

**3rd CUKUROVA INTERNATIONAL ELT
TEACHERS CONFERENCES
CUELT 2017**

**“RESHAPING TEACHING AND
LEARNING ENGLISH FOR THE 21ST
CENTURY”**

**APRIL 20 – 21, 2017
Adana, TURKEY**

BOOK OF ABSTRACTS



AKADEMİSYEN
KİTABEVİ

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CUELT 2017

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Foreword

Dear Participants of the Çukurova International ELT Teacher (CUELT 2017) Conferences (3rd),

CUELT conferences have become worldwide and well-attended ELT events in Turkey. Over 250 professionals and ELT teachers attended the CUELT 2016 conference, a two day-program of nearly 90 international and national presenters.

CUELT-2017 had a great number of concurrent sessions selected from the largest number of proposals ever received. With the national and international presenters, CUELT 2017 promises to be even more interesting and fruitful, as a two-day event with 4 plenary speakers, 128 paper presentations and 6 poster sessions with approximately 300 participants. It brings together a range of academics and practitioners to discuss new directions of research and discovery in English Language learning and teaching.

The process of globalization and appropriation of English Language Teaching and Learning urges revision of current ELT practices. Thus, the theme of the 3rd CUELT conference “Teaching and Learning English in the 21st Century” has become one of the most ambitious and most promising strands of educational research. It calls attention to the importance of 21st century skills, their relation to language learning and teaching and highlights the studies on this issue. The topics of the presentations comprise nearly all fields of ELT studies including core linguistics, teaching major language skills, materials and method development, and integrating educational technology into language classrooms.

As the main chair of CUELT Conferences, I would like to express appreciation to Public Affairs, Embassy of the United States of America and Cambridge University Press, for the financial and logistic support 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 Cukurova 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.

I would also like to extend my sincere appreciation to our plenary speakers Prof. Dr. Yasemin Bayyurt, Prof. Dr. Iga Maria Lehman, Assoc. Prof. Dr. Lisy Seloni and Assoc. Prof. Dr. Esim Gürsoy.

My heart-felt gratitude goes to our colleagues attending to the conferences and presenting their studies each year. If CUELT Conferences have become well-attended, these sequences of academic events deeply owe you.

CUELT Conferences is an opportune time for all of us to renew and discuss innovations with other delegates coming from all over the world. I hope that all the participants will experience a rewarding and fruitful time while staying in Adana for CUELT 2017.

Assoc. Prof. Dr. Hasan Bedir

Chair of the Conference

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Conference Secretariat

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Inst. Meryem ÖZDEMİR YILMAZER (Cukurova University, Turkey)

Conference Program Outline

April 20, 2017 Thursday

08.30 - 09.15: Registration

09.00 - 10.00: Opening Statements and Plenary Session 1 (P1)

10.10 - 11.20: Concurrent Sessions (T1)

11.20 - 11.30: Coffee Break

11.30 - 12.40: Concurrent Sessions (T2)

12.40 - 13.45 Lunch

13.45 – 14.30: Plenary Session 2 (P2)

14.30 - 15.00: Poster Session (PS1)

15.00 - 16.10: Concurrent Sessions (T3)

16.10 - 16.30: Coffee Break

16.30 - 17.40: Concurrent Sessions (T4)

18.00: City Tour

19.40: Conference Dinner

April 21, 2017 Friday

08:45- 09.30: Registration

09.00- 09.45: Plenary Session 3 (P3)

09.50- 11.00: Concurrent Sessions (F1)

11.00- 11.20: Coffee Break

11.20- 12.30: Concurrent Sessions (F2)

12.30- 13.30 Lunch

13.30 - 14.15: Plenary Session 4 (P4)

14.15 - 14.45: Poster Session 2 (PS2)

14.45 - 15.55: Concurrent Sessions (F3)

15.55 - 16.15: Coffee Break

16.15 - 17.25: Concurrent Sessions (F4)

