

FLEPS 9th Workshop Festival Schedule

“Cultivating Resilience & Well-Being: Nurturing Growth in Education”

31th May, 2024, Prep Building B

Time	
8:30 - 9:00	REGISTRATION to SESSIONS Prep B second floor
9:00 - 9:15	<p style="text-align: center;">Welcome Speech and Plenary Session</p> <p style="text-align: center;">Workshop Festival Coordinator: Asst. Prof. Dr. Ayşegül Sallı; and FLEPS Director: Asst. Prof. Dr. Ramadan Eyyam</p>
9:15 - 10:15	<p style="text-align: center;">Prep B Seminar Room (203)</p> <p style="text-align: center;">Dawn Dickson</p> <p style="text-align: center;">Lessons Learned from MENA Educators during COVID and Strategies for Post-Pandemic Hybrid Learning</p> <p>Resilience and Well-Being in Education- This talk explores fostering resilience and well-being in education, offering practical strategies for educators. It emphasizes creating supportive environments for students to navigate challenges effectively and thrive academically and personally. By understanding resilience dynamics, educators empower students to recover from setbacks and develop resilience. Moreover, the talk addresses the importance of self-care for educators, enabling them to better support students while maintaining their own well-being.</p> <p>Biodata: Dawn is an experienced language professional with a passion for lifelong learning. Her early love for languages led her to a career in translation after university. With experience in translation, education, and learning consultancy, Dawn has thrived in diverse roles. As an international teacher, Dawn has taught in various settings worldwide. This experience has given her valuable insights into both the challenges teachers face and the learning experiences of students. This dual perspective informs her work in learning consultancy, where she effectively relates to the needs of educators and students.</p>

10:15 - 10:30	MORNING COFFEE BREAK				
Time / Slot 1	Prep B 103 Session 1	Prep B 104 Session 2	Prep B 105 Session 3	Prep B 107 Session 4	Prep B 108 Session 5
10:30- 11:00	<p data-bbox="371 328 745 368">Aman Rassouli</p> <p data-bbox="371 400 745 568">Skill-Based English Language Teaching and Assessment: Enhancing Motivation and Learning Performance</p> <p data-bbox="371 608 745 1294">In Cyprus, English is treated as a foreign language. Traditional English programs have shown declining motivation among students. We studied the impact of skill-based English teaching and assessment on student motivation and performance at Bahcesehir Cyprus University. Our findings revealed that skill-based approaches significantly boosted motivation, engagement, and language proficiency, highlighting the importance of aligning language instruction with practical needs for better educational outcomes.</p>	<p data-bbox="745 328 1133 368">Ayşegül Sallı</p> <p data-bbox="745 400 1133 536">AI Dump! Equipping ELT Teachers with AI Insights for Classroom Resilience and Well-Being</p> <p data-bbox="745 576 1133 1366">This presentation aims to equip ELT teachers with a comprehensive understanding of AI's potential to enhance classroom resilience and well-being. Drawing from insights gained at AI conferences during the 2023-2024 academic year, I will provide a historical overview of AI, highlighting key milestones and advancements relevant to language teaching. Based on sessions from the EQUALS Conference and the A to Z ELT Conference at Bahcesehir University, I will explore how AI can design and implement assessment tasks that support educational resilience. Additionally, I will introduce specific AI tools that foster student engagement and aid in</p>	<p data-bbox="1133 328 1420 368">Ayşe Özverir</p> <p data-bbox="1133 400 1420 504">Mix, Mingle, Learn: The Social Side of Smarts!</p> <p data-bbox="1133 544 1420 1294">"Unlocking the secret sauce for academic success? Look no further than the power of social gatherings! Join the party where well-being meets resilience, creating a recipe for educational growth. From club shenanigans to team triumphs, these gatherings are more than just fun—they're mental gymnasiums, teaching us to bounce back and thrive. Get ready to socialize, energize, and maximize your educational journey!"</p>	<p data-bbox="1420 328 1733 368">Pınar Levent</p> <p data-bbox="1420 400 1733 504">Boosting Teacher Well-Being with the help of a Copilot</p> <p data-bbox="1420 544 1733 1230">This workshop explores how language teachers can leverage Microsoft Copilot to streamline their workload and enhance their well-being. Participants will learn about Copilot's generative AI capabilities, practical applications for lesson planning and personalized learning, and engage in a hands-on activity. By integrating Copilot into their teaching routines, educators can alleviate stress and improve overall job satisfaction.