MALTEPE UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGES

ELT CONFERENCE

"Gateway to Excellence"

May 11, 2002
MORNING SESSIONS

10:00 - 11:15 PLENARY I - Auditorium

"Learner and Teacher Development: Constraints and Challenges"

Richard SMITH / CELTE, University of Warwick
under the auspices of Oxford University Press

Learner autonomy, and now 'teacher autonomy' are mentioned more and more frequently these days, but the meaning of these terms is not always clear. In this talk Richard Smith aims to clarify what autonomy is, why it may be important, how it can be developed, how it is constrained and how learner and teacher development towards autonomy might be enhanced and connected in practice.

Richard Smith is currently a lecturer in the Centre for Language Teacher Education at the University of Warwick, UK. His main areas of interest are learner autonomy, teacher education and development, cultural issues in ELT and historical studies of language teaching. Recent projects include a series of books on the history of modern language teaching, joint classroom-based research with teachers in Japan, Bangladesh and Malaysia, and ongoing investigation of appropriate methodology for learner and teacher development.

11:45 - 12:45 CONCURRENT SESSIONS

ROOM 14: "Listen to what your students say; Let's talk and talk and talk"

Gary ANDERSON / Cambridge University Press

In monolingual classrooms, motivating students to participate in speaking activities is always a special challenge. Starting from points of view of individual aspirations and frustrations, this workshop will show how to prepare our students for real international communication through speaking activities designed not only engage their interest but also to improve their communicative skills. We will focus on both fluency and accuracy while trying out activities from elementary to advanced levels including New Interchange, Passages and the new Let's Talk series.

Be forewarned: attenders will be asked to participate actively and, well, talk.

Gary Anderson obtained his M.A. in English at Boston University in the United States and then the Cambridge Diploma in Teaching English as a Foreign Language in France. While Pedagogical Director of the language program of the former American Center in Paris, he taught and coordinated classes for all ages of learners and participated in the pilot project for the original Interchange series. He was President-elect of TESOL France when he joined Cambridge University Press in 1995 as International Teacher Trainer for Eurasia based in Paris and has since given workshops from Sweden to India, including last year Bosnia, Hungary, Russia, Ukraine and Saudi Arabia. This is his third time in Turkey.
ROOM 15: “Graphic Organizers as Aids to Comprehension”
Thomas MILLER / American Embassy

Unlike 'wh-' or True/False comprehension questions, graphic organizers help students attain a visual understanding of a text. Graphic organizers such as charts and graphs not only test comprehension but help students find important information in the first place. This workshop will show how one can design appropriate graphic organizers for different types of texts and will show how graphic organizers can be a springboard for writing and speaking activities.

Thomas Miller is English Language Officer at the U.S. Embassy in Turkey. He has worked in Washington as Office Director for English Language Programs and as Forum editor and has worked in Greece, Pakistan, Morocco, and France. He is co-author of Interlink and editor of Functional Approaches to Written Text.

ROOM 18: “Multiple Intelligence Theory in the ESL/EFL Classroom”
Jenny DOOLEY / Express Publishing

This talk will focus on Gardner’s Multiple Intelligence Theory and its specific application to the ESL/EFL classroom. Examples of activities carefully designed to take advantage of learners’ varied learning styles will be presented. These activities will develop strategies that will increase the learners’ chances of becoming skillful users of the target language.

Jenny Dooley holds a B.A. (Classics) and an M.Ed. (Masters in Education) from the University of Wales, Swansea. She has been a teacher, a teacher trainer and an author in the EFL field for more than ten years. She currently holds the position of director of studies and manages one of the piloting schools used by Express Publishing. On a practical level she has been influential in the creation of children’s theatre groups which aim at stimulating young learners’ imaginations while enhancing their English language learning. Her research interests include language acquisition in young learners and the application of the multiple intelligence theory to ESL language learning. She is currently involved in the development of material for young learners. She has written several readers and she is the co-author of Mission, Enterprise, Grammarway and Reading and Writing Targets all published by Express Publishing.

ROOM 18: “Know Thyself Know Thy Learners: Bridging the Gap”
Laura WOODWARD / The British Council

Know thyself, know thy learners. How do we bridge the gap between teacher expectation and learner achievement? Why do we ask our students to use language that we would never utter in the real world? Not only is it unrealistic but it is also unfair to ask learners to produce language from exercises or activities that would completely baffle us, as teachers, were we asked to do them ourselves. So, why do we do it? The structure of the session will focus on three main areas: teacher expectations, the potential problems this causes, and finally, suggestions as to how to bridge the gap between teacher expectation and learner achievement. The nature of the session will be highly practical. There will be a brief outline of the issues related to teacher expectation, with examples from the classroom. This will be followed by a brainstorming and discussion session concerning the potential problems caused by this. Finally, participants will look at typical course materials and realistically assess how or indeed if, a learner can effectively improve his/her language skills from these materials, and suggest possible solutions where appropriate.