17.30 - 18.30: Closing remarks

CUKUROVA INTERNATIONAL ELT TEACHERS CONFERENCES (CUELT 2017) PROGRAM

FIRST DAY				
Time	Hall A	Hall B	Hall C	Hall D
Plenary Session (P1) 09.00 10.00	Prof. Dr. Yasemin BAYYURT ELF-aware Teacher Education: Issues on "Intelligibility" In ELF-aware Pedagogical Practice	-	-	-
Thursday Session 1 (T1) 10.10 11.20	Pre-Service EFL Teachers' Perceptions of Being a Language Teacher (ID 58) Fadime Yalçın Arslan- Emrah Cinkara-Mehmet Bardakçı	A Case Study on Critical Reading Attitudes of Pre-service English Teachers (ID 129) Elçin Petek- Hasan Bedir	The Transfer Between Reading and Listening Comprehension Subskills in a Theme-Based Test (ID 82) Aynur Ismayilli Karakoc	Teaching English Through Literature: The Function of Novel in English Language Teaching in Iraqi Universities (ID 72) Fahmi Abdullah Taha - Mehmet Kılıç
15 mins for each paper	Am I a "Competent" English Teacher? Turkish EFL Pre-service Teachers' Perspectives (ID 81) Rana Yıldırım - Esra Örsdemir	The Effects of Silent Reading and Reading Aloud on Reading Comprehension of Elementary English Learners (ID 49) Mehmet Emre Altunbaş	Alone Can We Really Do So Little and Together Can We Do So Much? Collaborative Writing in L2 Classrooms (ID 113) Merve Savaşçı - Seval Bayrak	The Use of Drama in Language Teaching (ID 134) Dönercan Dönük
10 mins for general discussion	A Study on Pre-Service English Teachers' Language Self Efficacy and Goal Orientation (ID 94) Leyla Harputlu - Ertekin Kotbaş	Perceptions of EFL Learners about Using Mobile Applications: A Case Study (ID 59) Ecem Ekinci - Mitthat Ekinci	Listening in a Second Language: Lexical, Grammatical and Background Knowledge in Focus (ID 112) Abdullah Pekel - Zeynep Çamlıbel-Acar	A Study of Sports-Related Metaphors in English with Reference to Teaching English as a Foreign Language (ID 29) Amir Farjami
	Prospective English Teachers' Beliefs and Observations Regarding 21st Century Skills During Teaching Practice (ID 99) Anıl Şaziye Rakıcioğlu Söylemez - Amanda Yeşilbursa - Ayşe Selmin Söylemez	Factors Affecting Sixth Grade Student's Motivation Towards Speaking in EFL Classroom (ID 97) Ahmed Ali Mali Shuwadi	Using Think-Aloud Protocols to Investigate Higher-Level L2 Reading Comprehension Skills of Adult English Language Learners (ID 109) Tuğba Elif Toprak - Abdolvahit Çakır	Adapting Textbook with Drama Activities in Foreign Language Classes of 6th Grades in Turkish Secondary Schools in order to Improve the Speaking Skills of Students (ID 126) Manolya Akyüz
Thursday Session 2 (T2) 11.30 12.40	Vocabulary Development Using A/synchronous Games and Activities (ID 22) Hatice Karaaslan - Gamze Güven Yalçın - Nurseven Kılıç - Abdülkadir Güllü	Observing Mentors' Classes: Student-teachers' Reflections and Evaluations (ID 85) Gülden İlin	Linguistic (Im)politeness and (in)directness: A Cross-cultural Study of Interlanguage Refusals (ID 98) Merve Savaşçı	Target Language-only Policy: Perspectives of English, German and French Language Instructors and Students (ID 153) Emrah Ekmekçi
15 mins for each paper	A Case Study: Putting Another Brick On the Wallpaper to Teach Vocabulary (ID 62) Özge Kutlu Demir	The Role of Authentic Reading Materials to Improve Speaking Skills of Turkish Adult EFL Learners (ID 34) Abdulkadir Abdulrahim	Apology and Compliment Response Strategies by Turkish Pre-Service Teachers of English: A Primary Focus on Equal Interlocutor (ID 111) Burcu Turhan - Hülya Tuncer	English as a Foreign Language Teachers' Course Book Dependency (ID 45) Özlem Özen Tosun - Emrah Cinkara
10 mins for general discussion	Vocabulary Learning Using Drama (ID 46) Bülent Bayrak - Pinar Üstündağ Algın - Merve Nilüfer Güldenöğlu - Sibel Elbayraktar	Remembering the challenges in the first year of teaching: Interviews with ELT and non-ELT graduates (ID 44) Meltem Yılmaz	Relative Effectiveness of Explicit Information in Processing Instruction and Production-based Instruction on L2 Grammar (ID 52) Adem Soruç	Evaluation of English Coursebooks according to the Constructivist Learning Theory (ID 103) Mehmet Burçin Özkan
	Using Word Clouds in Grammar Production (ID 91) Batuhan Selvi	Practicum Experiences of Student Teachers Studying at ELT Department: An Evaluation from the Real Actors (ID 104) Tuğba Şimşek - Ali Ceyhan Müftüoğlu	Analysis of the Influence of Mother Tongue Interference on Turkish EFL Students' Written Products (ID 141) Samet Hasırcıoğlu - Burak Demirkesen	Evaluation of English Course Curriculum for 8 th Grade with regard to Stake's Congruence-Contingency Model (ID 140) Veli Batdı - Aydın Aslan

