

FLEPS 10th Workshop Festival Schedule

'Bridging Worlds with Compassion: Mediation, Methodologies and Meaningful Technology in ELT'

12th June 2025, Rauf Raif Denktaş Culture and Congress Center

8:30-9:00	REGISTRATION
9:00 - 9:15	Auditorium Welcome Speech and Plenary Session Workshop Festival Coordinator: Asst. Prof. Dr. Ayşegül Sallı; and FLEPS Director: Asst. Prof. Dr. Mutlu Kale
9:15 -10:15	Auditorium Steve O'Farrell "Building Bridges: From AI Integration to Empathy" We've all tried out AI tools by now, especially generative AI. We've seen just the tip of the iceberg in terms of its capabilities. But what's left for the human touch? What do teachers have that AI does not? This session explores some of the concerns about AI as well as the benefits, and looks into where and when we should be relying on our own instincts and training.
10:15 - 10:30	COFFEE BREAK
Time / Slot 1 10:30- 11:30	

LAMBOUSA Session 1 Elif Çilli	The Why Behind the Tool: Aligning Technology with Learning Goals <p>How can we make classroom technology meaningful, not just entertaining? This practical workshop aims to help teachers explore how to integrate technology in ways that support learning objectives and student engagement. Participants will experiment with digital tools such as AnswerGarden, Padlet, Wordwall, and Kahoot through hands-on activities that encourage collaboration, communication, and creative thinking. Teachers will reflect on how different tools can be adapted to fit their own classroom context and how to align these tools with teaching goals. By the end of the session, participants will have explored practical ideas and approaches for using technology more purposefully in their teaching.</p>
SOLI Session 2 Nihan Zeren	Investigating the Perceptions of African Students Regarding Culture, Language and Education <p>This study aimed to identify the perceptions of undergraduate students in the Faculty of Communication and Media Studies regarding language, culture and education. This study was conducted at EMU. The research specifically investigated that problems of African students in terms of student-student interaction, student-instructor interaction and on the other hand, it focused on why did not use their mother tongues in Turkish Republic of Northern Cyprus (TRNC) employing qualitative methodology, data were gathered through semi-structured interviews. The participants were included 8 African students. While most undergraduate believed that English language had positive impact, some of them did not believe. All of them evaluated language is for everyone and it is a way of communication, however, most of the student could not share their cultural values and their traditions with other people, they could share with their close friends, interestingly, according to their responses, they had many friends from the different nations, but their communication and interaction process was weak. On the other hand, students had positive perceptions about instructors' English, and they understood courses at very good degree however they did not believe that if they had chance to learn a course in their mother tongue, they thought that they would not improve their academic performances. Finally, for overcoming language problems. They mostly used their body languages or Google Translate when they interacted with a foreign person at EMU.</p>
SALAMIS Session 3 Ayşegül Sallı	Mind the Gap: Understanding and Bringing Mediation into Language Classrooms <p>What does mediation mean in language teaching, and why should we teach it? This interactive workshop first clarifies the concept of mediation as described in the CEFR Companion Volume, helping participants explore its core purpose: enabling learners to bridge gaps in understanding across texts, concepts, and communication. Teachers will discover how mediation connects to their classroom practices through guided reflection and practical examples. The session will also introduce tools such as the GSE Toolkit and familiar coursebook materials (e.g. High Note) to support the creation of adaptable, level-appropriate mediation task ideas that promote autonomy, inclusion, and real-world interaction.</p>
OTHELLO Session 4 Gaye Şevval Çetin	Workshop: Encouraging and Assessing the Speaking Skill through the Use of AI Tools <p>This interactive session introduces university instructors to a variety of AI-powered tools that can enhance both the motivation and assessment of speaking skills in language classrooms. Participants will explore how these tools can be integrated into lessons, presentations, and academic tasks across different language teaching contexts. Emphasis will be placed on tools that support continuous speaking practice and process-oriented assessment both in and beyond the classroom. The session will specifically highlight the pedagogical applications of diverse technologies, including text-to-speech and speech-to-text engines, conversational AI (e.g., chatbots and tutors), podcast generators, pronunciation and fluency trainers, image/video creators from speech, and immersive conversation partners and worldbuilders. Hands-on engagement is central to this workshop, so participants are encouraged to bring a laptop or tablet for maximum participation.</p>
AUDITORIUM Session 5 Seren B. Reynolds	Psychological Safety: Fostering Collaboration, Innovation & Learning <p>This interactive 60-minute workshop introduces participants to the concept of psychological safety and explores its importance in fostering collaboration, innovation, learning, and well-being within educational environments. Drawing on Amy Edmondson's foundational research and connecting it to classroom dynamics, teacher development, and school culture, the session bridges theory and practice. Through real-life scenarios and reflective discussions, participants will examine how psychological safety—or the lack of it—impacts students, teachers, and institutional performance.</p>
Time / Slot 2	