</p> <p data-bbox="1420 1334 1733 1366">Biodata:</p>	<p data-bbox="1733 328 2067 368">Gülden Çağakan</p> <p data-bbox="1733 400 2067 568">Implementing technological novelties in language classes to foster student-centered lessons</p> <p data-bbox="1733 608 2067 1190">In this 60-minute workshop, you'll explore innovative ways to integrate technology into your language teaching practices, with a focus on creating dynamic and engaging student-centered lessons. From interactive apps to online resources, discover how to leverage the latest technological tools to enhance language learning outcomes and promote active student participation.</p>

	<p>Biodata: Aman Rassouli, an EMU alumnus, currently serves as the Acting Dean of the Faculty of Educational Sciences and the Rector's Coordinator for International Relations at Bahcesehir Cyprus University. With over 20 years of experience in teaching English, he has founded two language schools and has held various administrative roles in international universities.</p>	<p>effective lesson planning and delivery, ultimately contributing to both teacher and student well-being. In the final section, I will address ethical considerations, focusing on the responsible use of AI to create a positive and resilient learning environment.</p> <p>Biodata: Aysegül Sallı works as an English language teacher at EMU. She has been involved in teacher training, organizing workshops, professional development courses, and seminars since 2006. Currently, she is the coordinator of the Professional Development Unit and delivers various courses as a lecturer in the ELT Department. Outside the classroom, she enjoys baking sourdough bread, is a coffee enthusiast, and loves doing CrossFit. Her passion for teaching is as strong as her love for children and travelling.</p>	<p>Biodata: Ayşe Özverir, teaching EFL since 1998, holds an MA in Education. Experienced in IT education, she completed the E-Moderator Course and developed online material. Currently, as Coordinator of Academic Affairs, she oversees EPS curriculum, focusing on syllabus design, testing, and managing the Learning Management System.</p>	<p>Pınar Levent is a Senior instructor at EMU FLEPS. She holds a master's degree in ELT from Kingston University. Additionally, she serves as an IELTS Speaking Examiner for the British Council and has extensive academic and teaching experience at various institutions. Her professional affiliations include being a Syllabus Unit Team Leader at EMU and a Vice Director at Istanbul Technical University-TRNC. She has completed a range of professional development courses, including teacher training, teacher mentoring, mediation in language teaching, technologies and approaches to blended, hybrid, and online teaching, e-moderation, and quality management in language education.</p>	<p>Biodata: Gülden Çağakan is an instructor at the Eastern Mediterranean University in Cyprus. She has had experience in teaching English for 27 years (20 years at Preparatory School and 7 years in the Foreign Languages Division) at the university. She is currently teaching English to students in their freshman year at the Foreign Languages Division. She has worked as a member of syllabus & testing team of the Curriculum & Assessment Team of English courses offered to departments in which the medium of instruction is in Turkish in the previous years and is currently a member of the professional development unit. She holds a BA in English Literature & Humanities and completing her MA in Information and Communication Technologies in Education.</p>
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Time / Slot 2	Prep B 103 Session 1	Prep B 104 Session 2	Prep B 105 Session 3	Prep B 107 Session 4	
11:00- 11:30	<p>Halil Ercan & Mehmet Demirezen</p> <p>Pronunciation Teaching Perception Scale (PTPS) for In-service Teachers</p> <p>The research conducted by AssistHalil Ercan and Prof. Dr. Mehmet Demirezen, aimed at developing a reliable scale to determine in-service language teachers' perceptions about teaching pronunciation and contributing to the English Language Teaching (ELT) field. The participants of the study consisted of 132 English language instructors working in 42 secondary and high schools in the 2021 to 2022 academic year in North Cyprus. The conducted Exploratory Factor Analyses revealed that the scale consisted of five factors and 24 items. Besides that, the Confirmatory Factor Analysis results confirmed the 5-factor structure. Furthermore, it was proven that the whole</p>	<p>Turan Değirmenciöğlü</p> <p>Enhancing Assessment Practices</p> <p>This action plan integrates assessment for learning principles and success criteria to enhance student learning. Developed from OTA course input, it includes clear assessment types, formative assessments, and diverse methods like project-based and peer assessments. It emphasizes success criteria, student involvement, and continuous professional development. The six-month timeline includes revising assessments, updating criteria, and expanding peer assessments, with ongoing feedback and self-reflection.