003  
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Ayten INCE  
Cagribey Analotian High School  
Tel. work: 03123658282  
E-mail: aytenince@yahoo.com

# TECHNOLOGY IN TEACHING:

## THREE IDEAS TO TRY OUT

by

Suzan Öniz, [suzanoni@metu.edu.tr](mailto:suzanoni@metu.edu.tr)

Editor



### WEBLOGS

The Wikipedia <<http://en.wikipedia.org/wiki/Weblog>> says the following:

A **blog** is a website in which journal entries are posted on a regular basis and displayed in reverse chronological order. The term blog is a shortened form of **weblog** or **web log**. Authoring a blog, maintaining a blog or adding an article to an existing blog is called "blogging". Individual articles on a blog are called "blog posts," "posts" or "entries". A person who posts these entries is called a "blogger". A blog comprises hypertext, images, and links (to other webpages and to video, audio and other files). Blogs use a conversational style of documentation. Often blogs focus on a particular "area of interest", such as Washington, D.C.'s political goings-on. Some blogs discuss personal experiences.

Blogs can be hosted by dedicated blog hosting services, or they can be run using blog software on regular web hosting services. In the early 21<sup>st</sup> Century, blogging has quickly emerged as a popular and important means of communication.

WEBLOGS, or blogs, help bloggers share ideas. Users only need to have internet connection and ideas in writing that they want to share. They don't need to know HTML!

In the classroom, weblogs can be used as on-line journals, reflective on-line portfolios, pair, group or inter-school conversations; in short, weblogs help interaction with peers and experts. To get free blogging service: Go to any one of the following:

**BLOGGER** shows you what a blog is and the three steps to start your own blog.  
<http://www.blogger.com>

**KATHY SCHROCK'S KAFFEEKLATSCH** Kathy Schrock is a Discovery educator who has created a site for educators showing them how she uses blogs, podcasts and RSS.  
<http://kathyschrock.blogspot.com>

**MSNBC:BLOGS ETC** News items from MSNBC, NBC, Newsweek and other media.  
<http://msnbc.msn.com/id/3032105>

## RSS

RSS stands for Real Simple Syndication. It enables authors of any age to syndicate their content. Readers subscribe to receive their favorite authors' materials through their subscription and without having to do a separate search for each one of the writers. RSS helps the user get the contents in one go. In addition to blogs, the contents may include newspapers, magazines, and searches.

**WEBLOGG-ED:RSS** Quick Start Guide for Educators: Shows you how to use RSS in the class and more.  
[http://www.weblogg-ed.com/rss\\_for\\_ed](http://www.weblogg-ed.com/rss_for_ed)

**BLOGLINES** To cast your own blog, to subscribe to others' blogs, email groups, websites and more.  
<http://bloglines.com>

**DISCOVERY NEWS: RSS** Sends you news from Discovery Channel, Animal Planet, Travel Channel, TLC.  
<http://dsc.discovery.com/utilities/rss/rss.html>

**VH1RSS** For music and movie news.  
<http://www.vh1.com/rss>

## PODCASTS

This is a kind of radio-on-line for which you need to subscribe to a service and own an MP3 player. Podcasting enables you to create voice or audio messages that you can broadcast on the net and to listen to other casts by subscribing to a service. Using iTunes is the most preferred way; then, this software looks for news programs or shows, downloads them to your MP3 player, and you can listen to them whenever or wherever you wish.

Podcasting is one of the top 40 most popular new words according to the online MacMillan English Dictionary <<http://www.macmillandictionary.com/New-Words/050516-podcasting.htm>>, which defines podcasting as:

the creation of Internet-based audio programmes which can be automatically downloaded from the Internet onto a device such as an iPod or MP3 player

In the classroom, students can narrate events, cast interviews, do any kind of audio recording that they can cast either within the school or to other podcasters. Teachers can record lessons to be used for a variety of purposes including sending it to other classes, impaired learners, or absent students.

