

# ELT FUSION 2

The Second UTAA ELT Event

## EVENT PROGRAM BOOKLET

monitoring

motivation  
&  
development

theory  
&  
practice

reflection

one for all,  
all for one

aspiration

teacher  
engagement

synergy  
&  
direction

guidance  
&  
support

recursive

continuous  
learning

teamwork

interaction

workshop

lesson study

team teaching

teaching journal



31<sup>ST</sup> JAN - 1<sup>ST</sup> FEB  
CONFERENCE HALL

# THE SECOND UTAA ELT EVENT: ELT FUSION PROGRAM



31st January, 2017

10.00 OPENING by Özlem Canaran, Head of Department of Foreign Languages

10.20 - 11.20 Plenary- Teaching Journal by Alp Kaan Kiliç, Betül Çimenli, Ay enur Aydın, Begüm Çelik, Luz Hernandes (Conference Hall)

11.20 - 11.40 Coffee Break

11.40 - 12.40 Plenary - Workshop by Merve Arı a (Conference Hall)

12.40-13.30 LUNCH BREAK

13.30-14.30 Plenary – Team Teaching by Özlem Canaran, Hatice Sumruk, Eda Turgut, Elif M. B. Özköse, Sebahat Boztunç, Sevim Küçükaslan (Conference Hall)

14.30 - 14.50 Coffee Break

14.50 - 15.50 Plenary - Workshop by Tunahan Demirbas (Conference Hall)

15.50 - 16.00 Coffee Break

16.00 - 17.00 Plenary- Lesson Study by Sena Arman, Ay e Karata , Ferudun Ceylan (Conference Hall)

1st February, 2017

09.00 - 09.15 OPENING

09.15 - 10.15 Plenary - Lesson Study by Çisem Altu , Pelin Dereli, Gökhan Yıldız, Yakup Uzun (Conference Hall)

10.15-10.25 Coffee Break

10.25- 11.25 Concurrent Sessions

Warmers & Coolers By Canan YURDAKUL Z67	Using Humor in Class By Aslıhan AKIN Z72	Culture Vulture By Türkan KAPLAN Z70
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11.25-11.35 Coffee Break

11.35- 12.35 Plenary- Teaching Journal by Alex Graham, Mevlüt Develi, Özge Aydın, Irem Biçer, Betül Çelik (Conference Hall)

12.35-13.35 LUNCH BREAK

13.35-14.35 Plenary - Workshop by Kübra Ertan (Conference Hall)

14.35-15.35 Plenary - Workshop by Firat Akdogan (Conference Hall)

15.35-15.45 Coffee Break

15.45-16.45 Plenary - Workshop by Sevgi Cebbar (Conference Hall)

16.45-17.00 CLOSING REMARKS by Özlem Canaran (Conference Hall)

Welcome to our second ELT Event, *2nd ELT FUSION*, the first of which was held in June, 2016. We, as instructors of English at Foreign Languages Department of UTAA, are honored to, once again, be working together on our second conference in 2016-17 Academic Year, Fall Semester.

The changes in the nature of educational patterns are unquestionable in the field of foreign and second language teaching. The classical understanding of learning and teaching, student and teacher roles, and materials and techniques used in classes has changed to a considerable degree with the great influence of new developments in ELT. Moreover, it brings about communicative and collaborative learning as well as motivation for both learners and teachers. Therefore, the main aim of our conference is to promote the development of English language teaching and research by enhancing the communication between both students and instructors, and instructors and their colleagues.

We would like to express our greatest thanks to all the presenters and participants for sharing their valuable work and experience and wish you all the very best for a successful conference by looking forward to many more such collaborations in the following academic semesters.

UTAA DFL *ELT FUSION* Organizing Committee

### *Special thanks to our committee:*

İknur  
Bayram

Kübra  
Ertan

Aslıhan  
Akin

Özlem  
Canaran

Mevlüt  
Develi

Türkan  
Kaplan

Ferudun  
Ceylan

# Teaching Journal



## KEEP CALM & A JOURNAL

### Abstract

Teaching journal team aims to detect certain problems in a classroom environment by reflecting upon daily teaching experiences on a regular basis, and try to find possible solutions to these problems in order to foster teaching skills and strategies in the long run. Throughout the Fall semester, the team has dealt with some issues including student/teacher motivation, classroom management, giving effective instructions, teacher talk time etc., and sought worthwhile ways to assure a more favorable teaching and learning atmosphere.



