



2ND TESOL TURKEY INTERNATIONAL ELT CONFERENCE

TEACHING GENERATION Z: PASSING ON THE
BATON FROM K12 TO UNIVERSITY

29-30 NOVEMBER 2019

ESKİŞEHİR OSMANGAZİ UNIVERSITY

WELCOME TO THE CONFERENCE

Dear Colleagues,

It is with great excitement that I welcome you to the 2nd TESOL Turkey International ELT Conference hosted by Osmangazi University in beautiful Eskişehir on 29-30 November 2019.

This conference is very near and dear to our hearts because the conference date almost coincides with the second anniversary of the establishment of our association. TESOL Turkey is deeply committed to advancing the quality of English language teaching in Turkey, as well as in the Turkish Republic of Northern Cyprus. It also aspires to become an international association trusted for knowledge and expertise in English language teaching, teacher education and in-service professional learning. Therefore, it's with great pride and honor that I announce that, over the two years since its establishment, TESOL Turkey has taken giant steps towards becoming an international association, and is now an affiliate of TESOL International and an associate of IATEFL.

In my second year as the TESOL Turkey president, I realized one again how lucky we are to have so many amazing and dedicated ELT professionals in this country, and how much our work matters to us. Since TESOL Turkey is a national association of ELT professionals committed to advancing the quality of English language teaching by contributing to professional learning in Turkey through collaboration, open exchange of practice, research, standards, and advocacy in all stages and levels of education, we thought the best way to emphasize the connection between different levels of education is to set our conference theme this year as: **“Teaching Generation Z: Passing on the baton from K12 to University”**

We hope that this conference will create a wonderful platform for welcoming issues implying or focusing on the gap between K12 and higher education in teaching, learning, research and professional development. We are all ready to learn from one another, namely, academics, teachers, researchers, experts, and practitioners, who will be sharing their valuable ideas about the theme of the conference.

As the organizing committee and the host committee as well as the TESOL Turkey Board of Directors, we hope to make this conference an exciting and memorable professional event. We can never thank our present and future members enough for supporting TESOL Turkey by attending and presenting at our conference. We wish to see the TESOL Turkey family happily continue to grow and we look forward to seeing existing as well as new members in many more inspiring future events to come.

With my heartfelt gratitude to you all,

Bahar GÜN
President
TESOL Turkey

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GENERAL INFORMATION

EVENT VENUE AND REGISTRATION

Registration will be held at the ESOGÜ Congress and Culture Center in the entrance. Please do not hesitate to contact the organisation committee members at the registration desk for any inquiries that you might have. Your name tags and event bags including necessary documents and the programme will be obtained at the registration desk.

CERTIFICATE OF ATTENDANCE

Certificates of attendance will be distributed at the registration desk. Please get in contact with registration desk at any terms concerning your early leaving.

MEALS AND REFRESHMENTS

Lunch will be served in the main cafeteria (Merkez Yemekhane). You can get your lunch by using the lunch ticket in your name badges at lunchtime. Refreshments and cookies will be served during the event. Inside the campus there are also coffee shops (Akademi Kafe, Esogü Çarşı Kahve Dünyası, or Papyon Kafe) where you can treat yourself.

CONFERENCE RECEPTION

The conference dinner will take place at Black Fish Restaurant (a bus will be provided at 18.15 in front of Congress and Culture Center) at 18:45 on 29 November, Friday. Please inform the organisation committee regarding your participation.

BOOK EXHIBITION

There will be a book exhibition on the ground floor of Congress and Culture Center.

EVENT PROGRAMME

November 29, Friday

9.00-9.30	Registration					
9.30-9.40 Conference Hall	Welcoming Remarks Vecihe Kafadar Eskişehir Osmangazi University					
9.40-10.00 Conference Hall	TESOL Turkey Presentation Bahar Gün, TESOL Turkey President İzmir University of Economics					
10.00-11.00 Conference Hall	Plenary Session Susan Barduhn , Professor Emerita, SIT Graduate Institute & Specialist, U.S. State Department <i>Inside & Between</i>					
11.00-11.30	Coffee Break					
11.30-12.15	Concurrent Session I - Workshops					
	<p style="text-align: center;">Hall 1 Cristina Manea Gültekin Freelance Teacher Educator</p> <p style="text-align: center;"><i>Leading the way: oracy and conversational leadership</i></p>	<p style="text-align: center;">Hall 2 Elena Bolel Cambridge University Press</p> <p style="text-align: center;"><i>What do you need to know to set up a CPD system that works?</i></p>	<p style="text-align: center;">Hall 3 Bob Nguyen & Zuhul Okan Çukurova University</p> <p style="text-align: center;"><i>How to overcome technical issues and engage students in the digital classroom</i></p>	<p style="text-align: center;">Hall 4 Germán López Araujo English Teacher</p> <p style="text-align: center;"><i>Cultural materials to increase students' motivation towards English acquisition</i></p>	<p style="text-align: center;">Hall 5 Şafak Ertaş & Zeynep Jülide Ağan TED Ege College</p> <p style="text-align: center;"><i>Art as a language counterpart</i></p>	<p style="text-align: center;">Hall 6 Melis Akdoğan Gündoğdu TOBB University of Economics and Technology</p> <p style="text-align: center;"><i>Take all the sentences, I have mine!</i></p>
12.30-13.00	Concurrent Session II – Research Papers and Interactive Sessions					
	<p style="text-align: center;">Hall 1 Jennifer Lacano İzmir University of Economics</p> <p style="text-align: center;"><i>Building your teacher's toolbox. Critical incident analysis as reflective practice</i></p>	<p style="text-align: center;">Hall 2 İlknur Yüksel & Banu Çiçek Başaran Eskişehir Osmangazi University</p> <p style="text-align: center;"><i>ELT Pre-service teachers' visions on young language learners</i></p>	<p style="text-align: center;">Hall 3 Kısmet Funda Akgül & Mary Jane Özkurkudis İzmir University of Economics</p> <p style="text-align: center;"><i>From K12 to University: perceptions of students and teachers towards learning management system</i></p>	<p style="text-align: center;">Hall 4 Benek Arıoğlu Nüans Publishing</p> <p style="text-align: center;"><i>Teaching Gen Z students via differentiated instruction</i></p>	<p style="text-align: center;">Hall 5 Cemile Doğan Necmettin Erbakan University & Seher Balbay Middle East Technical University</p> <p style="text-align: center;"><i>Developing critical reading awareness through advertisement slogans</i></p>	<p style="text-align: center;">Hall 6 Hakan Tarhan TOBB University of Economics and Technology</p> <p style="text-align: center;"><i>Using teacher appraisal data to improve institutional practices</i></p>
13.00-14.15	Lunch					

14.15-14.45	Concurrent Session III - Research Papers and Interactive Sessions					
	Hall 1 Nihal Özdemir & Eda Elmas Istanbul Medipol University <i>Perceptions regarding EFL teacher-researcher identity</i>	Hall 2 Şila Yosulçay Uz Sabancı University <i>Flip your classroom to help Gen Z self direct their learning</i>	Hall 3 Aynur Yürekli İzmir University of Economics <i>Classroom observations: are supervisors and teachers equally ready for feedback?</i>	Hall 4 Beril Yücel Turkish Education Association (TED) <i>Bringing out creativity through growth mindset</i>	Hall 5 Xiaoli Yu Tan Arda Gedik Yağmur Su Kolsal, Fikriye Beyza Dilbaz, Halide İslamoğlu Middle East Technical University <i>Comparison between English textbooks and university entrance exams in Turkey</i>	Hall 6 Zeynep Sena Öztürk Kütahya Dumlupınar University <i>Code-switching in ELT classes taken by candidate English teachers</i>
15.00-15.30	Concurrent Session IV – Research Papers					
	Hall 1 Hilal Peker Bilkent University <i>Self-Efficacy of pre-service teachers teaching ELLs in a mixed-reality classroom</i>	Hall 2 Zülal Ayar Ankara University <i>Attitudes and awareness of the university students towards a new teacher in pronunciation</i>	Hall 3 Aliye Evin Yörüdü Bursa Uludağ University & Ece Selva Küçükkoğlu Middle East Technical University <i>An Exploration into the continuous professional development needs and practices of experienced Turkish EFL instructors</i>	Hall 4 Ashlan Tuğçe Güler Ankara Yıldırım Beyazıt University <i>Quality of motivation and achievement in preparatory programs for English: Implications for curriculum and instruction</i>	Hall 5 Nesrin Oruç Ertürk İzmir University of Economics & Yeşim Bektaş Çetinkaya Dokuz Eylül University <i>Mentors and mentees in the context of curriculum reform</i>	Hall 6 Özge Aygün Eskisehir Osmangazi University <i>Turkish preparatory school university students' demotivational factors towards learning English</i>
15.30-16.00	Poster Presentations - Coffee Break					
	<p>James Norman McKay Jr, Koç University, Enhancement of fluency and WTC in EFL via speaking club Didem Dağkırın, İzmir Kâtip Çelebi University, Creative Drama & Gen Z İlknur Ülker, İstanbul Şehir University, EFL Students' reflection on conventional and personalized grammar activities Hacer Yüksel Özdemir, Bilkent University, Script-based EFL learning of prekindergarten students Hacer Yüksel Özdemir, Özkan Akkaya, Anıl Ayhan & Hilal Peker, EFL Student's Lived-Experience with Blended-Learning Tools: A Phenomenological Study Feray Gümüş & Tuğba Kaya, Medipol University, The effect of focused and unfocused CF on EFL students' use of prepositions in writing tasks</p>					

