

**The 4th CUKUROVA INTERNATIONAL
ELT TEACHERS CONFERENCE**

CUELT 2018

**“INNOVATIVE PRACTICES IN EFL/ESL
LEARNING & TEACHING”**

APRIL 5 – 7, 2018

Adana, Turkey

BOOK OF ABSTRACTS

Çukurova Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi A.B.D.

Bu kitabın basım, yayım ve satış hakları Cukurova International ELT Teachers Conference (CUELT) yönetim kuruluna aittir. Kitabın tümü ya da bölümü/bölemleri Cukurova International ELT Teachers Conference (CUELT) yönetim kurulunun yazılı izni olmadan elektronik, optik, mekanik ya da diğler yollarla basılamaz, çoğaltılamaz ve dağıtılamaz.

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Foreword

Dear Participants of the 4th Çukurova International ELT Teacher (CUELT 2018) Conferences,

Several micro- and macro-contextual factors (e.g. learner differences, educational policies etc.) drive the need for constant change, which in turn urges practitioners to be engaged in incessant efforts to integrate some different and novel features into their practices. As a result of these efforts, practitioners in the 21st century classrooms are conceived as innovative agents who strive for introducing novel implications based on the finite number of educational methodologies. With this in mind, the 4th Çukurova International ELT Teachers Conference is committed to bringing together ELT practitioners and academics to voice their innovative practices, share their multifaceted findings and exchange opinions about hot topics in ELT at an international forum.

As the fourth of a set of annual meetings, the 4th Çukurova International ELT Teachers Conference embraces a broad range of studies focusing on up to date trends in pre-service and in-service teacher education. CUELT-2018 has a great number of concurrent sessions selected from the largest number of proposals ever received. With the national and international presenters, CUELT 2018 promises to be very interesting and fruitful, as a three-day presentations and workshops with approximately 300 participants. By bringing together a range of academics, practitioners and pre-service teachers, the conference will hold discussions on new directions of research and discovery in English Language learning and teaching.

Given the arduous task of organizing an international conference, I would like to express my deepest gratitude to Prof. Dr. Mustafa Kibar, the rector of Çukurova University, and to Prof. Dr. Ahmet Doğanay, the dean of Faculty of Education. I would also like to express my particular appreciation to Public Affairs Office, Embassy of the United States of America for the financial support and educational materials they have provided. I thank to the other sponsors listed at the back cover of this booklet, which have made it possible to organize and carry out this international conference at Çukurova University. I also thank to all members of the Scientific Committee for their painstaking reviewing processes of the submitted abstracts and Organizing Committee for their sacrifice and contribution and thank to the members of organizing committee for their dedication to make this event happen.

I would also like to extend my sincere appreciation to our plenary speakers Prof. Dr. Dinçay Köksal, Assoc. Prof. Dr. Hacer Hande Uysal, Asst. Prof. Dr. Christine Coombe, and Dr. Nur Kurtoğlu Hooton.

Finally, I cordially thank and welcome each and every participant for their priceless contributions to our conference. I hope the 4th Çukurova International ELT Teachers Conference will prove a forum sparking interest in further research and innovation.

Assoc. Prof. Dr. Hasan Bedir
CUELT Teachers Conferences Main Chair

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Conference Program Outline

April 5, 2018 Thursday

08.30 - 09.00: Registration
09.00 – 09.15: Opening Statements
09.15 – 10.00: Plenary Session 1 (TP1)
10.10 - 11:20: Concurrent Sessions (T1)
11.20 - 11.30: Coffee Break
11.30 - 12.40: Concurrent Sessions (T2)
12.40 - 13.40 Lunch
13.45 – 14.30: Plenary Session 2 (TP2)
14.40- 15.50: Concurrent Sessions (T3)
15.50 - 16.00: Coffee Break
16.00 - 17.10: Concurrent Sessions (T4)
17.30: City Tour
19.30 Conference Dinner

April 6, 2018 Friday

08:30- 09.15: Registration
09.15- 10.00: Plenary Session 3 (FP3)
10.10- 11.20: Concurrent Sessions (F1)
11.20- 11.30: Coffee Break
11.30- 12.40: Concurrent Sessions (F2)
12.40- 13.40 Lunch
13.45 - 14.30: Plenary Session 4 (FP4)
14.40- 15.50: Concurrent Sessions (F3)
15.50 - 16.00: Coffee Break
16.00 - 17.10: Concurrent Sessions (F4)

April 7, 2018 Saturday (Workshop only)

09.30- 10.30 Workshop Session (S1)
10.45 – 11.45 Workshop Session (S2)

CUKUROVA INTERNATIONAL ELT TEACHERS CONFERENCES (CUELT 2018) PROGRAM

APRIL 5 THURSDAY

Opening Statements- Hall A- 09.00

Hall A				
Plenary Session (TP1) 09.15 10.00	Using Virtual Action Research to Facilitate Practitioner Research into Technology in Language Teaching Nur Kurtoglu-Hooton Aston University (Plenary Session)			
	*Hall A	Hall B	**Room C	Room D
Session: T1 10.10 11.20	<p>No: 09 School-based Follow-up Supervision for Professional Development of Early Language Teachers on Technology Integration (Hacer Hande UYSAL & Asuman AŞIK)</p> <p>No: 44 Mirroring the Gap between Theory and Practice: ELT Juniors' Autocriticism on Their Teaching (Gülden İLİN)</p> <p>No: 87 Instructional Videos to Develop Technological Pedagogical Content Knowledge (TPCK) of Instructors (Özge KUTLU DEMİR)</p>	<p>No: 01 An Exploration of L2 Listening Comprehension Problems across CEFR Levels (Abdullah PEKEL & Zeynep ÇAMLIBEL-ACAR)</p> <p>No: 19 The Opinions of Foreign Languages Instructors on Early Intercultural Foreign Language Teaching/Learning (EIFLT) in Faculties of Education in Turkey (Çiğdem KURT & Veda Aslım YETİŞ)</p> <p>No: 54 The Effect of Short Term Study Visit Programs on Intercultural Competence of Teacher Trainers (Kadriye Dilek AKPINAR)</p> <p>No: 70 The Role of Cultural Capital in EFL Classroom (Muhammet Salih TAŞDEMİR)</p>	<p>No: 27 Code-Switching: Teacher Code-Switching in a Foreign Language Classroom (Emel TOZLU KILIÇ)</p> <p>No: 32 Critical Pedagogy and Participatory Approach in EFL Settings (Eser ÖRDEM)</p> <p>No: 36 It was found that...: Introductory it pattern by native and non-native scholars (Fatih GÜNGÖR)</p> <p>No: 113 Effective Teacher- Student Interaction: A Conversation Analytic Approach to the Functions of Learner Code-switching (Vildan İNCİ KAVAK)</p>	<p>No: 35 The Effects of Multiple English Accents on Prospective Teachers' Listening Comprehension (Esra KURTULDU & Yonca ÖZKAN)</p> <p>No: 96 Listening in a Foreign Language: Comprehension Strategies Employed by High and Low Anxious Listeners (Safiye İpek KURU GÖNEN & Gizem BERBER)</p> <p>No: 108 Listening and Speaking Anxieties in ELT Students: A Descriptive Study (Sümeyra BAĞATUR)</p>
Session: T2 11.30 12.40	<p>No: 18 A Qualitative Look at the Importance of Academic Integrity among Turkish ELT Academics (Ceyhan YÜKSELİR)</p> <p>No: 22 Characteristics of EFL Students from a Virtue Epistemological Perspective: Dimension of Virtue Responsibility (Dinçay KÖKSAL & Ömer Gökhan ULUM)</p>	<p>No: 13 Communicative Value of Language in Pair Work in Turkish Context (Berk İLHAN)</p> <p>No: 45 Four Cs in an Adult Turkish Language Classroom (Hasan BEDİR & Özge KUTLU DEMİR)</p>	<p>No: 07 The Social Influence on the Linguistic Development of a Somali Second-Generation Child in the UK (Ashwaq ABIKAR & Shamsudin ABIKAR)</p> <p>No: 33 Framing and Gender in ELT (Eser ÖRDEM)</p>	<p>No: 10 Investigating Metaphorical Perceptions of Senior ELT Students in Practicum: Being An English Teacher (Ayşe ZAMBAK)</p> <p>No: 14 Reinventing the Role of Mentoring (Besime ERKMEN)</p>

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	<p>No: 95 The Effects of Pre-service EFL Teachers’ Self and Peer Evaluations of Their Talk on Reflective Practices (Safiye İpek KURU GÖNEN & Asuman AŞIK)</p> <p>No: 107 Professional Development Revisited: Voices from ICONFLE’17 (Sonay EZEL ACAR & Fatoş EROZAN)</p>	<p>No: 37 A Micro-Analytic Investigation of Understanding Troubles in Instruction Giving Sequences in an EFL Classroom (Fatma BADEM)</p> <p>No: 88 An Analysis of Writing Tasks in EFL Books: Navigate B1 (Özgü BAKLACI)</p>	<p>No: 73 Acculturation of Turkish immigrants: A cross-cultural study based on the movie “Almanya: Welcome to Germany” (Mustafa KAÇAR)</p>	<p>No: 92 The Mentor Training Effect from an ELT Student-Teacher’s Perspective (Rana YILDIRIM & Esra ÖRSDEMİR PANPALLI)</p>
	Hall A			
Plenary Session (TP2) 13.45 14.30	<p>Culturally Biased Language Assessment: Collectivism and Individualism Dinçay Köksal Çanakkale Onsekiz Mart University (Plenary Session)</p>			
	Hall A	Hall B	Room C	Room D
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Session: T4 16.00 17.10	<p>No: 11 Differentiated Instruction through Tutorials (B. Sonat DEMİRDİREK & Neslihan DEMİRDİREK)</p> <p>No: 74 Application of Contrastive Analysis of Wh Questions in English & Arabic to the Teaching of Wh</p>	<p>No: 23 Leaping Backward to Critical Thinking: Authentic Material Design for Young Learners (Dönercan DÖNÜK)</p>	<p>No: 51 Exploring Turkish university students’ perceptions about English and French medium instruction: Students’ achievement, motivation, and anxiety levels (Hülya FİDAN UÇAR & Adem SORUÇ)</p>	<p>No: 16 Pre-Service English Teachers’ Retrospective Reflections on Their Observations in Practicum Schools (Burcu TURHAN & Yasemin KIRKGÖZ)</p>

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	Questions structures to Arabic Native Speakers (Mutwakil ISMAIL)	No: 94 Linking Theory and Practice: A Shared Platform for Researchers and Language Teachers (Sabahattin YEŞİLÇINAR)	No: 55 Implementing English-Medium Instruction in Turkey: Teachers as Micro-Level Policymakers (Kari ŞAHAN) No: 72 The Attitudes of Stakeholders towards English Medium Instruction (EMI) Programs at Tertiary Level in Turkey (Mustafa ÇOBAN)	No: 47 Complementary Perspectives on Teacher Competencies and SLTE Programs in Turkey (Hasan Çağlar BAŞOL & Galip KARTAL) No: 63 Perceptions of Student EFL Teachers on the Qualities of an Effective Teacher: A Metaphor Elicitation Analysis (Meltem YILMAZ)
APRIL 6 FRIDAY				
Time	Hall A			
Plenary Session 3 (FP3) 09.15 10.00	Fostering Intercultural Communicative Competence in Foreign Language Writing Classrooms in Light of the Socio-cultural Theories Hacer Hande UYSAL Gazi University (Plenary Session)			
	Hall A	Hall B	Room C	Room D
Session: F1 10.10 11.20	No: 02 Cultural Intelligence and Inter-language Pragmatics Development of EFL Learners: A Case of Apology Speech Act (Adel DASTGOSHADEH & Kaveh JALILZADEH) No: 52 An Evaluation of Juncture Phonemes of If-Statements in Turkish Prospective Teachers of English (İbrahim Halil TOPAL) No: 86 The Use of Structure-based Parsing Strategies during L2 Sentence Processing: Evidence from On-line and Off-line Measures (Onur ULUDAĞ & Hatice SOFU)	No: 24 Bringing the Award-Winning World Cartoons to the Classroom (Duygu İŞPINAR AKÇAYOĞLU & Gökçe DİŞLEN DAĞGÖL) No: 31 Reducing Off-Task Behaviour with Flipped Education Methodology: An Action Research (Ertan ALTINSOY, Serkan BOYRAZ & Tolga ÇITAK) No: 106 Engaging Engineering Students in a 'Real-Life' Project in an English for Employment Classroom (Siti Katijah JOHARI, Jeannet STEPHEN, Nor Arifah MOHD NOR & Wan Hurani OSMAN)	No: 05 Are student English teachers ready for ELF accents?: Findings from a Course Book Evaluation (Ali KARAKAŞ) No: 53 Using Drama in Teaching Vocabulary (İsmail ARICI) No: 75 Literature for Children and Young Adults (Naima Akhter)	No: 59 Consumer Positive Reviews on Amazon.com (Lokman ALTUN) No: 85 A Stylistic Analysis of Two Short Stories by Chinua Achebe: "Marriage is a Private Affair" And "Civil Peace" (Oluwaseyi Anifowose) No: 116 Digital Game Based Learning vs Learning Logs (Yeliz YAZICI & Alev ERENLER)
Session: F2 11.30 12.40	No: 15 An Investigation into the Relationship between Turkish EFL Teachers' Self-Efficacy and Burnout Level (Betül TÜRKMEN)	No: 04 Alternative Technics in ESP Vocabulary Learning (Alev ERENLER & Yeliz YAZICI)	No: 30 English Major Students' Use of Language Learning Strategies (Ertan ALTINSOY, Serkan BOYRAZ & Tolga ÇITAK)	No: 60 Using Isolated and Integrated Form-Focused Instruction in Vocabulary Development in English Reading Lessons (Manolya AKYÜZ)

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	<p>No: 25 Foreign Language Self-efficacy Beliefs of Students across Different Levels at University (Duygu İŞPINAR AKÇAYOĞLU & Ömer ÖZER)</p> <p>No: 34 The Effect of Speaking Anxiety on Speaking Self-Efficacy of Children in a FLL Context (Esim GÜRSOY & Necla KARACA)</p>	<p>No: 117 Teaching Adventure of a 5th Grade English Prep Class Writing Teacher: A Case Study (Yusuf Emre YEŞİLYURT & Galip KARTAL)</p> <p>No: 99 Using Quizizz.Com to Enhance Vocabulary Knowledge for Pre-Intermediate Students (Samet BAL)</p>	<p>No: 40 Teaching Academic Writing in ELT Departments of Turkish Universities (Fatma YUVAYAPAN & Stefan RATHERT)</p> <p>No: 67 Challenges to Thesis Writing: ELT Students’ Experiences (Merve ÖKSÜZ ZEREY & Paşa Tevfik CEPHE)</p>	<p>No: 62 How Do “Extracurricular” Variables Explain Native Turkish Students’ Spelling Performances? (Melike ÜNAL GEZER)</p> <p>No: 103 The Effects of Mindfulness on Students’ L2 Speaking Anxiety and Willingness to Communicate (Serpil ÖZ & Derin ATAY)</p>
	Hall A			
<p>Plenary Session 4 (FP4) 13.45 14.30</p>	<p>Professionalizing Your English Language Teaching Christine Coombe Dubai Men’s College (Plenary Session)</p>			
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<p>Session: F3 14.40 15.50</p>	<p>No: 28 Markers of Test Anxiety (Engin E. ÖNEM)</p> <p>No: 66 A Study on Motivation and Anxiety for English Language Learners (Merve MUTLU & Gölge SEFEROĞLU)</p> <p>No: 102 EFL Teachers’ Perceptions of English Language Policy at the Elementary Level in Turkey (Şerife KALAYCI)</p> <p>No: 110 The Origin of the Power of Tests in Turkey (Tuçe ÖZTÜRK KARATAŞ & Zuhul OKAN)</p>	<p>No: 123 Facilitating Interlanguage Pragmatic Development and Application (Lyndsey REED) (workshop session)</p> <p>Turkey’s Regional English Language Office? What’s that?!</p> <p>Aycan Yaman ESEN</p>	<p>No: 68 The Effects of Exposure to Cultural Elements on Learners’ Willingness to Communicate In English (Meryem MİRİOĞLU, Mustafa BAYAR & Remzi BALCI)</p> <p>No: 93 Are Student Teachers Well Prepared to Integrate Technology in English Language Teaching?: Implications for Teacher Education Programs (Saadet KORUCU KIŞ & Kemal Sinan ÖZMEN)</p>	<p>No: 84 Investigating the Influence of Culture on the Interpretation of Meaning among EFL/ESL Learners (Oluwaseyi ANIFOWOSE & Alexandra PRIMA)</p> <p>No: 111 The Relationships between Actual L2 Self, Ideal L2 Self and Ought-To L2 Self of Turkish Students in EFL Classes (Türkey BULUT & Manolya AKYÜZ)</p> <p>No: 120 Fostering In-service EFL Teachers’ Autonomy: Challenges and Possibilities (Zübeyde Sinem GENÇ)</p>
<p>Session F4 16.00 17.10</p>	<p>No: 71 Should We Correct Errors on Papers Which will Be Cross-Marked? (Murat POLAT)</p> <p>No: 89 Raters’ Strategy Use during the Assessment of EFL Essays (Özgür ŞAHAN & Salim RAZI)</p> <p>No: 119 A Sample Action Research Project: Dealing with Problems in Speaking Skills (Zübeyde Sinem</p>	<p>No: 48 Mentor and Mentee Relationships: Expectations and Findings (Hilal ONAT)</p> <p>No: 81 Developing Learner Autonomy through the Metacognitive Learning Strategies (Nesrine GHAOUAR)</p> <p>No: 82 Investigating Students’ Self-Regulated Learning through the</p>	<p>No: 06 Avowed principles and ground realities in English-medium higher education institutions: The issue of Tarzanish –English (Ali KARAKAŞ)</p> <p>No: 29 Music and Language – How Similar are They? (Engin E. ÖNEM)</p> <p>No: 49 Differentiation in the ESL Classroom (Hind ELYAS)</p>	<p>No: 104 Students’ Perspective in Feedback for Microteaching: A Case Study on METU-FLE Undergraduates (Seval ÖZDAMAR & Betül Sena ŞEN)</p> <p>No: 105 Keeping the Communicative Channels Open by “Enculturation” (Sinem ÖZER)</p> <p>No: 115 TOEFL® Test Resources</p>

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	GENÇ)	Social Cognitive Theory (Nesrine GHAOUAR & Soumia AOUAIDJIA)		for English Language Teachers (Yasemin ARŞIN)
APRIL 7 SATURDAY				
Time	Hall A			
Session: S1 09.30 10.30	No: 121 Classroom Management: Empirical and Practical Perspectives Christine Coombe (Workshop session)			
Session: S2 10.45 11.45	No: 122 Using Music for Motivation and Instruction in the English Language Classroom Jennifer LACANO (Workshop Session)			

PLENARY SPEAKERS

Session TP1 –09.15 – 10.00 Hall A

Using Virtual Action Research to Facilitate Practitioner Research into Technology in Language Teaching

Nur Kurtoğlu-Hooton

Aston University

This session will report on a research project conducted with an international group of language teachers living and working in different international locations. It will present the processes and practices involved in conducting virtual action research (AR). It will also discuss one case study from the project to exemplify practitioner action research.

The project, which offered English language teachers the opportunity to conduct AR locally on the use new technologies in their teaching contexts, aimed to investigate the teachers' experiences of doing practitioner action research, and identify what they had learned as a result both professionally and about the use of technology. It was innovative in that there are few, if any, studies of language teacher researchers working collaboratively across international boundaries to investigate a common area of practice and to share their findings and insights.

The key objectives of the project were to: i) introduce teachers to the concepts and processes of AR; ii) identify the nature of the teachers' AR experiences (both positive and negative); iii) disseminate the major insights for effective practice in the use of ICT and new technologies arising from the teachers' research.

The following research questions formed the focus of the research project:

1. What are the responses of the teachers to the training in AR they receive through virtual workshops?
2. What do the teachers believe they have gained in learning about practitioner action research?
3. What challenges have they faced in conducting practitioner action research?
4. What recommendations about action research would they make to other teachers?
5. What examples of effective practice in classroom use of ICT and new technologies can be shared with other ELT teachers internationally as a result of this project?

The findings indicate that the teachers were unanimously enthusiastic about opportunities to undertake research relevant to their own teaching contexts, despite various challenges, such as time, resource and course constraints, and differing levels of support from colleagues and managers. They also highlight that a virtual action research teacher development program needs to be facilitated in an open and dynamic way, according to demands on teachers' time, workloads and unexpected eventualities. These findings could inform professional development policy and planning, particularly in relation to online strategies through which language teacher action research engagement could be promoted.

Session TP2 13.45 – 14.30 Hall A

Culturally Biased Language Assessment: Collectivism and Individualism

Dinçay Köksal

Çanakkale Onsekiz Mart University

There are many factors affecting learners’ test performance. In the field of language testing we witness extensive research on the influence of test-taker background characteristics on the language ability (Kunnan, 1998). In his communicative language ability model, Bachman (1990) argued that test-taker background characteristics comprise one of three primary factors that affect performance on language tests. These background characteristics comprise *cultural background, background knowledge, learning styles (field dependence, native language, cognitive ability, gender, and age* (Bachman, 1990; Kunnan, 1998); one other factors can be listed as differences in background knowledge and culture that affect how they interpret questions; lack of familiarity with the vocabulary and language register used in the test; limited English language proficiency; issues of language dominance (Garcia & Pearson, 1994; Solano-Flores, 2006). Here we can also add content knowledge and familiarity with the culture.

As Goodwin and Macdonald (1997) states, ‘knowledge is personal, contextual, and cultural’ and so is learning. Culture is inherent not only in the content of assessment but also every other aspect of assessment. Our way of acquiring and sharing knowledge differs from culture to culture. To take an example, learners from Mexican-American culture are likely to be less competitive than their dominant culture peers and more oriented toward cooperating with peers to learn and demonstrate learning (Isaac, 1999; Raeff, Greenfield, & Quiroz, 2000). Collectivistic cultures, such as American Indian and Alaska Native, Micronesian and Polynesian, those of Mexico and Central America, Asian and African cultures, are more oriented toward group success.

In contrast, individualistic cultures, such as those of the United States, Western Europe, and Australia, give prominence to individual success. Although these orientations are presented here as dichotomous, in reality no person or group is completely individualistic or completely collectivistic. It could be argued that the inherently competitive orientation of assessment in American schools already puts such students at a disadvantage. That is why our motto should be ‘not competition but cooperation’ in classroom.

In this context we cannot separate culture from assessment. We should consider culture not as something to “control for” in assessment but, rather, as a fundamental part of assessment—from its conceptualization, design and construction to the interpretation of student performance.

Assessment plays a significance role in the process of education all over the world and cultural validity in assessment is an urgent issue facing educators. While we generally focus

on construct, content and face validity, we generally neglect the cultural and linguistic validity.

Cultural bias in testing refers to a situation in which a given test is inappropriate for a certain audience as it does not test the learner's actual knowledge of a taught subject or includes details tied to a culture that the student is unfamiliar with. For instance, once I had taken a language proficiency test KPDS, I had to answer one of the questions with 5 options was asking "When did Coca-cola enter the east european countries?" Of course I couldn't. As the test is not about the topic of culture, the test should not include cultural tidbits that would throw off certain students.

