



## FLEPS 11<sup>th</sup> Workshop Festival Schedule

*“Teaching with Purpose: Reflection, Renewal, and Growth”*

*12<sup>th</sup> June 2026, Rauf Raif Denктаş Culture and Congress Center*

8:30-9:00	REGISTRATION
9:00 -9:45 ARSINOE	<b>Welcome Speech and Plenary Session</b> Workshop Festival Coordinator: Asst. Prof. Dr. Ayşegül Sallı; and FLEPS Director: Asst. Prof. Dr. Mutlu Kale <b>Pearson GSE Partnership Signing Ceremony</b>
9:45 -10:45 ARSINOE	<b>Grant Kempton</b> <b>“Living the dream or larping?”</b> For the first time in more than twenty years we are re-investigating the role of teaching in ELT. Part of this 'change' is recognising that learning a language is more than just learning a subject but a journey and the Global Scale of English can be a key component of that journey. But is recognising this enough? How can we realize this in the classroom and ensure that we stay on the right path? Let's explore together?

10:45 – 11:00	<b>COFFEE BREAK</b>	
<b>Time / Slot 1 11:15- 11:45</b>		
<b>OTHELLO Session 1</b>  <b>Çayan Erhalaç</b>  ITU	<p style="text-align: center;"><b>Purposeful Inclusion: Renewing EFL Classrooms Through Empathetic Student Engagement</b></p> <p>In an era where AI and digital tools reshape pedagogy, the need for genuine human connection in EFL classrooms has never been more urgent. This presentation explores purposeful inclusion as a pathway to classroom renewal, focusing on empathetic strategies that engage every learner—especially those who remain silent due to anxiety, marginalization, or fear of judgment. Grounded in reflective teaching practices, the session addresses two critical questions posed by the Curriculum &amp; Methodology sub-theme: How can we align evidence-based methodologies with diverse learner aspirations? and How do we balance technological advancement with genuine human connection? Participants will examine practical techniques for creating safe, inclusive spaces where all students feel respected, valued, and heard. These strategies mediate learner anxiety, foster resilience, and move beyond individual effort toward collective growth through shared stories and mutual support. The presentation draws on classroom-tested activities that promote purposeful lesson design, ensuring that inclusion is not an afterthought but a core principle. By rethinking assessment, feedback, and participation structures, teachers renew both their practice and their professional identity—finding purpose in honoring every voice. This aligns with FLEPS 2026’s call for sustainable professional growth that creates long-term, positive impacts on learning communities. Attendees will leave with actionable, low-prep strategies to implement immediately, along with reflective prompts to sustain their own renewal. In honoring every student’s voice, we do not merely adapt to change—we actively shape EFL classrooms where teaching with purpose becomes a lived, daily reality.</p>	
<b>SOLI Session 2</b>  <b>Ruma Rafiq</b>  Ankara SSU	<p style="text-align: center;"><b>Balancing Technological Advancement with Genuine Human Connection and Empathy</b></p> <p>As artificial intelligence reshapes education, teachers face a pressing question: how do we embrace digital tools without losing what makes teaching truly transformative? Drawing on dual experience as an ELT doctoral practitioner and real-world AI implementer, this session proposes a practical framework; Automate, Augment, and Protect to guide intentional integration. Participants leave with two personal commitments: one digital practice to adopt, one human practice to defend.</p>	
<b>SALAMIS Session 3</b>  <b>Baran Nazemi</b>  Bahçeşehir	<p style="text-align: center;"><b>Compassionate Assessment in Technology-Enhanced ELT: Mediating Learner Anxiety through Meaningful Evaluation Practices</b></p> <p>In contemporary English Language Teaching (ELT), assessment is no longer viewed merely as a tool for measuring academic achievement; rather, it is increasingly recognized as a meaningful pedagogical practice that can either support or hinder learner development. In technology-enhanced learning environments, language learners often experience heightened levels of anxiety due to constant evaluation, digital performance pressure, and fear of negative judgment. This presentation explores the concept of compassionate assessment as a learner-centered and emotionally responsive approach to evaluation in modern ELT contexts. Drawing</p>	