16.00-16.30 Conference Hall	Concurrent Session V – Research Papers & Interactive Sessions					
	Hall 1 Funda Çetin & Pınar Acar & Gülfem Akdoğan İzmir University of Economics <i>Teach me something new</i>	Hall 2 Justin Taylor Bahçeşehir University <i>Reflections on critical pedagogy. Adapting practice to praxis</i>	Hall 3 Züleyha Ünlü Tokat Gaziosmanpaşa University <i>Teaching speaking in large classes: Course design through reflective practice</i>	Hall 4 Arif Chowdhury University of Creative Technology, Chittagong <i>Cultural Studies in ELT: Integrating active learning strategies</i>	Hall 5 Stephanie Lea Howard & Müge Akgedik, Gamze Güven Yalçın, Nurseven Kılıç, Hatice Karaaslan, Gökçe Arslan Ankara Yıldırım Beyazıt University <i>Language Learning advising + mindset + learning plans = Autonomy?</i>	Hall 6 İlknur Karadağlı Dirik Turkish-German University <i>Expectations of kids and parents from English courses and teachers</i>
16.45-17.45 Conference Hall	Plenary Session					
	Zeynep Yedierler, Freelance Teacher Educator <i>Learning from One Another</i> <i>Dialogue, support and collaboration among K12 schools and higher education</i>					
Conference Dinner						

November 30, Saturday

9.00-10.00 Conference Hall	Colloquim					
	Moderator: Yeşim Eraslan , TESOL Turkey Board Member Ministry of National Education Teachers Ayşe Zambak , Adana Şeyda Nur Dönüşler , Şanlıurfa Fatih Kurtoğlu , Sivas					
10.15-10.45	Concurrent Session VI – Research Papers & Interactive Sessions					
	Hall 1 Merve Deveci National Defense University <i>Enhancing Turkish freshmen' listening comprehension skill. A suggested technology-based syllabus</i>	Hall 2 Seçil Dayıoğlu Öcal Hacettepe University <i>My Journey with German and French instructors as a teacher trainer</i>	Hall 3 Metin Esen & Edin Omerovic Ankara Yıldırım Beyazıt University <i>Reactions of K12 and University Students to Using Pop Culture in Speaking Lessons</i>	Hall 4 Ebru Köstekci TED Karabük College & Sibel Azrah İDV Bilkent College <i>What if it is possible to create a live guide book?</i>	Hall 5 İlknur Bayram TED University & Özlem Canaran University of Turkish Aeronautical Association <i>A coursebook-integrated approach to portfolio assessment</i>	

10.45-11.00	Coffee Break					
11.00-11.45	Concurrent Session VII - Workshops					
	Hall 1 Burak Aydın Yaşar University <i>Qualifying classroom interaction</i>	Hall 2 Jean Lundbom Yaşar University <i>Grasping the perfect tenses through multi-mode practice</i>	Hall 3 Ash Kır Karaaslan İzmir University of Economics <i>Reflection in teacher development: From surviving to thriving?</i>	Hall 4 Türkan Yaman TED Kocaeli College <i>Our endeavour to create a community of life-long learners</i>	Hall 5 Michael Suhan Koç University <i>Teaching the pragmatics of student discussions using corpora</i>	Hall 6 Damla Pınar Yapar Ankara Yıldırım Beyazıt University <i>Handle with care, teach with a touch</i>
12.00-12.30	Concurrent Session VIII – FSME Project Presentations					
	Hall 1 Dilek Bozu & Dilek Demirtaş & İlknur Pamuk Hacettepe University <i>A Step towards fostering freshman student motivation at Hacettepe University</i>	Hall 2 Melike Taşlıklı & Gülay Çalışkan & Özgün Ataman Yaşar University <i>Highlights of FSME</i>	Hall 3 Tülin Ekler & Nilüfer Evişen & Yeliz Uğurluer Torun Gaziantep University <i>FSME and its reflections in Gaziantep</i>	Hall 4 Begüm Akyol & Pelin Çetinün & Yonca Debbâğ İzmir University of Economics <i>Motivating the unmotivated students has never been so motivating</i>	Hall 5 Duygu Yalçın Marmara University <i>Collaboration in classrooms and among teachers</i>	Hall 6 Aycan Yaman Esen U.S Embassy <i>Turkey's Regional English Language Office? What's that?</i>
12.30-13.30	Lunch					
13.30-14.15	Concurrent Sessions IX - Workshops					
	Hall 1 Begüm Kut Piri Reis University <i>The role of reflection in today's EFL class</i>	Hall 2 Zeynep Olgun Pamuk Yıldırım Beyazıt University <i>Improving students' speaking and listening skills by a digital storytelling project</i>	Hall 3 Heidi Saleska 18 Mart University / EL Program <i>Increase motivation by using game boards effectively</i>	Hall 4 Çağlanur Bektaş Denizli Uğur Schools <i>Encouraging English teachers to compose their own songs</i>	Hall 5 Rustam Bakhtiyarov & Robin Kosseff MEF University <i>Using dichotomous questions in Google forms to improve inference in EAP</i>	

14.30-15.00	Concurrent Sessions X - Research Papers & Interactive Sessions				
	<p>Hall 1 Nilüfer Evişen & Ebru Şire Kaya Gaziantep University</p> <p><i>Reverse Mentoring: A New Perspective on Mentoring</i></p>	<p>Hall 2 Bayram Çibik Anadolu University</p> <p><i>The Effects of Instruction on ELT Students' Notetaking Skills</i></p>	<p>Hall 3 Anissa Othmani & Safa Toumi & Mabrouka Dchicha Esprit School Of Engineering Tunisia</p> <p><i>PBL efficiency on teaching English: the case of ESPRIT University</i></p>	<p>Hall 4 Erkan Külekçi Kastamonu University</p> <p><i>Students' expectations and experiences of EGP courses in higher education</i></p>	<p>Hall 5 Arzu Ekoç Yıldız Technical University</p> <p><i>Hurdles in transition from K12 to university in learning English</i></p>
15.00-15.30	Poster Presentations – Coffee Break				
	<p>James Norman McKay Jr, Koç University, Enhancement of fluency and WTC in EFL via speaking club Didem Dağkiran, İzmir Kâtip Çelebi University, Creative Drama & Gen Z İlknur Ülker, İstanbul Şehir University, EFL Students' reflection on conventional and personalized grammar activities Hacer Yüksel Özdemir, Bilkent University, Script-based EFL learning of prekindergarten students Hacer Yüksel Özdemir, Özkan Akkaya, Anıl Ayhan & Hilal Peker, EFL Student's Lived-Experience with Blended-Learning Tools: A Phenomenological Study Feray Gümüş & Tuğba Kaya, Medipol University, The effect of focused and unfocused CF on EFL students' use of prepositions in writing tasks</p>				
15.30-16.00	Panel				
	<p>Moderator: Ayşegül Albe Özdemir, Eskişehir Osmangazi University Susan Barduhn, Professor Emerita, SIT Graduate Institute & Specialist, U.S. State Department Zeynep Yedierler, Freelance Teacher Educator Fethi Çimen, MoNE teacher Ece Selva Karşlı, METU, SFL Dicle Sarıkaya, ELT Student, Eskişehir Osmangazi University</p>				
16.00-16.15	Closing				

PROGRAMME & ABSTRACTS

NOVEMBER 29, FRIDAY

09.00 – 09.30

Registration

09.30 – 09.40
Conference Hall

Welcoming Remarks
Vecihe Kafadar
Eskişehir Osmangazi University

09.40 – 10.00
Conference Hall

TESOL Turkey Presentation
Bahar Gün
TESOL Turkey President
İzmir University of Economics

10.00 – 11.00

Plenary Session

Conference Hall

Susan Barduhn
Professor Emerita, SIT Graduate Institute & Specialist, U.S. State Department

“Inside and Between”

Earl Stevick once wrote that "success depends less on materials, techniques, and linguistic analysis, and more on what goes on inside and between the people in the classroom." What this suggests is that there is much more going on in learning environments than immediately meets the eye. This talk will explore concepts and thoughts around teacher presence, cohort-based learning, and how to bring genuine relationship even into online education through experiential learning, community development; and actively listening to the voices of the participants.

Professor Emerita Susan Barduhn’s global career in TESOL has been as teacher, trainer, supervisor, manager, author, mentor, assessor, plenary speaker, and international consultant. She has been president of IATEFL; director and co-founder of The Language Center, Nairobi; deputy director of International House, London; chair of the MATESOL Program at the School for International Training; and is currently a consultant for the British Council, the U.S. State Department, Fulbright, TransformELT, and Consultants-e (TCE).

11.00 – 11.30

Coffee Break

Hall 1

Cristina Manea Gultekin
Freelance Teacher Educator

“Leading the Way: Oracy and Conversational Leadership”

Improving the quality and quantity of students' talk and leadership skills in the classroom have always been teachers' priorities. This workshop gives some practical ideas on how to develop oracy skills for 21st century learning focusing not just on the language used to interact but to inter-think (Littleton & Mercer, 2013).

Cristina Manea Gültekin is a teacher trainer holding an MA in ELT, Sabanci University' SLTEP and Pilgrims' teacher trainer certificates. Her main interest is researching best practices that make CPD effective.

