"Embracing Differences"

Marmara Eğitim Köyü
MORNING SESSIONS

10:00 - 11:00 PLENARY 1 Auditorium

"CULTURE or culture? Language, Content And Methodology In A Complex World"

Jeremy HARMER
Longman - PEARSON

Is there such a thing as a global TEFL community? Are teachers in Turkey teaching the same thing as their counterparts in Cambridge, Mexico City, Jeddah or Seattle? This talk will examine what makes us different and what makes us the same, and where English fits in all this, how the language has evolved and how methodology copes with it all.

Jeremy Harmer is a teacher, teacher trainer and author. Among his many books are the classics, The Practice of English Language Teaching (now in its third edition) and How To Teach English, both published by Longman. He is the general editor of the Longman methodology series, and hosts the popular teacher development site ELT Forum (www.eltforum.com).

11:20 - 12:00 PLENARY 2 Auditorium

"Avrupa’da ve Dünyada Eğitim Genel Başlığı"

Abdullah ŞAHİN & Mehmet ŞAHİN
BAŞKANLIK Devlet Planlama Teşkilati
AB Eğitim ve Gençlik Programları Merkezi Başkanlığı

- 21. Yüzyıl Eğitim Hedefleri
- 21. Yüzyılıda Eğitim Alanında Yaşanacak Problemler
- Çözüm Önerileri
- Uygulamaya Konulan Eğitim Programları (Socrates, Leonardo, Lingua, Gençlik gibi)
- Sorular/Cevaplar
ROOM 1:  “Comenius: Avrupa İşbirliği Projeleri (Proje Gerçekteştirme - Öğrenci/Öğretim Üyesi Mübadelesi”

Abdullah ŞAHİN
BAŞBAKANLIK Devlet Planlama Teşkilatı
AB Eğitim ve Gençlik Programları Merkezi Başkanlığı

- Temel Öğretmen Egitimi (Öğrenci/Öğretmen Mübadelesi)
- Comenius Dil Asistanlığı
- Comenius Hizmetçi Eğitim Kursları
- Sorular/Cevaplar


ROOM 2:  “Lingua (Dil Öğrenim ve Öğretim Programı)”

Mehmet ŞAHİN
BAŞBAKANLIK Devlet Planlama Teşkilatı
AB Eğitim ve Gençlik Programları Merkezi Başkanlığı

Lingua Programı, AB Genel Eğitim Programı olan Socrates’in 8 alt programından biri olup, bu programlara üye olan Avrupa ülkelerinin vatandaşlarına yabancı dil olarak Topluluğun üye ülkelerde konuşulan diğer dilleri öğrenmeyi amaçlamaktadır. Dil öğrenim ve öğretiminin geliştirilmesi, yabancı dil bilen insan sayısının artırılması Socrates programlarının hepsinde ortak bir amaç olmakla birlikte, çeşitli yöneriyle ve kapsamlı olarak Lingua programının ortak noktasını oluşturmaktadır.

ROOM 3:  "Multiple Intelligences? Mixed ability? Content-based? Topic Based? What does it all mean for my classroom and me?"

Laura WOODWARD
The British Council

As regular conference participants we have all heard about the different types of intelligences, and many of us have read a great deal about them. However, many of us are still not entirely comfortable when it comes to classroom application, particularly when it comes to integrating them with a unit from a coursebook. The general aim of the session is to demonstrate how to exploit a topic area and some possible activities that could be used in an EFL classroom.

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 around Turkey running 'formatör' courses for Milli Eğitim Bakanlığı. 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, the practice application of Multiple Intelligences, use of the Mother tongue, and the use of ICT in the EFL classroom. She is currently developing her skills in managing teacher training courses in hotel bedrooms.

