

THE INGED NEWSLETTER

NEWS ON-LINE



Issue 1
March 2007

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From the President

Dear colleagues,

We are together again with our new issue. I will take this opportunity to make some announcements. Firstly, in order to protect the rights of our active members and provide them with some privileges, we have decided to put some restrictions on the use of our Web site. The first part (blue) which is for promotion purposes is open to all who visit the web page. However, only the active members have access to the second (yellow) part which contains News-on-Line, Class Activities, so on. By now, you should all have your User Names and Passwords. We are continuously adding new materials onto our web page to make it as rich as possible. In fact, the section "ELT Bibliography" has attracted so much attention that IATEFL Brazil put it on its web page after getting our permission. I would like to thank Assis. Prof. Dr. Nurdan Gürbüz who helped me a lot in the preparation of this bibliography by feeding me with lots of sources.

Secondly, as the Board of INGED, we have formed our VISION and MISSION statements. I would like to share them with you.

VISION

In our modern world, multilingualism (for the individual) and plurilingualism (for the society) are highly encouraged because countries need people who are equipped with at least one foreign language to better their international relations socially, politically and economically. The importance of teaching and learning English will increase even more as it is the lingua franca (the means of communication among people with different native languages) and will remain so for a long time.

Turkish society has grasped the benefits of learning foreign languages from both personal and social viewpoints. Personally, people who speak other languages develop a lifelong ability to communicate with more people and a deeper understanding of their own and other cultures. In addition to that, speaking a

foreign language ultimately provides a competitive advantage in the workforce by opening up additional job opportunities in their future. Socially, the benefits are many. People fluent in other languages can enhance our economic competitiveness abroad, improve global communication, and maintain our political interests and security.

In order to achieve these personal and social goals, INGED strongly believes our country needs more qualified English teachers who view themselves as professionals and who can educate citizens of high standards and expectations. As professionals, English teachers will seek ways such as becoming a member of a professional association, attending conferences, seminars, workshops and the like, and following professional journals in order to improve themselves personally and professionally.

MISSION STATEMENT

As INGED (ELEA) our mission is to improve the quality of English language teaching via helping teachers improve themselves. The most important way of doing so is to create platforms for sharing opinions, experiences and knowledge.

Hence, we aim to provide teachers with:

- a. a professional association which gives teachers a sense of belonging to a professional group,
- b. conferences, seminars, and workshops,
- c. opportunities and support to organize events,
- d. information about current news related to international professional organizations,
- e. newsletters and journals,
- f. in-service training programs,
- g. certificate and diploma programs.

AN INGED AFTERNOON WITH TED RODGERS IN ANKARA

Dear INGED Members,

We'd like to announce the INGED AFTERNOON with Ted Rodgers, Professor of Psycholinguistics at the University of Hawaii, Visiting Professor at Bilkent University. This lively presentation that we have organized in collaboration with TAA will take place at 17:00-18:00 on Wednesday, 7 March 2007 in Resat Aktan Lounge, Turkish American Association, Cinnah Caddesi, Ankara. Ted Rodgers is going to conduct a session entitled: *Reflections on "The Interaction Hypothesis" in SLA and the Resurrected Role of Dialogues in ELT.*

Tug of war? Argentinean Tango? Lovers' streamside stroll? Which of these appropriately metaphorizes which current views of structured interaction in second language pedagogy?

This lecture/workshop reflection considers changing views of "interaction" in SLT and SLA, with particular attention to the evolution of the "Interaction Hypothesis" in SLA and to the ascendancy, decline and resurrection of the role of the "dialogue" in SLT. The presentation will engage participants in various forms of proposed dialogic SLT classroom interaction samples followed by discussion of these samples.

Looking forward to this exciting event and hope to see you,

INGED

FOR PROSPECTIVE CONTRIBUTORS



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

NOTES FROM A CONFERENCE

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

TECHNOLOGY IN TEACHING

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

YOUR PAPERS

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

THE VOICE OF INGED MEMBERS

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



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

STRETCHING BOUNDARIES

Inged

ENGLISH LANGUAGE
EDUCATION ASSOCIATION
İNGİLİZCE EĞİTİMİ
DERNEĞİ • 1995



THE 11th International INGED ELT Conference

STRETCHING BOUNDARIES

06-08 September 2007

Ankara University
School of Foreign Languages



"A stretched mind never goes back to its
original dimensions"

www.inged.org.tr

THE INGED DRAMA FESTIVAL

on 2 June 2007

in ANKARA



START PLANNING NOW FOR THE
2007 DRAMA FESTIVAL!