On the basis of the above discussions this paper aims to discuss the relationship of culture to language assessment; teachers' awareness of cultural and linguistic bias in testing and the negative effect of test bias on learners' motivation and performance; the ways of minimizing linguistic and cultural bias in language tests and maximizing cultural validity in classroom-based language assessment; to find out how learners and teachers from different cultures view success from the point of collectivism and individualism.

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Session FP3 09.15 – 10.00 Hall A

Professionalizing Your English Language Teaching

Christine Coombe

Dubai Men’s College

Being a teaching professional is not simply about having the right teaching credentials and being in good academic standing, it involves a commitment to being innovative and transformative in the classroom and helping both students and colleagues achieve their goals. A dictionary definition of professionalism reads as follows: professionalism is the conduct, aims, or qualities that characterize or mark a profession or a professional person; and it defines a profession as a calling requiring specialized knowledge and often long and intensive academic preparation (Merriam-Webster, 2013). However, according to Bowman (2013), professionalism is less a matter of what professionals actually do and more a matter of who they are as human beings. Both of these views imply that professionalism encompasses a number of different attributes, and, together, these attributes identify and define a professional.

In this plenary session, the presenter(s) will review the literature on professionalism and present definitions of what it means to be a professional. Other content to be covered include the myths associated with professionalism and the challenges ELT educators face when being profession. General and field-specific strategies for improving one’s professionalism will also be shared

Session FP4 13.45 – 14.30 Hall A

Fostering Intercultural Communicative Competence in Foreign Language Writing Classrooms in Light of the Socio-cultural Theories

Hacer Hande UYSAL

Gazi University

As the main goal of language learning is to be able to communicate in a different language with people from different cultures, teaching written communication skills, focusing on intercultural communicative competence or social-cultural influences on language use is very important in foreign/second language education. However, these social-cultural factors have not been fully utilized in L2 writing classrooms. One reason for that is the widespread use of the structuralist product approach and then the cognitivist process approach in writing instruction for a long time. The product approach defines effective writing in terms of the correct use of syntax, lexicon, and text-based rules. Process approach, on the other hand, suggests that writing skills are formed as a result of individual cognitive discovery processes and interactions among certain language skills in individuals' minds, and therefore writing processes people go through are similar across languages. However, these approaches have recently started to be criticized as the new socio-cultural point of views gain weight. Socio-cultural approaches suggest that writing occurs through social and cultural interactions in certain local contexts to be able to communicate according to readers' expectations; thus, writing is not universal, but context-dependent and culture-specific. Especially genre, intercultural communication, and contrastive rhetoric studies provide support for the socio-cultural points of views, and their findings offer important implications for fostering intercultural/social communication skills in L2 writing. Therefore, the aim of this paper is to offer suggestions to develop intercultural communicative competence in second language writing classrooms in light of socio-cultural approaches and findings of previous studies.

**ABSTRACTS OF CONCURRENT
SESSIONS**

Session T1 Room D

An Exploration of L2 Listening Comprehension Problems across CEFR Levels

Abdullah PEKEL

Zeynep ÇAMLIBEL-ACAR

(No: 01)

Listening is a receptive skill that contributes to learning substantially both in L1 and L2. As this receptive skill relies on instant processing of aural input while lacking the control of speed and variance of the aural input as well as the visual cues that are likely to help the learners in comprehension, there are unique challenges presented to the learners while carrying out L2 English listening activities. The current study investigates L2 English listening problems experienced by learners in an academic setting. The study is performed at the School of Foreign Languages of a public university in Turkey. Participants of the study are volunteer students registered at the English Preparatory Program in three CEFR Levels (A, B, and C). A total of 227 students took part in the study. 96 (%42) participants are in A Level, 89 (%39) participants are in B Level, and 42 (%19) participants are in C Level of the English Preparatory Program. A questionnaire has been utilized in order to probe type and frequency of problems encountered by these students in the program while doing L2 English listening activities. The results of the survey and their classroom implications will be discussed for each individual CEFR Level and comparatively among other CEFR Levels in an effort to explore whether there are the similarities and differences regarding the challenges students report to experience across CEFR Levels. The study is significant in that it aims to shed light on how learners approach the problems they report to experience while carrying out L2 listening activities in English as well as raise the learners' awareness regarding the development of their L2 listening skills.

Keywords: L2 English, listening problems, CEFR

Session F1 Hall A

Cultural Intelligence and Inter-language Pragmatics Development of EFL Learners: A Case of Apology Speech Act

Adel DASTGOSHADEH

Kaveh JALILZADEH

(No: 02)

Teachers of English as a second or foreign language have always faced a very difficult task: how to teach communicative competence in the target language. Learners are also required to be aught pragmatic and cultural competence. If so, they would better understand the target culture, and accordingly use the target language in a socially and culturally appropriate way. In the present study, first of all, the relationship between cultural intelligence (CI) and the use of apology by Iranian EFL learners were sought. Also, gender and L1 as mediator variables, were investigated to see whether they have any influence on this relationship. To this end, 87 EFL learners were selected through convenience sampling, with their proficiency level being controlled at intermediate level. A discourse completion test (DCT) for apology called, "how we apologize", developed by Demeter (2000) and a cultural intelligence scale (Cultural Intelligence Center, 2005) were distributed among the participants of the study. Pearson Correlation Coefficient and Two-way MANOVA were statistically used to analyze the data. Learners' DCT responses were rated on a five-point Likert scale (a rubric) by two expert raters. The results revealed that there was a large, positive correlation between the CI and apology use. It was also concluded that there was no difference between Kurdish and Persian speakers as well as between male and female in their performance apology and CI.

Keywords: cultural intelligence, speech act of apology, intercultural competence, EFL learners

Session F2 Hall B

Lexical Enrichment through Vocabulary Notebooks

Aaron DAVIS

Aizhan ISKAKOVA

(No: 03)

In this action research study, we seek to provide a solution to some of the weaknesses in current vocabulary instruction by introducing the use of vocabulary notebooks as a supplement to traditional techniques. Our study attempts to bridge the gap between technique and overall improvement in vocabulary retention and productive skills in a group of test subjects as well as bolster the students' confidence and willingness to self study. Through exhaustive research, we have identified key areas of focus to include in our notebooks such as affixes, direct dictionary definitions, synonyms, collocations, semantic mapping, pronunciation, derivatives, translations, the use of words in context and creating visual representations of the target vocabulary. We discuss the reasoning for incorporating these sections and what effect they could have on the learners. We also have an understanding that the format of the notebook is important and pay close attention to its layout as to make the book as easy as possible to use. Moreover, in order to consolidate the introduced words, we conducted vocabulary activities which covered all sections of the vocabulary notebook and, consequently, helped to shift receptive words to active use. In the end, we conclude that the use of our vocabulary notebooks in conjunction with other vocabulary teaching techniques can be an effective tool to aid students in vocabulary enrichment. Improving students' ability to learn and produce more vocabulary words, like a domino effect, can lead to better reading comprehension, improved speaking, more expressive writing skills as well as an ability to grasp and interpret listening at a higher rate.

Keywords: vocabulary, vocabulary notebook, English language, teaching English

Session F2 Hall B

Alternative Technics in ESP Vocabulary Learning

Alev ERENLER

Yeliz YAZICI

(No: 04)

In the concept of the study 64 vocational terms are selected and these words are taught first in a classical format and then kahoot program was used while teaching. At the end of the study these two methods were compared. The selected 64 words are studied via memorization and translation exercises throughout the 4 weeks. After this students were tested from the 32 Turkish-English and 32 English-Turkish translation method. After the exam the participants were tested form the same words again but this time these words are studied via Kahoot. Again the students take Kahoot for 4 weeks and tested with the same exam. The results gathered form the two different exams are compared and it is seen that Kahoot application provides more successful results than the classical tehcnic.

Keywords: technology in ESP, vocabulary teaching

Session T3 Room D

Are Student English Teachers Ready for ELF Accents?: Findings from a Course Book Evaluation

Ali KARAKAŞ

(No: 05)

Increasing students' awareness of diverse English accents is a daunting task in mainstream English teaching, particularly given the shortage of real-world-English-oriented ELT materials on hand, and teachers' unwillingness to familiarise students with ELF accents. To address this burning issue, this research was conducted within the context of a teacher education program with students attending a course named Listening and Pronunciation I. As the primary teaching resource for the course, two course books featuring both ELF and native English speakers were purposefully chosen prior to the start of teaching. At the end of a 14-week instruction, students were given a semi open-ended questionnaire in order to evaluate the course books in terms of speaker profiles and their accents, plus their satisfaction with speakers and their accents via closed and open-ended questions. The purpose in doing so was to unearth students' attitudes and ideological stances towards these accents. The analysis of the data yielded conflicting results in that while the majority favoured listening to NESs in the activities, they reported being happy with the prolonged exposure to different accents in the classes. Additionally, despite their belief that NESs are far more comprehensible than NNESs, nearly all participants maintained that students come into contact with various English accents. Finally, many students noted that they would use the same course books in classes if they were the course tutor. Being an elaboration of these results, students' qualitative entries revealed that the conflicting attitudes students displayed towards English accents originated from the strongly entrenched ideologies (e.g. native-speakerism and ownership-of-English, and authenticity) and the opposing, newly emerging ideologies (e.g. global ownership of English, legitimate userism). Drawing on these results, we can safely conclude that although student teachers sound to be ready for ELF accents in practical terms, they are not in principle, and that late exposure to ELF accents can barely demolish the walls of socio-historically constructed ideologies.

Keywords: English as a lingua Franca (ELF), ELT, native and non-native English accents, language attitude and ideology, course book evaluation

Session T4 Room C

**Avowed Principles and Ground Realities in English-Medium Higher Education
Institutions: The Issue of Tarzanish –English**

Ali KARAKAŞ

(No: 06)

Higher education institutions across the world have experienced several transformations in the 21st century. One of them is about the language of instruction in teaching, that is, the switch to English in instruction, mostly instigated as a strategic response to the imposition of external forces such as internationalization and globalization of higher education. As with most universities around the world, Turkish universities have not remained unresponsive to such impositions and begun to adopt English-medium instruction (EMI) in full or part. However, unlike the case with universities that have recently turned towards English, the EMI phenomenon is not a new craze in Turkish higher education. Therefore, the switch to EMI in Turkey has brought on several issues related to pedagogy, learning outcomes, language planning and language improvement among many others since its first introduction. And most of these issues have already been explored by Turkish and non-Turkish researchers up to now. However, to date, little thought has been given to the mismatch between overtly stated language policies and actual linguistic practices despite the evidence that most lecturers and students violate the English-only policy over and over, often by resorting to a bizarre way of language use widely known as Tarzanish-English in the Turkish context. The primary aim of this critical review is thus to scrutinize Tarzanish-English form of language use in Turkish EMI universities by drawing arguments and examples from the relevant literature, and find some answers to the following questions: (1) how is Tarzanish-English defined/described?, (2) why do people resort to it?, (3) how does it differ from foreigner-talk, code-switching and code-mixing?, (4) is it an emerging variety?, and (5) what are the overall reactions to such form of language use?. After answering all these questions, I will finally attempt to offer some solutions to the issue of Tarzanish-English, drawing on good practices, such as those adopted in Content and Language Integrated Learning (CLIL) and parallel language use settings.

Keywords: English-medium instruction (EMI), Tarzanish-English, code-switching and mixing, parallel language use and CLIL

Session T2 Hall B

The Social Influence on the Linguistic Development of a Somali Second-Generation Child in the UK

Shamsudin ABIKAR

Ashwaq ABIKAR

(No: 07)

Pupils beginning schools from kindergarten and whose first language is different from the mainstream society face two challenges: on one hand, they must become literate in the mainstream language while needing to maintain their first language (Goodwin, August and Calderonc, 2015). Taking this into account, it appears that children with language delay experience even more challenge. This longitudinal panel study which displays two snapshots of data collection in 2014, 2016 (Cohen, Manion, Morrison, 2011; Bryman, 2016) investigates the linguistic development of a second generation 6 year old Somali child in a West of England Primary School Year 2. As the context in which the child lives in is important, we collaborated with the subject's parents throughout the study to access the bigger picture of the world in which the subject lives. We particularly focused on the subject's heritage language development as the literature shows that children who are compelled to leave their heritage language and culture at home would experience a challenge in acquiring new skills and ideas which are required in the new environment. The study fills the literature gaps by providing the relationships between the Somali second -generation, language delay and the school environment in terms of developing the child's language. The study is informed by Bandura's (1986) Social Learning Theory. Naturalistic Observations in 2014 and 2016 and semi-structured interview with both parents separately at the end of the study are used to collect data. Thematic Analysis is used to make sense of the data. The data indicated that the child's heritage language is suppressed by English due to its prestigious status. Furthermore, peer interactions at school facilitated the rapid development of the subject's second language.

Keywords: heritage language, social learning theory, second-generation, thematic analysis, peer interactions

Session T3 Room D

What Activities Do University Students Carry out to Improve Their English?

Aslı ERSEN YANIK

(No: 08)

This study aimed to investigate the activities that students at Ankara Yıldırım Beyazıt University, School of Foreign Languages carried out inside and outside the classroom in order to improve their English as independent learners. This study also examined whether the activities conducted by the students changed according to their language level. 150 students, 50 of whom were selected randomly from each language level, B1, B2 and C1, participated in this study. The data collection instrument was a five-point Likert scale student questionnaire. The results revealed that language level had a significant role in students' use of in-class and out-of-class activities. As the level increased, the students tended to do fewer in-class activities to improve their English. When compared to B1 level students, fewer students at B2 and C1 levels participated in group works, spoke in English in the class, and taken notes. The findings also showed that as the level increased, students preferred watching series or films, and reading online sources outside the class. However, as the level decreased, the students preferred reading printed texts, keeping vocabulary notebooks, and writing paragraphs/essays more. In all levels, less speaking practice was done as an out-of-class activity. Based on these findings, the researcher made recommendations for project tasks that can help students improve their English.

Keywords: independent learner, language level, portfolio task, project task

Session T1 Room C

School-Based Follow-up Supervision for Professional Development of Early Language Teachers on Technology Integration

Hacer Hande UYSAL

Asuman AŞIK

(No: 09)

Scholars suggest that after an in-service teacher education activity, a school-based follow-up monitoring and after-care element is necessary for the professional development of teachers as it helps teachers connect the theories they learned with their daily classroom practices. Therefore, in the present study, we investigated a school-based follow up supervision process at a primary school in Ankara after the teachers completed a web-based professional development course which was designed within the SBATEYL Project funded by the EU commission (A Web and School-based Professional Development Project for Foreign Language Teachers of Young Learners). We especially focused on the supervision of teachers with regards to technology integration because despite the accepted educational and pedagogical affordances of technology, English teachers of young learners report difficulties of meaningful and effective integration of technology into their current classrooms. In this respect, this present paper aims to report the experiences of 8 teachers and 4 teacher trainers during a 2 month-long follow-up session after the Web-based training of teachers. The data were collected through qualitative research tools. Multiple interviews with teachers were conducted, teaching materials and lesson plans were examined, the classes were observed, video-recorded and analyzed for possible difficulties or points for improvement, and reflective discussions on the recorded teaching practices with teachers were done. The results revealed that teachers especially had problems with finding the appropriate digital tools, designing a lesson to maximize the effectiveness of technology use, and teacher inertia. However, with the help of several follow-up supervision sessions and negotiations with teachers and school directors, some solutions were found for a more effective teaching in terms of the application of technology into the young learner classrooms. The successful activities and practices were collected as good examples and outputs of our professional development activity. Implications for future teacher education activities and university-school-teacher-collaboration within school-based context sensitive practices will be provided.

Keywords: technology integration, early language teacher education, professional development

Session T2 Room D

Investigating Metaphorical Perceptions of Senior ELT Students in Practicum: Being an English Teacher

Ayşe ZAMBAK

(No: 10)

This study is an attempt to search about how the senior ELT students doing practicum at public schools use metaphors to represent their beliefs about being an ideal English teacher and being an English teacher at public schools. Also, this research aims to describe if there is any similarity and/or difference between their perceptions about the related areas. Therefore, a qualitative research paradigm is utilised with an interest in how students' make sense of their experiences during this process. A metaphor elicitation form was administered to a purposive random sample of 26 senior students at Çukurova University, English Language Teaching Department. Using content analysis, the metaphorical expressions were examined and grouped into dominant thematic categories for further analysis. The results revealed that students generally tend to consider 'the ideal English teacher' as a cooperative leader and role model to facilitate or scaffold the learners by showing them the ways to reach at the correct destinations. The most frequent metaphors are leader, compass, map, counsellor, model and guide. On the other hand, they described their perceptions about being an English teacher at public schools with some metaphors such as mother, prophet, servant, patience stone, savant and heavy- loaded car indicating that English teachers are a source of responsibility dealing with hard work in patience at public schools. To throw light on the discrepancies in their perceptions, semi-structured interviews will be carried out with 5 students.

Keywords: metaphor, perceptions, senior students, English teacher

Session T4 Hall A

Differentiated Instruction through Tutorials

B. Sonat DEMİRDİREK

Neslihan DEMİRDİREK

(No: 11)

In the School of Languages at Sabancı University which is an English-medium university, we try to cater for different needs of our individual students who study academic English before starting their faculty courses. However, this might be challenging during class time due to the limited class hours. Despite the common problems that most of our students have, each student also has their own weaknesses, which can only be dealt with on an individual basis or in small groups. In this presentation, we will explain the different types of tutorials such as individual tutorials and support tutorials in small groups offered in the School of Languages at Sabancı University. These tutorials are organised based on student needs and they are revised and improved in accordance with the feedback from students. In this session, after a brief description of what these tutorials involve and how feedback is collected from students, we will show how materials are created for different skills to cater for our learners' needs for faculty. Then, we will share the benefits of using this system. Finally, we will share some guiding principles for teachers who might like to adopt a similar system.

Keywords: individualised learning, materials development

Session F4 Hall A

Uncovering EFL Pre-service Teachers’ Beliefs and Practices of Corrective Feedback

Banu İNAN KARAGÜL

Doğan YÜKSEL

Mehmet ALTAY

(No: 12)

In recent years, there has been a considerable amount of research on the relationship between teacher beliefs and practices. However, the number of studies comparing and contrasting pre-service teachers’ beliefs is not as many. Focusing on teacher candidates’ beliefs is grounded in a learner-centered approach to teacher education and it is quite significant for the work of teaching. With this impetus, this study examined the beliefs and actual classroom practices of EFL teacher trainees related to corrective feedback in EFL classrooms. This is a multi-source qualitative study which investigated the topic in its natural setting through observation and interviews. 10 EFL teacher trainees were observed during practicum and afterwards, they were interviewed through the questions posed by Hendrickson (1975) related to corrective feedback in the classroom. When the answers given during interviews were compared and contrasted with the analysis of observation, it was found out that there are both consistencies and inconsistencies between what teacher trainees say and what they actually do in the classroom.

Keywords: corrective feedback, EFL, teacher beliefs

Session T2 Room C

Communicative Value of Language in Pair Work in Turkish Context

Berk İLHAN

(No: 13)

Even though pair and group work activities are utilized in many language classes, more researches from different countries are needed to reveal learner beliefs about cooperative language learning (CLL) and whether cultural and personal factors might affect conducting an efficient CLL or not. In addition, many studies focus on what to do in order to ensure the effectiveness of pair-work but there are not many studies that focus on the quality of language that is used in pair-group work activities by analyzing pragmatic aspect of the target language. The present study aims to investigate the cooperative language learning beliefs of twenty-five students who study at preparation classes at one of the Turkish universities with a questionnaire which has both Likert-scale and open-ended questions. Furthermore, it aims to reveal common interaction strategies used by Turkish students in four different conversation & discussion activities by using recorded student voices as data. The analysis of the data was done by separating interaction strategies in the dialogues as sentence and discourse level. The results of the analysis will enable the readers to see the quality of language in terms of the strategies that are used and never used by Turkish students. As there are not many studies in Turkish context, the study will contribute to the field in that it will analyze the quality of real language used in discussion & conversation activities which were done as pair-group work. The beliefs of learners will be compared to their abilities of handling a conversation in English. What can be done to prevent the deficiencies in pragmatic competence and further studies in the subject will be suggested.

Keywords: pair work, cooperative language learning, spoken interaction, interaction strategies

Session T2 Room D

Reinventing the Role of Mentoring

Besime ERKMEN

(No: 14)

Mentoring has gained momentum in teaching around the world. In this respect, practicum courses play a pivotal role in the process of becoming a teacher. During this process, student-teachers develop their practical professional knowledge through observations and practice teachings. Teachers, acting as ‘mentors’, have a big responsibility as they help student-teachers develop as teachers and be part of school culture and profession (Malderez and Hobson, 2013). This paper seeks to answer how teachers view their roles as teacher mentors in state secondary schools in Northern Cyprus. The responsibilities of teacher mentors (sometimes referred to as coordinating teachers) in our context mainly include helping student-teachers with their teaching and advising them on their teaching responsibilities. Teacher mentors are chosen usually on a voluntary basis. However, if enough number of teachers do not volunteer to mentor then the school principals assign the mentoring role randomly. By and large, these teacher mentors have not received any professional training and ‘learnt mentoring on the job’. The findings reported here are drawn from data gathered via two methods of data-collection. First, several state schools in four cities were visited to administer questionnaires. Additionally, as it was not possible to reach all schools, an online questionnaire was created. All questionnaires were completed anonymously. The second research method involved face-to-face interviews and were conducted at a time and place convenient to participants. All interviews were audio recorded and later transcribed. Data collection lasted one year. Findings revealed that the teacher mentors are not fully informed or aware of the meaning and purposes of mentoring in teacher training/practicum courses. The findings also revealed that teachers reinvented their roles as mentors with the help of this study. In other words, teachers have become more aware of their responsibilities in supporting and guiding student-teachers in practicum courses. The study highlights the importance of providing necessary conditions for effective mentoring in schools. The implications for teacher training programmes are discussed.

Keywords: mentoring, cooperating teachers, pre-service education

Session F2 Hall A

An Investigation into the Relationship between Turkish EFL Teachers' Self-Efficacy and Burnout Level

Betül TÜRKMEN

(No: 15)

This study investigated Turkish EFL teachers' self-efficacy levels and three dimensions of teacher burnout (emotional exhaustion, personal accomplishment, and depersonalization), as well as exploring any relationship of self-efficacy level and burnout with other variables such as age, teaching experience, classroom population, number of classes per week they teach. For this purpose, 60 EFL teachers were targeted for the data collection. Out of 60 respondents, 40 are females and 20 are males in 17 cities conveniently sampled for the study such as Bursa, Konya, Sakarya, Mardin, Urfa, Kocaeli, Malatya, Mersin, Manisa, Kastamonu, Antalya, Bitlis, Muş, Ankara, İstanbul, Eskişehir, Uşak. They were invited to respond to a self-efficacy scale (Praver et al., 2014) which included 32 items. Teachers were asked to respond to a 6 point- likert scale which allows the participants to choose from strongly disagree (1) to strongly agree (6). They were also invited to respond to a burnout survey (Maslach & Jackson, 1981) which was used to assess three main components of burnout: Emotional Exhaustion, Depersonalization, and Personal Accomplishment. The survey included 22 items, while 9 of which measure emotional exhaustion, the other 5 items measure depersonalization, and the other 8 items measure personal accomplishment. Teachers were asked to respond to a 5 point- likert scale which allows the participants to choose from never (1) to always (5). According to results, a significant positive relationship was found between self-efficacy and personal accomplishment, while a negative relationship was found between self-efficacy and depersonalization. In addition, it was found that the higher number of students in classroom, the higher burnout levels. The findings are discussed; and suggestions are made.

