

12th ODTÜ International
ELT Convention

ANKARA- TURKEY

25-26 May, 2015

KKM, ODTÜ

Celebrating Diversity



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Convention Theme



What the 21st century has brought to our lives in terms of social, cultural, and technological change has highly influenced the way we think, we teach and we learn. We are now more aware of the fact that every learner has diverse needs, expectations, reactions and motivations. For this reason, the concept of ‘diversity’, which involves embracing people from different social and cultural backgrounds and encompasses acceptance and respect, can be considered as one of the core points in foreign language education.

Based on the basic principle “One size does not fit all”, the 12th ODTÜ International ELT Convention aims to cover the issues related to (but not limited to) the following aspects of foreign language education within the framework of ‘diversity’:

- Diversity in student and teacher profile
- Diversity in teaching and learning practices
- Diversity in assessment techniques, methodology and material design
- Diversity in teacher training and continuous professional development
- Diversity in the use of English grammar, pronunciation and skills
- Cultural diversity

We would like to welcome you all to the 12th ODTÜ International ELT Convention to embrace both the mainstream and exceptions, to blend traditional with modern, and to celebrate diversity by sharing different perspectives, applications and practices in foreign language education.

Program Committee

Chair

Aliye Hale Bingöl

Convention Organizers

Burçin Kağıtçı Yıldız & Sema Turan

Proposal Evaluation Committee

(in alphabetical order)

Defne Akıncı Midas

Assoc. Prof. Dr. Joshua Bear

Assoc. Prof. Dr. Nurten Birlik

Prof. Dr. Hüsnü Enginarlar

Assoc. Prof. Dr. Betil Eröz Tuğa

Assoc. Prof. Dr. Çiler Hatipoğlu

Assoc. Prof. Dr. Bilal Kırkıcı

Suzan Öñiz, PhD

Assoc. Prof. Dr. Nurdan Özbek Gürbüz

Assoc. Prof. Dr. Çiğdem Sağın Şimşek

Dr. Deniz Şallı Çopur

Sibel Tüzel Kandiller

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Welcoming Message from the Chairperson



It is common knowledge that every human being is a unique creation and not two people are alike. All over the world, the societies which are made up of those individuals are also different, demonstrating customs and traditions peculiar to them. The learning and teaching environments are no different. As ELT teachers, we all know that each class has a different chemistry, and each and every learner is only one of its kind. This is diversity in its true sense. Diversity is what makes life colorful, experiences worthwhile, and lifelong journey of teaching and learning meaningful. Diversity means we are always learning; there is always a new unaccounted situation that requires our attention. Diversity is there for us to make the best of it, to acknowledge it, and to celebrate it.

In our 12th ELT Convention, we wanted to welcome as many aspects of teaching and learning as possible to share and benefit from our unique and wide range of diverse experiences from different walks of ELT settings and to benefit from them.

With almost the same aim in mind the first METU ELT Convention was organized in 1991. This endeavor became so successful that this year we are coming together for the 12th time. Each convention has had a different theme, and thus the idea of holding an international convention by itself has been a manifestation of how we celebrate the diversities at the Department of Basic English.

Organizing and convening an international conference is an arduous work. All of this would not have become a reality if it were not for the dedicated work of our convention organizers, **Burçin Kağıtçı Yıldız** and **Sema Turan**. I would like to express my deepest thanks to them. I would also like to thank Özlem Atalay, Director of the School of Foreign Languages, for her support.

On behalf of my department, the Department of Basic English, I would like to express my gratitude to **Prof. Dr. Ahmet Acar**, the President of the Middle East Technical University, for making the facilities at the university available for this event.

Finally, I thank and welcome all our presenters and participants whose invaluable contributions to our Convention help paint all the different shades in the spectrum of the ELT world and pave the ways for future conventions.

Let's celebrate our diversities and make up a beautiful whole by sharing them in the 12th ODTÜ International ELT Convention. I hope, as always, this convention can be a platform for invaluable information exchange.

Aliye Hale Bingöl

Chairperson

A Message from the Convention Organizers



*“Without continual growth
and progress, such words as
improvement, achievement,
and success have no
meaning.”*

Benjamin Franklin



Dear Colleagues,

The purpose of the 12th ODTÜ International ELT Convention is to bring together scholars and teachers from different countries, diverse cultures and backgrounds in order to interact, share experiences, and exchange views with each other so that we can contribute to the rationale behind our conference theme ‘Diversity’. We would like to thank you all for accompanying us on this journey of professional development.

We would like to thank our Department Chair Ms. Hale Bingöl, the Director of School of Foreign Languages Özlem Atalay, the evaluation committee, all our dearest colleagues and student assistants for their support throughout the process. We also would like to thank all the participants, presenters and plenary speakers who take part in this event for their genuine interest.

We hope this convention will be a unique experience for all of us, and you find it personally and professionally rewarding.

Burçin Kağıtçı Yıldız & Sema Turan

Convention Organizers

General Information

Welcome!

Welcome to the 12th ODTÜ International ELT Convention.

This biennial convention brings together ELT professionals from different parts of the world to discuss and develop their ideas.

This year you will enjoy five plenary sessions and over 100 concurrent sessions consisting of interactive research paper presentations, workshops, posters, PhD workshops and e-sessions.

Plenary Speakers

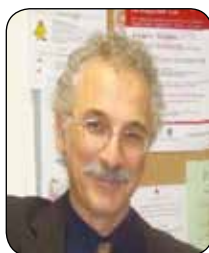
At this year's convention there will be five inspiring plenary sessions. All the plenary sessions will take place in Kemal Kurdas Hall. These sessions will be presented by the following speakers:



Suresh
Canagarajah



Deena
Boraie



Luke
Prodromou



Betil Eröz
Tuğa



Lindsay
Clandfield

Registration and Exhibition

Registration:

When you reach the convention venue, you will see four different registration desks:

- Registration desk for presenters
- Registration desk for pre-paid participants
- Registration desk for ODTÜ staff and students
- On-site registration desk



Please go to the registration desk that applies to you. At the registration desk, you will be given your conference bag and your name badge, which entitles you to access all plenary and concurrent sessions as well as the ELT resources exhibition.

On-site Registration:

You may register for the convention on your arrival at the venue. The registration fee for the two-day event is 220 TL (except for BA / MA / PhD students, who are entitled to pay 100 TL).

Registration times	Exhibition times
25 May, Monday 08.00 – 16.00	25 May, Monday 08.30 – 16.30
26 May, Tuesday 08.15 – 12.00	26 May, Tuesday 08.30 – 18.00

Please note that there are no session tickets; access is on a first-come-first-served basis. Please observe warnings by the hall responsables.

Catering

A complimentary tea/coffee and cookies will be served in the main hall during the coffee breaks. The lunch will be served for free at the main cafeteria between 12:00 – 13:00 on Monday and Tuesday. The main cafeteria is located 5-7 minutes' walk from the convention venue, and student assistants will be around to help you find your way. A hall has been reserved for the convention participants, so you can still share ideas with the participants while enjoying your lunch. Please remember to take your lunch tickets with you, which you will find in your conference bag.

There are also various cafes and restaurants around the campus serving to different tastes. Within the convention venue there is a bistro, *Uptown*, upstairs the main foyer. Other restaurants on the campus are situated in the shopping area (Çarşı), which is a 5-minute walk from the convention venue. Credit card and cash payment is accepted in most restaurants.

On Monday, 25 May 2015, Turkish coffee will be served in the main hall all day, sponsored by *Kurukahveci Mehmet Efendi*.

Internet access

There is a laptop in each hall at the convention venue for the presenters' use. Wi-Fi is available within the convention venue for all participants, but first you need to register by filling in the form in your conference bag.

Cloakroom

The cloakroom facility is located in the main foyer and is open during registration opening times.

Message boards

There are two message boards in the main hall: one of them is for the delegates to leave messages for other participants (and convention Organizers). The second message board (i.e. the presentation message board) is for announcing changes and cancellations in the program. Please check the boards regularly in order to avoid any inconvenience.

Convention Online

Thanks to the sponsorship of the Presidency of ODTÜ, the plenary sessions will be broadcasted at ODTÜ TV live so as to make the convention accessible to many other people not present at the convention.

The **Facebook** and **Twitter** accounts for the convention will be active during the convention. You are invited to add photos, make comments and open discussions in the social media accounts, so that we can create an electronic medium for interested professionals in other locations.

Certificates of Attendance

Certificates of Attendance for the participants will be delivered at the registration desk on the last day of the convention. Presenters, however, will receive their certificates from the student assistants as soon as they have finished their presentations.

Raffle

You will find your raffle number in your conference bag. The raffle will take place on Tuesday, May 26, during the closing ceremony. Do not miss the chance to win teacher training courses, books and dictionaries!

Your Feedback

Your feedback on this convention will be of great help in organizing the next ODTÜ ELT Convention. We would be grateful if you could take the time to complete a short survey to let us know what to keep and what to change. You can find your feedback forms in your conference bag. Please drop your form into the "FEEDBACK BOX" at the registration desk.

- ❖ Please turn your mobile phone to silent mode during all sessions.
- ❖ Smoking is prohibited inside the conference venue.
- ❖ Speakers and delegates are kindly requested to leave the session rooms immediately once the session has ended. This is very important for the smooth running of the conference and prompt start times of all sessions.

Sponsors

We thank the following sponsors for their generous contribution to the Convention and helping us to make the convention a success.



Social Events

Welcome Cocktail Reception

(kindly sponsored by Pearson)

Sunday, May 24, 2015 – 6 pm to 8 pm

@ ODTÜ Mezunları Derneği Vişnelik Tesisi, ANKARA

Join us at our Welcome Cocktail Reception to kick off on Sunday. Enjoy complimentary drinks, hors d'oeuvres, live music and entertainment while mingling with other participants, speakers and sponsors.



Museum & Ankara Castle Tour

Monday, May 25, 2015 – 5 pm to 7.30 pm

@ Anatolian Civilizations Museum, ANKARA

Join us to enjoy the historical atmosphere of one of the oldest and most comprehensive museums in Turkey, Anatolian Civilizations Museum, where the findings from prehistoric Anatolia are displayed.

Museum Entrance Fee: 15 TL



Gala Dinner

Monday, May 25, 2015 – 7.30 pm to 11 pm

@ Segah Restaurant, ANKARA

Join us at our Gala Dinner to enjoy specialties from traditional Turkish cuisine with a nice Ankara view from the old Ankara Castle and to dance the night away with live Turkish music.
Price: 60 TL



Plenary Talks

Suresh Canagarajah

“Globalization of English and Changing Pedagogical Priorities”

Monday, 25 May; 09.15 – 10.00



Deena Boraie

“High Quality Classroom Assessment for All”

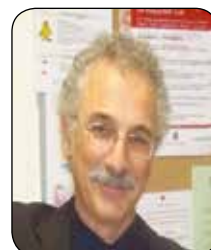
Monday, 25 May; 13.00 – 13.45



Luke Prodromou

“Making the Most of Diversity in Mixed Level Classes”

Tuesday, 26 May; 09.15 – 10.00



Betül Eröz Tuğra

“Diversity from within: Focusing on the Classroom Teacher”

Tuesday, 26 May; 14.15 – 15.00



Lindsay Clandfield

“Teaching with Screens”

Tuesday, 26 May; 17.15 – 18.00



Panel Discussion

“Linking Teaching and Testing to CEFR”

Tuesday, May 26; 13.00 – 14.00, Kemal Kurdas Hall

We are glad to announce that there will be a panel discussion on CEFR during the 12th ODTÜ International ELT Convention. During the CEFR panel discussion, our panelists will give brief information on CEFR and raise questions about whether we really need to link our curriculum and tests to the CEFR; if yes, how we should implement it; how realistic it is to use the CEFR in the development of tests / curriculum in Turkish context and how informed the English teachers are when it comes to the CEFR.

Prepare your questions for the panelists beforehand and drop them into the ‘PANEL BOX’ at the registration desk by 12 pm on Tuesday, May 26.

The panelists are all specialists working on the implementation of CEFR in English Language Preparatory Programs in Turkey.



Prof. Dr. Sinan
Bayraktaroğlu



Prof. Dr. İsmail
Hakkı Mirici



Dr. Elif
Kantarcıoğlu



Zeynep
Ürkün

We hope you will all benefit from this wonderful panel discussion.

Dave'n'Luke ~ English Language Theatre



“Hard Times for Teachers”

Empowering Teachers through Drama Techniques:

Voice, Body Language, Presence:

a performance

by David Gibson and Luke Prodromou

Monday, May 25; 16.00 – 16.45, Kemal Kurdas Hall

In this performance/workshop, the presenters will perform 3 short theatrical pieces and then discuss the value of using such one-act plays and sketches with learners and teachers of English. The aim is to provide concrete examples of the power of the most important instruments in building the teacher's presence: our voice and body language.

*“An aged man is but a paltry thing,
A tattered coat upon a stick, unless
Soul clap its hands and sing, and louder sing
For every tatter in its mortal dress...”
(W B Yeats: ‘Sailing to Byzantium’)*



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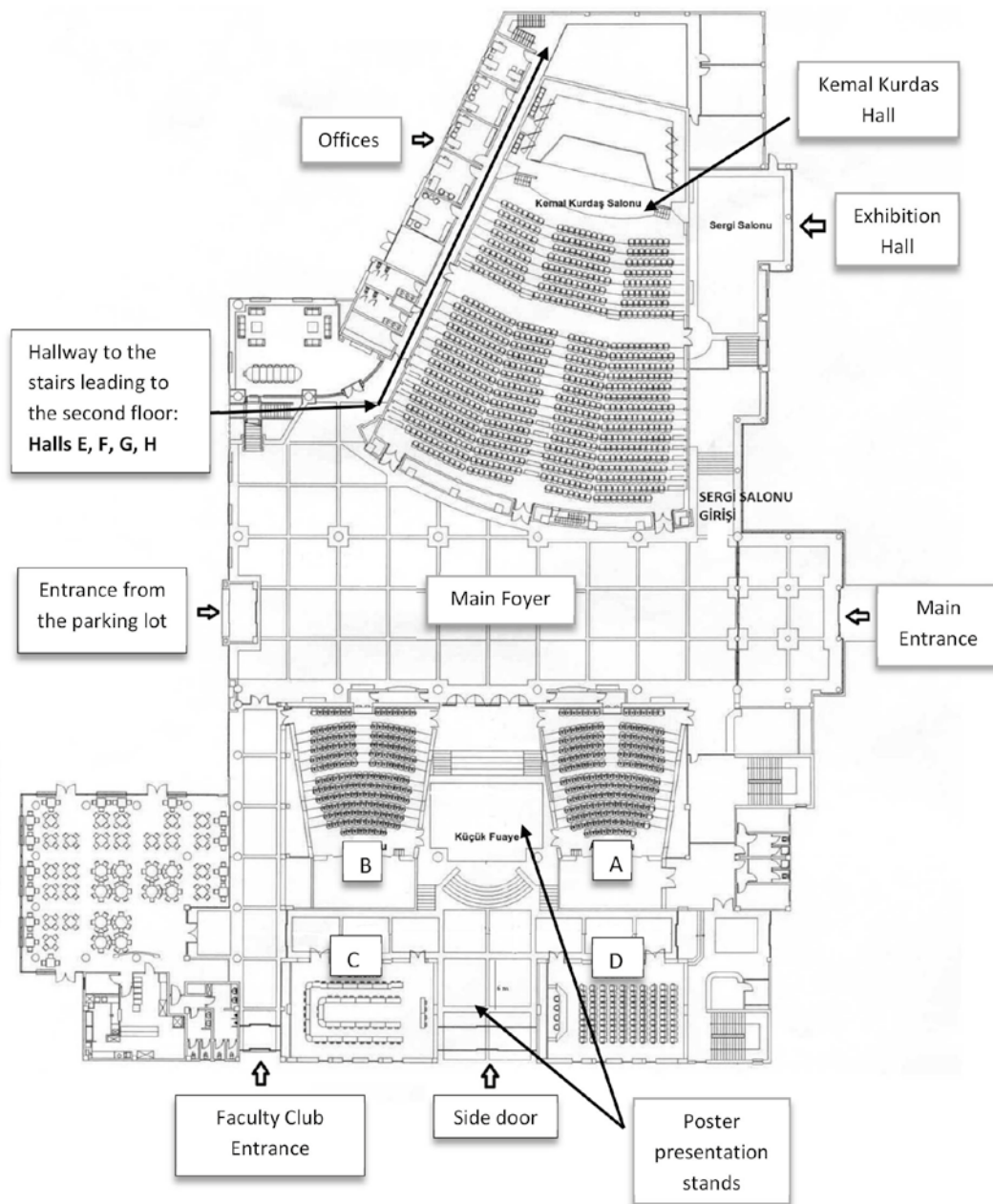
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Venue Floor Plan



25 MAY 2015, MONDAY

Time	Event	Kemal Kurdas	Hall A	Hall B	Hall C	Hall D	Hall E	Hall F	Hall G	Hall H
08:00-09:00	Registration									
09:00-09:15	Opening	Welcoming Remarks & Rector's Speech								
09:15-10:00	Plenary Talk	"Globalization of English and Changing Pedagogical Priorities" Suresh Canagarajah								
10:00-10:15		Coffee Break								
10:15-11:00	Concurrent Sessions	"The experience of the TOEFL® iBT Test: Integrated Speaking Tasks and Holistic Scoring" T. Imre "Nine Principles of Good Teaching" L.Madsen	"Establishing a CPD (Continuous Professional Development Unit)" Y.Nalkesen, D.Staub & Z.Gonenc Afyon "Teachers' Perceptions on Being a Professional EFL Teacher" S.Korkmazgil & G.Seleroglu	"Interaction and self access in L2 listening education" H.N.Ozcelik ----- "Grammatical Competence in Exam Writing and Take-Home Assignments and Students' Attitudes" K.Aytaç & N.Ozbek-Gurbuz	"Needs Analysis of EFL Teachers & Learners in an EAP Course" M.Demir ----- "Academic language skills needs: Are we in accord?" Z.Aksit	"Woman: An "Object" (?) of a Reading Lesson" B.Kut	"How Improved Academic Study Skills Can Improve Thought and Writing" W.Kasap	"What Demotivates Foreign Language Learners? Scale Development and Preliminary Validation" M.Karaca ----- "The Effects of Verbal Teacher Immediacy Behaviors on Learner Motivation" Z.Unluer & I.Gunseli Kacar	"A growth mindset: A concept of diversity on its own" A.Nicolosi	
11:00-11:15		Coffee Break								
11:15-12:00	Concurrent Sessions	"Communication Practice in English Language Classrooms" K.Malu	"Grammar Incorporation into Young Learner Classes: Focus-on-Form or Focus-On-Forms?" D.Donuk ----- "Listening to children: an important tool for development" L.Costa	"Learning Needs of Preparatory Students" G.Aydin ----- "Investigating EFL Learners' Needs through Student Diversity Issues" M.Sahiner & N.Parjanadze	"Using Literature in EFL Classrooms through CLIL Methodology" B.M.Ozdil	"Socrative 2.0 as an Online Assessment Tool in Language Classes" M.Uney & C.Yoleri	"Rediscovering Writing" L.Clandfield	"The impact of L2 learners' belief systems on reading comprehension" N.Kavukcu Alak & G.Mandalir Kurdoglu	"Attitudes of Young Learners at Different Ages to English Lessons" M.B.Özkan ----- "Teaching Diversity to Young Learners" D.Bozdoğan	

[illegible]

*** PhD workshop**

The buses will leave at 5 pm for the historical Ankara tour and the gala dinner. Meeting point: Registration desk in the main hall.

