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
İstanbul Bilgi University
santral İstanbul Campus
İstanbul, Turkey

Plenary Speakers
Herbert Puchta
Penny Ur
Evrim Kuran
Gordon Lewis

Keynote Speakers
Simon Phipps
Nergis Akbay
Burcu Tezcan
Engin Ayvaz
Çiğdem Tırkeş
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
İstanbul Bilgi University, santra İstanbul Campus
İstanbul, 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


FOREWORD

Dear Colleagues,

İstanbul Bilgi 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 Mutçaloğlu
English Language Programs Director
PLENARY 1

VENUE: CSM 403-404  TIME: 09:20-10:20

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: CSM 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  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

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.

Evrim 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. Evrim 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 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.
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.

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.
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.

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**CONCURRENT KEYNOTE SPEAKERS**

**VENUE:** CSM 203  
**TIME:** 15:15 - 16:15

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**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**
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.

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**VENUE:** CSM 204  
**TIME:** 15:15 - 16:15

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**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**
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.
**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) 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.

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.

**VENUE:** E3 101 **TIME:** 15:15-16:15

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**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 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.

**VENUE:** E3 201 **TIME:** 15:15-16:15
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.

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 Bağçeşehir University. She completed her BA in TELF 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).
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 Sabanci 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”.

**CONCURRENT SESSIONS**

**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?

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**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 Newbery Award winning literature in EFL education. She also writes fiction with the hopes of one day competing for a Newbery Medal.
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.

Sevda Göncü studied translation at Istanbul 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 Izmir 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.
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 Izmir Yaşar University. She has been working at Istanbul 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 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 Izmir Yaşar University. She has been working at Istanbul 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 Gökrem 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.

Gökrem 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 Istanbul 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 CEFRL.

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 CEFRL.
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.

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.

The 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.

Aims: Investigate the effectiveness of corpus-based activities in vocabulary teaching and to examine students’ attitudes towards these activities.

Methodology: Pre- and post-tests, Likert-scale attitude questionnaire, interviews, and learner diaries.

Findings: 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.

Implications: A need for altering teaching and curricula, putting additional emphasis on several areas in grammar and writing structure, as well as additional writing exercises.
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 Istanbul 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 Halıcıoğlu from 19:00-19:30.
- After the raffle, there will be a service bus to Bağcılar 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 santralistanbul.

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 Istanbul 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 Istanbul Bilgi University may pick up information and related catalogues at this desk.

Social Events & Raffle
The Istanbul 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/](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.
- Istanbul 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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SPECIAL THANKS TO
The Main Sponsors

Cambridge English

For their kind contributions
## OPENING REMARKS

**Plenary 1 by Herbert Puchta**
Emotional Engagement for Adult Learners

### COFFEE BREAK

### 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 Yıldırıms**
  - What’s in Control of a Listening Class? Testing?
  - **ÇSM 502**

- **Sibel Taskın Şimşek**
  - TGIF: Songs in Action
  - **ÇSM 503**

- **Sedef Koc**
  - 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**

- **Hulya Korkmaz**
  - Code-switching in EFL Classes
  - **ÇSM 203**

- **Ebru Yalçın Özden**
  - It’s Time to be Moocoholics
  - **ÇSM 205**

- **Görgem Satak**
  - Innovative Vocabulary Practice in the Post-Method Era
  - **E4 304**

- **Zeynep Mine Derince**
  - A Transformative Approach to ELL in a Preparatory School Context
  - **E3 201**

- **Assoc. Prof. Turan Paker**
  - The Effectiveness of Using Corpus-based Materials in Vocabulary Teaching
  - **ÇSM 204**

- **David R. Albachten**
  - 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**

### PLenary 2 by Gordon Lewis
Reality Check: Evaluating the Impact of Technology in Language Teaching 10 years after Web 2.0

### LUNCH

### 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 Türkes**
  - 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**

### COFFEE BREAK

### Plenary 4 by Penny Ur
Rethinking Presentation-Practice-Production in the Post-Method Era

### Closing and Percussion Workshop

### Raffle