</p> <p>Biodata: Turan works at Eastern Mediterranean University and the University of Central Lancashire. He holds an MA in Applied Linguistics and TESOL</p>	<p>Eda Aşılmaz</p> <p>Flipped Skill-Based EFL Approach: BAU Cyprus EPS Experience</p> <p>In response to a comprehensive Needs Assessment study conducted among EPS students at Bahcesehir Cyprus University, we identified that English language use was predominantly confined to academic settings. Consequently, we overhauled our English Preparatory Courses (EPC) syllabus, shifting towards a skill-based Academic English teaching model. This approach replaces traditional General English instruction with targeted skills essential for academic success. Our</p>	<p>Dilem Köylüoğlu</p> <p>How to CoPilot your teaching practice</p> <p>In this workshop, participants will explore practical ways to leverage Bing Image Creator for classroom teaching. The focus will be on enhancing student learning through visual content. Specifically, we'll cover two key approaches: Learn how to create custom images that align with your teaching materials. Second, use Bing Image Creator to generate visuals that resonate with students, whether it's illustrating concepts, creating visuals or enhancing presentations.</p> <p>Biodata: Dilem Köylüoğlu, a familiar face in EPS, has</p>	

	<p>scale and its sub-dimensions are highly reliable and suitable for the implementation in determining in-service language teachers' perceptions of pronunciation teaching ($\chi^2/df = 1.314$). It is believed that the newly developed scale would help researchers more reliably investigate perceptions of teaching pronunciation in various contexts.</p> <p>Biodata: Halil Ercan received his undergraduate education in ELT from NEU and his master's degree in ELT from GAU and specialized in ELT. He successfully completed the Cambridge University Local Examinations Association (UCLES) English Language Education program. He completed his Ph.D at EMU in the field of ELT with a focus on phonetics.</p> <p>Biodata: Mehmet Demirezen has got a MA degree from the</p>	<p>from Anglia Ruskin University and completed the Cambridge DELTA Module 3. With over 10 years of teaching experience, he specializes in EAP, ESP, IELTS, and TOEFL. He is a certified IELTS tutor and Cambridge University teacher trainer.</p>	<p>workshop aims to share the methodology and positive outcomes of this innovative teaching model. Participants will engage in a mini demo-teaching session, showcasing practical applications of skill-based instruction. Attendees will learn how to effectively implement similar strategies in their own classrooms, fostering enhanced academic English proficiency among students. Join us to explore the transformation of English language teaching practices and witness the tangible benefits realized through our modified syllabus.</p> <p>Biodata: Eda Aşılmaz is the Director of Foreign Languages and the</p>	<p>been part of the EPS family for a whopping 19 years (with a few "off" moments—because even superheroes need coffee breaks). She has been teaching and at the same time rocking the syllabus unit since she can't remember when. She's passionate about teaching and generously shares her career experiences. Enjoy her session today, and thanks for being here!</p>	
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	University of Texas at Austin in USA. He holds a PhD and an associate professorship in Linguistics. He managed a full professorship in English Language Teaching from Hacettepe University. He has been working as a professor of linguistics and English language education since 1998. He is a teacher educator and is also an ELT consultant. Presently, he is teaching MA and PhD courses at Hacettepe University.		English Preparatory School at Bahcesehir Cyprus University. She holds a BA in English Language and Literature from Bilkent University, Turkey, and an MA in Literature and Criticism from Greenwich University, England. With over 20 years of teaching experience, Eda seamlessly blends her pedagogical expertise with her extensive administrative skills, developed through various roles in higher education.		
