

Istanbul Bilgi University

5th BİLGİ ELT CONFERENCE

THE POST-METHOD ERA IN ENGLISH LANGUAGE TEACHING

Joint Forces Joint Goals: An Open Invitation to Collaboration in ELT

May 9, 2015

Istanbul Bilgi University
santralistanbul Campus
Istanbul, Turkey

Plenary Speakers

Herbert Puchta
Penny Ur
Evrin Kuran
Gordon Lewis

Keynote Speakers

Simon Phipps
Nergis Akbay
Burcu Tezcan
Engin Ayvaz
Çiğdem Tirkeş
Jane Dunphy



AN OPEN INVITATION TO COLLABORATION IN ELT

Joint Forces for Joint Goals

The Post-Method Era in English Language Teaching:

May 9, 2015

Istanbul BİLGİ University, **santral**istanbul Campus

Istanbul, TURKEY

Conference Program

| | |
|-------------|---|
| 08:00-09:00 | Registration |
| 09:00-09:20 | Opening Remarks |
| 09:20-10:20 | Plenary 1- Herbert Puchta |
| 10:20-10:40 | Coffee Break |
| 10:40-11:30 | Concurrent Sessions |
| 11:30-11:45 | Break |
| 11:45-12:45 | Plenary 2- Gordon Lewis |
| 12:45-14:00 | Street Food and Live Jazz - Karambola |
| 14:00-15:00 | Plenary 3- Evrim Kuran |
| 15:00-15:15 | Break |
| 15:15-16:15 | Concurrent Keynotes by invited speakers |
| 16:15-16:30 | Coffee Break |
| 16:30-17:30 | Plenary 4- Penny Ur |
| 17:30-18:00 | Closing and Percussion Workshop |
| 18:00 | Raffle |

Web Page : <http://elt2015.bilgi.edu.tr/>

Blog : <https://bilgielt2015.wordpress.com/>



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FOREWORD

Dear Colleagues,

İstanbul BİLGİ University's English Language Programs takes great pleasure in announcing the **İstanbul Bilgi University 5th ELT Conference**, the fifth stage of what we started in 2008. The conference theme is **"The Post-Method Era in ELT"** under the main title, which indicates our overall goal: **'Joint Forces Joint Goals: An Open Invitation to Collaboration in ELT.'** The conference will take place at the santralistanbul Campus on May 9, 2015.

We promise you an unforgettable event and cordially invite you all to this event through which we aim to help you realize and create a path to reach the inner treasure of each learning environment. On this journey we will be hosting many great names to light our way in the post-method era.

Participation to the İstanbul Bilgi University 5th ELT Conference will be free. İstanbul Bilgi University will organize a free lunch for conference participants. The day will also be full of surprises to energize us all, lift our spirits and make this an event to remember. Be ready to enjoy a conference full of intellectual exchange as well as entertainment throughout the day.

Didem Mutçalıoğlu
English Language Programs Director

PLENARY 1

VENUE: ÇSM 403-404

TIME: 09:20-10:20



**Professor
Herbert Puchta**

Emotional Engagement for Adult Students

(Thanks to the sponsorship of Cambridge University Press)

Abstract

For a long time, the standard beliefs and assumptions about successful language learning have been that the main challenges, particularly those of memory, are cognitive ones. However, recent findings in cognitive sciences clearly indicate that the brain is fundamentally 'an organ of emotion'. Drawing on neuro-scientific studies and educational theory, we will discuss the key role of emotional engagement in the learning process of adults, and how factors such as challenge, personal discovery, 'anticipated movement', relevance, and participation as co-creators of experience can lead to a greater sense of control in the learning situation and to greater success. We will also see that memory itself is not like a container that stores information, or that we simply retrieve from it the knowledge that we have 'uploaded' as outcomes of our learning processes; instead, both the formation of memories and their recall engage emotion systems in the brain.

Herbert Puchta Herbert Puchta holds a Ph.D. in ELT Pedagogy. For several years, he was Professor of English at the Teacher Training University in Graz, Austria. He has been a plenary speaker at numerous international conferences and has conducted workshops and given seminars in more than 50 countries. He was also President of IATEFL (the International Association of Teachers of English as a Foreign Language).

For almost three decades, Herbert has done research into the practical application of findings from cognitive psychology and brain research to the teaching of English as a foreign language. Herbert has co-authored numerous course books as well as articles and resource books.

His latest publication is Empower, a general English adult course, co-written with Adrain Doff, Craig Thaine and others.

PLENARY 2

VENUE: ÇSM 403-404

TIME: 11:45-12:45

Reality Check: Evaluating the Impact of Technology in Language Teaching 10 years after Web 2.0

(Thanks to the sponsorship of Laureate International Universities Network)

Abstract

Technology moves so fast that its progress is considered exponential. Change in pedagogy is arguably less rapid and the disconnect between the two poses challenges to our profession. A decade after the announcement of Web 2.0 and being on the threshold to Web 3.0 and beyond, it seems appropriate to take a critical look at what technology has meant for teaching and learning. In this talk we will look at existing data on technology's impact on teaching and learning and consider how the experience of the last 10 years will inform our coming future.



Gordon Lewis

Gordon Lewis is Vice President, Languages for Laureate Higher Education, based in Princeton, NJ, USA. He earned a B.S. in Languages and Linguistics from Georgetown University, Washington D.C. and an M.S. from the Monterey Institute of International Studies, Monterey, California. From 1991-1999 he ran a language school for children in Berlin, Germany. From 2001 to 2004 he was Director of Instructor Training and Development for Berlitz Kids in Princeton, New Jersey. From 2004-2008 he was Academic Director of Kaplan English Programs, based in New York City. Gordon has served on the committee of the IATEFL Young Learners Special Interest Group and served as an editorial board member of ELT Journal. He is co-author of Games for Children and Grammar for Young Learners and author of The Internet and Young Learners, Teenagers, and Making the Most of Technology, all published by Oxford University Press.

