

CHANGING TRENDS, TIMELESS PRINCIPLES:

LEARNING DYNAMICS IN ENGLISH LANGUAGE TEACHING

AN OPEN INVITATION TO COLLABORATION IN ELT

Joint forces for joint goals; a common platform
for high schools and prep departments

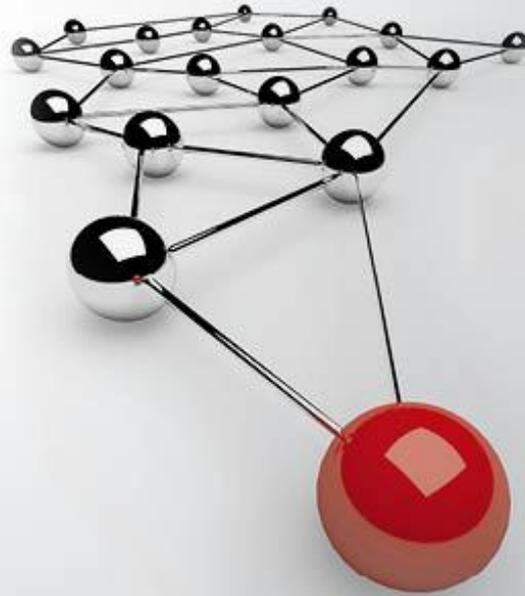
May 11 2013

Istanbul Bilgi University,
santralistanbul Campus
Istanbul, Turkey

CALL FOR PAPERS

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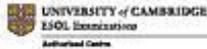


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Bilgi University**
LAUREATE INTERNATIONAL UNIVERSITIES

In collaboration with:



AN OPEN INVITATION TO COLLABORATION IN ELT

Joint Forces for Joint Goals—A Common Platform for High Schools and Prep Departments

***Changing Trends, Timeless Principles:
Learning Dynamics in English Language Teaching***

May 11, 2013

Istanbul Bilgi University, santralistanbul Campus

Istanbul, TURKEY

Conference Program

08:00-09:00	Registration
09:00-09:15	Opening Remarks
09:15-10:15	Plenary 1- Professor Guy Cook (King's College, London)
10:15-10:45	Student Presentations
10:45-11:10	Coffee Break
11:10-12:00	Concurrent Workshops
12:00-13:00	Plenary 2- Sue Leather (Sue Leather Associates)
13:00-14:00	Lunch
14:00-15:00	Plenary 3- Nicky Hockly (The Consultants-E)
15:00-15:15	Break
15:15-16:05	Concurrent Keynotes by invited speakers
16:05-16:20	Coffee Break
16:20-17:20	Plenary 4- Professor Jack C. Richards (Cambridge University Press)
17:30-19:30	Conference Reception



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Foreword

Dear Colleagues,

We would like to welcome you to a day which promises to be intellectually stimulating and engaging and embellished with opportunities for professional interactions, socialising and networking.

Our main theme this year is ***Changing Trends, Timeless Principles: Learning Dynamics in English Language Teaching*** and this theme is what we believe is worth pondering on.

The main speakers and workshop presenters will focus on the main theme from different aspects such as impacts on recent cognitive studies and other research on ELT, changing classroom dynamics, professional development activities and assessment of learning while keeping the main principles of language teaching in mind.

We are looking forward to having a memorable day with you at our **santral**istanbul campus.

Didem Mutçalıođlu
Language Programs Director

Burcu Tezcan Unal
Conference Chair

PLENARY 1

VENUE: ÇSM 403-404 TIME: 09:15-10:15



Coming back in from the cold: reassessing translation and first language use in language teaching and learning

Professor Guy Cook

(Thanks to the sponsorship of the British Council)

Abstract

Translation and other uses of students' own languages come "naturally" as a resource for those who are able to use them in language teaching and learning. Translation is a useful skill in itself: personally, socially, and professionally. It provides insights into the nature of language and culture. It respects students' first-language identities, allowing them to build on existing knowledge, and relate a language they know to the one they are learning. It is intellectually stimulating and aesthetically pleasing. It is also a good way of assessing proficiency. Yet strangely translation has become a pedagogic outlaw, ignored or derided by almost every major language teaching theory of the last hundred years.

This talk considers the reasons for this marginalisation, and why there is still little serious consideration of translation or appeal to students' own languages as a means or end of language learning. It illustrates how the dismissal of translation has been largely based on ridicule and partial observations, and argues for a more rational and evidence-based reassessment.

Guy Cook is Professor of Language in Education at King's College, London. He was formerly head of TESOL at the London University Institute of Education (1991-1998), and Professor of Applied Linguistics at the University of Reading (1998-2004), and Professor of English Language at the Open University (2004-2012). He has published extensively on applied linguistics, English-language teaching, and discourse analysis. He was co-editor of the journal *Applied Linguistics* from 2004-2009, and Chair of the British Association for Applied Linguistics (2009-2012). His books include *Translation in Language Teaching* (2010) (Winner of the International House Ben Warren Prize), *Genetically Modified Language* (2004), *Applied Linguistics* (2003), *The Discourse of Advertising* (2001), and *Language Play, Language Learning* (2000) (Winner of the MLA Kenneth Miltenberger Prize).

