



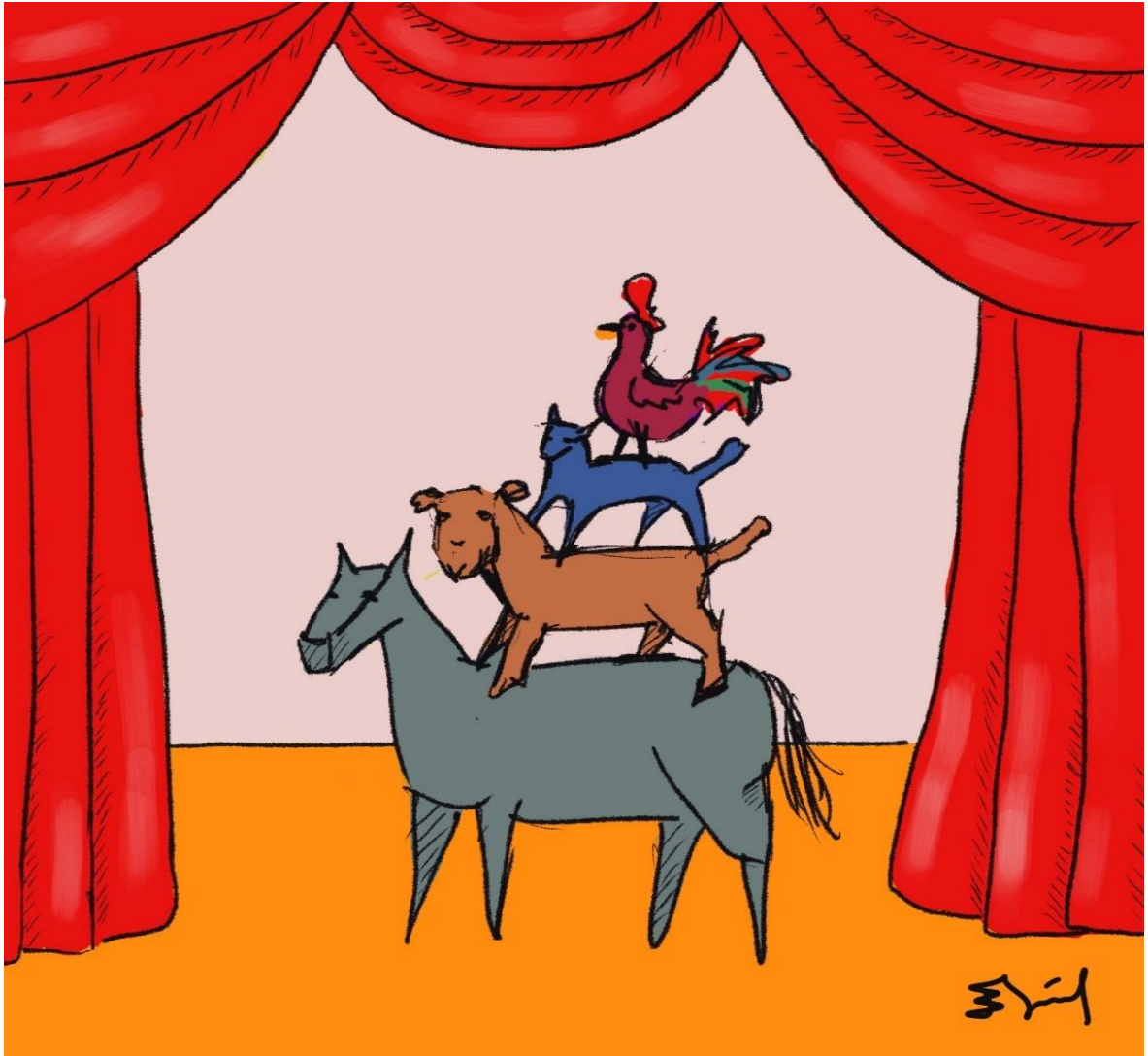
ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
MIDDLE EAST TECHNICAL UNIVERSITY

FLYING  
ideas

13<sup>th</sup>

# Workshop Festival

M E T U N C C S F L



**V** OICES

The Bremen Town Musicians is a classic fairy-tale, in which four animals meet and discover courage, understanding of each other's differences, acceptance and what "together" means.

