



Ege University
School of Foreign Languages

9th LEARNING & TEACHING TALKS

27-28 April 2026

***Glocalizing Education:
Bridging Research and Action***



www.ydy.ege.edu.tr

9th Learning & Teaching Talks

Glocalizing Education: Bridging Research & Action 27-28 April 2026

**Sessions for Learners and Teachers
School of Foreign Languages, Ege University**

Dear Lifelong Learners and Colleagues,

We are pleased to welcome you to the **9th Learning & Teaching Talks**, an initiative that has been running since 2018 with the aim of supporting language learners and educators through shared learning and professional exchange. Over the years, the Learning & Teaching Talks have brought together learners, educators and experts from different fields, offering a space to share experiences, insights, and classroom practices. This year, we are especially pleased to come together under the theme of “Glocalizing Education,” highlighting our collective effort to bridge global perspectives with local educational realities.

Recent developments in the global economy and technology have profoundly reshaped our ways of understanding, experiencing, and engaging with the world. These global transformations require both individuals and institutions to critically interpret their implications and adapt in informed and context-responsive ways. While global research, policies, and technological advances provide valuable perspectives for education, their direct application is not always straightforward in practice. Rather, meaningful integration requires careful consideration of local contexts, learner needs, and institutional realities. With this perspective, this year’s talks are organised under the theme **“Glocalizing Education: Bridging Research and Action.”** The focus is on how research-informed knowledge can be meaningfully translated into practice.

In this regard, the sessions aim to explore how global insights and research can be thoughtfully connected with everyday teaching and learning, while foregrounding the role of educators, learners, and institutions in shaping context-sensitive educational practices. We encourage both our students and colleagues to see this event as a platform for academic exploration and professional growth. Participating in discussions, presenting their work, and engaging with different perspectives will allow students to experience how research and learning extend beyond the classroom and contribute to their development as reflective and autonomous learners.

We hope that the 9th Learning & Teaching Talks will provide a productive environment for discussion, reflection, and professional learning. We would like to extend our sincere thanks to the Director of the Ege University School of Foreign Languages, Assoc. Prof. Ahu Selin Erkul Yağcı, the Vice Directors Inst. Timuçin Hür and Inst. Dr. Sinem Türkel, the SoFL Secretary Belgin Gençay, and the Educational Technologies Unit Officer Inst. Ayhan Gedikbaş and Ali Çakıcı for their continued support in the organisation of this event. We are also grateful to all speakers who have kindly agreed to share their expertise and experiences. Their contributions are central to the Learning & Teaching Talks.

We look forward to engaging in conversations on how research and classroom practice can inform one another in locally meaningful ways.

With our sincere thanks,

Ege University School of Foreign Languages

9th LTT Organizing Committee

Institutional Leadership

Assoc. Prof. Ahu Selin ERKUL YAĞCI, Director

Inst. Dr. Sinem TÜRKEK, Vice Director

Inst. Timuçin HÜR, Vice Director

Organizing Committee

Inst. Dr. Ferah ŞENAYDIN

Inst. Harika TUNCER

Inst. Dr. Eren ALKAN

Secretariat and Technical Support

Belgin GENÇAY

Inst. Ayhan GEDİKBAŞ

Ali ÇAKICI

Contact

egecpdu@gmail.com

Aims

“Learning & Teaching Talks” is an event that brings together the key stakeholders of the learning process—learners, educators, and teacher candidates—and offers a platform to develop broader and more critical perspectives on language learning and teaching. The event aims to empower us not only as learners but also as active contributors to the academic community, providing opportunities to share our experiences, present our ideas, and engage in dialogue through talks, panels, and poster sessions. At the same time, through inspiring talks, interactive workshops, and collaborative discussions, the sessions create a space for educators to exchange perspectives, reflect on practice, and foster meaningful professional and academic collaboration.

Procedures

- The audience targeted by the speakers is indicated in the program under each session as follows:

(L) – Learners (T) – Teachers (L&T) – Learners and Teachers

- The talks will be held on site at the School of Foreign Languages, Ege University in English, or Turkish, and the language information about each session can be found in the program below.
- There is no registration fee for the event.
- Pre-registration is not required but participants need to follow the announcements on ydy.ege.edu.tr to be informed about the venue.