PLENARY 3

VENUE: ÇSM 403-404 TIME: 14:00-15:00



Evrin Kuran

Generation Y: Understanding a Misunderstood Generation

(Thanks to the sponsorship of İstanbul Bilgi University)

Abstract

Generation Y, also known as the millennials, refers to individuals born between 1980 and 1999. 35% of the population of Turkey consists of this young generation and at the end of every academic year, nearly 700,000 graduates from over 190 universities in Turkey start getting ready to join the labor market. It goes without saying that we can no more address this new generation with the tools we used to adopt.

The session will be questioning whether we have misunderstood this young generation with specific reference to the largest university students' research done annually in Turkey and in 52 countries globally. Kuran, in her speech, will be posing the question: "Are our current systems in tune with the learning needs of Generation Y?" and help the audience explore why the learning and development journey requires a paradigm shift from reactive to co-active approaches. The session will also provide the audience with practical ideas of how we can maximize the students' engagement and inclusion in the learning context.

Evrin Kuran studied English Language & Literature at Hacettepe University and HR Management & Development at Marmara University; then received her Executive MBA degree at Sabancı University. She co-founded Dinamo Consulting in 2005. Her areas of expertise include Generational Studies with particular focus on Employer Branding, Generation Y, Organizational Attractiveness, and Developing Effective Behavioral Patterns of New Age Talents. She has worked as the Employer Brand consultant of many local and global brands and she is also the Middle East Director of the world's leading employer branding research and consulting company, Universum. Her articles are published in certain national and global publications and portals. Evrin Kuran, at a certain stage of her career, also worked as an ELT professional at foundation schools. She is still a lifelong learner.

PLENARY 4

VENUE: ÇSM 403-404 TIME: 16:30-17:30

Rethinking Presentation-Practice-Production in the Post-method Era

(Thanks to the sponsorship of Cambridge University Press)

Abstract

In many classrooms and coursebooks new grammatical features – and other language items as well – are commonly taught by the process of teacher presentation, followed by learner practice, and culminating in use of the feature by the students in their own production. The use of the PPP sequence has been severely criticized by proponents of a communicative approach. However, in this post-method era we may abandon the need to obey dictates of a particular approach or method, and instead simply take our students' learning as our main priority and select or create the combination of language-teaching techniques that we believe will best achieve this goal. Within such a combination, PPP can probably make a substantial contribution. In this presentation Penny Ur will suggest how, and when, it can be most effectively used.



Penny Ur

Penny Ur has thirty-five years' experience as an English teacher in elementary, middle and high schools in Israel. Now retired, she has taught B.A. and M.A. courses at Oranim Academic College of Education and Haifa University. She has lectured and published extensively on topics connected to the theory and practice of effective language teaching. She was for ten years the Series Editor of the Cambridge Handbooks for Language Teachers series. Her books include Grammar practice activities (2nd Edition) (2009), Vocabulary activities (2012), A course in English language teaching (2012), Discussions and more (2014), all published by Cambridge University Press.

CONCURRENT KEYNOTE SPEAKERS

15:15 - 16:15

VENUE: ÇSM 201

TIME: 15:15-16:15



Nergis Uyan Akbay

Progressing from “Teacher Development” to “Developing Teacher”

Abstract

How do we define teacher development? Is development a linear path or is it more complex and subtle? Is there more to it than just structuring a solo program for all teachers to follow and expand from? Although the answers to these questions might vary from one to the other, there is a general agreement in the teaching profession that it requires “development”, “how” this should or can really take place remains a question.

Isn't it ironic that the “post-method era” offers differentiated instruction and an individualized approach for effective learning, but teacher education and development still adheres to a one-size-fits-all philosophy? It is high time that in light of the changes made in the field of education, “teacher development” be defined in terms of a more distinct, flexible and comprehensive approach.

Nergis Uyan Akbay graduated from the METU Foreign Language Education Department and received her Master's degree from Bilkent University in Management in Education. She completed Cambridge University DTEFLA and Bilkent University ADEM (Advanced Diploma in English Language Teaching Management). She worked in several positions at the Bilkent University School of English Language (BUSEL) including English Language Instructor, Head of Teaching Unit, Teacher Development Coordinator, Teacher Trainer and Member of BUSEL Directorate (September'1995-February'2010). She has been working as the director of the Ozyegin University School of Languages (ScOLa) since February 2010.

VENUE: ÇSM 202

TIME: 15:15-16:15



Engin Ayvaz

Redefining Roles: The EFL Instructor in the New Age

Abstract

The ELT scene in Turkey has witnessed tremendous growth in size and correspondingly rapid change in the norms of the field within the last decade. As a result, EFL instructors have switched from being traditional classroom teachers to becoming researchers, collaborators, organizers and innovators. This change was necessitated by the adoption of established quality standards in ELT, the expansion of institutional expectations and ever-changing student profiles. While it is fair to assert that this transformation has been widely internalized by the EFL community vis-à-vis acknowledgment and acceptance of good practice in the field, the viability of these new roles remains a major concern given the workloads of EFL instructors. Nevertheless, through careful prioritization, EFL instructors can still carve out a productive niche for themselves in this new world.

Engin Ayvaz has worked as an instructor and administrator in the ELT field for more than 17 years and since 2005 has been the Director of School of Foreign Languages at Yasar University, Turkey. He earned his B.Ed in Teaching English as a Foreign Language from Anadolu University, and holds Cambridge ESOL's International Diploma in Language Teaching Management from the SIT Graduate Institute. In 2013-14, he conducted postgraduate study in education at Boston University as part of the Fulbright Humphrey Fellowship Program and also served as a visiting Fulbright fellow at the English Language Studies department at the Massachusetts Institute of Technology (MIT). Engin is currently a site-reviewer and Commissioner (2014-16) for the Commission on English Language Program Accreditation (CEA). He has chaired, attended and presented at many international conferences and events. His work focuses on quality and excellence in language teaching and international higher education.