University	upon principles of mediation, formative assessment, and humanistic language education, the presentation examines how meaningful evaluation practices can reduce learner anxiety while promoting motivation, engagement, and communicative confidence. Particular attention is given to the role of digital technologies and AI-assisted feedback tools in creating supportive and inclusive learning experiences. The study discusses how teachers can balance technological advancement with empathy, ethical pedagogy, and genuine human connection in both online and blended classrooms. Furthermore, the presentation highlights practical strategies for designing low-anxiety assessment environments through reflective feedback, collaborative tasks, self-assessment, and technology-mediated interaction. By rethinking traditional evaluation methods, educators can foster emotionally safe classrooms that encourage active participation and long-term language development. This presentation ultimately argues that compassionate and meaningful assessment practices are essential for the future of technology-enhanced ELT, particularly in addressing learners' emotional needs while maintaining academic rigor and pedagogical effectiveness. Keywords: Compassionate Assessment, ELT, Learner Anxiety, Technology-Enhanced Learning, Formative Assessment, Mediation, Meaningful Feedback, Humanistic Language Teaching
<b>MEETING ROOM I</b> <b>Session 4</b> <b>Çağla Tokyay</b> <b>İcil</b>  <b>ITU</b>	<p style="text-align: center;"><b>Hearing the Silence: Interpreting Student Silence in Online EFL Teaching</b></p> <p>This presentation explores student silence in online EFL classrooms, often misinterpreted as disengagement. It argues that silence may reflect cognitive, emotional, or instructional factors. It examines student-related challenges, reasons for reduced motivation, and the role of teacher beliefs in interpreting silence. Finally, it presents practical strategies and sample tasks to enhance engagement in online EFL learning.</p>
<b>LAMBOUSA</b> <b>Session 5</b>  <b>Ozan S.</b> <b>İnamlık</b> <b>EMU</b>	<p style="text-align: center;"><b>Embedding Biohacking and Longevity into the Lives of Language Learners and Teachers</b></p> <p>This presentation merges biohacking and longevity with learning design to transform the intensive prep school experience. By focusing on accessible principles—like sleep, circadian rhythms, and metabolic energy—educators will learn to maximize student cognitive performance and combat teacher burnout. Attendees will walk away with actionable tools to incorporate longevity and biohacking into their daily routines, classroom environment, and existing English syllabus.</p>
<b>Time / Slot 2</b> <b>11:45- 12:15</b>	
<b>OTHELLO</b> <b>Session 1</b>  <b>Damla Şahin</b> <b>&amp;</b> <b>Öznur Çiçek</b>	<p style="text-align: center;"><b>Enhancing EFL Learners' Speaking Performance Through AI-Supported Interaction: The Role of ChatGPT Voice in University Language Classrooms</b></p> <p>This study explores the effects of AI-supported speaking practice through ChatGPT on the speaking anxiety and oral performance of university EFL learners. Many learners experience fear, hesitation, and low self-confidence during oral communication in English classrooms. Recent developments in generative artificial intelligence offer new opportunities for more personalized, low-stress, and interactive language practice. Using a quasi-experimental design, the study was conducted with 82 university EFL students divided into</p>