“Reshaping Teaching And Learning English for the 21st Century”

Plenary Session (P2) 13.45 14.30	Assoc. Prof. Dr. Lisyay SELONI Writing Pedagogy in The 21st Century: Preparing ELT Teachers To Teach Writing in The Turkish Context	-	-	-
Poster Session1 (PS1) 14.30 15.00	Students' Perception about Native English Speaker Teacher (ID 17) Ebrahim Mohammad Karimi - Naciye Kunt Cultural Elements in the Textbook Business English (ID 80) Ömer Gökhan Ulum ELF Awareness in English Language Education: Enlightening Turkish Teachers for the New Pedagogy (ID 148) Mert Topkaraoğlu	Poster Session Area (First Floor)	-	-
Thursday Session 3 (T3) 15.00 16.10 15 mins for each paper 10 mins for general discussion	An Investigation into the Nature of Oral Corrective Feedback Preferences from the Perspective of Learning Styles (ID 56) Muhammed Salih Taşdemir - Fadime Yalçın Arslan A Case Study: The Developmental Process of a Novice Teacher's Giving Written Feedback (ID 130) A. Beyza Şahin In-Service Teacher Education for English Language Teachers in Turkey: A Multi-Perspective Study (ID 105) Tuğba Şimşek - Ali Ceyhan Müftüoğlu The Effects of Recasts and Prompts on the Retention of Corrected Items (ID 106) Şafak Müjdedci	A Study of Turkish Primary School Teachers' Lesson Planning and Teaching Behaviors (ID 78) Arda Arıkan The Use of L1 in Teaching L2: Teachers' Perceptions and Actual Practices in Turkish Primary School Context (ID 50) Samet Taşçı The Black Sheep in Language Classrooms: L1 Use in Microteaching Sessions (ID 154) Serhat İnan- Elif Bozyiğit- Burcu Koç The Effects of the Language Used During Instruction on Students' Performance in Learning Grammar Patterns (ID 101) Burak Demirkesen – Samet Hasırcıoğlu	The Subskills Shared Between and Exclusive to Reading and Listening Comprehension (ID 83) Aynur İsmayilli Karakoc The Effect of L1 Reading, L2 Grammar and Vocabulary Knowledge on L2 Reading Comprehension of ELT Students (ID 60) Samet Taşçı - Mehmet Tunaz The Effects of Extensive Reading on Self-Regulated Learning Strategies of Turkish Adult EFL Learners (ID 23) Melike Gözütok Metacognitive Awareness of Reading Strategies in EFL Context (ID 65) Serkan Boyraz - Ertan Altınsoy	Intercultural Awareness for Geographically Dispersed and Culturally Diverse Students: Practical Implications (ID 31) Hasan Çağlar Baştol - Meryem Özdemir Yılmaz - Esra Örsdemir Teachers' Perceptions of Culture Teaching in ELT and Their Familiarity with the Culture (ID 10) Gamze Sanyıldız Investigating Instructors' and Pre-service Teachers' Intercultural Sensitivity in Foreign Department Languages (ID 120) Seren Işık - Meryem MİRİOĞLU An Investigation into Language Identity of Iranian EFL Teachers (ID 121) Adel Dastgoshadeh - Kaveh Jalilzadeh
Thursday Session 4 (T4) 16.30 17.40 15 mins for each paper 10 mins for general discussion	The Relationship Between Learner Motivation and Vocabulary Size: The Case of Iraqi EFL Classrooms (ID 92) Mohammed Albodakh - Emrah Cinkara Student-Created Presentations in Oral Communication Skills Course: From the Perspectives of ELT Freshman Students (ID 152) Emrah Ekmekçi The Teachers' Perspectives on the Role of Giving Feedback for Students (ID 136) Mehmet Ekizoğlu Invert Classes (ID 117) Özgül Balcı - Selma Durak Ügüten	The Effects of Singing on the Speech Fluency of Turkish EFL Teenagers (ID 53) Esim Gürsoy - Ozan Karakaş Pronunciation Instruction from the Perspectives of EFL Learners and Teachers (ID 12) Ümran Üstünbaş An Action Research: The Use of an Authentic Web 2.0 Tool to Overcome Pronunciation Problems (ID 146) Özge Kutlu Demir The Preferences of Turkish EFL Learners in Using Phrasal Verbs or Synonymous One-word Verbs (ID 55) Esra Karakuş	The Human Touch (ID 95) Özge Coşkun Aysal-Didem Özdiñç Seçer EFL Teachers Working in Underprivileged Districts of Turkey and Their Perspective of Continuous Professional Development Opportunities (ID 35) Mehmet Tunaz - Engin Evrim Önem Professional Development Activities of Secondary EFL Teachers (ID 86) Güneş Çinkir An Academic Writing Needs Analysis of Research Assistants at a Technical University (ID 16) Mustafa Çoban - Özgür Şahan	English Language Teachers' Beliefs on 21st Century Learning and Innovation Skills (ID 157) Hasan Bedir Discursive Construction of Adult EFL Students' Emerging Identities in Social Media Interaction (ID 13) Arzu Ekoç Using Instagram for Motivation in the EFL/ESL Context (ID 57) Nursel Çetinkaya - Rezan Altunbaş Facebook as an Online Professional Development Tool: Perceptions of English Teachers (ID 143) İslim Derya Deniz

