ELT CONFERENCE 2000

"HUMANIZING LANGUAGE TEACHING"

May 6, 2000

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Don’t miss your chance to win books and two teacher training courses at Pilgrims-Canterbury, England – airfare and accommodation paid. Prizes will be given to those who are present in the auditorium at the time of the raffle.
MORNING SESSIONS

9:35 – 11:05  PLENARY 1 - Auditorium
"Teachers are the Magic Ingredient"
Jim Wingate, Pilgrims/Longman

Jim Wingate will train all participants to be more confident and expressive in English (including the 7 secrets of English). He will also shock and entertain with the latest challenging research into learning, language and the brain. The talk is all in the form of practical classroom techniques which enable the teacher to be more and more powerfully the magic ingredient who brings coursebooks and lessons to life.

Jim Wingate has worked in Ankara, training teachers for the British Council, and has trained Turkish teachers of English and Turkish teachers of Turkish in the UK and Italy for Pilgrims for 20 years. Jim has taught many Turkish pupils in Turkey and UK. He has written 30 books for teachers including ‘Getting Beginners to Talk’, ‘Recipes’ for Longman, and ‘Making Conversation Classes Work’. He has been plenary speaker at 12 international conferences, and teaches 4 months each year in five countries, 6 lessons a day, 5 days a week, 60-90 pupils, aged 4-19.

11:30 – 13:00  PLENARY 2 - Auditorium
"The Power of Stories in Language Teaching"
Andrew Wright, Oxford University Press

The most powerful people in the world employ storytellers ... called ‘spin doctors’ these days. Stories are central to political, commercial, social and religious life. We all need stories every day ... it is no wonder that the BBC and CNN newsreaders often begin the news by saying, ‘The top stories today are...’
Stories are about words and so, it seems obvious, should be central to language teaching if they are so central in life itself.
Stories give an immediate context of meaning for the language used in the classroom and also a preparation for storytelling in the future. This session will argue this case, will give examples of stories to tell and a summary of the particular kinds of effect they can have in the classroom.

Andrew Wright is an author, illustrator, teacher trainer and storyteller. His publications for Oxford University Press include ‘Storytelling with Children’, ‘Creating Stories with Children’ and the Spellbinder series of readers. He has worked with teachers and children in more than thirty countries during his thirty years of work in language teaching.
**AFTERNOON SESSIONS**

14:00 – 14:50 **CONCURRENT WORKSHOPS**

**Auditorium: “Humanising Listening”**
**Philip Kerr, Heinemann**

This workshop will explore the limitations of contemporary approaches to listening and will suggest alternative approaches. A consideration of the pedagogical and practical advantages of making greater use of the teacher’s voice will be followed by practical examples, which can be applied to any published material.

Philip is a teacher, teacher trainer and educational manager and tries to juggle his competing interests. He worked at International House London as director of studies for 4 years. He has written widely in professional journals. He contributed a chapter to ‘Challenge and Change in Teaching’ and is a member of the author team for ‘Inside Out’, the first level of which is published by Macmillan Heinemann ELT in March 2000. He is the writer of the workbook for ‘Shining Star’, a new pre-FCE coursebook also published in March 2000. He is currently working on other levels for ‘Inside Out’, as well as a new intermediate coursebook for secondary learners.

He runs workshops for teachers and lectures frequently. Recent years have taken him to Poland, Greece, Peru, Slovakia, Spain, France and Cyprus.

**Teacher-Parent Consultation Room: “Orff Music and Movement”**

**Katja Ojala, Özel Sezin İlköğretim Okulu**

Language, music, movement and dance are all based on rhythm. Rhythmical work is one of the basic ideas of Orff Music and movement education. In this workshop, we will explore the relations between language, music and movement using Body Percussion, chants and songs in a creative way.

Katja Ojala graduated from a conservatoire in Finland where she had studied early childhood music education. She also studied at the Orff Institute, which is the Music and Movement Education Department of Mozarteum University in Salzburg, Austria. She has been working with children as well as adults in the field of music and movement education since 1998. She has given teacher training courses in Austria, Germany, Finland, Estonia and Turkey, translated a book about Orff Education from German to Finnish, and at the moment she is working in two primary schools in Istanbul teaching music and movement, and giving various seminars and workshops for teachers, psychologists and educators.
Room 1: "The Organic Approach to Language Teaching"
David Nunan, Heinle&Heinle

Most language programs and teaching materials are based on a linear model of language acquisition. In this presentation, he will argue that such an approach is not consistent with second language acquisition research. In this presentation, he will present an alternative to the linear model. He has called this alternative the organic approach. In the body of the presentation, he will describe the approach and then outline the practical classroom implications that flow from it. In the second part of the presentation, the approach will be illustrated with some recently developed pedagogical materials.

