



HOW TO DO THE
“RIGHT THINGS”

BY DOING
“THINGS RIGHT”?

SCHOOL OF LANGUAGES, ÖZYEĞİN UNIVERSITY
ELT CONFERENCE
26 MAY 2018
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ÖZYEĞİN UNIVERSITY SCHOOL OF LANGUAGES (ScOLa) ELT CONFERENCE, 26 MAY 2018

HOW TO DO THE “RIGHT THINGS” BY DOING “THINGS RIGHT”?

PLENARY SESSIONS

SPEAKERS	ABSTRACTS
<p>Adrian UNDERHILL</p>	<p><i>Demand High, effectiveness and deep learning</i></p> <p>This session is an invitation to reflect on the effectiveness of our teaching through posing questions such as: Are our learners capable of much more? Have tasks and techniques become ends in themselves? Are we “covering material” at the expense of deep learning? I will introduce principles of Demand High and illustrate teacher interventions that might help us make small shifts in attitude and technique in the service of a learning experience that may be more challenging, playful and effective.</p>
<p>Chris FARRELL</p>	<p><i>Are we doing the ‘Right Things’ in Teacher Development?</i></p> <p>This talk will re-evaluate the Teacher Development process as it is undertaken in many institutions and focus on some specific strategies that could be used by both institutions and individual teachers in order to make the development process more effective. We will be looking at some of the initiatives and support materials used by Equals Members to ensure that their institutions maintain a high degree of academic quality.</p> <p>The two specific areas which will be focused on are:</p> <ol style="list-style-type: none"> 1. Action Research: A brief overview of the Action Research process with some practical tips for starting AR projects both individually and collaboratively. This will be looked at from the perspective of bottom-up teacher development. 2. Curriculum Development: In this area, we will look at how the institution can best set up the curriculum to support the teachers’ ability to adequately reflect on the success of their lessons, and thus the progress of their ‘teacher learning’. <p>This plenary will aim to highlight some of the initiatives which can be undertaken in your institution, or by yourself, in order to ensure that you continue to grow in your profession.</p>

* The names of the speakers are ordered alphabetically.

CONCURRENT SESSIONS

BIODATA OF SPEAKERS	ABSTRACTS
<p>Ahu Burcu HAYIR İstanbul Şehir University</p> <p>Ahu Burcu Hayır has been working as an English Language Instructor for five years. She is currently working at İstanbul Şehir University. She graduated from the University of Canberra, Australia. She majored in English Language and Literature and Teaching English to Speakers of Other Languages. Hayır completed her Master's degree in Teaching English as a Foreign Language at Bilkent University.</p>	<p><i>Problems of Arabic background English learners</i></p> <p>The aim of the study is to raise awareness of the problems of Arabic background students in an English language setting. The participants were four low-level students enrolled in an English Preparatory program at a private University. As for the data tools; observations, semi-structured interviews, and documents of exam results were used. According to the findings, four major themes were identified from the results of the data tools. Results of the research illustrated the significance of 'Academic and Social Improvement' and 'Assessment and Institutional Issues'.</p>
<p>Ali NEZAMI Özyeğin University</p> <p>Ali Nezami is an Academic Writing instructor at Özyeğin University. He holds a Master's degree in TEFL and has been teaching on undergraduate programs for more than 10 years. He is interested in exploring different areas of language teaching and learning, especially in Second Language Education, Second Language Writing, classroom assessment, and classroom interactions & dynamics.</p> <p>Bedra GİRĞİN ŞENOL Bedra Girgin Şenol works as an instructor at ScOLa. She received her BA degree in English Language and Literature from Hacettepe University in 2003, her MA in Teacher Education from Bilkent University in 2005. She also holds DELTA from Cambridge University. Prior to Özyeğin University, she worked at Bilkent University as an instructor.</p> <p>Giti NAJAFI Giti Najafi works as an instructor at ScOLa.</p>	<p><i>Teachers' perceptions of peer observation: An application at an EMI University in Istanbul</i></p> <p>This talk includes the perceptions of teachers in a peer observation of teaching (POT) at an English Medium Instruction (EMI) university in Istanbul, Turkey. Ten participants, teaching the same course, volunteered to take part in the study. Participants held pre- and post-conferences, and attended a focus-group meeting chaired by the coordinator of Undergraduate English Programs. In the meeting, participants voiced their positive attitudes on the whole process and shared their concerns. We believe that the results of the research would help the establishment of a peer observation culture for the purpose of continuous professional development.</p>

* The names of the speakers are ordered alphabetically.

