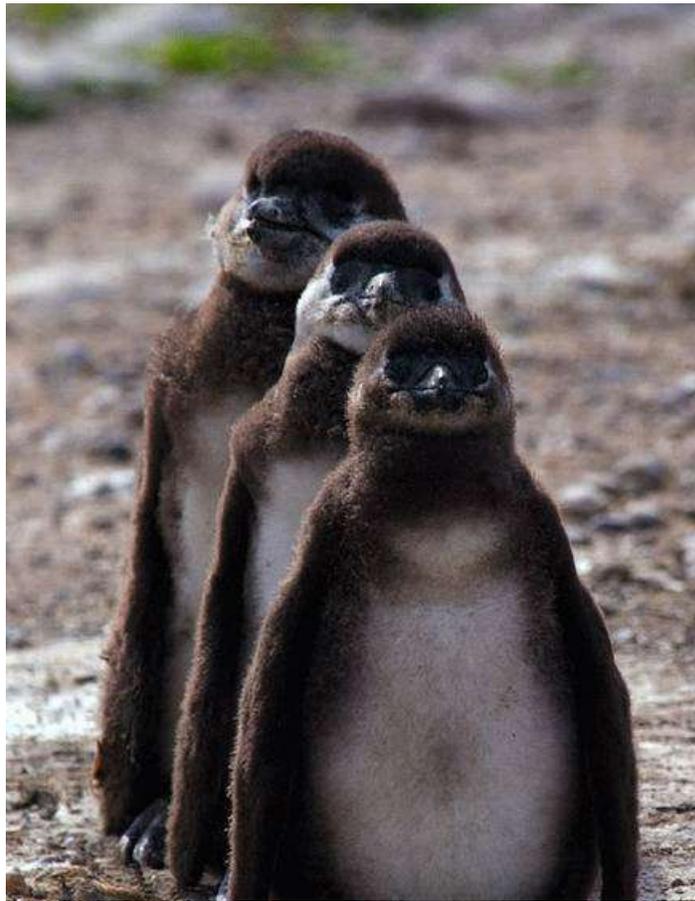


THE INGED NEWSLETTER

NEWS ON-LINE



Issue 3
September 2007

TABLE OF CONTENTS

From the President	4
From the Editor	6
Annual General Assembly Notice	7
INGED Afternoon vs. INGED Event	8
For Prospective Contributors	9
Photos from the 2007 INGED Conference	10
An INGED Afternoon with Brian North Summarized by A. Edmett	18
Notes from the 11th INGED Conference "Should we Teach Pronunciation?" by H. Yavuz Summarized by A. Ersoz	21
Notes from the 11th INGED Conference "Effects of Vocabulary Notebooks on Receptive and Productive Vocabulary Acquisition" by N. Bozkurt "What's my Path? The Road to Burnout or Renewal?" by S. Oniz Summarized by I. Kacar	24
Notes from the Sabanci Conference "See me Beyond, Hear me Beyond" by D. K. Eken "Through many Eyes: Multiple Perspectives on what Teachers Teach and Learners Learn" by S. L. Celtek & Summarized by I. Kacar	34
Notes from a Wednesday Workshop in Izmir "Using Short Stories in ELT" by A. Williams Summarized by O. Yagcioglu	46
Notes from Maltepe University "Everybody Smiles the Same... In English it's even Better" by A. Karaoglani & Summarized by N. Ozcinar	49
A Paper from a Member: The New Curriculum for the Primary Education by Prof.Dr. A. Ersoz	51

The Voice of INGED Members	
A story from A. Ersoz	58
An activity (Food Miles) from M. Berman	61
A poem and a photo from N. Yavuz	63
A letter from C. Dicker	65
A letter for teachers and students	67
News from the Ministry of Education	68
Notes from the MEB Seminar #449 in Erzurum by A. Ersoz	69
Notes from the MEB Seminar #497 in Erzurum by S. Oniz	72
Impressions of a Participant by M. C. Kati	75
News from IATEFL	77
Great Literary Taunts	78

The work of educators is hard. Understanding student learning, instruction and assessment, and school management and professional community calls for changes in the competencies and skills of all parties involved in education. Teaching is one of what researchers into burnout call 'at-risk professions'. The 'at-risk professions' are helping professions. Given that teachers must face a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counselors, and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly stricter standards of accountability, it is no wonder many experience a form of burnout at some point in their careers.

Scholars define teacher burnout as a condition caused by depersonalization, emotional exhaustion and a diminished sense of accomplishment (Schwab et al. 1986). One of the most down to earth definitions described teachers as no longer considering themselves professionals, rather just paid individuals. Hence, a teacher's loss of idealism and enthusiasm for work describes teacher burnout (Matheny, Gfroerer, and Harris, 2000). Obviously, when teachers are burned out, the quality of their teaching suffers. But burnout also affects their quality of life. Symptoms of teacher burnout include: anxiety and frustration, impaired performance, and ruptured interpersonal relationships at work and home (Wood and McCarthy, 2000).

In order to keep the feeling of "being a professional" and prevent and/or recover from teacher burnout, we should join in professional development activities such as attending seminars, workshops, conferences. Such activities may seem physically tiring and time-consuming; however, they will give us emotional and mental satisfaction together with a sense of accomplishment. Being at a conference site will give us a sense of belonging to a group, meeting new colleagues, making new friends, and networking with others in the discipline. We will leave the place with the satisfaction of having done something professional. Such events also help us develop ourselves as teachers since they refresh our skills and keep abreast of new tools and methodologies.

Changes in society and the education system require teachers to become part of a professional learning community. Ben Sweetland said: "**We cannot hold a torch to light another's path without brightening our own**". John Cotton Dana asserted: "**Who dares to teach must never cease to learn**".

I wish you all the best!

Prof. Dr. Aydan Ersoz



From the Editor

Dear Readers,

In this issue, you will find the summary of the last INGED Afternoon held before teachers went on their summer holidays. There are three presentation summaries from the 11th International INGED ELT Conference held at Ankara University and some photos taken during various moments. Two presentations from the conference at Sabanci University have also been included in this issue. One of our plenary presenters this year was Alec Williams, who visited Izmir and delivered a session at the Izmir British Council. You will find the notes from this workshop as well as from a presentation on effective teacher-student relationships delivered at the conference at Maltepe University in the September issue of our newsletter in addition to a paper on the new curriculum for primary grades 4 and 5 written by the President of INGED.

In *Voices from Members*, there is a brief story, a class activity suggestion, a poem by a member and a photo by the same member. This issue ends with two summaries by two groups of INGED teacher educators who conducted seminars for teachers working for the Turkish Ministry of Education.

We all wish you a happy 'bayram' and a successful and healthy school year. Please try to attend the Annual General Assembly, the dates and venue of which has been announced in the following pages.

Best wishes,

Suzan Oniz
Your Editor

INVITATION TO ALL INGED MEMBERS

THE INGED GENERAL ASSEMBLY

The annual General Assembly will be held
at 16:30 p.m. on **Friday, 26 October 2007**
at Middle East Technical University,
the Department of Basic English,
E Block, Auditorium 1.

If the number of members is inadequate,
the second and final Assembly will be held
at the same place
at 10:30 a.m. on **Saturday, 10 November 2007.**

WHAT IS THE DIFFERENCE ???

AN INGED AFTERNOON AND AN INGED EVENT



INGED Afternoons

WHEN?	As frequently as there is a guest speaker available
HOW LONG?	Approximately two-hour meetings
HOW MANY PRESENTERS?	Only one guest speaker
TOPIC?	A practical session on a topic relevant to English language teachers.
FOR WHOM?	Open to all audiences whether they are INGED members or not.

