TEACHERS RESEARCH!

ISTANBUL 2016

IATEFL ReSIG / Bahçeşehir University
International Conference
24 – 25 June 2016, Beşiktaş Campus, Istanbul

www.iatefl.org • secure.iatefl.org/events/

iatefl

Re
IATEFL Research SIG

BAU
Bahçeşehir University

A Member of BAU GLOBAL

Turkey
Discover
the potential

BAU
Bahçeşehir University

Teachers Research!
İstanbul 2016

We are proud to present the second event in Turkey with and for you. This year we are holding the conference in İstanbul with a special contribution from the hosting institute, Bahçeşehir University, which is located on a pleasant campus by the Bosphorus. We have a variety of topics and fascinating plenary speakers who will be highlighting recent developments in teacher research with a focus on different aspects of research engagement.
Topics range from doing to mentoring teacher research.

A development from last year is that we will be offering workshops on different aspects of teacher research; these will draw on experiences from Turkey and beyond.

24 June, 2016 Friday 13.00
Judith Hanks, Leeds University, UK
• Exploratory Practice: practitioners researching practice/practising research

25 June, 2016 saturday 10.00
Anne Burns, University of New South Wales, Australia (to connect live from Australia)
• Looking to the future for action research

25 June, 2016 saturday 10.15
Derin Atay, Bahçeşehir University, Turkey
• Collaborative Action Research: A Way of Closing the Gap between Research and Practice

25 June, 2016 saturday 13.30
Mark Wyatt, University of Portsmouth, UK
Kenan Dikilitaş, Bahçeşehir University, Turkey
• Learning research-mentoring

25 June, 2016 saturday 17.00
Richard Smith, Warwick University, UK
• Recent developments in teacher-research

Exploratory Practice:
PRACTITIONERS RESEARCHING PRACTICE/PRACTISING RESEARCH

Teacher research has long been recommended as a fruitful avenue for the field of English language teaching. Yet recognition of the value of practitioners researching their own practices has only recently come to the fore. As 'impact' is increasingly a guiding force, the need for sustainable, collaborative, culturally sensitive research has been recognized. But what might it actually look like? One recent development that addresses these themes is Exploratory Practice (EP). The EP principles of working for understanding, of involving everyone in a collegial, enterprise, and of avoiding burn-out by incorporating research and pedagogy, offer a mutually beneficial way for practitioners (teachers, trainers, and learners) to investigate their practice while prioritizing Quality of Life. In this talk, I will consider the themes of sustainability, relevance and impact in teacher research. I will discuss the ways in which practitioners can begin to research issues relevant to their classrooms. Drawing on the experiences of setting up a Teacher Research Network in Turkey and beyond, I argue for the need to trust practitioners to puzzle deeply about their language learning/teaching experiences, and to trust them to find ways of using normal pedagogic practices as investigative tools. Our puzzlement, and our developing understandings as we worked and researched our practices together, afforded opportunities to forge links with practitioners, at home and in other countries, who were grappling with similar issues. I conclude that the field needs to trust practitioners to work seriously for understandings that are relevant to classroom practice; to trust that they can and will do valuable research; and to trust that they can negotiate the complex intercultural issues that they find.

Dr. Judith Hanks
Leeds University, UK

Collaborative Action Research:
A Way of Closing the Gap between Research and Practice

The divide between research-policy-practice in education is a well-known phenomenon; teachers in general rely on their tacit knowledge rather than on research to underpin their practice whereas researchers lament the lack of uptake by teachers and other school practitioners in putting their research findings into practice. Action research, an important aspect of teacher development, is actually a way of narrowing the gap between these variables. It involves interaction between research on practice and the actual practice with the aim of improving teaching and learning. Action research is a systematic investigation into a teacher's own practice; it is a process during which teachers pla n, act, observe and reflect upon what happens in order to learn from it and they need to reference data to inform improved practice. Referring to research and using it for their own purposes is not an easy task for teachers and they need support to form the link between the theory and practice. Nearly half a century ago, Lawrence Stenhouse advocated legitimizing classroom research to fit alongside conventional academic inquiry in addressing pressing problems arising from gaps between research, practice and professional development. This talk aims to extend the precepts and principles suggested by Stenhouse and present how these were applied in collaborative action research studies conducted in Turkey. Collaboration between university, pre- and inservice teachers formed the basis of action research which was not only highly useful to practitioners but also added to the knowledge base of researchers.