<p>She received her BA degree in English Language Teaching from Tabriz University in 1995; her MA in English Language Teaching from Gazi University in 2006. She also holds TEFL, CELTA, DELTA diplomas and a technology certificate from Cambridge University. Prior to Özyeğin University, she worked at Okan University as an instructor and a coordinator.</p>	
<p>Dr. Arzu EKOÇ Yıldız Technical University</p> <p>Arzu Ekoç has been working as an English instructor in the School of Foreign Languages at Yıldız Technical University since 2006. She received her B.A. degree from the Department of Translation and Interpreting Studies from Boğaziçi University in 2005, and had her M.A. degree in English Language Teaching from Istanbul University in 2008 and completed her Ph.D. in English Language Teaching at Istanbul University in 2013. Her research interests are learner identity, discourse analysis, English for Academic Purposes, second language writing and reading.</p>	<p><i>How to foster empathy in a language classroom</i></p> <p>Empathy is the capability to step into the shoes of someone else and understand their feelings. As for language learning, we need empathy if we want to learn it to the highest level. We can best understand a new language by an attitude that makes us open ourselves to other ways of expressing who we are and what the world is about. This session will focus on ways to encourage empathy and look at some hands-on activities which focus on fostering empathy in an EFL classroom by giving some practical ideas for making most of images, short films and poems.</p>
<p>Bensu TINAZ Yaşar University</p> <p>Bensu Tınaz has been an EFL Instructor and Materials Development Office Member in the School of Foreign Languages at Yaşar University since 2013. She earned her bachelor's degree from the English Language and Literature Department at Ege University and was awarded an SIT Graduate Institute TESOL Certificate in 2013.</p>	<p><i>Story of a classroom nightmare: "To speak or not to speak" rewritten from students' points of view</i></p> <p>It is a commonly recognized phenomenon that, many students never attempt to speak English in classroom despite possessing the knowledge that they have an adequate level of comprehension in the language. Interestingly, being unhappy about this fact does not motivate them to speak. I therefore decided to take an Exploratory Practice approach to look at the question: "Why do the students abstain from speaking English in classroom?" for helping them develop an insight into their own puzzle. By doing so, I took the advantage of deepening my understanding of a vital case and comparing my observational assumptions with students' real concerns.</p>

Betül DOĞDU

Yaşar University

Betül Dođdu is an EFL Instructor and Curriculum Development Office member at Yaşar University SoFL since 2009. She earned her Master's degree from Yaşar University in 2012 and her bachelor's degree in English Language and Literature from Ege University in 2009. In 2015, she attended a teacher training course, 'Creative Teaching in the Adult Classroom', at Lake School in Oxford. She earned her SIT Tesol Certificate in 2017. In her institution, she gives trainings and workshops to new faculty members.

Dilek ARCA

Yaşar University

Dilek Arca is an EFL instructor and Curriculum Development Office member in School of Foreign Languages at Yaşar University. She graduated from Hacettepe University with an English Language Teaching degree and she earned her master's degree in Curriculum and Instruction from Middle East Technical University in 2013. She attended a Management in ELT course in 2016 given by Andy Hockley and George Pickering. In her institution, she gives trainings and workshops to new faculty members due to her responsibilities.

Why do students consider integrated skills lesson as a grammar and vocabulary lesson?

Is integrating all four skills really possible for EFL classes? Does the theory work in practice effectively? An Exploratory Research and the results to answer these questions are waiting for participants to show how they can make use of this in their own institution.