ROOM 4:  "Writing: The Neglected Skill"

Mahir SARIGÜL
Maltepe University

Writing is sometimes regarded as the 'neglected skill' and receives the least attention, for it is at the bottom of the list of teacher's priorities (Bowen and Mark, 1994). As a widespread tendency, teachers, due to time limitation for doing the writing activities and the forthcoming correction, often tend to neglect it and generally prefer to spend time on more active aspects of language such as role-playing, group discussions, which leads to developing better speaking skills. However, writing is important and paradoxically speaking skills can also be improved through writing provided that a proper writing climate be created in class. This workshop aims to look for ways to facilitate such an atmosphere by presenting some challenging, competitive and fun activities.

Mahir Sarigül received his BA in linguistics at Hacettepe University, Ankara in 1981. Having worked as a teacher of English in the Navy for almost 20 years, he got retired in 1999 and started working as an instructor, a teacher trainer, the testing
and material officer at Vocational High School, Yeditepe University, Istanbul. In 2000, he transferred to Maltepe University, where he has been working as Prep Coordinator and a teacher trainer as well as an instructor since then. He has recently completed his MA in ELT at Yıldız Technical University, Istanbul with the study on Effective Mistake Correction.

ROOM 5: “Dying for a Coursebook?”
Koray BİLEN
Samanyolu Private High School

The presenter would like to revisit the characteristics of teenage/young adult learners and intends to justify that in order to bridge the gap between learners and teachers material/s adaptation is inevitable. If you are interested in finding out ‘HOW’, please do not hesitate to pop in this workshop.

Koray Bilen has been teaching at high school level for 12 years. He holds a BA and an MA in TEFL from Gazi University and a Dip TT from the British Council, Ankara. He has also been teacher training for 7 years not only in Turkey but also overseas. His latest International workshop was at TESOL GREECE last year. He is very interested in NLP, TT & CPD and Materials. His forthcoming publications are photocopyable resource books for Superstar 1 & 2 by L. Prodromou.

ROOM 6: “Diversity Concerns and The C.E.F - An Irrksome Reinterpretation of the Reference Document”
Dr Aybars ERÖZDEN
Yıldız Technical University

Since its introduction to the language teaching area, a common European framework of reference for languages (C.E.F) has aroused much interest among language teaching specialists and practitioners not only in Europe but almost the whole world. If, today, we are speaking of learner-centeredness, diversity is a criterion that should be met in any standardised language teaching framework. The present paper tries, in some 50 minutes,

- to reinterpret the above-mentioned framework in this respect through a variety of aspects as
  a teaching,
  b learning, and
  c testing
in relation to
  a syllabus,
  b materials, and
  c culture,
and
- to imply for those professionals how far that framework can be suitable as far as diversity is concerned.

Aybars Erözden received his BA Degree in English Language Teaching at Istanbul University in 1983. He received his MA at the same university in 1986 with his study on the Formation of Discourse by Language Learners in CLL (Community Language Learning) classes. He completed his PhD dissertation on Needs Analysis and Syllabus Design in an ESP setting at Istanbul University in 2000. Having worked as an ELT teacher trainer and instructor at that university for 17 years, he was transferred to Yıldız Technical University in 2000 to contribute to the work for the establishment of an English Language Teaching Department. He has given courses on syllabus design, research methodology and language testing in 'English Language Teaching' and 'Teaching Turkish as a Foreign Language' post-graduate programmes.

ROOM 7: "Using Family Systems Perspective Toward Work with School-based Problems"

Nevin DÖLEK
Bakış Psychological Counselling and Education Centre, Boğaziçi University