Prof. Dr. Derin Atay
Bahçeşehir University, Turkey
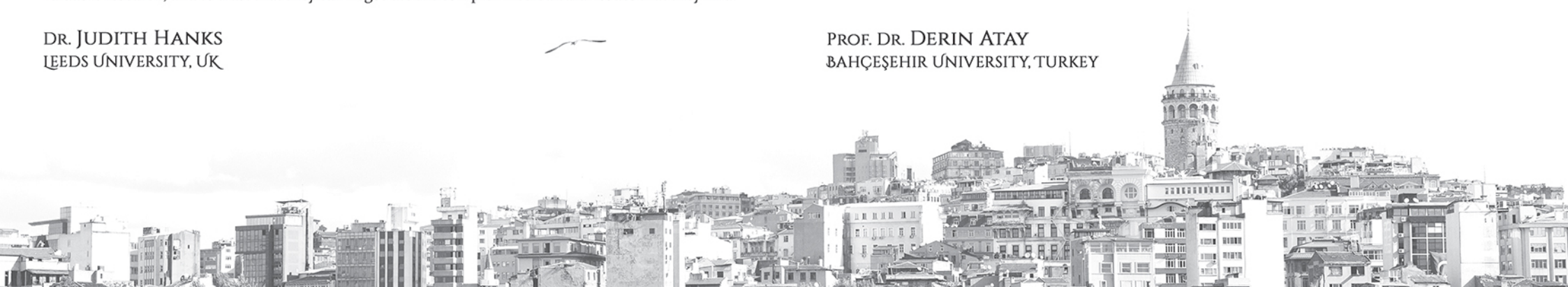
Looking to the Future for Action Research

In recent years I have been closely following the exciting action research developments that have been happening in Turkey through attending the last two conferences associated with the IATEFL ReSIG. In my virtual interaction with some of this year's plenary speakers. I will reflect on what has been achieved and suggest some possibilities for further innovations in action research, based on my contacts in Turkey and on research conducted elsewhere.

Prof. Dr. Anne Burns
University of New South Wales, Australia

Recent Developments in Teacher-Research

Teacher-research seems to be talked about and actually engaged in more and more these days, and both the IATEFL Research SIG and work in Turkey have been at the centre of recent developments. In this presentation I provide insights into how and why teacher-research has risen to such current prominence, emphasising the importance of the development of support groups and of new forms of discussion and sharing which did not exist before. I will also consider academic developments and remaining challenges. Overall, I aim to paint a picture of and comment on recent developments in a way which will enable participants to understand and see the significance of their own work better, and which will suggest directions for further collaborative work.

Assoc. Prof. Dr. Richard Smith
Warwick University, UK

Learning Teacher-Research Mentoring: stories from Turkey

Teachers developing into teacher-researcher roles that can bring greater fulfilment as classroom practitioners often need to develop fresh skills and new forms of knowledge in the process. Much of this new learning is of a very practical nature. Consequently, teachers can benefit very much from mentoring in their contexts while they are 'learning researching' (i.e. learning how and why to research while doing research rather than just learning to for future reference). However, the teachers' mentors, who typically may be based in the same school/university contexts, might also be new to their roles, particularly since teacher-research is increasingly becoming more popular and there is an ever-increasing need for research-mentors. The research-mentors may thus be 'learning research-mentoring' through the process of providing it (rather than through a formal training course before they start). Learning research-mentoring presents challenges and opportunities, and in our talk we discuss these with reference to examples from the local context. We highlight how research-mentoring can provide deeply rewarding experiences for mentor and teacher alike and for the wider community, but the learning process needs support and we discuss how this can be provided.