CONCURRENT KEYNOTE SPEAKERS

15:15 – 16:15

VENUE: ÇSM 203

TIME: 15:15-16:15



Jane Dunphy

Teacher as Culture & Communication Coach

Abstract

As institutes of higher education around the world adopt English as a medium of instruction (EMI), we need to redefine our roles. Our traditional focus on teaching and measuring competence in the four language skills must shift to incorporate a broader definition of communicative competence. Because university students must learn the communication conventions of their disciplines to engage productively in their intellectual communities, we need to incorporate disciplinary communication practices into our teaching repertoire. And because these EMI communities are multilingual and multicultural, we need to educate ourselves and provide opportunities for members of our communities to learn more generally about how culture shapes communication norms. In this way, English teachers will be instrumental in fostering a cross-cultural proficiency that transcends linguistic competence.

Jane Dunphy directs MIT's English Language Studies Program and has taught a variety of subjects in professional and cross-cultural communication, including Communication for Policy Makers; Writing for Scientists and Engineers; Globalization: The Good, the Bad and the In-between; Advanced Speaking and Critical Listening; and Communicating across Cultures. In addition, she collaborates with colleagues across MIT in a variety of ways by (1) contributing to the conversation about, and effective pedagogy for, the multicultural classroom; (2) providing support to international TAs and faculty members through workshops, seminars and consultations on teaching in the American classroom; (3) educating the community about various aspects of language, culture and professional communication in seminars designed for student organizations and academic programs. Beyond MIT, Jane has designed workshops on different aspects of professional communication for a variety of domestic and international organizations, hi-tech companies, and academic institutions, including the Society of Women Engineers (SWE), Daimler-Chrysler, GEN3, the International Institute in Spain, the Masdar Institute (UAEs), Vellore Institute of Technology (India), and Harvard's Kennedy School of Government. She is currently on sabbatical at Yasar University in Izmir, Turkey. Her research interests involve how English as a lingua franca, corpus linguistics, and genre theory can inform best practices in professional and academic communication protocols across cultures. Jane Dunphy is co-author, with Catherine Ross, of *Strategies for Teaching Assistant and International Teaching Assistant Development: Beyond Micro Teaching* (Jossey-Bass) published in 2007.

VENUE: ÇSM 204

TIME: 15:15-16:15



Dr. Simon Phipps

Linguistics and Language Teaching: Insights into the Brain of the Learner

Abstract

This talk aims to provide fresh insights into how students learn English, and why they find certain aspects of learning so challenging. It begins by looking at theories of learning and language learning to establish the fundamental features of learning a second language in a classroom setting in a non-English speaking environment. It then draws on SLA research findings and Psycholinguistics to explore the main challenges learners face, and suggest ways of overcoming these challenges. The last part presents a model for language learning which can help us conceptualize the learning process for our learners and enable us to reconsider the activities we use.

Dr Simon Phipps is Director of ATI (Anatolia Training Institute) in Ankara, and also a freelance teacher training and educational consultant. He worked as Deputy Director of Bilkent University School of English Language in Ankara for 20 years, where he was responsible for in-service teacher training and development. He designed and directed an in-house MA program (Management in Education in ELT), and taught MA courses on linguistics, lexis and educational management. He set up and ran the Centre for Instructor Development, Education and Research (CIDER), and also helped establish a group of 'English Language Teacher Education Researchers' (ELTER) in Turkey. He has worked in ELT in the UK, Germany and Turkey since 1985, and has been involved in teacher education since 1989. He has worked on Cambridge ESOL courses (such as CELTA and DELTA) since 1993, and has been an External Assessor for the DELTA course since 1997 as well as Principal Examiner for Module 3 since 2008. He has a PhD in Education, from the University of Leeds, UK, with a focus on teacher beliefs. His current professional interests include teacher cognition, teacher learning, teacher education research, and educational management.

CONCURRENT KEYNOTE SPEAKERS

15:15 - 16:15

VENUE: E3 101

TIME: 15:15-16:15



KNOW THYSELF, KNOW THY STUDENTS: Revisiting Your “Teaching Strategy Mix” to Support the Learning Process of the New Generation of Learners

Abstract

Most EFL teachers in the profession today were once learners of at least one foreign language when they were students. Their experience as a foreign language learner, combined with their professional education and training, helped them form a certain approach to teaching English. They developed a set of teaching strategies based on their former language learning experiences and their educational background in the field of ELT. Recent research on the study habits and learning behavior of the new generation indicates that we may have to revisit our existing teaching strategies and revise and enrich them to ensure that they match the learning process and study habits of our students.

Çiğdem Tirkeş PhD

This presentation will first draw attention to the differences between the language learning experiences of many of today's teachers and that of the new generation of students. It will hopefully lead the audience towards thinking about their teaching strategies critically in light of the differences highlighted in the talk. It will also aim to underline the importance of collaborative learning, scaffolded instruction and differentiated, flexible and adaptive teaching strategies to better support our students and to foster their language learning. Examples of the application of some of these strategies at the Kadir Has University, English Preparatory School will also be provided.

Çiğdem Tirkeş (PhD) is the director of the English Preparatory School at Kadir Has University. Çiğdem Tirkeş has been an ELT professional since 1993, working as an EFL instructor, textbook writer, EAP program coordinator, department manager and school director. She received her Bachelor's degree and Master's degree in ELT from Middle East Technical University. She also holds an Executive MBA degree from Istanbul Technical University and a doctorate in Marketing and Production Management from Marmara University. She completed a trainer training certificate program offered by the British Council, Ankara. She has been involved in training and teacher education for many years. Her major areas of interest in the field of ELT are teacher training and development and ELT management.

VENUE: E3 201

TIME: 15:15-16:15



The Demands of the New Era and ELT ***(Thanks to the sponsorship of Cambridge University Press)***

Abstract

The competitive working environments our learners are preparing for demand many skills that are significantly beyond the accurate use of English and ICT skills. This workshop will focus on the transferable skills, which a new work environment will demand of our learners. By cultivating these skills our learners can gain an advantage in the next generation job market. The session will open a platform to discuss and reflect on to what extent English classes, teaching materials, activities and assignments serve our learners and the other stakeholders. It also promises to give some food for thought to practicing teachers, curriculum developers, digital or print material producers, assessment specialists and heads of departments.

