

# ABSTRACT BOOK

DECEMBER 4, 2021  
ANKARA, TURKEY

FIP

With the support of the  
Erasmus+ Programme  
of the European Union



**FLIPPED  
IMPACT**

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# FLIPPED IMPACT CONFERENCE

2018-1-TR01-KA201 059386

KA201 SCHOOL  
EDUCATION STRATEGIC  
PARTNERSHIPS

With the support of the  
Erasmus+ Programme  
of the European Union



# FLIPPED IMPACT

## FLIPPED IMPACT CONFERENCE

### ABSTRACT BOOK

DECEMBER 4, 2021  
ANKARA, TURKEY

This conference is held as a dissemination activity of the Erasmus+ project titled Flipped Impact Project funded by the Turkish National Agency.  
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## **FLIPPED IMPACT CONFERENCE**

**December 4, 2021**

**Ankara-TURKEY**

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Dear colleagues,

The Flipped Impact Conference aims to bring together English teachers, teacher educators, academics, and researchers in many different contexts to maximize opportunities for an exchange of best innovative technology-enhanced classroom practices and scientific research on flipped learning/classrooms/instruction, blended/hybrid learning, distance education, flipped task design, the Integration of Information and communication technologies (ICT) in language teaching and learning.

The overarching priority of the conference is to address the conceptual and practical issues in English Language Teaching (ELT) and pre-/in-service teacher education regarding a variety of issues including technology integration in language classrooms, flipped learning in distance education, flipped instruction in teacher education, and flipped learning/teaching materials.

We believe it is becoming more and more important to contribute to the ongoing professional development of pre-service as well as in-service English teachers. The conference also aims to contribute to the professional development of English teaching professionals in Turkey and abroad. The conference will also provide opportunities for pre-service teachers of English, teacher educators and researchers, MA and Ph.D. candidates in the field of education and English language teaching to gain insights into new research areas in computer-assisted language learning and to network with potential research partners.

It is also an honor to host a number of distinguished plenary speakers and speakers in the concurrent sessions to present their state-of-the-art research into flipped learning, technology-enhanced instructional design, and technology-enhanced flexible learning environments. We would particularly thank Prof. Dr. Meltem Huri Baturay, Assoc. Prof. Dr. Ahmet Bařal, Assist. Prof. Dr. Jerome Bush, and Assist. Prof. Dr. Pınar Ayyıldız for their invaluable contributions to the Flipped Impact Conference.

We are looking forward to listening to our distinguished plenary speakers and concurrent session speakers whose studies will be a feast of mind for us. We hope you can have fruitful and rewarding academic exchanges and food for thought for further research. Thank you for being part of such a great professional learning experience!

On behalf of the METU Flipped Impact Project (FIP) Team

Dr. Iřıl Günseli Kaçar

FIP Conference President

## **FLIPPED IMPACT CONFERENCE PROGRAM**

**December 4, 2021**

**Ankara-TURKEY**

<b>Saturday, December 4, 2021</b>	
<b>09.30-10.00</b>	<b>Registration</b>
<b>10.00-10.45</b> <b>Lara Hall</b>	<b>Opening Speech</b> <b>Introducing Flipped Impact Project</b> <b>Dissemination of the Project Results</b>  Dr. Işıl Günseli KAÇAR
<b>10.45-11.30</b> <b>Lara Hall</b>	<b>Plenary Session 1:</b>  <b>Management of Change for Technology-Enhanced Flexible Learning: People, Process and Technologies</b>  Prof. Dr. Meltem Huri Baturay
<b>11.30-11.45</b>	<b>Coffee Break</b>
<b>11.45-12.30</b> <b>Lara Hall</b>	<b>Plenary Session 2:</b>  <b>The Future of Flipped Learning in English Teaching</b>  Assist. Prof. Dr. Jerome Bush
<b>12.30-13.30</b>	<b>Lunch</b>