PLENARY 2

VENUE: ÇSM 403-404 TIME: 12:00-13:00



How teachers develop: CPD in times of change

Sue Leather

(Thanks to the sponsorship of the British Council and Istanbul Bilgi University)

Abstract

The question 'How should we continue learning to accommodate the new generation?' is one that has challenged teachers throughout the ages, never more so than in these times of rapid technological change. Yet, as has been noted, change is an inevitable part of our lives; it is *growth* which is optional. Today, more than ever, it is essential for us as teachers that we continue to learn, and that we choose growth. As professionals, we need to know how to select from the available tools and technology, and make use of them effectively within a principled teaching approach. In this plenary we'll explore why Continuous

Professional Development is important to us as teachers, and the various options open to us. We will also discuss some of the practical ways that we can go about managing our own learning.

Sue Leather is Director of Sue Leather Associates, a consultancy group which works on ELT training and development projects. Sue has a 30-year background in working with teachers, trainers and educational managers to effect change in classroom practice. She has worked with a number of organisations, including the British Council, and has trained teachers and trainers from countries across the globe. She has been involved in researching and writing British Council training materials, including *Steps to Success*, *Classroom Language* and *English for Teachers*. She was Lead Consultant to the British Council's ETTE project, 2007-2011, which has trained over 700,000 teachers in seven countries in Central and South Asia. She is currently working with teachers and trainers from Iran in a long-term development project.

Sue also writes original fiction for learners of English, and has authored almost 30 books with Cambridge University Press, Oxford University Press, Macmillan Heinemann and Cengage Learning/National Geographic. She has visited Turkey many times, and hopes to write a book set here one day.

PLENARY 3

VENUE: ÇSM 403-404 TIME: 14:00-15:00



Changing trends: Mobile devices & ELT

Nicky Hockly

(Thanks to the sponsorship of Laureate International Universities Network)

Abstract

Our experiences of the world are increasingly mediated by mobile devices. From games and apps, to augmented reality and moblogging, mobile (or 'handheld') devices are now part of the fabric of daily life, and mobile literacy is an important skill in the 21st-century. In the arena of ELT, our learners now expect to be able to use their mobile devices in their language learning, and not just for downloading 'apps'. The affordances of even low-end mobile devices create opportunities for learners to produce content in class, not only to consume it out of class. In this plenary we explore why and how we can support the development of our learners' English language skills through the principled integration of handheld devices in our teaching. The changing trends represented by mobile devices do not mean we need to abandon or reinvent the essential principles of 'good' teaching. We discuss how the essential principles of communicative language teaching can be enhanced through the use of these devices and we consider the challenges facing teachers wishing to work with mobile devices in the classroom.

Nicky Hockly is Director of Pedagogy of The Consultants-E, an online teacher training and development consultancy. She has been teaching and training in ELT for the past 25 years, and she is co-author of *How to Teach English with Technology* (2007), *Learning English as a Foreign Language for Dummies* (2009), *Teaching Online* (2010), and *Digital Literacies* (2013). She has published an e-book, *Webinars: A Cookbook for Educators* (2012), and she maintains a blog at www.emoderationskills.com. She is currently writing a book about mobile and handheld learning in ELT, and is a technophobe turned technophile.

PLENARY 4

VENUE: ÇSM 403-404 TIME: 16:20-17:20



Creativity in Language Teaching

Professor Jack C. Richards *(Thanks to the sponsorship of Cambridge University Press)*

Abstract

The concept of effective teaching draws on many different qualities that teachers bring to their classes – reflecting the knowledge, skills and understanding they have built up from their professional education and from their experience of teaching. One quality among the many that characterize effective teachers is the ability to bring a creative disposition to teaching. In second language teaching creativity has also been linked to levels of attainment in language learning. Many of the language tasks favoured by contemporary language teaching methods are believed to release creativity in learners – particularly those involving student-centred, interaction-based, and open-ended elements, and are therefore ideally suited to fostering creative thinking and behaviour on the part of learners. In order to better understand the nature of creative teaching, the notion of creativity will be explored from three different perspectives:

1. *the qualities creative teachers possess.*
2. *how teachers apply creativity in their teaching.*
3. *how creativity can be supported in the school.*

Examples will be based on accounts of how creative teachers' conceptualize their approaches to teaching.

Jack C. Richards is an applied linguist, teacher educator, and textbook author, who has held senior positions in universities in New Zealand, Hawaii, and Hong Kong and is currently based in Sydney Australia where he is an honorary professor at the University of Sydney. He also teaches part of each year at the Regional Language Centre in Singapore and in 2013 will be a distinguished visiting professor at the City University of Hong Kong. He holds a Ph.D from Laval, University, Quebec.

Professor Richards has written many books and articles on language teaching methodology and teacher training, as well as many widely used classroom texts. He has active interests in music and the arts also supports a number of scholarship programs, is a sponsor of numerous musical activities and commissions from contemporary New Zealand composers, and with Creative New Zealand jointly sponsors the Composer in Residence Program at Victoria University, Wellington. He hosts a series of summer concerts at his New Zealand residence in support of the Gisborne International Music Competition. Professor Richards was recently awarded the honorary degree of Doctor of Literature by Victoria University, Wellington, for his services to education and the arts.

website: www.professorjackrichards.com

CONCURRENT KEYNOTE SPEAKERS

15:15 – 16:05

VENUE: ÇSM 203

Reflective Practice 2.0

Burcu Akyol

Abstract

Reflective teaching practice is a crucial element in professional development and growth. It involves a self-discovery process which helps us find the aspects of teaching that we are most passionate about, and become better teachers over time. In this self-discovery and learning process, using Web 2.0 tools helps us save time, organize our thoughts and connect with like-minded professionals who can make invaluable contributions to our professional development.

