

**MLD Talks VI**  
**June 19, 2017**  
**Abstracts**

Opening Session:  
09:15 – 9:30

Plenary session:  
09:30-10:30  
KKM A

*"Get the Students to Do It Instead: Tips on Immersive Student-Centred Content"*

Dr. Jason M. Ward

As teachers, we all know that the best way to learn something is to teach it, so if we want our students to retain and learn from our course content, we should find ways in which they can become more involved in designing, evaluating and delivering it. Instead of standing at the front in every class, we should provide regular opportunities for the students to lead the lessons. Rather than wholly basing our classes around the content of third-party sources and pre-prepared samples, we could deploy technology such as smart phones, document cameras and the internet, to use material that our students have freshly prepared in class. As an alternative to a top-down grading system, we should try to utilise aspects of self-assessment, peer-review and increased transparency in order for the students to learn more from each other and their own experiences and feedback. Instead of being restricted by the class's duration, we could deploy a CMS, forums or social media to facilitate more interaction between students beyond the class. To encourage more beneficial collaboration between our students, we might make use of carefully-tailored group-work assignments alongside their individual work. To make what the students produce feel more meaningful to them, we should seek creative alternatives to the essay that provide the students with a genuine audience such as posters, PowerPoints, and blogs, so that each student is also an expert and potential consultant on his/her particular aspect of the course content. Rather than banning technology from the classroom, we could be finding ways to deploy it in order to give our students more access to the course content, each other and the kind of apps that can assist with comprehension, composition, research, annotation and note-taking. Instead of insisting that education must be challenging rather than fun, perhaps we should entertain the notion that students can tackle more challenging material if we and their peers can help them to enjoy doing so. This presentation will elaborate on the above approach to teaching with a brief consideration of social constructionism and a discussion of some of the activities and approaches used in composition and literature classes over the years.

Concurrent session 1:  
10:45 – 11:15  
KKMB

*"The role of 'grammaring' in student writing"*

*Sinem Bür*

When evaluating student essays, are you tired of correcting the same grammar mistakes over and over again? Do you find it hard to focus on the content due to poor command of language? Do language problems make the evaluation process tiring and demotivating or do they even cause you to lose your zest? Then, this talk could shed light on how we can help students improve their language in their written work through 'grammaring', which is not teaching the grammar, but helping students to use it. However, this is not to suggest that we can observe dramatic changes; but rather, help them notice the language and reinforce it through some tasks and activities by giving some more guidance and support, which could eventually lead to more effective essays as well as happier teachers teaching with zest!

Concurrent session 2:  
10:45 – 11:15  
KKMD

*"Use of Web Tools to Add Zest to the Classroom"*

*Derem Çanga*

It is obvious that when teaching "digital natives", a term coined by Marc Prensky in 2001 referring to people who have grown up with digital technology, instructors have to find new ways to reach students. To this end, using web tools is a vital strategy instructors can make use of in foreign language classes. The use of multimedia technology "greatly cultivates students' interest and motivation in study and their involvement in class activities" (Shyamlee & Phil, 2012) and thus fosters learning. Web tools also "force educators to rethink the way we teach and learn and to transform our education practices so that we can support more active and meaningful learning" (An, Aworuwa, Ballard & Williams, 2010). This, in turn, boosts instructors' motivation and helps them to "teach with more zest".

The aim of this study was to use some of these web tools to achieve the above-mentioned effects. For this purpose, the following web tools were used in one section of the course "ENG 211 Academic Speaking Skills" in the 2016 spring term: YouTube, padlet, Kahoot, and odtuclass. A short survey

was given to students at the end of the term to understand whether the students found these tools beneficial or not and for which purposes they used them, and to collect their ideas and comments about the process. Most students thought these tools were beneficial and effective, and mentioned that they used them for different purposes. They also commented that they both learned a lot and had fun using these tools.

Concurrent session 3:  
11:20 – 11:50  
KKMB

*Let's "micro" the "macro"*

Burçin Hasanbaşıođlu

- They cannot live without checking their social media accounts in every 5 minutes.
- They find joy in switching between different technological tools all the time.
- They are quite good at using these tools.

Our students are quite fluent in today's technologies. They multi-task more and are more comfortable operating with different kinds of inputs (visual, audio, kinesthetic) rather than with text-only. Technology has surely helped these students process information quickly. However, it has, in the meantime, dwindled students' attention spans to a great extent. As Hicks (2011) claims, "because technology provides instantaneous gratification for the users, digital natives often appear to have shorter attention spans" (p. 189). With attention spans getting shorter every year, we, as educators, need to think of some other ways to present the information. We can no longer rely only on our thick textbooks and long lectures. In this talk, the presenter will introduce the concept, "microlearning", as a solution to shortening attention spans and discuss possible ways to integrate it into the MLD curricula, which may contribute a lot to instructors' zest in teaching and students' zest in learning .

Concurrent session 4:  
11:20 – 11:50  
KKMD

*"Perceptions of the use of a YouTube channel specifically designed for 211"*

Seher Balbay

The advancements in information and communication technology have revolutionized the notion of teaching and learning in terms of strategies, context, methods, etc. One of the most remarkable tools used in teaching and learning in the 21st century is YouTube, especially in language education. The literature demonstrates the needs for elaboration of the use of YouTube in educational settings

too. This mixed-method study aims to investigate students' experiences and perceptions towards the use of YouTube videos in a language education setting. 211 students were asked to fill out a survey at the end of the course on their perceptions on the drawbacks and benefits of the aforementioned YouTube channel. Instructors' roles and duties have also changed in order to catch up with 21st century innovations. To that end, this case study aims to investigate the instructors' experiences and perceptions towards the use of a YouTube channel used to present input, provide, support and discuss course material as well. The study was conducted on instructors teaching Academic Speaking Skills. The data was analyzed based on both descriptive statistics and deductive content analysis. The findings are expected to further guide educators indicating the ways to benefit from YouTube and other online video sources.