26 MAY 2015, TUESDAY

Time	Event	Kemal Kurtas	Hall A	Hall B	Hall C	Hall D	Hall E	Hall F	Hall G	Hall H
08:15-09:15	Registration									
09:15-10:00	Plenary Talk	"Making the Most of Diversity in Mixed Level Classes" Luke Prodromou								
10:00-10:15		Coffee Break								
10:15-11:00	Concurrent Sessions		<p>"Storybooks: Tool for Language Learning and Competence" I.Y. Mohammed</p> <p>"Drama as a Means to Pampor Diversity in ESL Classes" M.C. Altiparmak</p>	<p>"Social Positioning and Classroom Participation in an EFL Classroom" O. Ozbakis, H. Tarhan, S. Balban & E. Ata Kil</p> <p>"Building Trust, Confidence, and Belonging in the Classroom" D. Gibson</p>	<p>"Managing diversity in curriculum development" S. Tuzel Kandiller & S. Irk</p> <p>"A New Dimension to Preparatory School Curricula" Z. M. Derince</p>	<p>"Turkish ELT Students' Perceptions about Blended English Courses" H. I. Cinarbas & D. Gokpinar</p> <p>"Optimizing an EAP course through Blended Approach" O. Zengin Unal</p>	<p>"Weebly – Class Websites and E-portfolio" U. Akdemir</p>	<p>"Online Communities of Practice for Professional Development" S. Akayoglu</p>	<p>"The key to harmony: accepting diversity" Y. Eraslan</p>	<p>"Longitudinally Studying Writing: Implications for English Preparatory Programs" D. Albachten & L. Balcioglu</p> <p>"Possible causes of a rater discrepancy: a case study" A. Ozbay & E. Kocaman Gurata</p>
11:00-11:15		Coffee Break								
11:15-12:00	Concurrent Sessions		<p>"Deliberate Practice in Foreign Language Learning: A Concept Whose Time has come" N. Altunwairash</p> <p>"Teachers' Attitudes towards Using Online Corpus (COCA) to Develop Students' English Vocabulary" A. Korak</p>	<p>"Using Augmented Reality technology in language classroom" E. Solak & R. Cakir</p> <p>"eRead --> eWrite: Strategies that work!" Y. Salah El-Din</p>	<p>"An investigation on the feasibility of assessing writing using questionnaires" A. Salhin</p> <p>"Writing Dynamic Assessment of holistic/analytic EFL learners in different contexts" M. Alavi</p>	<p>"Contribution of Writing Centers to ELT in Secondary & Higher Education" D. Tokay</p> <p>"Graduate Writer Needs and Writing Tutors' Tutoring Styles" D. Saydam & C. Cavisoglu</p>	<p>"Active reading with 'Actively Learn' " V. Cal</p>	<p>"Towards a Diverse, Principled Eclecticism in Foreign Language Teaching" P. Keegan</p>	<p>"Teaching reading through 'Jigsaw' strategy" T. Musaeva</p>	<p>"EFL Teachers' Perceptions and Practices of Intercultural Communicative Competence" I. M. Yildiz</p> <p>"Empowering Cultural Diversity in English Language Teacher Education" G. Kulekci, E. Kumlu, I. Kizilaslan</p>
12:00-13:00		Lunch Break								
13:00-14:00	Panel	"Linking Teaching and Testing to CEFR" Sinan Bayraktaroglu, Elif Kantarcioglu, Ismail Hakki Mirici, Zeynep Urkun								

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POSTER PRESENTATIONS

Day	Time	Presentation title	Presenter(s)
May 25	10.15-10.45	"Perspectives of Students as Regards Group Work: A Case Study"	E. Ataman, E. Aksoy & S. Bilgi
May 25	10.15-10.45	"Are native English teachers better teachers?"	C. Altiner
May 25	11.15-11.45	"Interference of Context with Teaching and Testing"	A. C. Mutlu & D. Yetkin Sentuna
May 25	11.15-11.45	"Students' Perspectives on the future of EIL "	M. Guneri
May 25	14.00-14.30	"Inseparable Cores: Language, Literature, Culture, and Media"	P. Irgin & Y. Sumbul
May 25	14.00-14.30	"Advanced perception skills of Blind individuals"	N. Yurtseven
May 25	15.00-15.30	"Impact of Visually Impaired Learners in ELT class rooms"	C. Ozel & N. Yurtseven & M. Saho
May 25	15.00-15.30	"Diversity in group work:how to get best of your team"	S. G. Martinez, N. Ballesteros, M. Sánchez, C.Oliveros & G. Merino
May 26	10.15-10.45	"Integration of Smart Technologies & Language Skills for Pre-Service Teachers"	M. Demirekin
May 26	10.15-10.45	"Relationship between Gender of ELT Students and Their Emotional Intelligence"	T. Karagoz
May 26	11.15-11.45	"Diverging from the Ordinary: An Experienced Teacher's Reflections"	S. Saygi
May 26	11.15-11.45	"The Gap in Diversity between Micro-teachings and School Experience Course"	T. Akkus & A. Ozsen
May 26	15.15-15.45	"English for Medical education in EFL context"	B. Faraj
May 26	15.15-15.45	"The NEST/NNEST Dichotomy and Multilingualism"	E. Aslan
May 26	16.15-16.45	"The Transformation of Advanced Degree Programs for EFL Leaders"	D. Staub & D. Anderson
May 26	16.15-16.45	"Problems and Challenges of Intercultural Education in the 21st Century"	G. Huseynzade & E. Gul

Poster Presentations

MONDAY, MAY 25		
10.15-10.45	Perspectives of Students as Regards Group Work: A Case Study Esra Ataman, Elif Aksoy & Şeniz Bilgi	Poster Presentation
	<p>Although many studies focus on the benefits of group work, there is an inadequacy of studies that help gain insight into students' perspectives of group work which shows the diversity of the students' ideas. This presentation aims at analyzing the tendencies and preferences of the students and the advantages and disadvantages of group work from the students' points of view.</p> <p><i>Şeniz Bilgi has been teaching at METU, Department of Basic English since 2002. Her interest areas range from security, intelligence and terrorism studies to research skills and academic writing.</i></p> <p><i>Esra Ataman is a junior student studying in Foreign Language Education department of METU. She is also doing a minor in the Psychology department. She is especially interested in Psycholinguistics, Cognition and Acquisition.</i></p> <p><i>Elif Aksoy is a junior at METU, Department of Foreign Language Education with a minor in German. She is interested in literature, linguistics, psychology and learning foreign languages.</i></p>	<p>Topic Approaches and Methodologies Learning Strategies Professional Development</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Teacher educators</p> <p>Audience Type Experienced</p>
10.15-10.45	Are native English teachers better teachers? Cennet Altınır	Poster Presentation
	<p>The purpose of this study was to reveal the perceptions of EFL instructors with regard to issue of native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs). The data were collected through a questionnaire administered to 34 non-native English instructors in Turkey. EFL instructors supported the view that one group of teacher is not better than the other.</p> <p><i>Cennet Altınır is a PhD student in ELT Department at Hacettepe University. She received her master's degree from Iowa State University and Bachelor of Arts degree from Boğaziçi University.</i></p>	<p>Topic Professional Development Research Teacher Training</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced / Inexperienced</p>

11.15-11.45	Interference of Context with Teaching and Testing <i>Ayşe Ceyda Mutlu & Dilara Yetkin Şentuna</i>	Poster Presentation
	<p>Although creating context for language learners during lessons and exams has been an indispensable component of language teaching and testing, it has also raised questions about whether it has been disadvantaging the learners when they cannot understand or relate. This presentation will focus on the function of context as a facilitator of language teaching and a provider of cultural knowledge.</p> <p><i>Ayşe Ceyda Mutlu has been working as an instructor at the Department of Basic English, METU for almost 10 years. Currently, she is also working as a test writer.</i></p> <p><i>Dilara Yetkin Şentuna has been working as an instructor at the Department of Basic English, METU for 8 years. She has recently finished her MA TEFL, and has been working on her thesis.</i></p>	<p>Topic Assessment and Evaluation Global Issues</p> <p>Audience EFL / ESL teachers (general) Materials writers Test writers</p> <p>Audience Type Experienced Inexperienced</p>
11.15-11.45	Students' Perspectives on the Future of EIL <i>Müge Güneri</i>	Poster Presentation
	<p>The future role of English as an international language has great significance for English learners' motivation. This study analyses students' perspectives on the future of English as an international language. Turkish and American university students' argumentative essays on the topic were analyzed and coded. Most participants believed that English will continue to be an international language, offering additional insights.</p> <p><i>Müge Güneri obtained her M.A. degree in English Language Education from Yeditepe University, where she teaches EFL courses. Her primary research interest is motivation in foreign language learning.</i></p>	<p>Topic ELF / EIL Global Issues Learner Motivation</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners</p> <p>Audience Type Experienced Inexperienced</p>
14.00-14.30	Inseparable Cores: Language, Literature, Culture, and Media <i>Pelin Irgin & Yiğit Sümbül</i>	Poster Presentation
	<p>It is aimed to examine to what extent EFL language learners integrate their linguistic knowledge and cultural awareness into a context of 19th Century English Poetry by using media. 15 EFL tertiary level students participated to the present study. The findings revealed that the active use of media was likely to improve the EFL learners' language and cultural awareness.</p> <p><i>Pelin Irgin is a PhD student at the Department of ELT at Hacettepe University, Turkey. Her research interests focus on language learning strategies, learner autonomy, language awareness and educational linguistics.</i></p> <p><i>Yiğit Sümbül is currently working as a research assistant at the Department of English Language and Literature of Gazi University and doing his PhD at Ankara University. His primary areas of interest are Modernist British and Turkish Fiction, Comparative Literature and Romantic Poetry.</i></p>	<p>Topic Approaches and Methodologies Learner Autonomy Learning Technologies</p> <p>Audience EFL / ESL teachers (general) Materials writers Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

14.00-14.30	Advanced Perception Skills of Blind Individuals Nihansu Yurtseven	Poster Presentation
	<p>A listening test applied to both blind and sighted learners of English while they are in elementary level. Listening test contains instruction, listening text, questions and options read by the native speaker. No visual material is supplied. Candidates answer orally and take the test individually. The results can be used by educators to shape their classes.</p> <p><i>Nihansu Yurtseven is an undergraduate senior student in the department of English Language Teaching at Middle East Technical University. She is interested in special education.</i></p>	<p>Topic Language Acquisition Research Skills: Listening</p> <p>Audience EFL / ESL teachers (general) Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
15.00-15.30	Diversity in Group Work: How to Get Best of Your Team Dr. Susana Gómez Martínez, Nuria Ballesteros, Miriam Sánchez, Cristina Oliveros & Germán Merino	Poster Presentation
	<p>This poster describes an ongoing project aimed at stimulating effective group work and professional development through an action-training plan, the use of ICT and following the concept of transformational leadership, an approach which enhances motivation and performance of participants by inspiring and challenging them to take ownership for their work and learning from each other through cooperative work.</p> <p><i>Dr. Susana Gómez is a lecturer of undergraduate and postgraduate courses at the University of Valladolid (Spain). She coordinates several European and Innovation Projects and has broad experience in TESOL.</i></p> <p><i>Nuria Ballesteros graduated with a B.A. degree in Translation and Interpreting from the University of Valladolid in Spain, and is currently a student in the M.A. program in TESOL and Linguistics and Spanish Teaching Assistant at West Virginia University.</i></p> <p><i>Miriam Sánchez is a former student of Translation and Interpreting at UVA, and is currently a Spanish language assistant in France.</i></p> <p><i>Cristina Oliveros is an undergraduate student at her last year in the degree of Translation and Interpreting at the University of Valladolid, Spain.</i></p> <p><i>Germán Merino is an undergraduate student of Translation and Interpreting at the University of Valladolid, Spain.</i></p>	<p>Topic Applied Linguistics</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced Inexperienced</p>

15.00-15.30	Impact of Visually Impaired Learners in ELT classrooms Claire Özel, Nihansu Yurtseven & Moheddin Saho	Poster Presentation
	<p>Two blind students studying English at METU's Department of Basic English were followed during two semesters, with surveys of classmates' views and interviews with both teachers and blind learners. Data from 60 sighted students, five teachers and the blind students themselves confirms some previous rumours, while evidence suggests certain solutions and underlines the roots of other assumptions.</p> <p><i>Claire Özel has worked at METU since 1996, as English teacher and later as Coordinator of Turkey's first university Disability Unit. Interests in inclusion led to approaches benefitting all learners.</i></p> <p><i>Nihansu Yurtseven is METU FLE Department final year student with 4 years experience with visually impaired university candidates.</i></p> <p><i>Moheddin Saho will study at FLE; legally blind, he studies English at DBE.</i></p>	<p>Topic Approaches and Methodologies Global Issues Professional Development</p> <p>Audience EFL / ESL teachers (general) Program administrators Teacher educators</p> <p>Audience Type Inexperienced</p>
TUESDAY, MAY 26		
10.15-10.45	Integration of Smart Technologies & Language Skills for Pre-Service Teachers Murat Demirekin	Poster Presentation
	<p>ICT offers a lot when integrating receptive and productive skills for pre-service language teachers. In this study we will focus on the use of tools of ICT in language learning. Such integration seem to be facilitating in terms of teaching receptive skills given inside classes and the productive skills created within the daily lives of learners</p> <p><i>Murat Demirekin worked as a teacher of English at for 8 years. He has been an instructor at the university of Aksaray for the last four years.</i></p>	<p>Topic Learning Technologies Materials Development Teacher Training</p> <p>Audience EFL / ESL teachers (general) Materials writers Teacher educators</p> <p>Audience Type Inexperienced</p>
10.15-10.45	Relationship between Gender of ELT Students and Their Emotional Intelligence Tuba Karagöz	Poster Presentation
	<p>The aim of the study is to investigate the emotional intelligence levels of ELT students based on their gender. The sample of the study is 100 ELT students from Gazi University. The study uses the quantitative method and correlational research.</p> <p><i>Tuba Karagöz graduated from Hacettepe University, English Linguistics Department. Now she is a graduate student in ELT Department at Gazi University and a research assistant there.</i></p>	<p>Topic Applied Linguistics Approaches and Methodologies Language Acquisition</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>