Burcu Tezcan Ünal

Burcu Ünal Tezcan has over 20 years of experience in the field of ELT as a teacher, trainer, teacher educator, material producer and academic coordinator, holding a TESOL MSc from Aston University. She held most of these roles and responsibilities during the longest period of her career at Istanbul Bilgi University from 2003 to 2013. Burcu has been an active member of IATEFL TTed SIG committee since 2011. Currently, Burcu is an EFL teacher and level coordinator at Zayed University, the UAE, and a (EdD) doctorate student at the University of Liverpool studying Leadership in Higher Education. Tezcan-Unal is very interested in the ever-changing learning dynamics, professional development of teachers, organizational learning and education in the new century.

CONCURRENT SESSIONS

10:40 – 11:30

PRESENTATION TITLE From Pen and Paper to Tech App: Is it worth it?
VENUE E3 101 (10:40 - 11:30)
PRESENTER Adam J. Simpson
Macmillan Education

Abstract Blended learning remains a divisive concept in language teaching: for every positive learning experience involving technology, there's an instance of failure because of technical resources. In my talk I'll attempt to resolve the question: 'Is it really worth it?' This talk discusses classroom research examining an aspect of my teaching that I transported into the realm of blended learning: poster presentations. A key motivation for the research was to see if this classic pen and paper activity could be implemented using technology by leveraging the kinds of technology my students use every day, and whether it was worthwhile doing so.

Adam J. Simpson has been living and teaching in Turkey for fifteen years, all that time spent in tertiary level education in Istanbul. His professional interests include Dogme ELT, descriptive rather than prescriptive curriculum development, and the considered use of technology in language teaching. He regularly speaks at conferences and is the author of a multi-award winning blog: *Teach them English*.

PRESENTATION TITLE Teacher Tech Tool Box
VENUE ÇSM 501 (10:40 - 11:30)
PRESENTER Ayşegül Liman Kaban
Bahçeşehir University

Abstract Bring your android phones to this session! In this session you are going to find a list of the programs, websites, and technology tools that I use in the classroom. I also give a brief description of what each of these tools were for and how I use them. Over the years technology has changed, and I have changed many of the tools that I have used. In addition to that I believe that it's time to step up the game, and make this a resource that is truly valuable to teachers. In this session I intend to make an intensive revision to the Teachers Technology Toolbox.

Ayşegül Liman Kaban works as an English Instructor at Bahçeşehir University. She completed her BA in TEFL and MA in Interpersonal Communication at Marmara University with distinction. She has been recognized by various entities, such as the ELTBLOGATHON Awards, The German National Agency Teacher Trainer Scholarship, and IELTS Morgan Terry Memorial Scholarship 2013 as an innovative, technology integrated project creator. She has been giving talks and workshops at international and national conferences, especially focusing on Mobile Learning, Google Apps, E-portfolio, digital learning apps. She is also Newsletter Editor of IATEFL TEASIG. She shares regularly on eslaction.wordpress.com and on Twitter (@Aysegul_Kaban).

PRESENTATION TITLE What's in Control of a Listening Class? Testing?
VENUE ÇSM 502 (10:40 - 11:30)
PRESENTER Meltem Akbulut Yıldırım
Şehir University

Abstract Listening lessons which usually follow the "listen, answer, check" pattern pose challenges to students. In this comprehension-based approach, audios are played, comprehension check questions are responded to, and feedback is given in the form of the desired answer. In lessons such as this, listening is not taught, but tested. In this workshop, we will explore several techniques that may lead to competent listening.

Meltem Akbulut Yıldırım received her BA (Hons) degree from the Foreign Language Education Department at Bogazici University in 2008. She started her MA in Adult Education at Bogazici University and graduated with Honors in 2011. While getting her Master's degree, she received her CELTA (Certificate in English Language Teaching to Adults). Meltem worked at Beykoz Logistics School of Higher Education for two years as an English Instructor and joined İstanbul Şehir University in 2011. She completed Educational Technology Diploma Program through Michigan State University in 2013. Her project (with Aslı Abak Şen), "Discuss With Us" was nominated and shortlisted in the Local Innovation category at the 2013 ELTons Awards. She is currently pursuing a PhD degree in Adult Education at Bogazici University. Her research interests include professional development, computer and technology-blended English teaching, and educational leadership.

CONCURRENT SESSIONS

10:40 – 11:30

PRESENTATION TITLE TGIF: Songs in Action
VENUE ÇSM 503 (10:40 - 11:30)
PRESENTER Sibel Taşkın Şimşek
Sabancı University

Abstract “Can we leave early? It is Friday today, please.”, “Can we do a fun activity in the last lesson please? Today is Friday.” Like me, you must have heard such words from your students many times, because Fridays are generally known as one of the most difficult days to motivate students to focus on a task, especially if it is the last lesson, after working hard all through the week. Knowing that the weekend will start soon, their motivation starts to decrease and it becomes really hard to keep them in class, so how can we keep them in the class, motivated and engaged by using the power of songs?

Sibel Taşkın Şimşek is an EAP instructor and a member of the Online Learning Support Project and Webinar Team at Sabancı University, Istanbul, Turkey. Her interests include technology integration into teaching, MOOCs, learner development & motivation. Her blog “songstoteachenglish.edublogs.org” has recently won the Edublog Awards 2014 “Best Educational Use of Media”.

PRESENTATION TITLE Technology, but why and how?
VENUE ÇSM 504 (10:40 - 11:30)
PRESENTER Sedef Koç
Üsküdar SEV School

Abstract Technology integration has become a priority at schools in the last decade. There are many tools and applications available for educators. Finding the right tool or the application among so many choices can be overwhelming. Furthermore, the planning of technology integration needs to be thought out carefully to make sure that it has lasting benefits.

Sedef Koç has been teaching English for 16 years at Üsküdar SEV Elementary School and sharing her experiences on her technology blog – sedefedtech.com. She has been presenting her experiences at various conferences both in Turkey and internationally for the last ten years and also giving workshops in different schools about how to integrate technology into the curriculum.