INGED Events

WHEN?	As frequently as there are several guest speakers available on the same day
HOW LONG?	Approximately three to four hours
HOW MANY PRESENTERS?	More than two guest speakers
TOPIC?	One general topic or several separate topics relevant to English language teachers
FOR WHOM?	Mainly for INGED members
REQUIREMENTS?	Advance registration
FEE?	A reduced fee for INGED members
CERTIFICATE?	A Certificate of Attendance for INGED members

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.**

MOMENTS FROM THE 11TH INGED CONFERENCE



This is what it looked like through the eyes of one camera!

The Opening Remarks by Prof. Dr. Ersin Onulduran



Then the remarks of the INGED President, Prof. Dr. Aydan Ersoz

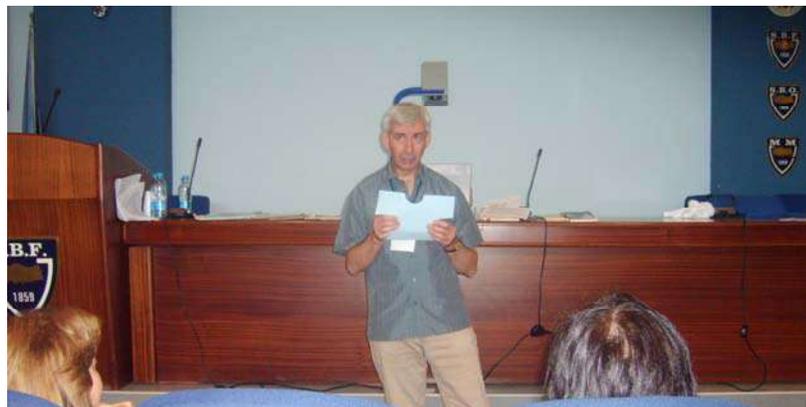


Our first Plenary Speaker:
Dr. Richard Smith

Our Plenary Speaker from Eskisehir:
Associate Professor Dr. Handan Yavuz,



Our last
Plenary Speaker:
Alec Williams





Some of our concurrent session presenters





Where ? Where ??

Oh here, here...





In the hands of the INGED Board guys

The audience during a plenary talk



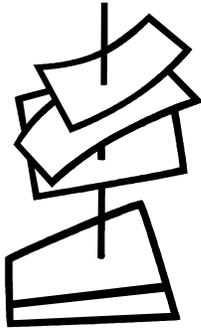
SEE YOU AT

**THE 10TH INGED
DRAMA FESTIVAL!**



**Start choosing
a 10-15 minute play & a story!**

The exact place and time will be announced soon!



NOTES FROM AN INGED AFTERNOON WITH BRIAN NORTH IN ANKARA:

Dr BRIAN NORTH, WORLD AUTHORITY ON THE CEFR, SPEAKS AT THE BRITISH COUNCIL ANKARA

Summarized by
Adam Edmett,
The British Council, Ankara

Dr Brian North chair of European Association for Quality Language Services EAQUALS and one of the founders of the Common European Framework (CEFR) spoke at an INGED afternoon hosted by the British Council in Ankara on 28 June 2007. A group of senior ELT professionals from universities and schools in and around Ankara were treated to an insightful and illuminating talk.

EAQUALS is essentially concerned with the accreditation of quality language services, but importantly, focuses on 'looking at the school in action.' Dr North was keen to emphasise the developmental nature of the association's work and that it is not just an external accreditation organisation that rubber stamps and then disappears into thin air. It can help an institution to learn. Turkey already boasts several full members of the association and more currently in the process of attaining affiliation.

Dr North then asked the highly pertinent question (certainly one for various curriculum in institutions across Turkey) **"What's The Common European Framework all about?"**

We also offer an increasingly popular CEFR Consultancy, where our training experts go into an institution and work with teachers and senior staff to implement the CEFR.

And lastly the word, or rather words, is definitely "watch this space" for more ELT events over the coming months as we look to expand considerably the frequency and access to speakers, workshops and other ELT related activities at the British Council in Ankara, Istanbul and Izmir.

For teacher training course enquiries in Ankara please contact

Pinar Kavsat: Pinar.Kavsat@britishcouncil.org.tr or

Raymond Kerr: Raymond.Kerr@britishcouncil.org.tr

For Istanbul please contact

Fatma Sahin: Fatma.Sahin@britishcouncil.org.tr or

Sibel Sagner: Sibel.Sagner@britishcouncil.org.tr

**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.**



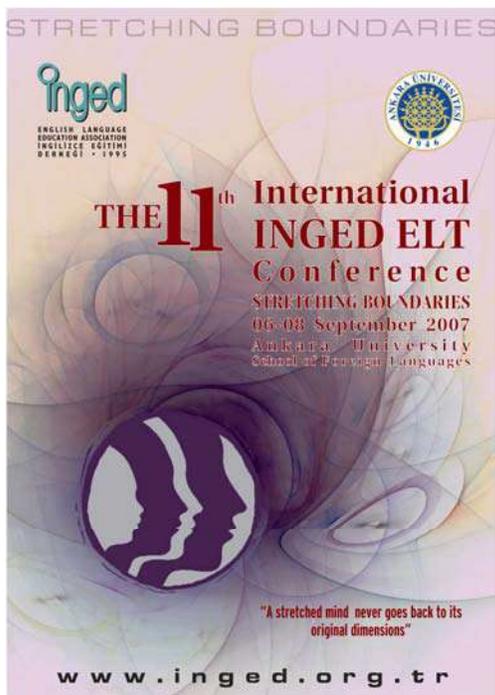
NOTES FROM
Stretching Boundaries
The 11th International
INGED ELT
Conference
6 - 8 September 2007,
Ankara

Should we Teach Pronunciation?
A Plenary Talk delivered by
Associate Professor Dr. Handan Yavuz

Summarized by
Prof. Dr. Aydan Ersoz; INGED President

Biodata:

Associate Professor Doctor Handan Yavuz completed her BA at Brooklyn College (of CUNY), New York. She received her MA from Anadolu University and her PhD from University of Michigan, USA. Her major interests are Linguistics, Phonetics and Phonology, and Linguistics for Language Teachers. She is the Director of the School of Foreign Languages, Anadolu University. She is also the General Academic Coordinator of the BA program in English Language Teaching, Open Education Faculty, Anadolu University. She also teaches at the BA, MA and PhD programs carried out by the Foreign Languages Teaching Department, Faculty of Education, Anadolu University. She has a number of articles published in national and international journals.



NOTES FROM *Stretching Boundaries* The 11th International INGED ELT Conference 6 - 8 September 2007, Ankara

Summarized by
Dr. Isil Gunseli Kacar, METU,
Ankaraisil7guns@yahoo.com

The 11th international INGED conference 'Stretching Boundaries' was held on September 6 - 8, 2007 at Ankara University in Ankara. The conference was attended by a variety of TEFL professionals from numerous institutions of learning in Turkey as well as abroad. It provided a fruitful platform with opportunities for professional development through an exchange of ideas and practices in English language teaching and research. Participants could integrate their knowledge of current trends in the TEFL field and in ELT practices to share and compare their practices and collaborating in finding solutions to common problems at this gathering. It gave the participants an opportunity to network with others in the field and contributed to the professional development of the participants. There were three thought-provoking and inspiring plenary sessions and 55 concurrent sessions in the conference.



1. How does the use of vocabulary notebooks affect students' vocabulary acquisition?
2. What are students' and teachers' attitudes towards the use of vocabulary notebooks?

