

BIRUNI UNIVERSITY

Faculty of Education

**Biruni University
English Language Teaching Department
1st ELT Symposium**

**“Language Teacher Education during Covid-19
Pandemic”**

April 2, 2021

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2. Committees

Honory

Prof. Dr. Adnan ÖMERUSTAOĞLU - Biruni University

Organizing Committee

Dr. Görsev SÖNMEZ - Biruni University

Kübra ŞENDOĞAN ERDOĞAN, MA -Biruni University

Kadir Anıl KARA - Biruni University

Scientific Committee

Prof. Dr. Sema EGE - Biruni University

Dr. Zoe MARLOWE - Biruni University

Dr. Ömer HASANUSTA - Biruni University

3. Symposium Program

Date: 02.04.2021 Friday

Channel: Online

10.00 - 10.30 Opening Remarks

Prof. Dr. Adnan ÖMERUSTAOĞLU (Dean)

Dr. Görsev SÖNMEZ (Head of ELT Department)

Plenary Speakers

10.30 - 11.00 “Classroom Management in Distance Education”

Prof. Dr. Arif SARIÇOBAN

11.00 - 11.15

Question-Answer Session

11.15 - 11.45 “(Inter)cultural Aspects of Language Learning and Teaching and Distance Education”

Prof. Dr. Arda ARIKAN

11.45 - 12.00

Question-Answer Session

12.00 - 12.30 “ELT in Question: From Critical Thinking to Critical Pedagogy”

Dr. Kamile HAMİLOĞLU

12.30 - 12.45

Question-Answer Session

12.45 - 13.30 Coffee Break

13.30 -15.00 Panel

“ Pre-service and In-service Language Teacher Education and Distance Education”

Moderator: Dr. Görsev SÖNMEZ

Speakers:

Prof. Dr. Arda ARIKAN

Prof. Dr. Arif SARIÇOBAN

Dr. Kamile HAMİLOĞLU

15.00 - 15.30

Question - Answer Session

Closing Remarks

4. Abstracts and Bios



“Classroom Management in Distance Education”

Abstract

Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals. While classroom management is widely explored in the context of mainstream education, few seem to have focused on foreign language classrooms more specifically. While different from a face-to-face course which also involves more in-person dialogue and conversations, an advantage of an online course is that you can generally communicate more ideas as well as clear, comprehensive messaging given that students may view, reread and review again and again. The session will be questioning the differences between face-to-face classroom management and online classroom management with the scope of foreign language education. The session will also provide the audience with practical ideas of how we can maximize the teachers’ classroom management skills in distance education.

***Prof. Dr. Arif SARIÇOBAN** was born in Samsun in 1964. He held his B.A. in ELT at 19 Mayıs University in 1986, his M.A. in TEFL at Bilkent University in 1989, and his Ph.D. in ELT at Çukurova University in 1994. He has worked as an associate professor of ELT at Hacettepe University for 20 years and was appointed as a full professor to the Department of ELL at Selçuk University four years ago. Dr. Sariçoban has been acting as an editor-in-chief, an editor, and a reviewer for various national and international journals in the field of Language and Linguistic Studies. He has numerous national and international articles and also presented numerous papers at both national and international conferences. His main focus of interest is EFL, ESL, TEFL, ELT, and recently the Teaching of Turkish as a Native Language (TNL) and the teaching of Turkish as a Foreign and/or Second Language (TFL/TSL).*



“(Inter)cultural Aspects of Language Learning and Teaching and Distance Education”

Abstract

The contemporary world necessitates using languages in multicultural and multilingual settings as a medium of communication. In culturally and linguistically diverse settings, language users need to successfully utilize their communicative competence to engage in today’s world as competent communicators. Online resources and tools characterize this multivocal social environment. In this arena, intercultural communicative competence is suggested as the primary goal of struggling users. Hence, various models have been proposed and various techniques have been suggested to improve language and technology users’ intercultural communicative competence. In this talk, I will mainly focus on some (inter)cultural aspects of language learning, teaching, and distance education by giving concrete examples from the online world.