Keywords: teachers' self-efficacy, burnout, personal accomplishment, depersonalization

Session T4 Room D

Pre-Service English Teachers’ Retrospective Reflections on Their Observations in Practicum Schools

Burcu TURHAN

Yasemin KIRKGÖZ

(No: 16)

Reflective practice has become a dominant part of teacher education activities (Kumaravedivelu, 2001), and it is highly probable that reflection-related activities will continue to be essential components of teacher education programs, particularly of the practicum process. The reason behind this is the fact that reflection plays a central role in teachers’ professional development (Richards, 2008). Starting from this point of view, the primary aim of this study is to explore how pre-service English teachers reflect on their observations in practicum schools from a retrospective angle. In the first phase of the study, 10 pre-service English teachers, who were pairs during the practicum process, wrote weekly reflection reports on different topics considering the dynamics of a language classroom. This phase lasted for 10 weeks throughout one semester, and the analysis of reflection reports were based on the five point level of reflection scale developed by Bain et al. (1999). In the second phase of the study, the researchers conducted retrospective interviews on reflection reports with each pair twice, one was in the middle of the semester and the other was at the end of the semester. Additionally, participants’ opinions about the critical moments which they experienced during observations were elicited via snake interviews at the end of the semester. All those qualitative data were analysed using constant comparative analysis technique. The core findings indicate some slight changes in participants’ views on language learning and teaching toward the end of observations even though participants could not reach a high level of reflection in their observation reports.

Keywords: practicum, retrospective reflection, observation reports, pre-service English teachers

Session T2 Hall A

A Qualitative Look at the Importance of Academic Integrity among Turkish ELT Academics

Ceyhun YÜKSELİR

(No: 18)

While a number of research studies focus on the processes and prerequisites of academic writing and academic genre in the ELT field, the importance of academic integrity, which is the milestone in the standards of higher education academia, is not paid much attention. Thus, this study examines Turkish ELT academics' views regarding academic integrity in two public universities in Turkey. The study was designed as a qualitative descriptive study and involved semi-structured interviews with 15 participants who teach both ELT undergraduate and graduate courses in the target public universities. Thematic analysis of the interview data indicates that Turkish ELT academics in the universities did not pay much attention to academic integrity and some of them did not teach almost any courses in their syllabuses which are related to academic integrity and its importance in the academic field. Participants stated that academic integrity is very central to academic studies, but they do not have any mechanisms, offices or a kind of institution. Based on interviews findings, it was concluded that some of the Turkish ELT academics tried to include some discussions and teaching regarding academic integrity into their classrooms, but the others are not doing almost any discussions or teaching courses. The results show that this may be stemming from the insufficient number of qualified academics especially in newly established universities, although not generalizable to all state universities in Turkey. However, some of the academics also claim that they put the ethical issues into their classes much highly, especially in the last five years with the help of technological facilities and improvements. Findings also have implications for Turkish ELT academics, suggesting that academics and researchers in Turkey give much more significance to academic integrity culture than ever before.

Keywords: academic integrity, views, Turkish ELT academics, qualitative study

Session T1 Hall B

The Opinions of Foreign Languages Instructors on Early Intercultural Foreign Language Teaching/Learning (EIFLT) in Faculties of Education in Turkey*

Çiğdem KURT

Veda Aslım YETİŞ

(No: 19)

In the context of teaching foreign languages to children, adopting an intercultural approach which involves mutual respect and understanding from the early ages without isolating different languages and cultures appears to be important. In this sense, the opinions of foreign language instructors, who fulfil the roles and responsibilities of intercultural negotiators, mediators and models, on Early Intercultural Foreign Language Teaching/Learning (EIFLT) in faculties of education are of great importance in foreign language teacher education. The purpose of this study is to determine the opinions of Foreign Languages Instructors in faculties of education in Turkey on EIFLT. An exploratory sequential design, which is one of the mixed research methods, is used in the study. First, qualitative data is collected and analysed. Based on the results of the first phase, the second phase of the study which consists of quantitative data collection and analysis is carried out. The population of the study includes all foreign languages instructors of English, French and German who are responsible for teaching foreign languages courses during the 2017/2018 academic year in education faculties of Turkey (N = 450). The sample of the research consisted of 200 foreign languages instructors of English, French and German. As a data collection tool, the Early Intercultural Foreign Language Teaching Questionnaire (EIFLTQ), which is based on the first exploratory qualitative data, is used in the quantitative phase of the study. The quantitative data which is obtained from EIFLTQ is subjected to descriptive statistical analysis through a statistical software program. The results of the study and some implications for further practices will be presented elaborately during the congress.

Keywords: early intercultural foreign language teaching/learning, intercultural approach, intercultural communication skills, teacher education

* This study was supported by Anadolu University Scientific Research Projects Commission for a doctoral thesis project under the grant no: 1607E572.

Session F1 Room D

Euphemism in Book Reviews

Cüneyt DEMİR

(No: 20)

Euphemism can be defined as polite and agreeable words or expressions that are used in place of harsh or offensive ones. It is a language that softens or masks upsetting truths, or that adds a tone of humour in some certain situations. People consciously or unconsciously use euphemisms in their speeches or written texts. Similarly, academic writing heavily resorts to euphemism for a number of different reasons. For example the words in a book review must be carefully picked up because of the possible adverse effect may be created on the prospective readers of the mentioned book. Therefore, the words that a book reviewer has chosen may bear some signs to determine the degree of criticism against the manuscript, which is why euphemism has a key role in book reviews. In this regard the present study investigated a hundred book reviews and picked up the harsh words. Then, a list of euphemistic words that may be used instead the harsh ones were created. The result of the present study is of importance in helping the book reviewers to choose the true word of expressions without being offensive. Accordingly, any possible biases against a book because of book reviewers' inattentive word selection may be prevented with the help of the euphemistic word list that is to be created through the present study.

Keywords: euphemism, writing, book review, criticism, academic

Session F3 Room D

Is it Turengish?: An Evaluation Research

Cüneyt DEMİR

(No:21)

It is the nearest approach for the world to become a small village through globalisation, which is why borders are losing their former importance and the globalised people are looking for a common language to communicate with each other to get the benefit of globalisation. Meanwhile, English indispensably appears to be the common language of this new era in which all local and even international languages struggle to create space for their existence against it. Having become a member of NATO in 1952, Englishization, which is a term referring to the spreading of English in a language, has taken an overriding power hold on Turkish. I call this diachronic transformation ‘Turenglishization’ which may end with becoming a creole language that I call ‘Turengish’ which is a language full of English words rendering Turkish equivalents obsolete or old-fashioned as in modern Indian language. This study aims at revealing the possible radius of English language on Turkish through analysing written texts which are comprised of contemporary magazines written in Turkish on issues on the agenda. All 2017-issues of three best-seller Turkish magazines were scanned and the vocabularies unnecessarily borrowed from English were recorded and categorized to taxonomy of *noun*, *verb*, *adjective*, *adverb*, and *others*. The percentage of English vocabularies in every thousand Turkish words was calculated through ratio analyses. The results showed the number of English-origin vocabularies that have been used in Turkish, which shows that English partly has an influence on Turkish. Also, the study showed which type of vocabularies was borrowed at most. At the end, a list of vocabularies of English origin together with their Turkish equivalents was provided.

Keywords: Englishisation, turengish, globalisation

Session T2 Hall A

Characteristics of EFL Students from a Virtue Epistemological Perspective: Dimension of Virtue Responsibilism

Dinçay KÖKSAL

Ömer Gökhan ULUM

(No: 22)

Studies on virtue epistemology have been incremental in recent decades in humanities and social sciences since it emphasizes idiographic features of the participants. Virtue epistemology mainly includes two approaches, virtue reliabilism and virtue responsibilism. This participants (N=15) were told to keep a diary regarding teachers' performance, tasks, their own learning and textbooks. In addition, a semi-structured interview was conducted to study focuses on the tenets of virtue responsibilism that views minds as non-stable on a continuum. Virtue responsibilism consists of curiosity, open-mindedness and intellectual autonomy. The method used in the study was phenomenological. This research method refers to individuals' experience, conceptualization, realization and understanding of certain phenomena. The unearth their views regarding these components. In the last stage, they were given a list of taboo topics to discover their curiosity, open-mindedness and intellectual autonomy. The results show that the participants tend to avoid discussing some taboo topics and that their autonomy is not reinforced in EFL settings. Although they would like to develop their curiosity towards language learning, the syllabus that they have to follow and exam anxiety tend to hinder their virtue responsibility. However, ideally, they would like to develop their virtue responsibilism in an ideal EFL setting that might render them independent, autonomous and open-minded, which are also related to the main tenets of critical pedagogy and critical thinking theories.

Keywords: epistemology, virtue epistemology, virtue responsibilism, EFL students, taboo topics

Session T4 Hall B

Leaping Backward to Critical Thinking: Authentic Material Design for Young Learners

Dönercan DÖNÜK

(No: 23)

The contribution of technology to learning is doubtless; however, as a byproduct it introduces the disadvantage of the quick access to learning after a click on the mouse. As digital natives (Prensky, 2011), young people search the information like the food served, to be consumed and digested, regardless of its quality. In this sense, the rich variety of the information presented by the web actually does not come to the foreground as it is not carefully filtered, and the learners are nurtured with the junk food, which leads to malnutrition. The idea of developing and sustaining the capacity towards learning and the insight into the learning experience has been on the agenda of the researchers involved in the language teaching practice. The common problem encountered nowadays is that learners do not know how to learn as they skip the phase of obtaining information from a source. This study aims to shed light upon the language learning experience by focusing on learning to learn. The study is conducted with the 3rd grade initial teacher education teacher candidates who study at Teaching Young Learners Course. The course expects the teacher candidates to design a lesson with a new dimension. The precondition is that teacher candidates will not make use of the internet for the teaching material but they will design the materials themselves. In this way, the habit of clicking on the mouse and finding the first possible resource for teaching is broken. Moreover, the songs composed by the teacher candidates and the games designed for use in the course adds up to the pleasure of material design. The benefit of the application is twofold: While teacher candidates prepare materials free from the digital sources, they will have a firsthand experience of enjoying the process; besides, they will gain the invaluable experience of learning to learn, which requires critical thinking skills to be employed in the classroom.

Keywords: critical thinking, material design, authentic, young learner, competency

Session F1 Room C

Bringing the Award-Winning World Cartoons to the Classroom

Duygu İŞPINAR AKÇAYOĞLU

Gökçe DİŞLEN DAĞGÖL

(No: 24)

While working on authentic materials in language learning classrooms, students tend to focus more on content and meaning than the language itself. Such materials could put the authenticity in the center and make the flow of communication a natural and challenging one. In this regard, the present study made use of award-winning world cartoons. While dealing with a small amount of material which contains meaningful messages, students were assessed how they explained the meaning conveyed in the pictures. Ten English-major students were provided with ten award-winning cartoons and asked to guess what made that cartoon win an award with the purpose of making students go beyond picture description and eliciting the deeper meaning in the cartoons. Students' utterances were analyzed in terms of use of vocabulary and sentence types, types of mistakes, and self-correction. Following this, the students were interviewed about the difficulties they had while depicting the cartoons. The study revealed various results, providing both instructors and students with implications about the use of authentic materials, students' choice of vocabulary and tense, and the ways to cope with the problems in verbalizing thoughts in a foreign language.

Keywords: award-winning cartoons, speaking, EFL, authentic materials

Session F2 Hall A

Foreign Language Self-efficacy Beliefs of Students across Different Levels at University

Duygu İŞPINAR AKÇAYOĞLU

Ömer ÖZER

(No: 25)

Self-efficacy, a basic component of social cognitive theory in foreign language instruction, is known to be a highly effective predictor of students' motivation and learning. The purpose of this study is to assess and describe self-efficacy beliefs of students who were taking a bachelor's degree in computer engineering department at Adana Science and Technology University. The program offered courses taught entirely in English. Data were collected through the Self-efficacy Scale administered to 98 students (ranging from preparatory school students to 3rd year students), and the data obtained from the questionnaire were supported with the follow-up semi-structured interviews conducted with four female and four male students who reported either high or low self-efficacy. The interviewees were asked to a) comment on the personal challenges they tried to overcome while studying in an English-medium program b) assess the preparatory language program in terms of helping them overcome these challenges and c) comment on the revisions needed in both preparatory and the undergraduate program. Overall, the findings indicated the students' level of self-efficacy in general and as skill-specific. Findings obtained from the interviews revealed that while some students became more self-efficacious in time, some others perceived a lack of self-efficacy to sustain their academic achievement in the English-medium program they attended. Results are believed to shed light on the learning and teaching processes in language preparatory programs which prepare students for English medium programs.

Keywords: self-efficacy, English as a foreign language, English-medium education, higher education

Session F2 Hall A

Foreign Language Anxiety: Examining the Effect of Self-Efficacy, Self-Perceived Proficiency and Sociobiographical Variables

Elias BENSELAM

(No: 26)

The present study examines the link between foreign language anxiety (FLA) and self-efficacy, English self-perceived proficiency, and three sociobiographical variables (gender, knowledge of a third language, and experience abroad) among 261 Arabic university students learning English. Data were collected using the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986) and an Arabic version of the Foreign Language Self-Efficacy Scale (Torres & Turner, 2016). The findings revealed that this sample of Arab EFL students experienced an average level of anxiety with female learners suffering more from anxiety than their male counterparts. Regression analyses revealed that self-efficacy, self-perceived proficiency in English, and gender were predictors of FLA. The results suggest that participants who were self-efficacious and felt more proficient in English were significantly less likely to suffer from FLA. However, even though knowledge of a third language and experience abroad were correlated with FLA, they had no effect on participants' anxiety.

Keywords: foreign language anxiety, self-efficacy, EFL

Session T1 Hall A

Code-Switching: Teacher Code-Switching in a Foreign Language Classroom

Emel TOZLU KILIÇ

(No:27)

This study aimed to uncover the relationship between two types of teacher code switching-teacher initiated and teacher induced- and the pedagogical focus of the teachers. The data was gathered at Giresun University School of Foreign Languages. Participants are all elementary level students and 4 classroom hours were recorded and transcribed referencing the Jefferson’s transcribed system. 6 extracts, three of which are related to teacher induced code switching and the rest are representatives of teacher-initiated code switching, have been analyzed in detail to represent the research topic. Considering the data, it can be said that the teacher usually induces code switching when the pedagogical focus is on the vocabulary teaching. On the other hand, when the pedagogical focus shifts from meaning to form, the teacher usually initiates the code switching to explain the possible meanings and the accurate use of the form in the context. She switches from English to Turkish and occasionally from Turkish to English to explain the grammar pattern “can” for translating and checking the comprehension.

Keywords: conversation analysis, teacher induced code switching, teacher-initiated code switching

Session F3 Hall A

Markers of Test Anxiety

Engin E. ÖNEM

(No:28)

Testing is an integral part of teaching. However, test anxiety is an important issue in teaching. Regardless of the course type, test anxiety is a response to test situations with a combination of physical and psychological reactions and in this sense, foreign language teaching is no exception. Although there may be various causes and effects of it, it is well known that after a certain level (known as Yerkes-Dodson Principle), test anxiety interferes with learning and/or test performance. The aim of this introductory paper to test anxiety is to raise awareness of teachers for markers of test anxiety and as a result, it presents markers of test anxiety and classifies them as objective and subjective markers according to the literature. Objective markers are the ones that are related to non-personal aspects of test anxiety such as test related and context of exam related markers. In this sense, test related markers contain difficulty of the test, sequence of the test items and type of the exam, while context of exam related markers include feedback about the outcomes of the test, time pressure, test administration type and exam situation. The subjective markers are related to personal perception of exams such as schemas, directing selective attention, emotions and self-related thoughts. When teachers become more aware of such markers of test anxiety, they might be able to help students to cope up with their test anxiety and provide them with opportunities to reveal their true performance in exams.

Keywords: test anxiety, markers of test anxiety, objective markers, subjective markers

Session F4 Room C

Music and Language – How Similar are They?

Engin E. ÖNEM

(No: 29)

Most believe that language and music are very similar abilities of humans. At first glance, they both seem to share a remarkable amount of similarities. For instance, every normal individual has a knowledge of language and music, they learn variations of language and music and are able to produce and understand utterances of language and pieces of music. Also, language and music have social and cultural roots in terms of interaction. In addition to these similarities, a growing body of research suggests similarities in neural modules, phonological awareness, connection between tonal language expertise and pitch awareness and musical expertise. Furthermore, the similarities between music and language have been transferred to foreign language teaching methods such as Suggestopedia and Audio-Lingual Method. Yet, there is a limit to similarities and a deeper analysis reveals important differences between music and language. For example, the characteristics they seem to share are not unique to them and can be seen in different cognitive capacities. Similarly, in terms of structural properties and function, music and language differ tremendously. This paper presents the similarities between music and language first. Then it focuses on the differences leading to a conclusion that first impressions can be wrong about the similarities between music and language.

Keywords: music, language, similarities, differences

Session F3 Room C

English Major Students' Use of Language Learning Strategies

Ertan ALTINSOY

Serkan BOYRAZ

Tolga ÇITAK

(No: 30)

There have been several studies in literature investigating the relationship between IQ and language learning ability in order to find out if an extraordinary talent for language learning exists or not. Although these studies have provided conflicting results because of the numerous considerations associated with language learning, most of them found a middle ground stating that some learners are better language learners attributing their success to certain skills and strategies use. From this perspective, this study seeks to investigate the use of language learning strategies by English majoring students. The study employs the quantitative research design and survey method and observes what language learning strategies are used by university students majoring at English language teaching and English language and literature departments who could be considered as successful language learners in the research environment and analyse the existence of meaningful difference between the groups. The data will be collected through administering Oxford's (1990) Strategy Inventory for Language Learning (SILL) which includes fifty items constructing six categories namely memory, cognitive, metacognitive, compensation, affective and social strategies and subjected to descriptive statistics and significance test using SPSS 20. The study is expected to contribute to the literature by providing significant pedagogical implications to both students and teachers about the benefits of the use of strategies and strategies-based instruction in the learning and teaching of a language.

Keywords: language learning strategies, strategies based instruction, successful language learner

Session T3 Hall A

Reducing Off-Task Behaviour with Flipped Education Methodology: An Action Research

Ertan ALTINSOY

Serkan BOYRAZ

Tolga ÇITAK

(No: 31)

Off task behaviour is one of the most common observable phenomena in the learning-teaching environment causing disruptive behaviour, poor learning and disengagement on tasks (Chandler& Swaller, 1991, Baker, 2007). Within this perspective, this small-scale observational study reports the use of flipped classroom methodology in reducing off task behaviour in the classroom. Action research design was used as the research method of the present study. The data was collected from preparatory students majoring English Language Teaching (ELT) at Aksaray University through observation and teacher and students questionnaire. The collected data was analysed through SPSS 20. In the light of the collected data and relevant literature review, flipped classroom methodology was applied as a problem solution and tested whether it reduced off task behaviour or not. The findings revealed that flipping the classroom which reverses traditional teaching by carrying the content out of the classroom through online instruction was a valuable strategy in increasing student engagement, attention span and classroom management during the course of instruction.

Keywords: action research, off-task behaviour, flipped classroom

Session T1 Hall A

Critical Pedagogy and Participatory Approach in EFL Settings

Eser ÖRDEM

(No: 32)

This study aims to examine practices of critical pedagogy and participatory approach in EFL settings. It still remains pivotal to unearth the ideological aspects of EFL which is closely related to reflection of media. Although certain topics presented in EFL textbooks are implicitly ideological, EFL teachers in Turkey tend not to mention politics, LGBT, religion and other critical issues on the agenda. The participants were composed of 30 undergraduates in two EFL classrooms in Turkey. Semi-structured interview and short term diary were used to obtain data examined through inductive content analysis. The overall results show that the teachers preferred not to talk about political situations in Turkey, LGBT issues, religion, Syrian immigration or other sex-related issues. They stated that the teachers focused more on the content of the textbooks that referred to popular topics. The students did not participate in any step of forming curriculum or choosing a topic for presentation. Textbooks and presentations topics were assigned by the teachers, which show that critical thinking atmosphere is not breathed in EFL classrooms. Based on the findings of this study, it can be said that aspects of critical pedagogy and participatory approach via direct democracy should be emphasized. Future studies can apply participatory approach in various schools ranging from elementary school to universities. Through social dialogue, teachers can motivate learners to transform society within the classroom and allow critical thinking to develop.

Keywords: critical pedagogy, participatory approach, critical thinking, ELT

Session T2 Hall B

Framing and Gender in ELT

Eser ÖRDEM

(No: 33)

Framing has been a crucial conceptual and methodological term in social sciences ranging from linguistics to political communication since sociality, communication dialogue and social dialogue are often doubted in human nature. Studies on framing theory and gender have been incremental in recent years. This study aims to examine framing of gender in textbooks in EFL/ESL and newspapers. Gender has been a controversial issue in all social sciences since 1960s. News frames composed of conflict, human impact, responsibility, morality, economic consequences under the umbrella of generic and episodic frame were analyzed. These frames were compared to the frames in EFL/ESL textbooks that are still perceived as reflections of media. Seven newspapers and textbooks from five different countries were used to collect data. By using deductive approach, deductive content analysis was carried out by involving four researchers to provide inter-coding reliability. Therefore, 20 questions that represent these five frames were formed. The results show that gender still remains an important problem both in newspapers as authentic resources and EFL/ESL textbooks. Gender issue should be handled more democratically in Turkey.

Keywords: framing, gender, language, newspapers, textbooks, ELT

Session F2 Hall A

The Effect of Speaking Anxiety on Speaking Self-Efficacy of Children in a FLL Context

Esim Gürsoy

Necla Karaca

(No: 34)

Self- efficacy and language anxiety are two major affective factors that affect language learning. There is a plethora of research on learners' self-efficacy and foreign language anxiety. However, there is limited research investigating the relation between speaking efficacy and speaking anxiety of child foreign language learners. Due to this gap in the literature, the study aims to investigate secondary school students' (5th and 8th grades) self-efficacy and anxiety in speaking English in relation to gender and age. In addition, it aims to analyze the effect of speaking anxiety on speaking self-efficacy of younger and older child learners. The participants of the study constituted 150 students from 5th and 8th grades in a secondary school in Turkey. Using a mixed-method research design both quantitative and qualitative data was gathered for triangulation. Quantitative data was collected via a speaking efficacy scale (Cronbach's alpha .90), and a speaking anxiety scale (Cronbach's alpha .91). As the data were normally distributed, parametric tests such as t-test, one-way ANOVA and Pearson Moments correlation analysis were used to analyze quantitative data. Qualitative data was collected via interviews and content analyzed. The results revealed that there is no significant difference between genders in terms of speaking-efficacy and anxiety. Moreover, it was found that younger students have higher speaking self-efficacy beliefs than older students, whereas in terms of speaking anxiety no statistically difference was found. The findings revealed a strong negative correlation between speaking efficacy and speaking anxiety ($r = -.656$). The results related to anxiety indicate a difference from the previous literature. Thus further studies in a similar context are needed to be conducted for the generalizability of the results. Younger children's higher self-efficacy beliefs can be attributed to the characteristics of this age group as well as the role of the teacher in stimulating a risk-free environment. The study has implications for language teachers and researchers conducting classroom-research.