In this talk, we are going to look into what it means to be a reflective teacher, and how some Web 2.0 tools can help us in this process. We'll make connections between some traditional reflection methods (like writing a journal or having a teaching portfolio) and Web 2.0 tools (like writing a blog or using Evernote as a digital portfolio).

Burcu Akyol has been teaching English for twelve years, to young learners and adults. She holds a Master's degree in Educational Management. She is interested in using web technologies in the language classroom and likes to explore new possibilities for engaging learners and enhancing their learning experiences. Burcu blogs at burcuakyol.com where she shares her reflections and insights about teaching, technology, and life.



VENUE: ÇSM 204

Teachers reflect, teachers research: Timeless principles in changing times?

Zeynep Onat-Stelma *(Thanks to the sponsorship of Pearson)*

Abstract

This talk will explore the dynamics between teacher reflection and teachers researching their own teaching against the backdrop of continuous change. If we, as teachers, accept 'change' as a natural part of our teaching life and try and understand and direct this 'change', it is more than likely that we are reflective teachers. This talk argues that as reflective teachers, we are part-way to being reflective teacher researchers. The next step might then be to think of ourselves more overtly as teacher researchers. This talk will detail the additional activity and benefits that being a teacher researcher may bring.

Zeynep Onat-Stelma is a lecturer in the School of Education, at the University of Manchester. She is teaching in the areas of TESOL, bilingualism and research methods. She is also currently involved in a research project, Euroversity (www.euroversity.eu) funded by the European Union. Her main research interest lies in teacher professional development. She has previously been involved in research projects where she worked with language teachers in different international settings. One of these projects was funded by Cambridge University Press and the other project was funded by the European Union, AVALON (www.avalonlearning.eu).



Teaching with the Brain in Mind

Belgin Ögrek

Abstract

Understanding how the brain learns enables language teachers to enhance their effectiveness in the classroom. In this talk, I aim to demonstrate what brain research tells us about learning and how those findings can be applied in the classroom to help students maximise their learning potential and performance.

Belgin Ögrek has been working as a teacher, trainer, consultant and a manager in education since 1982. She holds a BA in linguistics and a master's degree in Business Administration and certificates in Harvard Project Zero, Educational Leadership, Teaching Young Learners, Brain-Based Learning and many more. She is an internationally certified NLP trainer. She has travelled widely around Turkey giving ELT seminars and NLP training. She is a partner for International Brain Awareness Week and has organised conferences to integrate brain research into foreign language teaching practice.



Timeless interplay between learners, teachers and learning

Burcu Tezcan-Ünal

Abstract

Learning is a complex process and the learners' previous experiences, immediate values and perceptions on their *future selves* have a huge impact on the outcome. Ultimately, it is the learners' responsibility to learn. However, the educator's role in the learning process is vital; teachers may impede or enhance learning depending on their practices, perceptions and beliefs.

This session is going to introduce the participants to some research-based information on learning dynamics both from the learners' and the teachers' perspectives, allowing them to discuss these findings by taking ELT into consideration and hopefully offer food for thought to implement necessary changes.

Burcu Tezcan-Ünal has been teaching EFL and training nationally and internationally for many years. She holds a TESOL MSc from Aston University. She also worked as a Fulbright Exchange Teacher in the USA teaching Language Arts to sophomores 1995-96. Currently, Burcu is an EFL teacher, trainer and academic coordinator at Istanbul Bilgi University. In her free time, she works as an ELT consultant and editor. She is also a member of IATEFL TTEd SIG (Teacher Training and Education Special Interest Group) responsible for membership and publicity. She has recently become a doctoral student at the University of Liverpool. Burcu shares her ideas and experience mainly on professional development in the field of ELT in her blog www.btezcan.edublogs.org



CONCURRENT SESSIONS

11:10 – 12:00

PRESENTATION TITLE **From Designing to Implementing a new English Teacher Training Programme: the Challenges of Change**
PRESENTATION TYPE Paper Presentation
VENUE ÇSM 201 (11:10 – 11:35)
PRESENTER **Monica Frenzel**
Universidad Andres Bello (UNAB)

Abstract The presentation aims at giving an account of the challenges involved in the design and implementation of a new English teacher training curriculum at a private university in Chile. It will point out the stages that have been followed and the complexities that these processes have meant for the learners, faculty and administrators. To conclude, it will describe the present status of the process of implementation and the future actions and challenges that still lie ahead.

Monica Frenzel was born in Chile. Became a Teacher of English at Universidad Austral de Chile. Did an MA in General and Applied Linguistics, University of Exeter, UK. Teaches English at tertiary level to students studying to become teachers of English. Has worked at Universidad Austral de Chile, Lan Chile (airline), Impact (language school) and Universidad Andres Bello. Together with teaching has held administrative positions and has been in charge of the English Department at Universidad Andres Bello for over 8 years.

PRESENTATION TITLE **EFL's Teachers Views On Learner Autonomy**
PRESENTATION TYPE Paper Presentation
VENUE ÇSM 201(11:35 – 12:00)
PRESENTER **Sevgi Sabancı**
Haluk Ündeğer High School

Abstract The purpose of the study was to find out EFL teachers' views on learner autonomy at primary and secondary state schools in Eskişehir's city centre. It was conducted with 197 teachers, the data was collected via a five-point Likert-scale learner autonomy questionnaire. The teachers stated their views on sharing instructional responsibilities with students in terms of "course objectives-content-materials-time/place/pace, interaction pattern, classroom management, record keeping, homework tasks, teaching focus, formulating own expression, finding own learning strategies, self –assessment.