13.30-14.30 Concurrent Sessions 1 Oral Presentations <b>Tunalı Hall</b>	<b>Spontaneous speaking skills in online education</b> Dr. Seher Balbay  <b>Impact of Digital Storytelling on EFL Learners' Speaking Skill</b> Metin Esen
13.30-14.30 Concurrent Sessions 1 Oral Presentations <b>Lila 1 Hall</b>	<b>Technology Integration in Academic Writing</b> Assoc. Prof. Dr. Elif Tokdemir Demirel  <b>Flipped Teaching Meets Construction Grammar: Teaching Lexicogrammar</b> Tan Arda Gedik
13.30-14.30 Concurrent Sessions 1 Oral Presentations <b>Lila 2 Hall</b>	<b>'Socially distanced' but not disconnected</b> Gökçe Ünlü  <b>EFL Teachers' Perceptions on Learner Autonomy in Online Instruction during the Lockdown Period</b> Ashhan Tuğçe Güler
14.30-14.45	<b>Coffee Break</b>

14.45-15.30 Lara Hall	<b>Plenary Session 3</b> <b>Flipped Learning in ELT within the context of Instructional Design</b> Assoc. Prof. Dr. Ahmet Başal
15.30-16.15 Lara Hall	<b>Plenary Session 4</b> <b>Flipped Learning: Philosophy, Modus Operandi, Practicum, and a Model in Use</b> Assist. Prof. Dr. Pınar Ayyıldız
16.15-16.30	<b>Coffee Break</b>
16.30-17.30 Concurrent Sessions 2 Oral Presentations Lara Hall	<b>EU Project Application and Management Procedures</b> Zafer Günal
16.30-17.30 Concurrent Sessions 2	<b>Zoom Versus Microsoft Teams and Google Meet</b> Mehmet Deniz Demircioğlu

<p>Oral Presentations</p> <p><b>Tunalı Hall</b></p>	<p><b>A Needs Assessment: Analysing the Current State of Augmented Reality as A Learning Medium in Second Language Teacher Education Program</b></p> <p>Ayşegül Okumuş &amp; Assoc. Prof. Dr. Perihan Savaş</p>
<p>16.30-17.30</p> <p>Concurrent Sessions 2</p> <p>Oral Presentations</p> <p><b>Lila 1 Hall</b></p>	<p><b>Creative Instruction for the New Generation</b></p> <p>Zeynep Arpaözü</p> <p><b>The Perceptions of an English Instructor about Flipped Learning Approach</b></p> <p>Çisem Arda</p>
<p>16.30-17.30</p> <p>Concurrent Sessions 2</p> <p>Oral Presentations</p> <p><b>Lila 2 Hall</b></p>	<p><b>The Effects of Online Education on Language Learning Anxiety and the Place of "Universal Design for Learning" Model in Online Education</b></p> <p>Ali Yıldız &amp; Sema Betül Demirezen &amp; Şevin Kaya</p> <p><b>Migration from face-to-face to online instruction: Redesigning an ESAP course in the face of a biosocial crisis</b></p> <p>Tugay Elmas &amp; Fahri Yılmaz</p>
<p>17.30-17.45</p> <p>Lara Hall</p>	<p><b>Raffle &amp; Closure</b></p>

## **PLENARY SESSIONS**

## **PLENARY SPEAKERS**

### **Prof. Dr. Meltem Huri Baturay**

Prof. Dr. Meltem Huri Baturay received Bachelor's and Master's degrees in English Language Teaching from Gazi University. She completed her PhD in the field of Computer Education and Instructional Technology at Middle East Technical University. She published many articles in highly reputable international and SSCI indexed journals and worked as a researcher at an action in COST (European Cooperation in Science and Technology) which was supported by the EU Framework Programme Horizon 2020. She also participated in TUBITAK (The Scientific and Technological Research Council of Turkey) and Erasmus+ KA2 projects as a researcher. She studies on technology-assisted language teaching, use of Augmented and Virtual Reality at Education, Distance Education, and Design of Multimedia Enriched Teaching Materials. Currently, she is working as a faculty member and the director of the Center for Teaching and Learning at Atılım University.