Hall 2

Elena Bolel
Cambridge University Press

“What do You Need to Know to Set Up a CPD System that Works?”

How do we define effective continuing professional development (CPD)? What is important to consider when designing a CPD programme? In this session we aim to answer these questions and will look at the principles underpinning effective CPD programmes. We will also attempt to determine how success for professional development initiatives looks like. Together we will design impactful CPD models using a variety of tools available at Cambridge University Press, evaluate them and share our findings.

Elena Bolel holds a B.A. and M.A. in TEFL and has taken graduate courses in Educational Leadership at Western Michigan University, USA. She completed the Cambridge DELTA in 2011. Elena has been in education for 17 years and taught English to children and adults in Russia, the USA and Turkey. In Turkey Elena has worked in both K-12 and tertiary. In addition to teaching, Mrs Bolel has been delivering talks and workshops at various ELT events as well as teacher training courses. Currently, she works as a Continuing Professional Development & Learning Solutions Manager for Cambridge University Press.

Hall 3

Bob Nguyen & Zuhail Okan
Çukurova University

“How to Overcome Technical Issues and Engage Students in the Digital Classroom”

This workshop will introduce participants to digital resources that can be used to enhance student engagement in the classroom. The workshop will give participants an opportunity to familiarize themselves with using the online classroom resources. In addition, participants will have hands-on practice setting up, diagnosing, and deploying the educational technology.

Bob Nguyen graduated from the California State University of Sacramento with an MA in TESOL. He is currently an English Language Fellow working as a lecturer at Çukurova University.

Zuhul Okan holds a PhD degree from the University of Kent at Canterbury. She currently works as the Head of ELT Department, Faculty of Education, at Çukurova University. She teaches courses such as Drama in ELT, Psycholinguistics, Teacher Education and Critical Discourse Analysis at both undergraduate and postgraduate levels. Her research interests include discourse analysis, educational technology and teacher education.

Hall 4

Germán López Araujo
English Teacher

“Cultural Materials to Increase Students’ Motivation Towards English Acquisition”

This proposal has as a main objective to increase students’ motivation through English using cultural materials getting a person who can be involved in society’s problems, innovated, skillful and with some knowledge about different cultures in order to adapt easily without having problems, working on the new human being.

German Lopez Araujo, Venezuelan, graduated from the Andes’ University, Trujillo – Venezuela in Foreign Language Education, recently finishing two Master degrees; one in Spain and the other in Mexico.

Hall 5

Şafak Ertaş & Zeynep Jülide Ağan
TED Ege College

“Art as a Language Counterpart”

As language teachers we often use charts, pictures, diagrams and dialogues to create language topics in the classroom atmosphere. The most difficult part of it is finding or identifying topics relevant to subjects which may be used as road maps/teaching tools. The majority of older students find it boring and dull to stay in a box and to be surrounded by the cliched tasks and activities found in the coursebook. Using art, especially classical art as a teaching tool opens up a great field of imagination and an endless opportunity for outputs in the classroom. Being able to read art and having a refined taste needs some certain analytical drills and a critical concept of observing. In this session we will try to give some tips and ways to enjoy artwork in an analytical way and to use the output as a language tool in class.

Şafak Ertaş completed his primary and secondary education at İzmir Türk College and received his university degree from Selcuk University English Language and Literature Department. After serving 3 years in public schools he started teaching at TED Ege College in 2005. Since then, he has been working there as a teacher and the Head of the Department.

Zeynep Julide Ağan completed her primary and secondary education in İzmir Özel Türk College. She graduated from Ege University English Language and Literature Department. She is an experienced English teacher with 18 years in service, and also teacher trainer and Head of the English Department at TED Ege Secondary School. She believes in strong communication between a teacher and her students. She keeps up to date with developments in the teaching field.

Hall 6

Melis Akdoğan Gündoğdu
TOBB University of Economics and Technology

“Take All the Sentences, I Have Mine!”

The aim of this session is to reflect on the implementation of wordless picture books in both K12 and university contexts. In the session an example of a wordless picture book and the possible classroom implications will be shared. In addition, using a picture book in both contexts will be discussed.

Melis Akdoğan Gündoğdu graduated from Ankara University in 2009 and completed the first MA in 2013 in the same field. She completed her second master on Curriculum Development in 2019. She has been working at TOBB ETU as the coordinator of PDU.

12.30 – 13.00**Concurrent Session II – Research Papers and Interactive Sessions****Hall 1**

Jennifer Lacano
İzmir University of Economics

“Building Your Teacher’s Toolbox: Critical Incident Analysis as Reflective Practice”

This session will introduce one strategy for reflective practice – critical incident analysis – and describe a pilot program for pre-service teachers based on this strategy. Attendees will then have a chance to analyze a critical incident (classroom dilemma) together and discuss how they might implement this strategy in their own practice.

Jennifer Lacano is an English instructor at İzmir University of Economics. She holds an MA in TESOL from Azusa Pacific University and a BA in Social Studies from Harvard University.

Hall 2

İlknur Yüksel & Banu Çiçek Başaran
Eskişehir Osmangazi University

“ELT Pre-service Teachers’ Visions on Young Language Learners”

To examine the pre-service teachers’ visions on the new generation learning English, 40 ELT pre-service teachers at the 3rd grade observed and reflected upon the young learners at the actual classes. The qualitative analysis revealed that the pre-service teachers could not interpret many characteristics and they predicted many challenges.

İlknur Yüksel is the assistant professor at Eskişehir Osmangazi University. She had PhD degree in ELT. Her research interests are teaching English to young learners, teacher training and second language acquisition.

Banu Çiçek Başaran is the research assistant at Eskişehir Osmangazi University. She is pursuing her PhD degree at METU. Her research interest are second language acquisition and teacher training.

Hall 3

Kısmet Funda Akgül & Mary Jane Özkurkudis
İzmir University of Economics

“From K12 to University: Perceptions of students and teachers towards Learning Management Systems”

Are there any differences in the perceptions of K12 students, university students and their teachers towards Learning Management Systems (LMS) used in their institutions? In this talk, we will share the results of a case study conducted in a K12 school, a preparation programme and an undergraduate programme of a foundation university.

Kısmet Funda Akgül is an instructor at Izmir University of Economics, Turkey where she currently holds the position of the Course Coordinator of Academic Skills in English.

Mary Jane Özkurkudis is an instructor at Izmir University of Economics, Turkey where she currently holds the position of the Head of the Curriculum and Material Development Unit.

Hall 4

Benek Arıoğlu
Nüans Publishing

“Teaching Gen Z students via Differentiated Instruction”

Differentiation is both the recognition of individual differences and a response to those individual differences in a classroom of Gen Z students via providing opportunities for reflection and feedback.

Benek Arıoğlu, after working as an English language teacher and an administrator at private schools for fifteen years, is currently working as Nüans Publishing Educational Consultant and Teacher Trainer.

Hall 5

Cemile Doğan & Seher Balbay
Necmettin Erbakan University & Middle East Technical University

“Developing Critical Reading Awareness Through Advertisement Slogans”

This presentation reports on a series of analytical activities used in an advanced reading course. Students were sensitized to subtle variations in advertisement slogans. After presenting the discourse analysis principles briefly, this interactive presentation will engage the audience in analyzing some slogans.

Cemile Dogan holds her MA and PhD degrees in ELT. Currently, she is working at a state university in the ELT department. Her research interests are CPD for language teachers, and measurement and evaluation.

Seher Balbay graduated from Middle East Technical University, Department of Foreign Language Education. She has been working at METU since 1997. She is currently working towards her PhD degree.

Hall 6

Hakan Tarhan
TOBB University of Economics and Technology

“Using Teacher Appraisal Data to Improve Institutional Practices”

This talk describes the current research on teacher appraisal and develops the case for an appraisal scheme in which the feedback presented by lecturers at a foundation university are used to make institutional changes at micro and mezzo levels.

Hakan Tarhan is a lecturer at TOBB ETU and a Ph.D. candidate in English Language Teaching at METU. His research interests include language teacher education, teacher mentoring, continuous professional development for language teachers, and quality assurance in teacher education

13.00 – 14.15

Lunch

14.15 – 14.45

Concurrent Session III – Research Papers and Interactive Sessions

Hall 1

Nihal Ozdemir & Eda Elmas
Istanbul Medipol University

“Perceptions Regarding EFL Teacher-researcher Identity”

Whether teacher-researcher identity helps English language teachers develop professionally and informs their in-class practice in addition to the perceptions of their colleagues and vice-principles towards them.

Nihal Özdemir is an English instructor, the supervisor of the Continuing Professional Development Unit at Medipol University English Language School and a freelance teacher trainer at CUP. She holds an MA degree on Educational Technology and is currently a PhD student at BAU.

Eda Elmas is an English instructor at Yıldız Technical University School of Foreign Languages. She holds an MA degree on English Language and Literature and is currently a PhD student at BAU.

Hall 2

Şila Yosulçay Uz
Sabancı University

“Flip your Classroom to Help Gen Z Self Direct Their Learning”

Gen Z was the first generation born into a globally connected world. They therefore better internalize what they learn when they embrace technology, solve real life problems and be an active part of their learning process. This is why, flipped learning can help 21st century teachers engage and instruct Gen Zers. During the session, I would like to demonstrate how I materialized this approach with my students and how they have responded.

