

Dear Colleagues,

Welcome to the FLEPS's 5th Workshop Festival. The workshop festival will be held in the Prep B building on the 19th June, 2018, starting at 8:30 a.m. and ending at 16:00 p.m. The workshop fest will start off with opening speeches and a plenary from Kenan Dikilitaş and a closing plenary by Steve O'Farrell followed by our raffle in Prep B Seminar room.

The 5th Workshop Festival schedule is below and provides details of presenters, abstracts, times, rooms, and when breaks will take place; so that FLEPS instructors who are still working on exam duties can attend too.

Registration will take place between 8:30 - 9:00 on the Prep B Building ground floor. When registration is completed, these lists will be posted on the doors so that sessions are not too crowded. If you have missed the registration, you can register during the breaks for sessions that are not full. Please note the plenaries are open to all, and registration is not needed.

During the one day event, there will be coffee and cookies available. At lunch time, you are free to go to restaurants on or off Campus.

The 5th Workshop Festival certificates will be sent online to all participants within two weeks.

The 5th Workshop Festival will end with closing speeches by the FLEPS Director followed by our famous raffle draw.

We look forward to seeing you all there again.

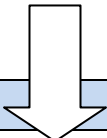
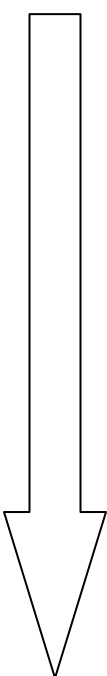
FLEPS WORKSHOP FEST COMMITTEE

(Nurcan Garip, Nadıran Tanyeli, Betül Eren, Güran K. Ruso and Sonay Ezel)

FLEPS 5th Workshop Festival

19th June, 2018, Prep Building B

Time				
8:30 9:00	Prep B ground floor REGISTRATION to SESSIONS			
9:05 - 9:15	Prep B Seminar Room Second floor		Opening Speech Erkan Arkin	
9:15 - 10:00	Opening plenary		Kenan Dikilitas	
10:00 – 10:15	COFFEE BREAK COFFEE BREAK COFFEE BREAK			
	Prep B 102	Prep B 104	Prep B 107	Prep B 106
Time	Session 1	Session 2	Session 3	Session 4
10:15- 11:00	Berna B. Erenay & Ayşegül Sallı “Let’s reflect on how we cope with 21 st century skills”	Erkan Arkin “From Theory to Practice: Blended Learning in Action”	Vacide Köse Asilsoy & Huseyin Demirel “Let’s go “unplug” our teaching!”	Plenary Seren Başor “On the Way towards Coming into Terms with My Trainer/Assessor Role: A self-exploratory study” Solmaz Ghaffarian “Awareness raising through pair-work” Müsteyde İrikoğlu “Piloting a Coursebook”
Time	Session 1	Session 2	Session 3	Session 4
11:05- 11:35	Zehra Ertay “Can you reach Nirvana?”	Seren Başor “First Steps: Coining our own definition of Continuing Professional Development”	P.Nurcan Garip “Teacher Research looking at post graduate students' responses to written feedback.”	İldeniz Özverir “Using mobile apps on smartboards”
Time	Session 1	Session 2	Session 3	Session 4
11: 40- 11:55	Khadija Elflow “Technology-integration in ELT course design”	Elmaziye Özgür & Eren Küfi “Questioning WEB 2.0 Practices in Language Learning”	Selden Yağcıoğlu “Increasing Learner Engagement through Communicative Tasks”	Nibel Tektan “Short Travel Documentary by Nibel Tektan”
12:00- 13:00	LUNCH LUNCH LUNCH			

Time	Session 1	Session 2	Session 3	Session 4
13:05-13:30	Bahar Avşar “The first use of digital technologies in EFL class and the teachers' reflection”	Zehra Nalbantoğlu “Re-discovering Education as a Holistic Journey”	Betül Eren “Digital Tools to Facilitate Teaching and Learning”	Workshop İldeniz Özverir & Erkan Arkin “Theory into Practice: Authentic Activities” <i>*Please bring your laptops to this workshop session if you wish to get the full benefit ☺</i>
				
Time	Session 1	Session 2	Session 3	
13:35 - 14:20	Plenary Elif Çilli & Nil İrikoğlu “Learning for autonomy: Makerspace” Müsteyde İrikoğlu “FOCI –VXII Action Research and Curriculum Development: Implications and Possibilities” Güliden Çağakan “FOCI –VXII Action Research and Curriculum Development: Implications and Possibilities – 15 minutes presentation”	Presentation Aida Ariannejad "Developing a supplementary material to teach effective use of metadiscourse"	Plenary Turan Değirmenciöğlü “A Writing Technique to Increase Students’ Intrinsic Motivation in EAP Setting” Betül Eren “Habbit or Hobbit” Ayşegül Sallı “Screen capture technology: A new way to give feedback!” Zehra Tözün “Attitudes of University Students towards Working in Groups in an English classroom”	
14:30-15:15	Prep B Building Seminar Room Closing Plenary Steve O'Farrell			
15:20-16:00	Closing speeches from FLEPS Director and Workshop Fest Organizer followed by Raffle – See you all there! <p style="text-align: center;">☺</p>			

Ayşegül Sallı

Screen capture technology: A new way to give feedback!

