




## The 10<sup>th</sup> METU NCC SFL Workshop Festival Program

Time	Event	Venue
08:45-09:15	Registration	Foyer
09:15-09:30	Director's opening speech	Amphi 3
09:30-10:30	<b>Grant Kempton</b> "Vocab in a Vacuum"	Amphi 3
10:30-10:45	Tea- Coffee Break 	
10:45-11:30	<b>Gamze Öncül</b> "EAP Reading: A means to an End"	Sem 3
11:30-11:45	Tea- Coffee Break 	
11:45-12:15	<b>Mehmet Durmaz</b> "Being Another or the Other: The Professional Identity Development of Alternately Certified English Language Teachers (ACELTs)"	Sem 3
<b>Lunch</b>		
14:00-14:20	<b>Nükte Durhan</b> "A Comparative Study of an EAP Instructor's and a Subject Specialist's Understanding and Use of Writing Assessment Criteria"	Sem 3
	Raffle 	
14:30-14:50	<b>Rhian Webb</b> "'Tales' from the SFL Classroom"	Sem 3
14:50-15:05	Tea- Coffee Break 	
15:05-15:50	<b>Steve Neufeld and Ceren Kocaman</b> "SNACK: A Vocabulary Game to Nibble on"	Sem 3
	<b>Closing Ceremony</b>	Sem 3

\*The workshop festival will be held in METU NCC Cultural and Convention Center



## **Grant Kempton: Vocab in a Vacuum**

In this plenary session I'll be looking at the issue of learning vocabulary. So much has been said and done on this issue but still the million dollar questions are evaded - 'How many words can students actually learn?' and 'What does it actually mean to learn a word?' I'll be attempting to answer these two questions whilst, at the same time, offering some advice on making sure we maximize vocabularic efficacy.

**Grant Kempton** has been involved in ELT for more than 29 years. During that time he has been a teacher, tester, curriculum coordinator, school director and teacher trainer. From 2000-2006 he was the global teacher trainer for Pearson Education and travelled the world training teachers. He received his MA in ELT from Reading University. From 2006-2014 he worked as an Educational Consultant and worked as such both inside and outside of Turkey with K12 schools, universities, ELT organizations and ministries of education. Since then he has been working as Senior Learning Consultant for Pearson Education. He is also an ELT writer, being involved in such courses as Language Leader, Opportunities, New Success and New Total English.





## **Gamze Öncül: “EAP Reading: A Means to an End”**

In this workshop we will explore some strategies for reading material choice and task design for English for Academic Purposes (EAP) classes to promote independent learning. The discussion is based on the idea that in an EAP course, students should be learning to use the language as a means to an end – to reach an academic purpose, and this requires EAP materials and tasks to represent possible challenges of real academic life and should aim to teach students how to meet these challenges by themselves.

William Grabe, in his 2009 book, *Reading in a Second Language: Moving from Theory to Practice*, proposes nine “key components of reading curriculum” to define various means and ends of reading instruction. With reference to Grabe’s curricular principles for reading instruction, we will investigate the ways to turn EAP reading instruction into a real training for real challenges of academic life through a careful choice of authentic material and proper task design.

**Gamze Öncül** (PhD) started teaching in 1993 and taught EFL courses at various levels at Kocaeli University and Bilkent University, respectively. Although she also taught several other courses at different undergraduate and graduate levels, she has been mainly teaching freshman level EAP courses since 2004. Her research areas of interest include EAP course and material design, writing assessment, and WAC (Writing Across the Curriculum).





## **Mehmet Durmaz: “Being Another or the Other: The Professional Identity Development of Alternatively Certified English Language Teachers (ACELTs)”**

The study on which this presentation is based is concerned with describing and understanding the factors that affect the professional identity development of ACELTs. More specifically, it also aims to investigate the roles assumed by English language teachers with alternative teaching certificates, and to explore in what ways they negotiate their identities and roles. Moreover, the present study intends to explore the relationship between the stated ideas and actual practices of ACELTs as a part of their professional identity development.

This study adopts qualitative research methodology. 12 participants took part in the study. The data were collected via reflection journals, in-class observations, semi-structured interviews and a focus group interview. The study was conducted at School of Foreign Languages of Middle East Technical University, Northern Cyprus Campus.

Findings revealed that there are external and internal factors that are influential in the professional identity development of ACELTs. Results also indicated that ACELTs assume a variety of roles which also affect their professional identity (development). In addition, ACELTs were found to adopt four main strategies to negotiate their identities and roles which are adapting, mediating, surrendering and compromising. Finally, the study disclosed divergences between the stated beliefs and observed practices of ACELTs. However, such divergences were regarded as constructive rather than obstructive in terms of their professional identity development.

**Mehmet Durmaz** is currently an English language instructor at the School of Foreign Languages, Middle East Technical University Northern Cyprus Campus, where he teaches in the preparatory program. Moreover, he is also a member of The VOCAP project at SFL. He completed his BA in English Language Teaching at METU and MA in Language Teacher Education at METU NCC. He also holds a minor degree in German Language from METU. His research interests include language and culture, teaching English as a foreign language, vocabulary teaching, academic writing as well as teacher education.