Since its origination, the work of systems psychology has remained largely within family therapy circles. However, systems psychology is one of the best suited for schools. School and families are the major factors in children's lives. Traditionally school services have focused on changing the child as the holder of the symptoms. Practitioner psychologists or/and counsellor in working in school setting are well aware that students with problems do not have these problems in isolation from other people and from their environment. It is important to take a broader understanding of system influence into account when planning interventions and conducting assessment in the lives of students. Not only are there problems demonstrated by the child, but significant difficulties are also evident between each student's family and the school personnel. All too often the family and school systems are set up in competition with each other. However, when a child enters school these two distinctive human systems join forces and the school at large and the classroom in particular become as part of the extended family. We need plan intervention to improve communication and cooperation between adults and children, communication and cooperation between children, communication and cooperation within families and between families and schools. In this workshop, the issue of systems psychology in schools will be addressed by (a) presenting various ideas on systems thinking and systems practice in the school, (b) reviewing how members of a classroom interact and communicate to one another and those involved can help to change the ways they relate to one another, (c) considering the ways in which schools and families become engaged with or disengaged from one another in a
system of interaction, and (d) illustrating the use of systems approach by means of actual cases with which we have been involved.

Nevin Dölek has BA in Psychology and MA on Guidance and Counselling from Boğaziçi University. She has a doctorate degree in Educational Sciences. She worked in a secondary school as a school psychologist for 10 years. She worked as director of education for 2 years of a foundation which runs 10 secondary schools. She is one of the founders of BAKIS Psychological Counselling and Education Centre. She gives workshops, lectures and facilitates groups for teachers, parents and adolescents. She has developed preventive programs on effective child rearing for parents teaching practices for teachers, self development and bullying for children. She also works as a lecturer on part time basis at the Guidance and Counselling Department of Boğaziçi University. She is a member of Turkish Psychological Association (TPD), Turkish Guidance and Psychological Association (PDR) and International School Psychological Association (ISPA). She is ISPA’s current Colloquium Coordinator and the Chair of International Crisis Response Network Committee of ISPA. She took part in crisis response programs for refugees of war from Kosovo, and earthquake victims in Turkey.

**ROOM B:** "What is new with the Next Generation TOEFL and how should we tailor our language classes for communicative language skills but not for TOEFL solely"

**Ergin AYHAN**
Turkish Naval Academy

The attendees will discover the latest information, details, including test structures and scoring about the next generation TOEFL, to be launched in 2005. The new TOEFL emphasizes communicative English skills for academic success and this requires a new generation of TOEFL-prep materials. Integration of the four skills and removal of the Structure Part of the test, new types of reading and listening questions will be the most interesting acquired facts about the Internet Based TOEFL (IBT TOEFL). In this workshop, activities to enliven a TOEFL class, improve language skills, and increase performance are presented.

Ergin Ayhan received his BA in English Language Literature from Hacettepe University in 1991. In 2000, he was awarded an MA degree in European Studies from Istanbul University. Recently, he is about to win an MA in ELT from Yıldız Technical University. As an English language professional, he has served in several educational institutions of the Turkish Naval Forces. In addition to his ELT career in the Navy, he was assigned in Public Affairs positions in Multi National Armed Task Forces.
ROOM 9: “Class Management in ELT: Who is the BOSS?”
Asst Prof Dr Hidayet TUNCAY
Istanbul Kültür University

This research discusses the class management in ELT from various perspectives such as non-native teachers, learners, culture-specific attitudes, syllabuses to be implemented, student age profile, managerial skills an EFL teacher should have and Emotional Intelligence principles in motivating the ‘boss’ and the ‘client’. For various reasons, class management in ELT has been an intriguing issue to be dealt with in regard to enforcing the communication in class interaction between the learners and the teachers and enhancing the learning. To account for the problems in class management in ELT, the results of a questionnaire given to various high school/university teachers/instructors will also be discussed in the paper. Finally the EFL teachers’ and learners’ considerations to overcome the difficulties and burdens emerged are covered in terms of ELT in a non-native environment. The activities associated with the class management in ELT are goal-setting, planning, organising, motivating, controlling, decision making and creating a stress-free emotionally-safe atmosphere. It is no doubt that teachers’ attitude and their Emotional Intelligence (EQ) level may be very predominant factors affecting the students’ learning / acquisition of the Target Language.