Şila Yosulçay Uz graduated from Başkent University American Culture and Literature department in 2003. She then pursued her Master’s Degree on Teacher Education at Bilkent University in 2005. She completed her Delta in 2010. She is currently working at Sabancı University as a full-time instructor.

Hall 3

Aynur Yürekli
İzmir University of Economics

“Classroom Observations: Are Supervisors and Teachers Equally Ready for Feedback?”

For many supervisors and teachers, the feedback session is the most crucial, critical, difficult and academically challenging phase. This study looks at the effect video-recorded lessons have on teachers during the observation feedback sessions. There is special emphasis on the two factors that affect the quality of the post-observation session: a) the memory factor and b) the affective domain. The study adopted a qualitative methodology including two comprehensive data-collection sources, which were administered to six English Language instructors undergoing a professional development training. The data collected from self-reflection forms and focus group meeting was analyzed with reference to the impact video recordings had on teachers’ attitudes towards supervisor feedback. Results suggest that integrating video-recorded lessons as a tool for self-reflection impact both factors positively as teachers distance themselves from the teaching experience, feel ready for self-reflection, feel ready for receiving feedback and have more access to the details of the lesson.

Aynur Yürekli is currently working as the Undergraduate English Programme Coordinator at İzmir University of Economics, School of Foreign Languages. Aynur received her BA from Anadolu University, Faculty of Education, ELT Department in 1991; her MA from Bilkent University (Fulbright Scholarship), ELT Programme in 1994, and finally her PhD in ELT from Anadolu University, in 1999. She was certified as a CELTA tutor by Cambridge University in 2013. Aynur is specifically involved in in-service teacher training, language pedagogy in higher education, and EAP.

Hall 4

Beril Yücel
Turkish Education Association (TED Headquarters)

“Bringing out Creativity through Growth Mindset”

“A growth mindset is when students believe that their abilities can be developed” says Carol Dweck, renowned Stanford University psychologist. One of the most powerful ways of bringing in variety, creativity and innovation to our classrooms is

to make our learners develop a growth mindset. This session, primarily, will start with some input on the two types of mindsets: growth mindset and fixed mindset. Secondly, some activities will be introduced to bring out learners' creative and innovative sides through growth mindset. Finally, some strategies and practices to develop learners' growth mindset will be shared.

Beril Yücel has been involved in ELT for 29 years as an instructor, teacher trainer, textbook writer and administrator. Currently, she works as the FLD Director at TED Headquarters. She holds a BA in ELT and an MSc in Educational Sciences from METU. She was the coordinator of IATEFL TTED SIG between 2006-2010. She is a member of Board of Directors of TESOL Turkey. She has taken part in many professional development projects (teacher research, trainer training) both nationally and internationally.

Hall 5

Xiaoli Yu & Tan Arda Gedik, Yağmur Su Kolsal, Fikriye Beyza Dilbaz, Halide İslamoğlu
Middle East Technical University

“Comparison between English Textbooks and University Entrance Exams in Turkey”

Textbooks, as the de facto syllabi in elementary and secondary education, largely influence the pedagogical practice in classrooms. Hence, textbook research is of considerable importance in shaping educational constructions. Meanwhile, research in assessment, in particular standardized examinations, has revealed substantial washback effects on both teaching and learning. However, in the field of English language education in Turkey, few empirical studies have been conducted to investigate the relationship between textbooks and high-stakes standardized exams. This ongoing research study aims to examine whether the English textbooks used in Turkish public schools align with the high-stakes university entrance exams for the past decade. In other words, the study aims to investigate the connection between what are supposed to be taught and what are tested. Corpus-based quantitative analysis will be conducted to compare the textbooks and exams from vocabulary, sentence, and discourse levels. Moreover, sociolinguistics aspects will be considered in the comparison as well. Pedagogical implications as well as insights for curriculum revising, textbook writing, and exam designing will be provided based on the findings of the study. The results of the study are expected to be concluded by the end of October 2019.

Xiaoli Yu obtained her Ph.D. from the University of Central Florida, now she works as a lecturer at Middle East Technical University.

Tan Arda Gedik, a senior student in ELT, is highly interested in sociolinguistics and teaching English in different contexts.

Yağmur Su Kolsal, a fourth year ELT student at METU, is also minoring in German language.

Fikriye Beyza Dilbaz is a fourth-year student in ELT at METU.

Halide İslamoğlu is a fourth year ELT student at METU.

Hall 6

Zeynep Sena Öztürk
Kütahya Dumlupınar University

“Code-switching in ELT Classes Taken by Candidate English Teachers”

The research was conducted to examine why ELT instructors use code-switching in their classes in ELT departments and what they think about L1 use in ELT classes. Findings revealed instructors have to switch to Turkish because of different reasons, and different thoughts on L1 use in ELT classes were revealed.

Zeynep Sena Öztürk, born on 8th April 1996, is currently an M.A student at Kütahya Dumlupınar University/ English Language and Literature Department. She works as an English Teacher.

15.00 – 15.30**Concurrent Session IV – Research Papers****Hall 1**

Hilal Peker
İhsan Doğramacı Bilkent University

“Self-Efficacy of Pre-Service Teachers Teaching ELLs in a Mixed-Reality Classroom”

The purpose of this quasi-experimental study was to investigate the self-efficacy of pre-service teachers who will be teaching English learners (ELLs) at mainstream classrooms. Drawing the data on structured quantitative and qualitative research methods, this study provides pedagogical implications on ESOL strategies for ELL teachers and ESOL professionals.

Hilal Peker (Ph.D., University of Central Florida, 2016) is an assistant professor of TEFL at Bilkent University. Her research interests include L2 Motivational Self-System and simulation technology in ELT.

Hall 2

Zülal Ayar
Ankara University

“Attitudes and Awareness of the University Students towards a New Teacher in Pronunciation”

The results indicate that a new teacher could change the attitudes of students that never met before via adopting a fundamental principal in language teaching: motivating learners. Accordingly, providing students the opportunity of expressing themselves and an entertaining atmosphere to learn English seem to contribute to willingness of students.

Zülal Ayar is a Ph.D. candidate in English Language Teaching at Gazi University, and a full-time instructor at Ankara University. She holds an M.A. degree from Ondokuz Mayıs University. Her field of study is language teacher education.

Hall 3

Aliye Evin Yörüdü & Ece Selva Küçüköğlü
Bursa Uludağ University & Middle East Technical University

“An Exploration into the Continuous Professional Development Needs and Practices of Experienced Turkish EFL Instructors”

This study aims at exploring the CPD needs of the experienced EFL instructors in an intensive English program of a Turkish state university. A further aim of the study is to find out the types of CPD activities the participants consider meaningful before a future implementation of a tailor-made scheme is started.

Aliye Evin Yörüdü is an instructor at Bursa Uludağ University. Her interest areas are teaching and testing writing and speaking, and teacher development.

Ece Selva Küçüköğlü is the chair of Department of Basic English at Middle East Technical University (METU). Her interest areas are corpus linguistics, teaching and testing writing and speaking, and teacher development.

Hall 4

Aslıhan Tuğçe Güler
Ankara Yıldırım Beyazıt University

“Quality of Motivation and Achievement in Preparatory Programs for English: Implications for Curriculum and Instruction”

The concept of extrinsic motivation and its types, regulations and amount is certainly an interesting theoretical framework to study to get a closer look for which some students fail in preparatory programs while others are able to meet the required standards in English language and continue their studies in disciplinary courses. The implications of the study also include certain suggestions regarding English instruction at K-12 level.

Aslıhan Tuğçe Güler, holding an MA in Curriculum & Instruction from Bilkent University, currently works as an English instructor at Gendarmerie & Coast Guard Academy, a military school in Ankara, Turkey.

Hall 5

Nesrin Oruç Ertürk & Yeşim Bektaş Çetinkaya
Izmir University of Economics & Dokuz Eylül University

“Mentors and Mentees in the Context of Curriculum Reform”

The presentation aims to describe the practicum experiences of pre-service English teachers during a curriculum reform in an EFL context. Since curriculum reforms are ongoing part of education systems around the globe, the description of pre-service teachers' initial socialization and their interaction with mentor teachers during curriculum reform may highlight important issues and lead to significant implications for teacher development.

Prof. Dr. Nesrin Oruç-Ertürk is currently working at İzmir University of Economics where she is lecturing English Language at undergraduate level at the School of Foreign Languages. At the same time, she is the director of EKOSEM (Izmir University of Economics, Continuous Education Center).

Hall 6

Assoc. Prof. Dr. Yesim Bektas Çetinkaya completed her PhD study at the Ohio State University, USA in the field of Foreign and Second Language Education. Currently, she is an Associate Professor in English Language Education Department, Dokuz Eylul University, Turkey.

Özge Aygun
Eskisehir Osmangazi University

“Turkish Preparatory School University Students’ Demotivational Factors Towards Learning English”

This study aimed to develop and validate a survey instrument to measure university preparatory school students’ demotivation levels as well as investigating the sources of demotivation.

Özge Aygun completed her BA in ELT at METU, and MA in ELT at Anadolu University. She has been working as an instructor at ESOGU FLD for nine years. She is interested in higher education, ESL, EFL, E-Learning, and Individual Factors in Teaching English.

15.30 – 16.00

Poster Presentations – Coffee Break

James Norman McKay, Jr
Koç University

“Enhancement of Fluency and WTC in EFL via Speaking Club”

Poster describing theoretical background, club implementation, suggestions for increasing voluntary attendance and caveats for starting clubs. Thematic prompts for discussion given as examples, with photos of our club. Koç Speaking Club is under development in its second semester, but a small section on intended and measured outcomes will be included.