David Nunan is Chair Professor of Applied Linguistics and Director of the English Centre at the University of Hong Kong. He is also Dean of Education and a member of the Board of Regents of Newport Asia-Pacific University where he coordinates a Master of Science in TESOL. He serves on numerous advisory Board, and is the Senior Academic Advisor at the Global English Corporation which provides comprehensive English Language learning programs through the Internet.

Over a period of thirty years, David Nunan has held teaching, researching and consulting positions in Australia, Thailand, Singapore, the United States, Britain, Japan, Latin America and the Middle East.

David Nunan has published over 100 books and articles in the areas of curriculum and materials development, classroom-based research, and discourse analysis. His recent publications include 'Introducing Discourse Analysis', 'The Self-Directed Teacher', 'Voices from the Language Classroom' (with Kathleen M. Bailey), and 'Second Language Teaching and Learning' (Heinle&Heinle).

His major textbooks project are 'ATLAS', 'Learning Centered-Communication' (a multi-level, task-based series), 'Listen In' (a three-level listening series), 'Go For It!' (a four-level, integrated series for juvenile learners of EFL), and 'Speak Out!' (a three-level speaking series). These series are all published by Heinle&Heinle/Thomson Learning.

Room 2: "10 Techniques with any Texts"
Jim Wingate, Pilgrims/Longman

Jim Wingate will share 10 ways to make learners – any age and any level – interested and involved in any texts. These techniques make your learners focus on the positive (the words they know) and confidently guess correctly the words they don’t know. The techniques are also great fun!

Jim Wingate has worked in Ankara, training teachers for the British Council, and has trained Turkish teachers of English and Turkish teachers of Turkish in the UK and Italy for Pilgrims for 20 years. Jim has taught many Turkish pupils in Turkey and UK. He has written 30 books for teachers including 'Getting Beginners to Talk', 'Recipes' for Longman, and 'Making Conversation Classes Work'. He has been plenary speaker at 12 international conferences, and teaches 4 months each year in five countries, 6 lessons a day, 5 days a week, 60-90 pupils, aged 4-19.
Room 3:  “If I were my student”
Elif Bozkurt & Gamze Çakar, Özel Marmara İlköğretim Okulu

If you were your student, how would you feel before English lessons? Would you be full of pleasant feelings or would you feel disinterested? You should work as if you were a chef at a restaurant. Your menu must be full of tasty meals. Do you want to know what the ingredients are.

Elif Bozkurt and Gamze Çakar have been teaching English for nine years. In recent years their chief interest has been teaching young learners. They have prepared a few projects including stories recorded on cassettes. They are still looking for new ways to make English lessons more fun for their students.

Room 4:  “What are your and your students’ True Colors?”
Hülya Akgün, STFA Özel İnanç Lisesi

True Colors is a communication tool, a common language to describe the expressions of character. The ultimate objective of this workshop is for you to create a climate of self-esteem in your classroom. The True Colors philosophy recognizes that there are innate systems which drive behaviour and through which human beings strive to achieve self-esteem. This workshop will assist you in fostering and managing students’ unique differences in a positive climate.

Hülya Akgün graduated from Hacettepe University with honours degree. She has been teaching for sixteen years, and she has been Head of Department for nine years. She is currently Head of Department at STFA Özel İnanç Lisesi. She has given various seminars on Teaching Literature, Assertive Discipline, Psychology and Teaching, Teaching Methods and, Being Competent and Happy as a teacher. She taught literature in Arizona as a Fulbright Exchange in 1999.

Room 5:  “Literature Circles”
Kathleen Zefras, Üsküdar Amerikan Lisesi

Are your classrooms filled with bored, listless students who find little meaning in literature and do not participate in class? Literature Circles is a student-driven technique designed to engage students in active reading and develop skills for reading, analysis and making connections with literature. Participants will participate in a literature circle and learn how to set them up and evaluate them in their classrooms.

Kathleen Zefras has been teaching English for six years in the United States. She is currently teaching at Üsküdar American Academy in Istanbul.