## Plenary Session 1

### **Management of Change for Technology-enhanced Flexible Learning: People, Process and Technologies**

Prof. Dr. Meltem Huri Baturay

Atılım University

Center for Teaching and Learning

Economic and societal influences during the first decade of the 21st century required of accessing to education through emerging technologies in both physical and virtual spaces. A shift from an industrial economy to a knowledge economy necessitated that the traditional model of instruction in higher education was not sufficient to educate today's students in a highly complex and competitive global society. There are more innovative models for learning via technology which offers scalability, flexibility and new ways of learning. With computer-supported and -mediated learning there are opportunities which enable flexibility of pace, place and mode. Technology-Enhanced Flexible Learning is the use of technology in any teaching and learning situation, from face-to-face to fully online learning. The range of activities involved in this model of learning includes everything from the basic implementation of a Learning Management System (LMS), to individual activities that utilize a specific technology, to flexible online course delivery through distance education, massive open online courses etc. Implementation of a new model like technology-enhanced flexible learning requires changes in the educational programs and course materials. Besides, it requires of some strategies to manage this cultural change which encompasses all staff in an educational organization. How to manage this change will be explained by taking into consideration of The Rogers Adoption Curve.

### **Assist. Prof. Dr. Jerome C. Bush**

Dr. Jerome Charles Bush is an assistant professor at the department of English Language Teaching at MEF University. He has been working in the field of English Language Teaching since the late 1990s and has taught in America, Turkey, and Japan. He received his Ph.D. in English Language Education from Yeditepe university. The topic of his dissertation was “A Corpus Analysis of Economic Textbooks”. In addition to the Ph.D., he holds two master’s degrees from California State University. One is in Teaching English to Speakers of other Languages (TESOL) and the other is an MBA in International Business. He has worked as a teacher, teacher trainer, curriculum designer, consultant, and examiner. He has won several awards including one for Outstanding Academic Achievement in a graduate program in 2006, and the prestigious Sally Casanova pre-doctoral award in 2008, which included a paid trip to a conference in Las Vegas where he presented his research on plagiarism. He has presented at over 20 international and domestic conferences and conducted numerous workshops and trainings throughout Turkey. He has published 2 books, 5 book chapters, 6 academic articles in international journals, and 2 magazine articles. He sits on the review board for three academic journals: the TESOL Journal, the International Journal of Applied Linguistics and English Literature, and Innovational Research in ELT. His research interests include: discipline specific formulaic language, in-service teacher training, flipped learning, and advanced writing methodologies.

## Plenary Session 2

### **The Future of Flipped Learning in English Teaching**

Assist. Prof. Dr. Jerome C. Bush

MEF University

Department of English Language Teaching

Generations are defined by behavioral differences, and today's students are unlike any that have come before them. They are far beyond the mere "Digital Natives" (Prensky, 2001) of the early 21<sup>st</sup> century and could even be termed "indigenous netizens". As such, they require new methods of instruction. Flipped learning is one such method, and it is rapidly moving from the fringes of education into the mainstream. An analysis of the research on flipped learning in ELT indicates a trajectory for tremendous growth. However, the future is uncertain, and growth should be planned carefully. This presentation will look at the beginnings of flipped learning, the expansion of the method, how it is used in ELT, and speculate on future directions. Along the way, flipped learning will be defined and some misconceptions of flipped learning will be addressed. Emphasis will be placed on the creation of the pre-class videos using some tools that are relatively new on the market with specific reviews and suggestions for cheap and easy video editing. These days, creating an engaging and effective video is easier than ever. Because the advances in technology match the learning styles of the new generation, the future of flipped learning is as bright as the morning sun.

**Assoc. Prof. Dr. Ahmet Bařal**

Dr. Ahmet Bařal, (Ph.D.) is an associate professor in the Department of Educational Sciences at Yıldız Technical University in Turkey. He worked at the English Language Teaching Department of the same university for 8 years and at Minsk State Linguistic University, Belarus for a year. He also previously served as the co-manager in the Distance Education Centers of two different universities in Turkey. His research publications and research interests include teacher education, web-based language learning and teaching, use of technology in language learning and teaching, instructional design, corpus linguistics, and language teaching materials development. He has authored and/or co-authored publications in well-known journals such as the British Journal of Educational Technology, Journal of Education and Teaching, Innovations in Education and Teaching International Journal, and Journal of Technology and Teacher Education.

