MALTEPE UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES

ELT CONFERENCE
March 31, 2007

"ACROSS BORDERS: Intercultural Communication in EFL and Teacher Development"

T.C. MALTEPE UNIVERSITESI MARMARA EĞİTIME KÖYÜ 34557 MALTEPE - İSTANBUL
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“Intercultural Communication- ‘Opening Pandora’s Box’”

Gill JOHNSON
Pilgrims, UK

Teachers working in all sectors of education across Europe and Asia say that over the last 15 years their classes have changed, almost beyond recognition; such has been the tide of immigration. Hitherto, teachers had mainly monocultural classes of the sort to which they were accustomed as students. Now, classes are rarely entirely monolingual and teachers are increasingly under pressure to perform in the face of, sometimes, difficult attitudes from students and parents alike. In schools where there are high numbers of immigrant pupils there is often tension between ‘native’ and ‘foreign’ students. This is understandable; we often fear the unknown. How would it be if we could offer these students some frameworks via which some of the tensions could be diffused?

EFL teachers, working in the UK, are accustomed to working with multi-lingual, multi-cultural classes for much of the time. But how much do we use the different backgrounds of our learners to provide our students with the opportunity of understanding more about the beliefs, values and behaviours of the cultures present in their classes? Our guess is that lots of us shy away from looking too deeply at culture in their classrooms. Opening ‘Pandora’s box’ is dangerous, isn’t it?

Or is it? How would it be if ‘Pandora’s box’/ ‘the can of worms’ were to reveal hidden treasure instead. We’ll never know if we don’t try!

This plenary will look at what culture is, why we should teach it as part of our language lessons and will explore how we may open ‘Pandora’s box’ and allow understanding and respect for other cultures to grow in our classrooms.

Gill Johnson has been an EFL teacher since 1983 and a trainer since 1993. She has worked for IH Hastings, IH London and since 1994 has been on the Pilgrims team of International trainers. She is a Cambridge CELTA assessor and trainer and has delivered methodology courses for teachers, trainers and lecturers all over the world. During term time she now teaches in an international boarding school in East Sussex, working with children aged 11 to 20. She is currently finishing her first book on ‘culture in the classroom ’, with Mario Rinvolucr. When she isn’t working she likes singing all kinds of music and spending time with her family.
"Making English Fun: The Cambridge ESOL Young Learners English Tests"

Anne ROBINSON  
Cambridge ESOL

Cambridge Young Learners English Tests (YLE) can be used as a motivational tool to help children between the ages of 7 and 12 develop confidence and ability in English. They cover the four language skills, and are available at three levels: Starters, Movers and Flyers.

This presentation will provide an overview of the three levels of the test, review the skills tested, and provide practical classroom activities and ideas for preparing children for the tests.

Anne Robinson has been teaching young learners and adults for over 20 years. She has given seminars at many different conferences and also run teacher training courses. Anne has written materials for Cambridge ESOL, both for the Teaching Resources website, as well as for the worldwide seminar programme. Anne is based in Spain, where she is the Senior Presenter for Cambridge ESOL, and also Local Supervisor for the Young Learners English Tests in her region. She is the author of a new 3-level Cambridge ESOL Young Learners English Test preparation course for 7-13 year olds (Fun for Starters, Fun for Movers and Fun for Flyers, published by CUP).

“Students And Teachers - Perfect Strangers?”

Desislava Zareva & Ellie Boyadzhieva  
New Bulgarian University

Our workshop is for students and teachers looking for ways to get to know each other better and communicate effectively. Those of you who join us will take part in a number of activities aiming to raise your and your students’ intercultural awareness.

Desislava Zareva has a MEd degree in English Language Teaching and a MLitt degree in Cultural Studies from Strathclyde University, UK. She has participated in a number of projects focusing on intercultural learning and IC training of students and teachers. She currently teaches English and Culture Studies courses at New Bulgarian University, Sofia.

Ellie Boyadzhieva has a PhD in linguistics. She has been a teacher of English and Culture Studies for over 15 years now. Currently she is a lecturer at the South-Western University, Blagoevgrad. She is also Treasurer of the Bulgarian English Teachers’ Association (BETA).
“What we can do with ‘Can Do Statements’

Denise ÖZDENİZ
Sabancı University

If students are metacognitively aware of the skills and abilities they need to acquire to be a proficient communicator in a foreign language, then they have more chance of reaching that goal. This workshop will look at how teachers can use CEFRL (Common European Framework of Reference for Languages) “Can Do Statements” to inform students of lesson aims, to help students motivate themselves and create study plans and to enable them to track their own progress.