Sevgi Sabancı Teacher of English/ Project Coordinator/ Project Consultant / Coach for Youth Projects. She has been working as a teacher of English @MEB- Ministry of National Education since 2002. She also taught Teaching Foreign Language to Children and Assessment and Evaluation in Foreign Language Teaching for students at Open Education Faculty of Anadolu University. She wrote Coursebook for Subject of English for 6th, 7th and 8th class at primary school at Eksen Publication in 2008. She worked at Research and Development Center of Directorate of National Education in Zeytinburnu-Istanbul from November-2010 to June-2012. She has coordinated and consulted EU funded projects since 2006. She currently consults projects and coordinates "OÇEM'de HAYAT VAR" and "ZEYTİNBURNU GENÇLİK AKADEMİSİ" projects funded by İstanbul Development Agency. She is a teacher of English at Haluk Ündeğer High School in Zeytinburnu-Istanbul. She is interested in use of social media and technology in education, and entrepreneurship education.

PRESENTATION TITLE **Cross-cultural Rhetoric: Teaching Academic Writing to ESL students in Turkey**
PRESENTATION TYPE Paper Presentation
VENUE ÇSM 202 ((11:10 – 11:35)
PRESENTER **Ikem Kayıcan**
Istanbul Bilgi University

Abstract This study aims to develop a critical perspective within the existing understanding of teaching academic writing which centers the Western Rhetoric as the ideal sample for all writing practices mostly disregarding the experience of the students who learn English as a Foreign Language. It is a fact that linguistic and cultural legacy that ESL writers bring to the classroom is of high importance while trying to learn both the language and the required rhetorical functions that are asked for. In this respect, regarding the cross-cultural differences in thought process and writing, the study will focus on the existing experience of Academic Writing teachers and learners in ESL classrooms in Turkey.

Ikem Kayıcan graduated from Ege University, department of English Language and Literature. She got her MA in Bilgi University Cultural Studies Program. She has been working as an instructor of ESL for over five years at various universities in Turkey and currently she is the Writing Center Coordinator at Bilgi University. Her area of interests are academic writing, critical pedagogy, intercultural and democratic education.

CONCURRENT SESSIONS

11:10 – 12:00

PRESENTATION TITLE **Teacher Perceptions on Culture in ELT: The Non-Native Case**
PRESENTATION TYPE Paper Presentation
VENUE ÇSM 202 (11:35 – 12:00)
PRESENTER **Okan Önalın**
Kuleli Military High School (Primary Place of Work) & Marmara University ELT Department (Visiting Instructor)

Abstract This study investigates non-native English teachers' beliefs about the place of culture in English language teaching. 75 non-native teachers of English from 29 different countries who attended a teacher certificate program in San Antonio (Texas-USA) participated in the study. Results indicated teachers' strong beliefs in favor of incorporating cultural elements of the target language into their instruction. The majority of the teachers pointed out that cultural information should be provided for the learners at early stages of language teaching. Interestingly, results revealed significant uncertainty about the explicit teaching of cultural information.

Okan Önalın ELT methodologist, Teacher Trainer, Author and Researcher, Dr.Okan ÖNALAN was born in 1977 in Turkey. He received his B.A. at Hacettepe University, his M.A. at METU, and his PhD at Gazi University in English Language Teaching (ELT). He has mainly focused on cross-cultural communication and cultural issues as well as grammar and vocabulary instruction in language teaching field. Co-author of the recently published VociBook, Dr.Okan ÖNALAN currently teaches English and offers teacher-training courses at various levels.

PRESENTATION TITLE **Assessment: Greener side of the fence**
PRESENTATION TYPE Paper Presentation
VENUE ÇSM 203 (11:10 – 11:35)
PRESENTER **İlke Büyükduman**
Istanbul Şehir University

Abstract Conventional assessment tools usually fall short of assessing students' communicative skills as well as their involvement in their own evaluation. In order to promote student engagement in the assessment and evaluation process, alternative assessment tools play a key role. Such tools are more student centered; they emphasize integrated skills and the process of learning. The aim of this session is to present and review some alternative assessment tools utilized at Istanbul Sehir University English Preparatory Program.

İlke Büyükduman has been working as an English teacher for 20 years. She holds a PhD on *Curriculum and Instruction*. Her academic interest areas are constructivist instruction, learner autonomy, and constructivist evaluation tools. For the past three years, she has been the director of School of Languages at Istanbul Sehir University.

PRESENTATION TITLE **True or false: Turkish students love to read?**
PRESENTATION TYPE Paper Presentation
VENUE ÇSM 203 (11:35 – 12:00)
PRESENTER **Jerome C. Bush**
Ahmet Şimşek High School

Abstract Students read for a variety of reasons. Some of them do it only when the teacher forces them to read, others just love books. What about Turkish students? Do they like to read? How much? Why? The Motivation for Reading Questionnaire (MRQ) was administered to 229 students in a Turkish high school to try to answer some of these questions. Additionally, the differences between English reading and Turkish reading were explored as well as the role of grammar in the reading curriculum. The results show that Turkish students may be more interested in reading than you think.

Jerome C. Bush has been a teacher, student, researcher, and administrator in the field of ELT for 12 years. He holds an MBA, a MATESOL, and is working on a PhD at Yeditepe University. He is currently the Foreign Language Department Coordinator of Ahmet Simsek Koleji. He came from San Francisco, California to Istanbul in 2010 and is very happy here..

