PLENARY SESSIONS
In Marmara Assembly Hall

9.30 The Diary of a Young Teenage Language Learner
Rob Nolasco, Oxford University Press

Paul E Glot is aged 12 years and 3 months when he discovers that he is a gifted language learner. For the next year he proceeds to confide to his diary fascinating details about language learning from any available source. Extracts from his diary extend to subjects as diverse as discipline, homework, content-based learning, motivation and generally surviving life in the classroom.

This talk will use extracts from this unique document to help to outline a set of principles for teaching young teenage learners.

Rob Nolasco has over twenty years experience of EFL at all levels. He is currently an author, trainer and an educational consultant. He has taught EFL to secondary students in Turkey, France and Spain. In recent years he has worked with teachers and students from all over the world in the UK and abroad. His books for teachers include large classes and conversation (with Lois Arthur). His books for students include WOW! and STREETWISE, both major OUP courses for young teenage learners.

14.00 Taming the Big "I": Teacher Performance and Student Satisfaction
Jeremy Harmer, Longman

How much ego goes into the act of teaching and what effect does it have on students? Are they in favour of the move to "facilitative" teaching? Does it exist?

This talk examines the issue of teacher performance; its existence and/or non-existence, its advantages and/or disadvantages, and its tendency to provoke guilt among its practitioners.

Jeremy Harmer is an experienced teacher, teacher trainer and author. He spent many years in Mexico as Director of teacher training courses and General English Courses. Since he became Freelance in 1983 he has been invited to speak at many major conferences throughout Europe, Latin America and Asia including JALT.
He is author and co-author of many titles including Touchdown, Coast to Coast, Meridian Plus, The Practice of English Language Teaching, The Listening File, More Than Words and Frontrunner, all published by Longman.
SESSION I: 10.50-11.35

Assembly Hall: Hands on Learner Responsibility *
Terry Tomscha, teacher trainer, writer, Prentice Hall

Current ESL/EFL Methodology tends to support the benefits of the learner centered classroom. Given the constraints that exist in most learning contexts, it is sometimes difficult to balance the learner's language needs and expectations with long term learning strategies. A demonstration of learner centered activities and exercises which involve the student in the whole process of language learning will be made via active participation.

Staff Room: Give & Take: Getting Students to Own the Language
Jeremy Harmer, Freelance Author, Teacher, and Teacher Trainer, Longman

As teachers we can spend our time "giving" language to students. But they won't really learn it until they start to "take" it for themselves. This session will look at ways of encouraging students to take English and make it their own.

Computer Room: The Computer as a Learning and Teaching Aid in the ELT Classroom *
Heather ELKS, English Teacher, Özel Marmara Lisesi, Istanbul

The Computer room on the first floor will be open throughout the day with a wide range of material on show. You are all welcome to drop in to see how using a computer can supplement and reinforce grammar and literature teaching.

*Session to be repeated at a different time.

Session 1 Continues overleaf
Video Room: Priorities in Language Education
Danee Koçanoglu, Teacher Trainer, Author, Oxford University Press

What comes first: Language or context? Is language the means or the end? This talk will focus on issues which have traditionally been regarded as incidental but have in fact provided instrumental in areas of language teaching including ESP and teacher education.

Junior Prep A: Riding a Bike in Reading & Writing
Daryl York, English Teacher, Semiha Sakir Lisesi, Istanbul

For many secondary school learners wanting to read and write in English is as difficult as riding a bike. Wait a minute! Shouldn't that be "as EASY as riding a bike"? How can we develop a classroom reading and writing environment where motivation is NOT a problem?

Junior Prep B: Utilization of Games in Language Teaching
Ekrem Sizpek, English Teacher, Uğur Koleji, Istanbul

Teachers have different methods in language classes to make lessons more enjoyable and interesting. Using games is one of the strategies employed to overcome a monotonous atmosphere. How games and their contributions can be utilized in teaching English as a foreign language will be discussed.

*Session to be repeated at a different time.

Session 1 Continues overleaf
Junior Prep C: Using Graded Readers in the Classroom

John Moorcroft, Skills programme co-ordinator in the prep programme, Istanbul Technical University, Istanbul

The presentation will involve sample activities and a demonstration of ways to get students interested in reading. This will include integrated reading (from "readers") with speaking, drama and other classroom activities as well as the possibility of developing different types of writing tasks.