PRESENTATION TITLE Grammar in Context - Newbery Medal Literature as a Grammar Guide
VENUE ÇSM 201 (10:40 - 11:30)
PRESENTER Leila Braverman Sayar
Boğaziçi University

Abstract ESL education has a strong focus on rote memorization of grammar concepts. With a little extra work on the part of educators, grammar can become an easier and more meaningful concept for students to internalize. One of the biggest barriers to EFL education is providing students with opportunities to interact with natural dialogue and rhythm of the language. Newbery Award winning literature provides this opportunity to students regardless of their learning styles. While getting lost in a classic and riveting story they can find their way through a maze of grammar. Rather than telling students the rules, show them why and they will not only remember, they will understand.

Leila Braverman Sayar is a founder of TeachBrave Educational Consultancy and has worked with teachers and schools around the globe, providing teacher training and consultation on different EFL development projects. She is also currently an English Instructor at Bogazici University in Istanbul, Turkey. She graduated with a Master's in Liberal Arts with a specialization in ESL education from St. Edwards University in Austin Texas USA. In 2011 she was awarded the Outstanding Liberal Arts Special Project Award for her thesis regarding the use of Newberry Award winning literature in EFL education. She also writes fiction with the hopes of one day competing for a Newbery Medal.

CONCURRENT SESSIONS

10:40 – 11:30

PRESENTATION TITLE YOU MATTER!
VENUE ÇSM 202 (10:40 - 11:30)
PRESENTER Aslı Ünlü
ENKA Schools

Abstract Prescriptive models of teaching training have been replaced by models that emphasize reflectivity in professional development. To be able to reflect on their teaching beliefs and practice, teachers need to understand the contextual nature of teaching and believe their beliefs matter a lot in the way they teach in addition to some contextual factors. However, the most important part of this journey is to be aware of the underlying factors behind their belief systems like their earlier learning and teaching experiences.

Aslı Ünlü graduated from Boğaziçi University in 2010. After completing her internship at a private primary school, she worked at a private university until 2013 in Istanbul. When she had to move to Gebze for her husband's work, she began working at ENKA Schools there. During this period, she completed her DELTA diploma and began doing her MA at Boğaziçi University in 2014.

PRESENTATION TITLE Code-switching in EFL Classes
VENUE ÇSM 203 (10:40 - 11:30)
PRESENTER Hülya Korkmaz, Sevdâ Göncü, Şenel Yalçın
Beykent University & İstanbul University

Abstract The main concern of this study was to obtain information about the frequency of code-switching, the circumstances in which code-switching was preferred by teachers, and the perspectives of both students and teachers on code-switching. The data for this study were collected through student questionnaires, teacher interviews and observations of classes. Most of the teachers who teach elementary level classes stated that code-switching was a broadly observed and unopposed phenomenon in monolingual classes. However, the findings of the research showed that although code-switching in beginner levels assisted teaching and the learning process in terms of comprehension, intimacy-building and motivation, etc. to a certain extent, both teachers and students agreed that the amount and frequency of the switches needs to be well-balanced.

Hülya Korkmaz studied ELT at Dokuz Eylül University. After her graduation in 2011, she started working as an English language instructor at Ankara University for 2 years and currently she is working at Beykent University and it's her second year. She is currently an MA student at Bahcesehir University, Department of ELT.

Sevdâ Göncü studied translation at İstanbul University. After her graduation, she worked as an English language instructor at Ankara University for 2 years and currently she is working at Beykent University and it's her second year. She is currently an MA student at Bahcesehir University, Department of ELT.

Şenel Yalçın studied ELT at Dokuz Eylül University. After her graduation in 2011, she worked as an English language instructor at Dokuz Eylül University for a year, and then she worked at İzmir University for another year. Currently, she is working at Beykent University and it's her second year. She is an MA student at Bahcesehir University, Department of ELT.

CONCURRENT SESSIONS

10:40 – 11:30

PRESENTATION TITLE It's Time to be Moocoholics
VENUE ÇSM 205 (10:40 - 11:30)
PRESENTER Ebru Yalçın Özden
İstanbul Bilgi University

Abstract This workshop introduces participants to MOOCs (Massively Open Online Course). A MOOC is a model for delivering learning content online to virtually any person—with no limit on attendance—who wants to take a course.

Ebru Yalçın Özden was born in İzmir in 1980. She graduated from Ege University Faculty of Letters English Language and Literature in 2002. She started teaching English in 2003 at İzmir Yaşar University. She has been working at İstanbul Bilgi University since 2006. She completed her Master's in Instructional Design and Technology at Walden University in 2012. Since then, she has been researching the field of Online Learning and the use of technology in English Learning.

PRESENTATION TITLE Innovative Vocabulary Practice in the Post-Method Era
VENUE E4 304 (10:40 - 11:30)
PRESENTER Görkem Satak & Okan Bölükbaş
Sabancı University

Abstract As put by Saville-Troike, 'vocabulary knowledge is the single most important area of second language competence' (1984). Students often express a need to expand their vocabulary. We, as teachers, need to help them practice vocabulary by providing the best possible methods in class. The presenters will demonstrate some innovative ways to practice vocabulary including technological tools which are highly engaging for students. The participants will have the opportunity to have hands-on experience of some of these methods and tools.

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

Okan Bölükbaş teaches at the School of Languages at Sabancı University. He acquired his BA degree in ELT from Hacettepe University. He holds LCCI certificate for teaching Business English, DELTA and certificate in Teacher Training. He is interested in educational technology, blogging, and research.

PRESENTATION TITLE A Transformative Approach to ELL in a Preparatory School Context
VENUE E3 201 (10:40 - 11:30)
PRESENTER Zeynep Mine Derince & Pelin Tekinalp Çakmak
Marmara University

Abstract An observed characteristic of preparatory school curricula in Turkey is to employ textbooks provided by the ELT sales market, promoting mainstream topics. However, it can be questioned whether teachers can go a few steps further than eliciting comprehension level questions. Due to this, learners have a difficult time following courses in their departments, which require an inquisitive analysis, synthesis and evaluation of issues raised. This study aims to portray a preparatory class where learners are engaged in critically analyzing and creatively reproducing a regular task of a textbook, which finally leads to a deeper understanding of world issues.