Canan ŞABAN

Özyeđin University

Canan Şaban works as Curriculum & Assessment Unit Coordinator in ScOLa. She graduated in English Language Teaching from Boğaziçi University in 2003 and received her MA in Educational Administration and Supervision from Yeditepe University in 2011. Currently, she is a PhD candidate in ELT. Prior to Özyeđin

Multiple Intelligences and Foreign Language Achievement

This study investigates the relationship between multiple intelligences and foreign language achievement. It also aims to determine if there are some particular intelligence types that predict foreign language performance. It uses a sample of 109 intermediate level L2 English learners in the preparatory school of a private university in Istanbul. MI Inventory for adults by Armstrong (2000) was used to determine the multiple intelligences. To identify the foreign

<p>University, she worked as an English Teacher at Gökdil, Kent English, Ozandil English Language Courses.</p>	<p>language achievement, an English test consisting of reading, listening, language and writing parts was administered.</p>
<p>Dana KABYLBEKOVA Süleyman Demirel University, Kazakhstan</p> <p>Dana Kabylbekova is a PhD student in Süleyman Demirel University.</p>	<p><i>The use of films in EFL classroom to present cultural diversity and promote intercultural dialogue</i></p> <p>There are numerous reasons for teachers to incorporate films in their curriculum, as it is a rich resource for language learning, particularly at more advanced levels, when students can appreciate and benefit from the complex themes and resulting discussions. Teachers who use film in the classroom will find that the use of live language joined with thought-provoking topics widens cultural competence and promotes intercultural dialogue. Thanks to the films the audience has an opportunity not only to embrace the atmosphere of modern life of this or that country but also to get acquainted with its cultural features and traditions.</p>
<p>Demet YİĞİTBİLEK Illinois State University</p> <p>Demet Yiğitbilek is a first year Master's student and teaching assistant at English Department Illinois State University with a focus on TESOL and Linguistics.</p> <p>İdil Gülnihal YAZICI İstanbul Aydın University</p> <p>İdil Gülnihal Yazıcı is an EFL instructor at İstanbul Aydın University and a 2nd year PhD student at İstanbul University.</p>	<p><i>Challenging "the right way" from a translingual approach: Implications for writing pedagogies</i></p> <p>Translingualism in composition studies calls for attention to what writers are doing with the language and why they are doing them. Having a translingual perspective could give writing instructors an opportunity to adopt a more comprehensive pedagogy to appreciate linguistic diversity in writing. Encouraging students to cross linguistic boundaries through this could provide them with different opportunities. As students need to be heard rather than to 'be corrected', the purpose is to help students find their own voice in academic writing.</p>
<p>Eray SEVİNGİL BİLİCİ Özyeğin University</p> <p>Eray Sevingil Bilici went to Private Darüşşafaka High School. She has BA in English Language Teaching Department, Marmara University and MA in English Language Education, Boğaziçi University. She is a Fulbright scholar. She holds DELTA. She is currently a Ph.D. student at the department of Curriculum and Instruction,</p>	<p><i>The Fight is between Two Wolves: Self-Regulation</i></p> <p>Self-regulation has attracted attention as it accounts for efficiency and success in life. Self-regulation skills are to take place in cognition, which is beyond understanding according to literature. However, there are ways to enhance self-regulation skills in learning contexts as well as personal life. This paper compiles applicable ways of how one can exceed their limit by working on their self-regulating skills in educational contexts. Learners especially foreign language</p>