With respect to the methodology, the study incorporated both a quantitative and a qualitative design. It was a longitudinal study that lasted four weeks. As for the participants, two groups of university students with intermediate level of English language proficiency participated in the study. There was one control and one experimental group in the study. The quantitative data in the study was collected through a free vocabulary use compositions with a focus on the use of target words learned in the lesson and a productive vocabulary level test and a receptive vocabulary test (Laufer and Nation, 1999). The qualitative data was gathered through the interviews with the teacher and students.

The study was implemented for four weeks. The schedule of four-week vocabulary notebook implementation was as follows (adapted from Schmitt and Schmitt, 1995 and Ledbury, 2006):

Week 1

Day 1: Introduce students to the idea of the vocabulary notebook as an important way of improving vocabulary.

Day 2: Introduce 20 target words. Students write L1 translations / L2 synonyms of 5 of them. Ask students to add the information to their notebooks for the other 15 words in the same way.

Day 3: Students write L2 antonyms of 5 of them. Ask them to add the information for all the target words.

Day 4: Students write example sentences for 5 of the words. Ask them to write sentences for all the words.

Day 5: Students share their notebooks in pairs. They share the information they put in the notebooks. Give some time for them to test each other on their notebook words. Collect in the students' notebooks to check that the information they have written is correct. Some kind of marks will be given for completing the homework.

Week 2

Day 1: Introduce 20 target words. Show students how to find part of speech for 5 of the words. Ask students to add the information to their notebooks for the other 15 words and for the 20 words of the last week in the same way.

In the final part of the presentation, the presenter listed the limitations of the study and made a suggestion for the future implementations. Concerning the limitations of the study, only two treatment groups were involved in the study. More generalizable results might be obtained in a larger scale study with a longer duration. The presenter concluded with a suggestion concerning the successful implementation of vocabulary notebooks in EFL classes. She strongly advised incorporating a vocabulary notebook into the program right from the start to facilitate the development of a proper lexical store to turn the learners into communicatively competent individuals.

The study showed that teachers need to spend more time guiding their students in the proper use of vocabulary notebooks. Notebooks have the potential to be a valuable tool for vocabulary learning but it seems that most students need extensive training than they probably receive. Vocabulary learning is a massive task and vocabulary notebooks can be useful tools; however, to maximize their potential, students require more guidance in word selection and more explicit vocabulary instruction than most teachers realize.

The audience that attended the sessions left the room with an innovative perspective concerning how to incorporate vocabulary notebooks into their syllabi and aid their learners' interlanguage development in terms of lexis.

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What's my Path? The Road to Burnout or Renewal?

by A. Suzan Oniz, PhD.

METU, Ankara

Another significant session in the conference was a workshop by Dr. Suzan Oniz, from METU, Ankara. The workshop aimed to raise awareness concerning the paths that burnout takes among young, old, experienced or new teachers.

Participants discussed and discovered the causes, symptoms, and most importantly practical remedies to burnout thus discovering their own potential pathways away from burnout, a phenomenon considered a big threat for all teaching professionals, regardless of their age and level of experience.

The presenter commenced her presentation by providing different definitions of the concept *burnout*. In line with Maslach and Jackson (1981, 1996), burnout is defined as emotional exhaustion, a complete lack of emotions and becoming a strong target for stress. Others define it as depersonalization, being detached from others, showing a cynical and negative attitude towards others or being impersonal, callous and dehumanized. Still others describe it as a decrease in personal accomplishments, perceiving own work as negative / insignificant especially when compared to others' work, or being dissatisfied with oneself and with accomplishments at work, or extreme type of role-specific alienation with a focus on feelings of meaninglessness (LeCompte and Dworkin, 1991).

Later on, the presenter drew the audience's attention on the potentially destructing impact of burnout. Burnout transforms idealistic, productive workers into threats to their profession, their colleagues and themselves. Moreover, burnout tends to influence mainly competent and dedicated individuals.

Having introduced the concept, the presenter moved on to illustrate the link between stress and burnout. She warned the audience that extended periods of stress resulting from potentially intimidating situations or the self perception that one's current abilities do not suffice to meet the existing challenge might lead to burnout. The following table (Table 1) shows the differences between these two related concepts:

Table 1. Characteristics pertaining to stress and burnout

Stress	Burnout
1. involves too much	1. is never enough
2. is characterized by overengagement	2. is characterized by disengagement
3. is a state where emotions are overreactive.	3. is a state where emotions are blurred.
4. produces urgency and hyperactivity	4. produces helplessness and hopelessness
5. exhausts motivation, drive, ideals and hope	5. exhausts physical energy

learning and task-based activities, positively reinforcing student behavior, avoiding feelings of anxiety (viewing daily events without apprehension).

The presenter, having listed the primary means of prevention from burnout, went on to describe the early signs of teacher burnout such as unwillingness to go to work, difficulty focusing on work, feeling weighed down by responsibilities and a feeling of inadequacy, which should be attached importance to during the second stage of burnout.

At the tertiary level when burnout has already occurred, the speaker suggested that the two issues raise: whether this individual suffering from burnout can continue teaching effectively or whether this teacher is actually willing to continue teaching.

Subsequently, the presenter focused on the factors that lead some teachers to view more negativity than positively, which are financial commitments, age, family responsibilities, the competitive job market, familiarity with the present job and retirement benefits. The speaker mentioned that the teachers usually respond to burnout in three common ways such as stopping teaching, lightening the teaching load by downshifting, diffusing interests and developing outside interests.

In the last part of the presentation the speaker recommended the audience certain ways to prevent burnout, these were listed below:

- a) Clarify your job description and responsibilities
- b) Manage expectations and demands made upon yourself and work in accordance with your strengths and capabilities
- c) Look for opportunities for change,
- d) Request a transfer,
- e) Ask for new duties,
- f) Make a career move
- g) Look for a new job
- h) Get career advice
- i) Socialize
- j) Have fun, enjoy what they are doing

The presenter concluded with a meaningful quote illustrating how to approach the phenomenon burnout:

*Accept that some days you are the pigeon,
some days you are the statue.*

This session played a significant role in raising the audience's awareness towards the symptoms of a phenomenon posing a great threat for all the teachers of all ages and equipping them with the strategies necessary to prevent or fight with it.

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**WOULD YOU LIKE TO HELP US WITH
AN INGED AFTERNOON IN YOUR CITY?**

**PLEASE CONTACT US ABOUT
THE TIME, VENUE, AND TOPIC.**

**WE WILL DO OUR BEST TO ORGANIZE
AN INGED AFTERNOON OR INGED MORNING
AT A PLACE NEAR YOU.**

The conference at Sabanci University was quite different in that all the presentations were exclusively concerned with the teaching/learning process from the learners' perspective. All the participants in the conference returned to their home institutions inspired by and equipped with the brilliant, refreshing, thought-provoking and innovative ideas and solutions to the problematic academic issues.

HIGHLIGHTS FROM CONCURRENT SESSIONS

See me Beyond, Hear me Beyond...: Learner-based Research by Dr. Deniz Kurtoglu-Eken

With respect to the theme of the conference, the session delivered by Dr. Deniz Kurtoglu-Eken was very significant. It was entitled *See me Beyond, Hear me Beyond...: Learner-based Research*. The motto she suggested was very revealing: Data is within and all around... The presentation is concerned with how we can tune in more effectively to not only what learners have to say but also when they may not actually say it. Dr. Eken demonstrated how to implement learner-based research by taking into consideration the valuable insights into the learners' mostly uncharted world, insights that are gained through an examination of learners' rich experiences and ideas.