LTT PROGRAM

Date / Time	Session Title	Target Audience	Venue
27 April 2026 Monday 10:00-10:45	Ege University Rector Prof. Dr. Musa Alcı SFL Director Assoc. Prof. Dr. Ahu Selin Erkul Yağcı <i>Opening Remarks</i> Inst. Dr. Ferah Şenaydın Inst. Harika Tuncer, MA <i>The Glocal Perspective: Navigating the Future of Education</i>	Learners Instructors	Conference Hall
During the entire event	Learner Poster Presentations <i>Display</i> Online Interactive Game	Learners Instructors	Foyer Area Online

27 April 2026 Monday 11:00-11:45	Prof. Dr. Zeynep Köylü <i>Yapay Zekâ Çağında İngilizce Kime Ait? Dil, Kimlik ve Öğrenci Hareketliliğine Yeni Bir Bakış (M. Teams Online)</i>		Learners Instructors	Online
27 April 2026 Monday 12:00-12:45 <i>Concurrent Session</i>	(1) Assoc. Prof. Dr. Ö. Sürel Karabilgin Öztürkçü Psy. Dr. Duygu Kandemirci Bayız Res. Asst. İlkem Gökçe <i>Psikodramanın Yükseköğretiminde Kullanımı</i>	(2) Nihan Şahin, MA <i>Developing Self-Regulatory Capacity in Vocabulary Learning: Bridging Theory and Practice</i>	(1) Instructors (2) Learners	(1) Library (2) Conference Hall
27 April 2026 Monday 13:30-14:15	Nilgün İner, MA <i>Owning the Language Beyond Perfection</i>		Instructors	Conference Hall
Date / Time	Session Title		Target Audience	Venue
28 April 2026 Tuesday 10:00-10:45 <i>Concurrent Sessions</i>	(1) Nuray Gowans, MA <i>Küresel Politikaların Eğitim Ortamlarına Etkisi</i>	(2) Sinem Atamsoy Koşar <i>Global Skills for Academic Achievement and Future Readiness</i>	(1) Instructors (2) Learners	(1) Meeting Room 2 (2) Conference Hall
28 April 2026 Tuesday 11:00-11:45 <i>Concurrent Sessions</i>	(1) Dr. Fulya Çolak <i>From Feedback to Action: How Teachers Turn Feedback into Pedagogical Decisions</i>	(2) Dr. Eren Alkan <i>Coffee, Chaos & English: Surviving Prep Class in 2026</i>	(1) Instructors (2) Learners	(1) Meeting Room 2 (2) Conference Hall
28 April 2026 Tuesday 12:00-12:45 <i>Concurrent Sessions</i>	(1) Inst. Burak Çavuş, MA <i>Glocalizing Quality: Exploring the Gap Between Western Models and Local Accreditation Efforts</i>	(2) <i>Learner Poster Presentations</i>	(1) Instructors (2) Learners	(1) Library (2) Foyer Area
28 April 2026 Tuesday 13:30-14:15	Dr. Simon Mumford with Şebnem Kartal Büyüközer, MA & Tuğçe Uğraş <i>Teacher Research under Difficult Circumstances: Two Illustrative Studies</i>		Instructors	Conference Hall
28 April 2026 Tuesday 14:30-15:15	Inst. Emrah Geniş, MA <i>Maximizing Student Output: A Demand High Approach to Classroom Interaction</i>		Instructors	Conference Hall

LTT Presenters & Abstracts



Prof. Dr. Zeynep Köylü

Zeynep Köylü, İsviçre Ulusal Bilim Vakfı (Swiss National Science Foundation) profesörü ve Basel Üniversitesi İngiliz Dili ve Edebiyatı Bölümü'nde kıdemli araştırmacı olarak görev yapmaktadır. Araştırmaları, farklı öğrenme bağlamlarında ikinci dil edinimine odaklanmakta; özellikle yurt dışında eğitim bağlamında İngilizcenin ortak iletişim dili (lingua franca) olarak rolünü, kültürlerarası iletişimi ve öğrenene ait içsel ve dışsal değişkenler arasındaki dinamik etkileşimi incelemektedir.

Çalışmaları Language Learning, Studies in Second Language Acquisition, System ve Journal of Second Language Writing gibi alanın önde gelen dergilerinde yayımlanmıştır. Ayrıca, Avrupa Uluslararası Öğrenci Hareketliliği Ağı (ENIS) bünyesinde çalışma grubu lideri olarak görev almaktadır.