WHICH PLAY?
WHICH STORY?
WHO WILL ACT WHICH ROLE?
WHO WILL HELP WITH THE COSTUMES?
WHAT KIND OF MAKEUP IS THE BEST?

SEE YOU
AT THE INGED DRAMA FEST!

ANNOUNCEMENT

We are happy to announce

**collaboration with AZEta,
the teachers' association in Azerbaijan**

Two teachers and a group of 4-5 students from Azerbaijan will come to Ankara to attend the 9th INGED Annual Drama Festival that will take place on 2 June 2007, at Yuce Schools.

The aim of this collaboration is for our guests to attend and become familiar with the procedures related to our Drama Festival so that Azeta can also start organizing their own Drama Festival in Azerbaijan.

The students from Azerbaijan will be hosted by families whose children are taking part in the festival; the guest teachers will be hosted at Ogretmen Evi.

The guest students will have a chance to interact with Turkish students and will watch the festival on the 2 June.

The previous or following day, the Turkish teachers on the organization committee and the guest teachers will have a meeting about the organization procedure of the festival.

There will also be a one-day city tour both for students and teachers.

The main problem for new users is that the search result usually yields an incredibly large number of web addresses that may or may not be of much use. Some may be about a topic different from what the user was looking for; others may be commercial sites that aim to sell products. It helps users a lot if they can narrow their search. The following section describes ways in which a Google search can be narrowed so that the user can get better results faster.

ENTERING ONE OR MORE WORDS IN THE GOOGLE SEARCH WINDOW

When users enter one word only, then the search program looks for only that word but when the user enters two or more words, the program looks for each one of the words separately. The resulting list of addresses contains only one of the search words and in some results two or three of the words together. Searching the net like this is frustrating and it can be avoided. The following is a list of frequently used commands that narrow the search but this is definitely not an exhaustive list of all commands:

HELPFUL SEARCH TIPS

➔ **To search for a string of words as one item: enclose them in "..."**

e.g. "online teacher training course"

235 results at the time this article was written

Without the double quotes: 6,290,000 results!

➔ **When there are alternatives that you want to include in your search: put 'or' between these terms.**

The program will search for combinations with both.

e.g. *skimming or scanning activities:*

the program will search: *skimming activities + scanning activities + skimming and scanning activities*

➔ **To exclude a word, place - before the word.**

e.g. *skimming -scanning activities:* the program will look for sites that mention only *skimming activities*

reading tasks -activities : 9,680,000

"reading tasks" : 163,000

"reading tasks" -activities : 82,900

➔ **To search only inside the title of the web site: intitle:"..."**

e.g. *"learning strategies" : 1,110,000*

intitle:"learning strategies" : 58,000

→ To get a list of sites with a certain type of extension, such as only educational sites or only government sites, place `site:edu` or `site:gov` at the end of the search.

e.g. "infant vaccination" `site:gov` : 552
"infant vaccination" : 34,000

→ To narrow the URL types, `inurl:`

e.g. "african lions" `inurl:ngm` : 18
"african lions" : 101,000

→ To locate texts of a certain type or with a certain extension, use:

`filetype:doc` (for a word document)
`filetype:pdf` (for an Adobe Acrobat file)
`filetype:ppt` (for powerpoint presentations)
`filetype:xls` (for an excel file)
`filetype:ps` (for an Adobe Postscript file)
`filetype:rtf` (for a file with Rich Text Format)

Source: <http://faculty.valencia.cc.fl.us/infolit/Google/help.htm>

GOOGLE SCHOLAR: <http://scholar.google.com/>

Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations. Google Scholar helps you identify the most relevant research across the world of scholarly research.

Google Scholar (GS) is a freely-accessible web search engine that indexes the full-text of scholarly literature across an array of publishing formats and disciplines. Released in beta in November 2004, the GS index includes most peer-reviewed online journals, except for those published by Elsevier, the world's largest scientific publisher. It is similar in function to the freely available Scirus from Elsevier, and to CiteSeer, a freely available resource. It is also similar to the subscription-based tools, Elsevier's Scopus and Thomson ISI's Web of Science. GS nonetheless claims to cover more websites, journal sources and languages. Its advertising slogan - "Stand on the shoulders of giants" - is a nod to scientists who have contributed to the scholarly literature over the centuries.

some commercial databases. For more information about using Google Scholar for literature reviews in scholarly writing, see some of the references below.