D. Kurtoglu-Eken (right) with
I. Kacar, Meral Guceri & a colleague

She started the presentation by posing some relevant questions aimed at drawing the attention of the audience to the components of learner-based research. These are as follows:

- How can I look at myself more through the eyes of my observer?
- What are my expectations from myself? From others?
- How do I create meaning? What realities do I create for myself?
- What choices do I give myself? What choices do I give others?

Through many Eyes: Multiple Perspectives on what Teachers Teach and Learners Learn

by

Sharon Leach Celtek

The workshop given by Sharon Leach Celtek emphasized the idea that teaching does not equal learning - there is likely to be a mismatch between what teachers aim to teach and what learners learn or even perceive. The speaker introduced a four-way observation approach that was based on the feedback obtained from teachers and learners concerning their perceptions of learning and teaching. Classroom applications arising from the divergence of teacher intention and learner interpretation were discussed in the session, too.

As a warm-up to the session on the teacher intention and learner perceptions, the presenter started by asking the audience several questions:

- Why do we write outlines for our essays?
- What do students think they have learned at the end of the lesson?
- Does this correspond to the teacher's intentions?

"Observations give the freedom to look at the lesson from a range of different perspectives." (Wajnryb, 1992: 7)

The presenter reported a study that she carried out at Sabanci University, School of Languages with a group of intermediate level EFL students. As for the research questions in the study, the research study that the presenter conducted investigated three research questions:

1. What do the comments show about the teacher and learner perceptions of the lessons?
2. What do students think they have learned at the end of the lesson?
3. How does what students have learned correspond to the teachers' intended aims?
4. Are there any areas/activity types/skills that the learners seem to attach particular importance to?

In order to address the first three research questions, the speaker designed a four-way observation process which incorporated several related parties into the learning/teaching process. The four-way observation process consisted of the following components:

- The classroom teacher who completed the research form at the end of the lesson (teacher)
- A teacher acting as an observer who completed the research form as the lesson was happening (teacher observer)
- A student observer who completed the research form at the end of the lesson (Student observer)
- The rest of the class who completed the research form at the end of the lesson (Student)

All the four parties mentioned above were asked to fill in an observation form at the end of each lesson.

A Sample Observation Form

Date :

Section:

Type of Lesson (please circle): Reading / Listening / Speaking / Writing / Grammar / Vocabulary

Materials Used: (e.g. course book and unit)

What were the main stages / activities of the lesson	Explain in detail what happened in this stage / activity	What do you believe were the aims / goals of this stage / activity?

What was the most important thing taught in this lesson?
 Are there any other important points that you felt were taught?

In order to incorporate the self-evaluation element into the study, the learners were asked to respond to the following questions as well:

- What strategies did I practice in this lesson?
- How well did I use these strategies? What else could I do?

With respect to self-evaluation, learners are advised to incorporate a personal review in the form of questions or checklists. e.g., after a reading lesson, students may choose a word and write down why it is important to them.

use the strategy, when and where the strategy could be useful, and how to evaluate the use of the strategy (Winograd and Hare, 1998).

In the last part of the session, the presenter demonstrated the application of some learning strategies related to guessing the meaning of unknown words from context. Sample activities to facilitate vocabulary guessing are as follows:

Activity 1

- Answer the following questions which focus on your ability to deal with unknown words in a text.
- With a partner discuss the evidence you found in the text to help you answer the questions. Which strategy did you use?
- Were there any words you couldn't guess the meaning of? Why not?

1. The placebo effect is one of the most fascinating aspects of health care. Traditional medicine, while very aware of the effect, does not know quite what to do about it. People on both sides of the issue argue passionately about it. The advocates see it as a cure all. However, its opponents call it a sham and an illusion. What both agree on, however, is that in many cases placebos work, and now new research is indicating that its success is far wider and more encompassing than ever suspected.

Which word in the paragraph above means the opposite of 'opponent'?

2. For some patients, just seeing a physician can have an impact on their health. Sometimes it's a positive one; many patients feel better after talking to a sympathetic ear. Dr. Benson cites a 1966 study of surgical patients in which subjects were visited by their anesthesiologists the night before the surgery. For half the group, the visit was cursory and businesslike as the anesthesiologists only stayed with the patients for a maximum of ten minutes. In contrast, for the other half, the anesthesiologists were warm, chatty, and sympathetic, extending their visits to at least twenty minutes per patient. As it turned out, patients had the "positive" meeting required half as much post-operative pain medication and were released from the hospital two and a half days earlier.

Which word means 'quick and probably not detailed'?

3. In a recent review on the subject, Robert Hahn, PhD, an epidemiologist at the CDC (Center for Disease Control) and an authority on the nocebo phenomenon,

explained the concept this way: "The nocebo hypothesis proposes that expectations of sickness and the affective states associated with such expectations cause sickness in the expectant. " The evidence for the nocebo effect is "piecemeal and ambiguous," according to Dr. Hahn, and a Medline search turns up 30 references. Research into this phenomenon is **intriguing**.

What do you think the word 'intriguing' means?

(Adapted from *Beyond the Boundaries* Level 3 Unit 3 pages 74-76 (Sabanci University))

Activity 2

Fill in the missing words using the clues provided in the context.

a) definitions

The text could include words, phrases or sentences which e----- the word you don't know.

Clues: this refers to, what this m---- is

b) restatement

Sometimes we find the same thing has been said in another way using d--- words.

Clues: in o----- words, that is

c) examples

The writer sometimes uses examples to help the reader understand an idea etc.

Clues: such a -----, for i-----, for example

d) word parts

We can sometimes guess the meaning of an unknown word by using our knowledge of affixes (p----- and s-----) and how they influence meaning.

e) contrast

The o----- of the word you don't know could be present.

Clues: as opposed to, whereas, however

(Adapted from *Beyond the Boundaries* Level 3 Unit 3 pages 74-76 (Sabanci University))

The vocabulary card that she asked her students to prepare also was an effective technique to facilitate the students' retention and retrieval of the new words.

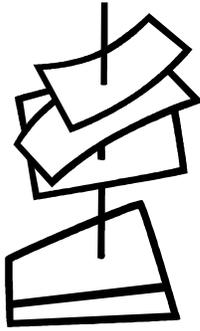
A sample vocabulary card is as follows:

The form of the word (adjective, adverb, noun, verb)	Meaning in the first language (L1)(e.g., Turkish)
Meaning in the second language (L2) (e.g., English) (definition / explanation)	Use of the word in a sentence and / or a typical collocation

The presenter concluded with the remark that adopting multiple perspectives into the learning/teaching process is likely to be fruitful in terms of the insights it will provide and to facilitate teachers' tuning into the learners' language.

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**NOTES FROM A WEDNESDAY
WORKSHOP IN IZMIR:
Using Short Stories in ELT
by
Alec Williams**

**Summarized by
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School of Foreign Languages**

In April 2007, a workshop on using short stories was run by the British Council at the French Cultural Institute in Alsancak in Izmir. The speaker was Alec Williams. There were about 50 participants present from different universities and colleges for this workshop. Patricia Turkmenoglu, the director of the Izmir British Council, introduced Alec Williams to the listeners as a former librarian, trainer, and story teller.

At the beginning of the workshop, Alec asked us what kinds of levels we were teaching and if we were using short stories in our classes. There was a good variety of levels of teachers at the seminar hall. There were participants from the University of Economics, Ege University, and Dokuz Eylul University and there were also many participants from the colleges in Izmir. All of the hands went up in order to say that we were using short stories in English language teaching.