Yapay Zekâ Çağında İngilizce Kime Ait? Dil, Kimlik ve Öğrenci Hareketliliğine Yeni Bir Bakış

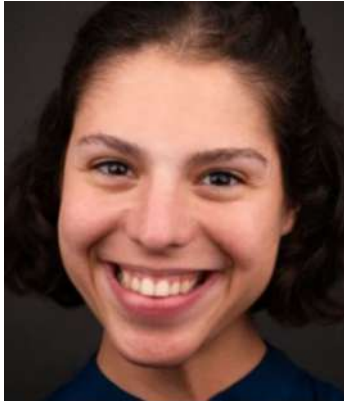
İngilizceyi hâlâ tekil, sahip olunması gereken bir “hedef dil” gibi mi algılıyoruz, yoksa onu çok dilli repertuarlarımızın bir parçası olan bir aracı dil (*mediator language*) olarak mı yeniden konumlandırmamız gerekiyor? Öğrenen perspektifinden baktığımızda, öğrenciler İngilizceyi sahiplenmekte (*ownership of English*) zorlanıyorlar (Köylü & Tracy-Ventura, 2022). Bunun temelinde de hem öğrenciler hem öğretmenler tarafından yeniden üretilen güçlü bir ana dili önyargısı (*monolingual bias*) var. Oysa bugün global bir dünyada yaşıyoruz. Yani, insanlar sadece “bir dili bilmek” üzerinden değil, parçalı, hibrit ve çoklu dil repertuarları üzerinden iletişim kuruyor (Köylü & Borrás, 2023). Bu noktada özellikle yurt dışında eğitim ve öğrenci değişim programları (*study abroad*) mitini de biraz sorgulamamız gerekiyor. Hepimizin zihninde hâlâ “ana dilin İngilizce olduğu bir ortama gidersem, döndüğümde onlar gibi konuşurum” gibi bir mit var. Ama benim araştırmam tam tersini gösteriyor: Bu ortamlarda öğrenciler çoğu zaman yoğun düzeltme ve hatta örtük bir ayrımcılıkla karşılaşılıyor; bu da dilsel gelişimden çok kaygıyı (*speaking anxiety*) besliyor. Buna karşılık, İngilizcenin bir ortak dil (*lingua franca*) olarak kullanıldığı bağlamlarda, yani kullanıcıların ana dilinin değil de ortak iletişim dilinin İngilizce olduğu bir bağlamda bulduklarında, öğrenciler hedef dil olan İngilizceyi çok daha güçlü bir şekilde sahiplenebiliyor ve bu süreç çoğu zaman çoğul dillilikle (*plurilingualism*) sonuçlanıyor. Konuşmamda son olarak, yapay zekâ (AI) meselesine değinmek istiyorum. AI dil öğrenimini “kolaylaştırıyor” gibi görünse de aslında öğrenen dilinin (*interlanguage*) o yaratıcı, deneysel doğasını bastırıyor, hatta yok ediyor. Oysa tam da o “hatalı” ya da alışılmadık üretimler dil gelişiminin en kritik parçası. Bu anlamda AI, farkında olmadan ana dili önyargısını yeniden üreten bir mekanizma hâline geliyor. Kısacası, bu konuşmada hem öğrenciler hem de öğretmenler için bu yerleşik kabulleri sarsmak, İngilizceyi yeniden düşünmek ve dil sahipliğini daha çoğul, daha kapsayıcı bir yerden kurmayı hedefliyorum.



Doç. Dr. Özlem Sürel Karabilgin Öztürkçü



Psk. Dr. Duygu Kandemirci Bayız



Ar. Gör. İlkem Gökçe

Doç. Dr. Özlem Sürel Karabilgin Öztürkçü, Ege Üniversitesi Tıp Fakültesi, Tıp Eğitimi Anabilim Dalında öğretim üyesi ve psikodrama uzman eğitmenidir. Tıp eğitiminde uzmanlık alanları; Eğitim Programları Geliştirme ve Öğretim Tasarımı, Eğitimde Ölçme ve Değerlendirme, Program Değerlendirme, Simülasyon ve Simüle Hasta ile Eğitim ve Tıp ve Sağlık Alanında İletişim Becerileridir. İzmir Psikodrama Derneği, Dr. Abdülkadir Özbek Psikodrama Derneği kurucu üyesi olup İzmir Psikodrama Dernek Başkanlığı (2019-2022 dönemi) yapmıştır. İzmir Psikodrama Günleri gibi psikodrama etkinliklerinde grup yöneticilikleri, bilimsel kurul ve düzenleme kurulu üyelikleri vardır. Psikodrama alanında çok sayıda kapalı ve açık özellikli eğitim ve kişisel gelişim grup çalışmaları yürütmüştür. Özellikle psikodrama çalışmaları kapsamında iletişim becerileri ve psikolojik durumlara yönelik çalışmalar gerçekleştirmektedir. Psikodrama araştırmalarına yönelik makaleleri ve kongre sözlü bildirimleri bulunmaktadır.