Betül ÇELİK: Hello everyone, I have been a teacher for 1 and a half year. I graduated from METU in 2015. I have been working at UTAA since then. I am interested in teaching skills, motivation and self reflection. I like to teach English not just as a language but also as a culture. For this reason, I always try to learn new things and improve myself in this area. I believe learning is a life-long process and we should never lose our enthusiasm for it.



My name is Alp Kaan KILINÇ. I am 25 years old and I have been teaching for three years. I graduated from the Middle East Technical University, the department of Foreign Languages in 2014. I have been working at UTAA since then. I went to Italy in 2012 as an Erasmus student and studied at G. D'Annunzio University in Pescara for one year. Since 2015, I have been studying at Hacettepe University on "Teaching Turkish as a Foreign Language" for my master's degree. The subjects I am interested in are philosophy of language, linguistics, especially pragmatics, teaching skills and motivation. I like to improve myself in teaching and for this reason, I read as much as possible and attend ELT events as I believe we all should be 'learner teachers' and there is always room for improvement.

Betül ÇİMENLİ: She was graduated from Hacettepe University, ELT department. She couldn't stay away from her college and enrolled an MA program in ELT department at Hacettepe University one year after her graduation. She also works as a language instructor at UTAA. She acknowledges that working and studying at the same time is very challenging for her. Yet, she is happy with her life. Some of her research interests are classroom discourse, L2 classroom interaction and learning/teaching practices, Conversation Analysis (CA), Computer Mediated Spoken Interaction in L2 (CMSI). Currently, she is busy with her thesis.



Aysenur AYDIN graduated from Hacettepe University in 2014. Her major was English Language and Literature. After graduation, she started to work in Yildirim Beyazit University as an English instructor. One year later, She started to work in University of Turkish Aeronautical Association, and now she has been working as an instructor for 2 years. She likes English literature, and movies adapted from books. She also likes dealing with gender studies and its reflections on works of literature.

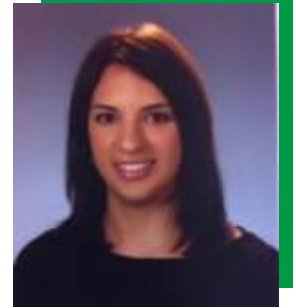
Özge AYDIN was born in Sinop, and graduated from Sinop Anatolian Teachers' Training High School. In 2012, she graduated from Department of Foreign Language Education, METU together with a minor degree in German Language. After graduation, she was selected as a Comenius Assistant within the scope of Lifelong Learning Program conducted by Ministry for EU Affairs, and her assistantship lasted six months in Germany. To expand her academic horizon, she started to study in the field of Curriculum and Instruction, and received her Master of Science degree in September, 2016. Her research interests are primarily teacher education, curriculum development and evaluation. She has been teaching at UTAA since 2013.



Alex M. GRAHAM: After graduating university (in what seems about one hundred years ago) Alex decided to pursue teaching English as a career. This allowed him to work in some amazing countries such as Mexico, Korea, China and Russia. Thus he gained invaluable teaching and cultural experiences. Subsequently he gained a Masters degree in English Language Teaching and eventually this led him to Turkey and Ankara. Alex has taught at THKU since 2014 focusing primarily on Departmental courses.



Luz M. ERTÜRK is a conflict management specialist. She received her M.S. in conflict analysis and resolution from Nova Southeastern University and her B.A. in psychology from the University of South Florida. She joined UTAA in the Fall of 2014 and teaches academic writing and academic presentation skills at the Department of Foreign Languages. She also teaches conflict management and business communication elective courses for all of the departments. Her professional interests include cultural barriers in communication, intercultural translation, and problem based learning.



Begüm ÇELİK graduated from Department of English Linguistics, Hacettepe University in 2010. In 2009, she continued studying in Linguistics Department as an exchange student in Uppsala University, Sweden, for 6 months. To improve herself in one of her interest areas, she started studying at Graduate School of Educational Science, Department of Curriculum and Instruction at Hacettepe University. She is writing her thesis. Her interests are curriculum development and evaluation, Evaluation Of The Rubric Used In Determining Students' levels, learning approaches. She has been an English teacher for 5 years and she has been teaching at UTAA since 2014, January.



Mevlüt DEVELİ was born in Antalya. He graduated from ELT department at Middle East Technical University Northern Cyprus Campus in 2011. After working as an English instructor at Ankara University English Preparatory School and Ankara University Faculty of Political Science, he started working at UTAA in 2014. He is currently studying at Ankara University on "Adult Education" for his master's degree. He is interested in using technology in the classroom, designing and applying elt games, and analyzing literary texts.