09:00-09:15 ROOM ÇSM 403-404	Opening Remarks				
PLENARY 1 09:15-10:15 ROOM ÇSM 403-404	Coming back in from the cold. Reassessing translation and first language use in language teaching and learning Professor Guy Cook, <i>King's College</i>				
STUDENT PRESENTATIONS 10:15-10:45 ROOM ÇSM 403-404	How we use the timeless principles and new trends Istanbul Bilgi University Students				
10:45-11:10	COFFEE BREAK				
CONCURRENT SESSIONS 11:10-12:00	ROOM ÇSM 201	ROOM ÇSM 202	ROOM ÇSM 203	ROOM ÇSM 204	ROOM ÇSM 205
	From Designing to Implementing a new English Teacher Training Programme: the Challenges of Change Monica Frenzel <i>Universidad Andres Bello (UNAB)</i>	Cross-cultural Rhetoric: Teaching Academic Writing to ESL students in Turkey İlkem Kayıcan <i>Istanbul Bilgi University</i>	Assessment: Greener side of the fence İlke Büyükduman <i>Istanbul Şehir University</i>	Research on Teacher Perceptions into Quality Teaching Environment at Şehir University English Preparatory Program (SEPP) Mehtap Yavuzdoğan & Merve Aydın <i>Istanbul Şehir University</i>	"Learning to learn in the XXI century. Challenges and opportunities: the experience of a Chilean EFL teacher" Miriam Salazar Véjar <i>Universidad Andres Bello UNAB</i>
	EFL teachers' view on learner autonomy Sevgi Sabanci <i>Haluk Ündeğer High School</i>	Teacher Perceptions on Culture in ELT: The Non-Native Case Okan Önal <i>Kuleli Military High School</i>	True or false: Turkish students love to read? Jerome C. Bush <i>Ahmet Şimşek High School</i>	L1 Usage in ELT classrooms: Fatal or Vital? Nihan Dikici <i>Hacettepe University</i>	
	ROOM ÇSM 501	ROOM ÇSM 502	ROOM ÇSM 503	ROOM ÇSM 504	
Engaging the digital native: a form of cross-cultural communication Jennie Toner Algin <i>Istanbul Bilgi University</i>	Changing the Trend in Writing: from process essays to short answers Görkem Satak & Okan Bölükbaş <i>Sabancı University</i>	Differentiation , is it a new trend or is it a necessity in language classes? Fulya Erdemet <i>Kültür2000 Schools</i>	Creating an Alternative Coursebook with Springpad Hakan Şentürk <i>Yeditepe University School of Languages</i>		
PLENARY 2 12:00-13:00 ROOM ÇSM 403-404	How teachers develop: CPD in times of change Sue Leather, <i>Director of Sue Leather Associates</i>				
13:00-14:00	LUNCH				
PLENARY 3 14:00-15:00 ROOM ÇSM 403-404	Changing trends: Mobile devices & ELT Nicky Hockly, <i>Director of Pedagogy of The Consultants-E, an online teacher training and development consultancy</i>				
15:00-15:15	BREAK				
CONCURRENT KEYNOTES BY INVITED SPEAKERS 15:15-16:15	ROOM ÇSM 201	ROOM ÇSM 202	ROOM ÇSM 203	ROOM ÇSM 204	
	Timeless interplay between learners, teachers and learning Burcu Tezcan Ünal, <i>Istanbul Bilgi University</i>	Teaching with the brain in mind Belgin Öğrek, Freelance Consultant	Reflective practice 2.0 Burcu Akyol, ISTEK Schools	Teachers reflect, teachers research: Timeless principles in changing times? Zeynep Onat-Stelma, The University of Manchester	
16:05-16:20	COFFEE BREAK				
PLENARY 4 16:20-17:20 ROOM ÇSM 403-404	Creativity in Language Teaching Professor Jack C. Richards, <i>University of Sydney</i>				
17:30-19:30	CONFERENCE RECEPTION CERTIFICATES & THE RAFFLE				

CONCURRENT SESSIONS

11:10 – 12:00

PRESENTATION TITLE **Research on Teacher Perceptions into Quality Teaching Environment at Şehir University English Preparatory Program (SEPP)**
PRESENTATION TYPE Paper Presentation
VENUE ÇSM 204
PRESENTERS **Mehtap Yavuzdoğan & Merve Aydın**
Istanbul Şehir University

Abstract This particular research will explicate a group of teachers' perceptions of quality teaching environment from institutional, teaching and teacher factors. It will also focus on a variety of practices carried out to maintain effective teaching environment at Istanbul Şehir University English Preparatory Program.

Mehtap Yavuzdoğan has been working as an English teacher for 4 years. She completed CELTA in 2009. She holds MA degree in ELT and is currently doing the DELTA.

Merve Aydın has been working as an English teacher for 5 years. She holds an MBA degree and completed CELTA.

PRESENTATION TITLE **L1 Usage in ELT Classrooms: Fatal or Vital?**
PRESENTATION TYPE Paper Presentation
VENUE ÇSM 204
PRESENTERS **Nihan Dikici**
Hacettepe University

Abstract Throughout our undergraduate and graduate courses, we are taught that using students' native language in a foreign language teaching classroom is fatal and it prevents them from acquiring the target language. However, as an instructor now, I observe that some students perceive this as vital in their learning.

Nihan Dikici was born in 1990 and raised in Ankara, instructor of English at Hacettepe University, Graduate student at Gazi University (ELT department) B.A degree from Middle East Technical University, FLE department.