## **Nükte Durhan: “A Comparative Study of an EAP Instructor’s and a Subject Specialist’s Understanding and Use of Writing Assessment Criteria”**

The study on which this presentation is based is a collaborative work carried out with a social sciences lecturer and EAP instructor at Middle East Technical University, Northern Cyprus Campus. It consists of a comparison between the criteria used in assessing the writing tasks in Political Science and International Relations (PSIR) undergraduate courses and the essay writing criteria used in EAP courses in the School of Foreign Languages. The aim is to find out to what extent the assessment criteria used in EAP writing tasks correspond to the ones used in PSIR writing tasks. In this first part of the study, conducted through semi-structured interviews and the examination of course specifications and assessment criteria, the findings indicated a common approach and the use of similar tools in the evaluation of writing. These include explicitly written analytical criteria with descriptors corresponding to content, organization, and language use and mechanics aspects of writing. In addition, both sets of criteria were found to require the successful integration of outside sources into writing through the use of citation methods and a process approach to writing. Despite this common ground, the study highlighted some differences in the descriptors included and some components where the EAP instructor has difficulty interpreting. An important area that needs further collaboration is related to improving EAP instructor’s understanding of subject specialist’s inner criteria and thought processes used during evaluation. Bringing the EAP instructor’s perceptions closer to the subject specialist’s will be the aim of the next part of this study.

**Nükte Durhan** has been involved in language testing and assessment for about 25 years. She worked as a testing coordinator at Bilkent University School of English Language, coordinating the production, administration and standardization of tests at all levels. In addition, she worked as a full member of Bilkent proficiency committee for almost a decade. At METU MLD she was again part of the proficiency committee and got involved in all aspects of proficiency testing. Later she became the coordinator of MLD testing committee and gave guidance to other testers in the production, administration and the grading of achievement tests. At the moment she is part of the METU NCC SFL staff and in addition to teaching EAP courses, she supports and monitors assessment related work in the department.



## **Rhian Webb: “Tales” from the SFL classroom.**

In this mini-talk I would like to describe a little bit about my professional reflections on what it is like to be a foreign EFL teacher in a SFL classroom. The purpose of this workshop is to illuminate some of the teaching and learning aspects which I have found distinctive to the SFL classroom in order to lead to roundtable discussion and insightful comments from audience members.

**Rhian Webb** started teaching at METU NCC SFL in February 2015 as an Instructor. Before that, she worked for four years as an Academic & Learning Skills Adviser for the Teaching and Learning Department at Macquarie University in Sydney. Her career path in EFL has taken her from England to Australia, The People’s Republic of China, France and Germany where she held a variety of roles ranging from Course Coordinator, EFL Lecturer to Business English Instructor. Along the path, she has studied towards graduating with a Postgraduate and Master’s degree in Tertiary Education as well as professional TESOL qualifications namely the Certificate (CELTA) and Licentiate Diploma (LTCL Diploma). Action research studies and papers with academic colleagues include ‘Contextualized Communicative Competencies in Final Year University Students Studying Applied Corporate Finance’, ‘How Debate Training can Ignite Academic Learning, Participation and Performance for First Year Business Students’, ‘First Year Accounting Students’ Approaches to Persuasive Writing in Professional Communication’ and ‘Exploring Students’ Experiences of Learning in Outdoor Places on a University Campus’. She is research-active having recently submitted two conference papers and a journal article for peer review in Australia on the topic of trans-professional collaboration and innovation in Higher Education.



## **Steve Neufeld & Ceren Kocaman: “SNACK: A Vocabulary Game to Nibble on”**

Looking for ways to expose students to the most commonly used words in English, Steve and Ceren initiated a community of practice with several colleagues interested in systematic vocabulary development. Words from the New GSL and Billurođlu Neufeld List were grouped into CEFR levels (A1, A2, B1, B2) using the Lexitronics LexiCLIL research data. These words became the basis of SNACK, a variety of collaborative games to help expose learners to common English words, most of which can be used in all levels! In this workshop, we’ll play some of the games and see what other ideas or variations you have for SNACK, and add the new ideas to the current list of games at <https://goo.gl/Z7UJ1t>

### **Steve Neufeld**

Steve joined METU in 2005, having worked at various universities and language schools in Czechoslovakia, Turkey, Sultanate of Oman and North Cyprus.

### **Ceren Kocaman**

Ceren graduated from Hacettepe University. She worked for several NGOs before she started working at METU in 2013.





## Organizing Committee:

**Ceren Kocaman**

**Gamze Öncül**

**Jan Personn**

**Mehmet Durmaz**

**Tanyel Çerkez**

**Zehra Gören**



**We would like to extend our thanks to  
Saydam Berberođlu ve Kardeři Ltd.  
(Pearson Education)**

**Deniz Plaza**

**and**

**all presenters and participants.**



**We wish you a successful and a fruitful academic year!**

**The Organizing Committee**