Making a difference...Professional development for student teachers

Abstract
In this presentation, we will assess where we are with our strengths and challenges as student teachers and explore ways in which we can equip ourselves more resourcefully for the teaching profession. We will also discuss how we can develop key principles and put these into practice in order to make a difference in our own lives and professional development as well as in the development of our learners.

Bio
Deniz Kurtoğlu Eken (PhD) works as an instructor and as Projects, Development and Research Coordinator at Sabancı University, School of Languages where she also worked as the director of the school for 10 years until September 2012. Over the years, she has been involved in teaching, curriculum development, qualitative research studies, teacher and trainer training and development, including formal training courses with UCLES, the British Council in Turkey and in the UK, the U.S. Embassy, the Turkish Ministry of Education and with different schools and universities in Turkey. Deniz has designed and directed formal trainer training courses at private Turkish universities as well as the SLTEP and provided consultancy to many institutions on a wide range of topics. She has publications in teaching methodology, qualitative research, teacher and trainer training and development, school effectiveness and development which are also her main areas of interest. Her biggest interest and challenge remains to be an in-depth exploration into individual growth through personal and professional development.

For information on Dr. Kurtoğlu Eken's professional activities, presentations and publications, please visit her website at:
http://myweb.sabanciuniv.edu/kurtoglueken/
Coffee Break 11:00-11:15
Workshop Session I
11:15-12:00

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| Celile Gürsu  
SLTEP 2014  
Sabancı University | Kerem Selçuk  
SLTEP 2014  
TED University | Duygu Özler  
SLTEP 2014  
Izmir University | Rhett Schools, Hande Günel,  
Jonathan Donnellan, Melek Didem Beyazoğlu & Büşra Tan  
SLTEP 2015  
Bilgi University |

**CAUTION: Cell Phone in Use may Enhance Learning.**

For more than two decades, the use of mobile devices has become pervasive in everyday life. Their use in the classroom for educational purposes has also been widely discussed and researched. Today, in the classroom, it is very common to see students playing with their mobile devices. They text their friends, listen to music, search the Internet or check their e-mails. So the question is how we, teachers, can help students use their mobile devices, especially their smart phones, as a useful learning tool. In this workshop, we will be looking at some in-class activities with mobile technologies and learn how we can integrate them into our lessons to create more interactive and lively classes.

**Have Your Say in One Way or Another**

‘This workshop aims at generating ideas as to how learners with different learning styles and different motivation levels can be encouraged to have their say in our classes. We will discuss strategies and activities that can cater for the needs and interests of different learners so that they can express themselves in their own way and try to find ways as to how we can appreciate diversity and uniqueness in our classes.

**And the Oscar Goes to...**

How many times have we left the classroom unsatisfied with our students’ motivation? Let’s be honest, probably a million times. Then, we start talking about it with our colleagues and believe that we have done everything and that we have provided our students with all the necessary materials. How about the needs of this new generation? We are now teaching Gen Y, the Millennial Generation. They live in technology, now how can we totally expect them to be just learn from printed materials. Perhaps one solution could be integrating Movies into our lessons. Let’s give it a try :)

**Fostering the Critical Eye**

We have designed this workshop to address a crucial aspect of the process writing method. The peer-feedback stage of process writing can undoubtedly be frustrating for both students as well as teachers. Many teachers have experienced students’ dismay or bewilderment when asked to give feedback on a peer’s work. We aim to provide teachers with hands-on experience of peer-feedback using an additional three steps that will enhance our students’ learning experience. This workshop will introduce the fundamentals of guided peer-feedback: the use of guiding questionnaires, correction keys, and simplified rubrics.

**LUNCH BREAK (12:00-13:30)**
SLTEP @ Pre-Service: One-Day Event with Student-Teachers and Alumni Meeting

FLE Student-Teachers Present: Poster Presentation (Küçük Fuaye: Hall A)
13:30-14:00

- The Rate of Primary and Secondary Education Students’ Active Use of Four Language Skills in English Lessons as a Foreign Language  
  Zeynep Gizem Emir

- Perspectives of Students as Regards Group Work: A Case Study  
  Esra Ataman, Elif Aksoy & Şeniz Bilgi

- The Usage of Reflexives in English by Turkish Learners of English: A Cross-Linguistic Perspective  
  Türkan İstencioğlu & Ebru Evcen

- Native Turkish Speakers’ Knowledge and Use of Taboo Words in English  
  Alper Kesici & Önder Barış Öztürk

- The Applicability of ELT Methods in English Teaching according to English Teachers and Regarding Their Years of Teaching Experience in Turkey  
  Emel Çelik & Özge Çomak

- The Correlation between English Proficiency Level and the Academic Success in Foreign Language Education Department at METU  
  Fatma Erdoğan & Gülsüm Çevikbaş

- The Gap in Diversity between Micro-Teachings and School Experience Course  
  Tansu Akkuş & Ayfer Öşen

- Does Stress Affect METU Undergraduate Students in terms of Academic Success?  
  Nadide Aybar & Burcu Arasan
### Workshop Session II
14:00-14:45

