ELT CONFERENCE
May 10, 2003

"Language Teaching in Diversity and for Diversity"

Keynote Speakers

Diane Larsen-Freeman
Gillian Brown
Diana Hicks
Language Teaching in Diversity and for Diversity

Marmara Eğitim Köyü
"The Role of the Language Teacher"

Diane LARSEN-FREEMAN
University of Michigan in Ann Arbor, USA

Teachers have adopted many roles during the evolution of the language teaching field. For example, at various times, teachers have been drill conductors, rule givers, and/or facilitators. In this talk, the presenter will make the case for a different role for language teachers, a role that transcends all the other roles. This role calls for teachers to be managers of learning. She will explain what being a manager of learning requires of teachers and why she thinks that such a role is essential for all teachers to adopt.

Diane Larsen-Freeman is a Professor of Language Education and Director of the English Language Institute at the University of Michigan in Ann Arbor. She is also Distinguished Senior Faculty Fellow at the School for International Training in Brattleboro, Vermont. She has spoken and published widely on the topics of teacher education, second language acquisition, English grammar, and language teaching methodology. Her books include: The Grammar Book (with Marianne Celce-Murcia, Heinle&Heinle, Thomson Learning, 1999, second edition), Techniques and Principles in Language Teaching (Oxford University Press, 2000, second edition), An Introduction to Second Language Acquisition Research (with Michael Long, Longman, 1991), Grammar Dimensions (Series Director, Heinle&Heinle, Thomson Learning, 2000, platinum edition) and Teaching Language: From Grammar to Grammaring (Heinle, Thomson, 2003). In 1997, Dr Larsen-Freeman was inducted into the Vermont Academy of Arts and Sciences. In 1999, she was named one of the ESL pioneers by ESL Magazine. In 2000, she received a Lifetime Achievement Award from Heinle&Heinle Publishers.
**11:30 - 12:30**  
**CONCURRENT SESSIONS**

**A3 BUILDING**

**ROOM 1:**  
"Voice - the Teacher's most powerful instrument"  
Mario RINVOLUCRI  
Pilgrims, U.K

You will leave this workshop with heightened awareness of the teaching and disciplining effects your conscious use of voice can have. You will have a chance to briefly practise some voice techniques. We will also look at some voice ideas you can share with your students.

Mario Rinvolucri edits Humanising Language Teaching, www.hltmag.co.uk and is a founding member of the Pilgrims trainer network. He is a frequent contributor to The Teacher Trainer. His 2002 books are Humanising your Coursebook and Using the Mother Tongue, co-written with Sheelagh Deller, and both published by ETP-Delta. Mario thinks his best book is Ways of Doing, with Davis and Garside, Cambridge, 1999.

**ROOM 2:**  
"Project Management"  
Hayal KÖKSAL  
The Turkish Center for Schools of Quality

Project Management is the key of creativity. The 'why's and 'how's will be presented at a 'Project Session' and also 'an anti-stress project' format will be shared by the participants.

Dr Hayal Köksal is the director and co-founder of the Turkish Center for Schools of Quality. She is also the Istanbul Contact of INGED. Since her main concern is promoting 'Quality' ideas at schools, she has been giving 'Quality for ELT' at Boğaziçi University as a part-time instructor.

**ROOM 3:**  
"Angels from above: Opening the Gates of Creativity"  
Bena Göl PEKER  
Gazi University, Ankara

"Imagination is more important than knowledge" A. Einstein. Is creativity a special or mysterious gift presented by angels from above? Or is it possible to open the gates of one's own creativity? This workshop will discuss ways in which we can actually open
the gates of creativity using techniques like creative metaphor and creative visualization. Fun activities that we can use to enhance our creativity or use with our students in class will be demonstrated.

Bena Gül Peker has worked at the Middle East Technical University and Bilkent University prior to moving to Gazi University where she currently works as assistant professor. Bena Gül Peker holds a Ph.D from Aston University in Birmingham, UK. She has presented nationally and internationally. Among her professional interests are teacher empowerment, language teaching methodology, in particular the use of drama, action research and NLP. Bena Gül Peker is a certified NLP practitioner.

ROOM 4: “8 Smarts in Materials!”
Beril YÜCEL
Başkent University, Ankara
President, INGED

There is a growing interest in the theory of Multiple Intelligences which has shed light on many areas in ELT. ‘Materials Design’ is one of these areas. The main focus of this hands-on workshop is to present how to design effective materials which appeal to the 8 intelligences and to discuss the suitability of these materials.