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### Plenary Session 3

## **Flipped Learning in ELT within the Context of Instructional Design**

Dr. Ahmet Başıal

Yildiz Technical University

Department of Educational Sciences

Flipped learning is not a new concept as it is considered. We, educators, are always in search of ways to better serve our students in their learning trajectory. In this search, flipped learning is the rearrangement and reshaping of what we do in class and out of class to make the traditional lecture format more conducive to rich learning experiences for the learners. What makes flip learning more common and more visible is the growing availability and affordances of digital technologies. However, if we only focus on digital technologies such as video-lecture and/or lecture/screen capture, we miss the essence of it. Flip learning is all about instructional design and good design is the determinant of the success of all types of flipped learning that we can come across in the literature. It is therefore important that instructional design should be and is the main center of attention for designing a flipped course. In this talk, I will question the flipped learning approach within the context of ELT and touch upon the subject by putting critical lenses on instructional design.

**Assist. Prof. Dr. Pınar Ayyıldız**

Dr. Pınar Ayyıldız is a translator/interpreter, sociologist, teacher trainer, language instructor and holds MA and Doctor of Philosophy degrees in Educational Management. She worked as a testing member, head teacher, academic coordinator, dean of students and director of English preparatory school in higher education institutions. To date she has taught several courses in various faculties. She has worked on topics like Epistemology of Educational Sciences. She holds various academic memberships and is the reviewer/editor of international journals. She is an assistant professor of Management Information Systems Department and the director of Center of Research and Learning (CORaL) in Ankara Medipol University, Turkey.

## Plenary Session 4

### **Flipped Learning: Philosophy, Modus Operandi, Practicum, and a Model in Use**

Assist. Prof. Dr. Pınar Ayyıldız

Ankara Medipol University

Management Information Systems Department

It has been almost a decade since Aaron Sams shared in his book entitled: “Flip Your Classroom: Reach Every Student in Every Class Every Day” in 2012 the following: ‘Students are educated in an assembly line to make their standardized education efficient. They are asked to sit in nice, neat rows, listen to an “expert” expound on a subject, and recall the learned information on an exam’. Arguably and *unfortunately*, this is still valid in a fair number of educational settings irrespective of the context. That said, the pandemic appears to have accelerated the ‘digitization’ of education, which might be influential in the relatively faster embracing of flipped systems. At this point, it can be meaningful to have a closer look at various conceptualizations of flipped learning and teaching, the relevant ways, methods and instruments as well as at on-site implications. This session aims at doing so with an addition of the investigation of an alternative model that is being experimented with in Ankara Medipol University of Turkey.

## CONCURRENT SESSIONS

### Oral Presentation

#### **Spontaneous speaking skills in online education**

Seher Balbay

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Speaking skills are among the most difficult to develop in online teaching. It is not uncommon that students tend to read scripts on their screens when presenting synchronously online or resort to ways to direct them to the content and language of their presentations when they record videos. However, spontaneous speaking requires different speaking skills, skills that do not include memorization or reciting a predetermined text. Spontaneous discussion necessitates proficiency in enabling a coherent flow through spoken English discourse markers when interacting with others, be it online, synchronous, or videotaped. The seminar activity that will be introduced in this session with its unique features that lend it to be less stress-free for students and more authentic in the context of the language classroom, stands out with its principles that emphasize reconciliation rather than refutation. Hence the session will explore the different formats the spontaneous speaking seminars can be organized in online or flipped education.

**Keywords:** spontaneous speaking, teaching speaking, online education

## **Impact of Digital Storytelling on EFL Learners' Speaking Skill**

Metin Esen

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This quasi-experimental study, done with 124 prep school students at a state university, aimed at examining if digital storytelling activities could boost these learners' competency in spoken English, and if digital storytelling had any effects on the learner attitude towards speaking. The study also evaluated the participant students and the teachers' attitude towards digital storytelling as a technique to practice speaking. The findings in the study revealed that digital storytelling actually contributed to learners' spoken performances, and students seemed to have a more positive attitude towards speaking skill with the intervention. Also, the learners regarded digital storytelling as an effective technique to practice speaking, and the teachers perceived digital storytelling tasks as successful learning material.

