ELT CONFERENCE
May 6, 2006
"Changing Attitudes in ELT"

Keynote Speakers:
Jim ROSE
Paul SELIGSON
Dr. G. Daniel HOWARD

MARMARA EĞİTİM KÖYÜ
Başbüyük, Maltepe-Istanbul
Phone: (0216) 626 10 00-110
Fax: (0216) 626 10 10
E-mail: serhattuna@mek.k12.tr
MALTEPE UNIVERSITY
&
MARMARA SCHOOLS

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MARMARA EĞİTİM KÖYÜ
“Trying to Teach Listening”

Bill BOWLER

Oxford University Press

Listening is the primary language skill, the first we learn in our mother tongue and the one we use most throughout our lives. It is the most difficult skill to describe, understand and teach and the one which requires the most practice when learning a second language. Yet how many of us feel we teach it well? Certainly not me! And just think how rare it is to see many talks about Listening at conferences.

I believe artificially learning to listen in an L2, especially in a classroom teaching situation, to be very different way from the way we naturally acquired our L1 listening skills. Yet much of ELT methodology still seems to be based upon replicating stages and skills of L1 learning. I believe this is wrong. Just think how different it feels straining to understand every word in a foreign language compared with relaxed listening in your L1.

Since I began teaching, I’ve been trying to work out how to systematically teach rather than just test Listening. This lively workshop is the result of my 27 year struggle. I will argue that, as a general principle, we should try to increase the amount of intensive Listening time in class, make Listening the primary channel for learning new language as often as possible and focus on what’s hard rather than just what’s easiest to understand. I will offer a range of practical techniques to help both teachers and students really get to grips with listening.

Bill Bowler is an experienced English Language Teaching trainer and materials writer who has taught and trained teachers and trainers around the world. He is an adapter and co-series editor of Dominoes graded readers together with his wife, Sue Parminter, with whom he has co-authored Headway Pronunciation, and the topic-based pre-teen and young teenage coursebooks Happy Earth and Network (all Oxford University Press). He has been a teacher trainer Europe-wide in Belgium, Germany, Hungary, Italy, Malta, Poland, Portugal, Spain, Switzerland, Turkey, and the UK. He is an ELT school consultant.
ELT CONFERENCE

May 6, 2006

CONCURRENT SESSIONS I

11:30 – 12:20
Purple Hall

“Study in the US – Visas and ESL”

Maria V. LANE
Vice Consul, US Consulate General - ISTANBUL

You’re accepted to a US ESL program, but what next? How do you apply for a visa? Is it true that the US doesn’t give visas since 9/11? What is the secret to getting a US visa? These questions and more will be answered, and we will also touch on ESL in the US in general.

Maria V. LANE has been working in the US Consulate in Istanbul since October, 2004. Prior to joining the Foreign Service, she had a short ESL career teaching privately in Budapest, Hungary, and working with ESL Language Centers in Denver, Colorado.

“ESL Programs in the USA and ESL Program Accreditation”

Dr. G. Daniel HOWARD
Ph.D., CFRE, CGFM, CSP, REHS
Vice-President, University of North Alabama USA.

Accreditation of academic institutions, professional schools, and academic programs is growing in significance as the global marketplace becomes more interconnected and competitive. Students and their parents are growing in sophistication and are looking for additional value added for their investment of precious resources in formal education and preparation for the future. In addition to providing objective evidence of high quality for those institutions, schools, and programs that are accredited, the process of obtaining initial accreditation and reaccreditation thereafter is invaluable to the participants. Active participation in the accreditation process encourages self-development and continuous quality improvement of programs, schools, and institutions; thereby, ensuring intellectual and programmatic vibrancy. Although there is a cost for going through an accreditation process and achieving accreditation, the value added far exceeds the investment on many levels. Accreditation of English language programs for non-native English speakers is a relatively new opportunity. Active pursuit and attainment of such accreditation is worthy of consideration and is the primary recommendations of this presentation.