Beril Yücel has a BA in ELT and holds an MSc in Educational Sciences from METU. She is currently working as the Assistant Director - Teacher Training and Development Unit at Başkent University English Language School. Previously, Beril worked at Bilkent University School of English Language as a Textbook Writing Committee member. Her most recent work with Meral Gücer is on Action Research and was published in May 2002.

ROOM 5: “The Art of Teaching: Managing the Unmanageable”
Mahir SARIGÜL
Maltepe University, Istanbul

Effective teachers are the ones who know what sort of a teacher they are as far as their classroom management profile is concerned. Once you have defined yourself, it is always much easier to deal with the problems you are likely to encounter in the classroom.

Mahir Sarigül is a graduate of Linguistics, Hacettepe University, Ankara. He is certified in Teacher Training and is currently working as the prep school coordinator at Maltepe University in Istanbul. His interests are Classroom Management, NLP and Testing.
ROOM 6: “Fluency, Clarity, Correctness: A Process Writing Workshop”
Joseph MALLOY
Üsküdar American Academy, Istanbul

This workshop centres around the concept of fluency, clarity and correctness, an approach which is more concerned with how to achieve the final product, than with the final product itself. We will go through the three step process of FLUENCY - the all important and often neglected brainstorming, where words and ideas flow in no particular order; CLARITY - organisation of the brainstorm, where format and structure are added and CORRECTNESS - the final published product. Ideas about error correction (or the lack of it) conferencing (it’s easier than you might think) and grading (even easier yet) will be discussed in this hands-on workshop.

Joseph Malloy has worked in the New York area as Director and Dean of Admissions for foreign students at several New York area universities, as an ESL teacher and teacher training specialist for the New York State Department of Education. He holds a Masters degree in Communications, New York State certification in English and English as a Second Language. He is responsible for academic services, and program evaluations for LINK GROUP USA, a university placement consulting service. Recently, he has been presenting ELT workshops in Turkey. Currently he serves as head of the English Preparation program at Üsküdar American Academy in Istanbul.

ROOM 7: “The Achievement of Standardised Marking in Content-based Student Writing”
John CLARKSON
Bilkent University, Ankara

The Bilkent Faculty of Academic English program is a content-based academic writing and language support unit. By its very nature the unit attracts instructors from a broad range of disciplines, academic backgrounds and nationalities. Achieving any objective form of standardisation in the marking of student academic essays is clearly difficult. This paper will describe steps taken toward a resolution of the difficulties involved in marking standardisation and the problems of achieving an objective system of measurement, given the diversity of Bilkent University FAE program. It will detail the presenters’ conclusions, drawn from their attempted development of such a system.

John Clarkson taught for several years in England and Turkey before joining Bilkent University's FAE programme last year. He has a BA, MA and Post Graduate Diploma from Lancaster University and a PGCE from Bolton Institute.
ROOM 8:  "Getting Groups to Work"
Shannon SMITH
Üsküdar American Academy, Istanbul

The presentation will take a look at how to get groups organised in language and literature classrooms with a focus on getting the students to start, divide up the work, and complete it all so that each group member feels s/he has contributed equally. It will also explore ways of getting the students to speak only in English during all of the class work even if they have very little English competency. Group work in the beginning is often more time consuming than other methods of instructions. However, once set up she finds that she gets much more done than she ever could using lecture or individual activities. She also finds that when she gets the class functioning as a community of learners this way they tend to support each other extraordinarily well.

Shannon Smith graduated from the University of Washington in 1994 with a BA in English Literature. She received her teaching certification from the University of Texas in 1997 and her M.Ed. from Framingham State College in 2001. She has six years teaching experience having taught for two years in Central Texas, two years in Katowice, Poland, and two years in Istanbul at Üsküdar American Academy where she currently works. She has recently been hired to take over as Head of Department at the SEV primary school in Tarsus. Her teaching experience is mostly in ES/FL, but she has also taught theatre arts, literature, speech communication, and language arts. She has had the opportunity to teach students as young as seven years old and up through middle and high school to adults.

ROOM 9:  "Say it in a song"
Can ESEN
Marmara Primary School, Istanbul

Using the lyrics of various well-known songs helps to introduce grammatical points and to experience the language being used at a different level - an approach which caters to the ears and hearts of language learners while maintaining the emphasis on the application of the four skills.

Can Esen is from Philadelphia, Pennsylvania USA. He has been in and out of Turkey since 1982. He has taught in several language schools and private schools in Istanbul. He has been a member of Marmara Eğitim staff since 1994. He is currently teaching young learners in the primary level.
ROOM 10: "What Makes An Effective Teacher/Trainer?"
Koray BİLEN
Samanyolu High School, Ankara

Learning is an art, so is Teaching. There are wide variety of forms in performing this great art. If you are interested in discovering how others carry it out through NLP and share the presenter’s research findings, then do not hesitate to pop in this workshop!

