

ideas
FIX!
BUILD



Workshop Festival

M E T U N C C S F L



LESSONS LEARNED



27 June 2022

METU Northern Cyprus Campus

Culture & Convention Center



Time	Event
08:30-9:00	Workshop Salutation & Registration
9:00-09:30	Opening Remarks: Organizing Committee Dr. Leyla Silman-Karanfil Welcoming & Opening Speech
09:30-09:40	Prof. Dr. Mehmet Zeyrek Welcoming & Opening Speech
09:40-10:25	Asst. Prof. Ali Fuad Selvi Global Englishes Language Teaching: What Does it Offer to the ELT Profession(als)?
10:25-10:35	Tea-Coffee Break
10:35-11:20	Duygu Erdoğan Workshop: <i>The New Copilot: Students</i>
11:20-11:45	Pınar Şahin-Durmaz Making Wonders with Burned Fingers: The Experiences of ELT Teachers during the Online Education
11:45-12:10	Ezgi Topuz Sezen Dictogloss: An Alternative Way to Enhance Student-centered Learning in ESP Classes
12:15-12:30	Tree Planting in SFL Front Yard
12:30-13:30	LUNCH
13:30-14:15	Nick Manthei Workshop: Teacher Wellbeing
14:15-14:40	Büşra Çandırılı 'Unmasked' perspectives through true short stories of Rebel Girls: What about empathy?
14:40-15:25	Dr. Yasemin Yelbay ...and breathe! Minding your wellbeing in the teaching profession
15:25-15:35	Tea-Coffee Break
15:35-16:00	Time Capsule & Ultimate ELT Quiz
16:00-17:15	Games
17:15-17:30	Closing Remarks & Raffle



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Ali Fuad Selvi

Global Englishes Language Teaching: What Does it Offer to the ELT Profession(als)?

Even though no one denies the global role, status, and importance of the English language, the implications of this assumption for the English Language Teaching profession(als) are often overlooked. Departing from this premise, I will discuss the importance of change and innovation in English Language Teaching and share a set of proposals to incorporate a Global Englishes perspective into ELT practices within and beyond the classroom. Ultimately, I hope this session will serve as a meaningful stepping stone for teachers to devise locally-relevant ways to align their teaching practices with the present-day sociolinguistic realities of the super-diverse world.

Ali Fuad Selvi is an Assistant Professor of TESOL and Applied Linguistics and the Coordinator of the Teaching English as a Foreign Language Program at METU NCC. His research interests include Global Englishes and its implications for language learning, teaching, teacher education, and language policy/planning; issues related to (in)equity, professionalism, marginalization, and discrimination in TESOL; and second language teacher education. In addition to his scholarship in these areas, he was recognized as one of TESOL International Association's 30 Up and Coming Leaders in recognition of his potential to "shape the future of both the association and the profession for years to come."

Duygu Erdoğan

The New Copilot: Students

The term and concept of learner autonomy have been a popular concept in foreign language education in the past decades, especially in relation to lifelong learning skills. It actually goes back to 1981 when the term "learner autonomy" was first coined by Henri Holec, the "father" of learner autonomy. Since then many definitions have been added or adjusted. However, we can perhaps all agree that it is this year, 2020, when we all needed the most and resorted to it.

Life has turned upside down, and many habits have changed, why not lessons? How about giving some control to your students? Let them do the cliché outside the classroom and do the production in the classroom. The aim of this session is to explore the concept of 'autonomous learner' and look into the changes to lesson planning and activities.

Duygu Erdoğan has been in the ELT world for over 20 years. She has a BA in American Culture and Literature and an MA in English Language Teaching. She holds an ICALT, DELTA, Teacher Training Certificate (Sabanci University), and Trainer Training Certificate (Anatolian Training Institute). She is one of the founding members of the TESOL Turkey Association. Her research interests include teacher research, in-service teacher education, and critical thinking in education. Currently, she is working as a Teacher Trainer and Educational Consultant at Macmillan Education.



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Pınar Şahin-Durmaz

Making Wonders with Burned Fingers: The Experiences of ELT Teachers during the Online Education Process

The Covid-19 pandemic has caused a rapid shift in education all around the world, including in Northern Cyprus. After a period of almost two years of online education, schools finally re-opened and face-to-face education started. This session aims to create a space for the teachers to discuss their experiences during the online education process regarding their (1) work-life balance, (2) professional development, (3) academic activities and research, (4) collaboration and communication among colleagues, (5) relationship with the administration, and (6) teaching English online. The session will be based on a photo-elicitation activity in which teachers will comment on some pictures taken by the participants in a related study. The retrospective looks at the collective or individual memories and the discussions will enable the participants of the session to share their lessons learned and voice their concerns or ideas regarding their adaptation process to face-to-face education.

Pınar Şahin-Durmaz is a senior instructor at METU NCC. She has been teaching English at the School of Foreign Languages Department for 7 years. Currently, she is following her Ph.D. in ELT at Eastern Mediterranean University. Her research interests include critical pedagogy, multimodality in research, peace education, and democratic citizenship in ELT.