Irem KÜRKÇÜ: I have graduated from Middle East Technical University, the department of Foreign Languages in 2015. I have been working as an English Instructor in UTAA for one and a half year now. I have attended many conferences during my educational life and I continue to do so. In my first year of teaching, I have participated in Self Reflection group as a part of CPD program at UTAA and I find it very useful. I believe that teachers must improve themselves constantly and I am happy to work in an institution that supports self-improvement.





# lesson study

Lesson study is a form of professional development in which a number of teachers come together to collaboratively plan, observe, analyse and improve an actual lesson (=called research lesson). In our lesson study project, having questioned the long term goals of departmental English courses requiring academic presentation skills, we eventually focused on a common problem which we believed most of our students suffer from. With this aim in mind, we planned a 90-minute research lesson that would hopefully help us shed light on the possible solutions of the problem. Throughout this process we carried out 4 research lessons during each of which we carefully studied how students respond to them – including their learning, thinking and engagement. In this presentation, we'll take you through our intriguing and challenging journey.



İknur BAYRAM began her teaching career in 2004 as an instructor at Anadolu University. She holds an MA in Curriculum Development and is still studying for her PhD degree in the same field. She has worked as a curriculum designer and test writer for almost 10 years both at TOBB ETU and UTAA. Her professional interests include curriculum development, testing and teacher training.



Firdevs Pelin DEREL is an instructor of English at UTAA since 2012. She worked at Bartın University for 2,5 years after she graduated from Middle East Technical University, with Bachelor's Degree in Foreign Language Education Department in 2009. She is married for 3 years and lives in Ankara. She is interested in Instruction, Instructional Design, Instructional Technologies, Language Teaching, Teaching Adults, E-learning, Reflective Teaching, Communicative Activities, Social Interaction in ELT Context, Educational Psychology, Program Development in Education.

Gökhan YILDIZ: I graduated from Middle East Technical University in 2011. After graduation, I carried out a teaching assistantship in Germany for ten months between 2011 and 2012. Upon returning to Turkey, I started working as a teacher in a private foreign language course. I worked there as a teacher of English and counsellor between 2012 and 2014. I joined the army for six months and completed it in February 2014. After working at the same private language course for a couple of months, I started working at the University of Turkish Aeronautical Association in September 2014. I have been doing masters in the department of Instructional Technology, METU since then.



Çisem Altu :I graduated from METU Department of Foreign Languages in 2010 and immediately started my MA degree in Curriculum and Instruction at METU. During this time I went to Grenoble, France for Comenius Assistantship. After I came back, I worked at Alkan English Academy as an English Teacher for one year. In September 2012, I started to work at UTAA as an Instructor of English. After completing one year of experience there, I transferred to Curriculum and Testing Office, and I have been working here since then. I am interested in Testing, Aviation English and e-learning modules.

I'm Yakup UZUN. I'm 28 years old. I was born in Samsun in 1987. I graduated from METU Faculty of Education, English Language Teaching in July, 2010. I worked at zmir Institute of Technology, School of Foreign Languages for about 5 years and I was a member of Testing and Evaluation Unit. In March, 2016, I started working at University of Turkish Aeronautical Association, Department of Foreign Languages and I am a member of Curriculum and Testing Office. Currently, I am a graduate student at Hacettepe University, English Language Teaching programme. I am mainly interested in English Language Testing and Evaluation and Educational Technology.



# lesson study



## Abstract: Let's Jugyokenkyu : A collaborative teaching practice at UTAA

Lesson study is a form of professional development in which teachers come together and collaboratively design and analyse a lesson with the purpose of revealing student's learning process and how they learn best. In this talk, we would like to share our lesson study experience with you. We started this journey as a group three teachers (Ay e Karata , Ferudun Ceylan and Sena Arman) with a question "What does the students tend to include in an outline for a speech out of a given text and what are their tendencies?" We completed three cycles, in which two of us observed the other's lesson in turn, analysed together and made revisions, in three different classes with keeping this question in our mind all the time and after each cycle, a surprising result was waiting for us and we are really excited to share those surprising findings with you.