11:45- 12:15	
LAMBOUSA Session 1 Omid Nassery	Bridging the Divide Between Distraction and Dynamic Learning <p>This presentation examines the controversial presence of mobile phones in ESL classrooms. While often viewed as distractions, mobile devices—when strategically integrated—can act as powerful tools for Mobile-Assisted Language Learning (MALL). Drawing on empirical studies and grounded in Engagement Theory, this session explores how mobile technologies influence behavioral, emotional, and cognitive engagement in language learning. Attendees will analyze the risks and benefits of mobile use, engage with practical classroom examples, and receive evidence-based recommendations for integrating mobile devices in pedagogically meaningful ways. The session promotes a reframing of classroom management: not as a binary of banning or embracing phones, but as a dynamic design of policies and practices that empower teachers to channel digital tools for maximum language immersion and learner autonomy.</p>
SOLI Session 2 Emete Mavili	Preparing Exams at EPS EMU: A Practical Overview of Summative Exam Development & AI Integration <p>This presentation will discuss the procedural framework and stages involved in test development at our institution. It reveals the procedures employed in the generation and cross-referencing of examinations in alignment with international standards. Furthermore, the integration of artificial intelligence (AI) in the preliminary drafting of exams is explored, highlighting its role in facilitating the alignment of assessments with course learning objectives to ensure a comprehensive evaluation.</p>
SALAMIS Session 3 Elena Gasmı	How Does IELTS Exam Preparation Within Neoliberal Education Systems Constrain Student Agency and Reflective Practice? A Critical Case Study of 5 Russian Students <p>We critically look at how IELTS exam preparation, which is part of neoliberal education systems, makes it harder for Russian students to make judgments and think about what they've learned. Neoliberal education reforms have made it so that people are more likely to buy and sell language abilities than learn them for fun. Some of these changes are privatizing education, making audit cultures more uniform, and putting more emphasis on quantitative results. This study looks at five Russian students who are getting ready to take the IELTS test in June 2025. It uses a qualitative case study method to look into how high-stakes language tests make students stick to strict, efficiency-driven study methods instead of letting them learn in their own way and think about what they learn. The results show three main trends: 1. Making learning a product: IELTS prep turns learning a language into a series of transactions, such as memorizing essay forms and practicing speaking answers. This makes it hard to have real critical conversations. 2. The Loss of Student Agency—Participants said they felt stuck in a "teaching to the test" cycle, where the needs of the test, not their own curiosity or interest, decided what they studied. 3. Geopolitical Mediation of Learning—As Russia's schools become more closed off, students have to deal with ideological conflicts when they take a Western-developed test. This made them limit their options and behave carefully. The study puts these results in the context of bigger criticisms of neoliberal education (Ball, 2012; Brown, 2015) and says that the IELTS system is a good example of how global testing systems stop teachers from using certain methods, especially when national education systems and transnational assessment needs don't match. This study adds to the sociology of standardized testing by looking at the real-life experiences of Russian test takers. It also calls for new modes of testing that give students more options and make them think more critically about learning a language. Keywords: IELTS, neoliberalism, linguistic commodification, authoritarian schooling, critical language testing, Russia, and student resistance.</p>
OTHELLO Session 4 Zehra Ertay	Teaching with Heart: Cultivating Compassion in the ELT Classroom <p>In today's diverse and dynamic classrooms, English language teachers are not only facilitators of language acquisition but also key supporters of learners' emotional well-being. This workshop explores the essential role of compassion in English Language Teaching (ELT) and its impact on learner motivation, confidence, and classroom engagement. Participants will examine the meaning of compassion in an educational context, reflect on their own teaching practices, and discover practical strategies to create supportive, empathetic learning environments. Through interactive discussions and hands-on activities, the session will highlight ways teachers can respond to learners' needs with kindness, patience, and cultural sensitivity. Topics include compassionate communication, personalized feedback, mindfulness techniques, and fostering peer support in language tasks. The workshop also emphasizes the importance of teacher self-compassion as a foundation for sustainable and resilient teaching. This session is ideal for ELT professionals who aim to deepen their humanistic approach and develop emotionally intelligent classrooms where all learners feel seen, heard, and empowered.</p>
AUDITORIUM Session 5	Workshop: Harnessing AI for Inclusive Pedagogies in ELT: Empowering Diverse Learners through Responsive Teaching <p>In today's increasingly diverse English language classrooms, inclusive pedagogies are essential for ensuring that all learners—regardless of their linguistic, cognitive, cultural, or socio-economic backgrounds—have equitable access to meaningful learning experiences. This presentation explores the transformative</p>