Zeynep Mine Derince is an instructor of the English language at Marmara University, School of Foreign Languages. She is writing her PhD dissertation at Boğaziçi University, English Language Education Department. Her research areas include critical literacy, language planning and policy, curriculum and material design, and English as a Lingua Franca. She has presented papers in international conferences, published articles in education journals and has a book chapter. She is recently involved in two research projects on ELF awareness and CEFR.

Pelin Tekinalp Çakmak has been working as an English instructor at the tertiary level. Currently she is the English Academic Coordinator at Marmara University, School of Foreign Languages. She has presented papers at international conferences and focuses her work mostly on ELF awareness, curriculum and material design, testing and critical literacy. She recently became involved in two research projects: one on ELF awareness for in-service teachers in Turkey and the other one on the possibilities of integrating ELF and CEFR.

CONCURRENT SESSIONS

10:40 – 11:30

PRESENTATION TITLE The Effectiveness of Using Corpus-based Materials in Vocabulary Teaching
VENUE ÇSM 204 (10:40 - 11:30)
PRESENTER Assoc. Prof. Turan Paker & Yeliz Ergül Özcan
Pamukkale University & İstanbul Kemerburgaz University

Abstract The purpose of the study was to investigate the effectiveness of corpus-based activities in vocabulary teaching and to examine students' attitudes towards these activities. The study was conducted with thirty-four students studying in an intermediate level preparation class at a private university. The data were collected via pre- and post-tests, a five-point Likert-scale attitude questionnaire, interviews and learner diaries. The results revealed that using corpus-based vocabulary activities were more effective than using only textbook activities, and students hold positive attitudes towards using these activities.

Turan Paker is has been in the field of ELT as a teacher, teacher trainer, and researcher for 30 years. He is an Associate Professor in the Department of Foreign Languages, Faculty of Education, Pamukkale University. He holds a PhD in English Language Teaching. His main research interests are teacher training, TEFL, assessment and evaluation, and SLA. He has published articles and presented seminars on TEFL, teacher training, teaching practicum and testing in ELT.

Yeliz Ergül Özcan has been working as an English teacher for 4 years. She is currently working at İstanbul Kemerburgaz University. She holds an MA in English Language Teaching.

PRESENTATION TITLE Two-year 300-student Quantitative Study of English Preparatory Writing: Implications for Turkish Preparatory Programs
VENUE E3 106 (10:40 - 11:30)
PRESENTER David R. Albachten & Levent Balcioğlu
Boğaziçi University

Abstract This two-year long study tracks writing in an English-medium university's English preparatory program. Encompassing over 300 students and using objective and reliable computer-aided methods, the results show clear improvement in the grammatical structure (a 43% improvement), improvement in compositional structure (with some setbacks), and some pronounced writing patterns. The study strongly suggests a need for altering teaching and curricula, putting additional emphasis on several areas in grammar and writing structure, as well as additional writing exercises, all of which are particular issues for Turkish native speakers writing in academic English.

David R. Albachten received his BS and MA from the University of California and The University of Iowa. He founded and leads the Academic Writing Center and also teaches graduate-level academic writing at İstanbul Şehir University.

Levent Balcioğlu graduated from Ankara University English Language and Literature and has a second MA in ELT from Maltepe University. He teaches at Şehir University English Preparatory Program (SEPP).

PRESENTATION TITLE How to maximize learning through flipped classrooms
VENUE E3 102 (10:40 - 11:30)
PRESENTER Duygu Umutlu
Boğaziçi University

Abstract Flipped classroom is a recent approach or pedagogical model in education. The rationale behind it is assigning video lectures as homework and allocating more in-class time to problem-solution tasks and hands-on activities. Since 2007, it has been generally implemented in STEM (Science, Technology, Engineering, and Math) courses. However, it is also possible to adapt flipped classroom to language courses. In our classes, we, as English language instructors, can make use of the merits of a flipped classroom in order to maximize our students' performance in reading, writing, listening, and speaking.

Duygu Umutlu is an English Language Instructor at the Preparatory School of Boğaziçi University. She has been teaching English for 9 years. She is an MA student in the Educational Technology department of Boğaziçi University. She has been developing computer-based activities and educational software for two years. Her research interests are mobile assisted language learning (MALL), flipped classrooms and computer-assisted language learning (CALL).

PRESENTATION TITLE You are What You Blog: The Use of Blogs among English Language Teaching Professionals
VENUE E4 301 (10:40 - 11:30)
PRESENTER Tüge Gülşen
İstanbul Bilgi University

Abstract In accordance with the rising interest in the manipulation of digital technology in the field of education, we are more likely to witness the use of different means of digital media for educational purposes. Blogs are one of such means of media. Education practitioners use blogging for different purposes, and we see that the number of teacher bloggers is rising and so is the popularity of blogging among teachers. This paper intends to concentrate on the use of teacher blogs specifically in the field of English language teaching (ELT) and aims to analyze how Turkish ELT professionals use blogs to interact and collaborate with their colleagues and students.

Tüge Gülşen holds the degrees of BA in Foreign Languages Education (Middle East Technical University), MA in Learning and Teaching of English and Literacy (Institute of Education, University of London) and MA in Cultural Studies (İstanbul Bilgi University). She is currently doing a PhD in Communication Studies at İstanbul Bilgi University. She has taught and contributed to the curriculum design of different courses ranging from academic skills to Medicine ESP in İstanbul Bilgi University for the last 13 years.

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 student presentations are held in rooms 403-404 on the 3rd floor, where all sponsor stands and catering services are located. All 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 students have volunteered to assist our guests. They will be available to help all conference participants throughout the day.

Transportation / Service Buses

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

Catering

Tea, coffee and light snacks will be served in front of the conference hall in the morning before the sessions begin and during the coffee breaks. Directional arrows and support team members will lead you to the floor where lunch will be served. Please remember to hand in your lunch ticket 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.

İstanbul Bilgi University Information Desk

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

Social Events & Raffle

The İstanbul Bilgi University English Language Programs invites you to a day full of surprises to energize us all, lift our spirits and make this an event to remember. During lunch, you will find a wide choice of street food tastes in a lively environment. There will be live jazz music, Karambola, awaiting you in our garden to accompany your lunch.