Similarly, all parties involved in teaching and learning have their individual differences and voices. However, with effective communication and collaboration, these unique voices have the potential to inspire one another to create a tune in harmony.

With this belief, 13th Workshop Festival's theme was determined as "Voices" to create a platform where people of different backgrounds, interests and ideas can share their experiences.

The 13<sup>th</sup> METU NCC SFL Workshop Festival Program  
June 14, 2019, Friday

Time	Sessions	
8.45 – 9.00	Registration	Foyer
9.00 – 9.15	Welcoming Speech	Amphi 2
9.15 – 10.15	Yasemin Tezgiden Cakcak <i>Voicing the Unvoiced in ELT</i>	Amphi 2
10.15 – 10.25	Tea- Coffee Break 	
10.25 – 11.25	Mark Payne <i>Slovak Roma children negotiating English language and education</i>	Amphi 2
11.25 – 11.30	Tea- Coffee Break 	
11.30 – 12.00	Fatma Yer <i>Re-designing Teaching Materials for Turkish Language Classes: A Self-Reflective Study</i>	Amphi 2
12.00 – 12.30	Murat Ata <i>EFL Students' use of Machine Translation Tools</i>	Amphi 2
12.30 – 13.45	LUNCH	
13.45 –14.15	Şeray Ekici <i>L'utilisation des Œuvres d'art de Célèbres Peintres pour développer les Compétences du 21e Siècle dans une Classe de la Langue Française</i>	Amphi 2
14.15 – 14.45	Engin Kaça <i>"Hoca yutubırmış oğlum!" - Screen-casted Audio-Visual Feedback via Google Classroom</i>	Amphi 2
14.45 – 15.00	Tea- Coffee Break 	
15.00 – 16.00	Filiz Uzun <i>İlk Yardım Eğitimi Ve Önemi</i>	Amphi 2
16.00 –16.15	Tea- Coffee Break 	
16.15 – 16.45	Münür Şago <i>A Talk on Women's Health</i>	Amphi 2
16.45 – 17.30	Closing Remarks & Raffle	Amphi 2
17.30	Photo Shoot	Foyer
19.30	Event Dinner 	Golden Bay / Altın Koy Restaurant Girne

**Yasemin Tezgiden Cakcak**

## **Voicing the Unvoiced in ELT**

After decades of assuming a “neutral” stance and limiting itself to sanitized topics, the field of English language teaching has started to question the role it plays in legitimizing and sustaining the existing power relationships. The gate-keeping mechanism of ELT, the impact of the spread of English on other languages, legitimacy of different varieties of English, and intersections of class, race, gender, sexuality, age, religion, and ability involved in the bias against the speakers of different varieties of English have started to be acknowledged in the academic circles. It is now time for us, as English language teaching professionals, to embrace the critical reflective turn in our field, to question our roles as teachers and to deconstruct the long-held taboos in ELT. To move beyond the technicism in our field, it is our ethical responsibility to open up space for issues of social justice, equity, and peace in our classrooms and to voice the unvoiced issues in ELT from discrimination and violence against historically marginalized groups (including children, women, ethnic minorities, immigrants, blue-collar workers, LGBTQ+, and the disabled) to language rights. This paper is a call for educating our students as socially responsive, critically thinking students and for building dialogic relationships with our students to live in a democratic, just and equitable society.