Laura Woodward graduated in English Literature in 1986, and since that time has worked as a teacher and teacher trainer in London, Thailand, Laos and Turkey. She currently works at the British Council in Istanbul, as the Teacher Training Manager. She is responsible for co-ordinating, producing and tutoring a variety of teacher development and certification courses. During the summer, she travels round Turkey running ‘formator’ courses for Ministry of National Education.
Between courses and lessons, she works as an examiner for the Cambridge Young Learner Tests, KET, PET and FCE, and delivers papers for conferences, such as this. Her main interests are Teacher/Trainer education, Teaching English to Young Learners and the use of ICT in the EFL classroom.

ROOM 19:  “Negotiations in Business English”
Ifakat KARSLI / Maltepe University

Since life itself is a negotiating process in lions’ powerful world wouldn’t you like your students to obtain communication and negotiation skills to survive in a mostly English dominant Business World? Negotiation skills on an ongoing basis is what we need at various phases of our lives. Globalisation requires achieving these negotiation skills to deal wisely with opportunities and risks. Thus, a “win-win” situation or a compromise is reached.

Ifakat Karlı has taught English to all age and level groups, from young children in a nursery, and primary schools to teenagers, young adults, adults and business executives. She was the Director of Studies for executive courses at Turkish-English Association, and beforehand, Head of Foreign Languages Department at T.E.D. College in Kayseri. She is currently an instructor of ESP-specialised in Business English and English for Law at the Department of Foreign Languages, Maltepe University. She holds a BA in TEF at 9 Eylül University, a Certificate from Cambridge University, a CertTEB from London Chambers of Commerce and Industry, which gives her the opportunity to teach Business English internationally, and an MA in TEFL, however; the thesis is on Content-Based Business English Teaching from Hacettepe University. She has written books on Business English and English for Law to be published.

ROOM 20:  “Excellence Through Language Teaching Awareness”
Dilek HANCIOĞLU / INGED

In an educational setting, a large amount of communication is allocated to getting and giving feedback from/to our colleagues. The main aim of feedback is supporting each other at the workplace. Is it always the case? The presenter will discuss different approaches to feedback that we, as trainers, teacher educators, administrators and teachers, use in our contexts. The presentation will focus on how to make different levels of feedback more geared to self-awareness.

Dilek Hancioğlu is Assistant Director at the School of Foreign Languages, METU. She has worked as a teacher, teacher educator and an administrator at METU for 17 years. She is also the President of INGED.

ROOM 21:  “Developing Speaking Skills”
Dr Nilüfer ÖCEL / Istanbul University

The ELT teachers and trainees need to improve their skills in two different ways:
Their Language Skills: Reading, Writing, Speaking, Listening
Their Teaching Skills: The methodology and classroom skills would be focusing on what to teach and how to teach

This two-fold improvement is a very hard thing to achieve within the constraints of the classroom atmosphere. All the information is given theoretically but the trainees need some practical applications. They lack the natural communication environment, materials, etc. but mostly they lack motivation. The workshop would be focusing on the motivation types and the way these are used in the classroom. The more they are motivated the better they act. The higher the trainer’s or the teacher’s expectations the better the results are. They need to be trained on how to motivate themselves consciously, how to develop their own language skills and how to transfer this
information to the others. Without achieving the first one, the next step wouldn't mean anything. And the only opportunity they have is the class-time.

Dr Nilüfer Öcel graduated from English Language Teaching Department, Faculty of Letters, Istanbul University. She started teaching in the same department in 1986. She completed her MA in Testing English as a Foreign Language in the ELT Department, Marmara University in 1990. Upon the completion of her PhD in 1996, she moved to Radio-TV-Cinema Department, Faculty of Communication, Istanbul University. She is still teaching Methodology and Teacher Training Courses in Hasan Ali Yücel Educational Faculty.

AFTERNOON SESSIONS

13:45 - 14:45 CONCURRENT SESSIONS

ROOM 14: "Culture in - and out of - the Classroom"
Gary ANDERSON / Cambridge University Press

Culture, often called the fifth skill of language learning, presents a challenge for the non native-speaker teacher and the student learning outside of the target-language community. In this workshop, we will look at ways to overcome that challenge and make it enjoyable in both classroom and self-study situations:

- activities with a built-in-real-world dimension
- video and multimedia CD-ROM programs
- downloadable materials for teachers and extra exercises for students on the Internet

Our aim will be to have some serious fun while discussing the place of culture in – and out of – the classroom.