Firstly, the presenter talked about why stories were read or told. He said that we needed to talk about "why", before we looked at the "how" of reading stories and listed the following:

- Because if there is no reason, you might as well not learn how.
- Because if you're doing it, you ought to know why you're doing it.
- Because if you know why, the how comes naturally from that.

- Try to use a sense of drama, echoing the tone of the words as you speak them; you should sound frightened, for example, when you're saying: "We might wake the giant..!"
- Think about using different voices; this is particularly useful in dialogue, to separate different characters speaking. You could deepen your voice for an elephant or giant and raise it for a queen or a fairy.
- Have a choice of stories; if a story isn't working, try another one. If it works really well, be ready to tell it again.

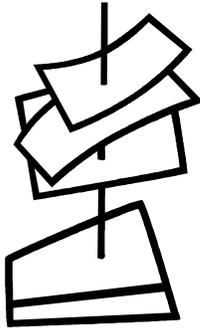
At the end of the workshop, Alec started to tell us a story and acted as if he was in the story; then he invited us to join him while acting and telling the story. We did the things he wanted. We enjoyed ourselves a lot and had great fun while doing this activity. Everyone left with a big smile on their faces..

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NOTES FROM MALTEPE UNIVERSITY- ELT CONFERENCE

31 March 2007

Everybody Smiles the Same....

In English It's Even Better

by Anastasia Karaoglani

Summarized by

Nazan Ozcinar

Sabanci University, School of Languages, Istanbul.

The workshop entitled: "Everybody Smiles the Same.... In English It's Even Better" presented by Anastasia Karaoglani was the second afternoon session which I attended. It was a pleasure to be in this workshop for me because it was very enjoyable for the participants to share their ideas in groups about their teaching practice in order to reach effective teacher-student relationship.

The workshop started with a statement given by Anastasia:

"To be a good teacher in the past meant to be a good speaker of the language. Moreover, if you were able to cope with kids, then this would mean a good teacher", but she emphasized that the requirements for being a "good" teacher had in fact increased in years.

After this Anastasia asked the participants to form groups and to discuss the following question:

Question 1: What do you think is necessary to be able to work at a good institute?

TEACHING QUALIFICATIONS

Methodology: lesson planning- testing - a well-balanced plan with clear objectives

Training: teacher-development - continuous search for development - good knowledge of the past and latest trends should be your aim

Managing: time-management - class management - have managerial skills in the classroom for misbehaviour

PSYCHOLOGY:

Difficulty in concentration: hyperactivity

Learning difficulty: we now have misbehaving sts

PROMOTING

Teachers as educational consultants

Educating the parents: "training" them

Seminars on the art of communicating

TAKING PART IN MEETINGS

COMPUTING SKILLS

She, then continued with her second question to be discussed in small groups:

Question 2: What are the aims of before we give our lessons?:

Groups came up with the following:

Time management

Effectiveness of the lesson

Trying to engage students in the lesson

Enjoyment

Presenting the language /skills in an effective way

Trying to integrate the skills

Aims of a successful teaching-learning process:

Make sts competent in EFL

To be able to express feelings

To talk freely on a topic

To integrate humor in lessons

After having discussed WHAT teachers need to do in order to be a GOOD teacher, Anastasia went on talking about the restrictions that teachers feel not being able to show their full potential in this field. So, she asked the groups to share their ideas about the factors that limit teachers to do the necessities.

A Paper from a member

The New Curriculum for the Primary Education (Grades 4 and 5)

Prof. Dr. Aydan Ersoz

Introduction

Between the age of six and 12, the child develops cognitive and communicative skills. In fact by the age of 12, the child will have achieved a level that is almost equal to that of the adult. Due to the fact that English language teaching begins at the fourth grade in our country (children at the age of 9 or 10), the learning characteristics of this age group only will be mentioned here (see Table 1).

Table 1. 10 – 12 year olds

Characteristics	Implications	Need
Longer attention span compared to younger learners	Greater range of activities possible in class	Opportunities to engage in tasks that require focus and commitment
Knowledge of the world growing	More topics can be addressed	Stimulation, e.g. information from internet or cross-curricular
Taking learning more seriously	Can be given responsibility	Chances to be independent
Still children	Have need for security and pleasure	Teacher sensitive to their needs and moods
More cooperative with peers	Can do more group work	Variety of grouping in class i.e. work on own, in pairs, in group, as class
Intellectual, motor and social skills developing	Can be challenged more	Activities that challenge them
Developing own learning strategies	Children won't all react in the same way to the same task/topic	Chance to personalize their learning experience

It should be borne in mind that regardless of their age, children need input that is:

- comprehensible,
- developmentally appropriate,
- redundant (repeatedly received from a variety of sources), and,
- accurate (grammatically correct with proper word choice and pronunciation).

They are eager to use the language productively when it is functional and communicative (representative of actual speech and personally relevant), frequent (ample opportunities to practice), redundant (speak repeatedly on the same topic), and consistent with their identity (less formal, peer-oriented, expressive use of language). The classroom context should be supportive and motivating, communicative and referential (speaking in real time, about real events and objects, to accomplish real goals), developmentally appropriate, and feedback rich (no formal correction but feedback and correction in the process of natural communication).

Many teachers imagine that all students will automatically like working with others (for pair and group activities), but this is not the case. Working together with a partner requires many social skills and sometimes especially very young students prefer to work alone. They love to do things in the presence of others but since they are egocentric they prefer individual activities. They should be given plenty of opportunities to play in teams and to 'help each other' in order to increase the social skills required for cooperative and collaborative work.

Children are more concerned with the use of language to convey meaning than with correct usage. They want to actually use the language, not to learn about it. Hence, teaching the rules of usage is not necessary for children. Young children are willing to use language without worrying about grammar correctness. They rarely have inhibitions that are typical of teenagers and adults. Furthermore, they have a marvelous ability of imitation. Hence, when they are exposed to a good model, they can learn a language without an accent. Children love to play and learn best when they have fun. Thus, it is better to begin with a play-centred approach, and gradually move to more conscious and cognitive learning as they mature.

Young learners tend to be less self-conscious, inhibited or shy. They are more willing to take risks and less afraid to make errors. Unless the teacher tries to teach overt grammatical rules and corrects each and every mistake, learners will be willing to experiment with the language.



Suitable Activity Types for Young Learners

Most children have a natural musical taste, and play is the only activity that the child takes seriously; so, any syllabus for young learners should include such activities (see Table 2). They have innumerable virtues including the following:

1. Singing helps to acquire a sense of rhythm.
2. Songs, rhymes, and chants are wonderful means of teaching stress and intonation patterns of English.
3. Games, including musical ones, constitute a context for language use for children. They become themselves when they play or sing.
4. Games and songs contribute to socialization (they are collective).
5. Craft activities give children a sense of accomplishment.
6. Physical and mental involvement in the production of something concrete and useful makes children forget about the formal side of teaching which often proves counterproductive.

Table 2. Activity types for the 10-12 year olds

General Characteristics	Needs as a result of these characteristics	Possible ways of meeting these needs
Are imaginative	Need to be able to use their imagination in the classroom	Use prediction and participation; Employ story-telling/reading
Are creative	Need to be able to create things and learn by doing	Use art and craft activities
Are energetic	Need to move around and be physically active	Use TPR (Total Physical Response) and activities that require bodily movements; Employ drama and dramatization
Lose their concentration easily	Need activities that appeal and make sense to them	Use games, songs, riddles, puzzles, jokes, etc.
Have short memories	Need constant recycling of input and activities complete in themselves	Recycle at intervals; employ topic-led work; present anything in meaningful contexts
Are easily excited	Need activities to calm them down	Use 'settling activities'
Have emotional needs	Need to feel a part of a group	Employ group work
Have limited language skills and experience	Need clarity	Use well-defined, well-experienced activities
Love talking	Need opportunities to talk	Do everything to maximize STT and minimize TTT.