Source: Wikipedia: http://en.wikipedia.org/wiki/Google_Scholar

GOOGLE IMAGE: <http://images.google.com/>

In December 2001, Google announced Google Images, which allows users to search the web for image content. The keywords for the image search are based on the filename of the image, the link text pointing to the image, and text adjacent to the image. When searching for an image, a thumbnail of each matching image is displayed. Then when clicking on a thumbnail, the image is displayed in a frame at the top of the page and the website on which that image was found is displayed in a frame below it, making it easier to see from where the image is coming.

Source: http://en.wikipedia.org/wiki/Google_Image_Search



The Lunar Eclipse on 3 March 2007 as seen in Konya
Photo by: Nukhet Yavuz

AN INGED AFTERNOON WITH AYDAN ERSOZ AT THE BRITISH COUNCIL, ANKARA

On the New ELT Curriculum Designed for the Ministry of National Education

Summarised by: K. Sinan Ozmen & Cem Balcikanli
Gazi University, Ankara

This video conference in December 2006 was hosted by the British Council in Ankara and the other side of the screen was the Conference Hall at Sabanci



University, Istanbul. Prof. Dr. Aydan Ersoz gave a seminar on the new ELT curriculum for primary education. The questions from the audience at Sabanci University were relayed by Nazan Ozcinar, a member of the INGED board. At the beginning of the conference, some connection problems occurred, but in general, the teachers from Istanbul were able to watch and participate in the conference. It was wonderful to watch teachers in Istanbul doing kinesthetic activities simultaneously with the teachers in Ankara.

Prof. Ersoz started her presentation by accentuating the underlying philosophy and theoretical basis of the new ELT curriculum designed for primary education (Grades 4, 5, 6, 7 and 8) and then focused on the following questions:

What is the nature of young learners?

What makes them different from other age groups such as adolescents and adult learners?

How should they be treated as learners?

Why do they not respond to learning grammar like adults do?

What kind of language activities should be employed in classes?

Mary → slowly

Jim → fast

Teacher → opposite: Learners will do the opposite of what the teacher says. For example, if the teacher says "walk slowly", they will walk quickly.

GROUP PICTURE

In this activity, Mario wanted us to draw some elements to create a group picture. However, each item must not be related to the topic of the picture. Mario thinks that it is a very refreshing activity for the teacher as each group picture creates its own activities. The teacher can use the picture to practise different skills and language components. That is to say, speaking skills can be activated through problem-solving activities or vocabulary items or any grammatical items can be revised through this activity.

META PROGRAM (NLP ACTIVITY)

Mario told us a story about a little duckling that doesn't like its physical appearance. This little duckling wants to have eagles' wings, a peacock's tail, and a flamingo's long legs and somehow it has them. Then Mario proposed two different endings for the story and wanted us to choose one of these endings or invent a new one. According to our responses, he categorised us in terms of being self-referenced or other-referenced. In the light of this story, Mario talked about meta programs in NLP.

At the end of the seminar, there was a raffle and a participant from Yüce Private School won a two week course in Canterbury this summer as a guest of Pilgrims Teacher Training.

**The deadline for sending in proposals
for the 11th INGED Conference is**

6 May 2007!

We are awaiting your proposals...

AN INGED AFTERNOON WITH COLLEEN MEYERS AT GAZI UNIVERSITY, ANKARA

Using Pair/Group Work to Teach Pronunciation

Summarised by: A. Suzan Oniz
METU, Ankara

On 15 February 2007, an eager crowd gathered at the auditorium at the Education Faculty of Gazi University in Ankara to listen to Dr Meyers' ideas on using pair/group work to teach pronunciation. Her presentation consisted of two parts: PRAAT, the software and pair/group work ideas.