Key words: affective factors in foreign language learning; age factor in foreign language learning; speaking self-efficacy; speaking anxiety; young learners

Session T1 Room D

The Effects of Multiple English Accents on Prospective Teachers' Listening Comprehension*

Esra KURTULDU

Yonca ÖZKAN

(No: 35)

English language has become more and more important in years along with becoming a global language which is used not only for educational purposes but also for commercial and cultural purposes. This has brought some controversial issues in the context of English language teaching whether non-native English speakers are competent enough in terms of transferring a Standard English accent, while the number of non-native English speakers expanded to a great extent around the world in recent years. This study aims at examining the effects of multiple accents in an English Language Teaching (ELT) context in terms of comprehensibility. The study covers only listening skill and listening comprehension of the fourth grade prospective teachers studying at the ELT Department of a state university in Turkey. Data was collected by means of multiple choice tests and semi-structured interviews. The prospective teachers were given five listening tasks with five comprehension questions with different accents that belong to inner, outer and expanding circle countries. Findings revealed that prospective teachers had higher comprehension level in listening with a familiar accent; however, they also welcomed multiple uses of English with a wholehearted attitude. The study also discusses implications for classroom practices.

Keywords: accent, listening comprehension, comprehensibility, English as a Lingua Franca, language teaching

*This study was funded by Çukurova University Research Fund under the Project number SBA-2017-8814.

Session T2 Room C

It was found that...: Introductory It Pattern by Native and Non-Native Scholars

Fatih GÜNGÖR

(No: 36)

The introductory it pattern, as in it was found that, is of significance in academic writing but the use of introductory it might be challenging especially for non-native users of English or students. However, few studies have been conducted to compare the use of introductory it pattern by native and non-native scholars. This study investigates the frequencies, variability and functions of the introductory it patterns in the research articles of native and non-native academic professionals. The study uses data from the MCRA-L1 and MCRA-L2 corpora of MCRA (Multilingual Corpus of Research Articles) corpus. The size of each corpus was one million words. In order to extract introductory it patterns, four-word lexical bundles were searched for through WordSmith Tools with a cut-off point of 20 times per million words for 4-word bundles and an occurrence at 10% of the research articles. The results revealed differences on the use of introductory it pattern. There were 4 types (5%) in the MCRA-L1 and 15 types (13%) in the MCRA-L2. The percentages of tokens were 5% (f=636) and 17% (f=5268) in both corpora respectively. It was found that pattern in the title of the present paper was the most frequently used pattern in the MCRA-L2 with the frequency of 193. The frequency and percentages showed the tendency of the Turkish authors to overuse the introductory it-structures in their research articles. The reasons behind this tendency might be a naïve ambition of Turkish authors to find presence in the academic publishing arena.

Keywords: introductory it pattern, academic writing, lexical bundles

Session T2 Room C

A Micro-Analytic Investigation of Understanding Troubles in Instruction Giving Sequences in an EFL Classroom

Fatma BADEM

(No: 37)

In order to achieve classroom activities, teachers give a great number of oral instructions before upcoming tasks or during the activities. Issuing clear and appropriate instructions, the effectiveness of which are crucial for increasing learning outcomes, is integral part of teachers' pedagogical agenda. Instructions that are not in conformity with the classroom context could be very confusing for students. Therefore, to prevent any possible chaos in the classroom, teachers need to ensure the students know what to do and how to do it before classroom tasks. However, despite their significance and familiar nature, it is surprising that instruction giving and following has received little attention both in second language acquisition and teacher education literature. Existing studies involve formulation of instruction; however, there is no research investigating teachers' oral instructions in sequential-based form by focusing on their turn-by-turn creation in Turkish context. To this end, the focus of this study is on teacher's way of giving instructions before classroom tasks and on interactional practices employed by the teacher to solve understanding trouble existing in instruction giving sequences. The research draws upon 30 hours of video recordings which were collected over a six-week period at a state university preparatory school. Conversation analytic approach, which provides insight into spoken discourse with an emic perspective for gaining data-driven explanations, was adopted to analyze teacher's instructions in this research. Based on the analysis of the recorded data, it was revealed that in order to overcome understanding troubles which prevent task achievement, the teacher employs various interactional practices such as asking counter questions, exemplification and extending. Contributing to procedural classroom context, this research is believed to provide language teachers with enhanced consciousness for instruction giving that may lead to facilitate student-participation and engagement in classroom interaction and tasks.

Keywords: instruction giving, interactional practices, conversation analysis

Session T3 Room D

Contributions of Turkish-English Cognates to Vocabulary Teaching in EFL

Fatma KİMSESİZ

(No: 38)

In this study, the contributions of cognate words of Turkish and English to vocabulary teaching in English as a foreign language is aimed to be studied. The Turkish-English cognates are found out via dictionary analysis both in monolingual English dictionary and bilingual Turkish to English and English to Turkish dictionary. Through two different tests on a certain group of these words applied to two groups of a hundred 6th grade students who learn English as a foreign language, the contributions and facilities of cognate words to vocabulary teaching in L2 are investigated and studied. The study included a quantitative experimental design with pre-test and post-test analysis. As a result of the study, it is found that cognate words are noticed and guessed immediately by the students who are familiar with the words before. If they are not much familiar with the words, it is found out that when they study the words for one day, they learned the meanings of the words more easily and quickly. It is also found out that positive transfer, which is a profitable way of learning and teaching in education is also plausible and applicable in second language learning and teaching. Cognate words played as positive transferring role in learning and teaching the words that are similar in Turkish and English in vocabulary development.

Keywords: Turkish-English Cognates, vocabulary teaching, English as a Foreign Language

Session F1 Hall A

A New Perspective beyond Interlinguality: Intralingual and Intersemiotic Practices in Language Teaching

Fatma Ülkü KAVRUK

(No: 39)

This paper aims to give a new impulse to the concept of translation within the field of foreign language education and overcome the prejudice that the use of translation in language teaching is old-fashioned and not in use any more. The study initially depicts the main arguments and assumptions that have been provided against the use of translation as a language teaching tool. The paper then redefines what it may mean to ‘translate’ from one ‘language’ to another and emphasises the common restriction that interlingual translation is considered as the primary “translation proper” whereas intralingual and intersemiotic translation as secondary practices as Jacobson suggests in his foundational article (1959). Within the study, 50 instructors of English who teach intermediate level students at preparatory schools have been interviewed about their perceptions and responses towards the concept of translation and whether they use translation as a part of their classes or not. Then they are given a list of activities including intralingual and intersemiotic practices and asked to choose which activities they apply in their classes and how often they do so. Findings have shown that most instructors’ attitudes towards the use of translation in language teaching are negative, and unaware of the fact that the activities are examples of intralingual and intersemiotic translations, they claim translation is not an aid in their teaching methodology, which conflicts with the findings of the questionnaire. The article concludes with the fact that translation is only a reminder of the old teaching methodology, the grammar translation method (Morris, 1996) for most instructors and the scope of translation is not understood properly.

Keywords: language teaching, teaching methodology, intralingual translation, intersemiotic translation, instructors’ attitudes

Session F2 Room C

Teaching Academic Writing in ELT Departments of Turkish Universities

Fatma YUVAYAPAN

Stefan RATHERT

(No: 40)

The significance of the teaching and learning of academic writing in higher education can hardly be disputed. For one thing, students' written production is taken as evidence for the mastery of disciplinary knowledge, i.e. it is assessed to evaluate student performance. Also, engaging students in academic writing is believed to promote their ability to reflect on academic content and develop a critical stance by arguing and defending positions in their academic field. Furthermore, the mastery of academic writing enables students to meet the conventions of communicating research, which is of particular importance in writing theses in master or doctoral programmes. Skillfulness in academic writing is therefore a prerequisite to become a member of a disciplinary community. In spite of its relevance, academic writing "is often an invisible dimension of the curriculum" (Coffin, Curry, Goodman, Hewings, Lillis & Swann, 2004, p. 3) rather than part of formal instruction. Taking the case of ELT departments in Turkish state and private universities, our preliminary examination has revealed that only 9 out of 25 departments offering postgraduate programmes provide students with academic writing courses. Based on this observation, this study seeks to examine instances of academic writing courses in terms of implementation, course content and selecting staff. Additionally, reasons for the absence of such courses in postgraduate ELT programmes and, if any, provided compensation or perceived needs to implement formal instruction in academic writing are investigated. To address the aims of this study, a qualitative research approach has been adopted. Emails with interview questions to collect data serving the research interest have been sent to academics (heads of department and course lecturers of academic writing courses in ELT departments offering postgraduate programmes). As the potential participants are spread all over Turkey, this appears to be the most suitable form of data collection in our case. The analysis of the academic teachers' voices will shed light on the current situation of the teaching of academic writing in ELT departments of Turkish universities, help identify challenges and allow suggestions to overcome shortcomings.

Keywords: academic writing, ELT, postgraduate programmes

Session F2 Room C

Students’ Perception on the Effectiveness of Preparatory School Writing Program and Its Objectives

Funda DÖRTKULAK

(No: 41)

An important problem researchers and educational practitioners need to consider is the fact that while students are to be active participants of teaching and learning practices, they turn out to be objects that are addressed without any prior contribution to the long educational journey they will have to take. That is, they are the ones teachers set goals for; and ironically, they are the last ones to hear these goals, if they ever do so. This research has been conducted to address this problem and offer some solutions to it. This study has been done at a preparatory school of English at an English medium university in Turkey. Throughout their writing studies, students learn how to make structurally correct sentences and how to build correct, coherent and cohesive paragraphs following some discourse patterns. There are classes of different levels and their objectives differ according to the students’ needs. In defining the objectives, Common European Framework of Reference is followed as a guide. This research, conducted as a perception study, aims to depict students’ understanding of writing objectives of the intensive language program. The main questions of this research are threefold:

- How effective are writing courses to practice language production?
- Is there a correlation between the students’ perceptions of effectiveness and their success in writing tests?
- Which objectives seem to be more important to the students and which objectives are less important for them in developing their English?

In order to answer these questions, a Likert-scale questionnaire regarding the objectives of the institution and the objectives of Common European Framework of Reference has been prepared and conducted. The 126 participants from two different proficiency level groups have provided valuable data. The data were analyzed using descriptive statistics command of SPSS 20. This evaluation is conducted for formative reasons. The findings indicate some points of improvement in terms of revisiting some objectives including students’ opinions, with a possible outcome of eliminating some of them and clarifying some others to students.

Keywords: writing, objective, program evaluation, EAP

Session F4 Hall A

Using Concept Check Questions to Ensure Genuine Assessment

Ghada OUDA

(No: 42)

One of the most important duties of teachers is knowing what information students get, how accurate it is, then giving clarification if needed at the right time and in the right amount. Asking the students 'Do you understand?' 'Is it clear?' 'Ok?' will only lead to the 'Yes' response, whether they really understand or not, they are either shy or falsely think they understand. This response gives no real insight into the students' understanding and the accuracy of the information they get. To ensure that the students have got exactly what we mean, Concept Checking Questions are used as the genuine way for assessment. CCQs is a technique used to help the students discover and understand the language by themselves. It mainly depends on eliciting information. It can be used when introducing new vocabulary, grammatical rules, and concepts. In my presentation, I will talk more about what CCQs are, the importance of using them, when and at what stage to use them, and how to form effective CCQs. My main reference will be "concept questions and timelines" for 'workman'. This will assist novice teachers as well as experienced ones not only to assess whether the students understood and can use the language presented beforehand but also will smooth out points of confusion. Using CCQs effectively will help the teacher create a student-centered communicative classroom environment in which the students subconsciously participate in the learning process by expressing their acquired knowledge, which in its turn promotes their critical thinking skills.

Keywords: CCQ, concept, check, questions

Session T1 Room C

Mirroring the Gap between Theory and Practice: ELT Juniors’ Autocriticism on Their Teaching

Gülden İLİN

(No: 44)

This study aims to trigger the ELT students’ awareness on their teaching practices and lead them to critical reflection on their classroom decisions as prospective teachers. For the purpose of this study within the framework of the Teaching English to Young Learners course, most frequently encountered 45 positive and negative teaching behaviours of totally 72 ELT juniors were identified during their micro teaching sessions. These behaviours were noted down and by means of these identified behaviours; a script of an imaginary teaching session of an anonymous teacher was created. Then, the students were invited to criticise any 20 out of 45 behaviours in the script either in positive or negative terms in the form of a sit down exam. The evaluation of the exam papers revealed a mismatch in the way the students conducted their lessons and commented on them in the exam. Through whole class reflection sessions, the discrepancies in their practices and their comments on the imaginary lesson script, and finally the consequences of the procedure on their understanding of their own teaching practices were brought up for discussion. Field notes of these discussions served as another data source for the study. The major reasons for the incoherence revealed, as the third year students put, appeared to have rooted from lacking in teaching experience and confidence, having a feeling of shyness and nervousness, having more time to think in the exams as compared to micro teaching sessions, and finally, exams harmonizing with their habitual educational system.

Keywords: teacher education, micro teaching session, gap between theory and practice

Session T4 Hall B

Four Cs in an Adult Turkish Language Classroom

Hasan BEDİR

Özge KUTLU DEMİR

(No: 45)

21st century has paved the way for changes not only in our daily life but also in our classroom settings. 21st century learning includes four components; namely four Cs, which are communication, collaboration, critical thinking and creativity. For success in today's world, 21st century learning is of high importance. Therefore, it is significant to include these skills in the curriculum of language classrooms. In that sense, the aim of the present study is to integrate the characteristics of 21st century learning into a language classroom. To achieve this aim, the students were asked to participate in technological projects in which they may have a chance to learn their potentials and develop their 21st century skills along with their language skills. The participants of the present study are 32 adult preparatory class students who are aged between 17-20 years old. According to the results, the students reported that they need to develop their 21st century skills, and they require training on how to develop these skills. In a nutshell, the results of the present study indicate the need of training about 21st century learning in the case of present language classroom.

Keywords: Four Cs, language classrooms, adult student

Session T3 Hall B

Pre-service Teacher Education: Cultivating 21st Century Learning and Innovation Skills

Hasan BEDİR

(No: 46)

The rapid development in technology in 21st century has a profound impact on education. 21st century learners are called as digital natives who have become skilled critical, creative thinkers, collaborators and communicators. Improving the efficiency and quality of education mainly depends on equipping teachers with the knowledge and skill to provide high quality teaching since qualified teachers are the keys to raising quality of education (OECD 2005; 2009). Teachers in that age no longer can use lecture based teaching method, rather they are expected to be facilitator. The main purpose of teacher education must therefore be enabling teachers to gain the skills and knowledge that will be essential in the future. The teacher training in the 21st century must develop educational skills that are compatible with education policies and enable teachers to deliver these policies. Thus, prospective teachers need better possibilities of professional development to be able to gain 21st century learning and innovation skills. Bedir (2016, 2017) reported that Turkish students do not apply critical thinking skills although the ultimate goal of education should be to have students use critical thinking strategies which are essential in the 21st century. The author also emphasized that the ELT teachers were not aware of 21st century learning and skills since ELT methodology was widely taught as a theoretical discipline with insufficient attention paid to a number of essential aspects such as problem solving, ICT, etc. However, the current methodological strands in the system of pre-service EFL teacher education must be reconstructed and strengthened. Thus, this study aimed at raising ELT teacher candidates' awareness on and integration of the 21st century learning and innovation skills into practices. Drawing on the current research trend for teachers' professional development, this study aimed to investigate the effect of incorporating collaborative action research into an in-service teacher training program for these skills. Participants for the study initially consisted of 120 teacher candidates to find out if they were aware of these skills. The focus group involved the 32 teacher candidates who were selected among the large group using convenient sampling method. Data was collected from questionnaire, classroom observations, field notes, and teacher candidates' learning portfolios, interviews and researchers diaries. The initial findings show that the majority of teacher candidates were not aware of 21st century learning and innovation skills.

Keywords: Critical thinking, creative thinking, collaboration, communication

Session T4 Room D

Complementary Perspectives on Teacher Competencies and SLTE Programs in Turkey

Hasan Çağlar BAŞOL

Galip KARTAL

(No: 47)

Technological innovations and accompanying social changes in the 21st century require countries to update their educational policies. Since education directly contributes to the development of the nation states, improvement of the educational policies is of paramount importance to keep up with these innovations and changes. Teacher education as one of the most crucial components of a country's educational policy should also be revised accordingly. Considering the 21st-century skills such as critical thinking, innovative production, effective communication, respect for cultural differences, and cooperation, The Turkish Ministry of National Education (MoNE) has reviewed its educational policy to define teacher competencies in line with those considerations. MoNE has recently redefined general teacher competencies under three main components: 1) teacher knowledge, 2) teacher skills, and 3) attitude and values. Teacher knowledge consists of content and pedagogical content knowledge as well as knowledge of legislation. Teacher skills pertains to in- and out-of-class practices to design and manage teaching and assessment. Attitudes and values include positive attitudes towards students, and moral, local and universal values as well as openness to professional development, and effective communication and cooperation with stakeholders. This study investigates the views of EFL teacher trainers and trainees on the effectiveness of their Second Language Teacher Education (SLTE) program to achieve the general competencies for teaching profession with a specific focus on teacher skills. To this end, the study utilizes questionnaire and introspective interviews to collect the data. The findings indicate various views on whether EFL programs comply with the competencies recommend by MoNE. These findings suggest that entry and exit requirements of the program should be reconsidered in line with the revised competencies. The study has implications for teacher trainers, program developers, and policymakers to improve the qualifications of the EFL teacher training programs.

Keywords: teacher competencies, ELT programs, program evaluation, perspectives, trainers-trainees

Session F4 Hall B

Mentor-Mentee Relationships: Expectations and Findings

Hilal ONAT

(No: 48)

Can you name a person who had a positive and enduring impact on your personal or professional life, someone worthy of being called your mentor? Had he or she been trained to serve in such a role or been formally assigned to help you? As a teacher, it's exciting to do the teaching alone and create something in your classroom on your own. However, the reality is that, while you have a great idea, you may not know exactly what you should be doing with your students at which times to develop it into a sustainable and meaningful lesson to serve your students' needs. The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves. Oprah Winfrey defines that "A mentor is someone who allows you to see the hope inside yourself." and as stated by Hal Porter (Mentoring New Teachers, 2008) "Mentoring is an activity in which both participants gain experience and knowledge". Playing a dual role of teacher and connector, a mentor can provide access to those within their classrooms or working environments that are willing to invest in their teaching, offer their skills and expertise, introduce them to talent that can fuel their teaching and help them get closer to their target audience; students. Inexperienced and experienced teachers often perceive the same teaching situations differently. This is mostly due to the difference in their beliefs about what good teaching is. In this presentation, presenter will share her Mentor-Mentee relationship; her expectations and findings during the TESOL Arabia Mentor- Mentee Program they took part. The Mentor of the study is an instructor at Hacettepe University in Turkey and the Mentee is an instructor at American University of Armenia. She will share her real experience, Mentor – Mentee relationship; expectations and findings on how to be creative teachers and inspire their teaching environments. Both the mentor and mentee (via a video recording) will discuss the issue to demonstrate their hope and optimism for the future by their willingness to help each other discover the same joys and satisfactions that they have found in their own career.

Keywords: Mentor; mentees; novice teachers.

Session T4 Hall A

Differentiation in the ESL Classroom

Hind ELYAS

(No: 49)

Effective teaching means fostering success for all students and helping them become problem solvers and self-directed learners. In order to do so, we must know that students are different and they do not all learn the same way. Differentiating instruction is doing what's fair for students. It means creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to learn. Differentiating instruction is presenting the same task in different ways and at different levels, so that all students can approach it in their own ways" (Trujo, 2004). When differentiating students should consider each learner based on his/her needs, interests and level of readiness. This workshop focuses on differentiation instruction and how it allows teachers to meet the needs of their learners the different types of learners such as the visual learners, auditory learners and kinesthetic learners. It is important for teachers to understand these differences so they can implement best practice strategies into their curriculum and assessments.(Quinc,2016)

Keywords: learner styles, increasing student engagement, knowing the learner, different teaching strategies, teaching style

Session T3 Hall A

A Study of a Flipped Classroom Experiment in an English Language Communication Course

Hira ANWAR

(No: 50)

Flipped classroom teaching is growing rapidly in popularity (Bergmann & Sams, 2012). As a component of blended learning, flipped classrooms have aroused great interest in educators and researchers alike. This research attempts to study the impact of flipping a classroom on learners of an English language communication course. It aims to comprehend the impact of flipped classroom teaching on the academic performance of students along with understanding the students' perceptions of flipped teaching. Based on Bloom's taxonomy of learning domains, the flipped classroom was implemented by assigning work to students that they had to complete before coming to class in the form of watching videos and completing pre-readings to build on the lower order learning domains. Followed by this, the concepts were then reinforced in class with a focus on the higher order learning domains through interactive activities. By adopting a true experimental design, two sections of students of the same course were selected. One was randomly assigned to be the experiment group and the other was randomly assigned to be the control group. The experiment group was taught using the flipped classroom method while the control group was taught using the traditional method. A pretest and posttest was administered along with a feedback questionnaire to understand the learners' perceptions of the flipped teaching. The mean scores of the pretest of the control group and experiment group were 4.615 and 4.762, respectively. The mean scores of the posttest of the control group and experiment group were 5.923 and 8.143, respectively. A comparison of these scores indicate that the intervention of the flipped teaching had a positive impact on the academic performance of the experiment group. Moreover, the results of the survey imply that majority of the students had a highly favorable perception of all areas enquired.

Keywords: English language, flipped classroom teaching, blended learning, academic performance, learners' perceptions

Session T4 Room C

Exploring Turkish University Students' Perceptions about English and French Medium Instruction: Students' Achievement, Motivation, and Anxiety Levels

Hülya FİDAN UÇAR

Adem SORUÇ

(No: 51)

This study aimed to investigate achievement, motivation, and anxiety levels of Turkish students receiving tertiary education in a foreign language medium of instruction, namely both English medium instruction (EMI) and French medium instruction (FMI) context. Besides, the study sought to find out whether general GPA scores correlate with students' perceptions of achievement, motivation, and anxiety factors, and whether gender and grade (year of study) cause any significant difference among the students. In order to collect data, a five-point Likert scale questionnaire was given to both EMI (N = 144) and FMI (N = 214) students, who were conveniently selected from one state and two private universities in Turkey. To add a qualitative dimension, semi-structured interviews were further conducted with 17 students from the two contexts. As well as exploring significant differences between gender and year of study (grade), the study explored an interesting result between the two learning environments: Although both EMI and FMI students viewed themselves successful, the students in EMI felt more motivated, while those in FMI more anxious. The findings are discussed, and implications are given as well as suggestions made for the future.