**Keywords:** English as a Foreign Language, speaking skill, speaking competency, digital storytelling, technology in learning English, technology in education, learner attitude towards speaking

## **Technology Integration in Academic Writing**

Elif Tokdemir Demirel

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The development of academic writing skills has become one of the most important components of university education since learner centered and project-based learning methods started to gain more importance. These kinds of educational approaches have an advantage of providing opportunities for learners to develop their critical thinking skills through the development of academic writing skills somewhat indirectly. When engaged in academic writing tasks, students also have a chance to develop their researching skills, critical thinking skills and also autonomy. In order to develop academic writing skills, learners have to develop certain other subskills such as researching on a given topic, distinguishing between relevant and irrelevant information, analyzing information, paraphrasing, summarizing, drafting, editing, revising and last but not least using language accurately. At each one of these steps, the involvement and contribution of technology cannot be overlooked. Technology integration in the teaching of academic writing skills is a factor that provides numerous opportunities for the development of learners' skills. For example, the use of corpora helps learners discover the genre from various points by exploring real samples of academic writing through concordances. In addition, there are many online writing laboratories that provide rich resources for learners. Also, the computers provide many opportunities that can be used at the stages of drafting, revising and editing that can increase students' autonomy. However, most of the technology integration in academic writing skills is not given the importance it deserves. If technology is integrated into the academic writing course from the very beginning even at the lower levels, this would benefit learners greatly. This presentation focuses on various uses of technology that can be used to develop academic writing skills and ways in which technology can be integrated into the academic writing curriculum as one of the main components.

**Keywords:** academic writing, technology integration, learner autonomy, critical thinking

## Oral Presentation

### **Flipped Teaching Meets Construction Grammar: Teaching Lexicogrammar**

Tan Arda Gedik

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Grammar teaching has always been one of the problematic areas in any type of teaching. Within the literature of flipped teaching, there seems to be no consensus on how to best teach grammar, albeit studies show that there is a positive impact of flipped teaching on grammar (Al-Naibi, 2020; Pudín, 2017). Moreover, these studies also appear to teach grammar as meaningless units and separate grammar from lexis. For many construction grammarians, however, lexis and grammar are on a gradient continuum called the lexicogrammar and grammar is just as meaningful as lexis, i.e., Subj V Obj1 Obj2 -I gave him a book- has the meaning of transfer. This new approach results in a shift in how we approach language teaching. For instance, there is ample evidence that speakers learn language in communicative contexts in and through repetition and as chunks (Goldberg, 2006; Perek, 2015). Furthermore, studies from usage-based construction grammar demonstrate that item-specificity is also an important aspect of learning a language. Based on Herbst's (2016) Pedagogical Construction Grammar, I aim to bridge the gap between flipped teaching and how we teach lexicogrammar in flipped classes by outlining several principles that one can learn from construction grammar and cognitive linguistics and suggesting new ways forward for teaching lexicogrammar.

**Keywords:** usage-based construction grammar, lexicogrammar, item-specificity

## Oral Presentation

### **‘Socially distanced’ but not disconnected**

Gökçe Ünlü

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Having been required to continuously shift due to changing conditions for quite a long time, we, as teachers, have inevitably developed new skills and shown great resilience. Recently, the newest normal seems to be ‘socially distanced’ classrooms as part of blended teaching in many institutions. Although our learners need to be physically distanced in the classroom, they still need to be socially connected to be fully engaged. This paper will focus on student engagement and interaction in the socially distanced classroom highlighting teaching and learning skills that can be transferred from face to face and online teaching along with some practical ideas to apply in the classroom.

**Keywords:** Socially Distanced Classrooms, Student Engagement, Active Learning

**EFL Teachers' Perceptions on Learner Autonomy in  
Online Instruction during the Lockdown Period**

Aslıhan Tuğçe Güler  
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Teaching English has been one of the subjects deeply affected by the lockdown and physical isolation period caused by COVID-19, and schools around the world had to switch to online instruction at short notice. Students engaged in this distance learning process with different autonomy levels; some adapted to the new learning system easily, while others felt lost and depended solely on what the teachers said. This descriptive study aims to discover the perception of English as a Foreign Language (EFL) teachers on learner autonomy levels of Turkish EFL learners during online instruction throughout the lockdown period; what the biggest barriers that blocked their students' autonomous study habits were; and what strategies teachers/ instructors followed to enhance the students' autonomy levels. In order to analyse the data collected through an online questionnaire from 66 teacher participants, a descriptive study design with a mixed method approach was adopted. Correlational analysis was performed on the quantitative data, and qualitative data was open coded with content analysis. Findings showed that Turkish EFL learners were perceived to be autonomous at a rate of 55% by their teachers during the online instruction period, and self-access materials, technology, motivation, and the affective factors played a significant role in the development, degree, and perception of autonomy in online learning.