In the first part Dr. Meyers and one of her PhD students, Zeynep Olcu, demonstrated the uses of PRAAT, free pronunciation software. This software allows users to record, analyze, and interpret their own or others' speech. It displays the recorded material in the form of spectrograms with line diagrams that show suprasegmental features underneath. Zeynep Olcu pointed out that if institutions have native speakers (NS) of English, they can record their speech. Then non-native (NNS) speakers who wish to improve their pronunciation say the exact same sentences as those already recorded and compare their pronunciation with that of the native speakers. They can also analyze how the NS' spectrograms looked, which words and syllables they stressed, or where their voice was louder thus interpreting the NS' and their own speech. If there is no NS, then pre-recorded saved speech of NS can be used. Dr. Meyers also mentioned that isolated word study was possible by downloading the pronunciation of a word from online dictionaries such as Webster's Dictionary. She went on to say that students can use PRAAT either in the computer lab but that it was also possible for them to download the software at home and work on their own. In the second part of her presentation, Dr. Meyers shared with the audience four activities.

Lip Reading: The audience watched a short video of a NS student talking without the sound on. The aim was to observe the girl's jaw, lip and tongue movements. The participants tried to guess what she was saying. Then the same

This confuses NS listeners because they can't hear what is important. In the sentence they hear, everything sounds important.

In this last activity, the presenter showed two pictures which contained differences. She said they lent themselves to this sort of stress in a natural way. While explaining the differences that they found, students will stress the prominent words in this context.

e.g. In the top picture, the beach ball is red but in the bottom picture, the beach ball is yellow.

She also suggested that students be encouraged to accompany these sentences with body language that also indicates stress.

Dr. Meyers finished her presentation with a summary.

- Give students as much time on task as possible.
- Build in feedback mechanisms.
- Focus on suprasegmentals.
- Do extensive (PRAAT) and intensive (in-class) activities.

ANNOUNCEMENT

Collaboration with the Teachers' Association in Serbia

INGED has been invited to sign a partnership agreement by colleagues from the teachers' association (TA) in Serbia.

According to one clause in this agreement, both TAs will send a representative to the conference of the other TA.

INGED Board Member Nazan Ozcinar will represent INGED and present a paper at ELTA, the Serbian TA conference, on 18-20 May 2007.

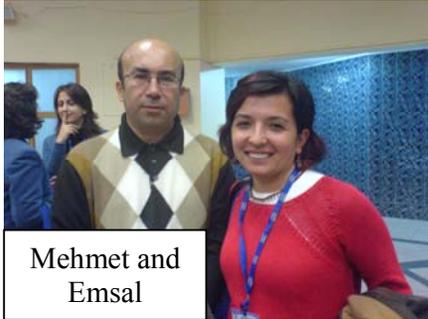


NOTES FROM THE POST-CONFERENCE MEETING IN MERSIN

Summarized by:
Emsal Ates Ozdemir,
Saziye Yaman,
Filiz Kalalı,
Nafiye Cigdem Aktekin,
Gulkan Cavusoglu

Mersin University
ELT Department & Foreign Language Department

We went to the INGED Conference held at Selcuk University in Konya as a group of five colleagues from our department. We were all eager to meet new colleagues and old friends from other cities. After the long journey we were in Konya. The freezing cold welcomed us. Our friend Mehmet, who lives in Konya, told us that it hadn't been that cold before. (We also witnessed the first snow of the year in Konya on Sunday). We were happy to have the chance to relax before attending the conference.



Mehmet and
Emsal

After having studied the presentation list (two of us also had presentations at the conference) we decided which sessions to attend. Concurrent session tickets were gone very quickly. After 9 o'clock everybody was rushing somewhere to keep up with the program. During the coffee breaks, we quickly drank something, chatted with friends, some of whom we hadn't seen for ages, and then hurried to the next session. At one of those breaks, we all agreed that it was very difficult to have the time to talk with each other about the sessions we had attended. Suddenly, we came up with an idea of a meeting at school to share our impressions with each other.

★ Scavenger Hunt

The teacher prepares a list which includes items that were mentioned in the book. These items can be events, special moments, characters or objects in the book. The teacher divides the class into 2 teams, then reads from the list, one by one, and has students find the page number on which this event, special moment, character or object takes place. The group with the most correct responses is the winner of the Scavenger Hunt.



★ Hot Box

As we can clearly guess from the name of this activity, we need a box. The teacher prepares some questions and puts them in the box. The class is divided into two groups. One student from each group sits on a "hot chair" and picks a question to answer it. When a student gives the right answer, his or her group gains a point.

★ Who Am I?

The teacher pins a paper which has the name of a character on it on a student's back and the student circulates the class by asking yes/no questions to find who he/she is.