Room 6:  “Learning Styles (Visual-Auditory-Kinesthetic) in a Humanistic EFL Classroom”
Burcu Gülek, Oxford University Press

The best teachers influence their students more in their personal, individual contacts with them than strict classroom situations. In order to direct our teaching toward an individual, we need to know that individual. One way of this is to identify their preferred learning lesson planning. This talk presents you to the learning characteristics of visual, kinesthetic and auditory learners along with some suggestions that you may insert into your lesson plans.
Room 7:  “Monolingualisation”
Önder Renkliyıldırım, Orient Press

How do you marry two such completely different languages as English and Turkish? This talk will explain how this can be achieved in the production of a dictionary specifically designed for Turkish learners of English—a monobilingual dictionary. The nature of this talk requires that those attending should be speakers of both English and Turkish.

Since retiring from the Turkish Airforce Language School in 1980, Önder Renkliyıldırım has worked in the field of ELT importing, distributing and publishing. Until 1995 he worked with Longman and with Collins ELT as a project manager and publishing consultant. During this period he became involved in dictionary bilingualization for Longman (Dictionary of Contemporary English) and Collins (Cobuild Essential English Dictionary). He is currently working with Orient Press, a local publishing firm.

Room 8:  “Maths and Science in an English Course”
Cherie Kircalli, Longman

This workshop will discuss the advantages of including elements of Maths and Science in a Primary School English course. It will offer suggestions to teachers of ways they can increase student motivation and interest with age-appropriate topics that are in keeping with the Turkish curriculum guidelines.

Cherie Kircalli, born in Australia, graduated from two American universities, with an Associate of Science degree from Hawaii and a Bachelor of Science degree from Utah. She is currently working towards her Master of Education in Primary and Middle School studies. She is a teacher trainer and has presented workshops in Turkey, England, Australia and America. Integrating science and maths in an English-language course is a subject dear to her because she is a firm believer in cross-curricular studies and whole-language learning.

Room 9:  “Using Stories in the Classroom”
Andrew Wright, Oxford University Press

In this session Andrew Wright will describe and try out some of his favourite ways of using stories in the classroom. The style is strongly practical and it is his aim to make the workshop as useful as possible to you.

Andrew Wright is an author, illustrator, teacher trainer and storyteller. His publications for Oxford University Press include ‘Storytelling with Children’, ‘Creating Stories with Children’ and the Spellbinder series of readers. He has worked with teachers and children in more than thirty countries during his thirty years of work in language teaching.
Room 10:  

"Around the Multiple Intelligence Mind"  
Debbie Smith, Pilgrims

In this workshop we will be taking a whistle stop tour of 10 short sharp activities which reach and touch the various intelligences. If you want a quick introduction to MI activities, a few more ideas for the classroom under your belt or a starting point for reaching deeper and connecting more to all of your students' learning styles, then come along.

Debbie has been with Pilgrims as a teacher and trainer since 1993. She began her teaching life as a science teacher in an international school. This led to the realisation that unless she understood and could assist her students with their language errors they would never be successful in their GCSE exams. This in turn led to a deeper and deeper interest in teaching language across the curriculum and in language learning in general. Since then Debbie has started an International Study Centre in a British boarding school for Pilgrims and run Pilgrims summer school for children and teenagers and young adults.

Room 11:  

"Successful Lesson"  
Jonathan Stanger, Eyüboğlu Koleji

What are the components of a successful lesson? Are there common approaches to planning/evaluating successful lessons?

Jonathan Stanger is an English teacher presently working in Grade 4 and 5. He has taught for 14 years and recently completed his MA.

Room 12:  

"Graphs and Surveys – Real Language with Real Applications"  
Carolyn Güven, Özel Sezim İlköğretim Okulu

We are always looking for ways to bring real language into the classroom and for interdisciplinary activities – surveys and graphs combine both from Ana Sınıf to 9th year.

Carolyn Güven has been teaching and teacher training for 18 years and with Primary Teaching has found new interests for her teaching enthusiasm.

Room 13:  

"Without grammar you can do very little, Without vocabulary you can do nothing at all." (David Wilkins, linguist)  
Peggy Apteke, Oxford University Press

Despite the centrality of vocabulary to the language learning experience, it is seldom dealt with systematically in the context of the classroom; a common result is students who have an underdeveloped vocabulary store. This presentation will deal with ways to get vocabulary, techniques for storing it efficiently in the memory, and activities to help students retrieve it when they need it.