Asst. Prof. Dr. Mark Wyatt
University of Portsmouth, UK

Asst. Prof. Dr. Kenan Dikilitaş
Bahçeşehir University, Turkey

How to carry out meaningful classroom
research with students by using 'normal'
classroom activities.

JUDITH HANKS & YASMIN DAR
UNIVERSITY OF LEEDS AND UNIVERSITY OF LEICESTER

This interactive workshop is for language teachers / teacher trainers who are interested in carrying out classroom research which is meaningful for learners and teachers alike. An overview of the Exploratory Practice principled framework, focusing on developing understanding, collegiality, and sustainability, will be provided and we will examine some examples of EP in practice. During the session, you will be supported and encouraged to work in small groups to brainstorm possible areas to research in your own contexts. By the end of the workshop, we hope you will feel more confident about carrying out your own classroom research. As a follow up, you could think about sharing your insights at the next Teachers Research conference!

Developing awareness in writing up reflection
for teacher research

KENAN DİKİLİTAŞ & SIMON MUMFORD
UNIVERSITY OF LEEDS AND UNIVERSITY OF LEICESTER

This workshop aims to discuss writing up reflections for teacher research in ways that benefit the teacher as the researcher and the audience. Several educators support the idea and the necessity of the potential benefits of writing reflections on experience. However, putting reflections into words poses challenges for the teachers. To this end, we will discuss linguistic characteristics of writing up TR as a basis for understanding these challenges. Then we will invite the audience to analyze reflective excerpts from published teacher research. There will be hands-on writing up activities relating to reflection part, followed by an opportunity for self-reflection. This workshop can benefit teachers who have done teacher research before and would like to write up a research report or paper in the future.

Workshops Themes on
24th, June

Helping teachers do research

Mark Wyatt & Seden Tüyan
University of Portsmouth and Çukurova University

When teachers engage in research, this can rewarding for themselves, their learners and their school communities. However, getting started, continuing and completing research studies can be difficult for teachers working on their own. This workshop considers ways in which teacher-researchers can be supported by their colleagues, mentors and school managers. It offers practical tips to research mentors and teacher-researchers interested in taking on mentoring roles.

Designing an Online
Techer Research Training

Aslı Sağlam
Özyeğin University

In this workshop the speaker(s) will discuss affordances of a community of online practice into classroom-based research for teacher development by showcasing the design and moderation experience in TESOL Electronic Village Online. Speakers aim to share their journey in Classroom-Based Research for Professional Development session with 232 international teacher-researchers who met online for 5 weeks to have hands on experience in different stages of classroom-based research. Different facets of this online teacher research training experience will be discussed with special emphasis on instructional design of online teacher research training (objectives, participants, moderators, and guest speakers, content, key characteristics of input sessions, and Web 2.0 tools used in these sessions) and reflection on the impact of this online training upon participants. Finally, the audience of the workshop will be invited to discuss sustainability of online teacher research training, contribution of an online community of practice to professional development of its participants and implications for future training opportunities.