SECOND DAY				
Time	Hall A	Hall B	Hall C	Hall D
Plenary Session 3 (P3) 09.00 09.45	Prof. Dr. İga LEHMAN The Recovery of Identity Through Self-Translation Metaphor: The Case of Second Language Writers	-	-	-
Friday Session 1 (F1) 09.50 11.00 15 mins for each paper 10 mins for general discussion	<p>The Vocabulary Size of Teacher Candidates and Their Success in Major Area Courses (ID 43) Mehmet Altay - Banu İnan Karagül - Doğan Yüksel</p> <p>The Role of Memorization and Semantic Mapping in the Development of L2 Vocabulary Knowledge (ID 40) Kübra Örsdemir</p> <p>The Effects of Bilingualism on the Vocabulary Knowledge of EFL Learners (ID 87) Neşe Büyükaşık</p> <p>The Relationship between Vocabulary Size and Language Proficiency of Turkish EFL High School Students (ID 09) Senem Cellat</p>	<p>"I teach as I was taught": Is it the View of ELT Teachers in Turkey? (ID 102) Ümran Üstünbaş</p> <p>Novice and Experienced Teachers' Perceptions Towards Self-Initiated Professional Development (ID 08) Gamze Sarıyıldız</p> <p>Teachers' and Students' Perceptions of Modified Output in Communicative Classes (ID 74) Filiz Tılfarlıoğlu - Akın Gürbüz</p> <p>Self-Efficacy Beliefs of Pre-Service EFL Teachers During Their Practicum (ID 142) Serkan Gürkan</p>	<p>The Effect of Gender and L2 Proficiency on Learners' Motivational Dispositions and Vision (ID 90) Gizem Doğan</p> <p>The Relationship between Students' Majors and Motivation Type in Learning English as a Foreign Language (ID 41) Suna Altun</p> <p>The Relationship between EFL Learners' Language Learning Strategy Use, Willingness to Communicate, and L2 Achievement (ID 14) Ayca Demir Ayaz</p> <p>English Writing Anxiety and Its Possible Sources among Turkish EFL Learners (ID 89) Mehmet Karaca - Kaveh Jalilzadeh</p>	<p>Utilization of Blogs to Foster Writing Skills of High School English Language Learners (ID 05) Emrah Akdağ - Yonca Özkan</p> <p>The Use of ICT in Vocabulary Teaching and Learning (ID 73) Ece Sarıgül - Nida Gürbüz</p> <p>Keep Pace with Technology (ID 116) Selma Durak Ügüten - Özgül Balcı</p> <p>Effect of Blended Learning on Learners' Achievement and Satisfaction: An Experimental Study (ID 93) Savaş Gençtürk - Ali Aydoğan</p>
Friday Session 2 (F2) 11.20 12.30 15 mins for each paper 10 mins for general discussion	<p>Assessment and Grading Practices of EFL Teachers in Turkey (ID 132) Banu İnan Karagül- Doğan Yüksel - Mehmet Altay</p> <p>The Empowerment of Student- Teachers of English in Self- Assessment Practices (ID 125) Tuçe Öztürk Karataş</p> <p>Linking the Log-Linear Cognitive Diagnosis Modeling (LCDM) to Language Testing and Assessment (ID 110) Tuğba Elif Toprak</p> <p>Opinions of Teachers of English in High Schools on Testing Four Language Skills (ID 135) İslim Derya Deniz</p>	<p>An Investigation into the Implementation of English Preparatory Programs at Tertiary Level in Turkey (ID 128) Rana Yıldırım - Betül Arap</p> <p>Turkish EFL Teachers' Perceptions of Classroom Management (ID 155) Şafak Müjdecici</p> <p>Novice and Experienced Prep-Class Teachers' Classroom Managements, Self-Efficacy Perceptions and Their Students' Academic Achievement Levels Sevinç Yerli Usul (ID 144) Kenan Yerli</p> <p>Interactive Teaching (ID 149) Nagehan Tunaboğlu</p>	<p>Pre-Service ELT Teachers' Attitudes toward the Implementation of the 21st Century Skills (ID 156) Ali Ceyhan Müftüoğlu – Hasan Bedir</p> <p>A Corpus-Based Investigation on Reflective and Observation Reports of Preservice English Teachers (ID 67) Seray Tanyer</p> <p>The Practices and Perceptions of Pre-Service English Language Teachers on the Strategy of Keeping a Jargon Book: An Exploratory Case Study (ID 11) Emine Esin Öztürk - Yonca Özkan</p> <p>Choosing Teaching as a New Career Path: a Perspective of Second Career EFL Teachers from a Turkish Context (ID 76) Reyhan Aslan - Betil Eröz Tuğa</p>	<p>English Speaking Skills at the ELT Departments in Turkey: Problems and Solutions (ID 47) Emrullah Dağtan - Neşe Cabaroğlu</p> <p>The Relation between ELT Teacher-Students' Metalinguistic Knowledge and Speaking Anxiety (ID 64) Ertan Altınsoy - Serkan Boyraz</p> <p>Code-switching: The Effects of Teacher Code-switching on EFL Learners' Speaking Skill (ID 15) Ayca Demir Ayaz</p> <p>Using Critical Participatory Approach and Looping in EFL Classes Eser Ördem (ID 19)</p>