Peggy Apteke is a Research Editor for Oxford University Press, where she has worked since 1993. Previously Director of Research and Curriculum Development at Eyüboğlu Lisesi in Istanbul, she has done teacher training for the British Council in Istanbul as well as for Oxford, and also at the University of Illinois in the US. She also taught EFL in the US, France, and North Cyprus.
This study reviews work carried out in EFL settings into the language learning challenges confronting younger learners who are just beginning on the path to learning English. These challenges include an inability to see the larger context within which their learning takes place, insufficient content knowledge to engage with a topic and insufficient language to complete a pedagogical task. As a result learners often find such tasks too challenging or confusing, are unable to see connections between learning tasks and their lives outside the classroom, and cannot see progress or an adequate return for the effort that they are making.

In the body of the presentation, a number of practical solutions to these challenges is suggested. These include techniques for making instructional goals explicit to learners in ways that make sense to them, initiating learning with scheme building tasks that enable learners to create links between known and new information, providing support through scaffolding and progressive structuring of learning content, ensuring success by creating learning cycles that exploit the 'task dependency' principle, providing learners with opportunities to contribute their own ideas and feelings, and encouraging learner independence by integrating into the curriculum tasks for encouraging self-monitoring and self-assessment. The presentation will conclude with a discussion of the principals underlying these practical solutions.

David Nunan is Chair Professor of Applied Linguistics and Director of the English Centre at the University of Hong Kong. He is also Dean of Education and a member of the Board of Regents of Newport Asia-Pacific University where he coordinates a Master of Science in TESOL. He serves on numerous advisory Board, and is the Senior Academic Advisor at the Global English Corporation which provides comprehensive English Language learning programs through the Internet.

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Room 14:  "Motivating Mixed Ability Teenagers"
Dorothy Gwillim, Oxford University Press

'Teacher! Finished! 'Ne Yapacağız?'
Two students in the same class? An extreme case. However, it doesn't matter how interesting the material is if some students have finished while others are still starting. This session aims to give you some practical ideas for dealing with the mixed levels and abilities in our classrooms.

Dorothy Gwillim is a teacher and teacher trainer, presently at Acarlar Koleji, Istanbul. She is also an UCLES tutor for the 'Certificate of English Language Teaching to Young Learners (CELTLY)'. Previously Dorothy was at the British Council where she was involved in designing and running teacher education courses for EFL teachers. She left the British Council to get back into the classroom and is still enjoying what she likes to call 'the primary challenge'. Before coming to Turkey Dorothy taught a wide range of ages and levels in Spain, Mexico, Egypt and the UK.

Room 15:  "The song stuck in my head!"
L. Engin Ark & Emma Hughes, Ulus Özel Musevi Lisesi

Music is everywhere and , when using songs as a teaching medium, the resource is endless. Many of us have experienced how quickly we forget things in another language except the few songs that we learnt. The song stuck in my head' phenomenon reinforces the idea that songs work on our long-term memory. Highly memorable! Highly motivating! Highly relaxing!
So why not tap into this resource and bring life and energy into the classroom?

L. Engin Ark was educated at Bosphorus University where she studied English Language and Literature. More recently she has become more involved in various projects ranging from materials preparation to syllabus design. She is currently working at Ulus Özel Musevi Lisesi.

Emma Hughes is an English Literature graduate of the University of East Anglia and a post-graduate of the University of Leeds. She has taught a wide range of students and is currently teaching Lise students at Ulus Özel Musevi Lisesi.

Room 16:  "Games, songs, projects and other practical ideas for young learners (Grades 1 and 2)"
Oya Scott & Elaine Aytas, Uskudar SEV Ilkokgretim Okulu

In this session Oya Scott and Elaine Aytas will present games, songs, and projects that they have enjoyed doing with their students.

Oya Scott is a graduate of Marmara University. She has been teaching English for 10 years. Currently she is a first grade teacher at Uskudar SEV Elementary School.

Elaine Aytas is a graduate of Edinburg University of Pennsylvania. She has been teaching English for two years. Currently she is a second grade teacher at Uskudar SEV Elementary school.
Marmara Koleji is very grateful to the following presenters who helped to make this conference possible.

Andrew Wright
David Nunan
Jim Wingate
Philip Kerr
Debbie Smith
Burcu Gülek
Carolyn Güven
Cherie Kirkall
Dorothy Gwillim
Elif Bozkurt & Gamze Çakar
Engin Ark & Emma Hughes
Hülya Akgün
Jonathan Stanger
Kathleen Zarfas
Katja Ojala
Oya Scott & Elaine Aytaç
Önder Renkliyıldırım
Peggy Alptekin

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from Özel Marmara İlköğretim Okulu
from Ulus Özel Musevi Lisesi
from STFA Özel İnanç Lisesi
from Eyüboğlu Koleji
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