As is seen in the table, there is a variety of activities offered for this age group. Art and craft activities, story telling or reading, games, songs, jokes, puzzles, drama and dramatization, tasks and projects are mentioned in the table. All these contain authentic language and help us create a natural (or a less formal) atmosphere in the classroom.

Songs (including Nursery Rhymes, Jingles and Chants)

Children like songs, and they learn a lot of songs in their mother tongue anyways; hence, it is a medium that children are very comfortable with. Songs and music can add variety to the class. A song hides the nature of exercises making them look like fun when in reality students are working with the language in the way we want them to. Singing is a happy and stress-free activity that will add to a positive classroom learning environment.

Songs often include a lot of repetition that helps to make language memorable. Moreover, songs contain chunks of language that children can remember and use. Young children learn quickly and forget quickly if they do not practice. Hence, they need to sing and practice the same song at certain intervals. Children will enjoy singing a song they already know, but do not assume they will all remember the song and the vocabulary.

The use of songs is flexible. A song can be used in any stage of the class: as a presentation tool, as a practice exercise or as a production activity. Depending on the activity designed by the teacher, a song can serve as a good way to encourage team work and collaboration. When they sing, children will be actively involved in their learning, even at a very young age. Furthermore, children have a lot of energy and want to make noise. Songs may channel these natural inclinations positively.

familiar with most of the stories, so they work with familiar contexts when they work with stories. Teachers should choose a story

- which will engage the children within the first few lines (note that children often accept and like a story in the foreign language they might feel was childish in their own language)
- which they like
- which they feel is appropriate for their children
- which the children will understand well enough to enjoy
- which offers the children a rich experience of language
- which does not have long descriptive passages
- which is right for the occasion and in its relation with other things they are doing with the children
- which they feel they can tell well.

Stories are also useful for drama and dramatization.

Drama and Dramatization

The word drama may produce the image of an end-of-term play, staged by nervous children, organized by overwrought teachers, and watched by fond parents. Drama is not only about the product (the performance) but part of the process of language learning. It allows children to own the simple and mechanical language they use by involving their personalities. It gives those children who are shy when speaking a foreign language another character to 'hide behind'. 'Dramatizing' is perhaps a better word for this than drama.

Dramatizing means that the children become actively involved in a text. This personalization makes language more meaningful and memorable than drilling or mechanical repetition can. Dramatizing is part of children's lives from an early age: children act out scenes and stories from the age of about three or four. They play at being adults in situations, like shopping and visiting the doctor, which are part of their lives. Many of these day-to-day situations are predictable. Children try out different roles in make-believe play. They rehearse the language and the 'script' of the situation and experience the emotions involve knowing that they can switch back to reality whenever they want to.

Dramatizing a text is very motivating and it's fun. The end product, the performance, is clear and so children feel safe, and have a goal to work towards. While dramatizing children may take roles or use puppets.

Using drama and drama activities has clear advantages for language learning. It encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions. Drama involves children at many levels, through their bodies, minds, emotions, language, and social interaction.

The Syllabus for the 4th And 5th Grades

The new curriculum implements the European Language Portfolio which contains The Principles and Guidelines approved by the Council of Europe (DGIV/ EDU/LANG (2000). For the FIRST stage of primary education (4th and 5th grades), A1 level is aimed.

The European Language Portfolio has communicative goals and an integrated approach. All language components and skills are treated together and equally. Accordingly, in the new curriculum, the goals are skill-based and functional/notional. There are no structural goals to be achieved. For this age group, grammar is too abstract to be taught. There are some behavioral aims for linguistic competence.

Students who complete the 4th grade are expected to show the following linguistic competence levels:

Students will

- a. Have a very basic range of simple expressions about personal details and needs of a concrete type.
- b. Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- c. Show only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.
- d. Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.
- e. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- f. Spell his/her address, nationality and other personal details.
- g. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
- h. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

Students who complete the 5th grade are expected to show the following linguistic competence levels:

Students will

- i. Have a very basic range of simple expressions about personal details and needs of a concrete type.
- j. Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- k. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
- l. Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.
- m. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- n. Spell his/her address, nationality and other personal details.

- o. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
- p. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

Conclusion

The new curriculum accepts the fact that learning a language is a slow process. An efficient communicator is not a person who knows a lot of structures. It is the one who knows how to communicate. Structures should not be taught independently from the whole language context. With children, it is much better to demonstrate the language than to explain it. For children, learning is a question of experiencing rather than committing information to memory. They can understand more than they can produce provided that the input is supported with pictures, sound effects, gestures and demonstrations.

The curriculum itself does not guarantee teaching and learning. It is the teacher's responsibility to stick to its philosophy. Only then we can question the value of the curriculum. If the teacher does not follow what is suggested in the curriculum and continues teaching in the old manner, it will be impossible to achieve the goals stated in the curriculum. In such a case, the teacher takes all the responsibility for all the time, money and effort wasted as it has been the case until today.

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THE VOICE OF *inged* MEMBERS



Dear Colleagues,

Here is an inspirational story from Prof. Dr. Aydan Ersoz. Hope you enjoy it...

AN INSPIRATIONAL STORY FOR TEACHERS

Jean Thompson stood in front of her fifth-grade class on that first day of school in the fall. Like most teachers, she looked at her pupils, saying she loved each of them the same, that she would treat them all alike. But that was impossible for there in front of her, slumped in his third row seat, was a little boy named Teddy Stoddard.

Mrs. Thompson had watched Teddy the year before and noticed he didn't play well with the other children, that his clothes were shabby and that he constantly needed a bath. And Teddy was unpleasant. It got to the point during the first few months that she would actually take delight in marking his papers with a broad red pen, making bold X's and then highlighting the "F" at the top of the paper.

Because Teddy was a sullen little boy, no one else seemed to enjoy him either. At the school where Mrs. Thompson taught, she was required to review each child's records and delayed Teddy's until last. She opened his file, and found a surprise.

His first-grade teacher had written, and I quote, "Teddy is a bright, inquisitive child with a ready laugh. He does his work neatly and has good manners. He is a joy to be around."

A year later, she found a note under her door from Teddy, telling her that of all the teachers he'd had in elementary school, she was his favorite.

Six years went by before she got another note from Teddy. He then wrote that he had finished high school, third in his class, and she was still his favorite teacher of all time.

Four years later, she got another letter, saying that while things had been tough at times, he'd stayed in school, had stuck with it, and would graduate from college with the highest of honors. He assured Mrs. Thompson she was still his favorite teacher.

Four more years passed and yet another letter came. This time he explained that after he got his bachelor's degree, he decided to go a little further. The letter explained that she was still his favorite teacher but that now, his name was a little longer. The letter was signed, Theodore F. Stoddard, M.D.

The story doesn't end there. For there was yet another letter that spring. Teddy said he'd met this girl and was to be married.

He explained that his father had died a couple of years ago and he was wondering if Mrs. Thompson might agree to sit in the pew usually reserved for the mother of the groom.

And on that special day, Jean Thompson wore that bracelet, the one with the rhinestones missing.

And on that special day, Jean Thompson smelled the way Teddy remembered his mother smelling on their last Christmas together.