★ Mystery Box

The teacher chooses some words from the book randomly and writes each of them on a piece of paper, puts them in a box, and gives the box to the students. Then, with the music on, students start to pass around the box. When the music stops, the student who has the box, picks a word from the box and makes a sentence. The activity can last until all words have been picked.

★ Incredible Song Writer

Through this activity, students can get the chance of being attractive composers! The teacher will guide the students to write short poems in free

style about a character's personality or appearance. Then they read this poem in rap style or they can even perform it as a song.

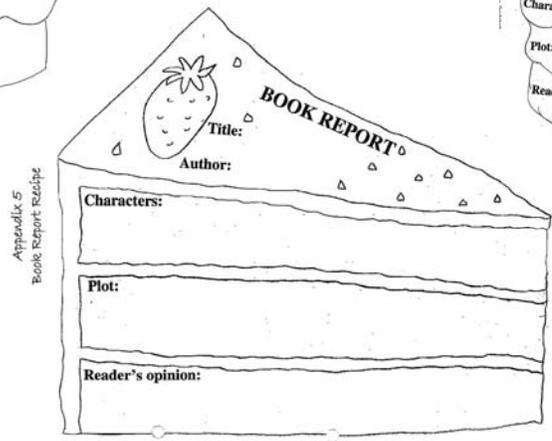
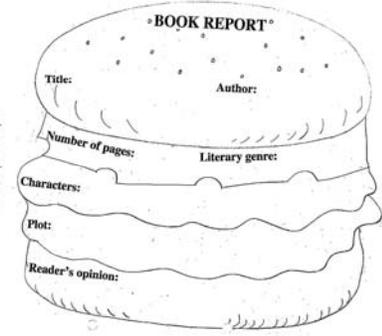
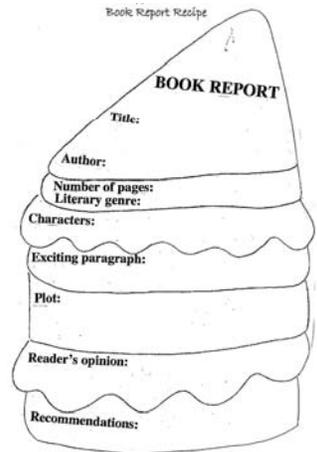
★ **Illustrate the Story**

Students choose one particular scene from the book that they like most. Then they re-create this scene by drawing it using their imagination and creativity.



★ **Book Report Recipe**

Students use book report recipe formats to fill in the title, the author, the main characters, the plot. Some parts of the book report recipe formats can be enlarged or reduced in terms of their knowledge and the students' level.



A Report from a Member

THE TEACHING PROFESSION **A Report from the Arion Study Visitto Seville, Spain**

Habib Karagoz
(Teacher Trainer)
Sapanca Anadolu Lisesi
54600 Sapanca - Sakarya

1. INTRODUCTION

1.1. COMPOSITION OF GROUP

Seventeen participants from fourteen different countries took part in this Arion visit, organized by the Andalucian Education Authority based in Seville, Spain.

No.	Name	Country	email
1	Seán Gallagher	Ireland	atty@iol.ie
2	Béatrice Van Hecke	France	beatrice.van-hecke@wanadoo.fr
3	Nicolai Aas	Norway	nicolai.aas@ude.oslo.kommune.no
4	Saloméja Bitlieriūtė	Lithuania	sb@dtiltas.lt
5	Habib Karagoz	Turkey	habibkaragoz@hotmail.com
6	Unal Aydogan	Turkey	unalaydogan@hotmail.com
7	Andreas Panagiotou	Greece	apanagiotou@sch.gr
8	Stephanie Bender	Germany	sb@stephanie-bender.de
9	Andreas Brenken	Germany	a.brenken@t-online.de
10	Ko Melief	Netherlands	j.p.melief@ivlos.uu.nl
11	Anne Cardinael	Belgium	anneca@arteveldes.be
12	Hanna Stasicka	Poland	h_stasicka@op.pl
13	Maria Bakula	Poland	m.bakula@interia.pl
14	Giuseppe Pascuzzi	Italy	giuseppe.pascuzzi@istruzione.it
15	Roxana Fratila	Romania	roxana.fratila@gmail.com
16	Zsuzsanna Iren Erdelyi	Hungary	erdelyizs@gmail.com
17	Ann Cuthbert	Great Britain	ann.cuthbert@gmail.com