Denise Özdeniz has been involved in teaching and training in a variety of teaching contexts, working with learners aged two to sixty-five. She is now working at Sabancı University, enjoying experiencing a content-based approach to language learning, mixed ability classrooms and student motivation.

“Relax! It’s All About Results”

Michael James O’Neill
Doğuş Group of Schools

By focusing more and more on results, schools and administrators have started to make teachers more accountable than ever. This traditionally increases stress which can have a negative effect on teaching. This lively and interactive workshop will attempt to draw administrators and teachers together in a shared approach focusing on results in order to:

a) increase the quality of professional development for teachers
b) help improve curriculum design
c) help create a collegial atmosphere of celebration in schools
d) highlight classroom practice and increased student learning
e) decrease privatization of teaching practice.

Michael O’Neill was the Academic Director and Head of English at Doğuş Group of Schools for four years, with extensive experience of ELT at all age groups. He has presented at a number of ECIS and CIS conferences, as well as numerous conferences in Turkey. His hobbies are fitness and humour.
“Building Trust in a Humanistic EFL Class: WHY? and HOW?”

Emine GEÇÇİL
Baskent University

In a humanistic classroom, it is essential for the teacher to build trust. This session will give an idea to the participants about how to create a positive climate in the classroom. The presenter will go over the rationale behind the humanistic approach in the classroom, the principles that should be followed for a non-threatening learning environment, and show sample humanistic activities which will build trust between the teacher and the students.

Emine Geççil graduated from the Middle East Technical University. She has been teaching at Baskent University for five years, and doing her M.A in ELT at Hacettepe University. Her professional interests include language learning psychology and teacher development.
"‘That’s marvellous, brilliant, wonderful’: It is ages since I heard my teacher praising me like this.’: The burden of the high expectations of teachers and the demands of tasks on learners."

Nesrin BAKIRCI
Maltepe University

Introducing English to young learners in the primary school has made it necessary to reconsider the role of teachers’ use of language while giving feedback to the students and their ability to evaluate the course book materials.

The main focus of the discussion in this workshop will be on the difficulties of primary school students learning English under the burden of the expectations of their teachers and the cognitive, interactional and metacognitive demands of the tasks they are asked to do. The discussion will be based on the analysis of

- examples of teachers’ evaluative feedback to students’ errors in their written work,
- examples of spoken data recorded in language classrooms, and
- examples of tasks taken from different course books.

It is hoped that the discussion will lead us to think more deeply about ways of

- evaluating students’ developmental errors which should be seen as a sign of their interlanguage development,
- evaluating the tasks / activities in the course books by taking into consideration language learning goals and demands on the learner, and
- promoting positive approaches to teaching and learning.

Assist. Prof. Dr. Nesrin Bakirci graduated from Hacettepe University, Linguistics Department in 1986. She received an MSc in English Language Teaching at Aston University in Birmingham, UK, and PhD in English Language Education at Istanbul University. She has worked as a lecturer at Istanbul Technical University, as a research assistant at Istanbul University and as an instructor at Yildiz Technical University. She currently works at Maltepe University, Faculty of Education, English Language Education Department. Her main interests are Teaching Young Learners, Learner Differences, Learning Strategies, and Discourse Analysis.
"Observation: An Essential Tool for Teacher Development or a Violation of the Sanctity of the Classroom?"

Laura WOODWARD
British Council

‘Oh no, not another observation!’ Let’s face it; no one likes to be observed. We teachers are very protective of our ‘territory’, the classroom, and we are reluctant to admit an ‘invader’, usually the head of department or an in-house teacher trainer. Either way, it represents a relinquishing of control that is at best alarming for most teachers. Therefore it is essential for those of us who observe to be completely clear as to the purpose of our presence in another teacher’s classroom.

When observation is correctly used it is a vital aspect of teacher development. It should support teachers in their work and acknowledge their expertise and effort. It should also provide a channel for communication about best practice and evidence of the quality of services being delivered.

This session will look at the do’s and don’ts of observation and a variety of observation and feedback tasks for evaluation.