James Norman McKay, Jr., an instructor, works at English Language Center, Koç University with research agenda in willingness to communicate (WTC), deformed contexts for improved fluency, and efficacy intercultural dialog projects. He holds an MA degree at Florida State University, 2011.

Didem Dağkiran
İzmir Katip Çelebi University

“Creative Drama & Gen Z”

The poster presents the elements of creative drama method, the opportunities it provides for educational contexts in relation to current learning theories such as brainbased or experiential learning, and how these may relate to characteristics of Generation Z.

Didem Dağkiran, with experience at a primary school, Anadolu University SFL and IKCU SFL in various areas of language teaching, is currently coordinating a PDU. She is interested in enabling critical thinking and brain-based learning.

İlknur Ülker
İstanbul Şehir University

“EFL Students’ Reflection on Conventional and Personalized Grammar Activities”

This study explored the frequent use of the same type of materials, such as conventional gap filling exercises, in grammar lessons in EFL. This study examined the comparison of conventional and personalized material usage in grammar teaching. Findings indicate personalized material usage help increase the metalinguistic awareness of learners.

İlknur Ülker graduated from Abant İzzet Baysal University in 2014. She has dedicated herself to teach English for 6 years. Now she is employed as an EFL Instructor by Şehir University.

Hacer Yüksel Özdemir
Bilkent University

“Script-based EFL Learning of Prekindergarten Students”

This practice/pedagogy-oriented session presentation focuses on a case study that investigated the effects of teaching materials designed to support EFL learning of pre-kindergarten students who were not exposed to scripts before. The methods used will be explained clearly, and implications and outcomes will be presented for pedagogical practices at schools.

Hacer Yüksel Özdemir (B.A in German Language Teaching at Gazi University) is currently enrolled in Bilkent University's M.A in Curriculum and Instruction program. Her research interests include English for Academic Purposes, L2 Motivational and foreign language teaching to young students.

Hacer Yüksel Özdemir & Özkan Akkaya, Anıl Ayhan, Hilal Peker
Bilkent University

“EFL Student's Lived-Experience with Blended-Learning Tools: A Phenomenological Study”

This research-oriented presentation focuses on a phenomenological study investigating the lived experiences and perceptions of EFL students on the use of blended learning tools used in EFL assessment. The presenters will discuss the implications with the audience interactively and recommend pedagogical uses of blended learning tools for EFL teachers.

Hacer Yüksel Özdemir (B.A. in German Language Teaching, Gazi University) is currently doing her M.A. degree in Curriculum and Instruction at Bilkent University. Her research interests include English for Academic Purposes, English for Specific Purposes, L2 Motivational Self-System, and foreign language teaching to young students

Özkan Akkaya (B.A. in English Language and Literature, Bilkent University) is currently working at English Language School, TED University. His research interests are English for Academic Purposes and English for Specific Purposes.

Anıl Akkaya (B.A. in English Language Teaching at Middle East Technical University) is currently enrolled in Bilkent University's M.A. in TEFL program. Her research interests include educational technology, applied linguistics and educational philosophy

Hilal Peker (Ph.D., University of Central Florida, 2016) is assistant professor in TEFL Program at Bilkent University. Research interests include L2 Motivational Self-System, student identity, simulation technology in ELT, and foreign language teaching to students with special needs.

Feray Gümüş & Tuğba Kaya
İstanbul Medipol University

“The Effect of Focused and Unfocused CF on EFL Students’ Use of Prepositions in Writing Tasks”

This study aimed to investigate the effects of focused and unfocused corrective feedback on students’ accurate use of prepositions in writing. The study involved two experimental groups. One experimental group received focused CF, whereas the other group received unfocused CF. The results showed that focused group performed better than unfocused group in terms of accurate use of prepositions.

Feray Gümüş graduated from Dokuz Eylül University American Culture and Literature Department in 2008. She is currently working at Medipol University. She is doing her MA in ELT at Bahçeşehir University.

Tuğba Kaya graduated from Yıldız Technical University ELT Department in 2017. She is currently working at Medipol University. She is doing her MA in ELT at Bahçeşehir University.

16.00-16.30

Concurrent Session V – Research Papers & Interactive Sessions

Hall 1

Funda Çetin, Pınar Acar & Gülfem Akdoğan
İzmir University of Economics

“Teach Me Something New”

When was the last time you had a genuine learning experience?", "When did you last reflect on your own learning?" "Are you ready to taste the bitter and the sweet?" were the questions asked when inviting our colleagues to an unusual training course. If you wish to hear what happened on that day, please feel free to join us.

Funda Çetin is involved in in-service training and teacher development in her current position at IUE. She is an approved Cambridge ESOL Oral Examiner, and a CELTA, CELT/P, CELT/S and ICELT tutor for Cambridge ESOL Teaching Awards.

S. Pınar Acar received her BA in English.

Gülfem Akdoğan has a BA in English Language and Literature. She is an experienced teacher in testing, curriculum and materials development. She is also a speaking examiner for Cambridge CAE. Language and Literature from Ege University in 1995. She is an experienced EFL teacher with the Cambridge Esol Delta qualification. She is currently employed as a part-time language instructor and a member of the TDU at the University of Economics in Izmir. She also works as a speaking examiner for Cambridge Assessment English and a freelance teacher trainer for different publishers. She is currently doing her MA in ELT.

Hall 2

Justin Taylor
Bahçeşehir University

“Reflections on Critical Pedagogy: Adapting Practice to Praxis”

While occasionally presented as “radical” or “lacking methods,” Critical Pedagogy is a powerful tool for English educators. In this presentation, I will discuss challenges and benefits of attempting to implement CP in an ESL setting, and how it can empower students and teachers from any background.

Justin Taylor is an MA graduate from Georgia State University in Atlanta, Georgia, USA, and a lecturer at Bahçeşehir University. His research interests are sociolinguistics, critical studies, and ESL/EFL Pedagogy.

Hall 3

Züleyha ÜNLÜ
Tokat Gaziosmanpaşa University

“Teaching Speaking in Large Classes: Course Design Through Reflective Practice”

This paper combines three areas, which are reflective practice (RP hereafter), the teaching of speaking and the issue of large classrooms.

Dr. Zuleyha Unlu's main interest is Reflective Practice, Classroom Discourse in EAP and ELT settings, Professional and Academic Discourse, and Grounded Theory Methodology.

Hall 4

Arif Chowdhury
University of Creative Technology, Chittagong

“Cultural Studies in ELT: Integrating Active Learning Strategies”

Generation Z students are in need of getting involved actively in the learning process in the university to acquire 21st century skill sets for this technologically interconnected and advanced world. This interactive paper argues for creating Active Learning processes to ensure relevant skills development through adapting cultural studies.

Arif Chowdhury is a Lecturer of English at UCTC, Bangladesh with an MA in ELT and Applied Linguistics. He has conducted ELT workshops and presentation sessions in Bangladesh and Britain.

Hall 5

Stephanie Lea Howard & Müge Akgedik, Gamze Güven Yalçın, Nurseven Kılıç,
Hatice Karaaslan, Gökçe Arslan
Ankara Yıldırım Beyazıt University

“Language Learning Advising + Mindset + Learning Plans = Autonomy?”

This research examines the efficiency of using advising tools to systematically guide learners to become more autonomous and reflective in language learning. It presents findings and insights from the implementation of a seven-unit Personalized Learning Module focused on simultaneously combining learning advising, fixed/growth mindset training, and personalized learning plan creation.

Stephanie Lea Howard, holding a BFA, TEFL 1-2, and Learning Advising Certificates, is the Co-Coordinator of the Learning Advising Program, an Advisor Educator and an EFL instructor at AYBU-SFL.

Müge Akgedik, a CELTA tutor holding a DELTA certificate and an MA in Social Politics, works as the Assistant Director and a Learning Advisor at AYBU-SFL.

Gamze Guven-Yalçın, holding a BA in English Language and Literature from İstanbul University, is the Co-Coordinator of the Learning Advisory Program, an Advisor Educator and an EFL instructor at AYBU-SFL.

Nurseven Kılıç, a PhD candidate in Guidance and Psychological Counseling at Eskişehir Osmangazi University, works as an EFL instructor and the Blended Learning Coordinator at AYBU-SFL.

Hatice Karaaslan, holding a PhD in Cognitive Science from the Middle East Technical University, works as an EFL instructor and a Learning Advisor at AYBU-SFL.

Gökçe Arslan, holding a BA from Middle East Technical University, works as an EFL instructor and a Learning Advisor at AYBU SFL.

Hall 6

İlknur Karadağlı Dirik
Turkish-German University

“Expectations of Kids and Parents from English Courses and Teachers”

Kindergarten and primary school kids as well their parents were asked to tell their expectations of English courses and English teachers through an open-ended questionnaire which was filled by the parents. The preliminary findings revealed that both kids and parents wanted to have calm, patient, encouraging English teachers.

İlknur Karadağlı Dirik has been teaching English for 15 years. At the moment, she is writing her PhD dissertation on the professional knowledge of teachers of young learners.