Psk. Dr. Duygu Kandemirci Bayız, Ege Üniversitesi Sağlık, Kültür ve Spor Daire Başkanlığı Psikolojik Danışma ve Rehberlik Biriminde görev yapmaktadır. Lisans eğitimini Ege Üniversitesi Psikoloji Bölümünde, Yüksek Lisans eğitimini Ege Üniversitesi Klinik Psikoloji Ana Bilim Dalında, Doktora eğitimini ise Ege Üniversitesi Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık Anabilim Dalında tamamlamıştır. 2009 yılından bu yana Ege Üniversitesi'nde üniversite öğrenci ve personeline bireyle ve grupla psikolojik danışma hizmeti sunmaktadır. Ayrıca 2016 yılından bu yana, çeşitli üniversitelerde Afet ve Travma Psikolojisi, Klinik Görüşme ve Gözlem, Bireyle Psikolojik Danışma Uygulamaları, Çocuk Ergen Psikopatolojisi derslerini yürütmüştür. Akademik çalışma alanları arasında genç ve yetişkin ruh sağlığı, travma psikolojisi, bilişsel davranışçı terapi, psikodrama, beyin-beden temelli yaklaşımlar ve öz-belirleme kuramı yer almaktadır. Türk Psikologlar Derneği İzmir Şube Travma Komisyonu bünyesinde çeşitli travmatik olaylarda destek sunmaktadır.

Ar. Gör. İlkem Gökçe, Hacettepe Üniversitesi Diş Hekimliği Bölümü mezuniyetinin ardından başladığı Ege Üniversitesi Tıp Fakültesi Tıp Eğitimi Doktora Programına devam etmektedir. Çeşitli özel kuruluşlarda diş hekimliği görevini sürdürmüştür. Şu anda Cerrahpaşa Tıp Fakültesi, Temel Tıp Bilimleri Bölümü, Tıp Eğitimi Ana Bilim Dalında araştırma görevlisi olarak çalışmaktadır. Profesyonel triatlon sporcusu olarak ülkemizi birçok kez temsil etmiştir. Dijital araçların tıp eğitimi alanında kullanımına yönelik çeşitli akademik projelerde görev almaktadır.

Yükseköğretimde Psikodramanın Rolü: Deneyimsel ve Aktif Öğrenme

Etkili bir mesleki eğitim, özellikle bireyin profesyonel kimliğinin şekillendiği üniversite yıllarında kritik bir öneme sahiptir. Modern eğitim yaklaşımları, kalıcı ve içselleştirilmiş bir öğrenme sürecinin ancak teorik bilginin pratikle bütünleşmesiyle mümkün olduğunu vurgulamaktadır. Klasik hiyerarşik modellerin aksine, deneyime dayalı ve duyguların sürece dahil edildiği yöntemlerin başarısı gün geçtikçe daha net anlaşılmaktadır. Bu vizyonu en güçlü yansıtan yaklaşımlardan biri olan psikodrama; spontanlık, yaratıcılık ve eyleme dayalı yapısıyla öğrenciyi tüm duyularıyla sürece katan “aktif bir öğrenen” konumuna taşır. Rol oynama, aynalama ve rol değişimi gibi teknikler, öğrenciyi sadece izleyici olmaktan çıkarıp öğrenme ortamının temel bir parçası haline getirir. Bu yöntemlerle öğrenciler keşfetmeyi, bilgide derinleşmeyi; akademik veriyi görsel ve kinestetik elementlerle somutlaştırmayı deneyimlerler. Bu konuşmanın temel amacı, psikodramanın üniversite eğitimindeki dönüştürücü gücünü, kısa uygulama örnekleri eşliğinde katılımcılara aktarmaktır.



Inst. Nihan Şahin, MA

Nihan Şahin is an English language instructor and a graduate of Bilkent University, Department of English-French Translation and Interpreting (2021). She completed her Master’s degree in Teaching English as a Foreign Language (TEFL) at Bilkent University (2024). Her thesis focused on self-regulated vocabulary learning among trilingual university students. She has experience in teaching English to adult learners through online platforms and attended the TESOL 2022 International Convention in the USA, where she explored new teaching strategies and technology in language learning. Since 2022, she has been working at Bilkent University, Faculty of Music and Performing Arts, English Preparatory Program. She is especially interested in making vocabulary learning more engaging and practical. In her teaching, she designs interactive and strategy-based activities, such as “Riddle of the Week,” to support vocabulary development, to make vocabulary learning more fun and memorable. She believes learning a language is not about translating words, but about expressing meaning.