Gary Anderson obtained his M.A. in English at Boston University in the United States and then the Cambridge Diploma in Teaching English as a Foreign Language in France. While Pedagogical Director of the language program of the former American Center in Paris, he taught and coordinated classes for all ages of learners and participated in the pilot project for the original Interchange series. He was President-elect of TESOL France when he joined Cambridge University Press in 1995 as International Teacher Trainer for Eurasia based in Paris and has since given workshops from Sweden to India, including last year Bosnia, Hungary, Russia, Ukraine and Saudi Arabia. This is his third time in Turkey.

ROOM 15: "Motivating Adult Learners"
Lilika COURI / Educational and Training Consultants, Athens

Discussion of the needs of adult learners. How different are they from the learners of younger ages? Which management strategies are more suitable for adults? Demonstrations of motivating reading, writing, speaking and vocabulary activities especially designed for adults.

Lilika Couri is co-director of EDUCATIONAL AND TRAINING CONSULTANTS and has conducted teacher training and FL school management seminars in Greece and abroad. A founding member of TESOL Greece, she has served on the board as chairperson and vice-chairperson. She is co-author of On Stage, 1-Your-One-Hour Show (S. Antonaros, 1997), and PLAYWAY TO ENGLISH Pre-Junior and Junior A, (S. Antonaros, H. Puchta, G. Gengross), Cambridge University Press and Edition Hembling, 1997 & 2000.
ROOM 16: “The Future of English: Global Speculations, Classroom Implications”

David HILL / International House

An overview of the very volatile and unpredictable state of the language at present; its lack of a viable standard (such as RP); the shifting proportions of natives, second-language users, and foreign language users; the nature of non-native to non-native interaction; the nature of pidginisation; and an exploration of how these factors may necessitate changes in our approaches and goals in English language teaching.

David Hill is currently Director of Studies at International House, Etter. He has worked as a teacher and teacher-trainer in his native Scotland, England, Greece, Spain and Turkey and has recently lectured and run courses in Prague, London, Salamanca, Baku and Istanbul. His current interests include multiple intelligences, learner autonomy, and the changing nature of international English.

ROOM 18: “Sustaining Learner and Teacher Development”

Richard SMITH / CELTE, University of Warwick
under the auspices of Oxford University Press

On the basis of participants' questions, concerns and ideas in relation to the theme of the plenary we will develop plans for sustainable learner and teacher development in our own teaching contexts.

Richard Smith is currently a lecturer in the Centre for Language Teacher Education at the University of Warwick, UK. His main areas of interest are learner autonomy, teacher education and development, cultural issues in ELT and historical studies of language teaching. Recent projects include a series of books on the history of modern language teaching, joint classroom-based research with teachers in Japan, Bangladesh and Malaysia, and ongoing investigation of appropriate methodology for learner and teacher development.

ROOM 19: “Discover the Learner: Critical Reflection Through NLP”

Nazan ÖZÇINAR & Mary WYNN / Sabancı University

Since the 1990s, Neuro-Linguistic Programming has gained more and more importance in the ELT classroom. Teachers are finding that NLP can be used to discover their students as individuals. This workshop aims to provide teachers with the basic principles of NLP while providing techniques for practical application in the classroom.

'The resources we need are within us.' Neuro-linguistic programming is gaining more and more importance in language teaching. Teachers are finding that NLP techniques can be used to discover their student’s individual learning styles (VAKOG). Their goals and their potential to ultimately enhance communication in order to achieve excellence both in and out of the classroom. This workshop aims to introduce participants to the basic theory behind NLP while providing practical applications and activities for the classroom. Participants will also be introduced to the four pillars of NLP and the presuppositions which guides the entire approach. Participants will learn the importance of discovering differences in individual learning styles, values and beliefs in order to build positive rapport between the teacher and the student.

Nazan Özçınar is an ELT graduate of ZWN University in Holland. She has an RSA/DOTE, an M.A. degree and is certified in Teacher Training. Currently, she is working as a basic-level content-based teacher at Sabancı University in Istanbul. Her interests are Multiple Intelligences, NLP and recycling vocabulary.
MARY WYNN holds a BA in English and an MA in Applied Linguistics from the University of South Florida. She is currently teaching Freshman English at Sabanci University. Her interests include NLP in ELT, creative writing and alternative assessment.

ROOM 20: “Emotional Intelligence in ELT Teacher Training”
Hidayet TUNCAY / Kultur University

Recently Emotional Intelligence (EQ) has become the hottest words that many researchers have taken into consideration. Today EQ is considered one of the major issues for staff training in many companies and in educational fields as well. So in this study EQ will be taken into account as a guiding principle to set up a new in-service teacher training syllabus in ELT. It will also cover EQ principles, constraints and needs. A case study and a profound needs analysis and set of principles will be given as well.