Ezgi Topuz Sezen

Dictogloss: An Alternative Way to Enhance Student-centered Learning in ESP Classes

This study aims to experiment with the “dictogloss procedure” to teach the components of the introduction part of an academic oral presentation. More specifically, the purpose of the study is to find out if the dictogloss procedure helps students notice the structure and organizational components of the introduction part of a presentation. The dictogloss procedure is used as an alternative way to create a more learner-centered and interactive learning environment that supports increased student involvement and decreased teacher talking time and involvement as the students are provided with opportunities to notice and discover the focus of the lesson on their own with the help of this procedure. This experiment could offer an alternative way to spice up the lessons in ESP classes.

Ezgi Topuz Sezen is a senior instructor in the Modern Languages Program at METU NCC. She got her BA degree in American Culture and Literature Department from Hacettepe University and pursued her Master’s degree in English Language Teaching at the European University of Lefke. She has been teaching EAP courses at METU NCC for 15 years. She is currently doing a DELTA Level 7 diploma from Cambridge University.



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Nick Manthei

Teacher Wellbeing

The topic of 'Teacher Wellbeing' came to the forefront during the pandemic, but actually, it had been gaining increasing importance beforehand. Teaching as a profession, like those in medicine and the hospitality business, is generally about taking care of others – which means we often neglect ourselves. We may see and talk to our colleagues in the office, but teaching itself is often done in isolation without other teachers around and we often do not know how to handle all the stresses from the classroom. In this workshop we will talk about why we should talk about teacher wellbeing, practical ideas we can use during the school year, and make an action plan to help ourselves and the teachers around us.

Nick Manthei is a Senior Professional Development Consultant working for Oxford University Press. He holds his undergraduate degree from Beloit College and his master's degree from Endicott College. He presents nationally (in Turkey) and internationally. Topics of professional interest include e-badging, feedback, coaching, and research. He lives in Izmir with his wife and two young children.

Büşra Çandırılı

'Unmasked' perspectives through true short stories of Rebel Girls: What about empathy?

The aim of this study is to investigate how true short stories including real-world issues based on real women are related to the perspective-taking and empathy of preparatory program pre-intermediate level students. This qualitative study aims to understand how English language learners perceive themselves in terms of their perspective-taking and empathic concern, and through written reflections and focused discussions, to explore how they reflect their perspectives and empathy by relating to these stories in which the main characters, based on real women, are portrayed as alternatives to the stereotypical representations of females in (non)fiction (i.e. a Disney princess) or books about heroes which mainly emphasize male protagonists by drawing on their physical superiority as more probable real-life (i.e. formidable warrior). Hence, the present study could be significant along with its findings and implications by employing a highly novel data collection tool with its own original content in terms of its essence by addressing an underresearched field of research. By triangulating the data concerning the participants' self-perceived perspective-taking and empathic concern, their written reflections related to the four main characters' difficulties and ways to overcome in the four chosen true short stories, and how they relate them all, and by delicately keeping in mind the fact that empathy is a highly flexible and context-dependent phenomenon the present study yields several insights regarding the underlying parameters of English language learners' ways of relating different perspectives and empathizing.

Büşra Çandırılı is a senior instructor who is currently working at the School of Foreign Languages, METU NCC. At the same time, she is a Ph.D. student in English Language Teaching Program at Eastern Mediterranean University. She is also an ELT graduate of METU. Her research interests include interculturality and cultural studies, language teacher education, and literature in ELT.



Yasemin Yelbay

...and breathe! Minding your well-being in the teaching profession

Good health is more than just the absence of sickness and well-being encompasses multiple dimensions that we are sometimes unaware of in our busy lives as teachers. Teaching might stretch teachers physically, mentally, socially, and spiritually, and because we seem to forget this fact in our daily professional lives, we need to care for ourselves first to be able to help our students. This talk will tap on the challenges we face in the profession and the growth mindset that we need to employ to cater to our wellbeing and resilience in challenging situations. We will also talk a little about cloud gazing, forgiving, and unplugging.

Yasemin Yelbay Yılmaz has 25+ years of combined experience as an English teacher, mentor, and administrator. She is currently working as an academic expert at the Turkish Higher Education Quality Council and is affiliated with Hacettepe University. She worked at K-12 and tertiary levels and has experience in setting up and running professional development units in language schools, INSET program design, and project management. She is among the founders and members of T-PLUS (An informal association of English teachers working at universities in Turkey). She is a member of the Board of Directors of TESOL Turkey. She worked as a visiting lecturer at Ca' Foscari University in Italy where she taught Turkish. She holds a Ph.D. in Applied Linguistics with a focus on neurolinguistics processes in learning vocabulary. Her current professional interests are teacher education research, teacher well-being, and quality in education.



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We would like to extend our thanks to:

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