**Ferudun CEYLAN** was born in Kütahya in 1990. After he finished his primary and high school education in Kutahya, he moved to Ankara for bachelor degree at Hacettepe University. After graduating from Hacettepe University ELT program in 2013, he started to work at Hacettepe University TOMER as an English instructor. Then in 2015, he started to work at UTAA, and still he has been working in this university. He has been working as an English and also a Turkish instructor since he graduated in 2013. In addition to his working life, he continues his academic career as a master student in Hacettepe University Teaching Turkish as a Foreign Language program. He is interested in conversation analysis in teaching and learning language.

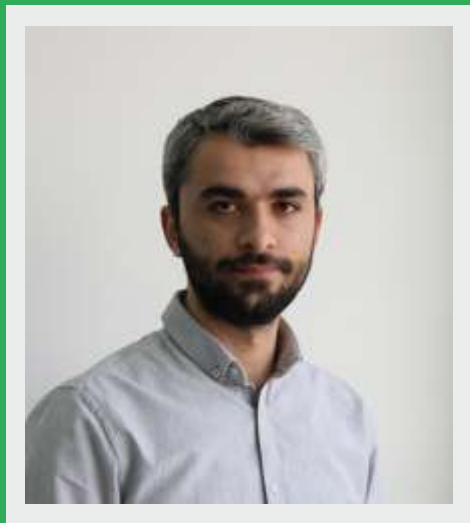


Ay e KARATA was born and raised in Eskişehir where she lived until 2011. Then, she moved to Ankara where she started her bachelor degree in Foreign Language Education at Middle East Technical University. She graduated with great internship experiences from METU in 2015. Currently, she is enjoying her second year in teaching at University of Turkish Aeronautical Association. She has always considered English teachers as language art workers, so she has tried to apply this idea into her teaching all the time. She took part in Reflective Teaching Practice during her first year in UTAA, which shaped her teaching style and philosophy. Also, she gained a different perspective towards learning process with the help of lesson study experience.



Sena ARMAN was born and raised in Kırşehir. She received her B.A degree in Foreign Language Education and minor degree in Linguistics, both from Bozaziçi University. Upon her graduation, she started to work at UTAA where she has been working as an instructor of English since 2015 and doing her M.A at Hacettepe University, Linguistics. Language is one of her biggest interests and teaching is her passion. She has done some work on Reflective Teaching in the scope of CPD at UTAA which galvanized her a lot and last but not least she got her hands dirty with Lesson Study, as well. Her main interests are Language Acquisition, Syntax, Language Teaching, Reflective Teaching and Use of Literature in Foreign Language Education.

# Workshop



Tunahan DEM RBA graduated from Boaziçi University FLE department in 2012. After graduation, he worked at Zirve University in Gaziantep for one year. Later, he joined University of Turkish Aeronautical Association. Since 2013, he has been working there as an instructor. He is currently doing his MA in Teaching Turkish as a Foreign Language in Gazi University.

Merve ARİ A received her Bachelor's degree in English Language Teaching from Middle East Technical University in 2013. She started her teaching career as an instructor of English in Melikah University in Kayseri. She is currently a full-time instructor of English for University of Turkish Aeronautical Association. She is also working towards her Master's degree in ELT at METU. Her research mainly focuses on teachers (of English) rather than learners themselves. More specifically, she is interested in Teacher Motivation, Teacher Well-being, Teacher Education, and Language Teacher Education.



## Abstract: Motivating Unmotivated Students

In this more-of-a-presentation type workshop session, we will be recovering our theoretical knowledge on motivation, types and roots of it. Participants will be expected to share their own ways of dealing with unmotivated students. The presenter will try to provide ways of motivating unmotivated students as well.

## Engaged Teachers=Engaged Students

Educational research relating to engagement has traditionally been student-focused. There are many techniques that are proven to increase the engagement levels of students to their learning. It is assumed, however, that all teachers are involved in the process of continually creating engaging classrooms. Teachers, like students, can become disengaged in their work for many reasons. Once disengaged, they will have a direct impact on student engagement. Therefore, in this workshop, we will go into the factors that lead to teacher (dis)engagement and also discuss some ways of increasing teacher engagement, thereby enhancing student engagement.