11.15-11.45	Diverging from the Ordinary: An Experienced Teacher's Reflections <i>Şükran Saygı</i>	Poster Presentation
	<p>The researcher aims to share her four-month reflection process to check for potential developments in her teaching. The researcher has been reflecting on her teaching via a journal and video recordings considering six key areas determined by analyzing reflection papers previously written by the researcher. The journal entries will be analysed and cross-checked with video recordings to see possible developments.</p> <p><i>Şükran Saygı has been in this profession for eleven years now and working at METU for the last four years. Her research interests are material development, curriculum design and professional development.</i></p>	<p>Topic Professional Development Research Teacher Training</p> <p>Audience Teacher educators Novice teachers Prospective teachers</p> <p>Audience Type Inexperienced</p>
11.15-11.45	The Gap in Diversity between Micro-teachings and School Experience Course <i>Tansu Akkuş & Ayfer Özşen</i>	Poster Presentation
	<p>This presentation aims to reveal the gap between ELT Methodology Courses and School Experience course in terms of the diversity, and the reaction of the student-teachers to the diversity absence of ELT Methodology Courses (micro-teachings). The study also offers suggestions for the betterment of ELT Methodology courses so that they can address to diversity more.</p> <p><i>Tansu Akkuş is a senior student in Foreign Language Education Department at Middle East Technical University (METU). Her current program is the English Language Teaching (ELT) Undergraduate Program.</i> <i>Ayfer Özşen is a senior student in Foreign Language Education Department at Middle East Technical University (METU). Her current program is the English Language Teaching (ELT) Undergraduate Program.</i></p>	<p>Topic Curriculum Development Teacher Training</p> <p>Audience EFL / ESL teachers (general) Program administrators Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
15.15-15.45	English for Medical Education in EFL Context <i>Basim Faraj</i>	Poster Presentation
	<p>In order to account for the problems that medical students in non-English speaking contexts encounter in their (English-based) professional training, the current study examines the English language needs for medical students in one of the medical faculties in Libya. The study also aims to analyse perceptions about the adequacy of the current curriculum from the perspective of different participants</p> <p><i>Basim M. Abubaker Faraj has a BA in English Language from the University of Garyounis in Libya and an MA in Applied Linguistics, from UQ in Australia He is the Head of Department of English, Faculty of Arts and Sciences (Al Marj), University of Benghazi in Libya.</i></p>	<p>Topic Applied Linguistics Curriculum Development ESP</p> <p>Audience Teachers of adult learners Program administrators Materials writers</p> <p>Audience Type Experienced Inexperienced</p>

15.15-15.45	The NEST/NNEST Dichotomy and Multilingualism Erhan Aslan	Poster Presentation
	<p>This study explores bilingual and multilingual learners' beliefs about native and non-native English teachers in the Turkish EFL context. Specifically, the aim of the study is to find out whether the presence or absence of perceived interactions between the previously learned languages leads to differences in beliefs about language teachers' nativeness or non-nativeness.</p> <p>Erhan Aslan is a doctoral candidate at the University of South Florida. His work on SLA appeared in journals such as <i>Journal of Pragmatics</i>, <i>LLJ</i>, <i>IJM</i>, and <i>ELT Research Journal</i>.</p>	<p>Topic Applied Linguistics Research Teacher Training</p> <p>Audience EFL / ESL teachers (general) Program administrators Applied linguists</p> <p>Audience Type Experienced</p>
16.15-16.45	The Transformation of Advanced Degree Programs for EFL Leaders Donald Staub & David Anderson	Poster Presentation
	<p>There is increasing demand among EFL professionals for advanced degrees that are innovative in their design and delivery. Courses whose only real benefit is that they provide credit toward a degree, and take place across town, are less and less attractive. Participants in this session will discuss the compact, online, tailored advanced programs that are on the way.</p> <p>Donald Staub is an assistant professor at Isik University, where he is also the Coordinator of Quality Assurance for the SFL. His research interests are <i>Quality Assurance, Retention, & EMI</i>.</p> <p>David Anderson has been a secondary teacher, school administrator, and associate director of two national reform initiatives, and is currently professor and coordinator of the EMU EDLD doctoral program.</p>	<p>Topic Global Issues Professional Development Teacher Training</p> <p>Audience EFL / ESL teachers (general) Program administrators K-12 teachers</p> <p>Audience Type Experienced</p>
16.15-16.45	Problems and Challenges of Intercultural Education in the 21st Century Prof. Gulnar Huseynzade & Etrabe Gul, PhD	Poster Presentation
	<p>The aim of language teaching has shifted from teaching vocabulary and grammar to developing students' competence. Successful intercultural communication demands cultural as well as linguistic fluency a successful language student should make every effort to achieve cultural sensibility. This article explores problems and challenges of intercultural education in the 21st century.</p> <p>Prof. Gulnar Huseynzade: <i>St.Petersburg Post graduate, Professor DOCTOR OF METHODOLOGY, Expert of Council of Europe/EC for Modern Languages, Tempus project contributor, Essex university bespoke teacher trainer, IATEFL MEMBER (1999 -2004), trainer in Austria, Belgium, England, Scotland, Slovakia, Slovenia, Head of Dept. since 1995.</i></p> <p>Etrabe Gul: <i>from Qafqaz University. Essex University bespoke teacher trainer, author of many articles, books and programs.</i></p>	<p>Topic Approaches and Methodologies Global Issues Teacher Training</p> <p>Audience Teachers of adult learners Teachers of young learners Teacher educators</p> <p>Audience Type Experienced</p>

MONDAY, MAY 25

09.00-09.15
Opening speech

 Prof. Dr. Ahmet Acar
 President, ODTÜ

Welcoming Remarks

 Aliye Hale Bingöl
 Chairperson, Department of Basic English, ODTÜ

 Burçin Kağıtçı Yıldız & Sema Turan
 Convention Organizers

Plenary Talk

09.15-10.00
**Kemal
Kurdas Hall**
Globalization of English and Changing Pedagogical Priorities
Suresh Canagarajah


As we move from a modernist model of globalization, which stratified communities and languages in a hierarchical and centrifugal fashion, to a postmodern globalization, which features relatively more fluid relations, our literacy and communication needs are changing. These geopolitical changes encourage everyone to negotiate diverse varieties of English and develop competence in a repertoire of codes to be functional in contemporary society. In response to these changes, English professionals are compelled to construct pedagogical practices and professional relationships that value linguistic pluralism. In this presentation, I will examine different orientations English, such as World Englishes and English as a Lingua Franca, and suggest pedagogical practices that address the changing communicative needs of learners.

Suresh Canagarajah is the Erle Sparks Professor at Pennsylvania State University. He teaches World Englishes, Second Language Writing, and Postcolonial Studies in the departments of English and Applied Linguistics. He has taught before in the University of Jaffna, Sri Lanka, and the City University of New York. His book *Resisting Linguistic Imperialism in English Teaching* (OUP, 1999) won Modern Language Association's Mina Shaughnessy Award for the best research publication on the teaching of language and literacy. His most recent publication is *Translingual Practice: Global Englishes and Cosmopolitan Relations* (Routledge, 2013), which won the best book award of the British Association of Applied Linguistics and the Mina Shaughnessy Award. He was formerly the editor of *TESOL Quarterly* and the President of the American Association of Applied Linguistics.

Concurrent Sessions 10.15 – 11.00		
10.15-11.00 Hall A	The experience of the TOEFL® iBT Test: Integrated Speaking Tasks and Holistic Scoring <i>Tülay İmre (ETS Global)</i>	Exhibitor's session
	<p>Integrated tasks in the <i>TOEFL iBT®</i> test simulate actual tasks in the classroom and measure skills relevant to the English-language demands students need in real-life academic settings. They represent a major feature of the <i>TOEFL iBT®</i> test and have been backed by extensive research. The scoring of these tasks uses a holistic approach and involves multiple raters.</p> <p><i>Tülay İmre holds a BA degree in English Literature from Ankara University and then worked as an EFL teacher for several years. Ms. Imre got a Masters degree in English Language Education from Yeditepe University where she also worked as a research assistant and spent a semester in Texas Tech University. Currently, Tülay works as an Academic Relations Coordinator at ETS Global.</i></p>	<p>Topic Assessment and Evaluation ESP</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced Inexperienced</p>
10.15-11.00 Hall A	Nine Principles of Good Teaching <i>Lars Madsen (Helbling Languages)</i>	Exhibitor's session
	<p>What is good teaching? What approach, methodology or principles should we use when we teach our students a foreign language? This session will run through a series of good and solid principles of foreign language teaching that can be seen implemented in the brand new general English series for young adults/adults “Jetstream” published by Helbling Languages.</p> <p><i>Lars Madsen holds a Master of Arts in Slavonic Philology from the University of Aarhus (Denmark). Lars has worked as a foreign language teacher in Denmark and Spain, and has worked for many years in the ELT publishing and now holds the position as International Sales Director at Helbling Languages.</i></p>	<p>Topic Approaches and Methodologies</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced Inexperienced</p>
10.15-11.00 Hall B	Establishing a CPD (Continuous Professional Development Unit) <i>Yeşim Nalkesen, Asst. Prof. Donald Staub & Zeynep Gönenç Afyon</i>	Interactive Research Paper Presentation
	<p>Participants in this session will learn about designing, developing and implementing a sustainable CPD Program (based on Development-Constructivist Approach) with an attempt to meet the needs of the teacher along with the needs of the organisation through needs analyses, collaboration, effective communication, and an incorporation of an agile response system.</p> <p><i>Yeşim Nalkesen (Instructor and CPD Officer)</i> <i>Asst. Prof. Donald Staub (Coordinator of Quality Assurance)</i> <i>Zeynep Gönenç Afyon (Instructor and CPD Coordinator)</i></p>	<p>Topic Professional Development Research Teacher Training</p> <p>Audience EFL / ESL teachers (general) Program administrators Teacher educators</p> <p>Audience Type Inexperienced</p>

10.15-11.00 Hall B	Teachers' Perceptions on Being a Professional EFL Teacher <i>Sibel Korkmazgil & Prof. Dr. Gölge Seferoğlu</i>	Interactive Research Paper Presentation
	<p>Considering the relationship between teacher quality and student success, it is essential for language teachers to develop themselves professionally. Following a phenomenological research framework, this research study investigated the perceptions EFL teachers possess of their profession and professional development in order to provide some insights into the assumptions and motives that drive and sustain their professional practices.</p> <p><i>Sibel Korkmazgil is currently doing her Ph.D. at English Language Teaching at METU. Her areas of interest include Teacher Education, Professional Development, In-service Training, ELT Methodology and Material Development.</i></p> <p><i>Prof. Dr. Gölge Seferoğlu is a professor in ELT at METU. She received her BA from Boğaziçi University and she holds MA, EdM, and EdD degrees from Columbia University in the fields of TESOL and Applied Linguistics. Currently, she is the Dean of Faculty of Education.</i></p>	<p>Topic Professional Development Teacher Training</p> <p>Audience EFL / ESL teachers (general) Teacher educators K-12 teachers</p> <p>Audience Type Experienced</p>
10.15-11.00 Hall C	Interaction and self access in L2 listening education <i>Hatice Nur Özçelik</i>	Interactive Research Paper Presentation
	<p>This study, asserting that it is essential to modify the traditional testing and teaching approach towards listening from a product oriented approach to a process oriented approach, aims to contribute to the conference objectives by investigating how L2 listeners take advantage of collaborative tasks and self-regulation via self-access to the audio in listening processes. Adopting a test/retest methodology, this study explores pupils' attitudes towards self-access to audio files in listening classes.</p> <p><i>Hatice Nur Ozcelik is currently a doctoral student in Faculty of Arts, Katholiek University of Leuven. She is doing research on Foreign Language Listening Education.</i></p>	<p>Topic Learner Autonomy Skills: Listening</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced Inexperienced</p>

10.15-11.00 Hall C	Grammatical Competence in Exam Writing and Take-Home Assignments and Students' Attitudes <i>Kadriye Aytaç & Assoc. Prof. Dr. Nurdan Özbek-Gürbüz</i>	Interactive Research Paper Presentation
	<p>This study is primarily concerned with how students' grammatical competence is put into actual use in their writing tasks; exam writing and take-home assignments. The main purpose of the study is to investigate whether the students' flawed performance in writing results from their lack of knowledge in grammar or other factors such as lack of attention, lack of practice, anxiety, etc.</p> <p><i>Kadriye Aytaç is an English instructor at Aksaray University, School of Foreign Languages.</i> <i>Nurdan Özbek-Gürbüz is an Associate Professor at Middle East Technical University, Department of Foreign Language Education.</i></p>	<p>Topic Learner Motivation Skills: Grammar Skills: Writing</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners</p> <p>Audience Type Experienced / Inexperienced</p>
10.15-11.00 Hall D	Needs Analysis of EFL Teachers & Learners in an EAP Course <i>Müslüme Demir</i>	Interactive Research Paper Presentation
	<p>The needs of EFL learners and teachers vary depending on diverse instructional contexts. Hence, a case study examining the needs of 8 teachers and 113 learners taking Professional Communication Skills (PCS 406) course will be presented. Data were collected through questionnaires, focus groups, interviews, and classroom observations. The results disclosed a need for revision in course design and an INSET module.</p> <p><i>Müslüme Demir holds a BA in English Language Teaching from Anadolu University. She has obtained an MA in ELT from METU. She works as an EFL instructor at Çankaya University.</i></p>	<p>Topic Curriculum Development EAP Professional Development</p> <p>Audience EFL / ESL teachers (general) Program administrators Materials writers</p> <p>Audience Type Experienced</p>
10.15-11.00 Hall D	Academic language skills needs: Are we in accord? <i>Zeynep Akşit</i>	Interactive Research Paper Presentation
	<p>This paper presents findings from a larger needs analysis project regarding the views of students, language instructors and faculty members on the future language skills needs for university study. I will focus on the necessities, that is, future needs as perceived by various stakeholders. The findings reveal discrepancy between the participants' views. The implications for curriculum design will be discussed.</p> <p><i>Zeynep Akşit is an instructor at Department of Basic English, METU, currently working as Research and Development Coordinator. Her research interests are in the area of Assessment and Evaluation.</i></p>	<p>Topic Curriculum Development Research</p> <p>Audience EFL / ESL teachers (general) Program administrators</p> <p>Audience Type Experienced / Inexperienced</p>

10.15-11.00 Hall E	Woman: An “Object” (?) of a Reading Lesson <i>Begüm Kut</i>	Workshop
	<p>The theme centred “demo” reading skills lesson, in which participants actively take roles, aims at going through the process of reading in a “humanistic” way. “Gender” issues all around the world will be explored from different perspectives and new solutions will be offered. In the end, there will be a reflection on the demo lesson.</p> <p><i>Begüm Kut graduated from Bilkent American Culture and Literature with a high honor degree. She completed her M.A in the same field. She did DELTA and holds an I.C.E.L.T tutor certificate.</i></p>	<p>Topic Professional Development Skills: Reading Teacher Training</p> <p>Audience Teacher educators</p> <p>Audience Type Experienced / Inexperienced</p>
10.15-11.00 Hall F	How Improved Academic Study Skills Can Improve Thought and Writing <i>Wendy Kasap</i>	Workshop
	<p>So much focus has been given to academic writing in recent years but acquiring good academic study skills has been mainly neglected or completely misunderstood. This workshop aims to give practical awareness of how sound academic skills not only enhance and develop writing skills but with analysing, evaluating data and the written word to produce diversity of thought.</p> <p><i>Wendy Kasap has had three wide and eclectic careers, working in diverse environments and countries, this knowledge she brings to her teaching and writing.</i></p>	<p>Topic Approaches and Methodologies EAP Learning Strategies</p> <p>Audience Teacher educators K-12 teachers Prospective teachers</p> <p>Audience Type Inexperienced</p>
10.15-11.00 Hall G	What Demotivates Foreign Language Learners? Scale Development and Preliminary Validation <i>Mehmet Karaca</i>	Interactive Research Paper Presentation
	<p>This study explores main sources of demotivation in Turkish EFL context. On the basis of written compositions of students and a comprehensive analysis of previous literature, an item-pool will be created consisting of as much items as possible under five constructs: the language teacher, the learner, teaching and learning context, teaching materials and course content, and target language and culture.</p> <p><i>Mehmet Karaca is a PhD candidate and research assistant in Gazi University. His research interests are L2 writing, writing teacher education, teacher beliefs, and intercultural competence.</i></p>	<p>Topic Applied Linguistics Learner Motivation Research</p> <p>Audience EFL / ESL teachers (general) Materials writers Teacher educators</p> <p>Audience Type Experienced / Inexperienced</p>

10.15-11.00 Hall G	The Effects of Verbal Teacher Immediacy Behaviors on Learner Motivation Zeynep Ünlüer & Dr. Işıl Günseli Kaçar	Interactive Research Paper Presentation
	<p>Numerous research studies have showed teacher immediacy is an effective strategy to enhance student motivation. This study aimed to explore students' perceptions of verbal teacher immediacy behaviors on their motivation. The quantitative and qualitative data obtained from university students indicated that students perceive verbal teacher immediacy behaviors to have a positive and negative role on their motivation to learn English.</p> <p><i>Zeynep Ünlüer is an English instructor at METU with an 8-year experience. She is interested in learner motivation and classroom research. She is an MA student of ELT at METU.</i></p> <p><i>Dr. Işıl Günseli Kaçar is an instructor and the vice-chair at the Department of FLE, METU. She is interested in pre-service teacher education, the integration of information technologies into EFL classrooms, teaching research skills in applied linguistics, teaching writing, and ELF-aware teacher education.</i></p>	<p>Topic Learner Motivation Teacher Training</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
10.15-11.00 Hall H	A growth Mindset: A Concept of Diversity on Its Own Alessandra Nicolosi	Workshop
	<p>To accept diversity you must accept yourself and your limits. Only after realizing that you 'teacher' can get better , that your ability can improve then you can start your journey. Only then you will start to apply a growth mindset in your classroom. Let's reflect together where to start to change because it is never too late!</p> <p><i>Alessandra Nicolosi works as an Italian instructor at Metu. Her interests include the use of technology and e-learning. She has been taking part in conferences relevant to those themes.</i></p>	<p>Topic Learner Autonomy Learner Motivation Professional Development</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners</p> <p>Audience Type Experienced Inexperienced</p>