Time / Slot 3	Prep B 103 Session 1	Prep B 104 Session 2	Prep B 105 Session 3	Prep B 107 Session 4	Prep B 108 Session 5
11:30- 12:30	Aysa Lama & Omid Nassery How to introduce, define the benefits, and apply the self-assessment to low-level language learners in a tertiary multicultural educational context The primary aim of this presentation is to provide	Erkan Arkin Revisiting Pronunciation in the Age of Social Media: The Case of Micro-Celebrity ELT Teachers In the age of social media, platforms like Instagram and TikTok have become popular	Munise Kesanlı Mutlu Anılar Biriktirmenin Şerefine: Cheers Bu konuşma benim "iyi olma" halimi nasıl beslediğimle ilgili tecrübeleri anlatır.	Ozan İnamlık Developing Learning Organizations in University Language Schools This session explores learning organizations in university language	Nazan Doğruer Having a Sense of Belonging This talk will cover the "Service to Community" course that is offered at universities. The goal of service to the community

<p>educators with practical strategies to effectively introduce and implement self-assessment techniques for low-level language learners. We believe this is especially crucial in a tertiary educational setting characterized by diverse cultural backgrounds. The presentation will equip educators with the tools to foster an inclusive and supportive learning environment that respects and harnesses cultural diversity. By implementing these strategies, educators can enhance the learning experience and outcomes for low-level language learners, encouraging them to take an active role in their educational journey.</p> <p>Biodata: Ayşe Lama is a senior instructor in EMU FLEPS with over 10 years of experience. She has been teaching in tertiary education for over 16 years and also serve as a teacher trainer and mentor for around 3 years. In</p>	<p>for English Language Teaching (ELT), with many micro-celebrity teachers offering lessons to a global audience. This presentation explores the critical role of pronunciation in effective English communication and examines the teaching practices of these Instagram influencers. In the session, we will explore a few key features of English pronunciation that are often overlooked or misrepresented. By analyzing the content produced by popular micro-celebrity ELT teachers on Instagram, we will identify common pronunciation errors and discuss the impact of these mistakes on learners.</p> <p>Biodata: Erkan Arkin serves as a part-time lecturer in the EFL teacher education program of Eastern Mediterranean University. He has recently joined Bahçeşehir Cyprus University as a part-time lecturer, teaching courses in</p>	<p>Katılımcılara beni iyi hissettiren, coşturan, mutlu eden kişisel ve iş hayatımı dengede tutmamı sağlayan deneyimlerimden bahsedeceğim. Ayrıca, katılımcılar bu workshopta kendilerini keşfedip ifade etme şansı bulacaklar.</p> <p>Biodata: Munise Keşanlı graduated from 9 Eylül University in İzmir in 1995. She has been teaching at EMU since 1997. She got her MA degree at EMU in 2002. She is very active both professionally and personally. She devotes most of her time to DIY, upcycling, cycling, running and travelling.</p>	<p>schools, focusing on organizational development, change management, and innovative collaboration methods. Drawing on Peter Senge's "The Fifth Discipline," it emphasizes systems thinking for addressing complex challenges and promoting continuous learning. Key topics include fostering professional development, effective organizational listening, and using liberating structures to enhance engagement. Participants will learn to leverage data for informed decision-making and create inclusive, learner-centric environments. The session aims to equip participants with tools to transform their institutions into adaptive, innovative learning organizations, improving the educational experience</p>	<p>is to support students' growth as individuals, as professionals, and as citizens. The course addresses both local and global issues while fostering ethical and reflective skills. This course contributes to the development of socially aware individuals. Through an emphasis on experiential learning and community cooperation, the presentation highlights the effects of this course on student growth as well as the wider implications for educational methods in ELT departments.</p> <p>Biodata: Nazan earned her BA, MA, and PhD in education-related fields and holds multiple certifications from Cambridge University. Since 1992, she has worked at the Foreign Languages and English Preparatory School, teaching at the</p>