Keywords: EMI, FMI, achievement, motivation, anxiety, context

Session F1 Hall A

An Evaluation of Juncture Phonemes of If-Statements in Turkish Prospective Teachers of English

İbrahim Halil TOPAL

(No: 52)

The purpose of the present study is to investigate the competence levels of prospective Turkish teachers of English in perceiving and producing the juncture phonemes of If-statements accurately in English. It further aims to rehabilitate any occurrences of errors by way of remedial sessions employing various auditory and visual exercises on the recognition and production of juncture phonemes utilizing Grammar Intonation Model (Cauldwell & Hewings, 1996) and Audio-Articulation Method (Demirezen, 2003). The study was carried out at the English Language Teaching (ELT) department of a state university in Turkey in association with 61 pre-service Turkish teachers of English in the spring term of 2015/2016 academic year. Both written and oral pre-test and post-test were administered to evaluate the participants' level of competence on the perception and production of juncture phonemes in If-statements. Data were analyzed both descriptively and inferentially. It was discovered that there was a significant advancement in the participants' competence in relation to the recognition and production of juncture phonemes. It was further revealed that remedial training sessions reinforced the improvement of the participants' problem with juncture phonemes.

Keywords: juncture phonemes, If-clauses, grammar intonation model, audio-articulation method, teacher education

Session F1 Room C

Using Drama in Teaching Vocabulary

Ismail ARICI

(No: 53)

This study aims to find out the perception changes of students towards vocabulary learning after a set of vocabulary lessons are delivered with the integration of drama activities. The implementation of this study was carried out in Listening & Speaking classes as the vocabulary exercises provided by the course book were limited to traditional gap filling sentences as well as mechanical drilling activities. The participants of the study were B1 level English preparatory students at a foundation university in Turkey. Before the implementation of the study, a questionnaire was delivered to 83 students to investigate their perceptions on the use of drama activities as a tool to improve vocabulary learning in classes. Overall, the questionnaire illustrated that only 13% of the participant students had joined a drama activity before coming to preparatory school. In addition, based on their responses, it was found that 64% of the students were eager to practice vocabulary through drama activities. Meanwhile, 20% of the participating students responded that they were unsure about whether or not they wanted to learn vocabulary through drama activities. In the implementation phase, students were delivered an 8-week- long set of vocabulary lessons with drama techniques. Following the classroom implementations, the second questionnaire was distributed to the students. The findings of the second questionnaire provided the reflections of the students on the usage of drama. The results indicated that 90% of the participants thought that drama activities had positive impact on their learning processes and vocabulary enhancement.

Keywords: drama, vocabulary teaching, EFL

Session T1 Hall B

The Effect of Short Term Study Visit Programs on Intercultural Competence of Teacher Trainers

Kadriye Dilek AKPINAR

(No: 54)

Towards an educational perspective intercultural competence of teachers and teacher trainers can be regarded as their professionalism in intercultural contexts. Building upon previous research and in response to lack of mixed method case study research, this present study focused on the intercultural development of teacher trainers from two different academic fields over the course of short-term study visit programs. Two groups of teacher trainers (foreign language and science) were chosen from state and private universities in Turkey. A mixed method, quantitative and qualitative, was used to compare the differences between the two groups in terms of their study field. The results indicate significant differences regarding the different components of intercultural competence according to their academic field. The findings of the study hold important implications for educational policy makers and higher education institutions for supporting study abroad programmes in order to develop intercultural competence of teachers for their professionalism as a life long process.

Keywords: intercultural competence, study abroad, higher education

Session T4 Room C

Implementing English-Medium Instruction in Turkey: Teachers as Micro-Level Policymakers

Kari ŞAHAN

(No: 55)

In response to the growing use of English as an international language in academia, the number of English-medium programs in higher education has increased. The introduction of English-medium instruction (EMI) is typically carried out through top-down decisions, introduced and regulated by governing bodies. Although previous research has analyzed the nature of national-level policymaking (Rose & McKinley, 2017) as well as practitioner attitudes toward the growth of EMI (Dearden & Macaro, 2016), little empirical research has been conducted to examine the processes by which EMI policies crafted at the macro-level are implemented in classrooms. This study seeks to address this research gap by examining how EMI policy is translated into classroom practice by three different lecturers at an engineering department at a state university in Turkey. Data were collected through classroom observations and interviews with lecturers and students. Nearly 14 hours of classroom observation data were collected from the lecturers and analyzed according to patterns of language use, language function, and classroom interaction. To triangulate the data collected from classroom observations, semi-structured interviews with lecturers and focus group interviews with 4-8 students from each class were conducted. Interview data were analyzed using qualitative content analysis for recurring themes. Three distinct profiles of EMI policy implementation emerge from the findings, with each of the three lecturers varying in terms of English and L1 use as well as classroom practices. The teacher profiles are supported by interview data, which suggest that teachers' beliefs about the role of language in and the purpose of EMI contribute to their implementation of policy through individual classroom practices. By highlighting the variation with which EMI is implemented in a single engineering department, this study argues that teachers serve as EMI policymakers at the micro-level. Implications are discussed in terms of policy development, teacher agency, and the need for effective EMI teacher training.

Keywords: English-medium instruction, language policy, policy implementation

Session F4 Hall B

Meeting the Emotional Needs of Language Learners: Exploring Libyan Learners’ Perspectives

Khadeja Ahmed

(No: 56)

This study aims at exploring the emotional needs that language learners may have in their learning experience. Learners’ experiences can be influenced by several nonacademic factors that can either enhance or slow their learning. These factors are of a psychological root and appear as a set of emotions that affect learners in various ways. Theories and works of Maslow (1970), Mezirow (1981) & Rogers (1983) present strong emphasis on the importance of considering learners’ psychological conditions. This study calls for practical steps toward the integration of an educational process in which learners’ emotions are carefully considered. The participants recruited in this study are 100 language learners from Sebha University, Libya. The participants were surveyed to have a sense as to what extent do language learners feel that their emotional needs are met. The results revealed that learners’ emotional needs tend to be ignored and learners are not given the opportunity to share and express their emotional needs in classroom setting. The conclusion drawn from this study is that the emotional needs of learners are as important as their academic ones. Moreover, ignoring learners’ emotions will by no means help them be successful, confident and attentive language professionals.

Keywords: emotional, language learning, needs, psychological, behavior

Session F1 Room C

Young Learners' Perceptions of and Attitudes towards the Storyline Approach

Kübra Nur AYAZ

Adem SORUÇ

(No: 57)

Storyline approach, a specific pedagogical application of task-based language teaching, has received limited attention albeit its authenticity, practicality, and meaningfulness, etc. For this purpose, to investigate students' perceptions of and attitudes towards the storyline approach, a qualitative study was conducted involving 7th grade students (11 female and 9 male; 20 in total) in a private secondary school in Sakarya. Data came from a structured open-ended questionnaire, a satisfaction scale, and a series of semi-structured interviews – they were all analyzed qualitatively based on Dörnyei (2007). The results revealed that all the students held a positive attitude towards the storyline approach, describing the storyline approach generally with words such as “fun,” “educative,” “fostering collaboration,” “meaningful.” etc. The findings are discussed, and pedagogical implications are given as well as directions for further research.

Keywords: task-based language teaching, storyline, young learners, authenticity, fun

Session T3 Hall B

Conducting Critical Classroom Observation in an EFL Setting: A Case Study of a Novice EFL Instructor

Kübra ÖRSDEMİR

(No: 58)

This case study, which took place in a state university in Turkey, was bounded to a single novice EFL instructor and it aimed to investigate the effectiveness and the challenges of critical classroom observation developed by Kumaravadivelu (1998). Critical classroom observation entails the reflections of three perspectives which are present in the classroom discourse. These are the teacher's own evaluation, students' perspective, and researcher's perspective. It is assumed that integrating these three different perspectives into the reflection process will make the outcomes of the reflection more ideal. In order to gather data from the reflections of these three different parties, different data collection tools were used such as video-recordings, reflection notes and focus-group interviews. The results of the study reveal that novice teachers can benefit from critical classroom observation in terms of professional development; however, certain clashes such as certain novice-teacher traits and power-related issues among the participants can also be faced.

Keywords: critical classroom observation, case study, classroom discourse, video-recording.

Session F1 Room D

Consumer Positive Reviews on Amazon.com

Lokman ALTUN

(No: 59)

This study investigates online consumer reviews on Amazon.com. The products which received good reviews on websites tend to be good quality and bad reviews probably show customers bad products. This study includes two aspects of review structure. The frequency of adverbs, adjectives and verbs that are mostly used together are main focus in this study. People generally use same adjectives and adverbs to show their phrases. What is more, people also usually use same collocation words with same adjectives and adverbs. We will examine which adjectives and adverbs are used more and which collocations are used more with that adjective and adverb. In addition, it was examined which verbs are used mostly when people try to show their phrases. This study is quantitative study and meta analysis research design was used. In order to collect data, different Apple products were considered. (iPhone 7, Apple Watch 1 and Apple Watch Series 3, Apple Airpods) An analysis of 1,587 reviews which were 4 or 5 stars from Amazon.com across four products pointed out that online consumer reviews have a very effective role in terms of the sales of products. Generally, reviews that can be seen as a good source to research are selected. To assure the validity and reliability of the process, a teacher who has a very good knowledge about linguistic checked reviews and came to an agreement with the researcher. Descriptive analysis was used in this study by calculating frequency of adverbs, adjectives and verbs. In this study, it was found that some adjectives and some adverbs usually are used with a specific noun or verb. As an implication of this study, it can be said that the trend of examining reviews about products is getting popular. Consumers generally prefer specific verbs, adverbs and adjectives in a specific context. Educators should carefully examine reviews on shopping sites and bring real life to classroom and they should teach students how they should write an online review.

Keywords: consumer, review, amazon.com, website

Session F2 Hall B

Using Isolated and Integrated Form-Focused Instruction in Vocabulary Development in English Reading Lessons

Manolya AKYÜZ

(No: 60)

Our main aim in this study is to compare the isolated form-focused instruction and integrated form-focused instruction in the process of enhancing of vocabulary knowledge in English reading lessons. We applied this study to 60 students in day and night prep classes in English Language and Literature Department in Ordu University. Each class did five reading treatments through reading an article and studying the vocabulary from these articles in their textbook accordingly the curriculum. In day class students were taught the words through isolated form-focused instruction, on the other hand in night class students were taught through form-focused instruction. We used Paribakht and Wesche’s (1997) vocabulary knowledge scale as the instrument to measure profits and retention in learning. There was a significant difference between two classes. Moreover, for qualitative data we used student diaries in order to learn the thoughts and feelings of students while doing these studies in process.

Keywords: isolated form-focused instruction, integrated form-focused instruction, reading

Session T2 Hall B

**Sociolinguistic Awareness of English Language Teacher Candidates towards the
Literary Diversity of Target-Language and Native Cultures**

Mehmet ALTAY

Doğan YÜKSEL

Banu İNAN KARAGÜL

(No: 61)

Language learning mostly requires a sociolinguistic awareness towards the cultural infrastructure of the language regardless of its being the mother tongue or a foreign language. This sense of awareness is twofold and interdependent: (a) sociolinguistic awareness on the linguistic diversity of target-language culture, and (b) that of native culture of the learner. For the former, literature serves as one of the foremost significant means of access to the target language and its culture. Still, learning a foreign language also relies on awareness towards the cultural aspects of the mother tongue including its literary diversity. When the issue is not language learners but prospective language teachers, awareness on the literary diversity of either culture can be even more essential. With this current research, the authors aim at investigating the sociolinguistic awareness of English language teacher candidates towards the literary diversity that belongs to the target-language culture and their native culture. The participants will be provided with an awareness questionnaire on the literary diversity of both cultures. The results will be compared through t-Test and Regression Analysis in SPSS.

Keywords: target-language culture, native culture, sociolinguistic awareness, literature in language teaching

Session F2 Room D

How do “Extracurricular” Variables Explain Native Turkish Students’ Spelling Performances?

Melike ÜNAL GEZER

(No: 62)

The present study discusses the difficulties in English word spelling that native Turkish students experience and it provides a comprehensive overview of various factors such as metalinguistic processing skills and other sociolinguistic variables such as family SES and extracurricular linguistic and literacy events such as reading English books, attending language courses, communicating with people of the world in English and so on. The findings revealed that the native Turkish students' English as a foreign language spelling performances were highly positively influenced by their outside of school activities/involvement in the target language but not family SES or parental education. These findings have implications both for foreign language educators and the learners themselves about English as a foreign language instruction as well as learning. The study suggests the foreign language learning is an ongoing process that is beyond the limits of the school or classroom context and is highly enhanced by the practice of extracurricular activities targeting at foreign language development.

Keywords: English as a foreign language, spelling, extracurricular linguistic activities

Session T4 Room D

Perceptions of Student EFL Teachers on the Qualities of an Effective Teacher: A Metaphor Elicitation Analysis

Meltem YILMAZ

(No: 63)

The aim of the current study was to investigate metaphorical reflections of pre-service English Language Teaching (ELT) teachers regarding the qualities of an effective teacher. The participants were 61 third year ELT students studying at a state university. A qualitative approach was employed in this study and a metaphor-elicitation instrument was utilized which consisted of a form with an instruction and a prompt. The subjects were asked to use a metaphor or simile to describe an effective teacher and explain the reason why they chose the particular metaphor or simile to make it easier for analyzing and categorization. Using content analysis, the metaphorical expressions were categorized thematically for further analysis. The data collected displayed that most of the participants had a teacher-centered point of view emphasizing the teachers' role in the classroom.

Keywords: learner/ teacher centered teaching, metaphor analysis, effective teacher

Session T3 Room D

The Impact of Vocabulary Instruction on Vocabulary Depth Levels of L2 Learners

Mert TOPKARAOĞLU

(No: 64)

In order to be an efficient and effective language user, to know and to use the grammar rules per se is not the only prerequisite. Those who have a huge amount of vocabulary in size are more proficient in wide spectrum of language skills, traditionally called as reading, writing, listening and speaking. They are more prolific and feel themselves more comfortable in situations where the target language is used as a medium of communication. However, the number of words known by an L2 learner is not enough just to be an accomplished and skilled language user. Knowing a word well should mean more than knowing its individual meanings in particular contexts. Nonetheless, L2 learners mostly have a tendency to learn the most common or subject related meaning of a given word and neglect the other meanings. And most of the time if they are not familiar with their monolingual dictionary prepared in target language they have difficulty in learning and enlarging their knowledge on words. Taking all these into consideration, this study aimed at investigating whether studying vocabulary with additional vocabulary activities consisting of the second one thousand most frequent words would increase the vocabulary depth levels of the students in foreign language classrooms. For this purpose, the researcher investigated the vocabulary development efforts of 68 second-grade students within an 8 week schedule of vocabulary implementation by means of Vocabulary Levels and Word Association Tests. Periodical meetings were also carried out to brief the students about the importance of vocabulary as a whole and to encourage them to continue their practice outside the classroom. On the whole, despite its limitations, the results of the study indicated that vocabulary development process, albeit lasted for a short time frame, increased the vocabulary depth levels of L2 learners and helped them to become talented and proficient language users in the target language. Finally, possible contributions of the study to the researchers and practitioners in the field were discussed.

Keywords: vocabulary teaching, vocabulary size, vocabulary depth, vocabulary enhancement activities

Session F3 Hall A

A Study on Motivation and Anxiety for English Language Learners

Merve MUTLU

Gölge SEFEROĞLU

(No: 66)

Since scholars have discovered the importance of affective factors for language acquisition, anxiety and motivation has been frequently investigated in order to find how these concepts influence the success of a language learner. This study aims to investigate how the anxiety level and motivation level would affect the language learning process of a learner related to the learner's gender, language proficiency level and major of study. The study was conducted in a School of Foreign Languages in a state university in Turkey. The participants were 206 English language learners studying at a compulsory English preparation school as a prerequisite for their university education. with different proficiency levels studying in different majors; English language teaching, medicine, engineering and economics. Quantitative measures were chosen for the data collection procedure therefore, the Turkish version of the Foreign Language Classroom Anxiety Scale (FLCAS) was administered together with the Language Learning Motivation Scale (LLMS) in order to investigate the phenomenon of inquiry. The results revealed a significant negative correlation between anxiety and the motivation level of the learners, the learners who experienced a higher level of anxiety tend to have a lower level of language learning motivation. Furthermore, it was seen that while the fear of failing the English course caused the highest level of anxiety for the learners, learning the language for their personal development and gaining prestige were the factors increasing their motivation to learn a foreign language. While investigating the effects of gender, department and proficiency level on both anxiety and motivation it was seen that while their gender and department had a significant influence on learners' anxiety level, the proficiency level and department of the learners significantly affected the learners' motivation to learn English. Results revealed that female participants experienced higher level of foreign language anxiety moreover, the learners studying medicine felt significantly less anxious to learn a foreign language than the learners studying economics and engineering. As for the motivation level the learners studying in the English language teaching department had significantly higher motivation compared to learners in other departments also the learners at the intermediate level had a significant higher language learning motivation than the other learners.

Keywords: anxiety, motivation, language learners, affective factors

Session F2 Room C

Challenges to Thesis Writing: ELT Students’ Experiences

Merve ÖKSÜZ ZEREY

Paşa Tevfik CEPHE

(No: 67)

In broad terms, Master of Arts (M.A.) programs in ELT aspire to equip students with advanced theoretical and applied knowledge in the field. In addition to providing students with teaching and research activities, these programs strive to help students gain fieldwork skills. M.A. programs generally last for two years, consisting of the completion of the courses and an M.A. thesis. Despite the fact that students are familiar with the course stage, thesis writing process appears to be an elusive and confusing experience for them. As a result, many M.A. students go through a set of difficulties and problems during their thesis writing journey. This study aimed at investigating these challenges and problems faced by M.A. ELT students prior to and during their thesis writing process. To this end, semi-structured interviews were carried out with students to identify these difficulties and challenges as well as their sources and solutions to cope with these problems. In the analysis of the interviews, qualitative content analysis was adopted. The themes arose out of cyclical readings of the transcriptions. The findings indicated that the M.A. students had a significant number of problems ranging from academic literacy to research competence and communication with the supervisors. Such factors as inability to come up with research problems, lack of communication with the supervisor and the selection of the appropriate research methodology seem to demotivate them, leading to developing negative perceptions toward the thesis process and to hinder them from writing a thesis successfully within the predetermined time period. In order to gain a clear understanding, these factors were clarified in detail. In line with these problems and possible solutions offered by the students, suggestions were given to inform M.A. students and the program administrators.

Keywords: M.A. thesis, thesis writing, M.A. ELT programs

Session F3 Room C

**The Effects of Exposure to Cultural Elements on Learners' Willingness to Communicate
In English**

Meryem MİRİOĞLU

Mustafa BAYAR

Remzi BALCI

(No: 68)

Foreign language learning mostly requires an awareness towards the cultural infrastructure of the language being studied, the target language, as well as the L1 of the language learners as there exists a close relationship between the two in EFL context. The present study seeks to examine the effects of utilising cultural elements in the EFL classrooms of seventh-grade young learners in a secondary school in Turkey. The learners' ages range between 11 and 12, and their English proficiency level is A2. This study aimed to find out whether or not using cultural elements while teaching L2 by teachers/instructors had any effects on learners' willingness to communicate in English. Mixed method research design was employed while conducting the study. The obtained results indicated that extensive exposure to cultural elements in the EFL classrooms significantly improves learners' willingness to communicate in English actively.

Keywords: willingness to communicate, young learners, cultural elements

Session T1 Hall B

An Investigation of Language Learners’ Rhetorical Transfer: Intercultural Awareness for Enhancing Target Language Writing Performance

Mokhtar HAMADOUCHE

(No: 69)

Students’ first language has always a role to play in second language acquisition. In writing, the first language influence is manifested at different levels beginning with vocabulary, grammar and mechanics and ending up with discourse organization and rhetorical devices. The present research work aims to investigate the issue of rhetorical transfer as reflected in the writing of second-year students at the Department of Letters and English, University of Constantine 1. It carries out a contrastive rhetoric analysis of students’ Arabic and English expository compositions for the sake of identifying their stylistic deviations and enhancing their academic writing in the target language. Therefore, it is hypothesized that differences between Arabic and English have a negative impact on students’ rhetorical writing in English and that awareness-raising about discourse differences will enhance students’ writing quality. A comparative analysis of Arabic and English compositions and a quasi-experimental research design have been used to test out the hypotheses. The results corroborate the research hypotheses in a sense that rhetorical differences between the first language and the target language lead to difficulties and that students’ lack of awareness about these differences results in first language negative transfer and target language rhetorical deviation at the levels of connectivity, repetition, collectiveness and transculturality. As long as the experimental group participants recorded a significant statistical progress as measured through the student t-test, it could be concluded that Arabic exerts an apparent negative influence on shaping students’ thoughts and that awareness-raising about contrastive rhetoric represents an effective means to boost up their writing performance. Eventually, since this conundrum usually yields some communication breakdowns, teachers should introduce their students to different aspects of rhetoric in order to improve their general intercultural communicative competence.

Keywords: contrastive rhetoric, intercultural communication, target language writing, rhetorical differences, awareness-raising

Session T1 Hall B

The Role of Cultural Capital in EFL Classroom

Muhammet Salih TAŞDEMİR

(No: 70)

The main purpose of this study was to propose techniques to use in the classroom with the aim of raising cultural capital level of students coming from families of a low socio-economic background. Cultural capital has been discussed under a number of considerations; however, there is limited research which discusses English Language Teaching within the scope of cultural capital. The role of cultural capital in EFL classroom can be considered important as the setting, teaching materials and teachers can play a crucial role in providing students with cultural codes that they need. As teacher knowledge in these practices is also necessary, the study also aimed to determine cultural capital level of English language teachers in comparison to teachers of several other fields. The study group consisted of 30 teachers, half of which are teachers of English and the other half are from other fields, who are currently working at state high schools in Gaziantep in 2017-2018 academic year. A mixed method approach was adopted. For the collection of data, the cultural capital scale developed by Avcı (2015) was used followed by semi-structured interviews. Data analysis was carried out through SPSS for the quantitative data and, content analysis method for the qualitative data. It was found that cultural capital level of English teachers was not significantly different from that of the teachers of other fields, both of which were high. According to the interview findings, course books were found to be the most frequent response that would provide rich sources. The teachers stated that outdoor activities such as museum visits, reading texts rich in cultural codes, creating opportunities to go to cinemas and theatres as a part of English classes, integrating music, literature and arts into English course books, providing free books would be helpful in raising cultural capital level.

Keywords: cultural capital, inequality in education, teacher knowledge

Session F4 Hall A

Should We Correct Errors on Papers which will be Cross-Marked?