“Reshaping Teaching And Learning English for the 21st Century”

Plenary Session 4 (P4) 13.30 14.15	Assoc. Prof. Dr. Esim GÜRSOY 21st Century Skills For Teachers: Excuse Me, Are We There Yet?			
Poster Session 2 (PS2) 14.15 14.45	Poster Session Area (First Floor) Contrastive Analysis of L1 and L2 (ID 115) Ebrahim Mohammad Karimi - Naciye Kunt Does Repeated Reading Really Contribute to Students' Fluency and Comprehension in Foreign Language Reading? (ID 138) - Suna Altun Valid and Fair Testing of English Skills for Large-scale Admission Decisions: Mission Impossible? (ID 42) - Yasemin Arşın			
Friday Session 3 (F3) 14.45 15.55 15 mins for each paper 10 mins for general discussion	Teaching Ideas on Encouraging Self-regulated Learning Skills of Young EFL Learners (ID 119) Hayriye Ulaş Taraf What Makes a Good Foreign Language Learner? Gifted and Non-Gifted Learners' Conceptions (ID 124) Rana Yıldırım - Duygu İspınar Akçayoğlu Exploring Primary School Students' Perceptions of English through Their Drawings (ID 151) İsmail Yaman Children's language learning strategies in an EFL context (ID 114) Kadir Firtına	Becoming Cultural Insiders: A Case Study of a Dual Diploma Program in Turkey (ID 20) Melike Bekereci - Reyhan Aslan Rater Gender and Scores in Assessment of Speaking in ELT (ID 26) Engin Evrim Önem The Discourse of Language Tests as Social Practice (ID 51) Zuhal Okan - Tuçe Öztürk Karataş The beliefs of students and teachers in terms of the assessment procedures of their institution (ID 122) İlknur Karadağlı Dirlik	Acquisition of Verbs and Argument Structures in Turkish (ID 127) Meryem Özdemir Yılmaz - Hasan Çağlar Başol Semantic Investigation of Academic Vocabulary in Learner English (ID 131) Fatih Ünal Bozdağ The Acquisition of Lexical Items in a Reading Text: Glossing vs. Interaction (ID 96) Sinem Demir The Complexity of Teaching Basic Literacy Skills to English as Additional Learner (EAL) in a New Environment with a Combined Learning Difficulty and Alphabetic Unfamiliarity: Is an Action Research a Way Forward? (ID 02) Shamsudin Abikar	Collaboration among English Language Learners on a Smart Phone Based Instant Messaging Platform: Case Study (ID 63) Zeynep Ünliür - Esra Karakuş The Effects of Video Shooting Project on Learner Autonomy (ID 33) Melda Yılmaz Tülek - Derin Atay Metacognitive Awareness of Reading Strategies and Academic Achievement in Reading and Writing: A Correlational Research in an EFL Context (ID 21) Burcu Turhan - Havva Zorluoel Özer An Argument of Passivization and Ergativity: Is Orange Peeled or Does It Actually Peel? (ID 38) Zafer Susoy