Aman Rassouli	potential of Artificial Intelligence (AI) in supporting inclusive pedagogical practices in English Language Teaching (ELT). It argues that AI, when used thoughtfully and ethically, can enhance teacher responsiveness, personalize instruction, and empower learners in diverse educational contexts. Drawing on current research and classroom-based innovations, the presentation outlines how AI-driven tools such as adaptive learning platforms, intelligent tutoring systems, speech recognition, and text-to-speech technologies can meet individual learning needs. Special attention is given to how these tools can support neurodiverse learners, multilingual students, and those with limited access to traditional resources. The talk also discusses how AI-powered translation, real-time feedback, and learning analytics can help teachers monitor engagement, tailor content, and foster culturally responsive teaching. Moreover, the presentation critically examines ethical considerations related to AI use, including algorithmic bias, data privacy, and the importance of preserving teacher agency. Rather than viewing AI as a replacement for human interaction, the session frames it as a partner in promoting equity and inclusion through responsive teaching strategies. Case studies and practical examples will be shared to illustrate how educators can integrate AI meaningfully into ELT settings while maintaining a commitment to inclusivity and learner empowerment. Participants will leave with a set of principles and practical strategies for leveraging AI to create more inclusive, personalized, and effective English language learning environments.
12:30- 14:00	LUNCH
14:15-15:15	<p>Auditorium</p> <p>Duygu Özler</p> <p>“Bridging Minds & Hearts: Mediation Skills to Foster Compassionate Learning”</p> <p>This session, explores how integrating compassionate communication and mediation techniques can transform the classroom into a more inclusive, empathetic, and effective learning environment. As educators, our role extends beyond delivering content—we mediate interactions, resolve conflicts, and foster mutual understanding. Compassion strengthens these efforts, helping students feel seen, heard, and valued. We will also delve into the CEFR to examine how mediation is reflected in learning objectives and how it can be implemented in everyday teaching practices. By the end of the session, participants will leave with practical strategies to build a more compassionate and collaborative classroom culture.</p>
15:15-15:30	COFFEE BREAK
<p>Time / Slot 3 15:30-16:30</p>	
LAMBOUSA Session 1	Mandalas of Meaning: A Creative Journey into Compassion and Self-Discovery