Murat POLAT

(No: 71)

Correcting errors on students' writing has a number of benefits for the learners and most of the time writing teachers are required of giving their learners as much feedback as they can even on their exam papers. Most of the error correction research has focused on whether teachers should correct errors in student writing, how they should do it and how deep it should be. However, not much has been done to investigate whether the writing teachers' corrections on students' papers have an impact when cross-markings are done on the same paper in a particular context. This study seeks to explore whether the corrections made by the writing teachers working at Anadolu University affect the scores of colleagues who are scoring the same papers second time to ensure the rating reliability. To do that, 6 writing teachers were asked to grade 20 student essays in two sets. Raters first graded set A papers (10 papers) which were not corrected or scored before; and after 4 weeks, the same teachers graded the same papers without making any corrections or comments on them. Raters then graded set B papers (10 papers). This time they were allowed to make corrections and write their personal comments on students' performance. After 4 weeks, the same raters graded the same papers which were corrected by other participants in the rater group. The scores assigned each time for these papers by the same raters were compared statistically and the influence of error correction (the independent variable) was tested comparing the grades assigned for two sets. Finally, the results revealed that error correction on writing papers might have a negative effect on raters' intra-rater reliability levels whereas it might have a positive effect on raters' inter-rater reliability degrees.

Keywords: error correction, cross marking, inter-rater reliability, intra-rater reliability

Session T4 Room C

The Attitudes of Stakeholders towards English Medium Instruction (EMI) Programs at Tertiary Level in Turkey

Mustafa ÇOBAN

(No: 72)

This study aims to investigate the attitudes of lecturers and students at Turkish universities using an integrative research methodology. The data for this research were collected through the findings of the selected studies from Turkish context. These studies were found by means of various databases and the quality of published materials formed the principal gauges. The findings highlight the attitudes of stakeholders, the most salient of which were presented as the concern of the stakeholders over EMI programs in terms of content knowledge acquisition. In addition to this, the findings shed light into the areas that need to be focused, such as classroom observations and field notes. Furthermore, the strengths and weaknesses of the selected studies were critically discussed in detail in order to draw general conclusions. Based on this synthesis, the inclusion of various stakeholders was determined to be important. In line with this, the findings offer new insights into the exploration of lecturers' and students' attitudes towards EMI programs.

Keywords: attitudes, EMI program, Turkish higher education, integrative research

Session T2 Hall B

**Acculturation of Turkish Immigrants: A Cross-Cultural Study Based on the Movie
“Almanya: Welcome to Germany”**

Mustafa KAÇAR

(No: 73)

This study explores the acculturation models adopted by Turkish immigrants living in Germany based on the recent movie "Almanya: Welcome to Germany" (2011). Although there are numerous movies about Turkish immigrants, studies conducted so far mainly focused on acculturation orientations of either first-generation or second-generation Turkish immigrants living in Europe. To the researcher's knowledge, there are no studies in the literature which took all three generations into consideration in interpreting the relationship between immigration and acculturation. Furthermore, no studies based a particular movie about Turkish migrants for cross-cultural research and analysed it in a detailed way by using a theoretical model. That's why, it is believed that the present study fills a gap in the literature as it is the first study performing a critical analysis of a movie which documents the story of a Turkish immigrant family including representatives of all three generations according to Berry's two-dimensional Acculturation Model. The data was collected by watching the movie scene by scene and field notes were taken during this process. Later, these field notes were analysed and the patterns of acculturation were looked for each generation separately. Findings from the movie revealed that not all the characters employed the same acculturation strategy. The movie indicated that the generation status of the characters had a profound impact on their choice of acculturation strategies. That's why, this study supported Berry's model (1997) which suggested acculturation was two-dimensional in the sense that immigrants could preserve and/or reject their original culture and mainstream culture to a certain extent.

Keywords: acculturation, Turkish immigrants, intercultural communication

Session T4 Hall A

Application of Contrastive Analysis of Wh Questions in English & Arabic to the Teaching of Wh Questions structures to Arabic Native Speakers

Mutwakil ISMAIL

(No: 74)

This paper investigates the similarities and differences in syntactic structures of wh questions in English and Arabic languages in order to explore the difficulties Arabic native speakers encounter when forming wh questions in English. Additionally, the paper identifies the type of errors in wh questions made by Arabic native speakers who are studying English as a foreign language, classifies these errors and presents recommendations to teachers and curriculum designers for incorporating these recommendations into language courses in order to avoid errors such as in: “You went where?”, “said what the teacher?”, “it can be done how?” At the same time, the paper will examine and explain why Arabic native speakers encounter no difficulty when they form certain questions in English as in: “Who bought a new car?” Although this paper focuses primarily on the syntactic errors, semantic and pragmatic errors are also examined. To explain the sentence structures in both Arabic and English and all the possible positions that Interrogative wh phrases occupy in both languages, Chomsky’s Minimalist Program (1995) will be used as a framework. The Contrastive Analysis approach will be utilized to illustrate the type of errors found in the English wh questions as produced by Arabic native speakers. The data was collected by giving structured written tests to native Arabic speaking students who are studying in tertiary level in the UAE. The data is analyzed quantitatively and qualitatively to avoid the weakness of each method.

Keywords: Contrastive Analysis, English & Arabic, Wh Words, Teaching, Arabic native speakers

Session: F1 Room C

Literature for Children and Young Adults

Naima AKHTER

(No: 75)

The notion that the main objective of EFL learning is to help students to communicate fluently in the target language cause many teachers still believe that an EFL class should focus on mastering linguistic elements only. The main concern of English teachers should be to help learners acquire communicative competence. Thus the recent trend in EFL teaching indicates necessity of integrating literature because of its rich potentially to provide an authentic model of language use. Theoretically, using literature in language teaching is very advantageous. This paper will review some ideas and research regarding the role of literature in language classes. It will show how learners are enhanced for learning effectively because of the motivational texts and how to blend all four skills together in learning the target language. The purpose is to familiarize language teachers with the effectiveness of using literary texts for enhancing the learners skills. It will also focus on possible scope of methodological innovation within teaching language through literature. It will also include a lesson plan for young learners of an English Medium school of Bangladesh where literature has been used in language class to blend all the four skills of learning. It will also provide the potentials and challenges toward using literature as a resource for language teaching.

Keywords: literature, children, young adults, language, skill learning

Session F2 Room D

A Ray of Light: Cooperative Learning to Enhance the EFL Students' Oral Performances

Narimen HAMDINI

(No: 76)

Algerian students of English have deficiency in oral performances due to lack of opportunities. the present study investigates the effect of cooperative learning strategies on developing the learner's oral proficiency. A pretest-posttest group research design was implemented. The experiment group was taught through cooperative learning methods while the control group received traditional instructions. The study adopted an orally scored pretest / posttest and a questionnaire targeting the students 'perceptions of the suggested strategy and possible drawbacks. The findings confirmed that the experiment group outperformed significantly the control group in the measurement of oral performance. Since The learner' results in the examination are comparable, it is recommended to be implemented in the oral expression classes as well as other study subjects. The findings will be dedicated for experienced teacher as an invitation to shift from the traditional instructions to modern teaching practices as well as an encouragement for the new teachers to adopt the strategy.

Keywords: cooperative learning, oral interaction, learning, social skills, motivation

Session F1 Hall B

The Role of Needs Analysis and Materials Evaluation Adjusting ESP Courses to the Needs of Students

Nassima BENCHABANE

(No: 77)

The field of English for specific purposes (ESP), which addresses the communicative needs and practices of particular professional or occupational groups, has developed rapidly in the past forty years to become a major force in English language teaching and research. The present paper deals with the role of needs analysis and materials evaluation adjusting ESP courses to the needs of students in tertiary education. Students' needs analysis is a reference base for both the development of a new ESP course and alterations of an existing ESP course in the changing environment and demands for English language skills. Teaching materials determine the content of the course and affect teaching methods, students' motivation, vocabulary and language functions taught. The evaluation of teaching materials allows the teacher to constantly improve the ESP course, to better adjust it to the changing needs.

Keywords: English for specific purposes, courses, education, teaching materials

Session F2 Room C

Teaching ESP Students to Write in English

Nataliya Fedicheva

(No: 78)

Many universities worldwide now require Master's and PhD students to publish articles in their mother tongue as well as in English. This growing trend gives rise to multiple interrelated questions starting from how instructors can develop better students' writing skills and ending with if it is a realistic task. Many ESP students at university have a general understanding of grammar rules, but not many are able to write at levels expected of them. This is exacerbated by a lack of awareness of students' own ability in writing. The presentation reports on a case study conducted to identify gaps in writing standards among ESP students. The study employed a case study approach, using qualitative methods. The study also examined the difficulties students face in writing and identified most common errors made in writing tasks. Data from the study showed that most students enjoyed writing essays and working with peers to generate ideas and opinions for their compositions. A majority of respondents agreed that it was difficult for them to write clearly and accurately and in plain English. Many respondents were unable to write coherently and adhere to a plan. In my presentation, I will claim that the ability to write clearly and in plain English should be of fundamental importance to ESP students. My presentation will show how university instructors can help ESP students to communicate in writing in a focused way as well as to prepare a publication for a journal.

Keywords: ESP students, a case study, plain English, to communicate in writing.

Session T4 Hall B

The Values-Clarification Approach for University Students

Nataliya Fedicheva

(No: 79)

This article shares the results of the author’s efforts to incorporate the values-clarification approach into foreign language teaching. It starts by saying that though developing values is an individual and a lifelong process, educators should support it in the classroom. It then explains why developing values is important and how a discipline “foreign language” can make a considerable contribution to teaching values. Communicative component of the discipline, its orientation to study and compare different ways of life and values of other people gives much opportunity for teachers to inspire young people to become active “world citizens”. Our analysis of textbooks for university students showed that most books deal with neutral and apparently harmless topics. We did not find any texts or discussions related to universal and humanistic values or activities addressing some moral dilemmas. To investigate students’ understanding of values issues and how they make their own choices and evaluate consequences, we carried out a survey of 120 young Ukraine citizens. The survey posed questions about typical areas where students may experience confusion in values. As expected, students reported that they are not always clear about their own values. The article reports on the most appropriate and applicable approach to teaching values, which is the values-clarification approach. In this approach, university instructors and school teachers are concerned primarily with the process of valuing and focus on how their students come to hold certain beliefs and establish certain behavior patterns. Materials and examples which encourage students to look at alternative modes of thinking and acting are given in the article. Insights from research and our explanations will hopefully benefit both university instructors of foreign languages and teacher educators. Key words: the values-clarification approach, teaching values, the process of valuing, strategies, beliefs.

Keywords: the values-clarification approach, teaching values, the process of valuing, strategies, beliefs.

Session F3 Room C

Frequency of ICT Implementation in English as Foreign Language (EFL) Classes in Private and State Secondary Schools in Turkey

Nermin PUNAR

(No: 80)

Our whole life is technology-centered now. With the development of technology, Information and Communication Technologies have become one of the important issues in language education. Based on these technological developments, the present study aims to identify the differences in frequency of ICT implementation in EFL classrooms between private and state schools. There has been made research about beliefs of EFL teachers about ICT implementation; however, there is limited research about the frequency of ICT implementation in EFL classes. For this reason, the following study tries to find out the frequency of ICT implementation in language classes from the teachers' and students' perspectives. Sequential mixed method research was used for data collection and data analysis, 40 EFL teachers and 250 students participated in this study and two different questionnaires were used to collect quantitative data. Open-ended questions were also conducted to collect qualitative data from teachers. As a result of this study, although both schools often have access to ICT, private schools more often use ICT for presentation than state schools. Additionally, private schools often communicate with students and parents while state schools rarely communicate with them. Lastly, both schools hardly ever use ICT for assessment.

Keywords: ICT implementation, private school, state school, English language teaching, EFL classroom

Session F4 Hall B

Developing Learner Autonomy through the Metacognitive Learning Strategies

Nesrine GHAOUAR

(No: 81)

In the field of teaching, ‘learner autonomy’ became the center of interest since 1980. It made the shift from ‘how to teach’ to “how to learn”. ‘Learner autonomy’ refers to learners taking responsibility for their own learning. Therefore, autonomous learners are self-regulated learners as they decide themselves for what to learn, how to learn, when to learn, and why to learn. These learners have developed the skills of self-awareness, task-awareness and strategy awareness. They are aware of how they think since they use intentionally the metacognitive learning strategies. These strategies are considered as one of the pillars of learner autonomy. They guide learners in monitoring, assessing and evaluating their learning. However, the majority of first year EFL students under investigation- Badji Mokhtar University, Annaba- Algeria- showed dependence on the teacher for their learning and demonstrated lack of metacognitive skills. The main objective of the study skills’ session is to develop autonomous learners through awareness-raising, self-monitoring, self-assessment, and self-evaluation. By the end of the first semester of 2017- 2018, a questionnaire was administered to investigate whether the students have developed their metacognitive skills and attained certain degree of autonomy in their learning. The results showed that the majority of the students are more aware of themselves and their learning strategies; they manage better their efforts to meet their goals. Hence, the metacognitive learning strategies developed learner’s self-management skills, intrinsic motivation, and self esteem. Therefore, awareness of the metacongitive learning strategies promotes learner autonomy at the university level. However, developing learner autonomy is not automatic; it is gradual and needs teacher’s patience and efforts.

Keywords: learner autonomy, metacognitive strategies, self-assessment, monitoring, evaluation

Session F4 Hall B

Investigating Students' Self-Regulated Learning through the Social Cognitive Theory

Nesrine GHAOUAR

Soumia AOUAIDJIA

(No: 82)

The present study aims to find out about the degree of self-regulation of students of English at Badji Mokhtar - Annaba University, and its relatedness to their academic outcomes. It takes first year students as a population of study and seeks to examine their study patterns, learning beliefs and processes in the module of Linguistics. It adopts a questionnaire and testing as research instruments. The questionnaire, addressed to the research sample, aims at indentifying learners' main areas of strengths and weaknesses during the three-step cycle of learning when undertaking the given classroom tasks, namely, in planning, performance and evaluation. The questionnaire items detail the self-regulated components like students' self-efficacy beliefs, the different strategies adopted in setting goals, self-monitoring progress and self-reflecting afterwards. These prove to be decisive factors in the successfulness of students' academic endeavors. Besides, students' testing scores in linguistics come to support the questionnaire results in revealing that students' self-regulated learning patterns mark the boundaries between the high and the low achievers and subsequently, corroborating its relatedness with their academic performance and achievements in the module of linguistics.

Keywords: self-regulated learning, self-efficacy, cognition, metacognition, self-monitoring

Session F4 Room C

A Study on Vocabulary Learning Strategies of EFL Learners

Nida GÜRBÜZ

Ece SARIGÜL

(No: 83)

As it is widely known there are several vocabulary learning strategies used by language learners such as management, guessing, recording, analysis , association or using a dictionary. The aim of this presentation is to give information about the results of the study, which was carried out in order to diagnose the vocabulary learning strategies of Turkish EFL learners at Karatay University, Konya. The subjects of the study are 30 intermediate and upper level students who attended preparatory school of Karatay University , Konya. In this study, the researchers’ first goal was to identify how students studied vocabulary and what kind of vocabulary learning strategies students were being used in the vocabulary learning process. A quantitative survey design was used as a research design in this study. A demographic form which was developed by the researchers and a questionnaire which was adopted by using several questionnaires (Schmitt, 1997,Fan,2003,Tezgiden,2006) were used in order to gather data for the study. The questionnaire included 2 sections. In the first section there were questions on “ how frequently do they use that strategy among several strategies ?” and on the second section, there were questions on “to what extent do they find that strategy useful? The questionnaire included 30 items . Items in the questionnaire were designed on a five-point Likert-scale type and they were given values from 1 to 5. Participants chose both their frequency of use and their ideas of usefulness about the strategy in each item. After examining the results of the study, it can be suggested that by investigating the learners’ vocabulary learning strategies teachers may help them in learning vocabulary more successfully and permanently.

Keywords: learning strategies, association, EFL

Session F1 Room D

**A Stylistic Analysis of Two Short Stories by Chinua Achebe: “Marriage is a Private
Affair” And “Civil Peace”**

Oluwaseyi Anifowose

(No: 85)

This paper investigates the effective use of stylistics by Chinua Achebe in the short stories: “Marriage is a Private Affair” and “Civil Peace”. Chinua Achebe is considered one of the best novelists in Africa. He is regarded as the “father of modern African writing” because of his colossal contribution to the development and growth of African literature. The following questions are pertinent to this study: what stylistic choices characterize his feat as an African writer? How has he been able to communicate effectively, with his readers; his themes, political crusade, historical and cultural ideologies? While the field of pragmatics has, in various ways, explored the concept of “what is said”; the meanings of words in use, stylistics, on the other hand, has devoted itself to exploring the dynamics of “how it is said”- the study of the ways meanings are created. Creating a new perspective about Achebe, this study explores the idiosyncratic style of writing and how this style has made him a phenomenon, a voice to be reckoned with in Africa and beyond. The first section provides a background for the study, detailing Achebe’s life, works, philosophy, achievements, and especially his style. The second section briefly examines the study of stylistics and its role in contemporary and effective writing. The third section, which is the core of this study, presents a critical stylistic analysis of the two short stories, identifying and discussing the stylistic devices, the stylistic differences and similarities between the two short stories. The study then concludes on how he has been able to effectively use stylistics to enhance his writing style. It suggests that Chinua Achebe’s achievement is foregrounded on his stylistics richness, his ability to use language to evoke certain feelings in his audience, creating aesthetic beauty, and ultimately promoting literary and linguistic awareness.

Keywords: stylistics, Chinua Achebe, idiosyncrasy, cultural, ideology

Session F1 Hall A

The Use of Structure-based Parsing Strategies during L2 Sentence Processing: Evidence from On-line and Off-line Measures

Onur ULUDAĞ

Hatice SOFU

(No: 86)

The investigation of the ways second language (L2) learners process the L2 input has provided valuable insights into the understanding of human cognition and developing instructional interventions that would bring about better L2 learning. In this respect, the exploration of the mechanisms L2 learners employ to process ambiguous constructions allows us to examine the aspects of L2 acquisition that still remain unrevealed. The study presents part of the results to a larger experiment investigating the processing of ambiguous constructions including relative clauses (RC) using an on-line measure such as the eye-tracking methodology and an off-line comprehension questionnaire. The participants included Turkish learners of English and a control group consisted of native English speakers (NS). Experimental items in the on-line task consisted of temporarily ambiguous sentences which were disambiguated using structural information for RCs. The off-line task consisted of globally ambiguous sentences constructed in a way that would allow inference of at least two distinct interpretations. The results indicated that both NSs and L2 learners showed interpretive biases on the tested sentence type. The direction of the bias in the RC attachment sentences was different for the two groups. The NSs showed a low attachment bias, consistent with the results often obtained in the studies of RC attachment in L1 English. The L2 learners, however, revealed a high attachment bias. The results are interpreted as psycholinguistic evidence that both L1 and L2 sentence processing is guided at least partly by structure-based parsing strategies, and hence does not support the claim that the syntactic representations adult L2 learners compute for comprehension are shallower and less detailed than those of NSs.

Keywords: parsing, processing mechanism, ambiguity resolution, low attachment, high attachment

Session T1 Room C

Instructional Videos to Develop Technological Pedagogical Content Knowledge (TPCK) of Instructors

Özge KUTLU DEMİR

(No: 87)

Technology, as the indispensable part of our daily lives, has a key role in language classroom settings. As the teachers of 21st century, we require technological tools in our classroom settings. At that point, TPCK level of teachers is of high importance. The present study aims to discover TPCK level of instructors and prepares instruction videos accordingly in order to increase TPCK levels. The participants of the present study are 15 instructors who work at a state university. They are aged between 25-40. Prior to study, the TPCK levels were needed to be found out. To serve this purpose, the TPACK-deep scale prepared by Yurdakul et al. (2012) has been adapted and used. The needs of instructors were found out with the scale and semi structured interviews; and accordingly, videos were uploaded to a blog for five weeks. After the study, the scale was applied again. According to the results, there is a statistically significant difference between the TPCK levels. The results of the present study indicate that instructors need such videos to develop their TPCK levels.

Keywords: TPCK, instruction videos, technology

Session T2 Room C

An Analysis of Writing Tasks in EFL Books: Navigate B1

Özgül BAKLACI

(No: 88)

Task-based teaching which suggests that learners should carry out real life tasks during their learning process in order to learn the target skills and language structures in the target language has been playing an important role in foreign language classrooms. The fact that this teaching method is accepted in Common European Framework makes it more significant for foreign language classrooms around the world. In this methodology the task framework consisting of pre-task, task cycle and language focus stages is the most important point that shapes a task based lesson. As a productive skill in which results of the lesson are observable, writing can be taught and developed by means of tasks that are shaped by the main components of a task and by experiencing the stages that are defined in task based methodology. The aim of this study is to analyze the writing tasks in an English as a Foreign Language book and suggest more task ideas to develop writing skill. In this study, writing tasks in Navigate B1 course book are analyzed and the writing parts in this book are adapted to task-based writing lessons consisting of main task components and shaped by the main stages of a task based lesson. At the end of the study the tasks in the book are found to have some components of a task described in task based methodology. However, it was observed that there are some gaps in these writing tasks and some suggestions are made to fill these gaps. For this reason, the study may have an important role in inspiring other studies or the trainers that are designing a lesson plan through task-based teaching method to improve writing skill in their classes.

Keywords: task-based teaching, writing skill, task components

Session F4 Hall A

Raters' Strategy Use during the Assessment of EFL Essays

Özgür ŞAHAN

Salim RAZI

(No: 89)

Assessing writing performance is inherently subjective because several factors contribute to the reliability of writing scores. Rater variation is considered central to writing performance assessment, as raters show a variety of differences in terms of professional experience, linguistic background, educational background, expectations and beliefs, and tolerance for error. As such, the ratings assigned to students' compositions might not solely reflect the quality of writing but also the idiosyncrasies of raters' judgements. With this in mind, this study examines the variation in scores assigned to EFL essays of distinct qualities by raters with varying levels of experience and attempts to determine raters' decision-making behaviors during their assessments. Based on raters' reported scoring experience, a number of 33 participants from 16 universities in Turkey were divided into three groups: low-experienced ($n = 13$), medium-experienced ($n = 10$), and high-experienced raters ($n = 10$). Employing a mixed-method approach, quantitative and qualitative data were collected from the participant raters. They were asked to assess 25 high-quality and 25 low-quality essays using an analytic scoring scale. In addition, qualitative data were obtained through simultaneous think-aloud protocols. In order to analyze quantitative data, descriptive and inferential statistics were conducted. As for the qualitative data, the researcher transcribed a 63-hour voice-recording and used deductive coding to determine the decision-making strategies employed during the assessment task. Following the coding procedure, a total number of 14,562 decision-making strategies were identified. The results showed that more experienced raters tended to give higher scores to the essays compared to their less experienced peers. Furthermore, the high-experienced and low-experienced groups differed significantly in their scores assigned to low-quality essays and mechanics component scores. The analysis of verbal protocols revealed that raters' strategy preferences were related to raters' previous rating experience and text quality. Moreover, the score differences found between the raters were explained with their rater behaviors. Overall, the findings highlight a fairness problem in EFL writing performance assessment and implications are discussed with respect to institutional and large-scale assessment contexts.