**Keywords:** English language learning, learner autonomy, self-directed learning, lockdown, pandemic, online instruction

## Oral Presentation

### **EU Project Application and Management Procedures**

Zafer Günel

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The presentation will be about EU Educational Programmes, mainly, Erasmus+ that covers grant support in the field of education, youth and sports of the European Union. Within the scope of the program, individuals are offered the opportunity to take part in activities based on education, training, internship, professional development and non-formal learning abroad. Moreover, the presentation will cover the types of actions that individuals and institutions take part. It also includes the application and assessment procedures and also grant amounts. Talking about project management procedures, the tips on how to make a good project application, to find partners, to decide activities and so on.

**Keywords:** Erasmus+, Educational Opportunities, Project Management

## Oral Presentation

### **Zoom Versus Microsoft Teams and Google Meet**

Mehmet Deniz Demircioğlu  
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In this presentation, The Networks of Zoom, Microsoft Teams, and Google Meet will be discussed and compared. The practical sides of every network will be described during the online lessons, offline activities, homeworks, and projects. Zoom, Google Meet were practiced during last year online classes, Microsoft Teams Network is the only one that has widely been used during the online lessons by all academic staff at School of Foreign languages. Microsoft Teams is more professional than both Zoom and Google meets. However, the use of Microsoft Teams is not so practical as that of Zoom from the point of view of the use of breakout rooms or discussion rooms during pair or group workings in speaking lessons. In spite of the fact that Zoom network is practical during online speaking, writing, listening, and speaking lessons, the use of Word pad, and breakout classrooms, in giving homework, grading, and evaluation of assessments, it needs the support of Google classroom facilities. The Microsoft Teams network does not need a separate component(s) in giving homework, assignment, grading, however it is not practical in the lessons of English in terms of discussion rooms, and Microsoft powerpoint presentations. Both practical and impractical sides of each network will be put on the display in such a way as to make them clear. Some useful and practical suggestions will be given to the participants who want to use them actively and effectively.

**Keywords:** Zoom, Microsoft Teams, Google Meet, breakout rooms, powerpoints

**A Needs Assessment: Analysing the Current State of Augmented Reality as A Learning Medium in Second Language Teacher Education Program**

<sup>1</sup>Ayşegül Okumuş & <sup>2</sup>Perihan Savaş

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“Augmented Reality” (AR) can be defined as the technology which bridges the gap between real and virtual world (Azuma, 1997). This technology has found its place in a variety of fields including education (Altınpulluk, 2019). The present study aimed to describe the current state in terms of use of AR in Second Language Teacher Education Program (SLTEP). Considering these, the case study was conducted with 3 faculty members and 40 pre-service EFL teachers from a foundation university. Two surveys, one for faculty members and one for pre-service EFL teachers, including open-ended questions were employed as data collection instruments. Descriptive analysis including frequency and percentage was performed while the qualitative data were analysed with the constant comparative method (Creswell & Poth, 2016). The findings indicated that AR technologies have not been integrated into SLTEP in case and the knowledge of faculty members and pre-service EFL teachers in integrating Augmented Reality technologies into SLTEP and language skills related courses was not at sufficient level. However, prospective EFL teachers were willing to get trained in how to use AR. The implications are that prospective EFL teachers are eager to get training in how to use AR although most of them have not heard about or experienced it beforehand. For further studies, more SLTE programs can be analysed in terms of use of AR to describe the current state fully and the perceptions of pre-service EFL teachers can be explored after they get training in using AR and designing learning materials with AR.