### iTUNES

<http://www.apple.com/itunes>

**CNN: PODCASTING** Best for current events and special programs

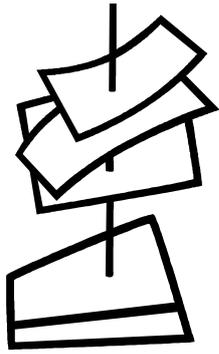
<http://www.cnn.com/services/podcasting>

### DISCOVERY CHANNEL RADIO: PODCASTS

<http://discovery.com/radio/podcasts.html>

**THE EDUCATION PODCAST NETWORK** Ideal for class podcasts

<http://epnweb.org>



# NOTES FROM THE FIRST TESOL SYMPOSIUM AT BOGAZICI UNIVERSITY ...

## “Teaching and Learning in Two Languages in the EFL Setting”

Summarised by: Ozlem Yagcioglu ozlem.yoglu@deu.edu.tr  
Dokuz Eylul University, School of Foreign Languages, Izmir, Turkey

The First TESOL Symposium was held by Bogazici University and INGED at Bogazici University in Istanbul, Turkey on the 23rd of September 2005. There were 187 participants at this ELT event on dual language education entitled “Teaching and learning in two languages in the EFL setting”. The participants were from many different countries such as Greece, Russia, Armenia, Cyprus, Israel, Koskova, Spain, the United Arab Emirates, the United Kingdom, the United States and Turkey. The speakers of this symposium included Prof. Dr. Cem Alptekin from Bogazici University, Turkey, Dr. Barbara Seidlhofer from Austria and Dr. Jim Cummins from Canada.

The first speaker of the conference was Jun Liu, president-elect of TESOL, who welcomed the participants and gave special thanks to the symposium organizers. After his welcoming talk, Professor Alptekin started to talk about multiculturalism through a lingua franca on dual language instruction. The titles of his presentation were *The Spread of English as a Lingua Franca, English As a Lingua Franca and Its Worldwide Implications, From Monolingualism to Bilingualism and Multiculturalism*. He described the current spread of English as a lingua franca as a process that had involved the colonial powers' extending the use of the language worldwide for their political and economic interests. He said that English was believed to open doors that local languages did not.

The second speaker was Jim Cummins from Canada. He talked about teaching for cross-language transfer in dual language education: possibilities and pitfalls. He stated that bilingual education and second language immersion programs had operated on the premise that the bilingual student's two languages should be kept rigidly separate. The titles of his presentation were *The Interdependence Hypothesis, Illustrative Research Studies From Bilingual Education Contexts*,

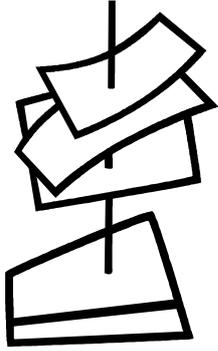
*Implications of the Interdependence Hypothesis for Pedagogy in Bilingual/Immersion Programs, Cross- Language Transfer in the Context of Creating Dual-Language Books and Development of Language Awareness in the Context of a Sister- Class Exchange.*

The third speaker was from the University of Vienna, Austria, Barbara Seidlhofer, who talked about duality and equality on language variation and education. She told the audience that the meaning of learning two languages meant in general terms the teaching and learning of two languages together. This particular term was used mainly in the United States, where alternative terms included two-way immersion, bilingual immersion, dual-language immersion, and developmental bilingual education. After this presentation, we had our lunch break of 90 minutes. All of the participants had their lunch on the lovely green campus.

After the lunch break, the concurrent sessions started. I was interested in Barbara Seidlhofer's session. Her title was *Duality and Equality: Language Variation and Education*. After welcoming us, she wrote our names, titles and institutions on a paper. She asked what subjects in English language teaching we were interested in. All of the participants answered this question with their short bio data. She also asked what kinds of problems we encountered while teaching and which subjects our students were interested in. The common problem was pronunciation and all participants, including native speakers, agreed that the instructors of speaking courses could be non-native instructors who were interested in teaching pronunciation skills. Most of the native instructors stated that they had many different accents and dialects; therefore, they said that it was often thought that the evaluation of pronunciation of the students was of minor importance.

After a short coffee break, Prof. Dr. Husnu Enginarlar delivered the closing remarks and answered questions. Asst. Prof. Dr. Aysegul Daloglu from the Faculty of Education at Middle East Technical University thanked the participants and presenters on behalf of the organizing committee.