Dr. Daniel Howard currently serves as the senior Vice President at the University of North Alabama. He holds a Bachelor of Sciences Degree from Manhattan College and two masters and two doctoral degrees from Indiana University. Also, Dr. Howard has earned and maintains an active status for internationally recognized professional certifications. He has more than 100 scholarly publications and has received more than $20 million in grants and contracts. Among other duties at the University of North Alabama, Dr. Howard is responsible for the international programs, including the Center for English Language Learning (CELL). Under his leadership, the international student population at UNA has expanded more than 1,000% and is now growing at approximately 30% per year. He is listed in Who’s Who in Education, and many other similar publications and professional directories.
“Using ‘Rubbish’ and Leftovers in ELT Classroom”

Ellie BOYADZHITEVA & Desislava ZAREVA
New Bulgarian University

When you come to this workshop we will teach you not to throw away things brought from your journeys because you will definitely find them useful one day. Working with students can be fun, inspiring and useful if you know how to use the small bits and pieces which have remained in your luggage accidentally. We are going to prove that some unnoticeable everyday objects can be effectively employed to develop logical thinking along with basic language skills such as speaking and writing and surprisingly enough— even grammar.

Ellie BOYADZHITEVA has a PhD in linguistics. She has been a teacher of English for over 15 years now. Currently she is a lecturer at the New Bulgarian University, Sofia. She is also President of the Bulgarian English Teachers’ Association (BETA).

Desislava ZAREVA has a MEd degree in English Language teaching and a MLitt degree in Cultural Studies from Strathclyde University, UK. She currently teaches English and Culture Studies courses at New Bulgarian University, Sofia.
Every language teacher knows that the more their students talk, the more motivated they are and the more successful the outcome is. Yet speaking is always highlighted as the biggest problem. So teachers have to find a way to engage students in speaking activities. In order not to let “the spirit of communication” be killed, this workshop provides some tips on development of conversational skills. It presents some challenging, amusing and practical conversational games to break down students’ resistance to talking in the target language. It is good to talk! Do not let your students miss the chance of expressing themselves!

Hande Serdar holds a B.A. degree in English Language and Literature from Bosphorus University (2000) and a M.A. degree in English Language Teaching from Marmara University (2005). Currently she is teaching at the prep division of Maltepe University as a full time instructor and giving research methods and advanced reading courses at English Language Teaching Department of Marmara University as a part-time lecturer. Her research interests are self-serving biases of teachers and students and reflective teaching.
“Humanistic Education - Revisited for Language Teaching”

Aybars ERÖZDEN
Yildiz Technical University

Principles of humanistic education have been utilized in language teaching for a long time. These principles are sometimes adopted in the form of an entire language teaching method, like CLL, and sometimes used as individual techniques or classroom applications by teachers. When do we get towards “humanistic” side, and when do we stray to the “non-humanistic” side? Although no comments or suggestions are made in this presentation as to whether teachers should follow some humanistic path or not, there will be a brief discussion on what acts are humanistic and what acts are not.

Aybars Erözden graduated from Istanbul University Foreign Languages Education Department English Section in 1983. He completed his MA dissertation on the formation of discourse in the Community Language Learning Method in Istanbul University in 1986. He worked in the same Department between 1984 – 2000, giving profession-oriented courses on foreign language teaching, English language teaching, and phonetics-phonology and translation. In his Doctoral dissertation, he discussed the use of the needs analysis and applied a syllabus design model for the ESP learners in 2000. He presently works at Yildiz Technical University. Having taken a part in the course of the establishment of a new Faculty of Education and its subsequent ELT Department, he gives M.A. courses on syllabus design, language testing, and language teaching methods in the Departments of English Teaching and Teaching Turkish as a Foreign Language in addition to courses in the B.A. programme. He emphasizes the importance of establishing and utilizing valid and reliable models in either professional or scientific work.
“Using Visuals in the EFL Class”

Patrick SHORTT
Oxford University Press

According to psychologists & pedagogues, the visual memory is the strongest form of memory & linked directly to a person’s academic success. Apart from this, it is also a highly adaptable & engaging medium to bring into the classroom. In this session we can explore the effect of visuals on memory & explore many practical techniques in the classroom.