Laura Woodward has been a teacher and teacher trainer for more than she cares to remember! She has taught students and trained teachers in London, Thailand, Laos, Turkey, the United Arab Emirates and Vietnam. She worked at the British Council, Istanbul for seven years as the teacher-training manager where she coordinated and delivered courses for schools and universities both in the private and state sector. She has recently returned to Turkey and is currently a teacher trainer and teacher at the newly opened language school, British Side in Istanbul. Her interests are teacher education, the practical applications of Multiple Intelligences and NLP in ELT, young learners, the use of drama techniques in ELT, spelling related problems, CELTA (Certificate in English Language Teaching to Adults), and re-discovering Turkish food.
“The Use of Complaint Speech Act in the Interlanguage of Turkish EFL Learners”

Tanju DEVECİ
Sabancı University

This session aims to outline a study done to investigate the complaint speech act set used by Turkish EFL learners speaking to a commiserating and contradicting teacher. It was found that the subjects produced a complaint speech act set when speaking to both kinds of teachers. However, the contrastive analysis done indicated that there were both positive and negative transfer. Therefore, it is suggested that teaching of pragmatics to EFL learners will enhance students’ speaking skills, and therefore their communicative ability.

Tanju Deveci is teaching at the School of Languages, Sabancı University. He holds an M.A. in ELT and Adult Education. He is currently doing PhD in Adult Education.

“Language Learner Training: Raising Awareness”

Dr. Chris McCORMICK
EF Education First

How can we make students more independent? What techniques work to promote better and more personalized learning? Language learner training helps both students and teachers. This presentation will explore practical ways to help students learn more effectively, along with a discussion of tools and technology used to support the process.

Christopher P. McCormick, Ph. D, EF Vice President of Academic Affairs, has directed the development of EF’s online language testing and training programs since January 1998. He currently oversees the instructional design and content of EF’s educational publications, including EF’s revolutionary Efektı System™. Prior to joining EF, he taught and administered language programs at the university level, published educational materials, and consulted on language program development. Dr. McCormick holds a B.A. in French and Russian from Tulane University, an M.A. in TEFL from the University of Texas at Austin, and a Ph. D. in Applied Linguistics also from the University of Texas at Austin, where he was named a University Fellow for his research in the area of multimedia in language instruction.
“Educating English Language Learners for the 21st century”

Ruxandra POPOVICI
British Council, Romania

Learning a foreign language is a process of interaction between cultures within the social, political and economic context of the time. The foreign language class becomes a point of convergence of language, culture, citizenship and human rights education. This talk will focus on the specifics and the universals of an educational programme meant to develop English language learners into citizens of the 21st century with appropriate knowledge, values, skills and competencies that will help them to cope with the challenges of our contemporary world.

Ruxandra Popovic is English Language Projects Manager for British Council, Romania. She has worked in the fields of English language teaching, teacher development, materials writing and human rights education. Since joining the British Council in 1994 she has co-authored a secondary English language coursebook series, a textbook project impact study and a human rights textbook acting as project manager in all instances. She has worked with ELT professionals in countries in Asia, Europe and Latin America.
"EVERYBODY SMILES THE SAME... IN ENGLISH IT'S EVEN BETTER"

Anastasia KARAOGLANI
Thessaloniki

Nowadays, language teachers are asked to develop and practice many skills, some academic related and some social oriented, that they must utilize both inside and outside the classroom. Such skills not only help to optimize learners’ success, but also support the refinement of a successful teaching practice. To this end, creating an environment where these skills come together to support the co-development of the learners’ use of the foreign language and the teacher’s social skills is important.

In this presentation, the speaker will try to elicit from the audience their perceptions of what skills and knowledge a language teacher needs to possess and create an effective teacher-student relationship. Although most teachers acquire this knowledge, still it is sometimes difficult to apply because of a lack of opportunity. To this end we will share with the participants the experience gained from a promising new idea that is being practiced and developed in Greece with the aim at fostering intercultural communication between students and teachers during the summer holiday period. The contexts of these experiences concern the introduction and development of an international summer school where teachers, students, and trainers use English to communicate, experience cultural convergence and have fun.