Junior Prep C: Kaleidoscope

Christine Yilmaz, ELT Area Sales Manager, Cambridge University Press

Short stories, poems, cartoons................. a look at using authentic texts in the language classroom.

Junior Prep E: Integration of the Native Speakers into the Turkish Education System

Brian F. Dick, English Teacher, Özel Akdeniz Palmye Lisesi, Mersin

As it is better expressed in the Turkish Language, the duties of the effective teacher lie both in the areas of education and teaching. If we accept that, these two duties are not only complementary but.....

* Session to be repeated at a different time.
Junior Prep F: The Acquisition-Learning-Distinction and its Implications for Foreign Language Teaching
Hasanbey Ellidokuzoglu, English Teacher, Kuleli Askeri Lisesi, Istanbul

The common belief that consciously learned grammar rules become automatic or subconsciously acquired through practice has been threatened by current research findings. The proposed distinction between learning and acquisition has crucial implications for classroom language teaching: Developing one’s acquired knowledge is virtually different from teaching grammar.

Senior Prep A: Tying in Texts
Richard Rowlands, Marketing Manager, Penguin English

This session will concentrate upon developing the linguistic and communicative connections generated by a wide variety of text types.

Senior Prep B: Role-Playing and Creative Expression
Wilma Rifkin, Catherine Öncel, English Teachers, Özel Marmara Lisesi,

Role-playing is an effective way of directing and developing students’ verbal abilities. It enhances their appreciation and understanding of a particular work of literature. Role-playing also provides youngsters with an opportunity for creative expression.

In this case, the role-playing activity comes from dialogues students write together and which are based on an imaginary experience involving characters from a novel they have read.

*Session to be repeated at a different time.*
Senior Prep C: Process Writing and Portfolio Assessment
Jale Onur, English Teacher, Koc Özel Lisesi, Istanbul

A mini process writing workshop coupled with a portfolio assessment example aiming to teach critical analysis and self assessment to the students.

English Room 2: Make Your Kids Really Want to Read in Literature Classes
Burcu Güleı, English Teacher, FMV Özel İşık Lisesi, Istanbul

Discussion on the context in literature classes is almost impossible with students who haven't read the novel/story etc. In order to eliminate this problem, it is the teacher's duty to encourage the students to read. We will work on some pre-reading activities in this session in order to make them really want to read.

*Session to be repeated at a different time.
SESSION 2:11.45-12.30

Assembly Hall : Helping to Connect
Brian Tomlinson, Senior Lecturer in Applied Linguistics, Luton University, Penguin English

This session will focus on ways of helping learners to make connections in ways which can facilitate understanding, acquisition and educational development. Activities will be demonstrated and discussed which aim to help learners relate their listening and reading to their own life experience, knowledge and interests, to the context and co-text of the utterances and to their knowledge of the language.

Staff Room : Elementary Dictionary Skills *
John S. Dyson, Metro, Istanbul

What do preparatory students need to know about dictionaries? How can we help them to learn this? How will the kinds of language they meet in dictionaries be useful to them — and to us?

Computer Room : The Computer As a Learning and Teaching Aid in the ELT Classroom
Heather Elks, English Teacher, Özel Marmara Lisesi, Istanbul

The computer room on the first floor will be open throughout the day with a wide range of material on show. You are all welcome to drop in, to see how using a computer can supplement and reinforce grammar and literature teaching.

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Session 2 Continues overleaf
Video Room: Three ways of looking at the Sea.
Teaching Literature by Themes

Stephen Rifkin, English Teacher, Özel Harem A. Lisesi, Istanbul

Without a unifying theme, texts chosen for literature classes are diffuse and confusing to students. By choosing theme-related works, the teacher helps students to concretize, relate to, and "own" the novel, short story, or poem. "Three Ways of Looking at the Sea" demonstrates such an approach, using poetry and prose.

Junior Prep A: Thurston the Thug and Wanda the Very Wicked Witch

Cyrus Carter, Prep. Coordinator, Üsküdar Amerikan Lisesi, Istanbul

A number of classroom activities will be presented to show how a teacher can focus prep students on the production of pronunciation problems particular to Turkish speakers. Be prepared to take part!

Junior Prep B: Techniques in Beginning Reading

Mihrasah Satir, English Teacher, Uğur Koleji, Istanbul

The presentation includes a brief overview of different stages in reading while the main emphasis is on "Beginning Reading" in connection with reading readiness, material selection, and extensive reading at this stage, followed by a workshop on the topic of "Minimal Pairs".