A reception was hosted on the Bogazici University Campus. This reception gave the opportunity to many participants to come together to discuss the topics at the symposium and have their photos taken in the beautiful garden of the university. I think we stood in this garden for more than an hour but nobody was bored because many new ideas came together.



## NOTES FROM EGYPT TESOL IN CAIRO ...

### “Trust your Instincts, the Virtues of Intuition and Spontaneity”

Summarised by: Suzan Oniz, [suzanoni@metu.edu.tr](mailto:suzanoni@metu.edu.tr)  
Middle East Technical University, Department of Basic English, Ankara, Turkey

This year's Egypt TESOL Conference held in Cairo, Egypt, on 2-4 December 2005, saw a large number of secondary teachers from all over Egypt and an equally large population of university instructors convene at the Sheraton Hotel and its many halls. I would like to share with you my general impressions and my notes on the plenary talk delivered on Sunday by Paul Seligson entitled "Trust your Instincts, the Virtues of Intuition and Spontaneity."

This was my first time in Egypt and I was totally fascinated by its incredible history and culture after a boat trip down the Nile to visit all the must sights including the unforgettable Abu Simbel Temple. After arriving in Cairo, I realized how different the south or Upper Egypt was from the north. Cairo was a huge city with a fantastic museum and delicious food; it also is a typical metropolitan area with traffic and high population. The conference left me with very positive feelings and impressions because its organizers had been meticulous in all aspects; There were teachers wherever you turned but registering or inquiring about a place or session was no problem at all. The sessions that I attended all turned out to be very interesting and stimulating; the teachers I met and the ones I talked to during coffee breaks all seemed extremely involved in their professions. They were all interested in learning new ways. The most fascinating part of the conference for me was the Electronic Oasis, which took place in a large area set aside for concurrent presentations on ELT software applications and research related to IT. It seems almost all public schools now have computers in the classrooms in Egypt and the pupils all have their own websites and can create meaningful online work. The last slot of the Electronic Oasis was set aside for groups of 3-4 primary pupils who had come along with their teachers to show off their websites and online work. I was completely astonished to see how most of the teachers were using technology in their classes and how successful they were.

The plenary that I wish to share with you was about something quite the opposite of technology: It was about our instincts or intuition and spontaneity. This stimulating talk started with definitions of instinct, including my favorite: "the skill of spontaneously understanding something, bypassing the supposedly conventional route of thinking carefully and reaching a considered decision" (Scrivener 2005). Paul Seligson pointed out that we rely on intuition in our private lives to some extent but in professional contexts it is frowned upon as somehow irrational or unprofessional. He went on to say that he disagreed with this view and that we should both understand and cultivate intuition in professional contexts. He then listed the many expressions in the English language that refer to intuition. Some of these include:

- I have a hunch/a gut feeling/a feeling in my bones
- I'm thinking on my feet
- Playing it by ear
- I had a knee jerk reaction
- Rule of thumb
- A snap decision

Seligson stated that in many instances, when a person has one of the above reactions, they are accurate and seem to appear in their consciousness from nowhere. Yet we are trained to be suspicious of intuitive reactions, or to minimize the experience as being just a 'good guess.' The speaker believes that we are casually dismissing a remarkable mental faculty, one that apprehends truth directly, without deduction or reasoning. Thomas Aquinas defines instinct as 'immediate knowledge'.

The presenter then asked the audience to pair up and discuss their answers to several questions:

1. Do you often decide to do things spontaneously?
2. Do you improvise a lot in class?
3. How intuitive are you? (Are you a good guesser?)
4. Roget's Thesaurus describes intuition as 'feminine logic.' Do you think women are more intuitive than men?

Seligson shared 8 insights that he gained from teaching to encourage greater spontaneity:

1. Begin with the students whenever you can.
2. Use pairwork as much as possible.
3. Plan to be flexible.
4. If you are bored, you can bet they are so change something.
5. Truly prioritize fluency/successful communication.

6. Teach/Practise in shorter bursts.
7. Make students do more/most of the work.
8. Share the agenda & train students to be spontaneous too.