# workshop

## *Abstract: Managing the Unmanageables*

*In our whole education life, it is the reality that we have been overfilled with the theories of ELT. However, even if we encountered with similar information many times, while experiencing the teaching itself, it is highly possible to forget or hard to apply it. That's why sometimes we need a knowledge refreshment. Under the scope of ELT workshop, as a team, we have seen it vital to focus on the background knowledge of classroom management including three parts as "How to Give Effective Instructions", "Using Body Language", and "Managing Tone of Voice". As the teachers in UTAA, we have students that have common profiles, so we have tried to take this point into consideration by showing alternative ways or tips that are possibly applicable in our classrooms.*

Firat AKDO AN I was born and raised in Mersin. I love literature and have a bachelor degree at the Department of English Language and Literature at Hacettepe University. I also have an associate degree in Media and Communication at Anadolu University as I am curious about how media, an indispensable part of our lives, works. I grew an interest in teaching English especially in my last year at university. Having received a pedagogical formation certificate, I started teaching at a language school and this experience provided me an insight into ELT world. Then, I got a part-time job at Hacettepe University for an academic year, which contributed my professional development considerably. Since 2014-2015 Academic Year, I have been a part of UTAA Department of Foreign Languages and I continue to learn more and more.



Kübra ERTAN graduated from Hacettepe University in 2013. Her major was English Language Teaching. After graduation she gave a break for teaching and she worked in the aviation industry. After a year she started working at UTAA as an English Instructor and since then she has been working there. She has a big interest to learn different languages. Her main interests about teaching are use of technology and e-learning. Accordingly she pursues her MA in Instructional Technology and Computer Education at Hacettepe University.



Sevgi CEBAR I graduated from the ELT department of Middle East Technical University in 2014. After the graduation, I started to work in University of Turkish Aeronautical Association as an English instructor. Since then, I have been working there. As a senior student, I tried to participate in many seminars and workshops in METU and tried to get utmost benefit. I obtained minor degree in History and intermediate certificate in German as a second foreign language. After graduation, I attended seminars in UTAA. I started to take lessons in Ankara University in the Curriculum program. I am going to apply this M.A.



# team teaching



When it is traditionally defined, Team teaching is a group of teachers teaching at the same time in particular subject or a combination of different subjects. Within the scope of our CPD practice, we bring a new perspective into Team teaching by making it more of “thinking together” than “teaching together”. Going through each phase of the new Team teaching model: “Preparation”, “Research”, “Planning & Implementation”, “Monitoring & Evaluation” and “Dissemination” with continuous collegial support and reflection, the team teachers make their own way to design their own professional development model based on their students’ learning as well as their professional needs.



Eda TURGUT was born in Eskişehir. She graduated from ELT department at Hacettepe University in 2013. After one year in United Kingdom as a Comenius Language Assistant, she started her career as an instructor at UTAA in 2014. She is studying for her master degree in Educational Technology department at Gazi University. Her professional interests are technology and games in ELT.



Elif Meltem Birsöz ÖZKÖSE was born in Ankara. She lived in different cities such as Ankara, Bursa, Muğla and Nevşehir because of her father’s job. She graduated from the University of Ankara in 2007. After she graduated from the university, she started to work as a teacher of English in a private college for four years. During the years that she had in college, she experienced at working in a Project in terms of European Language Award. As a result of this project, she was able to win this award with her colleagues on behalf of their school. In 2011, she started to work as an Instructor of English in University of Turkish Aeronautical Association. In 2013, she went to England in terms of teacher training program. She has been working in this university for five years. In addition, she has been a postgraduate student in the field of teaching a foreign language in University of Ankara since 2013. Using creative methodology for the classroom, using technology in the classroom, translating a text, and analyzing a novel are the skills that she tries to be interested in.



Born in Isparta in 1991, Hatice SUMRUK grew up fascinated by music and languages, which led her to join in TRT Polyphonic Youth Choir for 6 years, spend a month for language learning in Paris in 2013 and graduate from the department of English Language Teaching at Hacettepe University in 2014. She embarked on her language teaching career right after her graduation and her MA degree in Teaching Turkish as a Foreign Language in Institute of Turkish Studies at Hacettepe University in 2015. Her personal interests include singing, drawing, playing cello, guitar and saz. On the other hand, creating a vivid and engaged classroom for students and encouraging lifelong learning by using technology and music represent her professional priorities. Since she started to work in UTAA, she has been currently into collaborative dimension of language teaching with observations and reflective practices.

# team teaching



Özlem CANARAN graduated from Hacettepe University American Culture and Literature Department in 2004. She completed her MA at Hacettepe University, English Language Teaching Department in 2008. She has been doing her PhD in the same department since 2012. She worked at TOBB University as an English Instructor as well as Curriculum and Testing Office member from 2005 to 2011. She started working at UTAA, Department of Foreign Languages as an English Instructor in 2011 and has been in charge of Academic and Administrative Affairs since then. Her professional interests are Continuous Professional Development, Curriculum Development, Testing and Assessment in Education.