Concurrent Sessions 11.15 – 12.00		
11.15-12.00 Hall A	Communication Practice in English Language Classrooms <i>Kathleen Malu (sponsored by American Embassy)</i>	Workshop
	Are you looking for strategies to help your learners practice English? Do you have learners from different backgrounds? Participants in this workshop will not only learn ways to teach a wide variety of learners but they will also have opportunities to experience hands-on, interactive activities that encourage learners to speak English. Handouts will be available. <i>Kathleen F. Malu, Ph.D., is Professor at William Paterson University in the U.S.A. and Research Fellow at the University of South Africa. She has taught ESL/ EFL and trained teachers for more than 35 years in a wide variety of settings including Rwanda, Democratic Republic of Congo, Ethiopia, and the United Nations International School in New York City.</i>	Topic Skills: Speaking Approaches and Methodologies Learning Strategies Audience EFL / ESL teachers (general) Audience Type Experienced Inexperienced
11.15-12.00 Hall B	Grammar Incorporation into Young Learner Classes: Focus-on-Form or Focus-On-Forms? <i>Asst. Prof. Dönercan Dönük</i>	Interactive Research Paper Presentation
	Teaching grammar to young learners has been a thorny issue that has been the concern of many studies. Taking into consideration the previous studies, the present study aims to raise awareness of English teacher candidates by Focus-on-Form or Focus-On-Forms in young learner classrooms. Thus, the findings are of direct practical relevance for the language teachers who teach to young learners. <i>Asst. Prof. Dönercan Dönük is working at Mersin University, and she is interested in improving the quality of teacher education and training on the basis of the pedagogical content of the curriculum.</i>	Topic Skills: Grammar Teacher Training Teaching Young Learners Audience EFL / ESL teachers (general) Teachers of young learners Teacher educators Audience Type Experienced Inexperienced
11.15-12.00 Hall B	Listening to Children: An Important Tool for Development <i>Lucy Costa</i>	Interactive Research Paper Presentation
	This session aims to illustrate how Clark's Mosaic approach, as a listening tool, provides adults with a living picture of the different facets of children. The presenter will show how, through this approach, she enabled her students of 4-7 to grow and develop their cognitive and social skills as well as Carr's 'positive dispositions' towards learning English as a second language. <i>Lucy Costa's expertise lies in working with Very Young Learners. She holds a BA in 'Early Years' and is a teacher, teacher trainer and intercultural trainer at British Council Milan</i>	Topic Approaches and Methodologies Assessment and Evaluation Teaching Young Learners Audience Teachers of young learners Audience Type Experienced Inexperienced


11.15-12.00 Hall C	Learning Needs of Preparatory Students <i>Gökçen Aydın</i>	Interactive Research Paper Presentation
	<p>This paper presents findings from a larger needs analysis project regarding the views of students, language instructors and faculty members on the future language skills needs for university study. The presenter will focus on the necessities, that is, future needs as perceived by various stakeholders. The findings reveal discrepancy between the participants' views. The implications for curriculum design will be discussed.</p> <p><i>Gökçen Aydın is a research assistant in Learning & Student Development Office and a PhD student in Guidance and Psychological Counseling Program, received her B.S. degree from Department of FLE.</i></p>	<p>Topic Assessment and Evaluation Learning Strategies Teacher Training</p> <p>Audience EFL / ESL teachers (general) Teacher educators Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
11.15-12.00 Hall C	Investigating EFL Learners' Needs through Student Diversity Issues <i>Assoc. Prof. Nikoloz Parjanadze & Mehmet Şahiner</i>	Interactive Research Paper Presentation
	<p>Global interconnectedness requires closer links among the nations, and the English language has been a major means of communication. This created an increased demand on teaching English in English-speaking and non-English-speaking countries. Through qualitative approach the research studied teaching and learning process in culturally diverse English language classrooms in a Georgian university to identify approaches to support academic process.</p> <p><i>Assoc. Prof. Dr. Nikoloz Parjanadze works at International Black Sea University, Tbilisi, Georgia. He delivers lectures in Educational leadership and management, research skills, and general English.</i></p>	<p>Topic Applied Linguistics ELF / EIL</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Applied linguists</p> <p>Audience Type Experienced / Inexperienced</p>
11.15-12.00 Hall D	Using Literature in EFL Classrooms Through CLIL Methodology <i>Büşra Müge Özdil</i>	Workshop
	<p>This presentation is concerned with how to use literature in EFL classrooms through CLIL (content and language integrated learning) methodology gaining ground in Europe. It investigates the ways to nurture different needs, increase motivation and interaction, raise cultural awareness. It includes sample hands-on activities and suggestions for effective integration and implications for EFL teachers interested in the field.</p> <p><i>Büşra Müge Özdil is a senior student at the Department of Foreign Language Education, METU. She is interested in CLIL. During her Comenius experience, she conducted CLIL Art lessons introducing Turkish culture.</i></p>	<p>Topic Materials Development Skills: Vocabulary Teaching Young Learners</p> <p>Audience EFL / ESL teachers (general) Teachers of young learners Experienced teachers</p> <p>Audience Type Experienced / Inexperienced</p>

11.15-12.00 Hall E	Socrative 2.0 as an Online Assessment Tool in Language Classes <i>Mertcan Üney & Çiğdem Yoleri</i>	Workshop
	<p>This workshop aims at demonstrating sample activities using Socrative 2.0 as an assessment tool in language classes. This workshop will include hands-on activities and it is recommended that the participants should bring their mobile devices (mobile phones, laptops, or Ipads) if they would like to take an active role in this session</p> <p><i>Mertcan Üney is studying at Abant İzzet Baysal University, Department of English Language Teaching in Bolu. He went to Denmark as an Erasmus student in 2013 and he studied at University College Zealand. Çiğdem Yoleri is studying at Abant İzzet Baysal University, Department of English Language Teaching in Bolu. She went to Denmark as an Erasmus student in 2013 and she studied at University College Zealand.</i></p>	<p>Topic Assessment and Evaluation Learning Technologies Materials Development</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Teachers of young learners Materials writers</p> <p>Audience Type Experienced Inexperienced</p>
11.15-12.00 Hall F	Rediscovering Writing <i>Lindsay Clandfield</i>	Workshop
	<p>Communicative approaches to language teaching have put much value on the oral skill. Classrooms around the world have, over the past thirty years, devoted more and more time in class to speaking, which is great. Writing however, has remained relatively unchanged. Often assigned for homework, or in the form of longer pieces of writing (the composition, the essay, the business letter) this skill has just not seemed as sexy as speaking. However, due to technological developments we are all writing now a lot more than we used to. In some cases, we write more to people than we talk to them. This workshop looks at activities and tools that help students practice writing in new and enjoyable ways.</p> <p><i>Lindsay Clandfield is an award-winning writer, teacher, teacher trainer and international speaker in the field of English language teaching. He has written more than ten coursebooks for language learners and is the co-author of various methodology books for teachers. You can find out more about him at his website www.lindsayclandfield.com</i></p>	<p>Topic Skills: Writing Learning Technologies Approaches and Methodologies</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced</p>

11.15-12.00 Hall G	The Impact of L2 Learners' Belief Systems on Reading Comprehension <i>Nurtaç Kavukçu Atak & Gökçe Mandalı Kurdoğlu</i>	Interactive Research Paper Presentation
	<p>Through this talk, as two material developers and language teachers we aim to share the results of a case study on how learners' reading comprehension can be influenced by their diverse and intricate belief systems. The findings and the implications of the study may contribute to ELT professionals' understanding of the reader-text interaction in L2.</p> <p><i>Nurtaç Kavukçu Atak works at Ipek University as a material developer and instructor. She received her BA from Boğaziçi University and her MA, DELTA and ICELT from Bilkent University.</i></p> <p><i>Gökçe Mandalı Kurdoğlu is a material developer and instructor at Ipek University. She graduated from Hacettepe University and worked as an instructor at Bilkent University. She earned her MA, DELTA and ICELT from Bilkent University.</i></p>	<p>Topic Learning Strategies Materials Development Skills: Reading</p> <p>Audience EFL / ESL teachers (general) Materials writers Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
11.15-12.00 Hall G	Learner Beliefs and Anxiety in the Turkish EFL Context <i>Erhan Aslan & Assoc. Prof. Amy S. Thompson</i>	Interactive Research Paper Presentation
	<p>This study explores the relationship between Turkish EFL learners' beliefs about language learning and their language learning anxiety. The findings indicate significant positive and negative correlations between a number of anxiety and beliefs constructs, such as fear of ambiguity, necessity to learn English well, classroom performance anxiety, and desire to interact with native speakers.</p> <p><i>Erhan Aslan is a doctoral candidate at the University of South Florida. His work on SLA appeared in journals such as Journal of Pragmatics, LLJ, IJM, and ELT Research Journal.</i></p> <p><i>Amy S. Thompson is an associate professor at USF. Her primary research interests involve IDs in SLA with publications in journals such as MLJ, TESOL Quarterly, and Foreign Language Annals.</i></p>	<p>Topic Applied Linguistics Language Acquisition Learner Autonomy Research</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Applied linguists</p> <p>Audience Type Experienced</p>
11.15-12.00 Hall H	Attitudes of Young Learners at Different Ages to English Lessons <i>Mehmet Burçin Özkan</i>	Interactive Research Paper Presentation
	<p>English, which is the language of communication, trade and many other important areas of the 21st century, is of high importance for countries. In this study, the attitudes of young learners, regarding their age of starting to learn English, are tried to be found out via unstructured interviews. This study underline the importance of age for starting to learn English.</p> <p><i>Mehmet Burçin Özkan has been working at Ministry of Education for three years. He is graduate from ELT Department at Mersin University and received MA degree in ELT at Çığ University.</i></p>	<p>Topic Learner Autonomy Learner Motivation Teaching Young Learners</p> <p>Audience EFL / ESL teachers (general) Teachers of young learners Experienced teachers</p> <p>Audience Type Experienced Inexperienced</p>

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11.15-12.00 Hall H	Teaching Diversity to Young Learners <i>Asst. Prof. Derya Bozdoğan</i>	Interactive Research Paper Presentation
	<p>This paper aims to outline the research on teaching diversity to young learners and to propose a related syllabus. The study is composed of three sections; literature review, a proposed syllabus and views of young learners. Hence, a task-based syllabus was prepared for young learners. In the last stage, four young learners were interviewed and some tasks were performed.</p> <p><i>Asst. Prof. Derya Bozdoğan is now with TED University after she worked at Abant İzzet Baysal University. Her research interests include CALL, Teaching English to Young Learners and CLIL.</i></p>	<p>Topic Curriculum Development Teaching Young Learners</p> <p>Audience EFL / ESL teachers (general) Teachers of young learners K-12 teachers Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>

Plenary Talk

13.00-13.45 Kemal Kurdaş Hall	High Quality Classroom Assessment for All Dr. Deena Boraie	
	<p>Classroom language assessment has changed reflecting the developments of teaching and learning theory and practices. Assessment terminology has become a minefield because it has caused confusion among concepts which can affect classroom practice. In this plenary, I will examine the current landscape of language assessment describing the changes that have occurred and clarifying some of the assessment terminology. I will also discuss the strategies required by teachers in any context to produce high quality classroom assessments meeting the accountability information needs of policy makers.</p> <p><i>Dr. Deena Boraie is the Dean and Professor of Practice at the School of Continuing Education at the American University in Cairo and she currently serves as Past President of the TESOL International Association. She leads a school that offers a wide range of continuing education and training programs in the areas of English language, IT and business studies, Arabic language, translation and teacher training. She is also a language testing expert and an assessment and evaluation consultant and trainer. She is a visiting professor of practice in the MA / PhD Applied Linguistics program at the Faculty of Arts, English Department of Cairo University where she teaches research.</i></p>	
Concurrent Sessions 14.00 – 14.45		
14.00-14.45 Hall A	The Syntactic and Morphological Differences between British and American English <i>Saliha Toscu</i>	Interactive Research Paper Presentation
	<p>This study aims to explore Turkish EFL instructors’ awareness of the syntactic and morphological differences in British and American English. The study reveals participants’ overall recognition level of the differences between BrE and AmE and the factors affecting the participants’ recognition level are discussed in this study.</p> <p><i>Saliha Toscu is a PhD Student at Hacettepe University ELT Department.</i></p>	<p>Topic Global Issues</p> <p>Audience EFL / ESL teachers (general) Prospective teachers</p> <p>Audience Type Inexperienced</p>
14.00-14.45 Hall A	Foreign English Language Teachers’ Interface with Students’ L1 and Culture <i>Dr. Olga Skliar</i>	Interactive Research Paper Presentation
	<p>This study focused on teachers and students’ beliefs about foreign English instructors’ interface with the Turkish language and culture in the case of two English-medium universities in Ankara. Although the majority of participants emphasized the importance of the host country’s language and culture knowledge, a substantial part demonstrated their preferences for instruction excluding references to the local language and culture.</p> <p><i>Dr. Olga Skliar completed a BA in English Philology at Bishkek Humanities University, Kyrgyzstan. She holds an MA in ELT and recently earned her PhD in ELT from METU.</i></p>	<p>Topic Applied Linguistics ELF / EIL</p> <p>Audience EFL / ESL teachers (general) Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>

14.00-14.45 Hall B	Using Concept Map Techniques in ESP to Improve Reading Comprehension <i>Fatemeh Fazlali</i>	Interactive Research Paper Presentation
	<p>This study aims at investigating the effect of concept mapping and to examine the effectiveness of using concept mapping as a supplemental tool to improve reading comprehension of students In ESP. The students majoring at Physical Education.</p> <p>Results showed that using concept mapping had a significant effect on the improvement of the reading comprehension of the university students in ESP.</p> <p><i>Fatemeh Fazlali is a PhD candidate in university of Tehran. She has been teaching English for more than 20 years. Her field of interest is Technology and Teaching.</i></p>	<p>Topic Approaches and Methodologies ESP Learning Strategies</p> <p>Audience Teachers of adult learners Teachers of young learners Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
14.00-14.45 Hall B	Effects of Pre-reading Activities on EFL Reading Comprehension <i>Asst. Prof. Redouane Madaoui</i>	Interactive Research Paper Presentation
	<p>This study investigates the effects of two pre-reading activities (class discussion and vocabulary definitions) and a control condition on the reading comprehension of 57 Moroccan college freshmen. It also investigates the differential facilitative effect of the two pre-reading activities. The results are interpreted in relation to the schema-theoretic view of the reading, and to their implications for EFL reading instruction.</p> <p><i>Redouane Madaoui is an assistant professor at the department of English Studies in the Faculty of Arts and The Humanities, Agadir – Morocco. His areas of research are EFL reading pedagogy and Academic Writing.</i></p>	<p>Topic Applied Linguistics Research Skills: Reading</p> <p>Audience EFL / ESL teachers (general) Novice teachers Prospective teachers</p> <p>Audience Type Inexperienced</p>
14.00-14.45 Hall C	The Effect of Audio and Video Modality on Comprehension of Reduced Forms: The Role of E-Learning <i>Kaine Gülözer</i>	PhD Workshop
	<p>This dissertation study investigates whether the instruction of five reduced forms (RFs) result in any difference in listening comprehension test performance. The five forms entail (a) contraction, (b) assimilation, (c) flap, (d) elision, (e) linking. This study proposes intervention in two conditions as audio versus video and investigates their contribution to the learning of RFs and overall listening comprehension for both low proficiency and high proficiency level of L2 learners.</p> <p><i>Kaine Gülözer is a PhD candidate and an ELT instructor in Yıldız Technical University in Istanbul, Turkey.</i></p>	<p>Topic Applied Linguistics Skills: Listening</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Novice teachers Experienced teachers</p> <p>Audience Type Experienced Inexperienced</p>

14.00-14.45 Hall C	Teachers as Reflective Practitioners: CA-Informed Pedagogy in Practicum Gözde Balıkcı	PhD Workshop
	<p>The main purpose of the thesis is to integrate conversation analysis into language teacher education program in order to help pre-service teachers analyse classroom discourse and shape the interaction and student learning. It is believed that conversation analytic tools will help pre-service teachers to research their classrooms, reflect on their teachings and promote more interaction in language classrooms. The results of the study may show the contribution of CA to the development of pre-service teachers during the practicum.</p> <p><i>Gözde Balıkcı is currently pursuing a PhD degree on ELT in the Department of Foreign Language Education at Middle East Technical University and is also working as a research assistant at the same department. She holds an MA degree in ELT from METU. Her MA thesis is on critical reading discourses of pre-service EFL teachers. Her research interests are critical pedagogy, second language teacher education and conversation analysis.</i></p>	<p>Topic Applied Linguistics Teacher Education Professional Development</p> <p>Audience EFL / ESL teachers (general) Novice teachers Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
14.00-14.45 Hall D	The new PPP- Particularity, Practicality, Possibility Fatma O'Neill	Workshop
	<p>The session will focus on a revised approach to language learning that prioritizes the development of learner identity in order to maximize learner progress. This post methodology approach highlights particularity, possibility, and practicality. The workshop will outline the said principles as well as giving practical classroom based examples and the opportunity to collaborate to develop materials which promote learner identity.</p> <p><i>Fatma O'Neill holds a BA from Boğaziçi University and a DELTA degree. She teaches EAP at Şehir University and is completing her MA. She's presented at international conferences on various topics.</i></p>	<p>Topic Approaches and Methodologies Learner Motivation Professional Development</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced Inexperienced</p>
14.00-14.45 Hall E	Digital Natives and Imaginative Materials Asst. Prof. Müfit Şenel & Asst. Prof. Deren Başak Akman	E-session
	<p>The aim of this e-session is to introduce some useful websites such as “Taggalaxy”, “Padlet”, “Cueprompter”, “Goanimate”, “Storybird”, etc. to teach and practice some language skills with innovative and imaginative materials for digital natives.</p> <p><i>Müfit Şenel is an Asst.Prof.Dr. at 19 Mayıs University, Faculty of Education. He has been teaching English for 12 years. His interests are language teaching, TEYL, technology, e-Learning and m-learning.</i></p> <p><i>Deren Başak Akman is an Asst. Prof. Dr. at Samsun 19 Mayıs University, ELT Dept. She's been teaching English to adult learners for 4 years. Her field of studies are language teaching methods / approaches, testing and evaluation.</i></p>	<p>Topic Learner Motivation Learning Technologies Materials Development</p> <p>Audience EFL / ESL teachers (general) Materials writers Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>