Paul Seligson ended his talk with by demonstrating to the huge audience these insights through an activity. He showed us a slide with numerous drawings that 10-15 of his students had drawn on the blackboard to describe what they liked or what they liked doing. The students had filled the board with their drawings of objects, people, and activities and sat down.

We were then given questions using the structures that were recently covered in class and were invited to answer these in pairs. The following exemplify the variety of tenses that this task can be used for:

Do you like \_\_\_\_\_ / Ving? (They fill in the blank from the drawings on the board.)

How often do you \_\_\_\_\_ ?

Is there a \_\_\_\_\_ ? How many .... are there on the board?

Which image is under/between/below the \_\_\_\_\_ ?

Did you V yesterday/last \_\_\_\_\_ ?

Have you \_\_\_\_\_ recently?

Are you going to \_\_\_\_\_ ?

The teacher erases the board and pairs now ask:

Was there a \_\_\_\_\_ ?

Where was the \_\_\_\_\_ ?

What was over/below... the \_\_\_\_\_ ?

Feedback: The teacher: What did you learn about your partner?

Other uses for the drawings on the blackboard:

Tell me which three images are nearest the letter A?

What's this in English?

Make a dictionary using the images.

In groups: Student 1: Names an image; Student 2: Names an image starting with the last letter.

Story telling: Pick three images and create a mini story incorporating these.

Despite the large audience, the demonstration went very well and everyone was involved in explaining their answer. The audience was then asked to suggest other activities for the drawings. The talk ended with everyone in high spirits and with those of us who had made suggestions happily chewing on sweets that the 'teacher' had given us as a reward.

## HUMANIZING LANGUAGE TEACHING THROUGH HUMANISTIC EXERCISES

Emine Gecgil  
Baskent University, Ankara

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### I. Introduction

**E**ach individual has the need for acceptance, love and approval from others. There is no doubt that this is a universal need. Rogers (1956) states that humans have the tendency to actualize the inherent potentialities, explaining it as the attempt to actualize the self. Moslow (1971) calls it “self-actualization” (p. 190), the final stage in his theory “The Hierarchy of Needs”. He suggests that one must satisfy lower level basic needs such as physiological and safety before meeting higher level growth needs like love and belonging, esteem, understanding and knowledge, and aesthetics. Once these needs have been satisfied, development and utilization of potential, namely self-actualization, is realized.

### II. The need for Humanistic Approach to Language Teaching

The need for creating self-actualized individuals has led educators to humanize the existing curricula in educational systems. The effort to create a class where the target language is taught in such a way that students develop positive feelings about themselves and other people has put language teachers in search of new approaches to language teaching. However, an important question can come to the minds. “Aren’t language teachers already humanistic?” Moskowitz (1978) in *Caring and Sharing in the Foreign Language Class* answers this question as follows:

Yes, many foreign language teachers are humanistic in their approach to dealing with students in their classes. But that is quite different from using humanistic exercises and activities to help teach the content of the language. And it’s true that for some time foreign language teachers have recognized the importance of content being learned by asking questions about themselves. But humanistic education takes this to a deeper level of exploration. It goes far beyond studying a unit dealing with the family or the house... but it involves affective questions around a main theme in which students share their feelings accentuating the positive (p.15).

### III. What is Humanistic Education and what is not?

Humanistic language teaching is a way of relating that emphasizes self-discovery, introspection, self-esteem and getting in touch with the strenghts and positive qualities of ourselves and others (Moskowitz, 1978). It aims to make students more independent and willing to learn. It provides the teacher with the incentive to create a social atmosphere for the students’ independence and a psychological climate in the class. What is important for the teacher is empathy and a genuine interest in the students’ performance (Vlasova, 2000).

It should not be forgotten that humanistic education is neither a form of therapy nor permissiveness, nor loss of teacher’s authority.

#### **IV. How to create a humanistic environment in the class?**

Taking Maslow's hierarchy of needs into consideration, teachers can create a classroom atmosphere in which students' expectations are fulfilled to realize "whole-person".

Here are some suggestions for teachers to create a class in which students take each step to be self-actualized individuals.