Developing Self-Regulatory Capacity in Vocabulary Learning: Bridging Theory and Practice

Recent research in second language acquisition has shifted from focusing on individual learning strategies to emphasizing learners’ capacity for self-regulation (Zimmerman, 2000). In vocabulary learning, the focus is no longer on which strategies learners use, but on how effectively they manage and control their learning processes (Dörnyei, 2005). Building on this perspective, a five-dimensional model of self-regulation has been developed, along with the SRCvoc (Self-Regulating Capacity in Vocabulary Learning) scale to operationalize and measure these capacities: commitment control, metacognitive control, emotion control, satiation control, and environmental control (Tseng, et al., 2006). Grounded in this framework, the present session translates theory into practice by combining brief theoretical input with practical exercises and gamified activities. Adopting a globalized perspective, the workshop aims to raise awareness of vocabulary learning strategies and self-regulation by connecting global concepts with learners’ local contexts. Participants engage in interactive tasks such as analyzing vocabulary and translations in media, business, and everyday life, as well as discussing personalized learning systems. The session demonstrates that integrating self-regulated learning (SRL) strategies into vocabulary instruction can enhance retention, increase motivation, and make learning more engaging.



Inst., Nilgün İner, MA

Nilgün İner is an instructor with 17 years of English teaching experience and has served as the Vice Director of the School of Foreign Languages at İzmir Bakırçay University since 2020. She received her B.A. and M.A. degrees in ELT from Uludağ University and Bahçeşehir University respectively. She also holds a CELTA certificate from Cambridge University. Before entering higher education, she worked in K–12 education for ten years and served as Head of the English Language Department for six years. She previously served as a Board Member of TESOL Türkiye, as the liaison for the Professional Promotion Council, and as an Executive Committee Member of TESOL Türkiye LAMSIG. Her professional interests include teacher emotions, reflective practice, AI-integrated teaching and learning, leadership and management skills development, mentorship, and soft skills development.

Owning the Language Beyond Perfection

In the contemporary “glocalized” classroom, foreign language learners often face an overwhelming pressure of perfectionism. This pressure emerges from multiple fronts: the polished narratives of international textbooks, the flawless outputs of artificial intelligence, and the idealized digital lives curated on social media. When learners feel they cannot compete with these “perfect” versions of English, they often experience a disconnection from their own linguistic identity, leading to increased anxiety and a lack of psychological safety. This session proposes a shift toward language “ownership” by moving intentionally beyond the pursuit of perfectionism. The presenter will explore how educators can bridge the gap between idealized global resources and the students’ complex social, personal, and future professional realities. By introducing a framework for material adaptation and a suite of low-stakes, classroom-based routines, this talk demonstrates how to prioritize authentic learner agency over robotic accuracy. Participants will leave with a practical toolkit designed to transform the classroom into a safe space where the student’s unique, “imperfect” human voice is celebrated. The aim is to empower learners to move from passive acquisition to active, authentic ownership of the language in a rapidly changing educational landscape.



Nuray Gowans, MA

Nuray Gowans, lisans eğitimini Pamukkale Üniversitesi Eğitim Fakültesi’nde, yüksek lisansını ise Maltepe Üniversitesi’nde tamamladı. Milli Eğitim Bakanlığına bağlı okullarda öğretmenlik yapmasının yanı sıra İstanbul İl Milli Eğitim Müdürlüğü ile Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü bünyesinde; mesleki gelişim ve yabancı uyruklu öğrencilerin eğitimi alanlarında görev aldı. Yaratıcı Drama, Sınıf Yönetimi, Doğada Öğrenme ve Sosyal Duygusal Öğrenme alanlarında eğitici eğitimleri verdi; göçmen çocukların eğitimine yönelik çalışmalarda yer aldı. Çeşitli sivil toplum kuruluşlarında öğretmen eğitimleri vermeyi sürdüren Gowans, günümüzde Özel Kemalpaşa Organize Sanayi Bölgesi Zülfü Mevlüt Çelik MTAL’de Okul Müdürü olarak görev yapmaktadır.

Küresel Politikaların Eğitim Ortamlarına Etkisi

Sunum kapsamında; “Yeni Dünya Düzeni” kavramının tanımı ve uluslararası ilişkilerdeki güç dengelerinin gündelik yaşama yansımaları ele alınmaktadır. İklim krizi, yapay zeka ve yükselen yeni güç odaklarıyla şekillenen “Batı sonrası ve çoğulcu” dönemin, ülkelerin eğitim politikaları üzerindeki etkileri incelenmektedir. Bu doğrultuda, eğitim politikalarının yeni nesilde hangi becerileri hedeflediği ve yaşanan değişimler ışığında öğretmenlik mesleğinin nasıl yeniden tanımlanması gerektiği sorusu üzerinde durulmaktadır. Mevcut öğretmen yeterliliklerinin yeni dünya düzenine uygunluğunun eleştirel bir bakış açısıyla tartışıldığı çalışmada; müfredatları uygulaması beklenen öğretmenlerin ihtiyaç duyduğu beceriler, sahadan örneklerle aktarılmaktadır. Program, katılımcıların düşüncelerini aktif olarak ifade edebilecekleri etkileşimli bir sunum yapısı planlanmaktadır.