*Session to be repeated at a different time.

Session 2 Continues overleaf
Junior Prep C: A Modern Approach to Shakespeare
Jeffrey M. Altay Doonan, English Teacher, FMV Özel İşıklı Lisesi, İstanbul

Many of the students do not know the historic background necessary to understand much of Shakespeare. I have brought the themes of "Merchant of Venice" (racial and ethnic tensions and injustice) into the modern news by associating these storylines with the problems of the Balkan region. It is also a way to bring non-text readers into the discussion and to possibly stimulate interest.

Junior Prep D: Early Learner Training—The Why and How
Kate Wakeman, Teacher Trainer, Author, Oxford University Press

This talk offers a rationale for beginning learner-training from an early stage, looks at elements of learner training in current ELT coursebooks, and suggests techniques and activities for putting the ideas into practice in the classroom.

Junior Prep E: Do Our Teaching Strategies Match Their Learning Strategies?
The Management of Classroom Learning *
Jane Carey, English Teacher, Sisli Terakki Lisesi, İstanbul

Teachers spend an enormous amount of time preparing their lessons. However, test results are often disappointing and show that the expected learning has not taken place. This presentation looks at learning strategies and examines ways in which teaching can be made more effective.

*Session to be repeated at a different time.

Session 2 Continues overleaf
Junior Prep F: The Importance of Classroom Management in Teaching
Yasemin Demirden, English Teacher, ODTÜ Geliştirme Vakfı Özel Lisesi, Istanbul

Students can not learn in chaos. Managing the human component of the classroom is the most important function teachers perform. Everything else, like scheduling the lesson or planning the learning activity, depends on how well the requirements of classroom management is met.

Senior Prep A: Take a Positive Approach and Improve Your Teaching
Hülya Akgün, Head of English, Yunus Emre Lisesi, Istanbul

Taking a positive approach in teaching inspires young learners and makes the learning process effective. Helpful hints and guidelines will be discussed in order to help keep the spirit up and think positively.

Senior Prep B: Creative Approaches to Grammar *
Digby Beaumont, Freelance Writer, Teacher Trainer, and Cambridge Examiner, Heinemann

Are you interested in ways of making the teaching and learning of grammar more stimulating and more effective? This workshop will demonstrate a number of powerful techniques and procedures which can be applied to a range of different grammar exercise types. It will show how using such methods can help increase student motivation and make grammar practice more meaningful and more memorable. It will also examine the underlying rationales of these methods, with the aim of encouraging teachers to develop their own variations.

*Session to be repeated at a different time.

Session 2 Continues overleaf
Senior Prep E: Teaching Language Through Literature to the Turkish College Students *

Judith Harrington, English Teacher, T.E.D. Ankara Koleji, Ankara

The study of language through literature teaches ESL/EFL students not only grammar, composition and vocabulary but also significant cultural aspects of target countries as well as universal human values. This workshop will provide the reasoning behind this approach as well as introduce the current materials for teachers and students alike.

English Room 2: British Cultural Studies for English Teachers *

Lesley Tahktalić, British Council, Istanbul

What is British Cultural studies? How is it relevant to English teachers? This session will attempt to answer these questions.

*Session to be repeated at a different time.
Assembly Hall: The Real Role of The Teacher
Deborah Engler-Key, English Teacher, Member of TESOL, Scott Foresman

Language teachers don't always have to be the "sage on the stage". They can often be most effective by being the "guide on the side".

An active classroom gets the students to share through writing and conferencing and meeting in literature circles. By careful organization students can be empowered with the second language and equipped to be the leaders.

Staff Room: Thinking about Reading
Rob Nolasco, Author, Teacher Trainer, Oxford University Press

The text is one of the most versatile resources for language teaching. However, teenagers can be put off by traditional approaches to reading. The aim of this presentation is to suggest powerful techniques which can be used to actively develop interest and ability.

Computer Room: The Computer as a Learning and Teaching Aid in the ELT Classroom
Heather Elks, English Teacher, Özel Marmara Lisesi, Istanbul

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Session 3 Continues overleaf
Video Room: Cooperation without Confrontation
Chris Kocher, English Teacher, Özel Doğus Lisesi, Istanbul

A half hour video program on classroom management methods, describing a system of positive and negative reinforcements which depersonalize issues, allowing for understanding, cooperation and agreement in the classroom.