- make sure that your students are in physically comfortable classroom conditions
- go to the class equipped with well planned lessons carried out in an orderly fashion
- be accepting, supportive, pleasant and non-threatening
- provide positive feedback
- be aware of students' likes, dislikes
- show that you appreciate students' thoughts and opinions
- initiate class discussions and peer teaching to establish the feeling of belonging
- pace instruction to fit individual needs
- teach language learning strategies
- involve all students in class participation and responsibilities
- provide intellectually challenging lessons
- create appealing and interesting learning centers in the class to fulfill aesthetic needs of students.
- hang bulletin boards on the walls to exhibit student products.
- give students freedom to explore and discover on their own
- make learning more meaningful connecting to "real" life
- plan lessons involving meta-cognitive activities such as self-monitoring and self evaluation
- allow students to be involved in creative activities and projects to make them be aware of their inner potentials

#### **V. What teachers should do to teach humanistically**

Teachers, before starting to use humanistic activities in the classroom, should prepare the teaching and learning environment. First of all, they should establish a climate of trust and acceptance. The ground rules should be set for students for not to humiliate each other because of what they share with their friends. Secondly, teachers should avoid negative focus and emphasize on the positive because it helps students develop a more positive self image and powerful interpersonal skills.

Another issue that should be taken into consideration is the use of "low-risk activities". Moskowitz (1978) uses the terms "low-risk" and "high-risk" to describe the topics of the humanistic activities. A high-risk topic would be sharing something that a student did recently which hurt someone whereas a low-risk topic would be the reverse: something that a student did which helped someone.

Finally, teachers should give the students the right not to answer a question or not to be involved in the activity. However, it should be clearly stated that this right is not for the students who are unwilling because they do not want to speak in the foreign language but for those who do not want to share their feelings for some reason. Teachers, having set the ground rules for using the humanistic exercises, can apply these activities in their classes.

## VI. Activities

In the following section, you will find some activities which proved to be successful in my classes. These activities are based on reviewing some grammatical structures, which are “boring” for the students most of the time. Through these humanistic exercises, students in my classes found the greatest comfort of sharing cooperatively, and learning “humanly” and “humanistically”.

### □ MY IDEAL SCHOOL DAY

**Teaching Point:** Use of “would” in imaginary situations

**Activity Type:** Guided Fantasy

**Level:** Intermediate

**From:** Moskowitz (1978)

“You are going to have an enjoyable fantasy. You are going to experience the ideal school day from the time you awaken in the morning until you leave for home at the end of the school day. So imagine that it is time to get up to go to school. You stretch and yawn and feel happy, for you know a good day is ahead... You get dressed, you feel a new excitement in you and you dress faster than usual.... You eat a delicious meal with all your favorite breakfast foods... And now you leave for school... On the way you see some of your best friends and you continue together, knowing a treat is in store for you... Yes, today school will be whatever you have always wanted it to be. Everything is going to go your way. However you plan it, that’s what school will be- for one day.

You enter the building now... and walk through the halls. The bell rings for the school day to begin. Go to your regular classes one at a time and make the school day ideal for you. Go now and see what happens.....

The school day is drawing to a close so finish up your ideal day shortly. When you are ready, come back to this room, open your eyes, and remain silent.”

**Procedure:** Divide the class into groups, and get them to share what their ideal school was like. Then have the students write about their ideal school using, “In my ideal school teachers would.....”

### □ JUNGLE BELLS

**Teaching Point:** “can”, “able to”

**Activity Type:** Fantasizing

**Level:** Elementary/Intermediate

**Adapted from:** Moskowitz (1978)

“You will be going on a jungle safari. Our journey is through a distant jungle on a faraway continent where every animal imaginable is found. Listen to the music and greet the animals as they are coming by”. (Lower the sound of the music in the back ground) “As you look at the different animals in the jungle, go up to one and talk to it.... Ask the animals what abilities they have and where their strengths lie. Ask them what their secrets are for getting through a bad situation and surviving.”

**Procedure:** Having completed the guided activity, ask students to get into groups and make a list of the animals they saw in the jungle. Get students to discuss why they chose to see those animals and how the secret to their survival relates to the animals’ abilities and capabilities.