PRESENTATION TITLE **"Learning to learn in the XXI century. Challenges and opportunities: the experience of a Chilean EFL teacher"**
PRESENTATION TYPE Workshop
VENUE ÇSM 205
PRESENTERS **Miriam Salazar Véjar**
Universidad Andres Bello (UNAB)

Abstract Change poses constant challenge on teachers to adjust to new times, improve daily practice, find new ways to motivate and incorporate different resources to efficiently support students' learning; however, this does not necessarily imply getting rid of all old ways, it can be an opportunity to reflect and redesign our teaching philosophy and practice to accommodate to the current setting. This workshop intends to present some successful practices teachers can adopt to better target the needs and demands of students and that of a XXI language curriculum.

Miriam Salazar Véjar is an EFL teacher from Universidad Austral, Chile. She has worked in ELT, as a teacher at language schools, as an ELT specialist for The McGraw-Hill companies and as head of the language training unit at Lan Airlines. She currently works at Universidad Andres Bello teaching EFL methodology, language courses, Film and Film and Literature. At present, she is in charge of implementing a Quality Assurance System in the program.

PRESENTATION TITLE **Engaging the digital native: a form of cross-cultural communication**
PRESENTATION TYPE Workshop
VENUE ÇSM 501
PRESENTERS **Jennie Toner Algin**
Istanbul Bilgi University

Abstract In order to engage learners, we must be able to communicate with them through their preferred channels. Traditional classroom curriculum and method often fails us in this area. In this session we will explore how, in a world where digital technology has become the preferred method of communication for many, we can ensure that our curriculum "communicates" with learners.

Jennie Toner Algin has lived and worked in Istanbul, Turkey since 2009. She is a university instructor and instructional designer. She has also worked in the education sector in Ecuador, Japan and Cambodia. In her most recent past life she worked in training and human resource development for corporate America in a diverse range of industries including health insurance, logistics, sales and customer service, until she escaped in January 2009 to work her way around the world. She ended up in Istanbul and has been exploring the world from her new home ever since.

CONCURRENT SESSIONS

11:10 – 12:00

PRESENTATION TITLE **Changing the Trend in Writing: from process essays to short answers**
PRESENTATION TYPE Workshop
VENUE ÇSM 502
PRESENTERS **Görkem Satak & Okan Bölükbaş**
Sabancı University

Abstract Process essay writing once used to be a popular component of curriculum and assessment in our institute. However, after a research it was revealed that the students were not successful in writing when they continued their studies in their faculties. The outcomes of the research conducted and the feedback from the faculty members emerged the necessity for a change in the writing curriculum in order to meet the students' writing needs. This is how SAE came into being. This session aims to give information and practical uses of how short answer writing applied in EAP context.

Görkem Satak is currently teaching at Sabancı University, Turkey. She is also a member of assessment team. She acquired her BA degree in American Literature from Istanbul University and MA degree in English from Long Island University. She is working on the Cambridge DELTA qualification.

Okan Bölükbaş teaches at School of Languages, Sabancı University. He acquired his BA degree in ELT from Hacettepe University. He is a member of Online Learning Support Project group. He holds LCCI certificate for teaching Business English, DELTA and certificate in Teacher Training.

PRESENTATION TITLE **Differentiation: Is It a New Trend or Is It a Necessity In Language Classes ?**
PRESENTATION TYPE Workshop
VENUE ÇSM 503
PRESENTER **Fulya Erdemet**
Kültür2000 Schools

Abstract This presentation aims to introduce techniques and simple activities can be applied in the language class for digital native , having different intelligences and different level of English students integrated with some web2.0 tools for both high school teachers and university instructors to make their lessons more colorful and enjoyable for their students. The presenter will give a sample lesson using authentic material in a differentiated way by using technology and create a product in the end .

Fulya Erdemet has been working as the head of English department at Kültür2000 Schools since 2005. She has been involved in English teaching for 24 years. She has taught all levels at high school especially prep class (for 17 years) . She has also prepared her students for English Standardization Exams (IELTS- FCE-KET) . She has been active as cas coordinator since 2007 in IBDP programme.

PRESENTATION TITLE **Creating an Alternative Online Coursebook with Springpad**
PRESENTATION TYPE Workshop
VENUE ÇSM 504
PRESENTER **Hakan Şentürk**
Yeditepe University, School of Languages

Abstract Since the emergence of web 2.0 tools, the dynamics of the conventional language classroom have changed dramatically. By implementing the right tools, it is now possible to challenge the linear top-down approach of the coursebook and create an alternative version to meet the learner's needs more efficiently and meaningfully. In this workshop, I will show how an online service can become the perfect tool to create an alternative coursebook that can be used to create content and context for the language class.

Hakan Şentürk graduated from Anadolu University ELT department in 1993 and started teaching English at Anadolu University Communication Sciences Faculty. In 1998, he completed his MATEFL on Computer Assisted Language Instruction. In 1999, he started teaching at Yeditepe University English Preparatory School where he worked as an Assistant Coordinator and Educational Technologies Advisor. At the moment, he is working as a technology advisor and editor at the YU Writing Center and giving educational technologies courses to ELT students at the Faculty of Education.

STUDENT PRESENTATIONS

10:15-10:45

How we use the timeless principles and new trends

Abstract We are aware that our teachers and guest speakers will be focusing on many important aspects of English -language teaching today. We wanted to contribute to this conference and its main theme with our views on timeless principles of ELT and new trends that help us learn better.

Orkun Süslü was born in 1994. He graduated from Ayvalık Rahim Usta High School. When he started preparatory school, his level was 4; now he is a level 5B student. He will study Advertising at Bilgi University and he is interested in music, cinema and theatre.