Teacher-research for
difficult circumstances

Richard Smith
Warwick University

We will see how teachers in relatively difficult circumstances (teaching large classes in situations where resources are lacking, where students appear unmotivated, and so on) have nevertheless managed to engage in inquiries which have helped them understand and take action to overcome constraints, together with their students. Ways of starting and doing research which seem particularly well suited to such situations will be highlighted, and participants will actively consider how they might come up with 'rescue solutions' to understand and overcome their own difficulties.
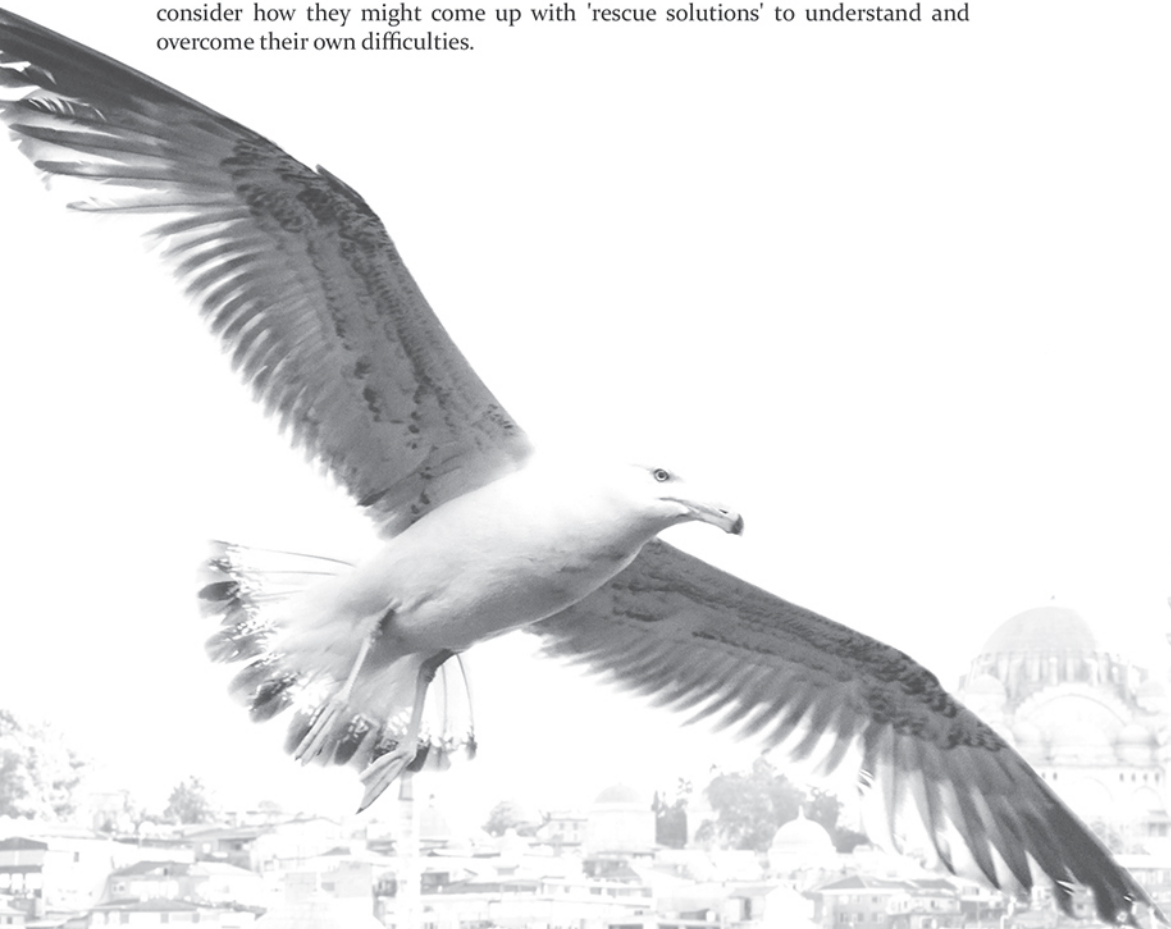
Video Enhanced Observation (VEO)
for Teacher Research in ELT

Olcay Sert
Hacettepe University

Recent research on ELT teacher development shows that reflective practice (RP) based on video-recordings of EFL classroom interaction has positive outcomes for teacher development (Walsh 2006; Seedhouse 2008; Sert 2015). Such findings also highlight the importance of video-recordings and reflective practice for teacher researchers in action (Dikilitaş, Smith and Trotman 2015). The idea of teachers' reflecting on the recordings of their classes has been around for a long time, yet, practical technological tools that could enhance this process have been limited. This workshop introduces a mobile application technology, VEO, a video tagging observation tool for continuous professional development. VEO combines rich qualitative video with quantifiable tag data and allows teachers, mentors, and observers to jump to key moments for convenient review and analysis. The workshop will introduce language teaching related tags, including foci on teacher questions, L1 use in class, and feedback practices. A discussion will follow on the practical aspects of integrating this tool into action research and continuous professional development.