**Yasemin Tezgiden Cakcak**, PhD, is a scholar at the Foreign Language Education Department of Middle Eastern Technical University. She has worked as a translator, public school teacher, a lecturer and a teacher educator. Her research interests include critical pedagogy, English language teacher education and critical applied linguistics. She problematized teacher roles, teacher education programs and native-speakerism in her publications. She believes in the power of critical dialogic education, collaborative scholarship and community-building in constructing counter-hegemonic spaces. She is one of the associate editors of the book titled *A Language of Freedom and Teacher's Authority Case Comparisons from Turkey and the United States* (Lexington Books, 2017). In her forthcoming book titled *Moving Beyond Technicism in English Language Teacher Education Based on an Experiment in Turkey* (Lexington Books, in press) she advocates a critical approach to education, which foregrounds student and teacher autonomy and empowerment, inclusive education, dialogic student-teacher relationship, bridging the gap between daily life and school content, building community and transforming society, and gives examples from her own experiments with critical teacher education in Turkey.

**Mark Payne**

## **Slovak Roma Children Negotiating English Language and Education**

Since 2004, the Slovak Roma community in Sheffield has grown to a population of approximately 6000, many of them settled in the Page Hall area of the city. This has resulted in tangible changes to the social and linguistic environment. Schools have, in turn, faced challenges in welcoming the new children who manifest various issues in relation to their language competencies, particularly the non-standardized nature of Romani, the often lack of basic Slovak literacy skills and now the challenge of learning English.

Underlying these language-educational experiences is a history of Roma marginalization and socio-economic deprivation. This paper draws on data from an ongoing five-year ethnographic study of one case study school and related community and takes inspiration from the theoretical works of, among others, Basil Bernstein and Uri Bronfenbrenner. Findings show that Roma pupils utilize their individual linguistic repertoires (varieties of Romani, Slovak and English) uninhibited within informal school settings but that these repertoires represent untapped potential in more formal school spaces that foreground an 'English-only' environment. Educational attainment is also marked by a). being well below the attainment of non-Roma peers and b). contrasting markedly between the pupils from two of the main sender villages. This raises further questions about the teaching and learning of English as a Second Language in schools, the place and value of languages other than English educationally, the adaptability of school structures in light of changes due to globalization and migration and the possible impact of the sender-village context on child development and cognitive potential.

**Mark Payne** has a background in Modern Foreign Language (MFL) teaching and learning in England, predominantly as a teacher of German and Spanish in secondary schools in Harlow and Cambridge. Therefore, his research interests have centered mainly on issues around second language acquisition, foreign language planning, the teaching and learning of languages and language classroom practices more generally. Since January 2013, Mark has been investigating the educational, linguistic and social integration of newly-arrived migrant pupils in local schools, particularly children from Slovak Roma backgrounds. He is currently running a five-year longitudinal study tracking the progress of Slovak Roma pupils through five years of secondary education.

Mark has conducted ethnographic fieldwork visits to Roma communities and primary and secondary schools in Eastern Slovakia, in conjunction with the University of Prešov. In line with anthropological fieldwork approaches, Mark has been learning both Slovak and Eastern-Slovak Romani. In disseminating his work, Mark has presented his findings at numerous schools around South Yorkshire and beyond, and at various academic conferences and meetings nationally and internationally.

Away from the research, Mark directs the BA Education and MA Language and Education courses, teaches on a variety of Modules and supervises eight doctoral students.

Mark studied for his PhD in Education and Sociolinguistics at the University of Cambridge and focused on foreign language planning in multilingual schools and communities, with extended fieldwork stays in London and the East Midlands.

**Fatma Yer**

## Re-designing Teaching Materials for Turkish Language Classes: A Self-Reflective Study

Teaching Turkish as a foreign language is a relatively new field of study compared with teaching English as a foreign language. The concurring opinion is that the prevalent issue Turkish language teacher's encounter is a lack of materials and sources in Turkish language teaching. Most of the existing Turkish teaching materials derive their textual input from a limited number of professionally designed Turkish grammar books. This entails these teachers designing the materials themselves or with their colleagues when they are in pursuit of accomplishing the objectives of their class. In this study, I first demonstrate the challenges I have experienced preparing in-class materials for Turkish courses that the international students take as a part of their course load at Middle East Technical University, Northern Cyprus Campus. Then, I critically reflect on these prepared class materials and the classroom dynamics in general by assessing the strengths and the weaknesses of them. The main purpose of this self-reflective method I have adopted is to positively contribute to my professional growth and also facilitate and encourage learning in Turkish classes.