14.00-14.45 Hall F	Cross-Cultural Understanding in the Language Classroom <i>David Gibson</i>	Workshop
	<p>This workshop will aim to show how an exploration of cross-cultural awareness can enrich the learning process to everyone's advantage, bringing students together through sharing and mutual acceptance. Students can be genuinely surprised, as well as intellectually stimulated, by the realisation of the attitudes, beliefs, concepts, behaviours, and influences that are held in common with other cultures. At the same time as students are enabled to express themselves as they see themselves through their own culture, perhaps the main goal of language teaching can be achieved – that of authentic interpersonal communication.</p> <p><i>David Gibson became a teacher in 1964 and taught for 15 years in elementary and secondary schools in England. Moving to Greece in 1979, he taught in private language schools before joining the British Council, Thessaloniki, as a Teacher of English Language and Literature, Teacher-Trainer, and Coordinator of Student Cultural and Social Activities. He has worked for ESOL examinations for many years as Supervisor, Oral Examiner, Team Leader, Seminar Presenter, and Inspector. David is an active member of TESOL Greece and a founder and three-time board member of TESOL Macedonia-Thrace, Northern Greece, giving regular presentations at conventions and conferences. He retired from teaching in 2008 in order to concentrate on other, mostly education-related projects.</i></p>	<p>Topic Approaches and Methodologies Learner Motivation Culture in ELT</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced Inexperienced</p>
14.00-14.45 Hall G	Oral Interviews and Guided Role Play Activities in Assessing Speaking <i>Nuriye Karakaya</i>	Interactive Research Paper Presentation
	<p>This study aimed to find out the attitudes of students towards two speaking test types: oral proficiency interviews and guided role plays respectively in assessing their speaking performance, and reveal the differences and opportunities these two tests provided in assessing speaking proficiency. The analysis revealed that the difference in structure and interaction patterns affected students' performance.</p> <p><i>Nuriye Karakaya has been teaching English at Kırıkkale University since 2012. She is currently a Masters Student in English Language Teaching at Middle East Technical University.</i></p>	<p>Topic Applied Linguistics Assessment and Evaluation</p> <p>Audience EFL / ESL teachers (general) Test writers Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>

14.00-14.45 Hall G	English Instructors' Attitudes Towards Holistic and Analytic Assessment of Speaking <i>Engin Evrim Önem</i>	Interactive Research Paper Presentation
	Both holistic and analytic assessment of speaking have advantages and disadvantages in foreign language teaching but instructors' attitudes towards them are underestimated. This study aims to reveal the attitudes of ELT teachers at a state university towards holistic and analytic assessment of speaking via both quantitative and qualitative methods of data collection. <i>Engin Evrim Önem has been teaching English since 2001 and has published several articles related to teaching English. He is currently enrolled at Bilkent University, MA TEFL program.</i>	Topic Assessment and Evaluation Skills: Speaking Teacher Training Audience EFL / ESL teachers (general) Test writers Audience Type Experienced Inexperienced
14.00-14.45 Hall H	"Self" in EFL: Differences Among Proficiency Groups <i>Asst. Prof. Faruk Türker</i>	Interactive Research Paper Presentation
	This study intended to investigate the self-efficacy of EFL students enrolled at a state university. More specifically, the aim was to explore EFL self-efficacy level of the students in relation to their academic success in English. The analysis of the EFL self-efficacy survey revealed that EFL learners had high sense of self-efficacy in language learning tasks. <i>Asst. Prof. Faruk Türker has been teaching English and training teachers of EFL for 25 years.</i>	Topic Learner Autonomy Learner Motivation Audience Program administrators K-12 teachers Prospective teachers Audience Type Experienced / Inexperienced
14.00-14.45 Hall H	Emerging Multiple Identities in Students' Social Media Interaction <i>Dr. Arzu Ekoç</i>	Interactive Research Paper Presentation
	The aspiration is to provide a lens to students' emerging multiple identities in social media with the participation of 35 prep school students for four months in 2012. Adopting a series of qualitative methodological and theoretical pillars, it revealed that multiple identities of students may become salient and were established through solidarity, friendship, jokes and multi modalities in social media. <i>Dr. Arzu Ekoç has been teaching English at YTU since 2006. She received her B.A. in Translation Studies from Boğaziçi University, her M.A. and Ph.D. in ELT from Istanbul University in 2013.</i>	Topic Learner Autonomy Research Audience Teachers of adult learners Prospective teachers Audience Type Experienced Inexperienced

Concurrent Sessions 15.00 – 15.45		
15.00-15.45 Hall A	What's up with the Attitude?: Fancy to Script <i>Tuğçe Köse & Kübra Saygılı</i>	Workshop
	<p>In this workshop, our main purpose is to indicate a post-stage activity which aims to promote the speaking skills of the students by using silent video samples from the famous TV series. This will increase the sociolinguistic competence of the students and help them infer who the speakers are, what the situation is, the speaker's attitude and the purpose.</p> <p><i>Tuğçe Köse received her B.A from METU, Department of English Language Education. She received Cambridge ICALT at Bilkent University. Currently, she's an EFL instructor at İstanbul Şehir Üniversitesi.</i></p> <p><i>Kübra Saygılı got her BA degree in English Language Teaching from European University of Lefke in 2009. She completed her MA degree in English Language Teaching at Çag University in 2014. Among her areas of interest are teaching English to adult learners, ESP, drama, speaking abilities and classroom motivation as well as communicative activities.</i></p>	<p>Topic Learner Motivation Materials Development Skills: Speaking</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
15.00-15.45 Hall B	Inspirational Web 2.0 Tools... Digitally Yours! <i>Elif Şeşen & Burçin Hasanbaşoğlu</i>	Workshop
	<p>In this workshop, the presenters will introduce a variety of Web 2.0 tools under five categories. The blackboard is always here to stay but it seems that Web 2.0 has become the pen and paper of today. So log in and stay connected!</p> <p><i>Elif Şeşen and Burçin Hasanbaşoğlu are ELT instructors at METU. They have experience in textbook writing, teacher training and syllabus design, and are also interested in ICT in education.</i></p>	<p>Topic Approaches and Methodologies Learning Strategies Materials Development</p> <p>Audience EFL / ESL teachers (general) Teacher educators</p> <p>Audience Type Experienced / Inexperienced</p>

15.00-15.45 Hall C	Investigating Satisfaction with A Graduate Academic Writing Center <i>Cahide Elise Çavuşoğlu & Assoc. Prof. Dr. Nurdan Özbek Gürbüz</i>	PhD Workshop
	<p>This presentation is an outline of an ethnographic case study that will assess tutees and tutors' satisfaction with an academic writing center operating in an EFL context. Current literature on different approaches to and methods of assessing satisfaction with writing centers will be reviewed, followed by an explanation of the design, approach and methods adopted in the present study.</p> <p><i>Cahide Elise Çavuşoğlu teaches freshman English at METU. She is a writing consultant and coordinator of the AWCenTer. Her research interests are academic writing, writing tutoring, and writing center administration. Assoc. Prof. Dr. Nurdan Özbek-Gürbüz is an Associate Professor at Middle East Technical University, Department of Foreign Language Education.</i></p>	<p>Topic Assessment and Evaluation Research Skills: Writing</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Writing center administrators and tutors</p> <p>Audience Type Experienced</p>
15.00-15.45 Hall C	Supporting and Developing Students' English Literacy Practices in the Disciplines <i>Shari Dureshahwar Lughamani</i>	Interactive Research Paper Presentation
	<p>The paper will report findings from the needs analysis being conducted for an interinstitutional collaborative UGC funded literacy project into Social Science, Science and Engineering. The project will develop relevant resources that content and language teachers will use in their classrooms to establish a stimulating learning environment for students.</p> <p><i>Shari Dureshahwar Lughamani works at the Hong Kong Polytechnic University where she coordinates the integration of English literacy into the general education subjects in collaboration between the ELC and GE subject offering departments. She also manages an inter-institutional project funded by the University Grants Committee on supporting writing in the disciplines.</i></p>	<p>Topic Applied Linguistics Approaches and Methodologies Language Policies</p> <p>Audience EFL / ESL teachers (general) Program administrators Materials writers Test writers Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
15.00-15.45 Hall D	Student Behaviors on Revision Process <i>Duygu Aktuğ Ekinci</i>	Interactive Research Paper Presentation
	<p>This paper reports on a study developed to ascertain the students' perceptions of the revision process of their written outputs regarding the use of correction code symbols. The study also analyzes the cognitive processes the learners experience during the revision process of the writing tests through think aloud protocols and interviews.</p> <p><i>Duygu Aktuğ Ekinci is an instructor at Uludağ University School of Foreign Languages. She holds her BA in ELT from Anadolu University, and an MA in TEFL from Bilkent University.</i></p>	<p>Topic Applied Linguistics Assessment and Evaluation Skills: Writing</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>

15.00-15.45 Hall D	Recognizing and Addressing Student Retention in EFL Programmes <i>Asst. Prof. Donald Staub & Gokce Akinturk-Erkaya</i>	Interactive Research Paper Presentation
	<p>Student retention in EFL preparatory programmes is an important, yet little-discussed issue. Ironically, it should be a primary agenda item for foundation universities because of its financial impact. This study examines retention in EFL prep programmes in Istanbul, providing possible explanations for student attrition and suggestions for addressing retention challenges.</p> <p><i>Donald Staub is an Assistant Professor at Isik University, where he is also the Coordinator of Quality Assurance for the SFL. His research interests are Quality Assurance, Retention, & EMI.</i></p> <p><i>Gokce Akinturk-Erkaya is a researcher-practitioner in the School of Foreign Languages at Isik. She is both in the SFL's Assessment Office as well as an instructor. She is also conducting research on EFL student retention for her MA thesis.</i></p>	<p>Topic ELF / EIL Language Policies Learner Motivation</p> <p>Audience EFL / ESL teachers (general) Program administrators</p> <p>Audience Type Experienced</p>
15.00-15.45 Hall E	Dancing Concordancers: the Use of Web Concordancers in ELT <i>Sultan Tutku Budak</i>	E-session
	<p>This e-session will present the uses of web concordancers as a research tool for diversity in language classroom. It shall illustrate how this instrument can help language teachers find examples of authentic use of language and create materials from various contextual cases. The workshop will demonstrate and include participation on how concordancers contribute to learner inductivity, language awareness and autonomy.</p> <p><i>Sultan Tutku Budak was born in Mugla, Turkey, and received the B.A. degree in English Language Teaching from METU in 2010. Her current research interests include concordancing softwares, DDL and CALL.</i></p>	<p>Topic Learning Strategies Learning Technologies Materials Development</p> <p>Audience EFL / ESL teachers (general) Materials writers Test writers</p> <p>Audience Type Experienced Inexperienced</p>
15.00-15.45 Hall F	Researching and Teaching English for Multilinguals <i>Suresh Canagarajah</i>	Workshop
	<p>In this workshop, we will analyze sample writing of a multilingual student to consider how she appropriates English grammar for her voice and communicative objectives. We will also analyze how the teacher responds to the atypical usage of grammar. Based on this analysis, we will develop a multilingual pedagogy for English language learning. We will also debate whether such a pedagogy will facilitate socially empowering and linguistically complex proficiency for multilingual students. The workshop will feature group discussion, collaborative analysis, and plenary reports.</p> <p><i>Suresh Canagarajah is the Erle Sparks Professor at Pennsylvania State University. He teaches World Englishes, Second Language Writing, and Postcolonial Studies in the departments of English and Applied Linguistics.</i></p>	<p>Topic Skills: Speaking Approaches and Methodologies Learning Strategies</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced Inexperienced</p>

15.00-15.45 Hall G	The Motives Underlying High School Students' Speaking Problems <i>Dr. Işıl Günseli Kacar & Eda Demirel</i>	Interactive Research Paper Presentation
	<p>This mixed-method collaborative action research study aimed to explore extrinsic and intrinsic motives underlying speaking problems of Turkish EFL learners in K-12 schools. The data was collected via the questionnaire, classroom observations and semi-structured interviews. Findings indicated peer pressure, learners' fear of rejection and cultural background, teachers' classroom practices and approaches towards teaching, and exam-oriented instruction are the main motives.</p> <p><i>Dr. Işıl Günseli Kaçar is an instructor and the vice-chair at the Department of FLE, METU. She is interested in pre-service teacher education, the integration of information technologies into EFL classrooms, and ELF-aware teacher education.</i></p> <p><i>Eda Demirel has been an English teacher in a private high school for 4 years. She is a METU/TEFL graduate keeping her MA in ELT in METU now. She is interested in classroom research and materials development in ELT.</i></p>	<p>Topic Learner Motivation</p> <p>Audience Research Skills: Speaking</p> <p>Audience Type Experienced Inexperienced</p>
15.00-15.45 Hall G	The Impact of Contextual Clues on Oral Performance of EFL Learners <i>Nazlınur Göktürk</i>	Interactive Research Paper Presentation
	<p>This study investigates the impact of the presence and absence of contextual clues with speaking tasks on learners' oral performance, in particular content development. By relying on in-depth analyses of the actual performance discourse and test scores assigned to the learners, the study seeks to contribute to our understanding of the assessment of speaking in a classroom context.</p> <p><i>Nazlınur Göktürk works as an EFL Instructor at Hacettepe University, School of Foreign Languages. Besides, she is pursuing a master's degree in English Language Teaching at Middle East Technical University.</i></p>	<p>Topic Assessment and Evaluation Skills: Speaking</p> <p>Audience EFL / ESL teachers (general) Test writers</p> <p>Audience Type Experienced Inexperienced</p>

15.00-15.45 Hall H	It can be done! Implementing Culture into Language Clases <i>Ayşe Onut & Fatma Galatyali</i>	Workshop
	<p>This presentation will highlight the importance of culture in language classes. Multicultural Education is an opportunity for language teachers to raise awareness of how language and culture are related; language is used to convey culture and cultural relations, and this is a vital issue we as language teachers face in multicultural learning environments.</p> <p><i>Ayşe Onut is a senior instructor at the Eastern Mediterranean University. She has nineteen years' of teaching experience. She also worked at ISTEK schools. She has an MA in ELT.</i></p> <p><i>Fatma Galatyali is a senior instructor at the EMU. She is a graduate of Hacettepe University. She has been teaching at EMU since 1995. She holds an MA in ELT.</i></p>	Topic Global Issues Language Acquisition Learner Motivation Learning Strategies Audience EFL / ESL teachers (general) Teachers of adult learners Teacher educators Audience Type Experienced Inexperienced
Dave'n'Luke - English Language Theatre		
16.00-16.45 Kemal Kurdas Hall	"Hard Times for Teachers" Empowering Teachers through Drama Techniques: Voice, Body Language, Presence: a performance by David Gibson and Luke Prodromou	English Language Theatre
	<p>It is a truth universally acknowledged in ELT research that in effective teaching three factors play a crucial role: the teacher's voice, body language and presence. These factors come together powerfully in dramatic and theatrical techniques in which language is activated in memorable ways for both teacher and student. This performance will demonstrate and discuss these principles in a highly practical way.</p> <p>In this session, the presenters demonstrate the importance and power of the Big Three (Voice, Body Language and Presence) through the performance of short sketches originally written and performed in collaboration with students in simple, accessible language. The sketches are about everyday topics including language teaching and learning and are designed to entertain and instruct. We will also demonstrate the use of a one-act play, originally produced for the professional theatre, and here adapted to the needs of English language learners of all ages and classes, large and small.</p>	
<p>The buses will leave at 5 pm for the historical Ankara tour and the gala dinner. Meeting point: Registration desk in the main hall.</p>		

TUESDAY, MAY 26

Plenary Talk

09.15-10.00
Kemal
Kurdas Hall

Making the Most of Diversity in Mixed Level Classes
Luke Prodromou



In this talk, Luke looks at one of the greatest of all challenges to teachers, dealing with mixed levels classes. He will explore ways of taking advantage of the diversity we find in every class, doing justice to both 'fast' and 'slower' learners. He tackles mixed ability on several interrelated levels: (1) discipline - rules and regulations (2) classroom management (3) attention-friendly techniques (4) motivation. He shows how the problems of mixed level classes must be tackled on many levels if we are to make progress. The methodological approach to mixed level classes and making the most of diversity involves (a) using learner input (b) getting students to complement each other in co-operative activities (c) transforming closed into open-ended exercises (d) using errors as steps in learning (error not terror) (e) Testing v. Teaching: transforming one into the other.