During the day, a Photo Booth will be available for the participants to have fun taking selfies and make memorable pictures of their day. There will also be opportunities for interviews with the speakers and participants.

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 gifts provided by our sponsors.

Certificates of Participation

All conference participants will be given a certificate of attendance provided that they registered by May 5. Please do not forget to get your conference participation certificate from the certificate desk located at the entrance.

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.

Blog

You can visit the Bilgi ELT 2015 Blog at (<https://bilgielt2015.wordpress.com/>) where you can find the video recordings of the plenary and keynote speakers, summaries of the sessions, interviews with the speakers and participants, photos, etc.

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.

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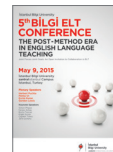
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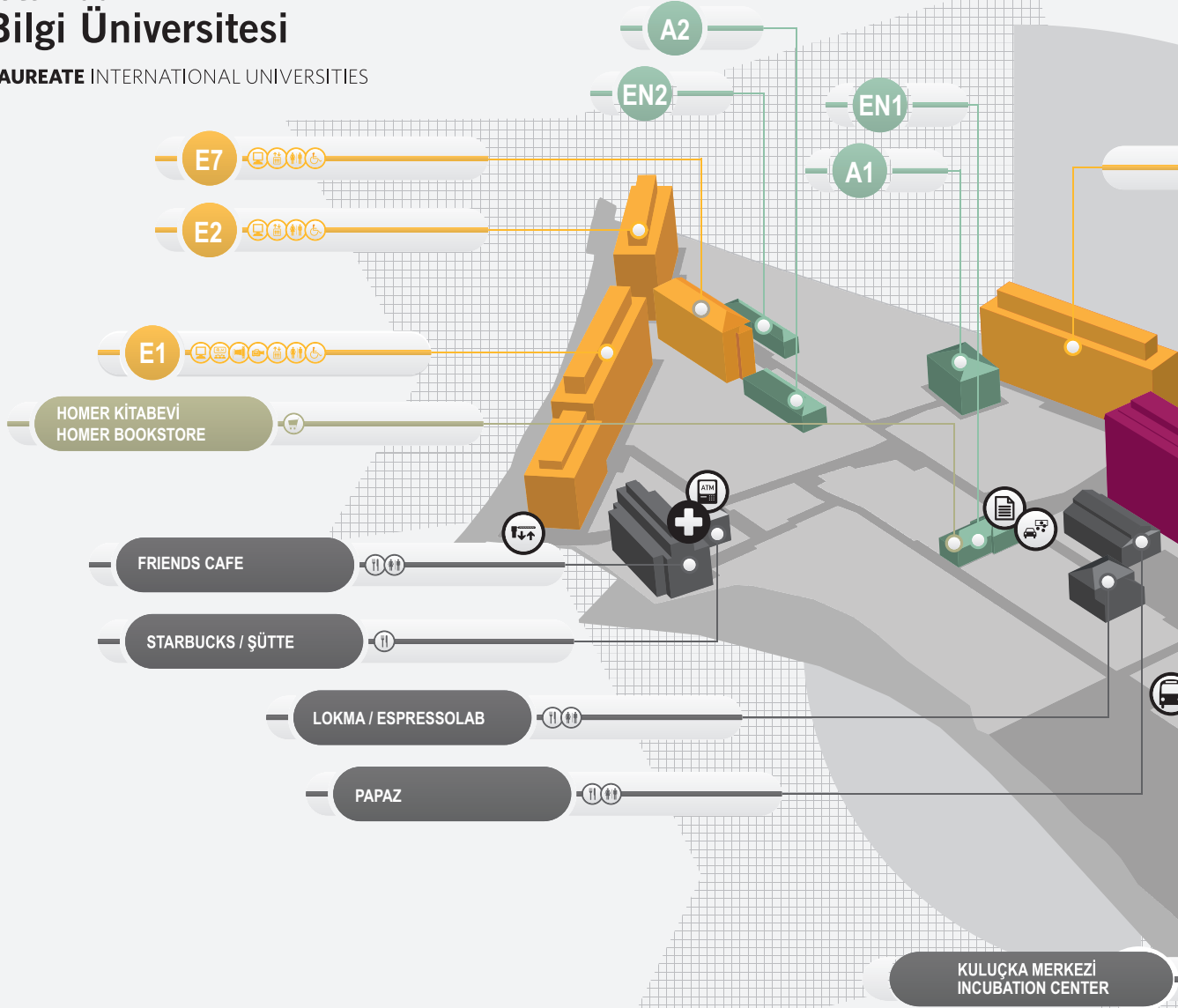