THE VOICE OF ANOTHER *inged* MEMBER

September 2007



Dear INGED Members,

The following exercise comes from a Business English course book I am currently working on, but one with a difference as you will see from the subject matter. So if any publisher out there is interested in doing something innovative and prepared to

take risks, please get in touch with me!

Food Miles

Choose the most appropriate answer from each pair of alternatives. But be careful because sometimes both choices may be correct!

When did you last 1. look/watch to see where your food has come from? Our supermarkets stock apples from New Zealand, asparagus from Peru and beans from Kenya, and hundreds of other 2. lines/makes that have been brought from all over the world. It is estimated that 3. food/the food in an average shopping trolley has travelled 100,000 miles. Only a small but significant 4. proportion/share is imported by air, the 5. remains/rest coming by boat and lorry. Many products can be 6. grown/grown up in 7. U.K./the UK, but only in 8. season/the season. Now we have 9. become / been used 10. to have/to having these products all year round, and this increases our 11. reliance/reliability on bringing in goods from abroad. But as 12. awareness/consciousness of the environmental impact of flying in goods grows, so it has become a priority for the supermarkets to try 13. reducing/to reduce it. 14. However/Moreover, is it that simple? If supermarkets stop 15. importing/to import from 16. developed/developing countries

then it could have a detrimental impact in those countries by putting local workers, 17. that/who have whole families 18. dependant/dependent on them, out of work. This is why the solution to the problem is less clear cut 19. as/than it 20. firstly/at first it 21. may/might 22. appear/seem to be. We also need to 23. bare/bear in mind that 24. British/the British grown 25. produce is/products are not necessarily more energy efficient. There are approximately 900 horticultural producers in this country using glasshouses that are artificially heated. And producers use enough extra energy in their greenhouses to supply 55,000 homes for a year.

ANSWERS:

- | | | | |
|------------------|--------------------|---------------|----------------|
| 1. look | 2. lines | 3. the food | 4. proportion |
| 5. rest | 6. grown | 7. the U.K. | 8. season |
| 9. become | 10. to having | 11. reliance | 12. awareness |
| 13. to reduce | 14. However | 15. importing | 16. developing |
| 17. who | 18. dependent | 19. than | 20. at first |
| 21. may or might | 22. appear or seem | 23. bear | 24. British |
| 25. produce is | | | |

Michael Berman BA, MPhil, PhD (Alternative Medicines) works part-time as a teacher at Oxford House College in London. Publications include A Multiple teacher at Oxford House College in London. Publications include A Multiple Intelligences Road to an ELT Classroom and The Power of Metaphor for Crown House Publishing and The Shaman and the Storyteller for Superscript. Michael has been involved in TESOL for thirty five years and has given presentations at Conferences in Armenia, Austria, Azerbaijan, Croatia, the Czech Republic, Cyprus, Finland, France, Georgia, Germany, The Republic of Ireland, Italy, Poland, Romania, Russia, Scotland, Slovenia, Spain, Turkey, Ukraine, and Wales.

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www.Thestoryteller.co.uk



THE VOICE & PHOTO OF AN inged MEMBER

Mirrors

I'm looking into the mirror
How desperate my face looks-
Whining to itself and crying
It needs cold water on its heat...
Mirrors don't tell lies!
Mirrors tell me I'm gone
They are telling me time has passed
Mirrors- have lied to me all times

Protetted and pretended as I felt
How false!
Now-with a face gone
With an age-on
They have a crack on the glass-
And splitters in my hand
I'm holding the bits of a broken heart...

Nukhzt Yavuz, June 2007



THE VOICE OF ANOTHER *inged* MEMBER



My very first taste of the teaching side of the teaching-learning continuum was back in 1982 as a student teacher at John F. Kennedy High School in New York City. I was seared out of my mind. There I stood in front of 40 ethnically heterogeneous students who were only 5 years younger than I was at the time. I was preparing to be a history teacher and my “mentor” at JFK High School was an inordinately patient veteran teacher named Bruce Davidson. Bruce introduced me to the trials and tribulations of New York high school teaching. He exposed me to the headaches of battling with a gigantic and inhuman bureaucracy, the New York City school system, that is responsible for educating over 1,000,000 students annually. Just as importantly, he helped me experience the thrill of helping young people grow as human beings, mature into responsible, level-headed adults and learn about themselves and the world around them through our shared past.

Despite several considerably more lucrative job offers outside the realm of teaching, I accepted a job the following fall semester at JFK High School as a full time history teacher. I found the challenges of helping young minds grapple with new ideas and come to new and different realizations about themselves and their situations thrilling and stimulating. I found the teaching-learning process one that was continually exciting, challenging and intellectually and personally gratifying. I learned to respect my students as human beings but I also learned the value of transparency, clarity of vision, discipline and respect. My respect for those teachers who strike the “right balance” between openness and orderliness, between clarity and ambiguity in the classroom, between giving students the freedom to be creative while respecting the educational system’s regulations, curricula and external exams is deep and sincere. Teaching is a magical and wonderful career with non-monetary rewards that simply can not be matched by any other profession.

I remained in the classroom for another decade. After a three year stint at JFK, I decided to explore the world and accepted a position at an international school in Lisbon, Portugal where I taught both history and English as a Second Language. I found language teaching even more challenging than history teaching and became fascinated by the language learning process. From Portugal, I moved into university level teaching when I was offered a Fulbright teaching grant to teach English as a Foreign Language in Pristina, Kosovo (in the former Yugoslavia). I found university level teaching just as exciting, albeit in a very different way. After two years in Kosovo (where I also married), I decided to return to New York and work on a doctorate in Applied Linguistics at Columbia University to pursue my interest in the processes of

language learning. I later accepted a tenure track position teaching in a Faculty of Education in south Florida to help prepare the next generation of teachers for what I consider the most critical profession in any society.

However, my experiences in Portugal and Yugoslavia had served to whet my appetite for new experiences outside the United States. I realized that a career as a university professor in the U.S. wasn't going to address my seemingly endless interest in learning new languages and cultures. I therefore decided to take the foreign service exam and about a year later, left south Florida to join the United States Information Service (later to be incorporated into the State Department) as a specialist in English language education.

Over the past nearly 15 years with the foreign service, I have been blessed with innumerable opportunities to learn and teach on three continents across the world. From South Africa to Azerbaijan, from Indonesia to Hungary, I have interacted with some of the most wonderful people on the planet. Educators are a fascinating group. I have learned languages (Serbo-Croatian, Azerbaijani, Indonesia and now Turkish), made life-friends with people from all walks of life and worked on an endless array of educational projects. In every instance, my host country colleagues have taught me much more, I'm sure, than I was ever able to teach them. In any case, the learning and teaching was a two way street and the work, although challenging and often frustrating, was always in the end both professionally and personally rewarding.

Throughout the years working with educators, I have always been awed by their dedication and sincerity. Teaching is a noble profession and few societies treat their educators with the kind of respect and dignity they deserve. Few of us can remember our childhood doctor or dentist but we all can remember several of our primary and secondary school teachers. Teachers are memorable because they can play such a profound and crucial role in a young person's development.

As the new English Language Officer for Turkey, I look forward to working with yet more noble, dedicated and fascinating educators in my newly adopted home. I look forward to working with organizations like INGED in organizing and implementing teacher training programs, distributing materials, organizing courses and English summer camps, setting up libraries and teacher resources centers, running conferences, seminars and institutes and most importantly, learning and contributing in an appropriate fashion. I hope to meet many INGED members of the next three years (the duration of my anticipated tenure here). In the meantime, I would be happy to entertain questions and quests by email (DickerCL@state.gov). Oh, and by the way, my name is Craig Dicker.