16.45-17.45**Plenary Session****Conference Hall**

Zeynep Yedierler
Freelance Teacher Educator

“Learning from One Another: Dialogue, Support and Collaboration Among K12 Schools and Higher Education”

Despite their major differences the realms of K-12 and higher education share many similarities in their mission and vision, and offer countless opportunities for collaboration, critical analysis and dialogue. This talk aims to shed some light on the areas in which we stand to learn from one another, ultimately enabling educators, administrators, and students from ‘both sides of the fence’ to serve as force multipliers toward academic success with a focus not only on better preparation at each level but also on the connections between K12 and higher education systems.

Zeynep Yedierler has been teaching English for 35 years and training teachers for 20 years. She began her career as a K12 teacher. She then moved to higher education-METU where she worked as an instructor, tester, academic coordinator, teacher trainer and administrator. After her retirement she worked as a freelance teacher trainer and had the chance to meet with hundreds of teachers from different institutions all round Turkey and abroad. Z. Yedierler holds a BA degree in ELT from Gazi University and MA degree in ELT from METU. She holds a Teaching English Certificate from University of Newark, USA. She became a certified trainer after completing a six-week course called Train the Trainer by Tessa Woodward at Broadstairs, UK.

18:45**Conference Dinner****Black Fish
Restaurant**

NOVEMBER 30, SATURDAY

9.00-10.00

Colloquim

Conference Hall

Moderator:
Yeşim Eraslan, TESOL Turkey Board Member

Ministry of National Education Teachers
Ayşe Zambak, Adana
Şeyda Nur Dönüşler, Şanlıurfa
Fatih Kurtoğlu, Sivas

10.15-10.45

Concurrent Session VI – Research Papers & Interactive Sessions

Hall 1

Merve Deveci
National Defense University

“Enhancing Turkish Freshmen’ Listening Comprehension Skill: A Suggested Technology-based Syllabus”

The present study aims to create a modern syllabus that will reach to generation Z in the difficult process of listening skill development, which is the hardest skill to develop, by using technology and authentic materials collaboratively.

Merve Deveci graduated from METU, Foreign Language Education Department. Then, she started her professional life as an instructor at the National Defense University. Now she is a graduate student at Gazi University.

Hall 2

Seçil Dayıoğlu Öcal
Hacettepe University

“My Journey with German and French Instructors as a Teacher Trainer”

This paper focuses on the implementation of an in-service training program for German and French instructors at School of Foreign Languages at Hacettepe University by a trainer whose major is ELT. Therefore, this was an incredible experience for the trainer to deal with a group of the participants. This session is going to be experience sharing on her experience by comparing the participants’ comments.

Seçil Dayıoğlu Öcal (PhD) has been working as a faculty member at Department of English Linguistics since 2015. She worked as a post-doc researcher at University of Missouri, Columbia, USA in 2014. Her interest areas are teacher education, professional development of teachers, and higher education.

Hall 3

Metin Esen & Edin Omerovic
Ankara Yıldırım Beyazıt University

“Reactions of K12 and University Students to Using Pop Culture in Speaking Lessons”

This research compares K12 and University students’ reaction to the incorporation of pop culture in speaking lessons. The participants are elementary school (4th, 5th, and 6th grades) and university prep school students. The same speaking session is applied in both groups to collect data via a survey and an interview.

Metin Esen is an English instructor and teacher trainer at AYBU, School of Foreign languages. He holds an M.A. in Curriculum and Instruction at Bilkent University. His interests are professional development, teacher training, advising in language learning, and technology in education.

Edin Omerovic is an instructor of English at Ankara Yıldırım Beyazıt University who holds a B.A. in English Language and Literature from Pedagogical Faculty of the University of Zenica and is currently a graduate student of English Language and Literature at The Social Sciences University of Ankara. He has acquired 7 years of teaching experience and has recently completed a learning advising training program with the intention of working on the field of learning advising in his future career.

Hall 4

Ebru Köstekci & Sibel Azrah
TED Karabük College & IDV Bilkent College

“What If It is Possible to Create a Live Guide Book?”

Do you think teachers can follow every student properly in our current education system? This interactive session aims to discuss ‘portfolio’ as a way of following a student in his/her entire education life, supporting him/her to be an independent learner or a lifelong learner. During the session participants will find the chance to see a different type of portfolio.

Ebru Köstekci is an English Teacher, Teacher Trainer and BTEC Coordinator at TED Karabük College. 6 years of experience in teacher training she has carried out TED-MEB seminars, ELT Conference and Induction workshops and also has run mentorship program for newly graduated teachers at school.

Sibel Azrah, possessing ten years of experience in English Language Teaching, graduated from Anadolu University. She worked at TED Polatlı College as a Head of Foreign Languages Department and Teacher Trainer. As teacher trainer she had various seminars and workshops.

Hall 5

İlknur Bayram & Özlem Canaran
TED Üniversitesi & University of Turkish Aeronautical Association

“A Coursebook-Integrated Approach to Portfolio Assessment”

This presentation aims to inform the audience about a coursebook-integrated approach to portfolio assessment implemented at an English preparatory program of a foundation university in Turkey. The presentation will cover the design, implementation, and evaluation of the program based on the feedback from the learners and teachers.

İlknur Bayram (Phd) is a Curriculum and Instruction Specialist at TED University, Center for Teaching and Learning. Her research interests are curriculum design and evaluation, lesson study and professional development.

Özlem Canaran graduated from Hacettepe University, American Culture and Literature in 2004. She completed her MA and PhD in English Language Teaching. Her professional interests are teacher professional development and curriculum development. She taught English at TOBB University from 2005 to 2011. She has been working at the University of Turkish Aeronautical Association, Department of Foreign Languages since 2011.

10.45-11.00**Coffee Break****11.00-11.45****Concurrent Session VII – Workshops****Hall 1**

Burak Aydın
Yaşar University

“Qualifying Classroom Interaction”

This workshop delves into classroom interactions to discuss their quality in the process and different functions they may serve. To achieve this, the participants are expected to deliver ideas and participate in some activities to glean insights about how to use teacher-student and student-student interactions with a different focus.

Burak Aydın is an instructor of English and a licensed teacher trainer for SIT TESOL Certificate Course. He is also a member of Continuing Professional Development unit of the university.

Hall 2

Jean Lundbom
Yaşar University

“Grasping the Perfect Tenses Through Multi-Mode Practice”

Perfect tenses are truly tricky for our students to grasp. Come and learn how one teacher has created engaging, interactive timeline activities that accommodate visual, aural (auditory), and kinaesthetic learning styles. Whether you are a new or experienced teacher, you will leave with fresh ideas and inspiration!

Jean (Jeanie) Lundbom has been teaching ESL/EFL for over 25 years in a variety of countries and U.S. states. She is currently an instructor at Yaşar University in İzmir.

Hall 3

Aslı Kır Karaaslan
İzmir University of Economics

“Reflection in Teacher Development: From Surviving to Thriving”

The workshop aims to facilitate participants' reflection on a chosen learning moment, from their experimentation of a learning experience, by using a structured framework, so that they get an insight in deriving developmental action planning.

Aslı K. Karaaslan received her BA in English Language and Literature and her MA from the MA TEFL program at Essex University in 2007. She is a SIT TESOL teacher trainer.

Hall 4

Türkan Yaman
TED Kocaeli College

“Our Endeavour to Create a Community of Life-Long Learners”

How can we language teachers increase awareness of one's self and surroundings?
How can we introduce the idea of critical thinking to students and enhance this skill?
Why do we need to use tasks based on critical thinking and student-centred learning?
Can learners adopt the approach of Critical Thinking as a life-long skill? We will try to answer these questions and look into various student-centred tasks, based on critical thinking.

Türkan Yaman has been teaching for 25 years and has been working for TED Kocaeli College for the last 4 years as a head of department, teacher trainer and teacher of English in high-school. She is especially interested in using literary texts and student-centred tasks in ELT classes.

Hall 5

Michael Suhan
Koç University

“Teaching the Pragmatics of Student Discussions Using Corpora”

Authentic examples of language in use are paramount to teaching academic speaking, especially in regard to pragmatics. This workshop will demonstrate the practical aspects of using the Michigan Corpus of Academic Spoken English to teach the pragmatic functions of student discussions, using disagreement as an example of a target function.

Michael Suhan is an instructor and member of the assessment committee at the Koç University English Language Center. His interests include corpus linguistics and assessment.

Hall 6

Damla Pınar Yapar
Ankara Yıldırım Beyazıt University

“Handle with Care, Teach with a Touch”

Humanistic approach is concerned with educating the whole person- both the intellectual and affective aspects. In another words, it links the digital natives with the former generations. This session is about the practice of humanistic education and emotional intelligence in language teaching. The presenter discusses the perceptions of students and teachers about humanistic approach to language teaching in academic contexts.

Damla Pınar Yapar is a teacher, teacher trainer and a researcher. She holds a B.A in ELT (METU), an MSc (METU) and PhD (Hacettepe University) in Curriculum and Instruction. Her research areas include teacher education, EAP, ESP, and language programs.

12.00 – 12.30**Concurrent Session VIII – FSME Project Presentations****Hall 1**

Dilek Bozu & Dilek Demirtaş & İlknur Pamuk
Hacettepe University

“A Step Towards Fostering Freshman Student Motivation at Hacettepe University”

This project aims at cascading our experiences and reflections of writing two English language skills course books that cater for the needs of the first grade students who passed the proficiency exam (B1 level) and enrolled in freshman programs at Hacettepe University. The steps and actions taken during that process will be introduced; including needs analysis findings and samples from the books.