Sinem Atamsoy Koşar

With over 33 years of teaching experience and 15 years as a learning consultant, I am deeply passionate about empowering educators, leaders, and learners to grow with confidence and curiosity. My expertise lies in teacher development, trainer training, leadership, assessment, brain-based learning, and Advanced Neurolanguage Coaching®, supporting personalised and science-informed learning journeys. During my time at Ege University in İzmir, I served as the Vice Head of the School of Foreign Languages, member of the Continuous Professional Development Unit, and exam writer. I am a founding member and former president of TESOL Türkiye and continue to contribute actively to teacher education and professional development initiatives nationally and internationally. I currently serve as a committee member at TESOL Türkiye Teacher Education and Development Special Interest Group (TED SIG) and have recently joined the IATEFL Teacher Development SIG as a committee member.

Global Skills for Academic Achievement and Future Readiness

Do you think academic success alone is enough for future readiness? We need strong global skills to succeed in our studies and in our future lives. This session focuses on how you can connect global skills to your local context, helping you become more confident and effective learners. Important skills such as communication, critical thinking, collaboration, and emotional intelligence play a key role in success. Students who can express their ideas clearly, work well with others, and understand different perspectives are better prepared for both university and real life. Critical thinking also helps students analyze information, solve problems, and make better decisions. The session also highlights self-management skills like time management, resilience, and having a growth mindset. These skills help students stay motivated, deal with challenges, and take responsibility for their learning. At the same time, developing awareness of both global and local cultures supports students in becoming active and responsible individuals in their own communities. Through simple examples and reflection, this session will help you see that global skills are not only for the future but also for your daily academic life. By developing these skills, you can become more independent, adaptable, and ready for both local and global opportunities.



Inst. Dr. Fulya Çolak

Fulya Çolak, PhD, is an English instructor at the School of Foreign Languages at Izmir Institute of Technology. She completed her PhD in English Language Education at Hacettepe University. She has over 15 years of teaching experience across primary, secondary, and higher education contexts. She holds the SIT TESOL Certificate and the TESOL Advanced Practitioner Certificate. Her research focuses on conversation analysis, teacher education, and feedback practices in video-mediated and telecollaborative learning environments. She has contributed to international research projects, including Digitask4IC, and has presented her work at various conferences. Her current research explores how pre-service teachers negotiate feedback and make pedagogical decisions in collaborative task design.

From Feedback to Action: How Teachers Turn Feedback into Pedagogical Decisions

What actually happens after feedback is given in language teacher education? While feedback is widely regarded as a key driver of learning, little attention is paid to how it is taken up in real-time interaction. This talk explores how global pedagogical constructs such as feedback are interpreted and enacted within local, interactional contexts of teacher education. Drawing on data from telecollaborative task design meetings among pre-service teachers (PSTs) from different institutional settings, the study examines how participants engage with feedback while negotiating pedagogical decisions. Rather than treating feedback as a fixed input, the analysis focuses on how it is taken up, questioned, or reshaped through dialogue. Selected excerpts from naturally occurring discussions illustrate how PSTs orient to feedback in diverse ways: sometimes overlooking it, sometimes challenging it, and at other times transforming it into concrete pedagogical actions. By foregrounding these processes, the talk argues that learning emerges not from the delivery of feedback, but from the interactional work participants do with it. In this sense, feedback becomes a site where pedagogical expectations are actively reinterpreted within local practice. The session concludes with implications for teacher education, offering ways to design feedback practices that foster engagement, critical reflection, and collaborative decision-making.



Inst. Burak Çavuş, MA

Burak Çavuş completed his Bachelor's degree in the Department of English Language and Literature at Dumlupınar University in 2006, and his Master's degree in Western Languages and Literatures at the Institute of Social Sciences of Dumlupınar University in 2009. He conducted the thesis stage of his Master's studies at the University of Minho in Portugal. In 2021, he was admitted to the PhD program in the Department of Business Administration at the Institute of Social Sciences of İzmir Kâtip Çelebi University, where he is currently continuing his studies at the dissertation stage. In 2022, he served as the Vice Director of the Distance Education Application and Research Center at İzmir Kâtip Çelebi University for one year. His areas of expertise include Western Languages and Literatures, Comparative Literature, English Language Teaching, Management and Organization, and Organizational Development. He is currently serving as the Vice Director at the School of Foreign Languages at İzmir Kâtip Çelebi University.