Abstract: In this talk, I will share my students' perceptions on receiving video feedback on their essays and my experiences with giving them video feedback using screen capture technology. Screen capture is software that enables teachers to record the screen of the computer including writing on the screen, highlighting mistakes, opening new documents and voice. Then, the video can be saved and sent to the student.

Nibel Tektan

Short Travel Documentary

Abstract: This short documentary by Nibel captures her experiences through Tibet. Viewers will be taken on a mystical journey through sound and image, where they will experience the sights and hear Tibetan monks chanting their mesmerizing prayers behind the back drop of the mystical Himalayan Mountains. The session will start with a viewing of her documentary followed by question and answer.

Gülden Çağakan

FOCI –VXII Action Research and Curriculum Development: Implications and Possibilities– 15 minutes presentation

Abstract: FOCI is a form that gathers syllabus designers from prep schools to discuss curricular issues, to share experiences and ideas, to raise mutual awareness and build relationships and links between the curriculum teams. This presentation is about the insights we have gained during FOCI XVII which was on Action Research and Curriculum Development: Implications and possibilities.

Müsteyde İrikoğlu

FOCI –VXII Action Research and Curriculum Development: Implications and Possibilities

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Müsteyde İrikoğlu

Piloting a Coursebook

Abstract: This presentation is about the first-stage of piloting-process of a coursebook for EPSU-B1-Course. During this stage, data were gathered both from students and teachers through questionnaires and focus group discussions. The results have shown that both parties were on balance regarding the piloted coursebook. Accordingly, it has been decided to continue

the piloting process for two more semesters to get a more thorough picture.

Selden Yağcıoğlu

Increasing Learner Engagement through Communicative Tasks

Abstract: My aim in this study was to increase learner engagement in ENGL181 course. In this regard, I adapted and designed pre-while and post reading tasks to enhance learner engagement. As a result, I observed that pair and group work activities which promote meaningful and genuine communication have the potential to facilitate the creation of an interactive and fun learning environment and can increase learner engagement.

Elmaziye Özgür and Eren Küfi

Questioning WEB 2.0 Practices in Language Learning

Abstract: Language teachers try to benefit from Web 2.0 tools to cater for the needs and demands of their learners but do they exploit Web 2.0 tools to their full potential or do they simply use them to create another form of traditional teaching, where classroom work is just repeated in an online medium? This presentation answers this question using data collected from teachers and students.

Seren Başor

First Steps: Coining our own definition of Continuing Professional Development

Abstract: This presentation is about the first steps taken by the members of FLEPS TTCPD unit to function effectively as a team of people who have shared values and goals towards the advancement of their institution.

Seren Başor

On the Way towards Coming into Terms with My Trainer/Assessor Role: A self-exploratory study

Abstract: My aim in this self-exploratory-case-study was to explore the supervisory style(s) I adopted when observing the lessons of and giving feedback to three colleagues enrolled in 2017-2018-FLEPS-induction-programme. The results indicated that the adoption of two major guiding principles: open-mindedness and learning-orientedness can potentially create more room for both parties to draw on from this shared experience.

Turan Değirmencioğlu

A Writing Technique to Increase Students' Intrinsic Motivation in EAP Setting

Abstract: It is obvious that in-class essay writing cause boredom and debilitation over students. I used a technique in class to increase students' intrinsic motivation in academic essay writing. The data collected through a survey from the students and the observer both quantitatively and qualitatively. The quantitative parts of the survey has been designed as Likert scale and each item includes open-ended question to gain insight.

Vacide Köse Asilsoy

Let's go "unplug" our teaching!

Abstract: This session focuses on background information on "teaching unplugged" followed by how it can be adapted for our students and teachers in our classrooms. Teaching unplugged focuses on 3 main principles; it is conversation-driven, is materials-light and focuses on emergent language. We hope to enlighten the audience with this theoretical and practical session.

İldeniz Özverir & Erkan Arkin

Theory into Practice: Authentic Activities

Abstract: If you're interested in task-based, project-based and problem-based learning and want to design learning activities that have value or resonance beyond the classroom, then this workshop will just be for you. In this workshop, we will focus on the guiding principles of designing computer-assisted authentic learning activities in EFL contexts and you will have hands-on experience of designing tasks.

Nil İrikoğlu Arkin, Elif Çilli Ersözlü

Learning for autonomy: Makerspace

Abstract: In the 21st century we as educators need to consider how teenagers learn. We need to look at how informal learning takes place in affinity spaces. Makerspace as Laura Flemming points out, gives the students the 'opportunity to explore their own interests; learn to use tools and materials, both physical and virtual; and develop creative projects and products.