**Keywords:** Augmented Reality, SLTEP, Needs Assessment, pre-service EFL teachers, teacher educators

## Oral Presentation

### Creative Instruction for the New Generation

Zeynep Arpaözü

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In this presentation, my general aim is to talk about my own experiences of being a practice teacher as a part of the Flipped Impact Project and how my journey extended to my professional life as an ESL instructor. However, I would especially like to provide an in-depth discussion about my perspective on implementing creativity in teaching. Being into the illustration industry in addition to teaching, I am forced to be creative everyday. The FIP was a huge opportunity for me as it enabled widely creative grounds for self-improvement and discovery. In my current workplace, I am expected to find and construct games and activities for my students not to merely learn linguistic formulas but to experience language through all their communicative channels. This expectation matches greatly with the work I did during my practice teaching days. Thus, this presentation will be a brief history of what I achieved and earned from the FIP and how it extends to my profession, workplace, students and even co-workers.

**Keywords:** creativity, flipped lessons, new teaching methods, adapting instruction to new generation

## Oral Presentation

### **The Perceptions of an English Instructor about Flipped Learning Approach**

Çisem Arda

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The outbreak of COVID-19 has enhanced the digitalization of education, which has fostered the functionality and the practicality of Flipped Learning (FL) in both online and offline classrooms. FL is an innovative pedagogical approach that promotes autonomous learning via pre-class activities and allows the learners to be more productive during the class hour by dealing with the activities, requiring higher-order thinking skills based on Bloom's Taxonomy. Since FL is a relatively new approach, and there is a research gap in the area of pre-service teachers' conducting flipped lessons in online classes and its contribution to their teacher identity, this paper intends to fill that gap. This study aims to explore the perceptions of an English instructor about FL. The paper presents the instructor's experiences as she conducted online flipped lessons while being a METU pre-service English language teacher in the 2020-2021 academic year and its effect on developing her professional teacher identity.

**Keywords:** Flipped Learning Approach, Teacher Identity

## Oral Presentation

### **The Effects of Online Education on Language Learning Anxiety and the Place of "Universal Design for Learning" Model in Online Education**

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Online education has become the most common way of education during the pandemic. However, both students and teachers have experienced some difficulties while adapting to this unexpected situation. In the literature review, it was seen that learning through online platforms caused language learning anxiety among undergraduate university students. The sources of anxiety that influence the acquisition of certain specific language skills such as reading, writing, listening, speaking, and language knowledge. With this project we plan to reveal whether online education has an effect on the anxiety levels of undergraduate university students in the foreign language preparatory class. If it has, we plan to detect the most common causes of language learning anxiety among students in online preparatory class at METU, and suggest solutions to reduce this anxiety's negative effects by using the data that we will collect from students and instructors. The aims of this study are (1) to reveal whether learning through online education has an effect on the anxiety levels of undergraduate university students in the foreign language preparatory class at METU, (2) to investigate and comprehend the fundamental difficulties and issues that contribute to online foreign language learning anxiety faced by students in the foreign language preparatory class at METU, (3) to show the positive and negative effects of online education on foreign language learning, and (4) to suggest solutions to reduce the foreign language learning anxiety of students in METU Preparatory School.

**Keywords:** Online education, language learning, anxiety, universal design

## Oral Presentation

### **Migration from face-to-face to online instruction: Redesigning an ESAP course in the face of a biosocial crisis**

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Faced with the greatest disruption in modern times, educational systems around the world are trying to do their best to respond to the educational implications of the COVID-19 pandemic in the most effective way possible. This case study aims to find out how an ESAP course for law students at a foundation university in central Turkey copes with the challenges of the obligatory migration from face-to-face instruction to online instruction, and whether there is a need for curriculum renewal. In the investigation of the needs of the curriculum renewal for online instruction, we focused on data collected through document review, questionnaires, and interviews as part of needs analysis and environment analysis for the identification of the revisions needed in each domain of the curriculum design process. Our findings point to major revisions in format and presentation, monitoring and assessment, and evaluation with minor revisions in content. The study also found that teachers are in urgent need of pedagogical and technological support and training to better cope with the consequences of the migration.

**Keywords:** Online instruction, course renewal, language curriculum design

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