<p>Yeditepe University. She has been working for Özyeğin University. Previously, she worked for English medium state schools and Istanbul Commerce University. She has articles and a book chapter. Her current research interests are educational technologies, sociolinguistics and curriculum issues.</p>	<p>learners are to benefit from these ways in the current paper by making them aware of their existing inner force and how to act on them with the help of professionals and as individual learners- themselves-.</p>
<p>Esra ÇELİK SOYDAN Özyeğin University</p> <p>Esra Çelik Soydan works as a Teaching and Learning Development Unit member at ScOLa. She received her BA and MA degrees in 5 year-BA & MA combined program in English Teacher Education department from Bilkent University in 2008. She holds ICELT certificate and DELTA diploma from Cambridge University. Prior to Özyeğin University, she worked at Bilkent University School of English Language as an instructor. She worked as a level specialist and team leader at ScOLa before her current role.</p>	<p><i>How to reach students outside the class?: Extra/co-curricular activities in a university context</i></p> <p>While focusing more on what to teach and how to teach in class, Prep schools in universities may overlook the importance of outside-class activities. Considering the ample time students have outside, it is crucial to make use of that time with carefully-designed activities, especially in non-English speaking countries like Turkey where students have limited opportunities of being exposed to English outside of class. To that end, this talk aims to uncover the ways of providing effective extra/co-curricular activities for the students in a university context and how to promote them to reach the intended audience.</p>
<p>Dr. Hooshang KHOSHIMA Chabahar Maritime University</p> <p>Dr. Hooshang Khoshsima is an associate professor of TEFL. He is a faculty member of Chabahar Maritime University, Language department. He has published a number of textbooks for university students and has also published more than 74 articles in national and international journals. His area of interests are Teaching methodology, Testing language skills, Research in applied linguistics and ESP.</p>	<p><i>The impact of using video podcasts on learning English language idiomatic expressions of Iranian Intermediate EFL learners</i></p> <p>This study investigated the effectiveness of using podcasts as a learning and teaching tool in improving listening comprehension of Iranian ESP students. The participants were non-randomly divided into two groups. The experimental group utilized podcasts for enhancing their listening comprehension while the control group used the conventional approaches of teaching listening comprehension. One week after the end of the current study, all participants were assigned a 50-item multiple-choice listening comprehension post-test. The results of the study revealed that podcasting had significant effect on promoting listening comprehension of Iranian intermediate ESP students.</p> <p>Key words: Podcast, Listening Comprehension, ESP, Authentic Material.</p>

<p>Dr. Helen SHERWIN Széchenyi István University</p> <p>Helen Sherwin works as a teacher trainer in primary TESOL at the Faculty of Apáczai Csere János, Széchenyi István University, Hungary. In 2011 she received her Doctorate of Education from the Open University, UK. Her research interests include primary teacher education, more specifically the role of reflective thinking in teacher learning, children learning EFL, materials development.</p>	<p><i>The power of co-planning: fostering effective reflection</i></p> <p>Reflective practice is widely-accepted in teacher education (TE) as critical in teacher learning. Although reflective thinking occurs before (anticipatory), during (reflection-in-action) and post-teaching (retrospective) reflection, research and TE focus on retrospective and neglect the other two types. I address anticipatory reflection and describe a study comparing the reflective capability of nine Hungarian English teachers: three expert, three intermediate, three beginner teachers. The beginners' retrospective reflective skills developed dramatically, something they attributed to co-planning lessons with an expert practitioner. I argue that co-planning, which targets anticipatory reflection, is a powerful point of intervention for learners from traditional educational contexts like Hungary.</p>
<p>Jacqueline EINER Sabancı University</p> <p>Jacqueline Einer has been involved in teaching EAP for 26 years and has taught at Istanbul Technical University and Sabancı University. She is currently the Director of the School of Languages at Sabancı University. She is particularly interested in the use of video in teaching and training and what is involved in becoming a proficient reader in a language other than one's first language.</p>	<p><i>Scaffolding: Putting it up and taking it down</i></p> <p>The session looks at what teachers mean when they talk about scaffolding learning, how the literature describes scaffolding learning and the implications of scaffolding being at the heart of learning: that all the stages from modelling, through guided practice and removing the scaffolding are all equally important for students' learning and should not be overlooked. Examples of the different stages of scaffolding are provided through video excerpts from two teachers' classrooms and one teacher's padlet wall.</p>
<p>Asst. Prof. Dr. Mehdi Solhi ANDARAB İstanbul Medipol University</p> <p>Mehdi Solhi Andarab is an Assistant Professor of English Language Teaching at Istanbul Medipol University. His areas of interest include English as a lingua franca, World Englishes, culture studies, material development, and applied linguistics.</p> <p>Asst. Prof. Dr. Aynur KESEN MUTLU İstanbul Medipol University</p>	<p><i>The effect of humor-integrated pictures using quizlet on the retention of the vocabulary learning of Turkish university students</i></p> <p>The study examined the effect of humor-integrated pictures on the retention of vocabulary learning of ELF learners on Quizlet in a study with 45 EFL learners. The experimental group received a series of unknown vocabulary items for which the integrated pictures were humorous. In contrast, the vocabulary items assigned for the control group were the same, but in typical, non-humorous contexts. An examination of pre- and post-test scores indicated that students in the experimental group significantly</p>