Keywords: EFL writing assessment, essay quality, rater experience, rater behavior, think-aloud protocols

Session T4 Room D

English Language Preparatory School Curriculum: Evaluation and Suggestions

Petek ÖZDORUK HÖKE

Ahmet OK

(No: 90)

English language teaching programs in tertiary education have a key value in preparing and teaching a foreign language to university students, and today as English is often the medium of higher education in Turkey, one of the most principal requirements of teaching a language effectively is having a clearly defined curriculum in terms of its teaching goals and specific objectives (Daloğlu, 1996). In this respect, evaluating English preparatory curricula and making modifications, additions, alterations or/and eliminations on them are an integral aspect of curricular processes (Ornstein & Hunkins, 1998). Therefore, the purpose of this study is to evaluate English Preparatory Curriculum of the School of Foreign Languages at an English-medium state university through the perspectives of instructors, students, and program and testing office members. It was examined in terms of the context in which the English program was implemented and the appropriateness of the program with respect to its objectives, content, teaching methods, materials and assessment procedures using Stufflebeam’s (2000) context, input, process and product model (CIPP). Both quantitative and qualitative data were collected in this study. The quantitative data were gathered via the questionnaire administrated to all (n = 243) intermediate level English Preparatory School students. The qualitative data were collected through individual interviews conducted with the 10 practitioner instructors, including two program and testing office members. The quantitative data were subjected to descriptive statistical analysis while the qualitative data were subjected to descriptive content analysis. The results indicated although the program was planned to prepare the students for their departmental courses, it included some parts that require improvement, especially with respect to the development of listening and speaking skills. The findings also revealed positive effects of Independent Learning Center, the physical conditions, materials used in classrooms, instructors, and the portfolio tasks.

Keywords: preparatory school English curriculum, curriculum evaluation

Session T2 Room D

The Mentor Training Effect from an ELT Student-Teacher's Perspective

Rana YILDIRIM

Esra ÖRSDEMİR PANPALLI

(No: 92)

Over the last decades, the importance of practicum for preservice teacher education has started to receive more attention as it is considered to be one of the most crucial parts of professional development in student-teaching. Relevant research has clearly provided evidence indicating that during practicum student-teachers find the opportunity to learn how to teach and reflect on their practices with the guidance of their mentors. However, studies show that most mentors are unaware of their roles in the development of student-teachers, which results in ineffective mentoring practices during practicum. Drawing on this, the aim of this study is to explore how an eight week mentor training programme in an ELT context reflected on the mentoring practices of a mentor from the perspective of a student-teacher. Data were acquired through repertory grids and follow-up interviews. While the repertory grids were analysed by means of Rep5 computer program, the interviews were analysed through NVivo10 Qualitative Analyses Software. The findings revealed that the mentor training program implemented produced favourable results for the student-teacher participating in the study as the mentor was evidenced to enhance her awareness of what an effective mentoring actually entails and to extend her mentoring skills. The study has implications for the design of practicum component of initial teacher education programmes with a specific focus on professional development of mentors.

Keywords: Practicum, mentor training, pre-service teacher education, student-teachers, perspective

Session F3 Room C

Are Student Teachers Well Prepared to Integrate Technology in English Language Teaching?: Implications for Teacher Education Programs

Saadet KORUCU KIŞ

Kemal Sinan ÖZMEN

(No: 93)

Today’s world is having the heyday of technological developments and all aspects of our lives have been influenced by the exponential growth of technology. The facilities and options technology can offer for the teaching and learning processes have thus urged many governments to make high investments in building technology infrastructure in schools and many initiatives have been undertaken for the efficient use of technology in classrooms. Yet, research shows that the successful integration of technology remains low in classrooms. Concerning this problem, many authors have listed a number of barriers that hinder technology integration in instructional practices. However, teacher-level barriers have received special attention since teachers are the gatekeepers of classrooms. This study, in particular, focused on factors related to student teachers since their early learning and undergraduate experiences form the basis of their future career as in-service teachers. Employing a constructivist grounded theory approach, a survey and semi-structured interviews were carried out. Results have shown that student teachers lack (a) inherent value beliefs about technology, (b) awareness about the potential of and rationale of using technology, and (c) adequate knowledge and skills for the successful implementation of technology. The implications of these findings are discussed for English Language Teaching programs.

Keywords: second language teacher education, teacher cognition, technology integration

Session T4 Hall B

Linking Theory and Practice: A Shared Platform for Researchers and Language Teachers

Sabahattin YEŞİLÇINAR

(No: 94)

Numerous studies are available for language teachers to help them improve their teaching practice. However, literature shows that most studies haven't been utilized for improving language practice due to some reasons such as readability of and access to studies. Motivated by this fact, the current study has been conducted in two phases to achieve two aims. In the first phase, a semi-structured interview was conducted with twenty-five English language teachers with the purpose of investigating in-service teachers' views on the gap between theory and practice as well as their suggestions. In the second phase, based on the findings of the first phase, the researcher developed an online platform that was available on Facebook, in which language teachers and researchers could meet. In this platform, the articles that are useful for language practice have been and will be selected from internationally indexed journals. The researchers will share a summary of their articles and share useful tips for practice. The teachers will read the articles and share the applicability and the usefulness of the teaching tools. Another possible contribution of this study is that language teachers will improve their teacher research skills, which also leads to successful professional development.

Keywords: professional development, facebook, online platform for language teachers, theory, practice

Session T2 Hall A

The Effects of Pre-service EFL Teachers’ Self and Peer Evaluations of Their Talk on Reflective Practices

Safiye İpek KURU GÖNEN

Asuman AŞIK

(No: 95)

In pre-service teacher (PST) education, providing opportunities for reflective practices may foster professional growth, create self-awareness on various aspects of teaching, and help to understand the nature of teaching and learning environments. One way to foster reflectivity is using specific instruments or frameworks that would enable PSTs to make self and peer evaluations, and providing opportunities for training and implementing these frameworks. Based on this need, a framework designed to promote reflection through the analysis of teacher talk was implemented in this study. This framework, with different classroom modes and interactional features, was reported to develop critical reflection toward classroom discourse, and lead to a more data-led reflective practice to systematically evaluate classroom interactional processes. The aim of this study was to investigate whether PSTs’ experiences on the self and peer evaluation of their own talk would lead to any change in their reflectivity, and to track their reflectivity levels before and after such experience. For these purposes, 44 PSTs from the ELT departments of two universities in Turkey participated in the study. Within a control and study group mixed-method design, 22 of them served as a control group and were engaged in regular practicum experiences while the other 22 PSTs received training on the use of the framework for self-evaluation of teacher talk. After training sessions, PSTs in the study group audio recorded their teaching performances for three times, analysed those recordings by using the suggested framework to identify different interactional features of their talk, and then gave peer feedback about each other’s recordings. Following each self and peer analysis session, participants wrote reflective diaries. A profile of reflective thinking attributes was administered before and after the study to find out the change in their reflectivity. Quantitative and qualitative analyses have put forward that engaging PSTs in the analysis of their language use improved their reflectivity from more technical levels to contextual and dialectical levels when compared to their control group counterparts. Moreover, reflections of PSTs in the study groups yielded a deeper and critical evaluation of their teaching experiences. The results of the study proposed implications for the role and implementation of reflective practices in PST education.

Keywords: reflective practices in pre-service teacher education, self-evaluation of teacher talk, practice on classroom interactional features

Session T1 Room D

Listening in a Foreign Language: Comprehension Strategies Employed by High and Low Anxious Listeners

Safiye İpek KURU GÖNEN

Gizem BERBER

(No: 96)

FL listening anxiety and FL listening comprehension strategy use have been investigated separately although it has been assumed that these two phenomena affect each other mutually. In spite of the difficulty in finding the direction of the correlation between two constructs, FL listening comprehension strategy use is considered to be effective in helping learners alleviate their FL listening anxiety. This study was carried out in order to investigate the relationship between FL listening anxiety and FL listening comprehension strategy use, and to examine how high and low anxious listeners employed FL listening comprehension strategies. For these purposes, 79 first year ELT students from a state university in Turkey participated in the study. In addition to quantitative instruments to collect data on participants' FL listening anxiety level and FL listening comprehension strategy use, participants were asked to keep diaries on what kind of listening activities they were involved in and the ways they used to understand listening texts both in and out of the classroom for five weeks. After determining high and low anxious listeners, they were invited to participate in semi-structured interviews. The quantitative data of the study were analyzed by using the Pearson product-moment correlation coefficient analysis and Independent Samples T-test. Findings demonstrated that as FL listening anxiety of the participants increased, their FL listening comprehension strategy employment frequency decreased. It was also revealed that low anxious listeners utilized more FL listening comprehension strategies when compared to high anxious listeners. To demonstrate how high and low anxious listeners used FL listening comprehension strategies, qualitative data collected through learner diaries and semi-structured interviews were analyzed through content analysis. The results showed that although both high and low anxious listeners used FL listening comprehension strategies to a certain extent, they showed differences in the employment of some strategies.

Keywords: FL listening comprehension, FL listening anxiety, FL listening comprehension strategies

Session F2 Room D

Perspectives of Yemeni EFL Teachers on Teaching Connected Speech

Saif BAREQ

Vivek MIRGANE

(No: 97)

Traditionally, teaching segmental aspects of speech has always been emphasized over suprasegmentals regardless of the vital part the latter play for speech intelligibility and fluency. The crucial role connected speech plays in shaping the way English is spoken in all contexts is undeniable. Connected speech is a very integral part of language and it occurs in all levels, styles and registers of speech; be it formal or informal, careful or careless. The present paper attempts to investigate the perspectives of Yemeni English as a Foreign Language (EFL) Teachers on teaching connected speech or what is known to others as Reduced Forms, which will be used interchangeably throughout this paper. It also seeks to measure the opinions and attitudes teachers have towards using and teaching reduced forms. It also tries to shed some light on the status and nature of teaching connected speech by EFL Yemeni Teachers. It is hypothesized that teaching connected speech features is backward and neglected by the majority of EFL teachers. Therefore, the results arrived at would be of a great significance to both learners, educators, syllabus designers and interested researchers.

Keywords: segmental aspects, connected speech, reduced forms, intelligibility, instruction and perspectives

Session T3 Hall A

Skills for Language Teachers in the Flipped Classroom: Teachers' and Instructors' Perceptions

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Sabahattin YEŞİLÇINAR

Yusuf Emre YEŞİLYURT

(N0: 98)

This study aims to find out the necessary technology skills which language teachers might need in their flipped language classes, and the ways these skills will be acquired by those teachers. Since flipped classroom model is a teaching model which requires using technology more than traditional teaching models do, it is important to identify what kinds of technology skills that teachers using this model must have. To this end, the relevant literature on flipped classroom model and language teaching was reviewed in terms of the technology skills that must be gained as the model suggested. In addition, perceptions of teachers and instructors who are using or integrating the flipped classroom model to their courses in high schools and universities were investigated. The findings were discussed in the light of some flipped language classroom examples. Results of the study showed that teachers and instructors have differing perceptions related to being competent for implementing the flipped classroom model successfully. It was also revealed that technology classes that are particularly designed for language teachers' needs including flipped classroom prerequisites within an in-service teacher training (INSET) program are definitely needed. It is expected that the study will shed light on the usage and integration of flipped classroom model in second and foreign language classrooms.

Keywords: flipped classroom model, technology skills, language teachers, INSET, perceptions

Session F2 Hall B

Using Quizzz.Com to Enhance Vocabulary Knowledge for Pre-Intermediate Students

Samet BAL

(No: 99)

Smartphones and computers are seen as an essential part of our lives today. Games, applications and tools which can be used on these devices became highly diversified. People have started to benefit from these applications, tools in most of the areas of daily life. For sure, education has also taken great steps and made use of technology thanks to the opportunities which are taken from these devices. For the last twenty years, technology has been focused much to make it useful for the education and to make education process easier and more active for students. There are great opportunities which can be taken from these devices since many websites and applications have been built to make technology useful in formal and informal settings. As the previous research indicates, information and communication technologies play an important role and have a great potential in foreign language teaching. It is also obvious that mobile-assisted language learning (MALL) significantly affects the learning process among foreign language learners. This current study aims to investigate the relationship between MALL and vocabulary learning. In this study, 60 students who study at a university in Turkey were divided into two groups and they have been observed over a 4 week period. Before the process, a pre-test was applied and the scores were noted. When they went on learning vocabulary in their classes, the experimental group used an application called “Quizziz” (quizziz.com) during these 4 weeks and practiced the vocabulary on this application; however, the control group went on learning the same vocabulary through traditional paper-based activities. After the process was done, a post-test was applied; and the scores of the pre-test and post-test were compared. The results have shown the difference is not important; however, experimental group slightly outscored the control group despite 4 weeks long application time.

Keywords: MALL, ICT, vocabulary learning, mobile assisted language learning, language learning

Session F1 Hall B

Enriching University Curriculum: Bridging ELT and Skill Education in Pedocompunity Environment for EFL students –An Indian Perspective

Sanjayan T.S. Suseelan

(No: 100)

Curriculum and assessment must be aligned with international benchmarks to ensure that Indian EFL students especially students of Kerala are acquiring the knowledge and skills necessary for their success in the 21st century and beyond ,along with a passion for lifelong learning .This paper is trying to discuss our new project enunciated in Kerala , India five years back and now at present we abridge a new learning environment i.e., PedoCompunity Environment (PCE) in University curriculum. In PedoCompunity Environment as the name signifies it bridges computer and community for student language learning process. Students who are taught through this approach for the last five years acquired new set of skills and competencies. This innovative approach enables the students for imbibing 21st century skills and helps to create Indian students that are balanced, resilient, inquisitive, principled, informed, caring, patriotic, as well as an effective thinker, communicator and team player. Introducing Additional Skill acquisition programme (ASAP) in tune with the curriculum expanded scope to address English communication, ICT and knowledge management skills in respective field. Our ministry is continuously exploring new pedagogical approaches to enhance teaching and learning due emphasis is given on reinventing new skills for becoming a global EFL learner. The whole process of language learning takes place in sequential steps through special frame work. This innovative approach helps to deploy many of our students in firms and even majority in schools and colleges as language trainers.

Keywords: pedocompunity environment, ASAP, global EFL learner

Session F3 Room D

An Attempt at Typologizing English Loan Verbs in Bangla

Sarwar MORSHED

(No: 101)

Though chronologically the English rank third among the European colonizing powers that crossed the seas to land on the shores of India, the late entrants completely outsmarted their Portuguese, French and Dutch counterparts in terms of their subjugation of India. The English colonization of India and their subsequent grip on the state power had left a tangible influence in all the domains of Indian life. This omnipresent English influence is strongly felt in the linguistic realm as well. Colonial Bengal was the power base for the British conquerors. They launched their colonizing mission with phenomenal success from the Bengal delta and made the rest of India their hinterland. Hence, the Bangalis are among the first Indians to come in close contact with the English. This contact got intensified as the British traders elevated their status to that of rulers. The longstanding tie between the Banglophones and Anglophones as subjects and masters has left an indelible impression on Bangla. Bangla is super-saturated with English loan words. The lexical loans include nouns, verbs, adjectives etc. Among the words, nouns outnumber other classes of English loan words in Bangla. ‘Nouns are the most to be borrowed while verbs are the least’. Anglicisms in Bangla conforms to this observation. Despite numerical superiority of nominal loanwords, the number of English verbal borrowings is not insignificant. This paper attempts to trace the mechanisms by which Bangla accommodates English loan verbs into the fabric of its own verbal system. Our findings are compatible with the claims of Wohlgemuth and Moravscik. Like most of the languages of the world, Bangla frequently employs the Light Verb Strategy in integrating English loan verbs. In addition to it, Bangla also uses the Indirect Insertion strategy in accommodating verbal borrowings from English.

Keywords: loan verbs, light verb, do- construction, bilingual verbs, light verb strategy

Session F3 Hall A

EFL Teachers' Perceptions of English Language Policy at the Elementary Level in Turkey

Şerife KALAYCI

(No: 102)

English, as the most common language, at the primary schools has been taught in many countries in Europe, Asia and in the United States since 1990s (Kubanek-German, 1998; Nikolov, 2000; Rixon, 1992). However, in Turkey teaching English to young learners has gained importance recently. Hence, this study aims to investigate what Turkish EFL teachers at the elementary level believe about the policy of English as a compulsory subject and how they perceive the benefits and obstacles of new policy's implementation. Ten elementary English teachers will participate in this study. Data will be collected through teachers' interviews, and document analysis which defines the study as descriptive in design and will be based on a qualitative data obtained from teachers' interviews and document analysis. It is expected that the results will reveal about both positive and negative sides of this top-down policy which is implemented in an education system with a large class of students with mixed levels of proficiency, limited teaching hours and resources. The study will report findings obtained from data analysis, practical implications, and conclude with a few suggestions for further research.

Keywords: EFL, young learners, English language teaching policy

Session F2 Room D

The Effects of Mindfulness on Students’ L2 Speaking Anxiety and Willingness to Communicate

Serpil ÖZ

Derin ATAY

(No: 103)

Many studies have been conducted with the aim of shedding light upon how to lower the speaking anxiety and increase the willingness to communicate in second language (L2). However, there haven’t been any research studies conducted on the relationship between mindfulness and EFL and there is very limited theoretical data related to these two correlated concepts. Therefore, the current study was carried out in attempt to understand the difference between EFL students who had mindfulness (MMCI) training and those who did not, in terms of L2 speaking anxiety and their willingness to communicate in L2. The study was conducted at a preparatory program of a foundation (non-profit, private) university in Istanbul, Turkey, involving 29 participants (N=12 control, N=17 experimental). Quantitative data was collected through two different questionnaires given as pre and post-test. Additionally qualitative data was gathered by semi-structured interviews to receive verbal record. Non-parametric data was compared by employing a Mann Whitney U Test which revealed a significant decrease in participants’ L2 speaking anxiety in English ($p < 0.011$), more willingness to communicate in English ($p < 0.001$) comparing to control group who received no MMCI treatment at all. The findings of the current study have some implications not only for the EFL instructors, but also the administrators of preparatory schools in particular as well as teacher educators in the area of ELT, and have some recommendations for the future study.

Keywords: mindfulness, EFL, L2 speaking anxiety, willingness to communicate, awareness

Session F4 Room D

Students' Perspective in Feedback for Microteaching: A Case Study on METU-FLE Undergraduates

Seval ÖZDAMAR

Betül Sena ŞEN

(No: 104)

Micro-teaching has long been accepted as a significant technique for preservice teachers to develop their teaching abilities combining theory with practice. In micro-teaching, providing efficient feedback to preservice teachers is crucial to raise well-qualified English language teachers. Students learn better when the feedback process is in the optimal state, thus their preferences of feedback should be taken into consideration. The current study aims to present an insight to student perspective for teacher-trainers. With this aim, their preferences and reactions are observed with a case study through mixed method on 43 junior METU-FLE students. In line with 5 main classifications of feedback; timing, medium, source, manner, and content, a questionnaire is designed by the researchers to find out what kind of feedback is favored more than the others. In order to evaluate their reactions, WhatsApp recordings are collected from 13 participants after they perform micro-teachings. The findings of the research show that preservice teachers prefer feedback for all aspects of the feedback types; before/after, oral/written, teacher/peer/self, strengths/weaknesses, and lesson plan/teaching skills/language skills. They react positively to a detailed feedback with a clear reasoning behind. Based on the results, the research has the following implications: 1) a rubric and a framework should be provided for students so that they can be more engaged in the feedback session. 2) Feedback provided should be detailed since preservice teachers need a more elaborated feedback on their strengths and points to be improved 3) feedback providers should maintain their objectivity while giving feedback.

Keywords: feedback, micro-teaching, preservice teachers, teacher education

Session F4 Room D

Keeping the Communicative Channels Open by “Enculturation”

Sinem ÖZER

(No: 105)

The aim of this paper is to examine the effects of enculturation process in the typical classroom environment and during L2 language acquisition. It is commonly accepted that if the students are familiarized to a specific target teaching topic, it is mostly easier to teach it. This truth is applicable to the language classrooms as well as its being an efficient source of motivation during the language teaching process. As the students in language classes are usually exposed to cultural and informational background of the country whose language they practice in class, they are more likely to develop communicative competence. Integrating culture and language is a different way of coping with reality in L2 acquisition field. In order to check the consequences of this kind of language teaching, some students (from different levels) in a specific university’s preparatory school (Atılım University) are going to be observed in terms of motivation and improving their sociolinguistic competencies. By means of enculturation practice in class, the students are expected to feel more relaxed and self-confident in communicative practices such as open-ended tasks or intonation. This observation is going to take place for three weeks. The students are going to be presented specific cultural support especially before and during the communicative activities performed in classes and after each activity they are going to be asked about how they feel themselves after getting background information. There will be some key words in which this paper is going to focus on such as developing “familiarity”, “reality”, “behaviour patterns” or “competence”. In doing so, the ability to deal the extended use of language in context can easily be improved by the application of “enculturation” in an active classroom environment. In fact, providing cultural background in a language classroom is not a new thing, however, checking the results of this practice in a real classroom environment and discussing the improvement of sociolinguistic competence can help us to keep the communicative channels open in L2 teaching.

Keywords: familiarity, reality, behaviour patterns, competence

Session F1 Hall B

Engaging Engineering Students in a ‘Real-Life’ Project in an English for Employment Classroom

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Jeannet STEPHEN

Nor Arifah MOHD NOR

Wan Hurani OSMAN

(No: 106)

In a globalized world where education should link the ideal world of the classroom and the practical real world of employment, project-based learning is one of the teaching methods that encourages productive teaching and learning environment in a formal English for Employment classroom. Additionally, when the university is in the move of embracing Industry 4.0, it is calling its instructors to change the way education and training is delivered in the university. In order to build a lead in the race to full implementation of the vocation, this study was carried out. It was designed to look into the way project-based teaching and learning method approaches employee training in the workplace through the English for Employment course. The purpose of this paper is to examine the Engineering students’ perceptions towards the project-based learning activities in the direction of their development in language, communication and workplace learning. The ultimate goal of the study was to formulate authentic teaching and learning activities relating to the real-world of engineers as well as to construct opportunities to help these students develop these important sets of soft skills in order to become confident, independent and successful university students as well as future engineers. More importantly, students would be exposed towards Industry 4.0 in this formal classroom. A set of questionnaire was used to collect data and information of students’ learning experiences and their perceptions on this teaching and learning method. Findings revealed that while students experienced a working scenario which include project management and presenting their project to ‘investors’, ‘contractors’ and ‘senior officers’, their overall application of their acquired language and communication skills were further enhanced. The results further illustrated that project-based learning is a significant drive for educators to adopt and adapt real-life scenarios to enhance students’ language, communication and workplace learning.