**Fatma Yer** works as a teacher of English and Turkish language at Middle East Technical University, Northern Cyprus Campus. Her main research interests include language politics in MENA countries, teaching Turkish as a foreign language, and Middle East politics.



**Murat Ata**

## EFL Students' use of Machine Translation Tools

Machine translation (MT) tools, such as Google Translate, offer their users free and quick translations between many languages. They do not exclusively target language learners; however, students are observed to use these tools frequently. Only a few studies focused on the use of MT tools in EFL and ESL contexts, and the perceptions of Turkish EFL students and instructors have yet to be investigated. In an attempt to address this gap, this quantitative study investigated the perceptions and attitudes of learners regarding the use of MT tools in EFL education context at the university level. An online questionnaire was conducted with 462 Turkish-speaking student participants. The results revealed that 94.4% of the student participants reported using MT tools for their language learning studies. The most preferred MT tool was Google Translate, and among the features offered by the MT tools, written translation was the most commonly used feature followed by pronunciation and voice translations. The students predominantly used these tools for translations of single-words or phrases, and reading and writing assignments were the main areas where the student participants most frequently referred to MT tools. The participants judged the translations produced by these tools to be only somewhat accurate, and they thought the ethicality of using these tools depended on how they were used. Some implications were also discussed with regard to EFL learners' MT use.

**Murat Ata** has been teaching English at different institutions since 2003. Currently, he is an English instructor at METU NCC. His research areas include online machine translation, MOOCs, and implications of artificial intelligence in education.

## Şeray Ekici

### L'utilisation des Œuvres d'art de Célèbres Peintres pour développer les Compétences du 21<sup>e</sup> Siècle dans une Classe de la Langue Française (For English, Press 9)

#### 9 - The Use of Art Works of Famous Painters to Develop 21<sup>st</sup> Century Skills in French Language Classrooms

The '4C of 21st century skills' which includes creativity, critical thinking, communication and collaboration have become the latest trend in language teaching and learning. Therefore, it becomes important to find ways to relate our linguistic practices to this latest trend while teaching languages. However, as teachers, we should question whether our classroom pedagogies are aligned with the demands of the 21st century skills. In order to answer this question, I would like to ask more questions such as "Is it possible with paintings?" and "How to create a task by using a painting?" If you want to learn the answers and integrate 21st century skills into your language classes through paintings, come and enjoy my presentation which includes what I did in my action research. The research was conducted in a French teaching classroom, and the tasks were written in French. However, there is no need to worry, **l'exposé sera en anglais.** 😊

P.S. Mon English is pas advanced niveau, Je apologizeraï from everyone as Napoleon once said "Money, Money, Money", Oops! Sorry, it is another story for another time 😊

**Şeray Ekici** is a senior Instructor of French at MLP in the SFL at METU NCC. She had her Bachelor's degree in French Language Teaching at the University of Dokuz Eylül, and first Master's in Teaching French as a Foreign Language at the University of Blaise Pascal, and she is following her second Master's in Sciences of Language, Linguistic Education, Didactics of Languages and Cultures and French as a Foreign Language, at the University of Clermont-Auvergne, in France. She is also an examiner of DELF (A1-A2-B1-B2), a member of the linguistic community of French Turkish Cypriot Association in North Cyprus.



## Engin Kaça

### "Hoca yutubirmiş oğlum!" - Screen-casted Audio-Visual Feedback via Google Classroom

With this workshop I aim to share my experience with screen-casted writing feedback as an alternative to paper-based text-only feedback. Screencasts enable the recording of the data displayed on the screen of a computer or mobile device, typically with accompanying audio. When paired with a classroom management platform like Google Classroom and a video sharing service like Youtube, screencasts prove to be a step forward in feedback clarity and effectiveness, as well as learner engagement and motivation.