Junior Prep A: Integration of the Native Speakers into the Turkish Education System
Brian F. Dick, English Teacher, Özel Akdeniz Palmye Lisesi, Mersin

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A mini process writing workshop coupled with a portfolio assessment example aiming to teach critical analysis and self assessment to the students.

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Daryl York, English Teacher, Şemsa Sakir Lisesi, Istanbul

For many secondary schools learners wanting to read and write in English is as difficult as riding a bike. Wait a minute! Shouldn't that be "as easy as riding a bike"? How can we develop a classroom reading and writing environment where motivation is NOT a problem?

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The Management of Classroom Learning
Jane Carey, English Teacher, Şişli Terakki Lisesi, Istanbul

Teachers spend an enormous amount of time preparing their lessons. However, test results are often disappointing and show that the expected learning has not taken place. This presentation looks at learning strategies and examines ways in which teaching can be made more effective.

Senior Prep A: Communicative Approach, the New Version of Audiolingual Method
Ali İşık, English Teacher, Kuleli Askeri Lisesi, Istanbul

The discrepancy between theory and practice is so great in Communicative Approach that so-called communicative activities turn out to be virtually similar to the audiolingual ones. In theory, notions and functions play a crucial role but research shows that in practice everything boils down to the teaching of grammar.

*Session to be repeated at a different time.*
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Judith Harrington, English Teacher, T.E.D. Ankara Koleji, Ankara

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Senior Prep C: Task-Based Methodology *
Ana Atlan, Denise Özdeniz, Trainers at the British Council, Istanbul

The aim of this workshop is to introduce teachers to the task-based cycle and to explain the principles on which it is founded. The difference between this approach and other approaches such as audiolingualism, grammar translation and "ppp" will be highlighted before teachers go on to experience a beginners Spanish task-based lesson, given by Ana Atlan (a native Spanish Speaker).

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SESSION 4:16.15-17.00

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the stage". They can often be most effective by being
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An active classroom gets the students sharing through
writing and conferencing and meeting in literature
circles. By careful organization students can be
empowered with the second language and equipped to be
the leaders.

Staff Room: "Turn it off"
Tom Godfrey, Member of the ELT Drama Group, Istanbul

The aim of the group is to perform short plays in
Lycees and language schools to learners of English,
showing how drama can be exploited in language
learning. "Turn it off" is about the dangers of
television. The production incorporates mime and gesture
to aid the learner's comprehension.

Computer Room: The Computer as a Learning and Teaching Aid in the ELT Classroom
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Session 4 Continues overleaf
Video Room: Total Physical Response
Chris Kocher, English Teacher, Özel Doğus Lisesi, Istanbul

TPR or learning through actions is a method of language learning which is fun and effective for both learners and teachers. Through non-verbal physical response, the learner experiences immediate, anxiety-free understanding, which results in a sense of achievement, success and motivation.

Junior Prep A: Kids and Stories: Options for Language Development
Peggy Alptekin, Teacher Trainer, Oxford University Press

Story, as the fundamental grammar of thought and communication, can become a natural vehicle for promoting expression and communication, not just practicing it. This presentation will offer several options for using stories in class, involving the skills of listening, speaking, reading and writing in an integrated language setting.

Junior Prep B: Elementary Dictionary Skills
John S. Dyson, Metro, Istanbul

What do preparatory students need to know about dictionaries? How can we help them to learn this? How will the kinds of language they meet in dictionaries be useful to them—and to us?

Session 4 Continues overleaf
Junior Prep D: Importance of Composition Writing in Prep and Orta I
Victoria Ervoldas, English Teacher, Özel Doğan Lisesi, Istanbul

The workshop will discuss the importance of writing in Prep and Orta I. The speaker will focus on the benefits of utilizing models in class not only to teach composition organization but to develop the student's vocabulary, structure, and teach the mechanics and techniques of composition writing. Models will be provided during the workshop.

Junior Prep E: Using Graded Readers in the Classroom
John Moorcroft, Skills programme co-ordinator in the prep programme, Istanbul Technical University, Istanbul

The presentation will involve sample activities and a demonstration of ways to get students interested in reading. This will include integrated reading (from "readers") with speaking, drama and other classroom activities as well as the possibility of developing different types of writing tasks.

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