The participants are encouraged to bring their IPads to try out the app during the workshop.

BAHCESEHIR UNIVERSITY BESIKTAS CAMPUS, ISTANBUL
24 June 2016, Friday

12.30 - 13.45	Main Foyer Area	REGISTRATION	
13.00 - 13.15	Fazıl Say Conference Hall	OPENING SPEECH	Asst. Prof. Sinem Vatanartıran / Director of BAU Graduate School of Educational Sciences
13.15 - 13.30	Fazıl Say Conference Hall	INTRODUCTION	Assoc. Prof. Dr. Richard Smith & Asst. Prof. Dr. Kenan Dikilitaş
13.30 - 14.15	Fazıl Say Conference Hall	PLENARY TALK 1	Dr. Judith Hanks - Exploratory Practice: Practitioners Researching Practice / Practising Research
14.15 - 14.45			COFFEE BREAK

14.⁴⁵ – 16.⁰⁰   WORKSHOPS

A 205	Judith Hanks & Yasmin Dar	How to Carry out Meaningful Classroom Research with Students by Using 'Normal' Classroom Activities
A 206	Kenan Dikilitaş & Simon Mumford	Developing Awareness in Writing up Reflection for Teacher Research
A 207	Mark Wyatt & Seden Tüyan	Helping Teachers Do Research
B 202	Aslı Sağlam	Designing an Online Techer Research Training
B 203	Richard Smith	Teacher-Research for Difficult Circumstances
B 204	Olcay Sert	Video Enhanced Observation (VEO) for Teacher Research in ELT