Keywords: project-based learning, student-centered approach, innovative teaching, productive learning, English for employment

Session T2 Hall A

Professional Development Revisited: Voices from ICONFLE’17

Sonay EZEL ACAR

Fatoş EROZAN

(No: 107)

The current study aims to conduct an evaluation of the International Conference on Foreign Language Education (ICONFLE) 2017, one of the professional development events organized by the Foreign Languages and English Preparatory School (FLEPS) at Eastern Mediterranean University (EMU), North Cyprus. In fact, this study is the first step in evaluating the overall professional development program offered by the FLEPS. To this aim, reflections of the teachers who participated in the conference either as presenters, audience or as part of the organizing committee were collected. In this study, Guskey’s (2000) evaluation model was used. Accordingly, the questionnaire used for data collection was prepared based on the first three levels of this model: (1) Participants’ Reactions; (2) Participants’ Learning of New Knowledge and Skills, and (3) Organizational Support and Change. The questionnaire consisted of 22 five-point Likert type items along with 11 open-ended questions. The questionnaire items aimed to identify the participants’ opinions regarding the above-mentioned three levels. Twenty-six teachers participated in the study. The findings show that the teachers are generally satisfied with the conference, and they consider it as an opportunity for refreshing their existing knowledge and socializing with colleagues. In addition, some teachers stated that the conference was beneficial in terms of learning new knowledge or skills. Nineteen teachers expressed that 21st century skills was among the important things they learnt during the conference whereas 11 teachers mentioned ‘organizational problems’ as the main problem. As for the impact of the conference on their students’ learning, the teachers believe that the new knowledge and skills will influence their teaching in a positive way and thus increase their students’ performance. As for organizational support and change, most of the teachers believe that their institution supports teacher learning and attending conferences, and takes initiatives for the professional development of the teachers.

Keywords: professional development, evaluation, foreign language teachers, Guskey’s (2000) model, conferences

Session T1 Room D

Listening Anxiety in ELT Students: A Descriptive Study

Sümeýra BAĞATUR

(No: 108)

Second language learning is a multilayered process in which many factors become noteworthy for an efficient learning process. Listening skill is one of the basic skills to be acquired; so not interestingly, anxieties in relation to this skill is worth scrutinising as second language learners dramatically face it during their learning experience. To acquire listening skill the learner has to actively participate in the whole learning process. Listening anxiety in second language learning process can be debilitating or facilitating in regard to learner's taking an active stance in their language learning process. In this regard, this study attempts to analyse the relation between the listening anxiety of the students at English Language Teaching Department. Being a quantitative study, this study has made use of Listening Anxiety Scale (Kimura, 2016) composed of 27 items; with the dimensions of self-focused apprehension and task-focused apprehension scaled in 6-Likert type items. The setting of the study is Hacettepe University English Language Teaching (ELT) Department, during the spring term of 2018, and the participants are composed of 50 (female:38; male:12) students aged between 19 and 23 years old. The group is mainly of second, third and fourth graders majoring at ELT department. The findings have been quantitatively computed on SPSS 23.0 version. Descriptive statistics, independent samples t tests and Kruskal-Wallis tests were run to analyse the data. The results revealed that the population has a moderate level of listening anxiety in regard to English language. The fourth graders have a statistically significant degree of anxiety of all the three grades. The findings also yielded the results that high school type that the students graduated from have an impact on the listening anxiety level. Lack of qualitative data and a larger population size can be regarded as the limitations of the study and can be taken into consideration for further studies.

Keywords: Listening anxiety, English Language Teaching (ELT), language learners, ELT students

Session F1 Hall B

Needs Analysis in Developing an ESP Course for the Multilingual Learners of Engineering

Susmitha SHYAMSUNDAR

(No: 109)

The need to communicate in English has become the need of the hour for the engineering graduates, as English is now the medium of communication across the globe. The need to have good English language communication skills along with the engineering skill sets has created the need for the students to learn the language. Indians form the major population of the engineering graduates worldwide. The increasing demand for engineers to communicate in English has urged institutions to provide English courses. India being a multilingual country has students speaking more than two languages in any given classroom. A need analysis was done using questionnaires, for students, faculty teaching them and people from the industry. This enabled in analysing the situation and finding out the appropriate course content that could be developed for imparting classes on English for Specific Purpose meant for Engineering graduates.

Keywords: engineering, needs analysis, course content, English for Specific Purpose.

Session F4 Room D

The Origin of the Power of Tests in Turkey

Tuçe ÖZTÜRK KARATAŞ

Zuhal OKAN

(No: 110)

In the 21st century, tests have become indispensable parts of our lives. Due to the high stakes implications of the tests such as passing a class, attending a university, taking a job, getting degree etc., we feel the need to develop some gimmicks and tactics (Shohamy, 2001a; 2001b). In fact, tests might bring not only a change in the behaviours of test takers to maximize their scores but also some social consequential effects. In such cases, it is possible to talk about the phenomenon of the power of tests. Yet, these types of effects are complex in nature and dependent on various elements which generate test power on individuals in the context of testing. This study, conducted in Turkish context, examines the elements of the origin of the power of one specific test, the KPSS (Public Personnel Selection Test), and how they relate to one another. In doing so, it adopts a case study research design based on Interactive Qualitative Analysis Methodology (IQA). The basic tenet of the IQA is the idea that the ones who are experiencing the problem are much nearer the solution of the problem. Therefore, the IQA research flow in this study aims to reach the system presenting the social realities or conceptual maps of 4th year student teachers of English in terms of origin of the power of the KPSS procedure. The study is constructed around four phases: research design, focus group, interview, and report. The results are encouraging as they show the quality of such practices by presenting close alignment on how the participants perceive the KPSS and the origin of its power. We believe that the study holds potential to contribute to the discussion on how to help pre-service English teachers cope with the power of tests.

Keywords: origin of power of tests, interactive qualitative analysis methodology, the KPSS

Session T2 Room D

The Relationships between Actual L2 Self, Ideal L2 Self and Ought-To L2 Self of Turkish Students in EFL Classes

Türkay BULUT

Manolya AKYÜZ

(No: 111)

The aim of this study is to investigate the relationship among three components of L2 Motivational Self System including actual L2 self, ideal L2 self and ought-to L2 self in EFL classes. These three components' relationship with each other and gender differences were examined. The study was conducted in English Language and Literature Department at Ordu University in the first semester of 2017-2018 academic year with day and night prep class students including 60 participants (35 females, 25 males). The data were obtained from both quantitative and qualitative research. While the quantitative data were gathered through structured questionnaire consisting of 30 items and analyzed by using SPSS 17.0 version through Pearson Correlation Coefficient, the qualitative data came from the student-dairies and student interviews in order to learn students' thoughts and feelings about L2 learning experiences in process. The obtained Pearson r strongly support our hypothesis that these three self-components are related. There is a strong relationship between ought-to L2 self and ideal L2 self. Moreover the findings show that female students' actual L2 self is higher than that of male students. L2 learning experiences of students and their thoughts and feelings about actual L2 self, ideal L2 self and ought-to L2 self in that process were also learnt from open-ended interview questions and diaries. According to content analysis female students are more aware of actual L2 self and ought-to L2 self than male students.

Keywords: actual L2 self, ideal L2 self and ought-to L2self, L2 learning experience

Session T3 Hall A

Training Learners to Learn: Motivation and Goal Setting

Tyler SCHARF

(No: 112)

What makes a good learner is hard to define but most often starts with a clear sense of purpose. Goal setting, regardless of the form or context, is critical to ensure success in learning of any kind as it often leads to effective practice and formation of good habits. In order to instill a clear sense of purpose upon learners, teachers must have an awareness of the motivating factors for the learners being in the classroom. Firstly we will brainstorm what it means to be a "good learner" and justify whether we ourselves are "good learners", and then we will discuss what other elements may have an impact on this process (stakeholders, self-perception, curriculum, etc.). Next, we will determine the two main types of motivation (intrinsic vs. extrinsic) and characteristics of learners from each (Harter's model, by Spolsky) before brainstorming how to encourage learners to be more intrinsically motivated. This will lead to the exploration of goal setting, the heart of defining one's learning path. Teachers will share how they encourage their learners to set goals for themselves and what concepts make up goal setting before being given a SMARTER goals template (aimed at professional adults) and asked how it could be adapted for different environments such as teenagers, young learners, or how an entirely new template could be devised for such learners. Finally, teachers will brainstorm how to implement practical activities into their classrooms to crosscheck and follow up on these goals so that students feel they are not only feasible but also an enduring part of their learning paths. I will also provide some suggested activities to discuss how they can be fit into different learning environments. We will then finish off by discussing how learners can be encouraged to set these goals in their own lives.

Keywords: motivation, goal setting, personal development, learning habits

Session T1 Hall A

Effective Teacher-Student Interaction: A Conversation Analytic Approach to the Functions of Learner Code-switching

Vildan İNCİ KAVAK

(No: 113)

The main purpose of this study is to provide a detailed insight into the metalinguistic functions of learner code-switching. Although code-switching is a component of foreign language education, it still gets attention from researchers about whether to use it or not- if so, what amount is more effective. This study analyses learner code-switching between the first (Turkish) and foreign (English) languages in the Turkish context. The research was conducted in an EFL language classroom for university students at a private language school in Turkey. The students were aged between 19 and 24 studying at various departments of a state university. The level of the students was intermediate (B1). The data for this study was obtained through observations, questionnaires and audio recordings of the EFL class held regularly. 16 teaching hours (40 minutes each) was recorded for two months. The surveys have been used to describe the profile of the learners in the study. The records of data have been transcribed using Conversation Analysis (CA) and CA has been used as a methodological framework for the analysis as it facilitates detailed transcription and interpretation of the data. The data has been studied to identify patterns featuring the different functions of learner code-switching. Regarding the metalinguistic features, functions such as commenting on the task, evaluating, eliciting procedural information, shifting the topic, emphasising, asking for permission and clarification, negotiating meaning, noticing and solving misunderstandings have been revealed and explained. In doing so, this study aims to contribute to teacher training and offer a deeper understanding of mechanisms of language use and learning in EFL classrooms in Turkey.

Keywords: foreign language teaching, learner code-switching, conversation analysis, functions

Session T3 Hall B

The Impressions of English Language Teacher Candidates on the Current Teaching Practice

Vildan ÖZDEMİR

Dönercan DÖNÜK

(No: 114)

The School Experience course as a transitory period from Initial Teacher Education (ITE) program to Practicum gives opportunities to teacher candidates for the evaluation of their self-efficacy and their adaptation to professional life. In this observation period, teacher candidates are able to evaluate themselves upon reflecting on the current conditions as well as pinpointing the probable shortcomings. The aim of this study is to highlight the impressions of the English language teacher candidates on some of the current teaching practices they have opportunity to observe in school contexts. During their first confrontation with the real conditions, their views are shaped, having been triggered by the reality of the educational settings unlike the theoretical background knowledge they have received. This paper focuses on the reports of the candidates in terms of some major issues such as technology use, time management and language teaching methodology. The participants are 40 candidate teachers of English Language Teaching Department at Mersin University. The study is three-fold: theoretical class discussions, candidates' reports and personal interviews. The findings obtained from the data through qualitative content analysis are expected to make significant contributions to language education.

Keywords: language education, teacher candidates, impressions, teaching practice

Session F4 Room D

TOEFL® Test Resources for English Language Teachers

Yasemin ARŞIN

(No: 115)

In this short session, the presenter will briefly describe the set of free resources that ETS has developed to help teachers effectively prepare their students to take the TOEFL iBT® test. The resources include free face-to-face workshops, a MOOC Course, training videos, sample questions, and a dedicated website for teachers and advisors. Educational Testing Service (ETS) has developed the TOEFL® Resource Series for Teachers to help them prepare their students to take the TOEFL® test and to effectively teach the students the English skills they need for success. There are five resources to be discussed in the presentation: 1) The Propell® Workshop is a one-day professional development program designed to help English-language teachers meet the challenges of teaching English to students. The workshop uses examples from the TOEFL iBT test. It provides instructional techniques and strategies for using the integrated-skills approach to teaching language. 2) TOEFL® Test Preparation: The Insider’s Guide is a free online test preparation course (MOOC) designed and led by the experts who create the TOEFL test. This course is highly interactive, using videos, sample questions with explanations, short quizzes and collaborative discussion boards. It also provides access to real test materials from past tests. 3) Resource Series for Teachers Videos provide educators with answers to many of their most common questions, such as: What does the research behind the TOEFL Family of Assessments look like? How is the TOEFL iBT test scored? What tools can teachers use in their preparation classes? 4) Sets of Sample Questions, such as the Quick Prep covering items from all four sections of the test are available online in a printed format. Therefore, they are a ready practice tool for classroom use. 5) TOEFL® Advisor Toolkit is a reliable source of up-to-date information found on the redesigned Teachers and Advisors web page, which contains resources to share directly with students to help them prepare for the test. After participating in the session, the audience will have a better understanding of what resources they can take advantage of in their everyday classroom work.

Keywords: resources, test preparation, English for academic purposes, assessment

Session F1 Room D

Digital Game Based Learning vs Learning Logs

Yeliz YAZICI

Alev ERENLER

(No: 116)

One of the incontrovertible fact of the developments is that the technology is increasingly preferred in education. It is used by teachers and learners for different reasons throughout the education period such as to support the education process, to introduce a new subject, to assess the learning outcomes and so on. Main aim of this study is to compare the effectiveness of digital game based vocabulary learning (Kahoot) and vocabulary learning journals in learning new vocabulary. The participants are randomly selected for the study and they were introduced the steps of the Kahoot and learning logs. The participants were first introduced the learning logs. Throughout the four weeks, the participants wrote new words from the social media sources they follow. After that they tried to compose sentences using the new words they choose. An assessment test was applied to the participants at the end of these four weeks in order to define acquired words. The same process was carried for another technic which works in an online platform named Kahoot. After this same assessment test for acquired words applied and the results were compared to the previous test results. The participants were also asked to write their opinions related to the two different technic. The results were interpreted along with the opinions of the participants at the end of the process.

Keywords: Digital game based learning, learning logs, ESP

Session F4 Room C

Teaching Adventure of a 5th Grade English Prep Class Writing Teacher: A Case Study

Yusuf Emre YEŞİLYURT

Galip KARTAL

(No: 117)

In Turkey, primary school students begin learning English at the second grade. Recently, fifth grade has been determined as a prep-class for English instruction within a project devised by Ministry of National Education (MoNE). The academic-year of 2017-2018 was determined as the piloting year for the project which has been implemented in 620 secondary schools across Turkey. The project focuses on teaching English to young learners throughout a well-structured and balanced intensive English program (MEB, 2017). Teaching foreign language writing with its unique characteristics requires more time and effort on the part of both teachers and students, so writing instruction has been generally out of focus in language teaching up till higher education in Turkey. Since aforementioned project of MoNE provided an intensive language learning programme, it is wondered whether it has had any positive impact on writing instruction. To this end, this case study aims to investigate an English teacher’s views on his writing instruction in a foreign language (FL) context through his initial teaching practices within the scope of the project. The participant is working in the eastern part of Turkey and has been teaching for three years. Analyses of semi-structured interviews imply intriguing findings regarding the teacher’s views on writing instruction. The results indicate some factors affecting the teacher’s preferences for writing instruction. As the teacher could not get enough support from mentors and language trainers, he failed to focus on writing. The findings also suggest that an effective in-service training (INSET) is of paramount importance for a successful application of the project. Moreover, the piloting made it evident that a new program and new materials should be prepared for the success of the project. The findings are discussed in line with in-service teacher training in Turkey, suggestions for a better implementation, and students’ and teachers’ need for efficient implementation of the project.

Keywords: writing, prep-class, young learners, in-service training

Session T3 Hall B

Invitational Leadership Practices at Schools of Foreign Languages: A case study

Zübeyde DURNA

Gölge SEFEROĞLU

Hatice KARAASLAN

(No: 118)

Due to the increase in the number of institutions dealing with higher education, the quality of educational policies put into practice in these institutions has begun to be questioned, and this situation has led to the development of standards in order to ensure quality in higher education. To improve the quality in higher education and create quality assured educational organizations, in 2015, The Council of Higher Education of Turkey published “Higher Education Quality Assurance Regulations”, in an attempt to achieve fair distribution and rational use of funds in higher education institutions. Within this framework, the leader of the organization is seen as the main actor who is responsible for change, and such increase in leadership responsibilities has borne a need for effective leadership in creating a successful organization. A great deal of research in the area has focused on the significance of positive characteristics of leaders in creating successful organisations, and a comprehensive literature review indicates that there are five main elements put forward among current leadership models: accountability, organizational health, development of school culture, need for effective leadership and leader as a change agent (Burns, 2007). Among other leadership theories, invitational leadership theory stands out with its focus on the leader as the pioneer of change and its search for ways to intentionally support people in realizing their boundless potential in various areas (Purkey, 1992; Purkey & Siegel, 2003). Thus, in this study aiming to examine the school director’s perceptions about his own invitational leadership characteristics as well as those of instructors related to their director’s invitational leadership characteristics at the School of Foreign Languages at an English-medium state university, data were collected from the director and the instructors using the survey of invitational leadership practices (IPLP) by Burns (2007) and follow-up interviews.

Keywords: quality assurance, invitational leadership, director perceptions, instructor perceptions

Session F4 Room D

A Sample Action Research Project: Dealing with Problems in Speaking Skills

Zübeyde Sinem GENÇ

(No: 119)

Several problems have been identified with prescribing teachers “do”s and don’t”s in terms of the methodology, teaching materials, evaluation, and so on. As a large number researchers and experts in the TESOL field express, it is usually very difficult to conclude that one of way of teaching is better than another in all teaching contexts. Prescriptions create confusion within teachers especially when they face that the real problems may not be actually addressed at all. Moreover, prescriptions by others rip the practising teachers off the right to decide for their teaching. This paper reports an action research project conducted by an EFL teacher to address the problems with speaking skills of the students in classroom context. The process included posing a problem, seeking knowledge, planning an action, implementing and observing the action, and reflecting on the results. The results of the study showed that the teacher felt more accomplished since she was able to structure the learning/teaching process effectively in her context, which facilitated the dynamic, interactional and unique atmosphere of the classroom to be more learner and learning-centered.

Keywords: action research, speaking skills, reflection

Session F3 Room D

Fostering In-Service EFL Teachers' Autonomy: Challenges and Possibilities

Zübeyde Sinem GENÇ

(No: 120)

The training and development frameworks for foreign language teacher education present two different views for teachers and teacher trainers. Training framework represents theory-driven, top-down and prescriptive approaches whereas development framework emphasizes teacher autonomy and contextualized teaching experiences. Training may be a good and necessary starting point for novice teachers; however, being autonomous is especially important for more experienced teachers as they need to eventually go beyond initial training stage. Thus, in-service teachers should not be expected to match their teaching to a proven method, trainer or pre-determined goals and roles. The purpose of this paper is to explore the ways to foster teacher autonomy among in-service EFL teachers and to discuss the outcomes of professional development activities implemented on a group of practising teachers. The participants were twelve experienced EFL teachers teaching at various state schools in Marmara region. Content analysis was applied on the qualitative data obtained through the interviews. An independent researcher analysed one part of the qualitative data to ensure the interrater reliability. The agreement was 91.25% for the emerging themes coded in the data. The paper reports the findings about the challenges the teachers faced in their attempts to be autonomous in their teaching contexts. The results unveiled that the teachers were limited with a number of institutional requirements and the contextual conditions. Suggestions and possible solutions are discussed in relation to the findings.

Keywords: teacher autonomy, in-service EFL teachers

ABSTRACTS OF WORKSHOP SESSIONS

Session S1 Hall A

Classroom Management: Empirical and Practical Perspectives

Christine Coombe

(No: 121)

Both new and veteran teachers consider the development of effective classroom management to be the most important -- and the most difficult -- skill a language teacher can master. Classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities in their classrooms. It is one of the most talked about topics in English language teaching professional development. Why is it so important? Effective classroom management creates an environment that is conducive to teaching and learning. Ineffective classroom management often creates chaos as teachers must discover new ways of dealing with problematic classroom situations.

In this presentation, we will explore the research surrounding why classroom management is sometimes difficult to achieve and why past techniques no longer work with modern-day students. We will look at the causes of classroom management issues and some ways to overcome them. Finally, based on a review of the literature, techniques and strategies that work with teachers worldwide will be shared.

Session S2 Hall A

Using Music for Motivation and Instruction in the English Language Classroom

Jennifer LACANO

(No: 122)

Most teachers would agree that motivation in the English language classroom can be a challenge. One way to meet this challenge is to incorporate music into a lesson. An overwhelming majority of students like music and want to learn songs in English. Music is a great motivator and can engage even the most reticent of students. The question then becomes: how can teachers incorporate music in an effective way that promotes learning goals and is more than just a fun distraction from “real learning”? How can teachers use music itself for “real learning”? This practice-based workshop will attempt to answer these questions by presenting methods developed over several years in ESL and EFL classrooms. This presentation will address the importance of preparation activities and give examples of how to prepare students for music activities; it will describe tasks students can do while listening in order to establish a foundation for follow up activities; and it will demonstrate ways to extend student learning after the music ends. Through hands-on activities, participants will explore ways to use music for more than simply listening practice. They will see how music can connect to vocabulary learning, grammar activities, reading practice, and speaking activities, and how it can become a starting point for writing. Participants will leave this presentation with ideas and resources they can use immediately in their classrooms. The methods and techniques demonstrated and practiced in this workshop are most appropriate for teachers of students in middle school, high school, and preparatory programs, but the concepts can be adapted for older or younger students. Participants should bring a favorite English song that can be used for hands-on practice during or after the session. Songs that are accessible by smart phone and whose lyrics can be found easily online would work best.

Keywords: music, hands-on, motivation, practice-based

Session F3 Hall B

Facilitating Interlanguage Pragmatic Development and Application

Lyndsey REED

(No: 123)

Pragmatics is the practice of how implicit and explicit cues play a role in understanding and determining the meaning of our utterances in context. While being pragmatically savvy in any language is a skill honed on its own, there has been some fascinating research in the last 10 years on how to apply this in methodological terms to beginner through advanced English as a Second Language (ESL) and English as a Foreign Language (EFL) classes. This paper reviews the literature on learning pragmatics in both the ESL and EFL environment and concludes that either context can offer an appropriate learning space, however, time must be placed on learning pragmatics along with the form and use of the target language. Pragmatics should be taught explicitly from beginner to advanced levels. Otherwise, learners often development varying proficiency of contextual comprehension and production in the target language. Without explicit teaching methods applied in the classroom, language learners are left to rely on their natural pragmatic aptitude for second language pragmatic development. This can create a large variance in comprehension of utterances and gaps between intended meaning and spoken utterance for both the speaker and listener. This presentation will review current research in interlanguage pragmatics and demo some fun and engaging activities for beginner, intermediate, and advanced learners. A focus will be placed on American English pragmatics comparing differences and similarities between cultural schematic background, contextual cues, and expected automatic responses. The intent of this is to raise language awareness for teachers, inspiring them to think about and apply these strategies in their own classrooms.

Keywords: Pragmatics, language awareness, interlanguage pragmatics, second language learning

Session T3 Room C

Professional Path Finder

Mutlu SOYKURT

(No: 124)

Being an effective teacher in the 21st century is a quite challenging and stressful job as the job itself requires being more than a teacher in the classroom. Have you ever dreamed of what happens in your classroom when you are aware of your own strengths and weaknesses and build on them? In this workshop, the presenter will mainly lead participants through some thought-provoking and hands-on activities to raise participants' awareness about their own strengths and weaknesses as well as to turn these characteristics into opportunities in their classrooms to be a better, happier and a more confident teacher who can turn a dry teaching material into an event and cope with the 21st century learners.

Keywords: SWOT analysis, self-directed teacher, teacher education, teaching and learning, professional development

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