□ **IF I WERE A...**

**Teaching Point:** Conditionals “Type 2”

**Activity Type:** Fantasizing

**Level:** Upper Intermediate

**Adapted from:** Moskowitz (1978)

“We are going to imagine that we could become a different thing. I am going to distribute you these prompts and you will take turns to speak. Here is an example: “**If I were a musical instrument**, I would be the ney because it’s mystical.”

**Procedure:** Distribute the students colorful slips of papers on which the following prompts are written:

- If I were a season, .....
- a day, .....
- a musical instrument, .....
- a piece of cloth, .....
- a kind of fruit, .....
- a kind of vegetable, .....
- a TV show, .....
- a state of mood, .....
- a lesson, .....
- a drink, .....

□ **CRYSTAL BALL**

**Teaching Point:** Review of future forms

**Activity Type:** Drama

**Level:** Upper Intermediate

**Source:** Own Activity

**Procedure:** This activity is a teacher-centered drama. Although students are not active participants in the activity, as it focuses on the positive feelings and brings humour in the class, I-as a teacher- call it humanistic. In this activity, teacher arouses suspension among the students as s/he brings a crystal ball and introduces herself as a fortune-teller. By raising the tone of her voice, the teacher makes students wonder about what s/he is going to tell about their future.

“This is my crystal ball (S/he puts on a sinister voice). I see it! Oh my God! I can see it (S/he steps towards the students). This is wonderful! In my crystal ball, I can see that ...Student X **will** get 100 from the test (The teacher puts this sentence on the board). What is this!... Student Y is in my crystal ball... She has got a plan for tonight. She **is going to** watch a movie (S/he puts this sentence on the board as well). Oh! I see four people from this class. They **are having** a midnight party tonight.” (S/he puts this sentence on the board, too)

.....

The teacher carries out the activity by uttering sentences in all future forms and nominating the students in the class. At the end of the activity, s/he elicits the meaning of each sentence, such as prediction, planned activity, personal arrangement, and so on.

## VII. Conclusion

The ideas and activities presented in this article are an invitation for language teachers who want to make their classes more student-oriented. Teachers can adapt their current materials according to the principles of humanistic language teaching and help their students develop positive attitudes towards learning English. Humanistic activities will help students be independent and autonomous learners, who have powerful minds and high imagination because;

“IMAGINATION is thrilling,  
It makes my students more willing,  
It makes language class more fulfilling,  
Dare I say, students gain!”

Moskowitz (1994)

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# THE VOICE OF *inged* MEMBERS



Dear friends and colleagues  
across Europe,

I'm sending you a list of useful  
addresses in case you have to  
contact the English language  
teachers' associations. It was

drawn up by The European Society for the Study of English (ESSE).

<http://www.essenglish.org/associations.html>

It contains a list of organisations in nearly all countries:

Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Estonia, Finland,  
France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania,  
Netherlands, Poland, Portugal, Romania, Scandinavia, Slovakia, Slovenia,  
Spain, Sweden, Turkey, United Kingdom.

Nearly all of them have phone numbers and email addresses.

Although these organisations cater mostly for higher education, I am sure  
they all have many connections in the school system.

Has anyone found websites with good lists of organisations of teachers of  
other languages?

Best wishes to all,

Prof. Dr. Birszen Tutunis  
tutunisster@gmail.com

## ANOTHER VOICE OF *inged* MEMBERS



*My name is Elvan SENTURK. I am still a student in the Department of English Language Teaching in Gazi University. Last*

*year I had applied for one of the European Union Education and Youth Programmes, Socrates-Comenius (Language Assistantship) held by National Agency. Then I was matched with a high school in France to carry out this programme. I would like to share some of my experience briefly.*

*Before I went there, I reviewed all the things that I had learnt about educational courses. I was really very excited to be able to have an early teaching experience in a school. After I arrived in France, in the beginning, I just attended the courses for observation. Most of the lessons I had been to were grammar lessons. The teachers always translated everything that they taught. First I thought it was just for the grammar courses but then I saw that even in the listening or reading courses they were always translating. For example, after the students read a passage, the first thing they did was to translate it. Moreover, under the reading passage there were always the translations of the new vocabulary. When I asked the students to find and write the explanations of a word, they told me that they didn't have English to English dictionaries. In their course books, the explanations or the questions were all in French so it was a translation course more than an English one.*