16.⁰⁰ – 17.⁰⁰   CONCURRENT SESSIONS

A 205 Moderator Derin Atay	Ayşe Yetkin, Atılım Uni.	Attitude of Students Towards CN (Course Networking) as an LMS
	Bengü Cilalı, Yağmur Balcı & Bernis Ünal, Atılım Uni.	The Association Between Language Classroom Anxiety and Students Success
	Feride Güven & Meltem Turan Eroğlu, Atılım Uni.	Teacher Perceptions about the Appraisal Process in the Department of Languages at Atılım University
	Hanife Kuşku, Atılım Uni.	Teaching Vocabulary Learning Strategies or Vocabulary Development: the Case of Basic English Students
	Ladan Amir Safaei, Emine Şentürk & Müge Umac, Atılım Uni.	The Impact of Flipped Classroom on Students' Learning inReport Writing Courses
A 206 Moderator Judith Hanks	Onur Ergunay, E. Osmangazi Uni.	"An Investigation on Self-Reported Reading Comprehension Puzzles of EFL Learners"
	Behice Ceyda Cengiz, B. Ecevit Uni.	An Examination of the Factors Affecting Turkish EFL Teachers' Use of Technology
	Dilek Uygun Gökmen & F. Kübra Çakır, Marmara Uni.	Turkish EFL Learners' Reported vs. Actual Use of Oral Communication Strategies
	Süleyman Sercan Yüksek, METU N. Cyprus	Exploratory Practice: Finding Insights about Learners' Reading Strategies
	Talip Karanfil, METU	Why Don't Some Students Learning English Read More in English? Or Do They?
A 207 Moderator Şehnaz Şahinkarakaş Çağ University	Kaan Uzumculer, Çağ Uni.	Encouraging Students to Participate in Class
	Mehmet Gökkaya, Çağ Uni.	Ways to Give Feedback Effectively
	Merve Adaklı, Çağ Uni.	Importance of Using Time Effectively in the Classroom
	F. Tugce Bolat, Çağ Uni.	Use of Board while Teaching English to Young Learners
	Hikmet Bozkurt, Çağ Uni.	Positive Discipline Approaches to Handle Misbehaviours in a Turkish EFL Young Learners' Language Classroom
B 202 Moderator Richard Smith	Beyza Kabadayı, Çukurova Uni.	Raising Awareness on Reading Written Instructions
	Diser Sucak, Çukurova Uni.	Using a Coursebook for Linguistics Classes
	F. Pınar Torun, Çukurova Uni.	Exploring the Role of Vocabulary Portfolios in EFL Learners' Vocabulary Learning and Retention
	Kamile Kandıralı, Çukurova Uni.	Using Recasting and Elicitation Techniques to Improve Learners' Speaking Performances during Speaking Activities
	Olga Kunt, Çukurova Uni.	Brainstorming Techniques as a Tool to Develop the Adult Students' Ideas into Well-built Paragraphs
B 203 Moderator Mark Wyatt	Müge Satar, Boğaziçi Uni.	Affect in Multimodal Electronic Feedback on Writing: Anxiety and Emotions
	Ayşegül Albe Özdemir, E. Osmangazi Uni.	A Story of Poster Monsters of ESOGU Prep Class Students
	Vecihe Kafadar, E. Osmangazi Uni.	Class Magazine: A Triggering Milestone in the Language Class
	Rukiye Eryılmaz, Gediz Uni.	English Language Teachers' Research Reticence: A Multi-case Study
	Hüsnü Gümüş & Demet Yaylı, Pamukkale Uni.	A Small Practice with Teacher-prepared Videos to Reinforce Already Studied Vocabulary Items
B 204 Moderator Kenan Dikilitaş	Zeynep Çamlıbel-Acar, Marmara Uni.	Understanding Prospective Teachers' Choices on Teaching English to Young Learners
	Cansever Güner & Derin Atay, Marmara Uni. & BAU	The Effects of Critical Reading Instruction on Pre-Service EFL Teachers' English Writing Performance
	Dilan Bayram, Gökçe Kurt & Derin Atay, Marmara Uni. & BAU	Implementation of WebQuest-supported Instruction in Pre-service English Teacher Education
	Ali Kemal Gedikli, Nihal Yıldırım & Tugce Turnalar, Marmara Uni., Bilgi Uni. & Irmak Sc.	Utilization of Microsoft OneNote for Collaborative Paragraph Writing in a Second Language Classroom
	Mehmet Boyno, Freelancer	Teacher's Role in Autonomous EFL Classroom: Teachers' beliefs vs. Practices

BAHCESEHIR UNIVERSITY BESIKTAS CAMPUS, ISTANBUL
25 June 2016, Saturday

Time	Location	Session	Details
09.45 - 10.00	Fazıl Say Conference Hall	OPENING SPEECH	Ezgi Aydemir
10.00 - 10.15	Fazıl Say Conference Hall	PLENARY TALK 2	Prof. Dr. Anne Burns - Looking to the Future for Action Research
10.15 - 11.00	Fazıl Say Conference Hall	PLENARY TALK 3	Prof. Dr. Derin Atay - Collaborative Action Research: A Way of Closing the Gap between Research and Practice
11.00 - 11.30			COFFEE BREAK