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	<p>addition to her professional experience, she holds a Bachelor's degree in English Literature and Humanities and a Master's degree in English Language Teaching. In addition to her professional life, she is a proud mother of two and a dog. She is happily married and has a passion for travel.</p> <p>Omid Nassery studied for his PhD in the field of English language teaching at Eastern Mediterranean University (EMU). He obtained his MA in ELT and his BA in English Language and Literature. He has been an English instructor since 1999 and founded one language center. He has been teaching at the English Preparatory School, EMU since 2013. He has started teaching ELT courses for the BA level since 2020. He has participated in many local and international workshops, festivals, and conferences. His interests in research areas are assessment, evaluation, and cultural varieties.</p>	<p>the ELT and departmental English support programs. He is also a freelance consultant trainer, working for NILE (Norwich Institute for Language Education). He is an academic tutor on NILE's Teaching English for Academic Purposes (TEAP) and English as a Medium of Instruction (EMI) courses. He also serves as a thesis supervisor on NILE and Chichester University's joint MA program.</p>		<p>for both teachers and students.</p> <p>Biodata: Ozan S. İnamlık is a full-time academic at EMU and a committee member of EMU FLEPS Institutional Effectiveness, Quality Assurance and Accreditation. He holds a bachelor's in English Linguistics and three master's degrees in Educational Sciences, Finance, and Marketing Management. Pursuing a PhD in marketing management, his dissertation focuses on corporate brand language. He teaches Business English, IELTS, and advanced writing courses.</p>	<p>Education Faculty since 2010. She has participated in numerous professional events and published educational works.</p>
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12:30- 14:00	LUNCH (Register your names at the registration desk if you wish to join lunch at Table D'hote)				
Time / Slot 4	Prep B 103 Session 1	Prep B 104 Session 2	Prep B 105 Session 3	Prep B 107 Session 4	Prep B 108 Session 5
14:00-14:30	<p>Mutlu Kale</p> <p>Remote Learning Experiences of Students during the Covid-19 Outbreak</p> <p>The research aimed to find out the Remote Learning experiences of undergraduate students studying Guidance and Psychological Counselling and Pre-School Teacher Education at the Faculty of Education, at Eastern Mediterranean University, North Cyprus. Specifically, it aimed to find answers to the research questions of a) "In terms of Remote Learning, what are the negative and positive experiences of students during the Covid-19 Pandemic?" and b) "In</p>	<p>Shahab Miri</p> <p>Gamification in Language Classrooms Enhancing Language Learning Through Play</p> <p>"Gamification in Language Classrooms: Enhancing Language Learning Through Play" explores the integration of gamification strategies to boost language acquisition and engagement. This presentation briefly examines the underlying theories and showcases key features of gamification with examples to demonstrate practical applications. The presentation underscores the importance of gamification in increasing student engagement and motivation, while promoting personalized learning and the</p>	<p>Ozan S. İnamlık</p> <p>Leveraging Scenario Writing Tools in Language Teaching: Enhancing Imagination and Engagement through PESTEL, Matrices, and SWOT Analysis</p> <p>This session explores using scenario writing tools like PESTEL analysis, scenario matrices, and SWOT analysis to enhance language teaching by stimulating students' imagination about future global issues. Scenario writing involves crafting detailed narratives about potential future</p>	<p>Ramadan Eyyam</p> <p>Learning with Enjoyment: Strategies for Making Education Fun and Effective</p> <p>The session highlights the benefits of gamification and sample ways to create a gamified learning environment which adapts to your needs and fosters student motivation. In this session you can find useful real-life classroom examples of using it in your own teaching context.</p>	<p>Elif Çilli</p> <p>Fostering Learner Autonomy and Self-Assessment</p> <p>Empowering students to take charge of their own learning journey is a key aspect of modern language teaching. This workshop, will include discussions on how to create a supportive learning environment where students feel confident to set goals, monitor their progress, and reflect on their learning experiences. We will also explore practical strategies for fostering learner autonomy and promoting self-assessment skills in the</p>

	<p>relation to Remote Learning, how satisfying was the students' technology infrastructure?" The participants were purposively chosen among the students who at least had three semesters remote learning experience during the Covid-19 lock down. With focus group interviews, it was aimed to understand and reveal individual remote learning experiences of students. The recorded interviews were analyzed qualitatively by using thematic analysis. The results showed that students had many challenges which should be considered for the betterment of remote learning.</p> <p>Biodata: This is Mutlu's 30th year of teaching at EMU. He has BA and MA in ELT and have PhD in Educational Sciences. During the first years of his career he taught English at the English Preparatory School and since completing</p>	<p>development of critical thinking and problem-solving skills.</p> <p>Biodata: Shahab Miri is the director of Continuing Education Center and Rector's coordinator in Final International University. He has earned his B.A. and M.A. degrees in ELT and is currently a PhD Candidate. He is interested in teacher education, sociolinguistics and use of games and technology in language education.