Patrick Shortt has taught English for some twelve years, having worked with students of all levels and ages, from pre-school to adult. His main areas of interest however are young learners and teenagers. He has also given workshops and trained teachers in Turkey, Spain, the UK and the Czech Republic. He is interested in holistic approaches and methodologies and is a certified NLP practitioner. He currently teaches at Ayazaga Isik Primary School.
"Reading: An Infinite (underused) Resource!!"

Müge WHITTAKER
Access English

It is my belief that reading is infinite resource in the teaching of language which should be used to teach not just reading but all the components of language. In this workshop I will highlight some of the techniques that all teachers may make use of.

Müge WHITTAKER is a graduate of Hacettepe University ELT department and have been teaching English for 12 years. She was the head of department at MEF High School for three years and she is now a teacher in the prep school at Istanbul Ticaret University.

"Puppets Have Feelings, Too"

John ESEN
Marmara Primary Schools

In this workshop, I will explore the use of puppets in the English classroom. I will try to give you a few tips on using puppets and suggest how the language teacher as well as the language learner, can benefit from experimenting with puppets.

John ESEN has been teaching English in Turkey since 1989. He has been with Marmara Schools since 1994. He is a strong believer of the application of drama in language teaching and learning. He is also addicted to using puppets in the classroom.
“Winds of Change in Vocabulary Teaching: Learner Autonomy in EAP Through Concordancing”

B. Sonat DEMİRDİREK & Neslihan DEMİRDİREK

Naval High School, Istanbul

Language teachers fall into three groups: Those who have never heard of concordances, those who haven’t taken them seriously, and those who swear by them. Belonging to the third group, we would like to emphasize the power of concordances and Data – Driven Learning and the crucial role they may play in transforming our students into active learners of vocabulary.

This paper suggests a very effective way to overcome one of the biggest challenges in English for Academic Purposes, which is, without doubt, the immense vocabulary students need to learn in a short period of time. Students are transformed into concordancers to cope with the difficulties they encounter during their vocabulary learning process. As Tribble (1990;11) sums it up: What a concordancer does is make the invisible visible. Students, now concordancers, are instructed to create their own dictionaries of words to be learned. In other words, concordancing emerges as a learning strategy.

Neslihan Demirdirek received her B.A. from Istanbul University in 1998. She holds a M.A. in ELT from the University of Nottingham. She taught Turkish at Sweet Briar College in the USA as part of Fulbright FLTA programme. She has been working as an instructor of English language in Trakya University for four years. Her main interest areas are EAP, ESP, Learner Strategies, The Lexical Approach.

B. Sonat Demirdirek received his B.A. from Dokuz Eylul University in 2000. He holds a M.A. in ELT from Yıldız University. He received a diploma in Advanced English Language Instructor Course from Defense Language Institute in San Antonio, Texas, USA. He worked as an English Language Instructor at the Naval Academy until 2004. He has been teaching English in Naval High School and School of Languages of the Naval Forces Command. His main interest areas involve CALL, DLL, Learner Autonomy, Vocabulary Teaching.
CONCURRENT SESSIONS I

11:20 – 12:20
Hall A – 3 / Room 8

“Leap Off the Page”

Carolyn GÜVEN
MacMillan

Taking the learners and learning off the page and out of the classroom! Teaching strategies and skills needed for project work with young learners.

Carolyn GÜVEN has taught ESL and EFL to adults and primary students for 23 years now. Changing and adapting herself and her teaching to methods that help learners reach their own potentials, increase their sense of self and pique their interest in the world around them are her goals.

12:20 - 13:30

LUNCH
DINING HALL
CONCURRENT SESSIONS II

"What is the CEF? Who Cares?"

Murray KEELER
Director, the British Council, Ankara

The Council of Europe’s Common European Framework (CEF) is a global levels system with clear guidelines about what a learner can do at each level of competency. The Framework describes the necessary competencies needed for communication. This presentation will examine the objectives behind the development of the CEF, its relationship to the European Language Portfolio and the relevance of the CEF and the Portfolio to English language teaching and learning in Turkey.