Dilek Bozu received her BA in English Language Teaching from Middle East Technical University in 2010, and her MS in Curriculum and Instruction from Middle East Technical University in 2016.

Dr. Dilek Demirtaş received her BA in English Language Teaching from Middle East Technical University in 2005, and her PhD in the field of English Linguistics from Hacettepe University in 2017.

İlknur Pamuk received her BA in English Language Teaching from Middle East Technical University in 2005, and is currently pursuing her PhD in the field of English Language Teaching from Hacettepe University.

Hall 2

Melike Taşlıklı & Gülay Çalışkan & Özgün Ataman
Yaşar University

“Highlights of FSME”

Fostering Student Motivation and Engagement (FSME) presentation provides brief information on the MOOC system, Canvas network and nine modules, which were covered during the online FSME training. During the presentation, these nine modules; which are ‘Key Concepts and Current Practices’, ‘Needs Analysis and Resource Evaluation’, ‘Differentiated Instruction with Focus on Vocabulary’, ‘Gamification and Focus on Grammar’, ‘Collaborative Learning and Focus on Reading’, ‘Formative Assessment and Focus on Writing’, ‘FSME with a Focus on Project Based Learning’, ‘FSME with a Focus on Listening and Speaking’ and ‘Educational Trends and Planning for the Future’ will be elaborated, gains and highlights of them will be shared.

Melike Taşlıklı has an undergraduate degree in American Culture and Literature (Ege University). During her degree, she participated in the Erasmus program and studied English Philology in Lodz, Poland. She has been working for Yasar University since 2017.

Gülay Çalışkan graduated from Dokuz Eylül University in 2012. Following her graduation, she earned her Pedagogical Formation Certificate in 2013. She has been working within Yaşar University Prep Class since 2014. Recently, she has been doing her MA in American Studies at Dokuz Eylül University.

Özgün Ataman graduated from Ege University in 2013. Upon getting her Celta, she started teaching at Yaşar University. After moving to Ankara, she has become a full time student, doing her MA at Hacettepe University.

Hall 3

Tülin Ekler & Nilüfer Evişen & Yeliz Uğurluer Torun
Gaziantep University

“FSME and its Reflections in Gaziantep”

The main objective of this presentation is to introduce FSME from the point of the participants’ views. It will mainly focus on the observations, experiences, and the reflections of the three participants of FSME—English instructors in the School of Foreign Languages at Gaziantep University— on the training, held at regular periods. It will also discuss the strengths and the aspects that need to be improved of the FSME as well as giving details about the duration and the requirements of the course. Moreover, the participants’ pre/post views upon PD will be shared. Lastly, the participants’ recommendations/suggestions will be mentioned.

Tülin Ekler graduated from English language and Literature department at Cumhuriyet University in 2008. She has been teaching English at various language skills in School of Foreign Languages at Gaziantep University since 2009. She is currently an MA student.

Nilüfer Evişen is currently a PhD student in ELT. She has been working for Gaziantep University School of Foreign Languages as a lecturer for 24 years

Yeliz Uğurluer Torun is an English language instructor in Gaziantep University. She has a BA degree from Marmara University, and a Master of Arts degree from Gaziantep University, both in ELT. She is currently continuing her doctorate study in Çukurova University, ELT Department.

Hall 4

Begüm Akyol & Pelin Çetinün & Yonca Debbag
İzmir University of Economics

“Motivating Unmotivated Students Has Never Been so Motivating”

Student motivation is the key factor on student success. One may think it is not easy to foster student motivation. But it is! In this session, motivating activities, implemented as a follow-up from ‘Fostering Student Motivation and Engagement’ online course, which can boost student engagement and production will be presented.

Begum Akyol received her BA in ELT from Canakkale Onsekiz Mart University in 2011, and her MA in ELT from Dokuz Eylul University in 2015. She has been working in Izmir University of Economics since 2017.

Pelin Çetinün received her BA in Interpretation and Translation from Izmir University of Economics in 2009. She studied in Canada. She got her ELT formation from Dokuz Eylul University. She worked in Izmir Ozel Turk Koleji as a K-12 teacher for 5 years. She got her CELTA in 2017 from IEU. She has been teaching in Izmir University of Economics.

Yonca Debbag received BA in ELT from METU, BA in Liberal Studies, English Language and Literature from State University of New York, New Paltz in 2011 and MS in International Business from Grenoble Graduate School of Business in 2012. She has been working for Izmir University of Economics since 2015.

Hall 5

Duygu Yalçiner
Marmara University

“Collaboration in Classrooms and among Teachers”

Fostering Learners’ Motivation and Engagement are significant in ELT classrooms of 21st century. FSME is an online teacher training course focusing on important topics to boost the motivation and engagement of learners. In this presentation two of those topics; Collaboration and Gamification are targeted. A designed game “Parasite” is used to engage the learners and boost their motivation in the class.

Duygu Yalçiner, with a BA degree in ELT from Yeditepe University, is a lecturer in the School of Foreign Languages, Marmara University. Her Professional interests include teacher education (development), innovative teaching methods and creative drama and gamification.

Hall 6

Aycan Yaman Esen
U.S Embassy

“Turkey’s Regional English Language Office? What’s that?”

Regional English Language Office of US Embassy in Ankara offers support to English teachers and learners, by supporting curriculum and materials development projects, facilitating professional development opportunities for current and future teachers, and consulting with key partners, such as the Ministry of Education, universities, schools, and teacher associations. This session provides participants with an overview of easily accessible materials and opportunities that include online courses, classroom-ready activities, grants for English teachers, and more.

Aycan Yaman is the Regional English Language Programs Coordinator at the United States Embassy of Turkey. She holds a B.A. in English Language and a an M.A. on Human Resources Development in Education. She has also completed the TESOL Certificate Program from TESOL International. Aycan gives public presentations about USG English programs and English language teaching methodology to regional, national, and international audiences inside and outside of Turkey.

12.30-13.30

Lunch

13.30-14.15

Concurrent Sessions IX – Workshops

Hall 1

Begüm Kut
Piri Reis University

“The Role of Reflection in Today's EFL Class”

The main aim of this workshop is to highlight the significance of reflection as the main tool of learning and teaching in EFL contexts. Data is gathered through student and teacher interviews as well as questionnaires and reflective journal parts and the need for the development of reflective learning and teaching strategies will be discussed. As a result, reflection 's function in today' s world of globalization in which English is the lingua franca will be emphasized.

Begüm Kut is a high honor graduate of Bilkent American Culture with an M.A. She holds a DELTA and is an I.C.E.L.T tutor assistant. As an EFL teacher for more than 10 years, her major research interests are in promoting learner autonomy and identity development.

Hall 2

Zeynep Olgun Pamuk
Ankara Yıldırım Beyazıt University

“Improving Students' Speaking and Listening Skills by a Digital Storytelling Project”

This session is about the use of digital storytelling in an ELT classroom to improve students' listening and speaking skills in academic context. The workshop will start with the theoretical background of digital storytelling and later some practical ideas to use this approach in an ELT setting will be shared.

Zeynep Olgun Pamuk is an instructor at Ankara Yıldırım Beyazıt University. Formerly, she taught English in Wien, Freiraum Schule and Atılım University. She is currently doing her MA on Curriculum and Instruction at Bilkent University.

Hall 3

Heidi Saleska
Çanakkale Onsekiz Mart University

“Increase Motivation by Using Game Boards Effectively”

This workshop will provide practical ideas for easily adapting board games and creating the motivation for learners of English to get involved and actively participate. We will plan, prepare, play, and give feedback on different board games used for learning English as well as discuss the benefits and drawbacks of using board games in the English language classroom. "Fellowship - elprograms.org funded by US Dept. of State.

Heidi Saleska is a visiting Instructor in ELT department at Çanakkale Onsekiz Mart University. She holds a master's degree in Intl. Ed. from Framingham State University, and a BA from University of Oregon, USA. She has 12+ Years of teaching experience in 7 different countries.

Hall 4

Çağlanur Bektaş
Denizli Uğur Schools

“Encouraging English Teachers to Compose Their Own Songs”

My primary aim is to encourage English teachers to create their own songs considering the objectives of CEFR. I am going to present my draft work as an inspirational model. I expect from participants to compose their song by using rhythmical instruments that are supplied by me.

Çağlanur Bektaş graduated from Ondokuz Mayıs University in 2015. It is her fifth year in teaching. she worked at TED College. Now, she is working at Uğur Schools. She joined workshops to learn and contribute.

Hall 5

Rustam Bakhtiyarov & Robin Kosseff
MEF University

“Using Dichotomous Questions in Google Forms to Improve Inference Skills in EAP”

This workshop offers hands-on experience in creating and using dichotomous questions in Google Forms to develop students' inferencing skills in EAP. This tool enhances student-centered, collaborative in-class learning.

Rustam Bakhtiyarov has over 10 years of experience teaching English. As a 21st century educator they embrace technology in the classroom to promote collaborative, student-centered learning.

Robin Kosseff has 20 years of TESOL experience, and is currently in Year 6 of teaching at the world's first fully flipped university.