Ahmet Uğur Zan was born in 1993. He graduated from Şehremini Anatolian High School. He started preparatory school in level 4 and now he is a level 5iR student. His department is Business-Economics. Ahmet has a rock band and he is the lead vocalist.

Abdülkerim Gökalp was born in 1994. He graduated from Yamanlar College in İzmir. He started preparatory school in level 2 and now he is a level 5i student. Abdülkerim will study Law at Bilgi University and he is interested in politics and philosophy.

Fehime Seven was born in 1994. She graduated from Sakıp Sabancı Anatolian High School. When she started preparatory school, her level was 5i; now she is a level 6i student. Her department is Computer Engineering with a dual degree from Liverpool University.

Ozan Şahin was born in 1993. He graduated from Mehmet Niyazi Altuğ Anatolian High School. He started preparatory school in level 3 and now he is a level 5B student. He will study Energy Systems Engineering at Bilgi University. Ozan is a big fan of American TV-shows.

Batuhan Güven was born in 1994. He graduated from Bursa Anatolian High School. When he started Bilgi, his level was 3 and now he is a level 5B student. Batuhan will study Interior Design at Bilgi University. He is interested in pencil drawings.

Ahmet Mert Mutlu was born in 1989. He graduated from Florya College. When he started preparatory school, his level was 3; now he is a level 5R student. His department is Justice. Ahmet is a member of Socialist Thought Club at Bilgi.

Ceren Sanisoğlu was born in 1994. She graduated from Bahçelievler Kemal Hasoğlu High School. She started preparatory school in level 1 and now she is a level 4 student. Ceren will study Mathematics at Bilgi University. She loves math and wants to be an academician in the future.

Beyza Çalikoğlu was born in 1994. She graduated from H.M.M Bileydi Anatolian High School. When she started preparatory school, her level was 1; and now she is a level 4 student. Beyza will study Sociology at Bilgi University.

Sevde Camalan was born in 1994. She graduated from Hasan Tekin Ada Anatolian High School in Denizli. She started preparatory school in level 3 and now she is a level 5B student. Her department is Physiotherapy and Rehabilitation.

GENERAL INFORMATION

Registration and Information

Please pick up your conference bags, session tickets and lunch tickets from the Registration and Information desks before you proceed to the main hall (403-404) for the morning plenary session.

Session Tickets

All the plenary sessions and the student presentations are held in the 403-404 on the 3rd floor, where all sponsor stands and catering services are located. All of these sessions are open to all conference participants.

Each concurrent session has a maximum audience capacity. Admission to these sessions will require a session ticket that will be collected by an attendant at the door of each session room. Please remember to choose the sessions you would like to attend and pick up your session tickets at the Registration and Information desks. If the concurrent session you want to attend is fully booked, please kindly choose another session to attend.

Help and Assistance

The İstanbul Bilgi University ELP instructors and the İstanbul Bilgi University students have volunteered to assist our guests. They will be available to help all conference participants throughout the day.

Transportation/ Service Buses

- After the cocktail reception, there will be ring shuttles to Kabataş and Halıcıoğlu from 19:00-19:30
- After the cocktail reception, there will be a service bus to Bakırköy at 19:00 for the participants who have requested one on the registration form online.
- Conference participants are welcome to use regular public shuttles from/to santralistanbul.

Catering

Tea, coffee and light snacks will be served in front of the conference hall in the morning before the sessions start and at the coffee breaks. Arrows and the support team members will lead you to the floor where lunch will be served. Please remember to hand in your lunch tickets during lunch service.

Program Changes and Cancellation

Please note that all program changes and cancellations made after the printing of this booklet are posted on the information board located next to the registration and information desks.

BİLGİ University Information Desk

BİLGİ University Information Desk is located in the corridor next to the registration and information desks in the foyer on the 3rd floor next to 403-404. Participants who are interested in finding out more about the facilities and premises of İstanbul Bilgi University may pick up information and related catalogues at this desk.

Reception and Raffle

The İstanbul Bilgi University English Language Programs invite you to a reception to take time to chill out and socialize after your day of academic presentations. There will also be music awaiting you in our garden where the raffle will also take place. To take part in the raffle, you will need your name badges so please remember to keep your conference name badges until the end of the day. The lucky winners will take home resource books, training courses, and surprise gifts provided by our sponsors. Please don't forget to get your conference participation certificates from the certificate desk at the reception.

Certificates of Participation

All conference participants will be given a certificate of attendance provided that they registered by May 5. You can get your conference participation certificates during the reception from the certificate desk.

Feedback forms

We would be grateful to receive your feedback. Please remember to fill in the feedback sheets given to you. We will collect them before the cocktail. Thank you for taking the time to help us improve future conferences.

General

- Smoking is not allowed in any of the university buildings.
- İstanbul Bilgi University is not responsible for any loss or damage of personal property or accidents that may take place during the conference.

CONFERENCE COMMITTEE



Burcu Tezcan-Ünal (Chair) has been teaching EFL and training teachers nationally and internationally for many years. She holds an MSc in TESOL from Aston University. She worked as a Fulbright Exchange Teacher in the USA teaching Language Arts to sophomores in 1995-96. Currently, Burcu is a teacher, trainer, academic coordinator and lecturer at Istanbul Bilgi University. She is also a member of IATEFL TTEd SIG (Teacher Training and Education Special Interest Group) responsible for events, membership and publicity. She has been organising international ELT conferences since 2008. Burcu shares her ideas and experience mainly on professional development in her blog www.btezcan.edublogs.org

Sedat Çilingir has been working at Bilgi University for 14 years. He graduated from the department of English Language and Literature at Istanbul University, and completed his master's degree in Instructional Design and Technology at Walden University. He is a teacher and the Learning Technologies Coordinator at Bilgi University.