Ankara SSU	an experimental group and a control group over a 10-week period. While the experimental group participated in ChatGPT-mediated speaking activities, the control group continued with traditional speaking instruction. Data were collected through speaking performance rubrics, speaking anxiety scales, and learner reflections. The findings suggest that AI-supported interaction may help reduce speaking anxiety, improve oral performance, increase willingness to communicate, and strengthen learner confidence. The study highlights the pedagogical potential of AI tools in creating more supportive, engaging, and learner-centered language learning environments.
<b>SOLI Session 2</b>  <b>Nilufar Vafadar Esfahan</b>  Altınbaş Cyprus University	<p style="text-align: center;"><b>English for a Better World: CLIL, Sustainability, and Global Citizenship Education</b></p> <p>As global challenges such as climate change and social inequality intensify, ELT is increasingly positioned as a vehicle for preparing environmentally responsible global citizens. This presentation discusses how Content and Language Integrated Learning (CLIL) can transform university ELT through sustainability. By mapping the 17 UN SDGs to the 4Cs Framework, we will show how to engage students with real-world issues and how to make language learning.</p>
<b>SALAMIS Session 3</b>  <b>Ali Caszadeh Mataki</b>  METU	<p style="text-align: center;"><b>Feedback at Scale: An Instructor-Developed Online Homework Platform for Responsive ELT Practice</b></p> <p>This talk introduces an online homework system developed by an instructor, which is a technology-mediated approach to formative assessment. It is based on classroom implementation and shows how the system can facilitate differentiated task handling, monitoring of progress, providing scaffolded feedback, fostering autonomy and introducing feedback literacy, and simultaneously lighten the instructor's workload and facilitate more transparent, equitable, and motivating learning paths for diverse learners.</p>
<b>12:30- 14:00</b>	<b>LUNCH</b>
<b>14:15-15:15</b>  <b>ARSINOE</b>	<p style="text-align: center;"><b>Russel Stannard</b></p> <p style="text-align: center;"><b>“Where is AI impacting language education?”</b></p> <p>With so much noise around AI, where is it actually making a difference for language teachers? In this session, I break down three key areas where AI genuinely impacts how we work and teach. Based on direct feedback from my newsletter and YouTube community, we will look at concrete examples of how AI is being used to: Streamline materials development to save you hours of prep, Increase student engagement both inside and outside the classroom, Support autonomous learning habits in our students. This talk is grounded in what teachers are telling me is most useful to them right now, providing a clear map of the current AI landscape. It's packed with ideas and a focus on pedagogy and how AI can support what we want to achieve as language educators</p>

15:15-15:30	<b>COFFEE BREAK</b>
<b>Time / Slot 3 15:30-16:00</b>	
<b>OTHELLO</b> <b>Session 1</b>  <b>Aman</b> <b>Rassouli</b>  Bahçeşehir Cyprus University	<b>Human Connection as a Pedagogical Construct: Reframing Interaction, Identity, and Assessment in Digital Language Learning Landscapes</b> This presentation reconceptualizes human connection as a central pedagogical construct in digital language learning. Drawing on sociocultural and identity-oriented SLA perspectives, it argues that meaningful learning depends on responsiveness, mediation, and relational engagement rather than interaction alone. Critiquing performance-focused assessment practices, the study proposes relational competence as an essential dimension of communicative ability and advocates more human-centered approaches to teaching, interaction, and assessment in increasingly AI-mediated language learning environments.
<b>SOLI</b> <b>Session 2</b>  <b>İlay Ulualp</b>  European University of Lefke	<p style="text-align: center;"><b>The Influence of Gamification Method in Teaching English As a Foreign Language Classrooms</b></p> The purpose of this presentation is to broaden the teachers' perspective towards implementing technology and gamified tools into our foreign language learning classrooms. Gamification Method is an innovative and beneficial way of integrating 21st century skills with technology and motivational gaming techniques (leaderboards, badges, points and levels). This method enhances students' motivation, engagement, collaboration and problem-solving skills while increasing their academic success.
<b>SALAMIS</b> <b>Session 3</b>  <b>Halil Ercan</b> <b>&amp;</b> <b>Şehnaz</b> <b>Tornacı</b> <b>&amp;</b> <b>İzel Heper</b>	<p style="text-align: center;"><b>An investigation of the use of digital platforms in English lessons in primary schools</b></p> The rapid growth of digital technologies has transformed educational environments and increased the importance of integrating digital platforms into language teaching. This study investigated the extent to which primary school English teachers in the Turkish Republic of Northern Cyprus (TRNC) use digital platforms during lesson preparation, instructional delivery, assessment, and professional development. A quantitative research design was employed, and data were collected from 106 primary school English teachers working in Nicosia, Kyrenia, and Famagusta. The data collection instrument was adapted from Tzafilkou et al. (2023) and revised to fit the linguistic and educational context of the TRNC. The conducted exploratory and confirmatory factor analyses supported a three-factor structure consisting of Digital Assessment, Teaching Process and Student Support, and Research and Instructional Preparation. The adapted scale demonstrated strong validity and reliability indicators. Findings revealed that teachers generally possess above-average