**Engin Kaça** received his BA from the department of American Culture and Literature, Hacettepe University in 2005 and started working at METU NCC in the same year. He has assumed different roles at METU NCC SF since then. He completed his master's degree at METU NCC, on English Language Teaching. His research interests include CALL, blended learning, web tools, language learning apps and e-learning platforms, EIL/ ELF and cultural aspects of language teaching.



Filiz Uzun

### İlk Yardım Eğitimi Ve Önemi (This presentation will be in Turkish)

Ülkemizde nüfus artışı, araç kullanımının artması, inşaat sektörünün çoğalması gibi nedenlerle trafik kazaları, yaralanmalar, iş kazaları ve çeşitli hastalıklarla karşılaşmamız kaçınılmaz olmuştur. Yaşamımızın çeşitli dönemlerinde, bulunduğumuz her ortamda kaza ve hastalanma riski taşımaktayız. Bu gibi durumlarla karşılaştığımızda, müdahalede bulunanların ilk yardım eğitimi almış olmaları, yaşamın sürdürülmesinde, sakatlanmaların önlenmesinde ve iyileşme sürecinin kısaltılmasında belirleyici rol oynayacaktır.

Ülkemizde ev, iş ya da trafik kazaları ve doğal afetler nedeni ile birçok sayıda vatandaşımız yaşamını kaybetmekte ya da sakat kalmaktadır. Bu gibi durumlarda olay yerinde her zaman bir sağlık görevlisi olamayacağı için olaydan etkilenen ya da ortamda bulunan kişilerin kendilerine ya da başkalarına yapacakları ilk yardım uygulamaları son derece önemlidir.

**Filiz Uzun** is senior trainer working for Ministry of Health. She graduated from Hacettepe University, Department of Nursing in 1995. She got her MS degree from Marmara University, Department of Surgical Nursing in 2008. She also worked as a part-time instructor in European University of Lefke. She has been working actively in different projects and training activities since 1999.



Münür Şago

### A Talk on Women's Health (This presentation will be in Turkish)

The speech will be about women's health.

**Dr. Münür Şago** is a renowned doctor here in Cyprus with vast experience in his field. He is board certified in Obstetrics and Gynaecology as well as Operative Hysteroscopy and Gynaecological Laparoscopy. Dr. Münür Şago, was born in Cyprus in 1970, he graduated from medical school and after completed his residency training in Obstetrics and Gynaecology at Istanbul University in Turkey. Dr. Münür Şago then continued his training to further specialize in Operative Hysteroscopy and Gynaecological Laparoscopy. After his training, he went on to spend 5 years gaining experience, working in various clinics all over Turkey, before returning to Cyprus and ultimately opening his own clinic to specialize in fertility and IVF treatment.

Until the present day, Dr. Münür Şago has attended many medical trainings and seminars and he places great value on continual further development and specialization within his field as well as in maintaining high ethical standards in his profession.



The Workshop Festival Organizing Committee Members  
Mehmet Durmaz & Melek Korudağ & Pervin Coşan Özkarsulu

would like to extend their thanks to:

METU NCC Presidency

METU NCC SFL Administration

METU NCC Directorate of Social and Cultural Affairs

METU NCC Culture and Convention Centre Staff

All Presenters and Participants

Akay Optik and Swarovski (Girne)

Adem's Car Wash (Kalkanlı Yolu)

Sega Fredo Zanetti (METU NCC)

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Dr. Mürüde Çakartaş Dağdelen

F.A. Barber Shop (METU NCC)

Near East University Hospital

Campus Mardo (METU NCC)

Metro Park Cafe (Lefkoşa)

Bandabulya Burger House

CIB Services (METU NCC)

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George Cafe (Girne)

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Instyle Boutique

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&

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METU NCC School of Foreign Languages 2018-2019