Murray Keeler has worked in ELT as teacher, teacher trainer and project manager since 1988. He has been Director of ELT for the British Council in Turkey since November 2005 and is particularly interested in language testing, ELT management and teacher development.
"What Did You Do Today?"

Shyamasree SEN
Koç School

Drawing on research done in NLP, ALP and John Abbot’s “Learning Initiatives for the 21st Century”, I feel there is a need to re-think the curriculum in schools. This session will focus on activities that have worked in my class. The participants will engage in similar activities.

Shyamasree SEN has lived and worked in Istanbul for the past nine years. This enchanting city continues to be a source of constant inspiration for her.

"How Can We Accelerate Our Students’ Learning? The Origins of the ‘Accelerated Learning Method’ And Its Implications for ELT"

Chris VOIDIS
mm publications

In a world where change is inevitable it is important to understand and absorb information quickly and to think logically and creatively. Accelerated Learning Programmes around the world are suggesting new ways of helping children, teenagers and adults to learn quicker and easier at school or at work. Based on research, we suggest simple ways to accelerate your students’ learning process and provide them with the stimulation they need.

Chris VOIDIS completed his Bachelor and Master’s degree in Philosophy at York University, Toronto, Canada. He has had extensive experience in teaching English as a foreign language in Europe.
He has worked with MM Publications as an ELT consultant and teacher trainer.
“Learning Leadership and ELT Today”

Faruk TÜRKER
Cumhuriyet University

Teachers may not think of themselves as leaders, but a new leadership discourse is emerging out of the complexity of modern living that puts a new view of leadership alongside the old, and that invites teachers to participate through their living and their work. So, alongside the traditional dominance view that aims to direct and motivate people, is placed a meaning-making view, that aims to develop frameworks in which people’s actions make sense. My aim in this article is to throw light on these issues and to identify some key characteristics of this emerging new paradigm of leadership. I believe that this has much to tell us, not only about leadership in institutions, and about academic leadership and leadership in classrooms, but about the role of teachers in education, and the role of the education we offer for the future. What follows is a simple guided tour of some of the features of the new leadership paradigm, illustrated with quotations from leadership literature so you can get the feel for it.

Faruk TÜRKER, holding M.A. degree on TEFL from Middle East Technical University and Ph. D. Degree on Linguistics from Hacettepe University, is a graduate of Linguistics, Hacettepe University. After working as a research assistant for 8 years, he is now working for Sivas Cumhuriyet University as an assistant professor. Comparative Linguistics, TEFL, Curriculum Design, Computer Assisted Learning (CALL), TEFL Teacher Training are some of his research interests.
Humor in any language means cultural understanding, the gist of language and its use meaning and the language itself. Because humor does not travel well from one culture to another, since each society has somewhat different concept of what is funny (Dobson, 1987). On Foreign Language Learning (FLL), humor has been one of the parameters helping us find out about learners’ comprehension both in oral and written language.

In this workshop, the lighter side of the English Language Teaching (ELT) will be studied and the session is based on selected jokes. First of all, a brief description of humor and use of jokes in ELT will be given and the participants’ points of view will be considered as well. The jokes classified under three headings such as, culture-based, language-oriented and meaning-based will also be discussed. Some exercises such as, guessing the meaning, sentence completion, tense changes, creating different ending and partial role-play activities based on the jokes are the basic issues to be studied. Besides the jokes are presented in sentence, meaning and structure level.

The participants will all take part in the activities to be done in the workshop. This is going to be a session designed for the preliminary activities based on the use of various jokes in English as a Foreign Language (EFL). Finally, the use of jokes in ELT as supplementary activities for oral communication is dealt with in regard to learners as well as teachers to enforce in-class activities and enhance learning.