Common Session:

11:55 – 12:25

KKMA

*"ML Detox"*

Claire Özel

Well trained teachers with years of experience may still find themselves lacking confidence when facing a student who is too different from "normal", a student with who does not respond to your regular approach. While 10% of students at British universities disclose a disability, most impairments are unseen, many mild enough to be borderline; many students may even be unaware they have different needs that can affect their performance negatively. As the student appears to be failing, the teacher too may feel out of their depth, unsure what to do and fearing their own failure. However, such challenges can be handled for the benefit of all: student, teacher, peer learners, and even beyond. By understanding the needs and abilities of both student and teacher, steps forward can lead to a deeper understanding of learning processes, as well as the student's success.

Plenary session:  
13:30-14:30  
KKM A

*"EFL - Enhancing The Flavour of Learning"*

Gülfem Aslan

"Taste, Salt, Spices, Interest and Enthusiasm" are just five of the synonyms of "zest". It sounds deceptively easy to say we can be zestful teachers by just adding our enthusiasm to our teaching and by sprinkling it with a liberal helping of lively, fun and interesting activities. What is it exactly that we need to consider when creating our diets of lesson plans and designing classroom activities? Which teacher attitudes, principles and codes of behaviour are instrumental in stimulating a genuine appetite to learn as well as the belief in learners that they can actually learn more and digest it better, despite adversity? This talk aims to set out a framework for encouraging peak performance in learning that is grounded in theory, yet demonstrated by one or two mouth-watering classroom tasks and hopes to leave you with a refreshed and renewed taste for teaching.

Concurrent session 5:  
14:45-15:15  
KKM B

*"MLD Instructors' Perspectives on Their Institutional Culture"*

Elif Şeşen

The term institutional culture "helps understanding and analyzing the triggers that make an educational organization...to get structured, develop and perform" (Lacatus, 2013, p.1). It is also widely cited that a strong institutional culture contributes to job satisfaction and motivation (Belias & Koustelios, 2014). We, may, therefore, conclude that besides crucial factors such as student profile, salary and work environment, teachers who feel cultural bonds towards their institution may have more reasons for "teaching with zest". To see how MLD instructors perceive their organizational culture, a 5-Likert Scale questionnaire consisting of 20 items is adapted from Sashkin and Rosenbach's 2013 "The Organizational Culture Assessment Questionnaire (OCAQ) and collected from 32 instructors. The data is analyzed under 5 subcategories; namely "managing change", "achieving goals", "coordinated teamwork", "student orientation", and "cultural strength" as these domains are believed to be key functions that help institutions prosper. In this talk, I will dwell on the results, MLD's perceived organizational culture and suggest ways of strengthening it. The talk may finalize with a short follow-up discussion on ways or facilities that can boost MLD culture if audience would be willing to contribute.

Concurrent session 6:  
14:45-15:15  
KKMD

*"An Alternative Speaking Task for Argumentation: The Socratic Circle"*

Çiğdem Mekik

Often classroom debates and writing questions set up questions that force students to pick a side on an issue. They are asked to take a stance, generate arguments supporting their position and also to anticipate opposition and refute it. The aim is to convince the other side that the chosen stance is stronger, i.e. the one to follow. An alternative to this polarized debate set up, is the Socratic Circle or Socratic Seminar. This speaking task aims to engage students in the quest for the best answer to a question or the "truth" through cooperation rather than opposition. Students do not just push for one thesis. They are free to ask questions, express reservations, add to others' ideas and explore the issue in depth. They are expected to justify their claims with evidence from the material they were assigned. Furthermore, the discussion is led and sustained by students in the inner circle and monitored/observed by their partners in the outer circle. This provides for both listening – speaking practice as well as higher order thinking skills – evaluating the quality of arguments, evidence, language and manner of speech.

Concurrent session 7:  
15:20 – 15:50  
KKMB

*"3 Great Ways To Kill The Zest in Teaching"*

Seyhan Güneşer Göçmen

'It takes a [lot] of effort to get to know... employees individually and lead them to good and motivated performance but it takes very little effort to kill their enthusiasm [and motivation].'  
(Ware, 2013). Much has been written and spoken about enthusiasm (and motivation) in the workplace but there has been little focus on the causes of its absence yet understanding demotivation is as important in order to understand the importance of motivation. This talk will dwell on some of the most important causes that can demotivate us (teachers) in the workplace.

Concurrent session 8:  
15:20 – 15:50  
KKMD

*"Solution to ODTÜlülere's Speaking Deficiencies"*

Jason Steinberg

This presentation will address the problem that our MLD (and ODTU-wide) students suffer to various degrees from an inability to speak English. I will lay out the structural obstacles to ameliorating this problem and then plot out the structural components of a solution. Finally, I will propose a practical solution that seeks to solve this speaking problem without creating any new problems (meaning, more work for anyone else).

Closing Session:  
15:55 – 16:15