Prof. Dr. Arda ARIKAN graduated from Hacettepe University, Faculty of Letters, Department of American Culture and Literature in 1996 and completing master's level courses in the same department without completing his thesis, he completed his PhD at Penn State University in the department of Language, Culture and Society with a focus on Language and Literacy Education with his thesis on language instructors’ in-service professional development (2002). He received the title of associate professor in the field of English Language Education (2010) and became a full professor in 2016. He is currently employed at Akdeniz University, Faculty of Letters, Department of English Language and Literature. He continues his studies as a generalist by reading and writing on education, literature and culture. Currently, he is writing his MA thesis on Arab-American Theatre at Hacettepe University's American Culture and Literature MA Program.



“ELT in Question: From Critical Thinking to Critical Pedagogy”

Abstract

This talk aims to contribute to the understandings of the audience on questioning how foreign language teacher education can turn to be more transformative to help the whole humanity create better conditions for a better world within and outside educational institutions by considering the education of (English as a) foreign language (EFL) teachers from the lens of critical thinking and the Critical Pedagogy, given that English has a special and specific power on the communication of people living on this planet, as Lingua Franca. It seems to me that dealing with this topic has not become an option nowadays, but on the contrary, has become a necessity considering the difficult times we have been leading due to the pandemic which has made us think about our future more than we have done so far. Given that this is to be the right time to focus more on the ways of improving our capacity, capability, resources, and power as people for being able to create a better future, I believe, we can do more things in contributing to this improvement process, as foreign language teacher educators, by beginning to check our vision and implementations of how we educate teachers. The theoretical framework of this talk will be based on the socio-cultural view, socio-cognitive view, transformative view, and Critical Pedagogy in foreign language teacher education and in mainstream education. Given that the socio-cultural approach portrays human learning as a social process and the origination of human intelligence in society or culture referring to the fact that social interaction plays a basic role in the development of cognition; the socio-cognitive view deals with how language is learned and how it should be treated, and transformative learning gives way to actual behavior that learners should establish to contribute to and participate in the community where they live in. Under the light of this framework, the basic stances in foreign language teacher education are visited and how they would be connected with the Critical Pedagogy in practical ways is also explored in my presentation. Throughout this exploration, I am attempting to interpret the Critical Pedagogy for foreign language teacher education by not considering its ideological dimensions, but instead by focusing more on its humanistic dimensions.

Regarding the theoretical framework and review mentioned above, I claim that socio-cultural and socio-cognitive transformation could be led by Critical Pedagogy, in teacher education initially, then in the schools and in the whole society, addressing critical concerns in intercultural contexts in the acquisition of foreign languages, English as a Lingua-Franca in this case, and in their circulation. The critical thinking technique would be considered as the basic technique to be applied in every step of educating EFL teachers through the lens of Critical Pedagogy. Considering Critical Pedagogy as a way of life, not just as a method, this talk, then, aims to look at the teaching and learning EFL context through how knowledge regarding the language and relevant reflections, perceptions, and understandings of that knowledge is built up through EFL materials and also are transformed beyond the walls of schools. From this perspective, it is believed that Critical Pedagogy may allow foreign language educators and their learners to look at all critical issues such as social, cultural, historical, and so on “to name, to reflect critically, and also to act” as Wink (2005, p. 3) suggests.

Dr. Kamile HAMİLOĞLU has been working in the field of Applied Linguistics and ELT/EFL for more than 30 years, and holding an MA and Ph.D. in Educational Sciences from the Boğaziçi University, Turkey; an EdD in Applied Linguistics and TESOL from the University of Leicester, UK; a teacher training certificate in Critical Thinking from Oregon University, USA; and a certificate in Neurolanguage Coaching from LCC in London, UK. She has taught various courses at BA, MA, and Doctoral levels in undergraduate and graduate programmes at Boğaziçi, Marmara and Bahçeşehir

Universities in İstanbul, Turkey so far, and currently is working as a lecturer in the department of Applied Linguistics and English Language Teaching at Marmara University, İstanbul. Her academic research interests include professional identity, professional development, curriculum and coursebook evaluation, and design, culture, critical thinking, and reflection in Second Language Teacher Education (SLTE) and in English as a foreign language (EFL).