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| Pelin Küçük  
SLTEP 2012  
Gazi University | Metar Aksoy  
SLTEP 2010  
ITU | Gamze Öncül  
SLTEP 2015  
ODTÜ NCC | Yeşim Nalkesen  
SLTEP 2015  
Işık University |

**Riding a Flying Carpet in Teaching?**

In this workshop, I am planning to share my own experiences and some further suggestions to make lessons enjoyable. Teaching different skills by including fun element is going to be the focus of this session. If we, as teachers, are bored during the lessons, how can we expect our learners to stay with us during their learning journey? As a teacher and lifelong learner, I believe both teachers and students can have fun during classes and the students might be willing to go on learning even if it is break time! Let me show some ways to achieve this :)  

**Art in EFL**

Students are asked to present great works of art (mostly paintings) with the guidance of the instructor and they share their experience (their choice) while giving their Prezi presentations.

**Breaking the Boundaries of the Ready-Made Course Material**

Learning a language is different from learning other school subjects. If the language is taught like other school subjects, if it is left within the boundaries of “do this exercise,” “fill in that blank,” or “find the best option,” the learner may miss the point that the language s/he is learning is a living entity—somewhere out there some real people speak, write, read, study, play games, watch movies in that language. There might be times when the ready-made course material falls short, limiting the teacher within its boundaries. In this workshop, I will try to give you some practical ideas on material development and task design to break the boundaries of the ready-made materials so as to make the language and the learning experience as real as possible for the learners.

**The Impact of "Happiness" on Students’ Learning and How to Make This “Happen”?**

Csikszentmihalyi (1990) believes that “happiness is not a fixed state but can be developed as we learn to achieve flow in our lives.” Happiness itself has undeniably a significant impact in our classrooms. The aim of this session is to provide some insights about the “Flow Theory” (Csikszentmihalyi, 1990) and relevant theoretical points strengthening this view. Participants will also have a chance to discover some suggestions to allow “happiness” to happen in their classrooms with the help of some suggested activities and technological tools that will help prospective teachers with further aspects in their careers, as well.

### Coffee Break 14:45-15:00
### Workshop Session III
**15:00-15:45**

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| Dinçer Demir  
SLTEP 2013  
Sancaksoy Secondary School | Emsal Ateş Özdemir  
SLTEP 2015  
Istanbul Şehir University | Vildan Çal  
SLTEP 2013  
Sabancı University | Jonathan Donnellan, Melek Didem Beyazoğlu, Hande Günel, Rhett Schools & Büşra Tan  
SLTEP 2015  
Bilgi University |
| **Building bridge between theory and practice of 21st Century skills** | **Current Technology Practice in the English Classroom: İstanbul Şehir University Case** | **Strategies to Differentiate Instruction** | **Sinking Ship or Thinking Sheep: You Can Teach Pronunciation Too** |

Being a lifelong learner is one of the core skills among today’s teachers. With the latest and fast developments in technology and skills linked with the 21st century, teachers have to keep learning. However, there are some questions in mind on what is being a lifelong learner and how we can be, although the concept is used very widely. It is easier said than done to be one of these educators of future but it is also a very crucial skill we, as teachers, need to have. In this session, we are going to talk about the skills that we need to have to be able to be a teacher of today and tomorrow. Moreover, we are going to try to discover our intrinsic motivation to be able to stay passionate on learning and teaching.

As the learner profiles have changed with the modern age, the teacher profiles need to change in accordance with the needs of the learners. This session intends to inform the audience about the current practices in the use of technology in the English teaching world. Examples from İstanbul Şehir University will be shared. Opportunities for professional growth for language teachers will be discussed.

The diversity of the 21st century classroom creates numerous challenges for teachers. Students expect to see teachers who respond to their different needs and create an environment where they enjoy learning at their own pace. In this workshop the presenter will share some strategies used to tailor instruction to meet different needs and expectations of students.

For a number of reasons, many EFL teachers avoid teaching pronunciation. This workshop is based on four principles; that intelligibility is a key objective in pronunciation teaching, that students need to be able to conceptualize pronunciation differences between L1 and L2, that teaching stress and intonation are as important as the phonemes of English, and that non-native teachers have just as much to bring to the table as native-speaking teachers. In this workshop we practice a number of dynamic activities designed to bring pronunciation teaching to life. Each activity is suitable for a variety of levels, ages and learning preferences.
SLTEP @ Pre-Service: One-Day Event with Student-Teachers and Alumni Meeting

Panel (Hall A)  
16:15-17:00

*Being a graduate of SLTEP*

Dr. Deniz Kurtoğlu-Eken  
Sabancı University

Dr. Meral Güçeri  
Sabancı University

Yaprağ Güleç-Öğütçü  
SLTEP 2014  
MLD, METU

Dr. Deniz Şallı-Çopur  
SLTEP 2006  
FLE, METU

Dr. İşıl Güsenli Kaçar  
SLTEP 2004  
FLE, METU

17:00-17:15 Event Photo Time!  
17:30-18:30 ODTU Campus Walking Tour (depending on the weather conditions)

**CONFERENCE DINNER** (Transportation from/to Campus)  
18:30-23:00