Anastasia Karaoglan studied English language and literature at the Aristotle University. She is the owner of two language schools in Oreokastro, Thessaloniki. She was the former-Secretary General for TESOL Macedonia Thrace & the Union of school owners in Northern Greece (PALSIO). Her school was awarded the EQUALS accreditation for quality language services in 2003. She co-founded the "Themelion" company offering educational and cultural services. Anastasia has specific interest in teaching young learners and also skills at B2 level. Lately, she is interested in working for the improvement of the position of the FL teacher in the Balkans.
"What we can do with ‘Can Do Statements’"

Denise ÖZDENİZ
Sabancı University

If students are metacognitively aware of the skills and abilities they need to acquire to be a proficient communicator in a foreign language, then they have more chance of reaching that goal. This workshop will look at how teachers can use CEFRL (Common European Framework of Reference for Languages) “Can Do Statements” to inform students of lesson aims, to help students motivate themselves and create study plans and to enable them to track their own progress.

Denise Özdened has been involved in teaching and training in a variety of teaching contexts, working with learners aged two to sixty-five. She is now working at Sabancı University, enjoying experiencing a content based approach to language learning, mixed ability classrooms and student motivation.

"Making Things Happen..."

Sibel SAĞNER
British Council

Managing the learners has always been a challenging task for the teachers. At that point, being aware of the cognitive and affective complexities of the process helps the teachers with their delivery of the classes. When students are made aware of their needs, both cognitive and affective, it is more likely that a positive learning environment will be formed which in turn will make management easier. Thus, the challenge for teachers is to maintain the search in order to learn more about the factors within the affective domain and to implement them into classroom pedagogy. So, can we say that classroom management is all about orchestrating the learners and cultivating a positive classroom climate? If not, what is it about then?

Sibel Sağner ... I have been an EFL instructor for 14 years. I completed my MA at Macquarie University, Australia in Applied Linguistics TESOL and I have been a trainer for the last five years. I am currently working at British Council Istanbul office as a teacher trainer. My special interest and research areas are learner characteristics, managing the teaching and learning process and teacher development.
“Memory Strategies Employed by Prep School Students in Learning Vocabulary”

Arif SARIÇOBAN
Hacettepe University

The paper dwells on the strategies used by prep-school students in learning vocabulary during their foreign language studies. It will try to put light on the most preferable strategies for the foreign language teachers to be aware during their instructions. At the end of the paper some recommendations will be made.

Dr. Sariçoban has been working as an assistant professor of ELT at Hacettepe University. His main focus is on teaching English as a foreign language. He has both national and international publications in his field of study. Similarly he has presented many papers at both national and international conferences. He has authored two ELT related books: The Teaching Of Language Skills and The Instructional Technologies and Materials Design.

“Improving Learners’ Writing”

Asuman ERAY
İşık University

Oh, writing? Writing paragraphs or essays? Learners find writing the most difficult component of learning a new language and generally feel uneasy about completing their tasks. This session aims to share some of the fun activities already done in class making the students aware of the reasons why they are learning (outcome) and helping them to set up their goals and keep the senses open. Then they might enjoy writing paragraphs and essays.

Asuman Eray started teaching English when she was a university student and worked for several high schools in Istanbul and Antalya until she completed her Master’s at Aston University. Since then she has been teaching English in private universities. At the moment she is teaching at İşık University and doing the ICELT course by Cambridge University. She is one of the teachers who benefited from the Teachers’ Centre at the British Council following some courses and Drama Club activities for teachers from 1989 till the Centre closed down. She did the NLP in Education course last April at the British Council. She recently received the NLP Practitioner Certificate training from Belgin Oğrek and became a certified NLP practitioner. She loves learning and teaching.
"Observation: An Essential Tool for Teacher Development or a Violation of the Sanctity of the Classroom?"

Laura WOODWARD
British Council

'Oh no, not another observation!' Let's face it; no one likes to be observed. We teachers are very protective of our 'territory', the classroom, and we are reluctant to admit an 'invader', usually the head of department or an in-house teacher trainer. Either way, it represents a relinquishing of control that is at best alarming for most teachers. Therefore it is essential for those of us who observe to be completely clear as to the purpose of our presence in another teacher's classroom.

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I propose to run a workshop introducing the participants to a new academic, content-based course books series **Beyond the Boundaries**. This series was designed and produced by instructors at the Foundations Development Program, Sabanci University, Istanbul. This integrated skills series uses authentic academic content materials to expand students' horizons, linguistically, academically and personally.