<p>Atatürk Teacher Training Academy</p>	<p>levels of digital competence, with the highest scores in research and instructional preparation and comparatively lower scores in teaching process and student support. Significant differences were observed across certain demographic variables, particularly age and gender. It is assumed that the study contributes to the limited literature on digital competence in primary English language education within the TRNC and offers implications for teacher training programs, professional development initiatives, and educational policy aimed at strengthening the effective integration of digital technologies into language teaching. Keywords: Digital competence, digital platforms, English language teaching (ELT), primary school teachers, technology integration.</p>
<p><b>LAMBOUSA</b> <b>Session 4</b></p> <p><b>Çiğdem</b> <b>Tuncergil</b></p> <p>Eastern Mediterranean University</p>	<p style="text-align: center;"><b>Teaching Beyond the Chatbot: Surviving the AI Gap and the Urgent Need for Institutional Policy</b></p> <p>We all know the struggle: AI tools have entered our classrooms faster than our institutions can establish the formal policies we desperately need. Without unified guidelines, every teacher is left to handle AI differently, leading to inconsistent grading, confused students, and the exhausting burden of playing the "cheat police." This focused presentation is designed for educators navigating this increasingly overwhelming gap. First, we will examine why a shared institutional AI policy is no longer optional and explore the unseen risks to fairness, data privacy, and academic integrity when teachers are forced to 'go it alone'. While we advocate for these necessary frameworks, we will also look at how we can take back control of our classrooms right now. We will explore how to easily redesign our standard assignments into "Authentic Assessments" that encourage real critical thinking and make AI-cheating pointless. Finally, we will switch gears to see how AI can actually work for us. I will share a simple, everyday framework (the RACES method) that takes the frustration out of prompting AI, helping you cut down on hours of lesson planning. Join me as we discuss how to protect our classrooms and manage AI effectively together. What We Will Cover: 1. The Cost of Inaction: Why establishing a unified AI policy is essential to protect teachers, ensure student fairness, and maintain academic integrity. 2. Stop Policing, Start Teaching: Simple ways to tweak our current writing and reading tasks so that the students do the mental work, not the machine. 3. The RACES Framework: A quick, stress-free formula to help you safely use AI to save time on your own lesson prep.</p>
<p><b>MEETING</b> <b>ROOM I</b> <b>Session 5</b></p> <p><b>Pembe</b> <b>Yıldırım</b></p> <p>European University of Lefke</p>	<p style="text-align: center;"><b>Teacher Identity Formation and Dynamics in EFL Contexts: Implications for Student Well-Being</b></p> <p>The presentation aims to present the findings of a current study on teacher identity, its formation, and student well-being. Drawing on qualitative data collected through semi-structured interviews -consisting of ten questions, the research investigates teacher identity as a dynamic process closely related to contextual factors and classroom dynamics, which in turn influence students' emotional and academic well-being.</p>
<p><b>Time / Slot 4</b> <b>16:00 – 17:00</b></p>	

<p><b>ARSINOE</b></p>	<p style="text-align: center;"><b>Russel Stannard</b></p> <p style="text-align: center;"><b>“How AI can make lessons more engaging and interactive”</b></p> <p style="text-align: center;">This workshop will primarily focus on generating more interaction and engagement with your students, whether in class or for homework. It's going to be a hands-on session, so bring a tablet, computer or your smartphone. We will look at AI tools that can quickly generate interactive content. We will cover areas like flashcards with audio, polls, quizzes, sharing opinions and much more. You will learn how quickly and easily you can now set up all sorts of engaging lessons for your students, both in class and for homework. Highly practical and a lot of fun.</p>
<p><b>17:15</b></p>	<p>Closing speeches from FLEPS Director and Workshop Festival Organizer</p> <p><b>See you all there!</b></p>