

2019-2020 Academic Year Fall Semester Common Time Sessions

WEEK	DATE & TIME	PRESENTER	TITLE	BRIEF INFO
2	03.10.2019 14:45- 16:30	Nazan Özçınar Sirel & Ezgi Öner	Having fun with grammar	Grammar is the backbone of a language which needs to be presented and practised in class. Presentation is the stage at which students are introduced to the form, meaning and usage of a new piece of language. Teachers cannot not skip this stage if they wish to have their students grasp the necessary items of language. However, if they want their students to understand how to use that language item they need to use various ways of practice activities in class which suit their students' interest and their own teaching style. Therefore, students need to be provided with opportunities of practice activities that engage them with the target language in order to be succesful language users.
3	10.10.2019 09:00- 10:30	Nazan Özçınar Sirel & Ezgi Öner	Having fun with grammar	Grammar is the backbone of a language which needs to be presented and practised in class. Presentation is the stage at which students are introduced to the form, meaning and usage of a new piece of language. Teachers cannot not skip this stage if they wish to have their students grasp the necessary items of language. However, if they want their students to understand how to use that language item they need to use various ways of practice activities in class which suit their students' interest and their own teaching style. Therefore, students need to be provided with opportunities of practice activities that engage them with the target language in order to be succesful language users.
3	10.10.2019 14:45- 16:30	Gulcin Cosgun	Speaking swapshop	This session will provide the participants with the opportunity to create a checklist for teaching speaking skill effectively and share their experiences/activities with each other and reflect on these practices referring to this checklist.

4	17.10.2019 09:00- 10:30	Gulcin Cosgun	Speaking swapshop	This session will provide the participants with the opportunity to create a checklist for teaching speaking skill effectively and share their experiences/activities with each other and reflect on these practices referring to this checklist.
4	17.10.2019 14:45- 16:30	Tugba Yıldırım	Releasing Tech Power: Savvy Teachers Go Paperless	In this session, participants will be introduced some practical Web 2.0 tools that can be implemented into their instruction. Focusing on the advantages of these tools for language teaching and learning, they will leave equipped with applicable ideas to make technology part of their regular teaching practice.
5	24.10.2019 09:00- 10:30	Tugba Yıldırım	Releasing Tech Power: Savvy Teachers Go Paperless	In this session, participants will be introduced some practical Web 2.0 tools that can be implemented into their instruction. Focusing on the advantages of these tools for language teaching and learning, they will leave equipped with applicable ideas to make technology part of their regular teaching practice.
6	31.10.2019 14:45- 16:30	Sinem Altuğ	Gamification in the classroom	The aim of this session is to give some ideas about the use of gamification in classroom. The participants will be involved in the activities to be done during the session.
10	28.11.2019 09:00- 10:30	Sinem Altuğ	Gamification in the classroom	The aim of this session is to give some ideas about the use of gamification in classroom. The participants will be involved in the activities to be done during the session.
10	28.11.2019 09:00- 10:30	Elmas Onbaşı Gül	Metacognition in Practicum: A Self- Reflective Writing Study	In this session, the participants will be provided with the benefits of self-reflection writing data which I conducted during 2018-2019 academic year in my classes. The aim of this presentation is to share the data of positive effects of reflective writing in students' language learning and how reflective writing contributes to develop students' metacognitive skills.
11	05.12.2019 14:45- 16:30	Elmas Onbaşı Gül	Metacognition in Practicum: A Self- Reflective Writing Study	In this session, the participants will be provided with the benefits of self-reflection writing data which I conducted during 2018-2019 academic year in my classes.

				The aim of this presentation is to share the data of positive effects of reflective writing in students' language learning and how reflective writing contributes to develop students' metacognitive skills.
12	12.12.2019 09:00- 10:30	Mine Onan	Why Words Matter: The role of learners in vocabulary acquisition	“Vocabulary learning is one of the major challenges that foreign language learners face during the process of learning a language” (Ghazal, 2010). As many of learners do not possess sufficient mastery of the strategy repertoire, they have difficulty finding proper words and phrases. Graves’ (1987, cited in Lawson & Hogben, 1996, p. 106) suggests that it should be sensible to encourage learners “to adopt personal plans to establish their vocabularies over time” taking into account that the largest part of the vocabulary learning task is done independently by learners themselves. Moreover, studies that examined the amount of word acquisition from context showed that only a small number of L2 words can be ‘picked up’ from exposure to texts without any subsequent vocabulary practice. The session explores the perceptions of Scola students on vocabulary learning, the kinds of strategies they employ and suggest tasks which will contribute to their autonomous learning experiences as well as productive vocabulary knowledge.
13	19.12.2019 14:45- 16:30	Mine Onan	Why Words Matter: The role of learners in vocabulary acquisition	“Vocabulary learning is one of the major challenges that foreign language learners face during the process of learning a language” (Ghazal, 2010). As many of learners do not possess sufficient mastery of the strategy repertoire, they have difficulty finding proper words and phrases. Graves’ (1987, cited in Lawson & Hogben, 1996, p. 106) suggests that it should be sensible to encourage learners “to adopt personal plans to establish their vocabularies over time” taking into account that the largest part of the vocabulary learning task is done independently by learners themselves. Moreover, studies that examined the amount of word acquisition from context showed that only a small number of L2 words can be ‘picked up’ from exposure to

				texts without any subsequent vocabulary practice. The session explores the perceptions of Scola students on vocabulary learning, the kinds of strategies they employ and suggest tasks which will contribute to their autonomous learning experiences as well as productive vocabulary knowledge.
14	26.12.2019 09:00- 10:30	Deniz Kılavuz	Using TED-Ed video lessons in EFL classrooms	In this session, the participants will have the opportunity to explore and discuss about the implementation of technology in teaching and learning, in particular through TED-Ed (Lessons Worth Sharing) video lessons, a platform that unites learners and teachers from around the world on different topics and purposes, offering a variety of benefits. A follow-up discussion will be held at the end of the session.
15	02.01.2020 14:45- 16:30	Deniz Kılavuz	Using TED-Ed video lessons in EFL classrooms	In this session, the participants will have the opportunity to explore and discuss about the implementation of technology in teaching and learning, in particular through TED-Ed (Lessons Worth Sharing) video lessons, a platform that unites learners and teachers from around the world on different topics and purposes, offering a variety of benefits. A follow-up discussion will be held at the end of the session.
16	Throughout the course	Kezban Altuntaş	Reading Club	Reading club aims to allow participant instructors to become a community of learners by reading and discussing professional literature on the dynamics of classroom communication. Through reflective dialogues, participants will have opportunities to think about and reflect on their current practices and tendencies. They will also have the chance to interact with one another to hear different perspectives on effective classroom communication conducive to creating partnership within their classrooms. Sessions will be held biweekly starting from week 3 and the method of post-reading-idea-sharing will be decided together with the participants.