Glocalizing Quality: Exploring the Gap Between Western Models and Local Accreditation Efforts

In the global landscape, accreditation is often viewed as a hallmark of institutional maturity and autonomy, particularly in well-established Western universities. However, within the Turkish context, the rapid development of younger institutions has led to a predominantly top-down approach directed by YÖK. This session explores the tension between international quality standards and the “local voice” of Turkish educators. While global frameworks suggest that accreditation fosters continuous improvement, the local reality often frames it as a mandatory bureaucratic exercise. This reflection session invites participants to critically examine whether accreditation is perceived as a genuine necessity for pedagogical growth or merely an external pressure. By comparing the institutionalized traditions of Europe/US with the evolving landscape of Türkiye, we will discuss how to shift the perception of accreditation from a “passive mandate” to an “active agent” for meaningful change. How can we ensure that international standards make sense for our specific classroom realities without losing the professional agency of the educators involved?



Inst. Dr. Simon Mumford



**Inst. Şebnem Kartal Büyüközer,
MA**



Inst. Tuğçe Uğraş

Dr. Simon Mumford is an English language teacher with 40 years experience. For the last three years he has been running a teacher research course at Izmir University of Economics, where he also teaches academic writing and edits academic papers. He has published in journals including English Language Teaching Journal, Language Teaching Research and Reflective Practice.

Şebnem Kartal Büyüközer is an ESL instructor at Izmir University of Economics, Türkiye, with over 20 years of experience in English language teaching across higher education and adult learning contexts. She has extensive experience in EAP and ESP course design, curriculum development, and assessment. She holds an MA in American Culture and Literature and an MBA, and her recent research focuses on student engagement and the role of moderate movement in language classrooms. Her academic interests include communicative language teaching, learner motivation, and the integration of AI in education.

Tuğçe Uğraş is a former business development executive and a Cambridge CELTA-certified English Language Instructor at Izmir University of Economics. Her teaching approach is grounded in communicative and task-based methodologies, with a focus on helping learners build confidence and use English effectively in real-life contexts. She is currently pursuing a Master’s degree in Marketing Communications and Public Relations, with an academic interest in public opinion and consumer behavior.

Teacher Research Under Difficult Circumstances: Two Illustrative Studies

Teacher research (TR) is often portrayed as being successful under the conditions of professional mentoring, dedicated courses, sufficient time and close collaboration. Unfortunately, however, such conditions do not always exist, and this presentation reports on two TR projects carried out in “difficult circumstances”. Şebnem Büyüközer reports on a small-scale study based on the premise that maintaining attention and engagement can be challenging during long, sedentary lessons in university preparatory programs, and found that students generally perceived short, moderate physical activities as beneficial for focus, engagement, and learning, and

recommends the integration of brief, purposeful movement. Tuğçe Uğraş reports on a small-scale teacher research study to explore students' perspectives on inductive and deductive approaches to grammar learning, and found that instructional effectiveness may depend less on the method itself and more on learner readiness, preferences, and classroom context. Both studies illustrate how the teachers were able to use their agency to overcome the limitations of the context, including lack of time, limited mentor support and rather vague conceptions of TR in the institution. Their TR studies introduced innovative instructional practices, supported institutional objectives and personal teaching philosophy, while aligning with the local educational context.



Inst. Emrah Geniş, MA

Emrah Geniş is an Instructor of English and teacher trainer at İzmir University of Economics. He holds a BA and an MA in American Culture and Literature, a TESOL Certificate from Arizona State University, and a From Teacher to Trainer qualification from NILE. Since 2010, he has worked across K–12 and tertiary contexts, with a focus on learner autonomy, teacher development, and innovative practices in ELT.

Maximizing Student Output: A Demand High Approach to Classroom Interaction

This 40-minute interactive workshop highlights how Student Talking Time (STT) in language classrooms is not solely a matter of quantity, but of quality, with a broader shift toward learning-centered teaching. Moving from learner-centered to learning-centered positions student talk as an essential site for both cognitive engagement and language development. This workshop focuses on the simple tweaks to extend learner output, deepen thinking and promote more meaningful communication by drawing on principles from Demand High Teaching and Dogme ELT. Participants will examine and experience how small shifts in classroom practices and more focus on learner's own response can create conditions for deeper learning. The session offers practical, low-prep, classroom-ready strategies that can be applied across all proficiency levels – with minimum reliance of additional materials. By the end of the workshop, participants will leave with a set of adaptable techniques to promote learner output and to enable learners to communicate more effectively.