1.2. Title of the visit: The Teaching Profession

1.3. Visit Dates: 13-17 November

1. 4. PROGRAMME

ARION STUDY VISIT No 06010.03 PROGRAMME

DAY	TIME	EVENT
13 MONDAY	09:00	Informal Meeting at hotel
	09:30	Official inauguration by Local educational Authorities
	09:45	Arion visit Programme and documents
	10:00	Talk: <i>Educational System in Andalusia. The teaching Profession</i> by Antonio Fernández
	11:00	Coffee break
	11:30	Working Group Session: Participant presentation about <i>the Teaching Profession</i> in their countries
	15:00	Lunch
	18:00	Evaluation of the day
14 TUESDAY	9:00	Departure from Hotel
	9:30	Visit to <i>Jose Maria del Campo</i> Bilingual Primary School
	11:30	Coffee break
	12:30	Visit to Triana Bilingual Secondary School
	14:30	Lunch
	18:00	Visit to Seville town hall
	19:30	Visit to Alcazar
		Evaluation of the day
15 WEDNESDAY	08:30	Departure from Hotel
	09:00	Visit to Castilleja de la Cuesta In-Service teaching training centre (CEP)
	09:30	Talk about In-service teaching training in Andalusia
	11:30	Coffee break
	12:00	Visit to Italica (Roman City)
	14:30	Lunch
	16:30	Visit to Adult Education Centre (Aznalcollar)
		Evaluation of the day
16 THURSDAY	08:30	Departure from hotel
	09:00	Vocational training online (IES Camas)
	11:00	Visit to ICT and bilingual centre (IES Cavelari de mairena)
	12:30	Coffee break
	13:00	Visit to IES Heliopolis
	15:00	Lunch in IES Heliopolis
17 FRIDAY	09:00	Departure from hotel
	09:30	Group Evaluation and Final Report
	11:00	Coffee break
	11:30	Group Evaluation and Final Report
	14:00	Closing session
	15:00	Farewell Lunch

2. ANALYSIS OF FINDINGS

The main gateways to the profession are through Primary Teaching Training Colleges and universities and yet teaching professionals can be found in the following types of educational institutions in the participants' countries. Although there are many teaching training Colleges (Anadolu Ogretmen Liseleri) in Turkey, they don't play an important role in education. By some regulations this can be activated.

2.1. THEORY AND PRACTICE TEACHING

During the visits to institutions and at the meetings after the visits there were lively discussions about the amount of training and/or teaching practice necessary to be a teacher and about the best balance between theory and practice. It was clear that education structure in different countries is varied and it is difficult to come up with a definitive answer. One important finding was that sharing ideas and experiences can help the countries to raise awareness of the issues and find the best way in their educational systems. Lively discussions help the participants to be motivated to learn more about experiences in countries where they have solved problems. Another finding of the visit was about the balance of theory and practice. The better the system the better balance between the theory and practice is.

2.2 TO BE A TEACHING PROFESSIONAL AND UPDATING METHODOLOGIES

In most countries, the ability to self development with the establishment of teaching councils will clear pathways for teaching professionals from their entry to the profession and exit from the profession. Some certain criteria should be decided to be a teaching professional.

The reality that the methodologies need to change by times should be accepted by all professionals. Professional development with active learning methodologies should be seen as an important part of their profession and teachers shouldn't expect ready made activities but they should create their own materials according to the need of their institutions.

2.3. SCHOOL CLIMATE AND ATMOSPHERE

In the visit it was clear that without a good classroom atmosphere there can't be an effective interaction. For a good classroom atmosphere teachers should reflect their own practice and activities. Ready made activities can not help teachers in all kind of classroom atmospheres. Teachers should take the local needs into consideration and check the objectives.

3. RESULT

3.1 KINDERGARDEN AND PRIMARY EDUCATION

In Primary schools the school adheres to an Andalucian initiative responding to the work needs of parents by accepting some children for activities like drama, music, sport, etc before the formal start of the school day. This has to be paid for as well as activities after the school day is finished. This system helps the students to be socialized and parents to feel happy about the safety of their children.