Koray Bilen is Cypriot and has been living in Turkey for eight years now. He has an M.A in TEFL and DIPTT from The British Council, Ankara. He has been a regular presenter at METU ELT Convention and Bilkent University ELT Conference. He did this workshop at 26th TESOL-GREECE Convention on March 16th. His interests include NLP, Teacher Development, CALL and Brain-friendly learning and teaching.

ROOM 11: "The Evolution of Teachers’ Beliefs about Language Learning"
Z. Sinem YILDIZ
Uludağ University, Bursa

Teachers may have their individual beliefs and assumptions about what constitutes effective language learning. The beliefs that teachers hold are based on their training, their teaching experience and their own learning experience as language learners. They usually build up their belief systems gradually over time. In this sense, teaching experience is the primary source of their beliefs, thus a key factor that affects their understanding of effective ways to learn a second language. In this paper, the nature of teachers’ belief systems about language learning is examined. The presenter focuses on the evolution of the beliefs over time. For this purpose, she examines teachers with different lengths of teaching experience to reveal the differences and similarities in their beliefs, and to have a close look at the kind of evolution that takes place.

Z. Sinem Yıldız is an assistant professor at the ELT Department, Uludağ University. She has a PhD in Rhetoric and Linguistics (Indiana University of Pennsylvania, USA), specialising in TESOL and second language acquisition. She taught at American Language Institute at IUP and in the MATESOL Program at Southern Illinois University, USA. She is primarily interested in second language learning and teaching, program design and evaluation, second language teacher development, and computer assisted language learning.
ROOM 12: “OPI Technique in the Assessment of EFL Communicative Performance”

Hidayet TUNCAY
İstanbul Kültür University

Oral proficiency has been the most difficult skill to be assessed in ELT. Due to non-native teaching environment and artificial assessment and evaluation techniques, a very precise outcome has not been obtained from the oral examinations. This study focuses on how we could integrate Oral Proficiency Interview (OPI) technique into assessment procedure and how graded and classified questions are to be used in the technique mentioned.

The paper covers a brief description of SOPA (Student Oral Proficiency Assessment - Center for Applied Linguistics, 1997-1998); COPA (Computerized Oral Proficiency Assessment); COPI (Computerized Oral Proficiency Instrument - Morris, 2001) and SOPI (Simulated Oral Proficiency Interview - Stansfield & Dorry, 1996). The specifications of these assessment techniques will be studied in comparison to OPI technique. Besides, institutional tailor-made oral proficiency technique will be discussed and a ‘Suggested ELT and Foreign Language Proficiency Level Assessment Chart’ is also presented with its specifications.

Hidayet Tuncay holds a Ph.D. 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 conferences. He has major at Syllabus Design, Proficiency Testing, Adult Language Teaching and Emotional Intelligence (EQ) in ELT. He has been a lecturer at the Department of English Language and Literature and the head of English Preparatory Department at Istanbul Kültür University since 1999.

ROOM 13: “Three Men and a Baby Syllabus: Why and how learners must be allowed to contribute significantly to syllabus design”

Daniel DAW
Doğuş University, Istanbul

This presentation is the result of an assignment the presenter worked on as part of his Masters in TESOL at Aston University. In this study a discrepancy analysis of the speaking and listening course was made as it was run through the Doğuş Prep Program in 2001-2002. As the part of the analysis the origin and nature of the S/L (Speaking and Listening) syllabus were looked at and two core problems were discovered. The presentation thus deals firstly with these problems and secondly suggests a way in which these problems might be dealt with.

Daniel Daw is a graduate of the University of Southampton, England. Following several years' service in the British Military, he got his degree in Law and worked as a lawyer until 1996. His move into EFL began in March 1997. He has taught General
English, TOEFL, a variety of Cambridge Exams and Business English in Japan, South Korea and London. Since 1999 he has been working at Doğuş University Prep Department as an instructor of English and coordinator of English programs run under the Doğuş Sürekli Eğitim Merkezi. His interests include syllabus design, cultural politics of English and ELT Management.