</p>	<p>events, allowing students to practice language skills in engaging, context-rich ways. PESTEL analysis examines political, economic, social, technological, environmental, and legal factors, while scenario matrices explore different futures based on critical uncertainties. SWOT analysis identifies strengths, weaknesses, opportunities, and threats for each scenario. This approach fosters critical thinking, contextual language use, and cultural awareness, transforming traditional activities into dynamic learning experiences. Participants will learn practical strategies for designing effective scenario-based tasks</p>	<p>Biodata: Ramadan Eyyam, a B.A. graduate in English Linguistics from Hacettepe University, has over 32 years of teaching experience at EMU. He holds a Ph.D. in Educational Sciences and is the Director of FLEPS. Dr. Eyyam specializes in ELT, syllabus design, and has published extensively in educational sciences.</p>	<p>language classroom. Come and join us to enhance your teaching repertoire, share your strategies and inspire a new level of autonomy in your students.</p> <p>Biodata: Elif Çilli is an instructor at the Eastern Mediterranean University in Cyprus. She has had experience in teaching English for 28 years (7 years at Preparatory School and 21 years in the Foreign Languages Division) at the university. She is currently teaching English to students in their freshman year at the Foreign Languages Division. She has worked as a member of syllabus & testing teams, held a position as the unit leader of the Curriculum & Assessment Team of English courses offered to departments in which the medium of instruction is in Turkish in the previous</p>
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	<p>his PhD. He has been teaching at the Faculty of Education, EMU.</p>		<p>to enhance language learning outcomes.</p> <p>Biodata: Ozan S. İnamlık is a full-time academic at EMU and a committee member of EMU FLEPS Institutional Effectiveness, Quality Assurance and Accreditation. He holds a bachelor's in English Linguistics and three master's degrees in Educational Sciences, Finance, and Marketing Management. Pursuing a PhD in marketing management, his dissertation focuses on corporate brand language. He teaches Business English, IELTS, and advanced writing courses.</p>		<p>years and is currently a member of the professional development unit . She holds a BA in English Literature & Humanities and an MA in ELT.</p>
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Time / Slot 5	Prep B 101 Session 1	Prep B 103 Session 2	Prep B 104 Session 3	Prep B 105 Session 4	Prep B 107 Session 5
14.30-15.00	<p>İpek Meneviş</p> <p>ChatGPT: Ally or Adversary for EFL Teachers and Students?</p> <p>This presentation explores the impact of ChatGPT on English as a Foreign Language (EFL) education. We will examine how ChatGPT can serve as a valuable tool for teachers and students, enhancing language learning and engagement. Additionally, we will address potential challenges and concerns,</p>	<p>Emete Mavili</p> <p>Team Building & Empathy in the Workplace</p> <p>Effective teams thrive on clear roles (RACI), empathy, and a culture of learning. This presentation outlines ideas for fostering teamwork, emphasizing empathy, and creating a learning culture. Let's see how we can build an institutional environment that drives</p>	<p>Ozan S. İnamlık</p> <p>The Role of Corporate Brand Linguistics in Enhancing Language School Success: Building Strong Brand Identity and Image in a Competitive Market</p> <p>This session examines the critical role of corporate brand linguistics in the success and differentiation of language schools in a competitive market. It explores how strategic use of language and communication can build and enhance a brand's identity and reputation. Key components include brand identity—visual, auditory, and verbal elements like the school's name, logo, and tone of voice—and brand image, which is the audience's perception shaped by their experiences. Effective brand linguistics help establish a distinctive voice, foster trust, and communicate unique value propositions. The</p>	<p>Omid Nassery</p> <p>Providing feedback to students from diverse culture</p> <p>Providing feedback in a multicultural educational context to high-level language learners requires sensitivity and consideration of various cultural norms, values, and communication styles. This presentation tries to briefly elaborate on strategies for delivering effective and culturally sensitive feedback that enhances learning outcomes and fosters a supportive environment. This presentation also highlights common pitfalls to avoid while providing feedback to language learners. By integrating these</p>	<p>Tanya S. Barkınay</p> <p>'What if I fail? Building Resilience in the Reflective Classroom,' by Tanya Livarda, a talk at IATEFL 2024</p> <p>"Tanya Livarda's talk at IATEFL 2024, titled 'What if I fail? Building Resilience in the Reflective Classroom,' explored how to foster resilience in students through reflective practices. Emphasizing a supportive classroom environment, Livarda provided practical strategies to transform failure into learning opportunities, promoting autonomous learning. Her insights inspired educators to cultivate a resilient mindset, empowering students to confidently navigate challenges."</p>