***Dr. Luke Prodromou** is a teacher, teacher-trainer and materials writer. He has been a speaker at many international conferences. Luke graduated from Bristol University in English and has an MA in Shakespeare Studies (Birmingham University) a Diploma in TEFL (Leeds University) and a Ph.D (Nottingham University). He has conducted teacher training courses for the British Council, Pilgrims (Canterbury) NILE (Norwich) the University of Edinburgh, ESADE (Barcelona), LEND (Italy) et al. He is the author of numerous textbooks and is also the co-author of *Dealing with Difficulties* (with Lindsay Clandfield), *Mixed Ability Classes* (Macmillan) and *English as a Lingua Franca*. Luke is one half of the Dave'n'Luke English Language Theatre group. <http://davenluke.wordpress.com/> He is a founder member of the Disabled Access-Friendly campaign. <http://www.disabled-accessfriendly.com/> He also gives dramatized talks on Shakespeare and Dickens, their life, work and relevance to modern issues (education, gender equality etc).*

Concurrent Sessions
10.15 – 11.00

10.15-11.00 Hall A	Storybooks: Tool for Language Learning and Competence Ibrahim Yabagi Mohammed	Interactive Research Paper Presentation
	<p>Storybooks are fictional depiction of real societies. They bring to the classroom a socio-cultural context that allows the learner to imbibe language. They expose readers to cultural identities and create communicative environment. This presentation proposes a model-GRAWRISLIST where all the components of language are generated from storybooks and taught independently.</p> <p><i>Ibrahim Yabagi Mohammed received his BA(ed) in English in Usmanu Fodio University in Sokoto, Nigeria in 1991, and had Master of International Affairs and Diplomacy (MIAD) in Ahmadu Bello University in Zaria, Nigeria in 2000. He started teaching in 1998.</i></p>	<p>Topic Applied Linguistics Language Acquisition Learning Strategies</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Teachers of young learners</p> <p>Audience Type Experienced Inexperienced</p>

10.15-11.00 Hall A	Drama as a Means to Pamper Diversity in ESL Classes <i>M. Çağlar Altıparmak</i>	Interactive Research Paper Presentation
	<p>Drama is imitation, as is second language learning. Drama activities can be used to reinforce language learnt (Mordecai, 1985; Fernandez and Coll, 1986) and foster learning as they create the urge to use pre-existing knowledge of the target language. This paper looks at how drama can be infused to ESL classes to accommodate learner diversity.</p> <p><i>Çağlar Altıparmak, a graduate of English Language and Literature, Ankara University, is currently pursuing studies in Drama at MA level and also doing his Delta. He has taught English, EAP at university level for ten years.</i></p>	<p>Topic Approaches and Methodologies Learner Motivation</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners</p> <p>Audience Type Experienced Inexperienced</p>
10.15-11.00 Hall B	Social Positioning and Classroom Participation in an EFL Classroom <i>Özlem Özbakiş, Hakan Tarhan, Sena Balban & Elifcan Ata Kıl</i>	Interactive Research Paper Presentation
	<p>This qualitative study was conducted to explore the relationship between EFL students' social positioning and their access to learning opportunities. The data for this study were collected through classroom observations, in-depth interviews, and reflective diaries. The findings helped us understand that language learning is a predominantly individual process and the diverse characteristics of learners must always be taken into account.</p> <p><i>Özlem ÖZBAKIŞ is an instructor of English in the Department of Foreign Languages at TOBB University of Economics and Technology and a graduate student at Middle East Technical University.</i></p> <p><i>Hakan TARHAN is an instructor in the Department of Foreign Languages at TOBB University of Economics and Technology and a graduate student at Middle East Technical University in Turkey.</i></p> <p><i>Sena BALBAN is an instructor at TOBB University of Economics and Technology in the Department of Foreign Languages. Her graduate study at Middle East Technical University in Turkey still continues.</i></p> <p><i>Elifcan ATA KIL works as an instructor at Boğaziçi University in the School of Foreign Languages and currently she is pursuing her M.A. degree at Middle East Technical University.</i></p>	<p>Topic Applied Linguistics Learning Strategies</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

10.15-11.00 Hall B	Building Trust, Confidence, and Belonging in the Classroom <i>David Gibson</i>	Interactive Research Paper Presentation
	<p>In this practical presentation we consider the ways in which students might fail in the classroom - through not having a real sense of belonging, and being reluctant to participate in activities. Solutions are explored in the form of simple steps teachers can take with a little thought, the minimum of effort - and no gadgets.</p> <p><i>David Gibson has worked as a Teacher of English Language and Literature, Teacher-Trainer, and Coordinator of Student Cultural and Social Activities. He is an active member of TESOL Greece and a founder of TESOL Macedonia-Thrace.</i></p>	<p>Topic Approaches and Methodologies Learner Motivation</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced / Inexperienced</p>
10.15-11.00 Hall C	Managing Diversity in Curriculum Development <i>Sibel Tüzel Kandiller & Sevgi Irk</i>	Interactive Research Paper Presentation
	<p>This presentation, by referring to a curriculum effort at the English language program of an English-medium university in Turkey, discusses the steps to determine the what of change, and presents a number of principles that need to be considered while mapping the how to ensure successful implementation.</p> <p><i>Sibel Tüzel Kandiller (RSA-DOTE, MATEFL) is currently the Director of SFL at Izmir University. Her interests include teacher & trainer growth, curriculum development & evaluation and performance assessment. Sevgi Irk earned her BA in ELT. Since 2008, she has been working as an English instructor at Izmir University, where she is also a member of the Research and Development Team.</i></p>	<p>Topic Curriculum Development</p> <p>Audience Teachers of adult learners Program administrators Experienced teachers</p> <p>Audience Type Experienced Inexperienced</p>
10.15-11.00 Hall C	A New Dimension to Preparatory School Curricula <i>Zeynep Mine Derince</i>	Interactive Research Paper Presentation
	<p>This is a small-scale and exploratory study which aims to introduce some issues involved in the application of transformative pedagogy to a B1 Preparatory English class and deepen understandings of the role of background knowledge in classroom instruction. The findings suggest that learner motivation increases when social realities of their own lives and their communities become a part of learning.</p> <p><i>Zeynep Mine Derince is an English instructor at School of Foreign Languages. Her research areas include Critical Literacy, language planning and policy, curriculum design, and English as a Lingua Franca.</i></p>	<p>Topic Approaches and Methodologies Learner Motivation Materials Development</p> <p>Audience Teachers of adult learners Experienced teachers Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>

10.15-11.00 Hall D	Turkish ELT Students' Perceptions about Blended English Courses <i>Hatice Yağcı, Halil İbrahim Çınarbaş & Duygu Gökpinar</i>	Interactive Research Paper Presentation
	<p>The aim of this study was to investigate English Language Teaching students' perceptions about blended learning on improvement of language skills. Quantitative research methodology was used in the study. The sample consisted of 101 ELT students. The results showed that students mostly had positive attitudes towards blended courses and they found these courses advantageous and beneficial for improving language skills.</p> <p><i>Hatice Yağcı has been working as a res. asst. at Zirve University. Currently, she is a PhD student at METU FLE Department. Her research interests focus on teacher training and education.</i></p> <p><i>Halil İbrahim Çınarbaş is an MA student at METU FLE Department. He is interested in special education and program evaluation.</i></p> <p><i>Duygu Gökpinar is an MA student at METU FLE department. She is a teacher at public schools. She is interested in blended learning and material development.</i></p>	<p>Topic Learning Technologies Research Teacher Training</p> <p>Audience Teachers of adult learners Teacher educators Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
10.15-11.00 Hall D	Optimizing an EAP course through Blended Approach <i>Özlem Zengin Ünal</i>	Interactive Research Paper Presentation
	<p>Blended learning (BL) is generally defined as the combination of two teaching approaches: traditional face-to-face and online. By applying BL, value can be added to the teaching process and thus courses can be enriched. This talk presents the study conducted on designing a blended course in an EAP context and suggests different ways of designing such a course.</p> <p><i>Özlem Zengin Ünal is English instructor at Bilkent University School of English Language. She's doing MSc in Curriculum and Instruction in METU and focuses on methodology and technology use in ELT.</i></p>	<p>Topic EAP Learning Technologies Skills: Writing</p> <p>Audience EFL / ESL teachers (general) Teachers of young learners Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
10.15-11.00 Hall E	Weebly – Class Websites and E-portfolio <i>Ufuk Akdemir</i>	E-session
	<p>Weebly is the very online place where language teachers can create their class websites on which they can manage the e-distribution of class materials and submissions of the assignments (e-portfolio). Therefore, Weebly is an ideal tool that will foster virtual interaction between teacher and students and save valuable time.</p> <p><i>Ufuk Akdemir is an EFL Instructor and ICT Coordinator at Çankaya University. He is pursuing an MA degree on Intercultural Studies at the University of Vaasa.</i></p>	<p>Topic ELF / EIL Learning Technologies</p> <p>Audience EFL / ESL teachers (general) Program administrators Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

10.15-11.00 Hall F	Online Communities of Practice for Professional Development <i>Asst. Prof. Sedat Akayoğlu</i>	Workshop
	<p>In this presentation, the characteristics of Online Communities of Practice (CoP) will be listed and Webheads, a successful online CoP, will be introduced. Moreover, the members of this community were interviewed about their experiences and the factors motivating them to be a part of this community and the results of these interviews will be presented.</p> <p><i>Sedat Akayoğlu is currently working as an Assistant Professor at the Department of Foreign Language Education, Abant İzzet Baysal University. His research areas include CALL and Teacher Education.</i></p>	<p>Topic Learning Technologies Professional Development Teacher Training</p> <p>Audience Teachers of adult learners Teachers of young learners Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
10.15-11.00 Hall G	The Key to Harmony: Accepting Diversity <i>Yeşim Eraslan</i>	Workshop
	<p>The workshop will focus on addressing and incorporating a diversity of beliefs and needs in shaping a Professional Development Program. Although teacher development in many language schools is dealt with within a structured framework, we chose to structure it around the needs of our individual teachers. The workshop will focus on the concepts of teacher beliefs, respect and involvement.</p> <p><i>Yeşim Eraslan retired from METU, the Department of Modern Languages. After retiring in 2006, she joined TEDU in January 2012 and works as the Director of the English Language School.</i></p>	<p>Topic Professional Development Teacher Training</p> <p>Audience EFL / ESL teachers (general) Program administrators Teacher educators</p> <p>Audience Type Experienced</p>
10.15-11.00 Hall H	Longitudinally Studying Writing: Implications for English Preparatory Programs David Albachten & Levent Balcıoğlu	Interactive Research Paper Presentation
	<p>This two-year long study tracks writing in an English-medium university's English preparatory program. Encompassing over 300 students, the results show clear improvement in the grammatical structure (43% improvement), improvement in compositional structure (with setbacks), and some interesting writing patterns. The study suggests a need for altering teaching and curricula, putting additional emphasis on several areas in grammar and writing structure.</p> <p><i>David Albachten received his BS and MA from the Universities of California and Iowa. David founded/ heads the Academic Writing Center and teaches graduate-level academic writing at Istanbul Şehir University.</i></p> <p><i>Levent Balcıoğlu graduated from Ankara University English Language and Literature and a second MA in ELT from Maltepe University. Levent teaches at the Şehir University English Preparatory Program (SEPP).</i></p>	<p>Topic Curriculum Development Research Skills: Writing</p> <p>Audience EFL / ESL teachers (general) Program administrators Experienced teachers</p> <p>Audience Type Experienced</p>

10.15-11.00 Hall H	Possible Causes of Rater Discrepancy: A Case Study <i>Dr. Alev Özbay & Eser Kocaman Gürata</i>	Interactive Research Paper Presentation
	<p>This case study explores the causes of rater discrepancy and the development process of an EFL writing rubric. Think aloud protocols and interviews were conducted with 12 teachers. Results revealed that although teachers had differing perceptions about “good writing” and therefore responded better to analytical scoring, rubrics alone do not ensure reliability unless raters are well trained in using them.</p> <p><i>Dr. Alev Özbay is working as an instructor at Hacettepe University. She holds an MA in English Language and Literature (1991) and a PhD in Curriculum & Instruction (2008).</i></p> <p><i>Eser Kocaman-Gurata graduated from Hacettepe University, Linguistics Department. She holds an MA in Foreign Language Education from Ankara University. Currently, she teaches English at Hacettepe University, School of Foreign Languages.</i></p>	<p>Topic Applied Linguistics Assessment and Evaluation Curriculum Development</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Program administrators Test writers</p> <p>Audience Type Experienced Inexperienced</p>
Concurrent Sessions 11.15 – 12.00		
11.15-12.00 Hall A	Deliberate Practice in Foreign Language Learning: A Concept Whose Time has Come <i>Asst. Prof. Nasrin Altuwairesh</i>	Interactive Research Paper Presentation
	<p>Researchers believe that reaching high levels in any field is, by and large, the outcome of deliberate practice. Despite being a major element on the path to achieving expertise, deliberate practice has been overlooked by language practitioners and researchers alike. Deliberate practice is a concept that is very much relevant to language learning but it has not made it into the language classroom yet. This talk reports on a study which took the initiative to explore the impact of deliberate practice on L2 listening. I will shed light on the main elements of deliberate practice and propose a way of applying it in the language classroom.</p> <p><i>Dr. Nasrin Altuwairesh is Assistant Professor at the College of Languages and Translation/ King Saud University. She holds a PhD in Education/ TESOL from the University of Leeds in the United Kingdom. Her research interests focus on language learning and teaching, teaching EFL listening in particular.</i></p>	<p>Topic Approaches and Methodologies Language Acquisition Learning Strategies</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners</p> <p>Audience Type Experienced Inexperienced</p>


11.15-12.00 Hall A	Teachers' Attitudes towards Using Online Corpus (COCA) to Develop Students' English Vocabulary <i>Arzu Koçak</i>	Interactive Research Paper Presentation
	<p>This paper presents research that investigates teachers' perceptions about the use of online corpus (COCA) in English courses to develop students' English vocabulary. The study also explored whether there are any significant differences between male and female participants with respect to their perceptions of using online corpus (COCA) to improve students' English vocabulary.</p> <p><i>Arzu Koçak graduated from Hacettepe University, department of English Language Teaching in 2003 and Bilkent MA TEFL program in 2010. Since then, she has been working as an English instructor.</i></p>	<p>Topic Learning Technologies Skills: Vocabulary</p> <p>Audience EFL / ESL teachers (general) Novice teachers Experienced teachers</p> <p>Audience Type Experienced Inexperienced</p>
11.15-12.00 Hall B	Using Augmented Reality Technology in Language Classroom <i>Asst. Prof. Ekrem Solak, Recep Çakır</i>	Interactive Research Paper Presentation
	<p>The purpose of this study was to inform about some of the current applications on Augmented Reality (AR) technology in language classroom at the elementary level in Turkey. This study suggested that the use of AR technology in language classroom at the elementary level increased learners' performances and made vocabulary learning more effective in comparison with traditional method.</p> <p><i>Ekrem Solak is currently an assistant Professor at Amasya University, Turkey. The focus of his studies is the use of educational technology in language teaching.</i> <i>Recep Çakır is from Amasya University Faculty of Education in Amasya, Turkey.</i></p>	<p>Topic Learning Technologies</p> <p>Audience EFL / ESL teachers (general) Teachers of young learners Materials writers</p> <p>Audience Type Inexperienced Experienced</p>
11.15-12.00 Hall B	eRead --> eWrite: Strategies that Work! <i>Dr. Yasmine Salah El-Din</i>	Interactive Research Paper Presentation
	<p>Engaging students in critical reading in order to produce engaging writing is a challenging, yet possible, goal. This paper presents five reading strategies that aim to engage students in critical reading tasks that are interesting, relevant and challenging. Samples of the reading/writing activities will be presented and suggestions for engaging activities will be presented and discussed.</p> <p><i>Yasmine Salah El-Din teaches academic reading and writing at AUC. She has an MA in TEFL and a Ph. D. in Applied Linguistics. Her interests include teacher development and assessing writing.</i></p>	<p>Topic Approaches and Methodologies Skills: Reading Skills: Writing</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners</p> <p>Audience Type Experienced</p>