ROOM 14: “Increasing Communicative Competence Through Role Plays”  
Nilüfer ÖCEL  
Istanbul University

Communication is the key word for language learning. An attempt of learning any language without activating the communicative competence of the users would mean nothing. But, it is very difficult to activate the communicative competence and performance within the constraints of the classroom. Thus, the teachers are forced in a way to find more genuine topics to be discussed or acted in the classroom. Apart from creating the appropriate atmosphere, there is always the danger of dissatisfaction of the students and/or the teacher. The workshop aims to underline the ‘golden rules’ of increasing the communicative competence of the students through role plays in and out of the classroom.

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. Her books The Child Image In Turkish and World Cinema and Children in Communication: The Child - Advertisement Interaction In Communication Environments were published by Istanbul University Press. She is teaching Methodology and Teacher Training Courses in Hasan Ali Yücel Educational Faculty.

Optional Lunch is available from 12:30 to 13:30 in the garden.  
Please note that drinks and snacks can be bought from the canteen throughout the day.
"Diversity within the Humanistic Stream of Language Teaching"

Mario RINVolUCRI
Pilgrims, UK

The presenter will review Humanistic Language Teaching over the last 100 years, leading the group from Steiner and Montessori, via Gattegno and Curran through to more recent insights that can be driven from Howard Gardner's work and from Neuro-Linguistic Programming.

He will examine the concept of fields that feed into language-teaching and he will specifically look at actor training and the work of Gurdjieff and Orage. Both these fields have brought major new insights into the language classroom. The diversity of techniques in EFL is largely due to this academic community's ability to suck in nourishment from such feeder fields.

At regular intervals through the talk the audience will be asked to experience short exercises which will bring the theoretical concepts to life and allow to leave the hall with practical techniques they can take to their students.

Mario Rinvulucri edits Humanising Language Teaching, www.htmag.co.uk and is a founding member of the Pilgrims trainer network. He is a frequent contributor to The Teacher Trainer. His 2002 books are Humanising your Coursebook and Using the Mother Tongue, co-written with Sheelagh Deller, and both published by ETP-Delta. Mario thinks his best book is Ways of Doing, with Davis and Garside, Cambridge, 1999.
GREEN HALL

"Teaching Grammaring"

Diane LARSEN-FREEMAN
University of Michigan in Ann Arbor, USA

In order to address 'the inert knowledge problem' (Alfred North Whitehead), whereby students cannot make use of what they have learned in language classes, teachers must learn to see grammar not as a static body of rules but rather as a dynamic system.

By conceiving of grammar in this way and developing techniques consistent with this view, the inert knowledge problem can be overcome.

In this workshop, the presenter will challenge teachers to think of grammar differently, and she will provide examples of how to teach grammar dynamically.

Diane Larsen-Freeman is a Professor of Language Education and Director of the English Language Institute at the University of Michigan in Ann Arbor. She is also Distinguished Senior Faculty Fellow at the School for International Training in Brattleboro, Vermont. She has spoken and published widely on the topics of teacher education, second language acquisition, English grammar, and language teaching methodology. Her books include: The Grammar Book (with Marianne Celce-Murcia, Heinle&Heinle, Thomson Learning, 1999, second edition), Techniques and Principles in Language Teaching (Oxford University Press, 2000, second edition), An Introduction to Second Language Acquisition Research (with Michael Long, Longman, 1991), Grammar Dimensions (Series Director, Heinle&Heinle, Thomson Learning, 2000, platinum edition) and Teaching Language: From Grammar to Grammering (Heinle, Thomson, 2003). In 1997, Dr Larsen-Freeman was inducted into the Vermont Academy of Arts and Sciences. In 1999, she was named one of the ESL pioneers by ESL Magazine. In 2000, she received a Lifetime Achievement Award from Heinle&Heinle Publishers.
Children start to learn English younger each year. How can we provide tasks which suit their age and learning approaches and which maintain their motivation? What can we adapt and bring from secondary ELT and what must we jettison? This talk will give some examples of age appropriate activities for younger learners.

Diana Hicks has almost 30 years experience in English language education as a teacher, teacher trainer and writer. She is now based in the UK but she has taught at primary, secondary and tertiary levels in Africa, Scandinavia, France and the Middle East. She has been writing course books for Cambridge University Press for more than 25 years and is co-author (with Andrew Littlejohn) of Cambridge English for Schools - a five level course for secondary aged pupils, Worldwide - a six level course for secondary pupils and Primary Colours - a four level course for young learners. She has also written business and commercial materials for French and Middle Eastern students. She has been running teacher training courses in the UK for Commenius teachers for five years and travels frequently around the world giving workshops and seminars on classroom methodology. She has a doctorate from Bristol University on the Critical Discourse Analysis of Teachers Guides texts. She is particularly interested in inclusive classroom tasks and an egalitarian approach to language learning and teaching.
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