Gülden Çağakan	<p>This experiential workshop invites participants on a reflective and creative journey through the art of mandala-making. Mandalas—circular, symmetrical designs found across cultures—offer a powerful way to express emotion, explore personal meaning, and cultivate inner calm. In a gentle and supportive space, participants will be guided through grounding exercises, explore the cultural significance of mandalas, and create their own symbolic designs using color, shape, and text. Through personal reflection and group sharing, this session fosters mindfulness, connection, and self-awareness. No artistic experience is needed—just an open heart and a willingness to explore. Participants will leave with their own handmade mandala and practical tools to continue their creative and compassionate practice.</p>
SOLI Session 2 Fezile Toker	<p>From Insight to Implementation: Building Ideal Curriculum Teams</p> <p>This presentation offers a reflective account of the 27th FOCI – Forum on Curricular Issues, held at Eskişehir Technical University on May 9–10, 2025. Centered around the theme "Back to Basics: Building the Ideal Curriculum Team," the forum brought together educators involved in curriculum development and curriculum team members to explore effective strategies for fostering high-functioning curriculum teams. Through keynote sessions and panel discussions, participants examined best practices for team collaboration, addressed the complexities of managing diverse perspectives, and shared methods to ensure that all voices within a team are both heard and valued. This presentation also highlights key insights gained from the event, including actionable approaches to team building, conflict resolution, and inclusive decision-making. Emphasis will be placed on the importance of cultivating an environment where every team member feels empowered to contribute meaningfully to curriculum development.</p>
SALAMIS Session 3 Eda Aşılmaz	<p>Compassionate Communication in ELT: Language, Identity, and Belonging</p> <p>In an increasingly diverse and digital ELT landscape, bridging cultural, linguistic, and emotional worlds begins with compassion. This interactive session explores how inclusive language, identity-affirming practices, and empathy-driven communication serve as tools for mediation and connection in the classroom. Participants will examine three interrelated pillars: (1) teacher language that affirms and empowers learners, (2) classroom methodologies that value student identity and home languages, and (3) empathetic communication strategies that foster trust and belonging. Drawing on real-world classroom examples and practical tools, the session invites participants to reflect, share, and reimagine their roles as compassionate mediators in inclusive, multilingual learning spaces.</p>
OTHELLO Session 4 Mehmetali Ş. Yahya Mustafa Karşılı Halil Ercan	<p>Exploring In-service Primary English Teachers' Perceptions of Pronunciation Teaching: A Case Study</p> <p>This study explores the perceptions, preferences, and instructional practices of in-service English language teachers working in primary schools in the Turkish Republic of Northern Cyprus (TRNC) with regard to pronunciation teaching. Despite being a fundamental component of foreign language education, pronunciation instruction is frequently underemphasized in classroom settings. The research aims to identify how teachers perceive pronunciation instruction and what methods, strategies, and materials they utilize during teaching. A quantitative research design was employed, and data were collected using a standardized measurement tool. The study sample consisted of 82 primary school English teachers from the districts of Nicosia, Famagusta, and Kyrenia. The data were analyzed using SPSS and evaluated across five sub-dimensions: use of English for communication, efforts to develop pronunciation skills, focus on grammar and sentence structure, pronunciation teaching styles, and emphasis on pronunciation instruction. The results indicated that participants generally held positive perceptions of pronunciation teaching (overall mean = 4.02). No statistically significant differences were found in perceptions based on gender, years of professional experience, or educational background. However, a significant difference emerged in the "use of English for communication" dimension based on age, with younger teachers reporting more frequent use of English in communicative contexts. In conclusion, while the findings show that teachers value pronunciation instruction and employ a range of techniques, practical implementation in the classroom remains somewhat constrained. The study offers insights into current practices and provides recommendations to enhance the effectiveness of pronunciation instruction in primary English language education. Keywords: Pronunciation instruction, English language teaching, teacher perceptions, primary education, foreign language, TRNC.</p>
AUDITORIUM Session 5 Erkan Arkin	<p>NILE at 30: Reflections from a Learner-Turned-Tutor on Transforming Teacher Development</p> <p>In this session, I will share my personal and professional journey with NILE (Norwich Institute for Language Education) — from a course participant to becoming an academic tutor and educational consultant. As NILE celebrates its 30 years of service in 30 locations, I reflect on how its philosophy of teacher education has shaped my practice. I'll explore how NILE supports ELT professionals through context-sensitive, research-informed training. This story is also a call to action: for teachers to invest in their own development and embrace reflective, lifelong learning.</p>