Sebahat Nur BOZTUNÇ was born in Kir ehir, 1992. She is a graduate of English Language Teaching Department at Gazi University. After the graduation, she started to have her master's degree in the same department in 2014. In 2015, she started to work at the University of Turkish Aeronautical Association where she is still working. Professionally, she is interested in using creative drama techniques for her teaching style, and NLP because it is what makes a teacher have the power to understand the students' psychology and behavior.

Sevim KÜÇÜKASLAN was born in Kir ehir. She graduated from the department of English (ELT) at Hacettepe University in 2013. After starting her career in the ministry of national education within the same year, she started to work as an instructor at UTAA in 2014. Now she is studying for her master degree in ELT department at Gazi University. Her professional interests are writing as a productive skill and the use of technology in ELT.



# concurrent speakers

Abstract: HOW HA-HA CAN LEAD TO AHA

Several studies have examined the pedagogical implications and cautions concerning the use of humor in teaching. Researchers have identified that humor enhances learning. In this workshop, we will question how we can use humor effectively in our classes. The appropriate use of humor in a classroom setting will be discussed. The ways of using humor will be indicated. We will have chance to criticize ourselves whether we are one of the educators who believe their role is too serious to engage humor.

Canan Yurdakul My name is Canan Yurdakul. I am 26 years old and I have been teaching since 22. I graduated from Middle East Technical University, the department of Foreign Language Education in 2012. During my university years, I took part in a lot of ELT conferences held at METU. After my graduation, I applied to European Union Programs, and I went to Italy as a Comenius assistant. When I came back, I applied to METU Development Schools and taught young learners there. Now, I have been working in UTAA for 3 years and studying in GAZ University for my master degree. I am really into teaching English and developing myself in my field. I feel the beauty of teaching every day. My favorite quote about my profession is: "Those who know, do. Those that understand, teach."



Abstract: MELTing Activities

This presentation attempts to share with the participants my ideas and suggestions in applying "Warmers and Coolers" in our teachings. They both have different functions in the lessons. Warmers are the useful tools to be able to have a fresh start at the beginning of the lessons, and coolers are the "book-end" activities of your lessons. For each, there are three basic features that should be kept in mind. They need to be quick (ideally 5-10 minutes). They need to be related to the topic, and they need to be fun. It is hoped that this presentation would help create an awareness about the importance of using warmers and coolers in the class to motivate our students more easily than before by changing the tone of the lesson and raising the energy in the class. Those already familiar with warmers and coolers will be provided a chance to refine and question the methodology involved at the beginning of the presentation. Then some suggested and useful tips to use these activities will be provided in the sample activities.

Aslihan AKIN

I am Aslihan AKIN. I was born in Switzerland in 1983. After my family came back to Turkey, my story started in Sinop in terms of education and went on there until I graduated from Sinop Anatolian High School. Then I came to Ankara for higher education. I graduated from Gazi University ELT Department in 2007. I started working in ELT by tutoring and working for private courses when I was a student. After graduation, I continued to work for private courses. Finally, I have been working for UTAA for five years since 2011. I like teaching English. I believe the ultimate satisfaction hides behind the sincere smile of an achieved student.



Türkan KAPLAN received her BA in English Literature from Ankara University, Faculty of Humanities and Letters, Ankara and had her MA in Anglistik (English Literature) from Vienna University in 2012. As a 2004 graduate of Ankara University, she has student teaching experience on the third grade level in a state school as part of her internship at the university and meanwhile had her teaching certificate from the same university. She has taught English for 9 years in both several state and private universities. Her research mainly focuses on Irish Literature and History. She published one academic book shared with Olivia Frey titled *Legal Research Article Abstracts* by Grin Verlag Ohg Country in 2012..

She has been an instructor of English at the University of Aeronautical Association since 2012.



Abstract: Culture Vulture

The need to integrate culture and its teaching into foreign language education is not a new debate. However, for some

reasons, it is not easy to apply it into language classes. The aim of this presentation is to show some ways of implementing culture into language classes which might help you achieve this, by using some activities and authentic materials concerning cultural events/celebrations in the UK. This workshop will briefly offer both theory and practice parts at the advantages of implementing the culture of the target language in the teaching atmosphere, and the way it makes the students learn a second language in an interactive and creative classroom environment with the suggested lesson notes and materials.