Hidayet Tuncay has BA from English Language and Literature Department at Atatürk University and holds a PhD in Applied Linguistics with special reference to ELT and has been teaching English for 25 years, wrote a few books, several articles and gave presentations on ELT at national and international conferences. He has majored 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. He is also the author of the book entitled ELT Dictionary.

ROOM 10: “Achieving Standardised Marking in Content-based Student Writing”
John CLARKSON & Martha ORAL
Bilkent University

This paper describes the steps taken by the presenters in order to resolve the difficulties involved in achieving any satisfactory form of standardised marking / grading system. The problems that will be discussed include those of ensuring a proper level of objectivity, allowing for teacher autonomy and how to make such a system acceptable to both teachers and students. Participants will be given the opportunity to use, assess and comment on, the 'Grading Criteria Sheets' developed
by the presenters for the FAE Department of Bilkent University and which are currently being used in several Universities in Turkey and elsewhere.

John Clarkson received a BA, an MA and a PGDip from Lancaster University. He was awarded a PGCE from Bolton Institute in the UK and holds a Diploma in TEFL. While teaching in the UK, he also lectured on Shakespeare's Roman plays. He is the co-author of 'Juggling For a Degree' and taught extensively in the UK and in Turkey before joining the FAE unit at Bilkent University in 2002. He has presented papers at many National and International conferences.

Martha Oral has been a teacher, trainer and administrator in Turkey for the past eleven years. Before joining Bilkent University FAE programme in 2002, she worked as an English language fellow at the Turkish Army Academy. As well as teaching at Bilkent, she is currently co-ordinator of the US English Language fellowship programme in Turkey. She received a BA in English from the University of Utah and an MSc in ELT and ESP from Aston University. She has presented many papers at National and International conferences.

ROOM 11: "Culturally Effective Communication: Diversity and Complexity in the Classroom"

Dr Nilüfer ÖCEL
İstanbul University

Classroom would be taken into consideration as a place to meet the similarities as well as the differences. The teacher should have appropriate communicative skills to make use of the diversity and complexity in the classroom. It is important to be a culturally competent communicator. It is also important to identify the belief systems of both the student and teacher to spot blocks to communication such as ethnocentrism, discrimination, stereotyping, cultural blindness or cultural imposition. The workshop would attempt to give some tips for the workshop participants.

"From Culture-based Knowledge To Bilingualism and Multiculturalism"

Prof Dr Cem ALPTEKİN
Boğaziçi University

The links between culture and knowledge will be discussed in reference to artefacts, language(s), behaviour patterns, norms and values to show what bilingualism actually entails as a cognitive, affective, and psychomotor system. The discussion will then shift to the problematic issue of how bilingualism can be the key to multiculturalism, and not necessarily biculturalism.

Prof Dr Cem Alptekin has been with the Department of Foreign Language Education at Boğaziçi University since 1986, where he served as the chairperson from 1993 to 1996. Before joining Boğaziçi University, Prof Alptekin taught at Middle East Technical University, the University of Illinois, and Ohio State University. Prof Alptekin holds master's degrees from Indiana University, Southern Illinois University, and New York University. He received his PhD from New York University, and has been the Dean of the Faculty of Education at Boğaziçi since 1993. He has published in applied linguistics and foreign language education in the United States, the United Kingdom, Canada, the Netherlands, Belgium, Hungary and Turkey.
Why are the best moments in class so often the ones where you abandon your lesson plan (potentially at the risk of losing your job!) and follow your 'teacher's nose' to try to make what's really happening - or going wrong - work? The speaker's aim is to encourage the audience to trust their instincts and be more spontaneous in class. He will both justify and illustrate this with 8 practical, easy-to-implement techniques from his own experience.

Paul Seligson has trained teachers in many countries and published over 30 ELT titles. He is now back in Brighton where he works freelance, writing, teaching, and training. He also runs CELTA courses twice a year in Brazil. An MA TEFL, RSA CELTA Assessor, LCCI and Trinity examiner, his recent publications include English File and New English File Elementary (OUP).
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