Time / Slot 4 16:45 – 17:15	
LAMBOUSA Session 1 Elena Gasmi	Harmonising Hearts and Minds: Mediation in Language Teachers' Emotional Labour through Suggestopedia and Sociocultural Theory It is common for language teachers to navigate complex emotional landscapes, in which they are required to match the expectations of their institutions, such as curriculum requirements, assessment pressures, and administrative policies, with the affective needs of their pupils. Motivating students, reducing anxiety, and providing them with a sense of belonging in the classroom are all examples of these demands. The emotional labour that is involved in this balancing act can be difficult, as teachers are required to regulate their own emotional responses while simultaneously attending to those of their students. The purpose of this research is to investigate the ways in which Suggestopedia and Sociocultural Theory (SCT) offer complimentary frameworks for the purpose of mediating emotional labour. Suggestopedia, which was developed by Georgi Lozanov, places an emphasis on the role that relaxation, music, and a happy learning environment have in reducing affective barriers and improving retention. Both the instructors and the pupils will experience less stress as a result of its principles, which are aligned with the creation of an emotionally supportive environment. In the meantime, Sociocultural Theory, which has its origins in the work of Vygotsky, emphasizes the significance of social interaction, scaffolding, and the zone of proximal development (ZPD) in the process of learning. The Social Cognitive Theory (SCT) highlights how situations that are rich in meaning and collaborative can enhance emotional involvement and cognitive growth. *** It is possible for educators to construct pedagogical practices that not only reduce the emotional strain that teachers experience but also improve the well-being of teachers and the level of involvement that students have in their learning. For example, the emphasis that Suggestopedia places on creating a calm atmosphere in the classroom can help alleviate performance anxiety, whereas the emphasis that SCT places on peer interaction and teacher scaffolding can help students develop confidence and a sense of belonging in the classroom. These frameworks, when combined, provide a holistic approach to addressing the emotional aspects of language instruction. As a result, the process is both more sustainable for teachers and more effective for students.
SOLI Session 2 Valeriya Rimer	Psycholinguistic-Informed ELT: Practical Tools and Digital Tasks I use in Online Teaching In my presentation, I will share my experience as a young online English teacher using psycholinguistic principles to design effective and engaging language learning tasks. Drawing on theoretical models such as Baddeley's working memory and Levelt's speech production, I created digital tasks that target working memory, attention, lexical access, and automaticity. I will present three original activities — Cognitive Noise Challenge, Shadow Listening Maze, and Reading in the Dark — along with the tools I use to implement them online. Participants will gain practical ideas for integrating brain-based design into their own teaching, with tips for digital adaptation, learner engagement, and cognitive skill development.
SALAMIS Session 3 Baran Nazemi	Bridging Worlds with Compassion: Mediation, Methodologies, and Meaningful Technology in ELT In a rapidly evolving educational landscape, English Language Teaching (ELT) must embrace approaches that not only enhance linguistic competence but also foster empathy, connection, and global understanding. This workshop, titled "Bridging Worlds with Compassion: Mediation, Methodologies, and Meaningful Technology in ELT", explores how compassion-driven mediation, innovative teaching methodologies, and the mindful integration of technology can transform language classrooms into inclusive and empowering spaces. Through real-world examples, interactive reflections, and critical discussion, this session aims to equip educators with practical tools and conceptual insights for designing meaningful learning experiences that connect diverse learners across cultural and digital divides. By bridging cognitive and emotional engagement, this workshop invites participants to rethink the role of the teacher as a compassionate mediator and a technologically fluent facilitator in the 21st-century ELT context.
OTHELLO Session 4 Ayşe Kalyon	Integrating AI-supported Storytelling into EFL Classrooms This study explores blending traditional storytelling techniques with AI tools in EFL classrooms. Techniques such as role-play and oral narration, combined with digital platforms, enhance creativity, collaboration, and language skills. Grounded in communicative and constructivist theories, the research highlights how this integration fosters learner autonomy, engagement, and motivation through interactive, level-appropriate tasks and teacher scaffolding in oral and digital storytelling contexts.
AUDITORIUM Session 5	We don't Need Teachers to Teach

Vacide Köse	As educational technologies rapidly evolve, there has been a noticeable change in how language teaching is approached, with more focus on the tools and strategies being used. There is growing concern about equipping teachers and students with skills that will prepare them for the future. However, many essential skills for success in today's world are not entirely new but are rooted in age-old human values. In particular, compassion stands out as a key quality.
17:15-17:30	Closing speeches from FLEPS Director and Workshop Festival Organizer See you all there!