ELT teachers should be able to navigate their own emotions and feelings as well as their students' for the sake of success in ELT learning/teaching atmosphere. Besides, they can guide their students’ potential feelings and emotions to acquire/develop necessary linguistic skills to be able to succeed in acquisition of foreign language skills.

So far IQ, which is called traditional intelligence, has been a predominant factor as for describing a person’s intelligence; but it has been realized that IQ by itself is not a very good predictor of job performance. However, the main concern in this study is to discuss how we can utilize EQ principles in ELT Teacher Training and have better results from ELT in class. However, another purpose of this paper is to share the information and implementation technique of EQ in Foreign Language Teaching. Mainly solutions will be searched as to create a non-threatening atmosphere in a non-native ELT environment.

Hidayet Tuncay holds a PhD in Applied Linguistics (ELT) and has been teaching English for 23 years, wrote a few books, several articles and gave presentations on ELT at national and international ELT conferences. He has major role at Syllabus Design, Proficiency Testing, Adult Language Teaching and Emotional Intelligence (EQ) in ELT. He has been working as the head of English Preparatory Department at Istanbul Kultur University since 1999.

ROOM 21: “Moving Up: Higher Order Thinking Skills in ELT”
Chris TAYLOR / MACMILLAN Education

Introducing the concept of higher level thinking skills, the seminar will explain the basic concepts and show how teachers can teach in such a way that students learn more effectively and develop independent learning skills. This seminar will analyse these tools and give practical examples of the techniques that foster the spirit of inquiry. The seminar will focus on teenager to adult, elementary to Upper Intermediate.

Chris Taylor is a qualified English teacher, she has a degree in English and Drama and started her teaching career in secondary schools in England. She has taught EFL for 15 years in the UK, Slovakia and Turkey. She has an M.Ed. in Educational Technology for TESOL and a Diploma in Training Management. Now she runs teacher training courses for the British Council, gives seminars to teachers in Turkey and still finds time for hands-on EFL teaching.
15.00 – 16.15 PLENARY II – Auditorium

“Having Fun is a Serious Business”

Ken WILSON / English Teaching Theatre
under the auspices of MACMILLAN Education

Learners retain more of what they are taught when they are actively involved in the learning process, and active learning can be a lot of fun. The problem is that outside forces – head teachers, colleagues, parents – worry about the idea of students having too much fun. Is the class achieving the aims that the school requires? Are the students being prepared for exams? Are the ministry guidelines being met? Is the class getting through the book at the right speed? Is my child being taught enough grammar? This talk will present some ideas about how to turn ‘passive’ lessons to active ones, and how to do this using everyday coursebook materials such as reading texts and exercises. The talk will also try to give some idea of what to say to parents – or head teachers – who complain about ‘fun-based’ lessons. The talk should also help teachers who want to have more fun with their classes defend themselves against accusations that their classes aren’t serious enough.

Ken Wilson is a teacher trainer, a director of the English Teaching Theatre and a prolific author of ELT materials with more than 20 titles to his name. He studied English and Philosophy at Reading University, where his Linguistics tutor was David Crystal, author of The Cambridge Encyclopaedia of the English Language. He has a diploma in Teaching English as a Foreign Language from International House, London, where his tutor was Liz Soars, the author of Headway. His most recently published material includes Move Ahead, a three-level coursebook for Line Prep and Prospects, a five-level secondary school course for Central Europe, both published by Macmillan. In addition, he wrote Ideas and Issues, a book of supplementary reading and listening material published by Chanceller. His other course material includes the Move Series, originally published by the BBC, and published in Turkey by Hit. He has written more than 100 radio and TV programmes for BBC English, including 50 radio scripts for the Follow Me series and 30 Look Ahead TV scripts. Ken is also a director of the English Teaching Theatre, a company which tours the world performing stage-shows for learners of English. The ETT has made more than 220 tours to 51 countries, including Turkey. Ken is a regular at IATEFL and TESOL conferences around the world, usually giving workshops on music and drama in ELT. In the last five years, he has also given conference plenary talks in Argentina, Brazil, the Czech Republic, Greece, Hungary, Italy, Korea, Poland, Romania, Russia, Slovakia, Slovenia and Ukraine. In the summer months, Ken gives drama courses in various countries, including Drama Plus, an international teacher development course, which takes place in a rural conference centre in Hungary. Teachers from 24 different countries have so far attended this course.
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Richard SMITH  CELTE, University of Warwick
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İfakat KARSLI  Maltepe University
Thomas MILLER  American Embassy
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for their enlightening presentations;

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