<p>Aynur Kesen is an Assistant Professor of ELT, and the head of the ELT department at Istanbul Medipol University. Her research interests include literature and language teaching, EFL, and teacher education.</p>	<p>outperformed their control group counterparts. This study sheds light on incorporating humorous pictures while using Quizlet to enhance the retention of the vocabulary learning of the language learners.</p>
<p>Nabila NEJMAOUI Mohammed V University, Faculty of Letters and Human Sciences</p> <p>Nabila Nejmaoui is a doctoral researcher at Mohamed V University, Morocco. She is currently conducting research on the efficacy of critical thinking instruction on university students' achievement in writing. She is also an ELT instructor at tertiary level. Her research interests involve critical thinking development, English language teaching, curriculum development, education etc.</p>	<p><i>Improving EFL learners' critical thinking skills in argumentative writing</i></p> <p>In an experimental study, 36 Moroccan students majoring in English were divided evenly into an experimental group and a control group. While the participants in the experimental group were taught writing with CT skills, the others were taught writing with no reference to CT. The data obtained from the pre-test and post-test administered to the participants point to the significant improvement in the use of CT skills in argumentative writing by the students who explicitly were taught CT skills. The implications of this study concern the mandatory integration of critical thinking skills in ELT courses.</p>
<p>Dr. Neslihan SABUNCU Özyeğin University</p> <p>Having completed a B.A. and an M.A. in English Language Teaching in 1992 and 2004 respectively, Dr. Neslihan Sabuncu earned her PhD degree in American Culture and Literature in 2014. She has been teaching both general and academic English for 25 years including all educational levels from elementary school to university. Her research areas are American and Turkish literature, gender and culture.</p>	<p><i>Lost in "The Jungle"? Integrating literary texts into academic English</i></p> <p>The role of literary texts in in English language teaching and learning is crucial but often neglected. Students are expected to focus on reading and understanding lectures and academic articles as well as writing academic papers. Given this focus on writing and given the crucial role literature plays in the development of effective writing, the oft-neglected area of literature in academic English should arguably be emphasized more. This study attempts to fulfil the just-noted aim via utilization of a classic literary piece, The Jungle by Upton Sinclair, in an ENG 101 course. Student reactions were measured and analyses will be presented.</p>
<p>Nihal ÖZDEMİR Istanbul Medipol University</p> <p>Nihal Özdemir has completed her bachelor's in English Language Teaching. As well as</p>	<p><i>Supporting in-class speaking with video-based asynchronous communication: A tried and true story</i></p> <p>What is one of the greatest challenges for you as an English instructor when you are teaching a speaking lesson or doing</p>

<p>having a Master's degree on Educational Technology, she also holds a Blended Learning Certificate (by The Consultants-E) and Microsoft Learning Technologies Trainer Certificate. Nihal attended a variety of national and international conferences both as a participant and as a presenter. In addition to this, as a teacher educator, she shares her knowledge, experience and insights with English teachers at in-service teacher trainings. She loves every opportunity to share her experience and being inspired by teachers.</p>	<p>a speaking activity? Would you maybe say "getting students to talk" like many other teachers? Well, instead of the challenges we face as a teacher, this talk aims to focus on the challenges our students might struggle with while speaking. In this session, you will be introduced to some tried and true alternative ways that you may integrate to help your learners develop their speaking outside the classroom walls.</p>
<p>Vanessa McDONAGH University of Glasgow</p> <p>Vanessa McDonagh has been working in ELT since 2001 and has worked in Japan, Turkey, Ireland and Scotland teaching General English, EAP and ESP for business and medical students. She is currently working in the University of Glasgow and teaches on the MSc TESOL programme, Advancing English for Business, year-round and summer pre-sessional courses.</p>	<p><i>Students' perceptions on reflective writing</i></p> <p>Students' perceptions on reflective writing and their perceived improvement over a five-week course form the basis of this presentation. Reflective writing is an integral part of the course aimed at developing students' seminar skills. The reflections focus on the students' out-of-class preparation and in-class discussion and are student-led dialogues with their tutor that facilitate self-improvement and offer individualised guidance.</p>