Khadija Elflow

Technology-integration in ELT course design

Abstract: This paper aims at the possible ways of effective integration of technology into language teaching to maximize the potential learning outcomes. It basically focuses on promoting academic skills required for university study using learner-centered approaches in which technology is the optimal route for them. It gives a clear directions towards the alternative web-platforms and technology with main emphasis on the theoretical perspectives underpinning the.

Erkan Arkin

From Theory to Practice: Blended Learning in Action

Abstract: Blended Learning (BL) is argued to help improve learning by supplementing the traditional classroom method with online activities and sources, as well as adding to the flexibility of learning as students can access material anywhere and anytime suitable. This

paper will present the process of a BL approach to course delivery and evaluation of this approach from the perspective of students in a survey-based study.

Bahar Avşar

The first use of digital technologies in EFL class and the teachers' reflection

Abstract: The presentation aims at sharing the experience of the integration of well-known applications which are "Padlet" and "Kahoot" in EFL class in the framework of Continuous Professional Development Program. The presentation will focus on the target setting process, the implementation of "Padlet" outside the class and the use of "Kahoot" as an in-class tool. The presentation will conclude with the reflection on this process.

Solmaz Ghaffarian asl

Awareness raising through pair-work

Abstract: The present study investigates the impact of peer review on the development of academic writing skill for undergraduate students who are studying in English medium department. Weak students will be paired with students who have higher grades in writing to improve their writing skill. Finally, they will be given another questionnaire to reflect their feedback for the pair work.

Pembe Nurcan Garip

Teacher Research looking at post graduate students' responses to written feedback

Abstract: This teacher research investigated EFL post graduate students' responses to written feedback from their instructor. The study looked at how students responded to written feedback from their instructor; and what they did or not based on this feedback. Two tools were used to gather data: a questionnaire and a sentence stem. The results reveal students prefer feedback which is given directly rather than indirectly.

Zehra Tözün

Attitudes of University Students towards Working in Groups in an English classroom

Abstract: This presentation will share the results of an action research study which aimed to find out a group of EFL students' attitudes towards working in groups in English language lessons in the 2017-2018 fall semester. In this presentation, the results of the study, based on the analysis of the data collected by the means of a questionnaire and open ended questions will be presented.

Berna Bereket Erenay and Aysegul Salli

Let's reflect on how we cope with 21st century skills

Abstract: Changes in our time have brought changing needs for both learners and teachers of English, which no wonder result in changing pedagogies. In the current era, 21st Century skills refer to various areas in teaching that involves creativity and innovation, critical

thinking and problem solving, and communication and collaboration. How do language teachers cope with changes? How do they reflect on their practices? This session will seek answers to the above-mentioned questions. Participants will engage in hands-on activities and reflective practices.

İldeniz Özverir

Using mobile apps on smartboards

Abstract: In this workshop I am going to show how mobile applications can be installed on a laptop which then can be used on a smart board. So, in this workshop, first we will install SmartBoard software on your laptop, then Memuplay which enables you to run mobile apps on your PC, and then we will download some mobile apps on your PC.

Betul Eren

Digital Tools to Facilitate Teaching and Learning

Abstract: Some digital tools will be presented to demonstrate how they facilitate teachers and learners in education and also enhance learner autonomy. The aim of this workshop is to inspire language teachers to combine social and digital skills for learner motivation and to promote independent learning.

Habbit or Hobbit

Abstract: Can I lead my students to look at language learning in another perspective? The aim of teacher research is to change learner beliefs and habits towards language learning. The students were provided with a variety of teaching techniques to demonstrate the skills and to learn the importance of collaboration and motivation.

Zehra Ertay

Can You Reach Nirvana?

Abstract: Professional development in language teaching is an ongoing process. It is not a top-down process. It totally depends on the teacher's willingness to improve himself/herself as a language teacher. Therefore, it is a bottom-up process. Language teachers can improve themselves and their teaching through taking courses and taking part or attending to conferences/workshops. Beside these, language teachers can enhance their professional development through various ways such as 'narrative inquiry', 'dialogic learning', 'collaborative teaching' and 'classroom-based research', CALL (Computer Assisted Language Learning) and MALL (Mobile Assisted Language Learning), etc. While language teachers develop professionally within their fields, they also construct and reconstruct their teacher identities. However, there is no end to the professional development or reconstructing teacher identity in language teaching.

Aida Ariannejad

Developing a supplementary material to teach effective use of metadiscourse

Abstract: This presentation offers a description of steps taken in designing an EAP material for explicit teaching of interactional metadiscourse markers (MDMs) to architecture students in an EFL context. It introduces a series of corpus-based, authentic tasks used to raise the awareness of students towards the key role of MDMs in academic writing and to teach the employment of these features in different academic genres.