11.15-12.00 Hall C	An Investigation on the Feasibility of Assessing Writing Using Questionnaires Dr. Alper Şahin	Interactive Research Paper Presentation
	<p>The aim of this study was to investigate the feasibility of using a questionnaire to assess student writing. After a brief explanation of what to consider while developing questionnaires, the findings of the study will be shared with the participants. The target audiences of this presentation are the program administrators, test developers, experienced instructors and anyone interested in assessing writing.</p> <p><i>Dr. Alper Şahin has B.A&M.A. degrees in ELT and a Ph.D. degree in educational measurement and evaluation. His research areas are language testing, performance assessment and computerized adaptive testing.</i></p>	<p>Topic Assessment and Evaluation Research Skills: Writing</p> <p>Audience Program administrators Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
11.15-12.00 Hall C	Writing Dynamic Assessment of Holistic/Analytic EFL Learners in Different Contexts Mohaddeseh Alavi	Interactive Research Paper Presentation
	<p>This study investigated the effect of Dynamic Assessment on the writing accuracy of holistic, analytic, and relatively analytic and holistic EFL learners (N=122) in classroom and digital contexts. The participants received appropriate Dynamic Assessment based feedback on their writings. The results showed a significant difference in the writing quality of holistic-analytic participants received feedback in digital and classroom contexts.</p> <p><i>Mohaddeseh Alavi is an MA graduate, a High school Teacher, and a Teacher of English as a foreign language.</i></p>	<p>Topic Assessment and Evaluation Learning Strategies Skills: Writing</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners</p> <p>Audience Type Experienced / Inexperienced</p>
11.15-12.00 Hall D	Contribution of Writing Centers to ELT in Secondary & Higher Education Dilek Tokay	Interactive Research Paper Presentation
	<p>This workshop focuses on why Writing Centers are a necessity in Secondary and Higher Education ELT, particularly in countries where skills integration is not given a priority across the curriculum as a step for intellectual literacy. The highlights of the workshop are WHY, WHAT, HOW, and WHERE of Writing Centers, including the significance of institutionalization for credibility, recognition, and progress.</p> <p><i>Dilek Tokay has worked at METU [1970-1983], Bogazici University [1983-1999], and Sabanci University [1999-2014]. As a Board Member of European Writing Centers Association since 2002, President for 2005-2007, she is the recipient of IWCA2010 Muriel Harris Globe Award.</i></p>	<p>Topic EAP Learner Autonomy Skills: Writing</p> <p>Audience EFL / ESL teachers (general) Materials writers Program administrators</p> <p>Audience Type Experienced / Inexperienced</p>

11.15-12.00 Hall D	Graduate Writer Needs and Writing Tutors' Tutoring Styles <i>Deniz Saydam & Cahide Çavuşoğlu</i>	Interactive Research Paper Presentation
	<p>This study concerns the needs of graduate academic writers and the tutoring styles they want writing center tutors to adopt. After a brief literature review on current tutoring styles, tutees' perceptions of their own needs with respect to tutoring styles will be explained by sharing our findings obtained from tutees through vignettes and in-depth interviews.</p> <p><i>Deniz Saydam teaches EAP. She is a PhD candidate in ELT. Her research interests include teaching of academic writing, language testing and assessment, and language teacher education.</i></p> <p><i>Cahide Çavuşoğlu is an instructor of EAP. Her research interests include teaching academic writing, writing tutoring and writing center administration.</i></p>	<p>Topic EAP Learner Autonomy Skills: Writing</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Experienced teachers</p> <p>Audience Type Experienced</p>
11.15-12.00 Hall E	Active reading with "Actively Learn" <i>Vildan Çal</i>	E-session
	<p>In this e-session the presenter will introduce a free online tool which allows teachers to create unique reading materials by embedding videos, questions and notes directly into a text. Actively Learn will become an effective alternative to reading on paper in your classes by getting students think, write and collaborate while reading and by allowing teachers to track students' progress easily.</p> <p><i>Vildan Çal is an instructor at Sabancı University, School of Languages. She received her B.A in ELT from Boğaziçi University, an M.A in ELT from METU.</i></p>	<p>Topic Learner Autonomy Learning Technologies Skills: Reading</p> <p>Audience EFL / ESL teachers (general) Materials writers Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
11.15-12.00 Hall F	Towards a Diverse, Principled Eclecticism in Foreign Language Teaching <i>Phil Keegan</i>	Workshop
	<p>Principled eclecticism involves making use of a variety of methodologies and techniques with the aim of supporting the learning process. This workshop will challenge the audience to examine their own deeply held beliefs about teaching and learning before making the case for a diverse, eclectic non-dogmatic approach to foreign language teaching and learning.</p> <p><i>Phil Keegan is a teacher trainer for Oxford University Press Turkey, having previously worked as a teacher and/or trainer in the UK, the USA, Germany, France, Austria, Turkey and Malaysia.</i></p>	<p>Topic Approaches and Methodologies Professional Development Teacher Training</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Materials writers Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

11.15-12.00 Hall G	Teaching Reading through “Jigsaw” Strategy <i>Dr. Tolkun Musaeva</i>	Workshop
	<p>The focus of the workshop is the jigsaw cooperative learning strategy. It can be used as instructional activity with a large amount of content to teach. It helps students learn cooperation as group members share responsibility for each other's learning by using critical thinking and social skills to complete an assignment. Subsequently, it helps to improve listening, communication, and problem-solving skills.</p> <p><i>Tolkun Musaeva 2011- October 14 The degree of Candidate (Ph.D) of Philological sciences was conferred. 2007- 2009 MBA Bishkek Financial Economic Academy 1999-2004 Kyrgyz National University Qualification- “Teacher” Specialization- “Linguistic”</i></p>	<p>Topic Approaches and Methodologies Skills: Listening Skills: Reading</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Materials writers Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
11.15-12.00 Hall H	EFL Teachers’ Perceptions and Practices of Intercultural Communicative Competence <i>İlkim Merve Yıldız</i>	Interactive Research Paper Presentation
	<p>The present study addresses the question of to what extent cross-cultural experiences affect EFL teachers’ perceptions of intercultural communicative competence. Additionally, the study analyzes their classroom practices of intercultural communicative competence for fostering EFL learners’ needs to communicate effectively and appropriately with people from different linguistic and cultural backgrounds.</p> <p><i>İlkim Merve Yıldız is an instructor at METU and MA TEFL student at Bilkent University. She received BA from METU in 2009. She presented research in ICC and written pragmatics.</i></p>	<p>Topic Global Issues Language Policies</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Program administrators Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

11.15-12.00 Hall H	Empowering Cultural Diversity in English Language Teacher Education <i>Asst. Prof. Gülşah Külekçi, Dr. Esin Kumlu & Asst. Prof. İrem Kızılaslan</i>	Interactive Research Paper Presentation
	<p>This study attempts to improve ELT pre-service teachers' intercultural sensitivity through comparative analysis of literary texts. It adopted a quasi-experimental research design. Students in the experimental group were instructed to analyze literary texts from different cultures. In the control group the curriculum included texts selected merely from the British literature. Semi-structured interviews were conducted with students from the experimental group.</p> <p>Dr. Gülşah Külekçi works as an Assistant Professor at Dokuz Eylül University. Her research interests are teacher education, using literature in language teaching and the use of technology in ELT.</p> <p>Dr. Esin Kumlu works as an Instructor at Dokuz Eylül University. Her research areas are American literature, Comparative Literature and the use of literature in ELT.</p> <p>Dr. İrem Kızılaslan works as an Assistant Professor at Dokuz Eylül University and as an Associate specialist at TUBITAK. Her research interests are language teacher education and qualitative methodology.</p>	<p>Topic Teacher Training</p> <p>Audience EFL / ESL teachers (general) Teacher educators Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
Panel Discussion on CEFR		
13.00-14.00 Kemal Kurdaş Hall	Linking Teaching and Testing to CEFR <i>Prof. Dr. Sinan Bayraktaroğlu, Prof. Dr. İsmail Hakkı Mirici, Dr. Elif Kantarcıoğlu & Zeynep Ürkün</i>	
	<p>Sinan Bayraktaroğlu “Learner Autonomy” is at the core of *Common European Framework for Reference (“CEFR”)*, which has been recognized internationally as a revolutionary guideline in Foreign Language Learning, Teaching, and Assessment. While discussing the principles of CEFR, the presentation will focus on “independent learning training” which naturally involves practical pedagogical applications in “teaching how to learn” and “learning to learn” English with special reference to challenges for the Turkish university teachers and students.</p> <p>İsmail Hakkı Mirici The CEFR is defined as a framework providing a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe (Council of Europe 2001). While designing an EFL curriculum, descriptive and prescriptive implications of the CEFR have potential to be of great help starting from the needs analysis to the evaluation stages of the curriculum development. In this presentation there will be alignment of the CEFR and the curriculum development process.</p> <p>Elif Kantarcıoğlu Implementation of the CEFR into curriculum development is a relatively straightforward process. However, it is the successful delivery of this curriculum that is challenging, which requires ongoing training. Effective training of teachers in the CEFR can only take place if the CEFR is embedded into the school system and in my talk, I will suggest ways of doing this.</p> <p>Zeynep Ürkün The CEFR has, no doubt, been the most important development in language teaching and assessment of the first two decades of the 21st century. However, as with any other “cure”, it has to come with warning labels, especially in the area of assessment. We will analyze what some of these might be and an example of how these can be avoided.</p>	

Plenary Talk		
14.15-15.00 Kemal Kurdaş Hall	Diversity from within: Focusing on the Classroom Teacher <i>Betül Eröz-Tuğa</i>	
	<p>Native, non-native, ex-pat, facilitator, counselor, teacher-researcher, trainer, trainee, prospective, mentor, novice, experienced, ... These terms describe English teachers at different stages of their professional development; define the diverse roles they play in the classroom; and determine the various labels they attain throughout their journey of becoming ELT practitioners. Teachers are the backbones of language classrooms; their philosophy, attitude, choices, preferences, academic training, and sociocultural and educational background determine the what-goes-on and what-comes-out of the language class. In this talk, we will talk about diversity amongst and within teachers, focusing on the criticality of teacher culture on the outcomes of language teaching/learning contexts.</p> <p><i>Betül Eröz-Tuğa holds a BA degree in English Language Teaching from Middle East Technical University (METU). She received an MA degree in English Language and Linguistics/TEFL and a PhD degree in Second Language Acquisition and Teaching (SLAT) from the University of Arizona where she taught English composition to American and international students. She is an Associate Professor in the Department of Foreign Language Education at METU, training prospective English teachers and supervising students pursuing MA or PhD degrees in ELT. Her main teaching and research interests are sociolinguistics, teacher education, qualitative classroom research, teaching writing, and language teaching methodology. Currently, she is a visiting professor at METU, Northern Cyprus Campus.</i></p>	
Concurrent Sessions 15.15-16.00		
15.15-16.00 Hall A	EFL University Teachers' Autonomy: A Prerequisite to Students' Autonomy <i>Dr. Fawzia Bouhass Benaissi</i>	Interactive Research Paper Presentation
	<p>This work examines autonomy from the other side of the desk, i.e. from the side of the teacher. Teacher autonomy deserves the attention of the language teaching profession as it is indeed a prerequisite towards leading learners to autonomy. A teacher who is not autonomous himself in his profession and classroom practice cannot reasonably make of his/her learners become autonomous.</p> <p><i>Dr. Fawzia Bouhass Benaissi holds an MPhil in Arts Education (Warwick university, England) and PhD in Applied Linguistics(Algeria). She is currently teaching and supervising research students in Algeria. She is interested in interculturality, communication, self-education.</i></p>	<p>Topic Applied Linguistics Learner Autonomy Professional Development</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Applied linguists</p> <p>Audience Type Experienced</p>

15.15-16.00 Hall A	Teacher Efficacy and Concerns in Pre-Service ELT Teachers <i>Seyit Ahmet Çapan</i>	Interactive Research Paper Presentation
	<p>This study examines pre-service ELT teachers' efficacy levels and concerns about teaching. Adopting a mixed-methods approach, the study investigates whether there is any correlation between pre-service ELT teachers' efficacy levels and teaching concern stage. Findings indicate statistically significant relationship between teacher efficacy and concerns. Finally, the study employs semi-structured interviews to clarify implications of findings for ELT teacher education programs.</p> <p><i>Seyit Ahmet Çapan is a research assistant and PhD candidate at English Language Teaching Department, Çukurova University. His research interests include teacher cognition and mentoring practices in pre-service teacher education.</i></p>	<p>Topic Professional Development Teacher Training</p> <p>Audience Teacher educators Novice teachers Prospective teachers</p> <p>Audience Type Experienced</p>
15.15-16.00 Hall B	How Technology Echoes in Second Language Teacher-Education: A Multi-Perspective Study <i>Assoc. Prof. Kemal Sinan Özmen & Esra Kızılet</i>	Interactive Research Paper Presentation
	<p>The present study investigates the perception and competences of student teachers and faculty about instructional technology exploited in foreign language teaching. A survey on instructional technologies is adapted and administered to student teachers and faculty of an ELT program in state university. The findings indicate a significant difference between freshmen and senior student teachers of ELT programs.</p> <p><i>Kemal Sinan Özmen works as an associate professor at Gazi University, ELT Program. His research interests center around teacher cognition and psychology.</i> <i>Esra Kızılet works as a research assistant at Gazi University, ELT Program. Ms. Kızılet is currently writing her MA thesis.</i></p>	<p>Topic Learning Technologies Teacher Training</p> <p>Audience EFL / ESL teachers (general) Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
15.15-16.00 Hall B	Students' Views on Technology Use: Lessons to Learn <i>Defne Akıncı Midas</i>	Interactive Research Paper Presentation
	<p>An open-ended question was used to collect students' opinions on technology use in instruction as part of program evaluation research in a preparatory school. The choice of open-ended question bore difficulties of dealing with non-response, vague expression in language and a broad scope of comments. However, it revealed invaluable information about the issue unforeseen by the researchers.</p> <p><i>Defne Akıncı Midas is a language teacher at METU. She holds an M.Ed. and working on her PhD. Her interests include autonomy and motivation in ELT and materials design.</i></p>	<p>Topic Curriculum Development Learning Technologies Research</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Program administrators</p> <p>Audience Type Experienced Inexperienced</p>

15.15-16.00 Hall C	Supporting Foreign Language Vocabulary Learning through a Kinect-based Gaming <i>Hasan Aksoy, Mehmet Fatih Ürün & Rasim Çömez</i>	Interactive Research Paper Presentation
	<p>This study is an attempt to seek out whether kinect-based gaming make a contribution to L2 vocabulary acquisition. The design of of two groups with pre- and posttest was utilized. The quantitative part of the study had the pre-test/posttest quasi-experimental design. The qualitative part of the study included post-study semi-structured interviews with students.</p> <p><i>Hasan Aksoy</i>, Research Assistant at Turkish Military Academy. BA in ELT at Bogazici University in 2012. He is still pursuing his degree of MA in ELT at Gazi University.</p> <p><i>Rasim Çömez</i>, Instructor at Gendarmerie. BA in ELT at Bogazici University in 2013. He is still pursuing his degree of MA in ELT at Gazi University.</p> <p><i>Mehmet Fatih Ürün</i>, English Instructor at Turkish Military Academy. He completed his MA degree, majoring in Curriculum and Instruction at METU in 2013. He is a PhD student in Curriculum and Instruction at METU.</p>	<p>Topic Learner Motivation Learning Technologies Skills: Vocabulary</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced Inexperienced</p>
15.15-16.00 Hall C	The Effect of SHIP on Teaching Vocabulary to EFL Students <i>İbrahim Halil Topal & Yunus Emre Yavuz</i>	Interactive Research Paper Presentation
	<p>60 EFL students were pretested and post-tested and given story building tasks. The study revealed that students who learned vocabulary through SHIP performed better in vocabulary tests than those who learned through other techniques. It also proved that SHIP had a positive effect on written language production. The study further demonstrated that students retained more words through the proposed technique.</p> <p><i>İ. Halil Topal</i> has been teaching English at Gazi University for three years.</p> <p><i>Y. Emre Yavuz</i> has been teaching English at Turkish Military Academy for four years.</p>	<p>Topic Approaches and Methodologies Research Skills: Vocabulary</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Teachers of young learners</p> <p>Audience Type Experienced Inexperienced</p>

15.15-16.00 Hall D	Engaging Pre-Service EFL Teachers in Self-Evaluation and Peer-Evaluation for Reflection <i>Fatma Gümüřok & Dr. Deniz řallı Çopur</i>	Interactive Research Paper Presentation
	<p>In this study, 27 pre-service EFL teachers were involved in written self-evaluation and peer-evaluation processes as a reflective practice in the first practicum course. At the end of the course, 10 of them were interviewed to gain their insights about these processes. The results show that they gain awareness on their teaching, increase self-confidence, obtain multiple and critical perspectives.</p> <p><i>Fatma Gümüřok is a graduate of Hacettepe University, Department of English Language and Literature. She holds an MA degree in ELT from METU. Currently, she is a PhD student.</i></p> <p><i>Dr. Deniz řallı-Çopur is a teacher educator in the Department of Foreign Language Education at Middle East Technical University, Ankara, Turkey. Here, she has been teaching ELT Methodology, Materials Adaptation and Evaluation, Teaching English to Young Learners, and Teaching Practice courses to prospective teachers of English.</i></p>	<p>Topic Assessment and Evaluation Research Teacher Training</p> <p>Audience EFL / ESL teachers (general) Teacher educators Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
15.15-16.00 Hall D	Years of Experience, School Types and EFL Teachers' Motivation <i>Zeynep Aysan</i>	Interactive Research Paper Presentation
	<p>This study investigated EFL teachers' motivation in three aspects: the factors motivating EFL teachers most and least and the nature of them, the impact of years of experience and school type. The results demonstrated while strongest motivating factors are mainly intrinsic ones, lowest motivating factors are extrinsic ones. Additionally, private university teachers showed higher level of motivation resulting from extrinsic factors.</p> <p><i>Zeynep Aysan is a PhD student and research assistant at Foreign Language Education Department at METU. Her research interests are mainly teacher education, multilingualism and language policy.</i></p>	<p>Topic Learner Motivation Professional Development Research</p> <p>Audience EFL / ESL teachers (general) Program administrators Novice teachers Experienced teachers</p> <p>Audience Type Experienced Inexperienced</p>
15.15-16.00 Hall E	Using Software to Teach Vocabularies <i>Fatemeh Fazlali</i>	E-session
	<p>The software, Auto play media studio8, is easy to use. Teachers can easily make the proper learning objects (LO) and teach whatever they like. Teachers can simply put objects together and make their LO. By technology, Teachers can have diversity in teaching and learning process, they can help students learn easily and have fun. Teachers can save time and energy.</p> <p><i>Fatemeh Fazlali is a PhD candidate in university of Tehran. She has been teaching English for more than 20 years. Her field of interest is Technology and Teaching.</i></p>	<p>Topic Learning Technologies Skills: Vocabulary</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Teachers of young learners Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>