Melike Küçük graduated from the English Language and Literature Department from Bilkent University in 2003 and got her Master's degree in English Literature and Cultural Studies in 2005. She worked as an EFL teacher at Yasar University and the Turkish American Association in Izmir for four years. She has a CELTA certificate and she attended a Methodology and Teacher Training course in London in 2009. Melike has been working at Istanbul Bilgi University – English Preparatory School since 2010. She is interested in adapting technology in teaching EFL and she recently got a certificate in Teaching with Technology. She has a blog and shares her ideas on EFL. <http://melikekucuk.edublogs.org/>

Gamze Şener Akın has been teaching English for seven years. She worked at private high schools and has been at Istanbul Bilgi University for four years. She holds a BA degree in American Culture and Literature. Gamze also holds a TESOL Certificate from Trinity College in Oxford House Barcelona. She attended some ELT courses and holds various certificates in ELT. Gamze has also supervised many international conferences, seminars, fairs, congresses, music festivals, and other events for five years.





Birol Türkmen graduated from the English Language Teaching Program at Çukurova University in 1989. He has worked at private high schools and has been working at Bilgi University for 16 years. He has undertaken many duties in terms of coordinating and facilitating the development and implementation of the curriculum at Istanbul Bilgi University. He attended and participated in numerous national, and international conferences, seminars, and workshops on several aspects of EFL / ESL. Currently, he is teaching English Preparatory Program Courses at the English Language Programs of Istanbul Bilgi University.

Seher Balkaya Bulat graduated from the department of Foreign Language Education from Middle East Technical University in 1997 and got her Master's degree in Adult Education from Walden Univeristy in April, 2013. She has been working as an instructor of English language for sixteen years, and she has been working at Bilgi University for eleven years. She also worked as a test advisor at Bilgi University. She has attended and participated in numerous seminars, conferences, trainings and workshops on EFL/ELT, and holds certificates for testing trainings and ELT conferences.

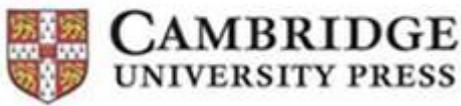


Ebru Davarcı graduated from the Department of Foreign Language Education at Boğaziçi University in 2003. She holds an MA in Adult Education from Boğaziçi University. She started her teaching career at Istanbul Aydın University and worked there for six years. Ebru has been working for Bilgi University since 2010. Her interest areas are critical issues in education, teaching labor, higher education policy, teaching and learning at higher education and learning technologies.



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CONFERENCE PROGRAM		
09:00-09:15	OPENING REMARKS	Location
09:15-10:15	Plenary 1 by Professor Guy Cook Coming back in from the cold: Reassessing translation and first language use in language teaching and learning	ÇSM 403-404
10:15-10:45	How we see the timeless principles and new trends BİLGİ Student Presentations	
10:45-11:10	COFFEE BREAK	
CONCURRENT WORKSHOPS 11:10-12:00		
Presenter(s)	Title	Location
Monica Frenzel	From Designing to Implementing a new English Teacher Training Programme: the Challenges of Change	ÇSM 201
Sevgi Sabancı	EFL teachers' view on learner autonomy	
İlkem Kayıcan	Cross-cultural Rhetoric: Teaching Academic Writing to ESL students in Turkey	ÇSM 202
Okan Önalın	Teacher Perceptions on Culture in ELT: The Non-Native Case	
İlke Büyükduman	Assessment: Greener side of the fence	ÇSM 203
Jerome C. Bush	True or false: Turkish students love to read?	
Mehtap Yavuzdoğan Merve Aydın	Research on Teacher Perceptions into Quality Teaching Environment at Şehir University English Preparatory Program (SEPP)	ÇSM 204
Nihan Dikici	L1 Usage in ELT classrooms: Fatal or Vital?	
Miriam Salazar Véjar	"Learning to learn in the XXI century. Challenges and opportunities: the experience of a Chilean EFL teacher"	ÇSM 205
Jennie Toner Algin	Engaging the digital native: a form of cross-cultural communication	ÇSM 501
Görkem Satak Okan Bölükbaş	Changing the Trend in Writing: from process essays to short answers	ÇSM 502
Fulya Erdemet	Differentiation: Is it a new trend or is it a necessity in language classes?	ÇSM 503
Hakan Şentürk	Creating an Alternative Coursebook with Springpad	ÇSM 504
12:00-13:00	Plenary 2 by Sue Leather How teachers develop: CPD in times of change	ÇSM 403-404
13:00-14:00	LUNCH	
14:00-15:00	Plenary 3 by Nicky Hockly Changing trends: Mobile devices & ELT	ÇSM 403-404
15:00-15:15	BREAK	
CONCURRENT KEYNOTES 15:15-16:05		
Presenter(s)	Title	Location
Burcu Tezcan-Ünal	Timeless interplay between learners, teachers and learning	ÇSM 201
Belgin Öğrek	Teaching with the brain in mind	ÇSM 202
Burcu Akyol	Reflective Practice 2.0	ÇSM 203
Zeynep Onat-Stelma	Teachers reflect, teachers research: Timeless principles in changing times?	ÇSM 204
16:05-16:20	COFFEE BREAK	
16:20-17:20	Plenary 4 by Prof. Jack C. Richards Creativity in Language Teaching	ÇSM 403-404
17:30-19:30	CONFERENCE RECEPTION - CERTIFICATES & THE RAFFLE	



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