| CONFERENCE PROGRAM | | |
|---|--|-------------|
| 09:00-09:20 | OPENING REMARKS | |
| Presenter(s) | Title | Location |
| 09:20-10:20 | Plenary 1 by Herbert Puchta Emotional Engagement for Adult Learners | ÇSM 403-404 |
| 10:20-10:40 | COFFEE BREAK | |
| 10:40-11:30 | CONCURRENT SESSIONS | |
| Presenter(s) | Title | Location |
| Adam J Simpson | From Pen and Paper to Tech App: Is it worth it? | E3 101 |
| Ayşegül Liman Kaban | Teacher Tech Tool Box | ÇSM 501 |
| Meltem Akbulut Yıldırım | What's in Control of a Listening Class? Testing? | ÇSM 502 |
| Sibel Taşkın Şimşek | TGIF: Songs in Action | ÇSM 503 |
| Sedef Koç | Technology, but why and how? | ÇSM 504 |
| Leila Braverman Sayar | Grammar in Context: Newbery Medal Literature as a Grammar Guide | ÇSM 201 |
| Aslı Ünlü | You Matter! | ÇSM 202 |
| Hülya Korkmaz Sevda Göncü Şenel Yalçın | Code-switching in EFL Classes | ÇSM 203 |
| Ebru Yalçın Özden | It's Time to be Moocoholics | ÇSM 205 |
| Görkem Satak Okan Bölükbaş | Innovative Vocabulary Practice in the Post-Method Era | E4 304 |
| Zeynep Mine Derince Pekin Tekinalp Çakmak | A Transformative Approach to ELL in a Preparatory School Context | E3 201 |
| Assoc. Prof. Turan Paker Yeliz Ergül Özcan | The Effectiveness of Using Corpus-based Materials in Vocabulary Teaching | ÇSM 204 |
| David R. Albachten Levent Balcioğlu | Two-year 300-student Quantitative Study of English Preparatory Writing: Implications for Turkish Preparatory Programs | E3 106 |
| Duygu Umutlu | How to Maximize Learning Through Flipped Classrooms | E3 102 |
| Tüge Gülşen | You are What You Blog: The Use of Blogs among English Language Teaching Professionals | E4 301 |
| 11:30-11:45 | BREAK | |
| 11:45-12:45 | Plenary 2 by Gordon Lewis Reality Check: Evaluating the Impact of Technology in Language Teaching 10 years after Web 2.0 | ÇSM 403-404 |
| 12:45-14:00 | LUNCH | |
| 14:00-15:00 | Plenary 3 by Evrim Kuran Generation Y: Understanding a Misunderstood Generation | ÇSM 403-404 |
| 15:00-15:15 | BREAK | |
| 15:15-16:15 | CONCURRENT KEYNOTES | |
| Presenter(s) | Title | Location |
| Nergis Uyan Akbay | Progressing From "Teacher Development" to "Developing Teacher" | ÇSM 201 |
| Engin Ayvaz | Redefining Roles: The EFL Instructor in the New Age | ÇSM 202 |
| Jane Dunphy | Teacher as Culture and Communication Coach | ÇSM 203 |
| Dr. Simon Phipps | Linguistics and Language Teaching: Insights into the Brain of the Learner | ÇSM 204 |
| Çiğdem Tirkeş | KNOW THYSELF, KNOW THY STUDENTS: Revisiting Your "Teaching Strategy Mix" to Support the Learning Process of the New Generation of Learners | E3 101 |
| Burcu Tezcan Ünal | The Demands of the New Era and ELT | E3 201 |
| 16:15-16:30 | COFFEE BREAK | |
| 16:30-17:30 | Plenary 4 by Penny Ur Rethinking Presentation-Practice-Production in the Post-Method Era | ÇSM 403-404 |
| 17:30-18:00 | Closing and Percussion Workshop | |
| 18:00 | Raffle | |



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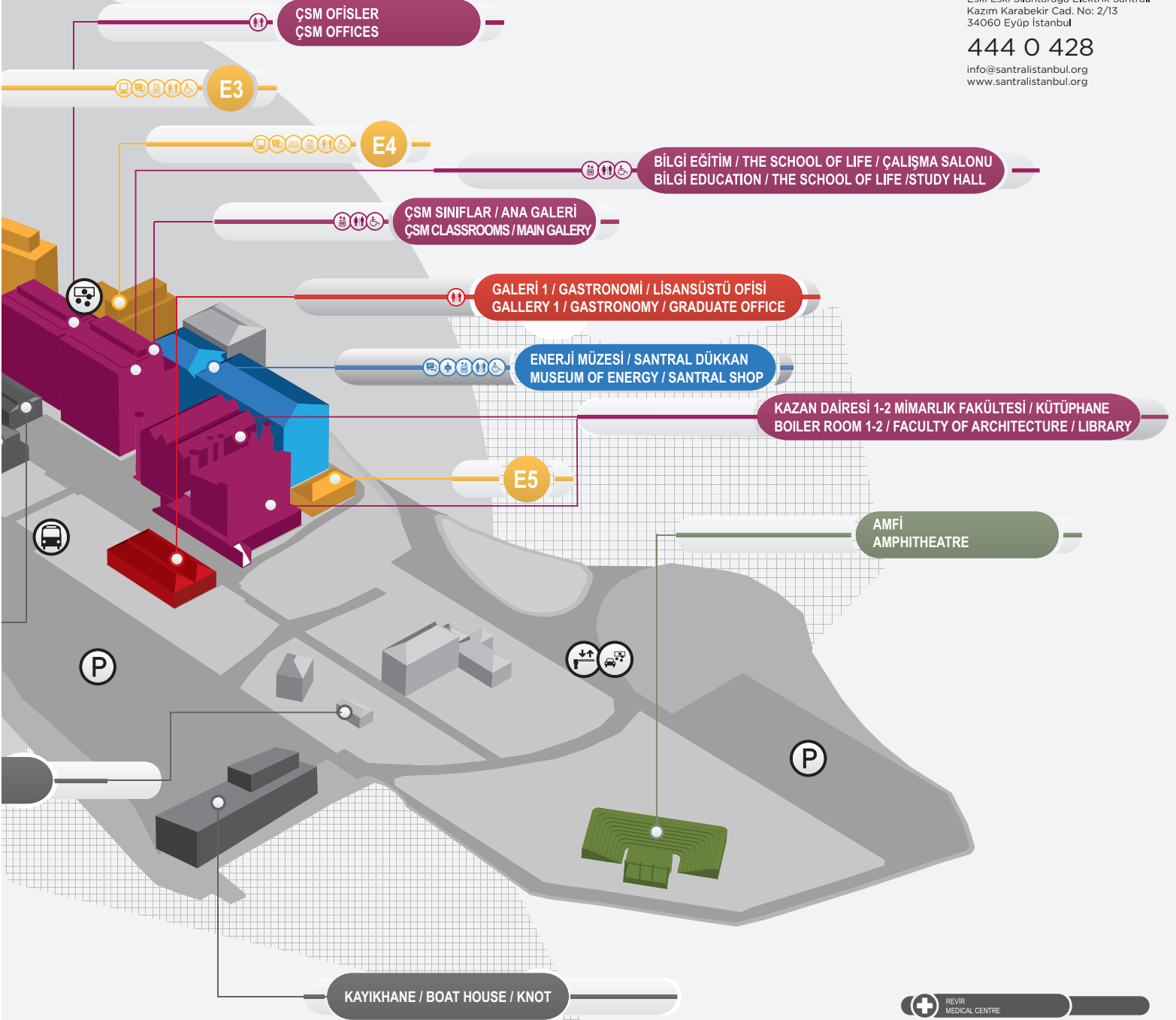
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