Hall 1

Nilüfer Evişen & Ebru Şire Kaya
Gaziantep University

“Reverse Mentoring: A New Perspective on Mentoring”

The traditional form and use of mentoring in which a more experienced mentor helps the novice teacher get accustomed to the actual role of being a teacher both in the classroom and in the school has been acknowledged by many. School systems and authorities take the induction of a novice teacher very seriously. However, not much is being done for the in-service teacher. Once he / she starts performing his job and completes his first year, he is left alone. Those teachers have a preference as to teach in the way they have learnt while at school (Allen; Hoban; Tuinamuna, as cited in Moyo & Modiba, 2013). Yet, as Scheinin (cited in Crouch, 2015) asserts, having been doing something for 20 years and seeing that it works for someone does not mean it works for other teachers, other students, or in other subjects, paving way for professional development, which, contrary to popular belief, might not be very costly, though; it could be pursued within the same school with limited opportunities as well. What is neglected is that while novices learn something from senior teachers, this process could be reversed, and thus, senior teachers could learn something from novices or younger teachers, too. With this idea in mind, the present study investigates whether a senior teacher of English could learn something from a younger teacher in a tertiary institution of a state university in Turkey. Data was collected by pre-study interviews, video recorded lessons of the younger mentor while the senior mentee was observing, stimulated recall sessions, written reflective accounts of the lessons and the coaching conferences, and post-study interviews, respectively. At the end of the study, both participants were interviewed once again to see whether they found the study useful. The data was coded by using content analysis (Patton, 2002) and NVivo 12 software system. Both participants found the study highly effective, innovative and different, and although it was hard for the senior teacher to accept her role as the learner / mentee, they recommended it for future use. As for the implications the study yielded, reverse mentoring is valued by both parties; therefore, it can be integrated into pre-service and in-service teacher training programs to create an awareness towards different professional development activities in teaching.

Nilüfer Evişen has been a teacher of English for 22 years. She has been working with preparatory year students at Gaziantep University. She is now pursuing her PhD at Çukurova University.

Ebru Şire Kaya is a lecturer at Çukurova University ELT Department. With 24 years of work experience, she has been interested in teacher education and professional development.

Hall 2

Bayram Çibik
Andolu University

“The Effects of Instruction on ELT Students’ Notetaking Skills”

This study aims to investigate the results of providing students with notetaking instructions and to find out students’ perceptions on notetaking. The findings revealed that notetaking instruction can enhance the quality and effectiveness of the notes. The study is related with the conference in such a way that it sheds a light on the topic of notetaking, which is especially vital in an autonomous learning environment, the university.

Bayram Çibik: Bachelor’s Degree: Fatih University – ELT Department
Master’s Degree: Muğla Sıtkı Koçman University – ELT Department
PhD: Anadolu University – ELT Department – Still on (also working as a research assistant)

Hall 3

Anissa Othmani & Safa Toumi & Mabrouka Dchicha
Esprit School of Engineering, Tunisia

“PBL Efficiency on Teaching English: The Case of Esprit University”

Project-based Learning is an approach that involves students in the process of learning which renders a dynamic classroom setting where students acquire deeper knowledge through hands-on exploration of real-life challenges. English teachers at ESPRIT University adopt PBL as an approach to teach English and help students develop 21st century skills.

Anissa Othmani is a BA and CELTA Holder and EFL teacher at ESPRIT University- Tunisia. She teaches Communication, Business and General English to Engineering students as well as MBA students.

Safa Toumi is a second year MA student, EFL teacher and English Unit coordinator at ESPRIT University-Tunisia since 2012. She teaches Communication, General and Business English to students of Engineering.

Mabrouka Dchicha is an MA holder, associate professor and EFL teacher at ESPRIT University- Tunisia. She uses Active Learning in her teaching of communication, English for Engineers and Business English.

Hall 4

Erkan Külekci
Kastamonu University

“Students’ Expectations and Experiences of EGP Courses in Higher Education”

This research, tailored as a qualitative study, investigates undergraduate students’ views on their EGP courses at the university along with their expectations and experiences of language education in higher education. Themes related to students’ expectations before they took the course, their views on the course and potential conflicts over EGP instruction will be presented.

Erkan Külekçi is an academic member at Kastamonu University. He completed his M.S. Ed in TESOL at UPenn and received his doctoral degree in ELT and Applied Linguistics at Warwick University. His main research interests are authenticity and autonomy in ELT.

“Hurdles in Transition from K12 to University in Learning English”

A smooth transition from K-12 to higher education is something highly desired. However, many students are not proficient enough in English and have one-year English preparatory school year. For this study, questionnaires from 521 A1 level prep students were collected to understand their prior language learning experiences at high school.

Arzu Ekoç received her BA in Translation Studies from Boğaziçi University, her Master’s and PhD in ELT from Istanbul University. She has been working as an English lecturer at YTU.

15.00-15.30

Poster Presentations – Coffee Break

James Norman McKay, Jr
Koç University

“Enhancement of Fluency and WTC in EFL via Speaking Club”

Poster describing theoretical background, club implementation, suggestions for increasing voluntary attendance and caveats for starting clubs. Thematic prompts for discussion given as examples, with photos of our club. Koç Speaking Club is under development in its second semester, but a small section on intended and measured outcomes will be included.

James Norman McKay, Jr., an instructor, works at English Language Center, Koç University with research agenda in willingness to communicate (WTC), deformalized contexts for improved fluency, and efficacy intercultural dialog projects. He holds an MA degree at Florida State University, 2011.

Didem Dağkiran
İzmir Kâtip Çelebi University

“Creative Drama & Gen Z”

The poster presents the elements of creative drama method, the opportunities it provides for educational contexts in relation to current learning theories such as brainbased or experiential learning, and how these may relate to characteristics of Generation Z.

Didem Dağkiran, with experience at a primary school, Anadolu University SFL and IKCU SFL in various areas of language teaching, is currently coordinating a PDU. She is interested in enabling critical thinking and brain-based learning.

İlknur Ülker
İstanbul Şehir University

“EFL Students’ Reflection on Conventional and Personalized Grammar Activities”

This study explored the frequent use of the same type of materials, such as conventional gap filling exercises, in grammar lessons in EFL. This study examined the comparison of conventional and personalized material usage in grammar teaching. Findings indicate personalized material usage help increase the metalinguistic awareness of learners.

İlknur Ülker graduated from Abant İzzet Baysal University in 2014. She has dedicated herself to teach English for 6 years. Now she is employed as an EFL Instructor by Şehir University.

Hacer Yüksel Özdemir
Bilkent University

“Script-based EFL Learning of Prekindergarten Students”

This practice/pedagogy-oriented session presentation focuses on a case study that investigated the effects of teaching materials designed to support EFL learning of pre-kindergarten students who were not exposed to scripts before. The methods used will be explained clearly, and implications and outcomes will be presented for pedagogical practices at schools.

Hacer Yüksel Özdemir (B.A in German Language Teaching at Gazi University) is currently enrolled in Bilkent University's M.A in Curriculum and Instruction program. Her research interests include English for Academic Purposes, L2 Motivational and foreign language teaching to young students.

Hacer Yüksel Özdemir & Özkan Akkaya, Anıl Ayhan, Hilal Peker
Bilkent University

“EFL Student's Lived-Experience with Blended-Learning Tools: A Phenomenological Study”

This research-oriented presentation focuses on a phenomenological study investigating the lived experiences and perceptions of EFL students on the use of blended learning tools used in EFL assessment. The presenters will discuss the implications with the audience interactively and recommend pedagogical uses of blended learning tools for EFL teachers.

Hacer Yüksel Özdemir (B.A. in German Language Teaching, Gazi University) is currently doing her M.A. degree in Curriculum and Instruction at Bilkent University. Her research interests include English for Academic Purposes, English for Specific Purposes, L2 Motivational Self-System, and foreign language teaching to young students

Özkan Akkaya (B.A. in English Language and Literature, Bilkent University) is currently working at English Language School, TED University. His research interests are English for Academic Purposes and English for Specific Purposes.

Anıl Akkaya (B.A. in English Language Teaching at Middle East Technical University) is currently enrolled in Bilkent University's M.A. in TEFL program. Her research interests include educational technology, applied linguistics and educational philosophy

Hilal Peker (Ph.D., University of Central Florida, 2016) is assistant professor in TEFL Program at Bilkent University. Research interests include L2 Motivational Self-System, student identity, simulation technology in ELT, and foreign language teaching to students with special needs.

Feray Gümüş & Tuğba Kaya
İstanbul Medipol University

“The Effect of Focused and Unfocused CF on EFL Students’ Use of Prepositions in Writing Tasks”

This study aimed to investigate the effects of focused and unfocused corrective feedback on students’ accurate use of prepositions in writing. The study involved two experimental groups. One experimental group received focused CF, whereas the other group received unfocused CF. The results showed that focused group performed better than unfocused group in terms of accurate use of prepositions.

Feray Gümüş graduated from Dokuz Eylül University American Culture and Literature Department in 2008. She is currently working at Medipol University. She is doing her MA in ELT at Bahçeşehir University.

Tuğba Kaya graduated from Yıldız Technical University ELT Department in 2017. She is currently working at Medipol University. She is doing her MA in ELT at Bahçeşehir University.

15.30-16.00

Panel

Conference Hall

Moderator:

Ayşegül Albe Özdemir, Eskişehir Osmangazi University

Guests:

Susan Barduhn, Professor Emerita, SIT Graduate Institute & Specialist, U.S. State Department

Zeynep Yedierler, Freelance Teacher Educator

Fethi Çimen, MoNE teacher

Ece Selva Karşlı, Middle East Technical University

Dicle Sarıkaya, ELT Student, Eskişehir Osmangazi University

16.00-16.15

Closing