In a citizenship programme the schools ask older students help the younger ones. The aim of this programme is to foster good relations between older pupils and the younger ones. The pupils got

3.3 INSERVICE TRAINING CENTRE

The centre supports and helps the teachers in schools and institutions. In the centre there is a certain number of advisors and they don't help teachers through crowded seminars or conferences but visit the teachers in schools and help them to find the solution either by entering the class together or mentoring the teachers.

In our country, inservice training is generally a crowded seminar or conference but not in schools and in my opinion having one trainer or mentor from each subject at the training centres will serve the aim and make the efforts more effective.

3.4 ADULT EDUCATION CENTER

Adult education centre is a shared building in that it is a primary school during the day and a busy adult education centre from 16:00 to 21:00 with five classes. This system can be applied in the towns where there aren't enough or any adult education centers.

The titles taught at the centers are about the same as in Turkey but "Aula Abierta – open classroom" is a new and interesting topic for Turkey. In this class the students are over 45 with one student 80 years and this project run with the University of Seville – participants receive university lessons in this outreach centre. This project aims to keep the old people happy and motivated.

The role of universities was also discussed. Usually, a university is oriented towards theory, and may lack contact with the practice of education in schools. Like in Turkey all universities have input on teaching methodologies, but not enough chance for practice. In the cities where there are universities with a Faculty of Education, these may cooperate with the inservice training centres to make theory and practice come together.

**We will be happy
to include your activity on our web!**

**Please send us activities
that you have used in your classes and found useful.
Put the activity into the format on the web site before sending it to us.**

THE VOICE OF *inged* MEMBERS



Dear Colleagues,

Michael Berman has been kind enough to write and send us a comprehensive activity on Homophones, Homonyms, and Homographs. Here is part of this activity. The rest is on the web...

Homophones, Homonyms, and Homographs by **Michael Berman** michaelberman@blueyonder.co.uk

Do you know about homophones, homonyms, and homographs?
Confused a little bit?
Michael Berman has written activities to clarify and practice these.

Below, you can find samples;
the whole activity is on our website
under "Class Activities."
The answers are there too.

Here are a few examples to show you what the exercise looks like:

Homophones are words that sound the same but are spelt differently, PIECE and PEACE, for example. Now find the homophones that fit into the following pairs of sentences:

- 1a. Every night before I go to bed I ... for your good health and happiness.
- 1b. A vulture is classified as a bird of

- 2a. Why do you moan and ... all the time? What on earth's wrong with you?

ANOTHER VOICE OF *inged* MEMBERS



In this issue, two INGED members share with you their poems and a short story. The first two poems are by Nukhet Yavuz from

Konya. She is kind enough to also send us a short story. Following these two pieces, you will find Kemal Sinan Ozmen's poem on NLP, from romanticism to a totally different realm. Sinan is a board member and very much involved in literature...

Enjoy...

Don't
by Nukhet Yavuz

Don't give me love
Cos I would only hurt you
Don't make me feel
Cos I would make you cry
Don't touch
Cos your wounds wouldn't heal
Just be a friend
For rainy days
Nothing more

What i feel for you ...
by Nukhet Yavuz

its the feeling that counts
that special something
that makes me so attached to you
i get blind by your love
feel the love
the feeling within me
is growing
from day to day
moment to moment
i dont want to part from you
always want to be by your side
if i knew i would feel the same way every day
and you the same way too...
im not afraid
i know i need to get closer
whatever you do
its the feeling that counts
my feeling for you

Nina ...
by Nukhet Yavuz

It had been a long time since he hadn't seen her. Time and time again he went back to the memories he had shared with her by looking at her lovely picture.

It had been a month since they had parted but it was as if she'd been away for years.

Night came again and he lied down in his bed, starting to think of her-again. He felt lonely without her.

It hadn't been love at the beginning, rather friendship for the start. How sad she had looked when he told her that it was just friendship that he wanted, nothing more.

It was hard for her to adapt to these words and to his character since he was such a changeable, young man and his indecisive behaviour made her desperate many many times.

They had spent nights together sharing their love, talking and whispering love letters into their ears, which wouldn't fade away like flowers.

He looked at the mirror and read 'remember me', written with red lipstick. Her beautiful face came into his mind, her blond hair, her smooth skin and warm blue eyes. He didn't realize that he had fallen in love with her ...