	<p>evaluating whether ChatGPT acts as an ally or adversary in the EFL classroom.</p> <p>Biodata: İpek Meneviş has worked at EMU FLEPS since 1999. She holds a Master of Education degree and is pursuing a PhD. She has actively participated in numerous committees and currently she is the Assistant Director for Student and Administrative Affairs at FLEPS. She has also published educational research</p>	<p>success through collaboration and mutual support.</p> <p>Biodata: Emete Mavili has been working at EMU EPS since 2000. She has contributed to many units for her institution. She completed her CELTA course in 2010 and MA on the English Language Portfolio in 2014. Between 2002-2009 she worked in the Syllabus Unit</p>	<p>session covers tone, style, messaging consistency, and cultural sensitivity, offering case studies and practical strategies for leveraging brand linguistics to attract and retain students, drive growth, and solidify brand identity and image.</p> <p>Biodata: Ozan S. İnamlık is a full-time academic at EMU and a committee member of EMU FLEPS Institutional Effectiveness, Quality Assurance and Accreditation. He holds a bachelor's in English Linguistics and three master's degrees in Educational Sciences, Finance, and Marketing Management. Pursuing a PhD in marketing management, his dissertation focuses on corporate brand language. He teaches Business English, IELTS, and advanced writing courses.</p>	<p>practices, educators can better support the diverse needs of high-level language learners, promoting their academic and professional success.</p> <p>Biodata: Omid Nassery studied for his PhD in the field of English Language Teaching at Eastern Mediterranean University (EMU). He obtained his MA in ELT and his BA in English Language and Literature. He has been an English Instructor since 1999 and founded one language center. He has been teaching at the English Preparatory School, EMU since 2013. He has started teaching ELT courses for the BA level since 2020. He has participated in many local and</p>	<p>Biodata: Tanya Serenli Barkınay graduated from the Eastern Mediterranean University with a degree in English Language Teaching in 2002. Since then, she has been working as an instructor at the English Preparatory School. She also serves as the coordinator of the EMU International Summer School at the Rector's Office. Currently, Tanya is writing a thesis on academic resilience at the English Preparatory School. Throughout her career, she has actively participated in numerous workshops, seminars, and conferences related to ELT, including the prestigious IATEFL 2024 conference held last April.</p>	
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	articles and book chapters.	on Material and Curriculum Design. She then contributed to the Promotion Unit for international exams for two years. In 2012, she returned back to the Syllabus unit. She has been appointed as the Assistant Director of EPS Academic Affairs since April 2019.		international workshops, festivals, and conferences. His interests in research areas are assessment, evaluation, and cultural varieties.		
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15:00 - 15:15	AFTERNOON COFFEE BREAK
15:15	<p style="text-align: center;">Prep B Seminar Room (203)</p> <p style="text-align: center;">Duygu Erdoğan “A Teacher’s Own Path to Well-Being”</p> <p>This session explores the pivotal role of observation in enhancing well-being, emphasizing its profound impact on mental health and overall life satisfaction. By honing observational skills, individuals can develop greater self-awareness, mindfulness, and emotional intelligence. The discussion will cover practical techniques for cultivating observation, such as mindfulness meditation and reflective journaling, and highlight the benefits these practices offer, including reduced stress, improved relationships, and heightened creativity. Participants will gain insights into how a deliberate focus on observation can foster a deeper connection with the present moment, ultimately leading to a more balanced and fulfilling life.</p> <p>Biodata: Duygu Erdoğan has been in the ELT world for over 20 years. She has a BA in American Culture and Literature and an MA in English Language Teaching. She holds an ICELT, DELTA, Teacher Training Certificate (Sabancı University) and Trainer Training Certificate (Anatolian Training Institute). She has worked at various institutions ranging from elementary schools to universities in different parts of Turkey, as a teacher, an administrator and a trainer. She is one of the founding members of TESOL Turkey Association (İngiliz Dili Öğretimi Ve Mesleki Gelişim Derneği). Her research interests include teacher research, in-service teacher education, critical thinking in education and testing and assessment. Currently, she is working as a Teacher Trainer and Marketing manager for Macmillan Education, Western Europe.</p>
16:15	Closing speeches from FLEPS Director and Workshop Festival Organizer and RAFFLE – See you all there!