The workshop will encompass an introductory segment looking at the aims of the School of Languages, the needs of Sabanci students and how this led to the creation of a set of new academic English focused materials underpinned by a content-based approach to instruction. After some background on CBIs, participants will have the opportunity to try out/evaluate some of the tasks and activities from the series in a sample unit. It will also give participants an idea of the levels and see the themes chosen from twelve academic disciplines.

Our experiences at the School of Languages are not unique but reflect the needs of many educational institutions moving towards a principled approach to content-based instruction. The workshop will provide participants with the opportunity to become acquainted with new materials that may be particularly appropriate to their situation. The workshop may also provide them with inspiration and insights on how to create materials for content-based instruction in their own context.

**Mine Münevver Bağ**

BA in ELT Marmara University; Diploma in TESL, Surrey University (1988); MSc. in TESOL, Aston University, UK (1991). Has qualifications from The British Council and The Ministry of Education joint project, and Sabanci University School of Languages Trainer Training Programme. Before transferring to Sabanci University in 2000, she worked at Boğaziçi University from 1989 to 2000. Areas of interest are materials development, teacher training and CALL.
As the world gets smaller, many researches show that global issues should be one of the most important considerations in education. In that sense, language teachers’ mission gains vital importance. They should be able to develop their teaching skills twice faster compared to the teachers of other disciplines. In order to take the learning process out of the classroom walls they should get rid of the classical teaching methods through language books written by other people. They should be able to pack issues and information themselves by creating their own materials and methods according to the needs and interests of their own students by dealing with wide range of sources that can be used in education. Also, they should provide appropriate learning environment by cooperating with schools and colleagues from different countries and cultures to make their students aware why they should learn a foreign language. Through those projects, they can also develop their own teaching skills. They can exchange ideas and experiences at global level.

In other words, language teachers are the key group of globalization that is why they should be more creative and skilful in order to transfer global issues through out the world.

Seden CHOUSERINOGLOU is a graduate of Middle East Technical University (METU), in Ankara. She has worked in various schools and taught English at Primary, Secondary and High School levels. She is currently working as foreign Languages and projects coordinator at Edirne – Istanbul Beykent Egitim Kurumlari.
“Combating Sexism in English Courses”

Prof. Dr. Aydan Ersöz
Director – INGED

As in all TEFL settings, it is not surprising to note that teachers and coursebooks are the most important sources of input in our country. Commonly these two major sources do not simply transmit knowledge or model the language but also teach beliefs, values, attitudes and behaviors that are not stated as the educational objectives in the formal curriculum. This study will give examples from the materials used during demonstrations performed by teacher trainees and the coursebooks that are commonly used. This paper aims to give examples of sexism in English courses in order to raise awareness on the part all parties involved in teacher education. It is necessary to develop the skills to identify and ameliorate the ways how gender and gender issues are dealt with if we are to combat sexism.

Prof. Dr. Aydan Ersöz was the head of English Language Teaching Department, Gazi Faculty of Education, Gazi University, Ankara. She got retired in October 2006 after having worked for almost 24 years. She is currently working as a freelance. She has taught courses at the undergraduate and graduate levels in addition to her supervising MA and PhD. dissertations. She has taken part in several conferences and seminars as a presenter. She has published several articles and two textbooks all related to ELT. Her interest areas are: evaluating, adapting and developing teaching materials; teacher training; and, teaching English to young learners. She is a member of INGED (English Language Teaching Association) and IATEFL.
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## ACROSS BORDERS: Intercultural Communication in EFL and Teacher Development

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|              | **Memory Strategies Employed by Prep School Students in Learning Vocabulary** |                                                                 | Hasan Ali Yücel Salonu |
|              | **Improving Learners’ Writing**                              |                                                                 | Hasan Ali Yücel Salonu |
|              | **Observation: An Essential Tool for Teacher Development or a Violation of the Sanctity of the Classroom?** |                                                                 | Hasan Ali Yücel Salonu |
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|              | **Ulusal arası Bakalorya Programı: Anadolu-Türkiye**                  |                                                                 | Hasan Ali Yücel Salonu |
| 15:30 – 15:45 | Raffle and Farewell                                                    |                                                 | İsmail Hakkı Tonguç Salonu |

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**Department of Foreign Languages**

**ELT Conference**

**March 31, 2007**