Inst. Dr. Eren ALKAN

Dr. Eren Alkan graduated from the Department of American Culture and Literature at Ege University, where he also completed his master's degree and his first doctoral degree. He later obtained his second PhD in Sociology from Rovira i Virgili University in Spain, graduating with cum laude distinction and international recognition for academic excellence. In addition to holding various administrative leadership positions, Dr. Alkan has played active roles in several strategic institutional bodies, including the Quality Commission, Accreditation Committee, Testing Unit, Program Development Unit, and the Teaching and Learning Commission. Adopting an interdisciplinary approach, he specializes in the sociology of literature, sociology of emotions, women's studies, ecocriticism, and the sociology of education. Dr. Alkan is the author of two books and numerous academic articles, and he has participated in a range of national and international projects as a researcher and consultant. He currently continues to teach at the university level and pursue research in his areas of expertise.

Coffee, Chaos & English: Surviving Prep Class in 2026

Coffee, Chaos & English: Surviving Prep Class in 2026 explores what it means to learn English as a member of Generation Z in an age defined by speed, distraction, and constant digital immersion. Framed through the lens of glocalization, this talk connects global demands such as English as cultural and economic capital with the local realities of prep-class students navigating uncertainty, pressure, and rapidly shifting identities. Moving between the everyday and the theoretical, the session draws on familiar elements of students' lives like endless scrolling on TikTok and Instagram, coffee-fueled routines, multitasking habits, shrinking attention spans, and the blurred boundaries between online and offline worlds. Within this "chaos," English is often experienced not just as a school subject, but as a source of anxiety, aspiration, and sometimes resistance. The talk also engages with broader themes such as postmodern fragmentation, the rise of AI, digital loneliness, and the spread of fear-driven narratives including conspiracy thinking. These dynamics shape how students focus, learn, and make meaning raising critical questions about attention, motivation, and the purpose of education itself. Rather than offering simple solutions, the session invites students to pause and reflect: Why am I here? What role does English play in my life? And how can I move from passive consumption to active engagement? By reframing English learning as a personal and cultural journey, the talk aims to empower students to navigate complexity, reclaim their attention, and find their own voice within the noise.



Inst. Harika Tuncer, MA

Harika Tuncer has been teaching in preparatory classes since graduating from Dokuz Eylül University (DEU), Department of Teaching English as a Foreign Language, in 2001. She obtained the ICELT (In-Service Certificate in English Language Teaching) from Cambridge in 2007–2008 during her time at İzmir University of Economics. In 2024, she earned her master's degree from İhsan Doğramacı Bilkent University with a thesis titled "*The Role of Andragogy as Perceived by EFL Instructors at a Tertiary Level.*" Throughout her career, she has worked in the Curriculum Materials Development Unit (CMDU) and co-presented sessions in collaboration with the Professional Development Unit (PDU). She has also been actively involved in Erasmus+ Training and Youth Exchange Programmes for over 10 years. Her professional interests include media literacy, leadership skills, and learning psychology.



Inst. Dr. Ferah Şenaydın

Dr. Ferah Şenaydın is an academic at Ege University, School of Foreign Languages. Throughout her career, she has undertaken key leadership roles, serving as the Project Unit Coordinator, Continuous Professional Development (CPD) Unit Coordinator, and Teacher Trainer, as well as testing consultant. Holding a Ph.D. in ELT, her academic research focuses on cognition in learning, metacognitive skills, and task design, areas in which she has published numerous articles and presented at international conferences. She is a registered AP Psychology course tutor, certified TTFL instructor and teaches various undergraduate ELT courses. As a certified European SALTO Youth Trainer, she has served as a coordinator, educational consultant and trainer for a vast array of EU funded international projects. Beyond her academic duties, Dr. Şenaydın is a founding member of the Pangea Youth Association.

The Glocal Perspective: Navigating the Future of Education

Our conference is a call to recognize the power of the “glocalized” educator. It is a space to exchange not just tools, but courage and inspiration. It is an invitation to bridge the gap between “what is researched” and “what is practiced,” moving beyond standard metrics to embrace the true essence of teaching: human connection. By bringing together researchers, trainers, and practitioners and learners, we aim to build a sustainable community that honors the past, masters the present, and shapes a future where every learner can thrive. Let us begin this journey with a shared commitment to our mission: **Develop, Empower, and Smile!**



Assoc. Prof. Ahu Selin Erkul Yağcı

Assoc. Prof. Dr. Ahu Selin Erkul Yağcı is a faculty member in Translation and Interpreting Studies at Ege University. She received her PhD from Boğaziçi University with a dissertation on the history of reading and translation in Turkey (1840–1940). Her research interests include translation history, book and reading culture, and reception studies. She is also the Director of the School of Foreign Languages.

Opening Speech

Together we are stronger!