*From the first weeks onwards, I realised that it would be very hard for me to do lessons with the students in the way I had planned to since they were all used to translating. We discussed it with their other teachers and they told me not to attend the grammar courses because the students wouldn't be able to understand me since I taught everything in English. I suggested trying it but the teachers insisted on not doing the lessons that way. We agreed that I should do the exercises following the each grammar lesson. In the end, it was not so different*

*from what I had expected. I had written the questions in English and they were really very easy to understand but the students asked me what they were supposed to do. I tried to explain by giving them the answers to some of the questions but even though they understood, they told me that they were not able to do the exercises. Since they were so used to translations word by word in every sentence, they were never sure whether they understood the question correctly or not. They were all making the same mistakes as a result of translating. For example, in French they say their age with the verb "avoir" which is the equivalent of the verb "have" in English. When I asked their age, more than half of the students made the same mistake and said "I have ....years old". They made the same mistakes in most of their sentences. For example, the order of the words in a sentence in French is sometimes different from English but since they always thought in French before making a sentence in English, they usually made mistakes.*

*The teachers all followed the course book which had sometimes really boring reading texts. They seldom used real events from life. Even when they did, they again would translate it so I was not so lucky in my teaching experience. It was also strange for the students that a teacher conducted the lesson all in English. They were usually lost in the lesson because they didn't make any effort to understand me so I tried to draw their attention through the lyrics of the up-to-date songs or movies with simple language. In speaking courses, I tried to make them discuss T.V. shows or series they were interested in. Anyway, I hope I have been able to help them improve their English or at least increase their interest in learning English. There is, however, one real thing that they contributed to me: My French! By always attempting to speak their native language and translating from English to French in every course, they helped me learn French.*

*Elvan Senturk*  
elvansenturk@gmail.com



## MEB MAHALLI SEMINARS



INGED aims to bring together English Language Professionals from all levels of English language education in Turkey with a view to creating opportunities for professionals to share their knowledge, skills and expertise in promoting effective language teaching and learning. As part of its main tasks, INGED also organizes teacher training seminars (mahalli seminars) in conjunction with the Ministry of Education (MEB) and the British Council (BC).

### **INGED Teacher Training Seminars/Mahalli Seminars:**

Mahalli seminars are the 5-day seminars run jointly with the BC and a number of institutions, such as Sabancı, Çukurova and Maltepe Universities. All institutions who are INGED members and who have teacher trainer resources can be involved in these seminars. The seminars focus on the delivery of the same week-long program approved by the MEB.

## **Aims of the Seminars:**

### **For the participants:**

- To raise participants' awareness and knowledge of current ELT methodology with a focus on teaching and learning.
- To show ways of implementing effective teaching methodology in one's own teaching practices and in the exploitation of course books.
- To give participants an opportunity to reflect on their own teaching.
- To exchange educational experiences, ideas and findings.
- To create opportunities for participants to follow the latest developments in English language education and to promote self-development in teaching and learning.

### **For the Ministry:**

- To help develop English language education by using contemporary research methods and techniques.
- To support and develop the knowledge, practical training skills and expertise of 'formatörs' (MEB trainers) to create a network of competent trainers within the MEB.
- To encourage English language teachers to form a network to carry the training forward and share examples of best practice within the MEB system after the seminar.

## **Participant Profile**

The program is designed for English language teachers at primary and secondary schools, including science/Anatolian high schools. The teachers are selected by the MEB In-service Program and their attendance is compulsory. All teachers, from less experienced to the most experienced, attend the same training course. The number of participants may vary from 14 to 100. The number depends on the number of teachers working in the area.