Topics covered:

- Why Teach English to Young Learners
- ELP and its Implementation
- How grammar should be treated
- The New Curriculum
- Principles of Teaching Young Learners
- Learning Styles
- Classroom Language
- Using Songs, Rhymes and Chants
- Using Games
- Using Art and Craft Activities
- Using Tasks



- Using Stories and Dramatization
- A Sample Unit from the New 4th Grade Book
- A Sample Unit from the New 5th Grade Book
- Classroom Interaction and Management
- Evaluating and Assessing Young Learners

Quotations from participants:

"... Before coming to this seminar, I had some doubts about how efficient it would be. I am now leaving with lots of new ideas and wonderful memories. I had a great chance to refresh my knowledge and embellish my teaching skills..."

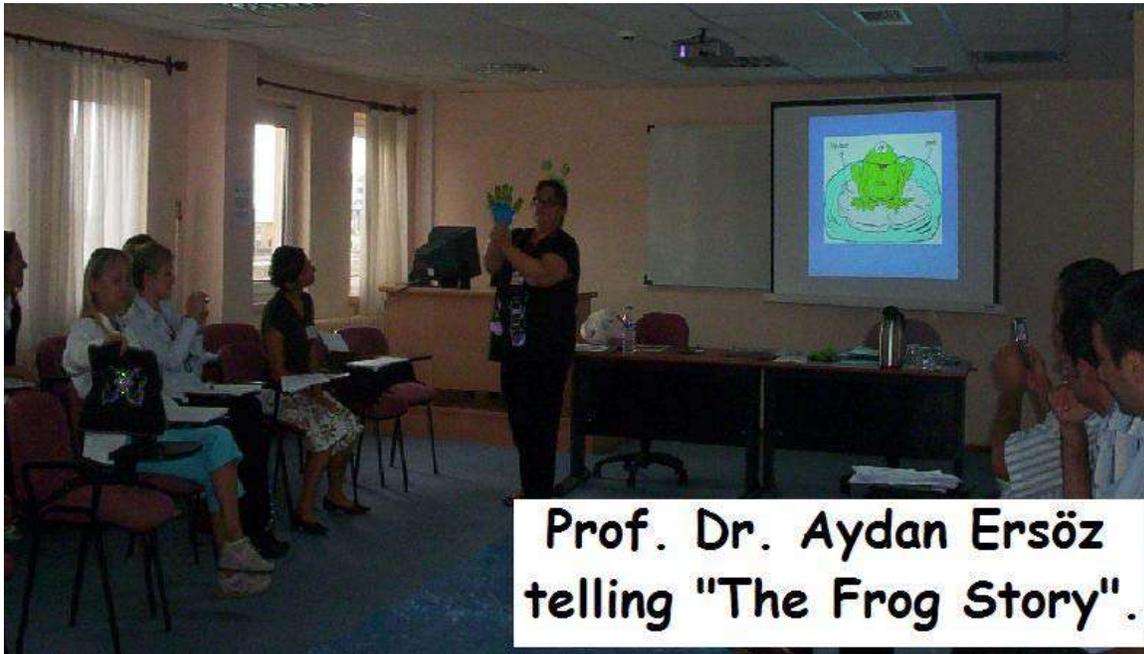


" ... I think seeing and experiencing both the theory and practice together is extremely helpful. Thanks a lot for your efforts ..."

" ... I have gained lots of new information and lots of materials that I can use in my classes. Thanks a lot ..."

" ... I was feeling a bit worn out and de-motivated because of the unsatisfactory conditions at work. Thanks to you and to this seminar as I now feel like a teacher again ..."

" ... I didn't know how to use the new books before I came here. What this seminar offered has helped me to solve all the problems I had in mind ..."



HAVE YOU RENEWED YOUR MEMBERSHIP?

***GO TO MEMBERS AT OUR WEBSITE
&
RENEW YOUR MEMBERSHIP
IN JUST A FEW STEPS ...***

Collocations." These were interactive presentations and the participants made this possible by co-operating and actively taking part in the conference hall where the seating did not really lend itself to much interactive group work.

Following each plenary every morning, there were sets of three concurrent workshops, each conducted by one of us. The teachers were grouped in such a way that by the end of the week, each group had the opportunity to experience each workshop. These workshops aimed to give participants the opportunity to try out some of the ideas and discuss how these can be adapted to their individual teaching environments.



The overall feedback that we collected showed that the seminar met most participants' expectations. Some teachers mentioned that they had hoped to improve their fluency in speaking and the quality of their English. These will be points to consider in future seminars if time allows.

The seminar ended with a raffle



and a ceremony during which the certificates of the participants were given out by the Ministry of Education and Institution Administrators followed by the presentation of beautiful flowers to the three of us and the exchange of hearty thanks. It was a tiring but fruitful week and we hope to do more in the future.



IMPRESSIONS OF A PARTICIPANT AT THE 10 - 14 SEPTEMBER SEMINAR

AFTER AN INGED SEMINAR



When I first learned that I had to participate in this seminar, I thought that it was going to be one where some people would just talk in a boring and ambiguous way about what we teachers should do while teaching English. The trainers, who would probably have no idea about our real classrooms and students, would just say "you should do this, you should do that" without giving any idea about why and how.

This was how I felt before entering the hall on the very first day.

However, I found three very nice people (Suzan, Cem and Sinan) who welcomed us in a very friendly manner in the hall. I was a little bit surprised since I was expecting to find some M.I.B. (Men In Black) sitting in their seats on the stage.

We had a really good time with these people. So good that after the first day, I didn't HAVE TO participate but I WANTED TO...

They tried to share their knowledge about almost all aspects of teaching including techniques, materials, activities, etc. While doing this, they didn't talk all the time, which was I had expected. They made us talk instead. This was something I had never experienced in a seminar before. They didn't give us the answers. They helped us to find the answers. They also helped create an atmosphere where we teachers had the opportunity to meet each other and share our experiences with different students in different schools.

By the way, what they talked about was not something imaginary. They frequently gave examples and showed us how we could apply what they had been saying in our classrooms and lessons.

To sum up, I strongly recommend you meet these people and have an INGED experience which you will certainly enjoy and benefit from.

Mustafa Cemil KATI
Erzurum Cumhuriyet Lisesi



**Are your students eager to act?
Would you like them
to experience an unforgettable day?**

**Can you set aside time
to prepare these students
for the
INGED DRAMA FESTIVAL?**

**Then definitely start planning
&
getting ready for
the 2008 INGED Drama Festival!**

GREAT LITERARY TAUNTS



"A modest little person, with much to be modest about."
Winston Churchill about Clement Atlee

"I've just learned about his illness. Let's hope it's nothing trivial."
Irvin S. Cobb

"I have never killed a man, but I have read many obituaries with great pleasure."
Clarence Darrow

"He has never been known to use a word that might send a reader to the dictionary."
William Faulkner about Ernest Hemingway

"He had delusions of adequacy."
Walter Kerr

"He loves nature in spite of what it did to him."
Forrest Tucker

"I didn't attend the funeral, but I sent a nice letter saying I approved of it."
Mark Twain

"His mother should have thrown him away and kept the stork."
Mae West

"Some cause happiness wherever they go; others whenever they go."
Oscar Wilde

"He has no enemies, but is intensely disliked by his friends."
Oscar Wilde

"He has Van Gogh's ear for music."
Billy Wilder