11.³⁰ – 12.⁴⁵ CONCURRENT SESSIONS

Room / Moderator	Presenter	Title
A 205 Moderator Fatma Tokoz Çağ University	Ipek Genis, Çağ Uni.	Giving Positive Feedback to Motivate EFL Young Learners in a Classroom
	A. Beyza Şahin, Çağ Uni.	Processing Varieties of Language Activities in an English Language Classroom
	Bayram Demir, Çağ Uni.	Giving Effective Instruction to Teach English to Young Learners
	Y. Emre Akyıldız, Çağ Uni.	Reducing Time Waste in English Language Classroom
	Merve Taş, Çağ Uni.	Reflecting on the Ways to Attract Students' Attention
A 206 Moderator Demet Yaylı	Merve Sofu, Çukurova Uni.	Effectiveness of Cooperative Learning on Students' Attitudes towards Listening Skill
	Neslihan Gündoğdu &Cemile Buğra, Çukurova Uni.	On the Way to Become More Effective Listeners
	Kerim Biçer, Gediz Uni.	"Helping Lower-level ESL/EFL Students with Fostering Learner Autonomy and Agency 'How Can We Help Lower Level (Language) Learners with Fostering Autonomy and Agency at Tertiary Level Preparatory Classes?'"
	Aylin Tekiner Tolu & Feyza Doyran, BAU	Pre-service English Language Teachers' Transformational Journey through School Experience
	Yasemin Kırkgöz, Çukurova Uni.	Enhancing Young Learner Memory: Impact of an Association Technique
A 207 Moderator Beril Ayman Yücel	Canan Şaban, BAU	Training Teachers for Writing Assessment: Online or Face-to-Face?
	Hüsna Yalçın & Şebnem Öztürk, TOBB	The Effect of Implementing Different Learning Techniques on Comprehension and Attitude towards Reading
	Nurhan Tütüncü & Kübranur Toplar, TOBB	Can We Really Motivate the Unmotivated?
	R. Ceren Karaca & Ceren Korkmaz, TOBB	A Map to the Wrong Direction? : The Practice of Free Writing vs Guided Writing
	Aliye Evin Yörüdü & Ece Selva Küçükoğlu, Uludağ Uni. & METU	A Reading Course Instructor Questioning Her Questions through a Two-Level Analysis
B 202 Moderator Mark Wyatt	Seden Eraldemir Tuyan, Çukurova Uni.	Some Highlights from What I Have Learnt as an Action Research Mentor
	Sabriye Şener, Muğla S. Koçman Uni.	Research Experience of Pre-service Teachers
	Yeşim Keşli Dollar & Nur Yiğitoğlu, BAU & METU N. Cyprus	Incorporating Action Research into In-service Teacher Education (INSET) Programs
	Hatime Çiftçi, Enisa Mede & Derin Atay, BAU	Action Research as a Professional Development Tool for Pre-service EFL Teachers
B 203 Moderator Zeynep Çamlıbel	Sevim Açıkgöz, İ. Bilgi Uni.	Foreign Language Anxiety and Performance of Language Learners in Preparatory Classes in Turkey
	Meryem Büşra Ünsal, Servet Çörekçioğlu & Zehra Yılmaz, Üsküdar American College, İhlas Sc. & Davutpaşa High Sc.	Expectations Vs. Reality; Students' Perceptions of A Ready-Made Course-Book Syllabus: A Needs Analysis Action Research
	Jerome Bush, Işık Uni.	Moving Forward with an Eye on the Past: A Historical Perspective of Teacher Research
	Hakan Körlü, İ. Bilgi Uni.	Using a Mobile Application for Vocabulary Acquisition and Motivation
	Bengu Gokpinar, Çağ Uni.	The Ways to Overcome Time Management
B 204 Moderator Olcay Sert	Renata Agolli, State Secondary. Ed.Santorini	Understanding Action Research through the Prism of in Vogue Educational Innovations
	Filiz Shine Edizer, BAU	Using Children's Literature to Promote Langauge Acquistion in Children
	Hüseyin Sarı & Mehmet Birgün, Ç. 18 Mart & Çukurova Uni.	Common European Framework for Continuous Professional Development
	Yonca Özkan & Aynur Kesen Mutlu, Çukurova & Medipol Uni.	Using Authentic Texts to Enhance Pre-Service Language Teachers' Pedagogical Content Knowledge in English Grammar
	Mehmet Boyno, Freelancer	Student's Role and Practice in Autonomous EFL Classroom: Teachers' Beliefs

BAHCESEHIR UNIVERSITY BESIKTAS CAMPUS, ISTANBUL
25 June 2016, Saturday

12.45 - 14.00		LUNCH	
14.00 - 14.45	Fazıl Say Conference Hall	PLENARY TALK 4	Asst. Prof. Dr. Mark Wyatt & Asst. Prof. Dr. Kenan Dikilitaş - Teacher-Research Mentoring: Stories from Turkey
14.45 - 15.00			COFFEE BREAK