## Trainer Profile

Trainers come from a variety of institutions and may be the same or different every year depending on the institutions who take part in the training as well as the interest expressed within an institution. Trainers are carefully chosen with the aim of serving as a guide to the *formatörs* to support and help develop their training knowledge and skills so that in turn they can further support the development of teachers in their own areas. In each Mahalli Seminar, there are usually two trainers working jointly with the *formatörs* sent by the MEB. The trainers need to contact the *formatörs* prior to the seminar to get prepared for the week.

## Formatör Profile

*Formatörs* are teachers who act as trainers for the MEB. They complete a two-week (in total 3 weeks) summer trainer training program run by the BC. Their aim is to work very closely with the trainers in order to implement what they have learned over the summer course. As some *formatörs* are inexperienced, they may want to focus only on the practical aspects of sessions about which they feel more confident. It is therefore important for the trainers to support them as best as they can in helping them to meet the needs of the program and the participants.

## Contact Details

The contact person for the seminars

at **INGED**:

Nazan Ozcinar: nazano@sabanciuniv.edu

Office phone: 0216-483 91 65

at **MEB**:

Inci Celtik : inciceltik@meb.gov.tr

Office phone: 0312-413 3892

**The MEB site:** <http://www.meb.gov.tr>

INGED has been an Associate of IATEFL (The International Association of Teachers as a Foreign Language) since 1997. This provides a linking up to a network of about 70 teacher associations all around the world.

One of the benefits of being an associate is being eligible for the Wider Membership Scheme (WMS), a reduced IATEFL membership fee possibility. INGED members (up to a certain number) can be international IATEFL members under this scheme paying the local subscription to the IATEFL Contact Person who transfers it to IATEFL. We are in the process of renewing our application for WMS this year.

Some IATEFL membership benefits are:

- ❁ receiving the IATEFL Newsletter VOICES (6 copies per year)
- ❁ a chance to join any number of the 14 Special Interest Groups
- ❁ special rates for annual IATEFL conference
- ❁ special rates for IATEFL publications and selected periodicals

If you would like to become an IATEFL member, or renew your membership, please send an e-mail to INGED's IATEFL Contact Person, Prof. Dr. Birsen Tutunis ([tutunisster@gmail.com](mailto:tutunisster@gmail.com)). She will be very happy to help you.



INGED has been a TESOL affiliate since 1997. From then on, INGED members have joined TESOL at a reduced fee. These members have also been offered a special subscription fee for TESOL publications and a reduced conference registration fee.

Our affiliation with this organization helps our members widen their perspectives through the various networking possibilities both on and off-line. Teachers and instructors wishing to focus on specific areas related to education or ELT can do so through the Special Interest Groups (SIGs) of TESOL and their newsletters.

More details about TESOL and a large variety of useful links can be accessed at:

<http://www.tesol.org>

# QUOTATIONS ABOUT TEACHERS

I like a teacher  
who gives you something to take home to think about  
besides homework. ~Lily Tomlin



Teaching is the profession that teaches  
all the other professions. ~Author Unknown



A teacher is one who makes himself progressively unnecessary.  
~Thomas Carruthers



Good teaching is one-fourth preparation and three-fourths  
theater. ~Gail Godwin

Good teachers are costly, but bad teachers cost more. ~Bob Talbert



## INTERESTING QUOTES

Do not walk behind me, for I may not lead. Do not walk ahead of me, for I may not follow. Do not walk beside me either. Just pretty much leave me alone.

The journey of a thousand miles begins with a broken fan belt and leaky tire.

Don't be irreplaceable. If you can't be replaced, you can't be promoted.

Always remember that you're unique. Just like everyone else.

Never test the depth of the water with both feet.

Before you criticize someone, you should walk a mile in their shoes. That way, when you criticize them, you're a mile away and you have their shoes.

If at first you don't succeed, skydiving is not for you.

Give a man a fish and he will eat for a day. Teach him how to fish, and he will sit in a boat and drink beer all day.

If you lend someone \$20 and never see that person again, it was probably worth it.

If you tell the truth, you don't have to remember anything.

Some days you're the windshield; some days you're the bug.

Everyone seems normal until you get to know them.

The quickest way to double your money is to fold it in half and put it back in your pocket.

A closed mouth gathers no foot.

Generally speaking, you aren't learning much when your lips are moving.