Her flight was called and she had to go. How was she going to do without him? She had gotten

AN NLP POEM

Between the Mirrors

by
Kemal Sinan Ozmen

They say I am a bird
But to me
It sounds much too absurd

Since
All I do is to fly around
And
No wise words to share with the crowd

Oh dear!
It really doesn't make any sense to me
Guess what?
They say I fly above the sea

Actually
No ideas or views I have
or
No precious time to save

*** **

They said I was a bird
But to me
This dark cage just hurt

By the way
Among to these locked doors
They brought two more birds
Living in two small mirrors

Here I say,
These birds are angry and sad
Their silence drives me mad

After all
I finally managed to run away
And let the mirror birds live in their way



NEWS FROM THE MINISTRY OF EDUCATION

MEB MAHALLI SEMINARS



Contact Details

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2007 MEB (Ministry of Education) Local Training Seminars:

2007 Summer MEB (Ministry of National Education) Mahalli (Local) Seminars have been allocated to different trainers and formators (Ministry trainers) from different universities and schools. This year there are 7 mahalli seminars (teacher training) run by different institutions and MEB. Thanks to the British Council, INGED, Sabanci University, and MEB trainers, these 5-day seminars will be made possible once again this year.

This year the following training seminars will be run:

No	Course Title	Participants	Venue	Date	Number of prt.	Trainers
231	English Teaching Methods	Isparta secondary English teachers	Ogretmenevi ISPARTA	18.06.2007 22.06.2007	60	British Council / Sabanci University
25	English Teaching Methods	Edirne secondary English teachers	Ogretmenevi EDIRNE	25.06.2007 29.06.2007	60	British Council / Sabanci University
256	English Teaching Methods	Kocaeli secondary English teachers	Izmit Ogretmenevi KOCAELI	25.06.2007 29.06.2007	60	British Council / Sabanci University
449	English Teaching Methods	4 th & 5 th year English teachers (with 2-5 years experience) in towns	?	20.08.2007 24.08.2007	60	Prof. Dr. Aydan Ersoz (INGED) Dr. Neslihan Ozkan (Gazi Universitesi/INGED)
478	English Teaching Methods	Bursa secondary English teachers	Anatolian Hotel & Tourism Vocational High School BURSA	03.09.2007 07.09.2007	60	British Council / Sabanci University
479	English Teaching Methods	Eskişehir secondary English teachers	Ogretmenevi ESKIŞEHİR	03.09.2007 07.09.2007	60	British Council / Sabanci University
497	English Teaching Methods	Erzurum secondary English teachers	Inservice Education Institute ERZURUM	10.09.2007 14.09.2007	60	Suzan Oniz (METU/INGED) K. Sinan Ozmen (Gazi Uni. /INGED) Cem Balcikanli (Gazi Uni. /INGED)

**SEE YOU
AT THE 11TH INGED
INTERNATIONAL ELT CONFERENCE**

**IATEFL's 41st International Annual Conference and Exhibition,
18 – 22 April 2007**

will bring together ELT professionals from around the world
to discuss, reflect on and develop their ideas.

This year's conference will be held in Aberdeen,
the Scottish city known by many names:

The Granite City, The Oil Capital of Europe,
The Silver City by the Golden Sands and The Floral City.

The outstanding plenary speakers will be Guy Cook, Agnes Enyedi, Mike Sharwood Smith and Maggie Farrar. There will also be the ELTJ Debate on English as an International Language, the CUP Forum on World Englishes, symposiums on twelve different topics, 400 concurrent sessions, fourteen Special Interest Group programmes, four Distinct New Voices (a new 'rising star' feature), five scholarship-winner speakers and social events involving IATEFL patron David Crystal.

If you want to register for this conference and the pre conference events,
you can apply online at www.iatefl.org

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

QUOTES ABOUT TEACHERS



1. The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. William Arthur Ward
2. A good teacher is like a candle - it consumes itself to light the way for others. Author Unknown
3. A teacher's purpose is not to create students in his own image, but to develop students who can create their own image. Author Unknown
4. Good teachers are costly, but bad teachers cost more. Bob Talbert
5. The best teachers teach from the heart, not from the book. Author Unknown
6. Better than a thousand days of diligent study is one day with a great teacher." Japanese proverb
7. The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards. Anatole France
8. A gifted teacher is as rare as a gifted doctor, and makes far less money. Author unknown
9. The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called "truth." Dan Rather
10. In teaching you cannot see the fruit of a day's work. It is invisible and remains so, maybe for twenty years. Jacques Barzun