*Hidayet TUNCAY has B.A. from Atatürk University (1979) and holds a Ph.D. (1993) in Applied Linguistics with special reference to ELT/EFL and has been teaching English for more than two decades, author of 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. As an assistant Professor (1999) he has been a lecturer and the head of English Preparatory Department at Istanbul Kültür University since 1999. His recent books are entitled ELT Dictionary and Komşunak Yürek Ister.*
"Views of Students and Teachers on Personal, Professional and Pedagogical Characteristics of Foreign Language Teachers"

Arif SARIÇOBAN
Hacettepe University

This study aims to determine the personal, professional and pedagogical characteristics of foreign language teachers. For this purpose, a questionnaire will be administered to prep school students and their teachers at Hacettepe University. According to the views of the students and the teachers who will participate in the study, t-test will be used in order to see if there is a statistically significant difference between these two groups. It is assumed that the outstanding teaching capabilities are “sound knowledge of the field and pedagogy, being skillful at one’s field” and “permitting the students to participate more,” whereas the unwanted characteristics are considered “insulting, sarcastic behavior, offending.” According to the findings to be obtained from the study some recommendations will be made for foreign language teachers.

Arif SARIÇOBAN completed his M.A. studies in TEFL at Bilkent University in 1989. He holds his PhD in ELT from the University of Çukurova. He has several national and international publications in EFL and ELT. He has been working as an assistant Professor at Hacettepe University since 1997.
"Creating a Positive Learning Environment"

Mike GALLAGHER
Metro Kitabevi

One of the most important things a teacher can do is to establish a positive learning environment in the classroom. The most important day in any semester is the first day. Students must feel they are walking into a trusting and fair classroom from the first day. This workshop provides strategies for how to effectively conduct a class from the beginning. Everything from creating course guidelines and expectations to controlling and distributing student participation will be covered. A positive attitude is perhaps the only part of life that we control 100% of the time. By following consistent teaching behavior, a positive attitude can be achieved for both the students and the teacher.

Mike GALLAGHER is the author of books on pedagogy and currently teaches as a Fulbright scholar in Istanbul. He has presented to the US National Council for Teachers of English. As an English instructor, he continues to develop curriculum both for the instruction of English Literature and the instruction of English as a second language. He has university degrees in English and in secondary education. He is working on a master’s degree in developmental communications.
"How and Why Do We Differ? \nTeacher Efficacy in Public & Private Universities"

Şenay YAVUZ
Maltepe University

The study is aimed to investigate the differences in the efficacy perceptions of 226 EFL teachers working in the language schools of 13 public and private universities of Istanbul. Findings show that there are some differences in the efficacy perceptions of the teachers who took part in the study and the socio-demographic and school-level environmental data collected help to explain the underlying factors that caused those differences.

Şenay Yavuz received her B.A. in ELT at Hacettepe University in 1999. Since 1999, she has been working as an instructor at Maltepe University. She has recently completed her M.A. Degree in ELT at Marmara University, with her study on socio-demographic and institutional predictors of variations in EFL teacher's efficacy perceptions.

“Warm-it-up and Wrap-it-up”

Sevdeğer ÇEÇEN
Maltepe University

We, as teachers, have a tendency to have a rush to dive into the coursebook or the grammar point we plan to teach. This workshop provides you with an array of activities that will warm-up and wrap-up your lessons by revising vocabulary. The aim is to share and consequently enrich our activity bags by presenting some amusing, challenging and practical activities especially for revision of vocabulary.

Sevdeğer Çeçen received her B.A. degree in ELT from Marmara University in 2001. She also holds an M.A. degree in the same field. She has conducted research on Motivation and Action Research. She worked at Yıldız Technical University as an instructor and academic coordinator. She is presently teaching in the prep division of Maltepe University.
II. PLENARY

Use It or Lose It
Practical Classroom Systems for Remembering English

Steve ELSWORTH
Pearson Education

We often expect our students to remember new vocabulary, grammar rules, and irregular verbs but we don’t help them to do this. This talk starts with an examination of how memory works and the connection between short-term and long-term memory. We look at how teaching can be planned to assist memorisation. Then we show a number of simple classroom activities to help students fix information and strengthen their memories.

Steve ELSWORTH started teaching English in Turkey in 1977. He then taught in Algeria and the UK. He started writing EFL books in 1980, when he wrote material for the best-selling courses ‘Strategies’ and ‘Discoveries’. He has written about 30 EFL books, including ‘Go!’ and ‘Energy’ - both co-written with Jim Rose.
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