15.00 - 16.15   CONCURRENT SESSIONS

A 205 Moderator Ece Sarıgül	Cemile Doğan, N. Erbakan Uni. Ece Sarıgül, N. Erbakan Uni. Ömer Türel, N. Erbakan Uni.	The Implications of Socio-Cultural Perspective on Teacher Education A Comparative Analysis of Language Teacher Education Systems of European Countries Using Metaphors in Revealing Perceptions of Multiple Choice Tests
	Arife Koç, Fatih Uni.	The Effects of Extensive Reading on Overall Language Achievement in the Foreign Language Classroom
	Chris Banister, Regent's Uni.	How Obtaining Meaningful Student Feedback and Evaluations Can Create a Space for Optimised Learning and Teacher-Researcher Development
A 206 Moderator Enisa Mede	Rhian Webb, Uni. Of South Wales	Role of Teachers' Knowledge about Grammar (KAG) in Grammar Instruction: Implications for Professional Development.
	Serpil Öz, Uskudar Uni.	ELT Teachers' Language Assessment Literacy: Perceptions and Practices
	Cansu Kıvrak, Yalova Uni.	The Effects of Different Tasks with the Same Involvement Load on L2 Word Retention
	Elif Yasemin Çilek, Zirve Uni.	Creating Willingness to Speak in Language Classrooms
	Hatice Yağcı, Zirve Uni.	From Cocoon to Butterfly: A Self-Study of a Novice ELT Teacher Educator
A 207 Moderator Sabriye Şener	Aynur Kesen Mutlu, Medipol Uni.	Turkish EFL Teachers' "Continuing" Professional Development: Attitudes, Activities and Factors
	Ertan Altınsoy & Mehmet Birgün, Çukurova Uni.	"Investigating a Teacher and a Student Personal Theories about the Qualities of Good Teacher Using Repertory Grid Technique"
	Buket Cetin & Gözde Tat, BAU	Novice & Experienced Turkish EFL Teachers' Attitudes of Reflective Thinking as an Initiator of Their Critical Thinking Ability and Their Sense of Self-efficacy Beliefs
	Mojtaba Khatami & Yusuf Kasimi, Islamic Azad & Düzce Uni.	The Relationship between Teachers' Creativity and Students' Critical Thinking among Iranian EFL Learners
B 202 Moderator Hatime Çiftçi	Hasan Savaş, Aslıhan Karabulut & Nuray Güleç, Medipol, Marmara & Ozyegin Uni.	Investigating the Factors Affecting Student Participation in EFL Classrooms: A Phenomenological Study
	Aslıhan Karabulut, Marmara Uni.	Are Teachers of English as a Foreign Language Really Interested in Professional Development?
	Bekir Özdemir, Marmara Uni.	Teachers' Perceptions of TPRS(Teaching Proficiency through Reading and Storytelling or Total Physical Response Storytelling)Technique with Different Proficiency Levels of EFL Learners.
	Sadeqa Ghazal & Smriti Singh, Indian Inst. Of Tech. Patna	Twofold Transformation: Promoting Autonomy and Teaching Speaking Skills to ESL Learners
B 203 Moderator Aylin Tekiner Tolu	Burcu Koç & Aydın Çelenk, Sakarya Uni.	Time for Action: Teacher as a Researcher
	Kaya Nur Çalışır Gövenç & Yeşim Keşli Dollar, Bilgi Uni & BAU	Gaining Insights into Preparatory School Instructors' and Students' Metaphorical Images of EFL Writing Instructors through Metaphor Analysis
	Ezgi Aydemir & Derin Atay, BAU	Effects of Semantic Mapping Strategy on the Vocabulary Knowledge of EFL Learners
	Tuğba Yıldırım, Brown Uni.	Teachers in Wonderland: Enhancing the Repertoire of Teaching Skills through Teacher-Research

16.15 - 17.00	Fazıl Say Conference Hall	CLOSING REMARK / PLENARY TALK 5	Assoc. Prof. Dr. Richard Smith - Recent Developments in Teacher-Research