15.15-16.00 Hall F	Celebrating Shakespeare, Celebrating Diversity: Shakespeare's Unruly Women <i>Luke Prodromou</i>	Workshop
	<p>Women are half the sky. Their active presence in social life is essential if human beings are to make the most of the rich diversity of human creativity. Yet women, even in the 21st century, are often excluded, ignored or underestimated by a male-dominated world. In this talk, we look back to 'past masters' like Shakespeare to get a picture of the power and potential of women to enrich human experience.</p> <p><i>Dr. Luke Prodromou is a teacher, teacher-trainer and materials writer. He has been a speaker at many international conferences.</i></p>	<p>Topic Literature in ELT</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced Inexperienced</p>
15.15-16.00 Hall G	Creating and Adapting Materials for Effective Teaching and Learning <i>Daria Tarakanova</i>	Workshop
	<p>There is a wide range of ESL Coursebooks which provide teachers with all materials and instructions on how to use them. However, it is questionable whether those coursebooks meet the needs and expectations of the learners. In this workshop we will talk about different types of materials, main principles of designing and using various materials in a classroom.</p> <p><i>Daria Tarakanova holds an MA degree in Education from Rostov State University of Teacher Training. She is an ESL teacher and a Teacher-Trainer for TESOL Programme at Queen TESOL Centre.</i></p>	<p>Topic Materials Development</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Teachers of young learners</p> <p>Audience Type Experienced Inexperienced</p>
15.15-16.00 Hall H	Plagiarism and Paraphrasing: When Diversity Might Set a Trap <i>Stephen Kuntz</i>	Workshop
	<p>Diversity in our classrooms and instruction has a shadowy side. Using what we have learned from The Plagiarism Awareness, Prevention, and Skill Building Project, we will workshop the explication of plagiarism and paraphrasing as both concepts and practice. While engaging and equipping our students is the endgame, we must first address our own diversity of knowledge, understanding, attitude, and behaviour.</p> <p><i>Stephen Kuntz is a former ESL, EAP, and literature instructor. He now directs Writing Resources, University of Alberta, and teaches non-credit writing and plagiarism awareness workshops and a transition course for international students.</i></p>	<p>Topic EAP ELF / EIL Skills: Writing</p> <p>Audience EFL / ESL teachers (general) Teachers of adult learners Program administrators</p> <p>Audience Type Experienced Inexperienced</p>

Concurrent Sessions 16.15 – 17.00		
16.15-17.00 Hall A	Enhancing EFL Learners' Literary Competence through a Holistic Approach <i>Dr. Nouredine Guerroudj</i>	Interactive Research Paper Presentation
	<p>The overall aim of this paper is to contribute further in the field of teaching literature by raising teachers' awareness of what I call a holistic approach in the teaching of literature which is targeted to enhance EFL learners' literary competence at different levels: linguistic, textual and semiotic.</p> <p><i>Nouredine Guerroudj has an MA and a doctorate in TEFL from the University of Sidi. His current interests include teaching literature, learner autonomy and research methodology in EFL learning and teaching.</i></p>	<p>Topic Applied Linguistics Approaches and Methodologies Learner Autonomy</p> <p>Audience EFL / ESL teachers (general) Novice teachers Applied linguists</p> <p>Audience Type Experienced Inexperienced</p>
16.15-17.00 Hall A	Culture Teaching: Diversity of Materials and Methods <i>Serkan Şen</i>	Interactive Research Paper Presentation
	<p>This study delves into the profile of EFL instructors' knowledge of the target culture, their sources, and classroom applications. Teachers believe that teaching culture should focus on teaching material culture, the most favorable sources of which are books, magazines, journals, newspapers, television programs and films. This shall prove the diversity of materials and methods in culture teaching.</p> <p><i>Serkan Şen is a lecturer in English at Baskent University. He holds a BA and an MA in ELT from Hacettepe University. He's been teaching Effective Presentation course to seniors.</i></p>	<p>Topic Approaches and Methodologies Professional Development Research</p> <p>Audience EFL / ESL teachers (general) Program administrators Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

16.15-17.00 Hall B	Developing Communicative Competence <i>Devrim Özdemir</i>	Workshop
	<p>... Competence, ... Competence and all the other Competencies. How many of them do we teachers address? Which one of the competencies do we emphasise/neglect in the classroom? Even though the term 'Communicative Competence' is a high frequency word in many TEFL Teacher Development courses, do we address all competencies equally? Is the theory we have been encouraged to take into consideration really reflected in our teaching? In this talk Devrim will try to reiterate the importance of the term with his unique personal stories and show how a dream can be realised. After this talk, Devrim will try to show how/ why Communicative Competence can no longer only be something we consider as a 'theory' while he also shows how it can be reflected in our 'practice'.</p> <p><i>Devrim Özdemir was born and brought up in London and has been involved in ELT for more than 10 years, with teaching and teacher-training experience in primary and secondary schools and universities in Turkey, England and China focusing primarily on classroom management, personalised teaching and learning and interactive teaching/learning techniques in his training sessions. Devrim is a full time Educational Consultant for Cambridge University Press. In addition to this, he also continues to teach EAP courses every summer at the University of Leicester in the UK.</i></p>	<p>Topic Approaches and Methodologies</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced Inexperienced</p>
16.15-17.00 Hall C	The Impact of Diverse Reading-Writing Tasks on Pre-Service EFL Teachers <i>Dr. Alev Özbilgin Gezin</i>	Interactive Research Paper Presentation
	<p>This paper examines the impact of diverse reading-writing classroom tasks on developing teacher identities. The participants are Turkish pre-service EFL teachers at a university in northern Cyprus. The presenter discusses the importance of different tasks for pre-service teachers to become more competent professionals in teaching academic writing in a foreign language.</p> <p><i>Alev Özbilgin has been an instructor, teacher educator and researcher for more than 15 years. Currently she works at Middle East Technical University Northern Cyprus Campus.</i></p>	<p>Topic Professional Development Teacher Training</p> <p>Audience EFL / ESL teachers (general) Program administrators Teacher educators Prospective teachers</p> <p>Audience Type Experienced</p>

16.15-17.00 Hall C	Chat Language In The Written English Of The Nigerian Students <i>Dr. Ijaiya Bola Shakirat</i>	Interactive Research Paper Presentation
	<p>The study focuses on the prevalence of chat language in the formal writing of the Nigerian teenaged students and reveals the influence of indiscriminate use of pidginization, telegraphic forms, phonemic spellings, code-mixing, etc. The paper concludes with the functional method by which chat language can be used for pedagogical purpose.</p> <p><i>Ijaiya Bola Shakirat (PhD) works at Federal College of Education in Kontagora, Niger State in Nigeria.</i></p>	<p>Topic ELF / EIL Global Issues Learning Strategies</p> <p>Audience EFL / ESL teachers (general) Teachers of young learners Applied linguists</p> <p>Audience Type Experienced</p>
16.15-17.00 Hall D	An Avalanche is coming..... <i>Grant Kempton</i>	Workshop
	<p>How much has teaching changed in the last thirty years? I think that while the world has continued changing at an incredible pace we in teaching have perhaps not changed as fast. In this talk I'll be looking at change and what it means to us and why, if we don't learn to ski soon, we might be whisked off our feet by the coming avalanche... in fact, the avalanche might already be here!</p> <p><i>Grant Kempton has been involved in ELT for more than 29 years. During that time he has been a teacher, tester, curriculum coordinator, school director and teacher trainer. He has been working as Senior Learning Consultant for Pearson Education for more than ten years. He is also an ELT writer, being involved in such courses as Language Leader, Opportunities, New Success and New Total English.</i></p>	<p>Topic Learner Motivation Learning Strategies</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced Inexperienced</p>
16.15-17.00 Hall E	Diversifying Knowledge Acquisition via Inquiry-Based Learning Applications <i>Arzu Bilgener</i>	E-session
	<p>As English teachers, we should adapt to the developing world of ELT. In classes, diversified student profiles create a need for various teaching tools. Thanks to diversified material resources, we possess many choices and the internet is one of them. In this e-session, a website called 'Pear Deck' will be presented. The website, offers you diversified presentation and assessment options.</p> <p><i>Arzu Bilgener is an English Instructor in Izmir University. She holds a BA degree in American Studies from Dokuz Eylül University and still pursuing an MA degree.</i></p>	<p>Topic Assessment and Evaluation Learner Motivation Learning Technologies</p> <p>Audience EFL / ESL teachers (general) Teachers of young learners Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>

16.15-17.00 Hall F	Are You Assessment Literate? Deena Boraie	Workshop
	<p>Teachers who are assessment illiterate can have a negative impact on student learning. Effective teachers must have adequate assessment knowledge, skills and understanding of assessment concepts. In this interactive workshop, participants will reflect on their own assessment literacy and identify the key principles of sound assessment practices that promote learning.</p> <p><i>Dr. Deena Boraie is the Dean and Professor of Practice at the School of Continuing Education at the American University in Cairo and she currently serves as Past President of the TESOL International Association.</i></p>	<p>Topic Assessment and Evaluation</p> <p>Audience EFL / ESL teachers (general)</p> <p>Audience Type Experienced Inexperienced</p>
16.15-17.00 Hall G	Marginalization and Othering in Multicultural Teacher Education Textbooks Asst. Prof. Babürhan Üzüm & Asst. Prof. Ali Fuad Selvi	Workshop
	<p>In this presentation, we will explore the concept of othering, and then will work on a variety of textbook excerpts to identify and analyze examples of othering and discuss alternative strategies to develop more inclusive multicultural education discourse/texts for teacher candidates.</p> <p><i>Baburhan Uzum is an Assistant Professor at Sam Houston State University.</i> <i>Ali Fuad Selvi is an Assistant Professor at METU-NCC.</i></p>	<p>Topic Curriculum Development Global Issues Materials Development</p> <p>Audience EFL / ESL teachers (general) Materials writers Teacher educators</p> <p>Audience Type Experienced Inexperienced</p>
16.15-17.00 Hall H	Perception and Awareness of Learner Autonomy at the Beginner Level Hande Nur Süren, Melike Tirnova & Şeniz Bilgi	Interactive Research Paper Presentation
	<p>Learner autonomy has become quite an important area due to the rise of student-centered approaches. This study aims to identify whether METU Preparatory School beginner level students with diverse backgrounds are aware of taking charge of their own learning. The findings of the study will be of interest to a large variety of audiences working on learner autonomy.</p> <p><i>Hande Nur Süren is a senior student at METU, Department of Foreign Language Education. Her research interests include language learning strategies, learner autonomy and teaching English as a foreign language.</i> <i>Melike Tirnova is a senior student at METU, Department of Foreign Language Education. She is interested in teaching English as a foreign language, language learning strategies and learner autonomy.</i> <i>Şeniz Bilgi has been teaching at METU, Department of Basic English since 2002. She has a wide range of interest areas: security and terrorism studies, research skills and academic writing.</i></p>	<p>Topic Approaches and Methodologies Learner Autonomy Learner Motivation</p> <p>Audience EFL / ESL teachers (general) Novice teachers Experienced teachers</p> <p>Audience Type Experienced</p>

16.15-17.00 Hall H	Pre-service EFL Teachers' Learner Autonomy Beliefs based on Practicum Experiences <i>Banu Çiçek Başaran, Fatma Gümüşok & Melike Bekereci</i>	Interactive Research Paper Presentation
	<p>This quantitative study investigates the relationship between pre-service teachers' beliefs about desirability-achievability of learner autonomy and practicum. A questionnaire was administered to 57 pre-service teachers before and after their 10-week practicum experiences. The results revealed that the participants' beliefs differed after practicum based on the observed age group. This study provides teacher-trainers and policy-makers valuable insights about this phenomenon.</p> <p><i>Banu Çiçek Başaran is a graduate of METU, Foreign Language Education Department. She did her MA in English Language Teaching at METU. Currently, she is a PhD. student in the same department.</i></p> <p><i>Fatma Gümüşok is a graduate of Hacettepe University, The Department of English Language and Literature. She did her MA in English Language Teaching at METU. Currently, she is a PhD. student in the same department.</i></p> <p><i>Melike Bekereci is a graduate of Yeditepe University, Department of Translation and Interpreting. Currently she is an MA student at METU English Language Teaching Program.</i></p>	<p>Topic Learner Autonomy Professional Development Teacher Training</p> <p>Audience EFL / ESL teachers (general) Program administrators Teacher educators Prospective teachers</p> <p>Audience Type Experienced Inexperienced</p>
Plenary Talk		
17.15-18.00 Kemal Kurdaş Hall	Teaching with Screens <i>Lindsay Clandfield</i>	Plenary Talk
	<p>While screens and projectors have been around for a long time in language teaching (remember the Overhead Projector, or the Slide projector??), it's only now that they are increasingly ubiquitous. This talk addresses how language teaching may be changing as a result of increased 'screen time'. We'll take a fresh look at lesson planning to ensure a balance of working styles and interaction patterns in the communicative classroom equipped with a projector and a screen.</p> <p><i>Lindsay Clandfield is an award-winning writer, teacher, teacher trainer and international speaker in the field of English language teaching.</i></p>	

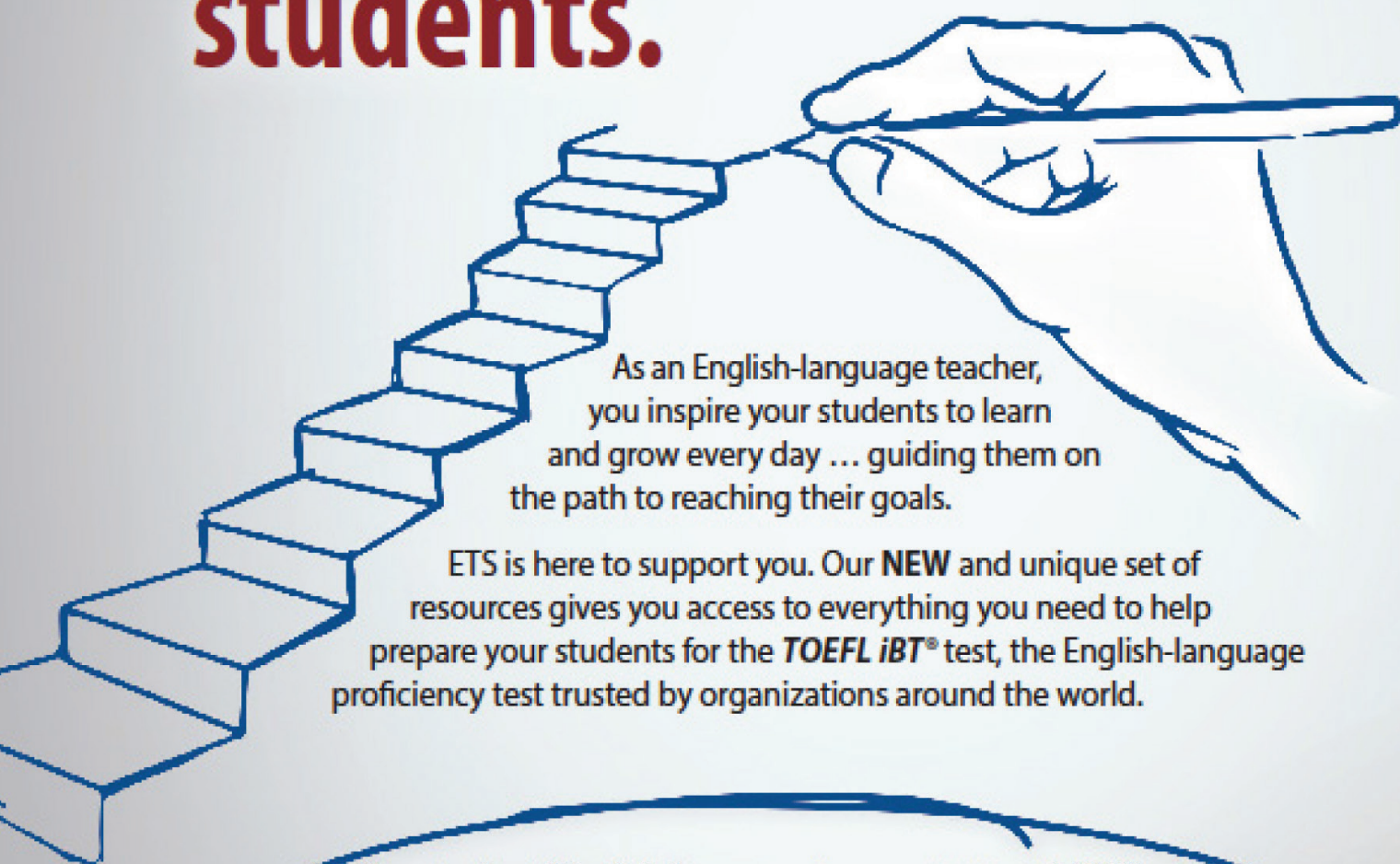
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