Friday Session 4 (F4) 16.15 17.25 15 mins for each paper 10 mins for general discussion	A Look into the Language Learning Beliefs of English-Major and Non-English Major Students (ID 123) Duygu İspınar Akçayoğlu - Gökçe Dişlen Dağgöl Students' Difficulties and Needs in English as a Medium of Instruction Context (ID 61) Merve Yıldız- Adem Soruç Developing and Preliminary Validation of Teachers' Attitudes toward Writing in English Scale (TAWES) (ID 88) Mehmet Karaca - Hacer Hande Uysal Some difficulties of teaching Business English to the Albanian students (ID 158) Zamira Alimemaj (VIRTUAL PRESENTATION)	Case Study of Affectionless Psychopathy, Based on Bowlby's Critical Period Theory (ID 03) Ashwaq Abikar Usage Of ECRIF (ID 118) Selma Durak Ügüten - Fahritdin Şanal Iranian EFL Students' Emotional Intelligence and Autonomy in Distance Education Mohammadreza Valizadeh (ID 30) A Genre-based Analysis of Abstracts in Two Different Languages Serhat İnan (ID 79)	Utilization of Vocabulary Box in English Language Teaching at Tertiary Level (ID 06) Zeynep Ceyhan Bingöl- Yonca Özkan L1 Interference in the Use of Prepositions in L2: The Case of Turkish EFL Learners (ID 147) İsmail Yaman Pedagogical Application of Learner Corpus of English: Raising L2 Collocational Awareness (ID 107) Abdurrahman Kilimci Are Materials Changing ? : 21st Century English Language Teaching Materials (ID 54) Nuriye Özer	The Relationship between Teacher Practices and Students' Reading Motivation in the Second Language (ID 84) İlknur Karadağlı Dirlik Including Communicative Language Teaching in the Classroom (ID 39) Özge Özden The Contribution of Vocabulary Learning Strategies to Vocabulary Learning (ID 150) Nida Gürbüz - Ece Sarıgül Pragmatic Competence and Task-Based Language Teaching: The Significance of Teaching Communicative Functions in Turkish EFL Context ID 66) Rıdvan Tunçel - Aslı Akçay - Eylül Sözen - Özlem Utku

PLENARY SPEAKERS

Plenary Session 1 (P1) – Thursday, 09.00 – 10.00 Hall A

ELF-aware Teacher Education: Issues on “Intelligibility” In ELF-aware Pedagogical Practice

Yasemin Bayyurt
Boğaziçi University

Recent work in the field of World Englishes (henceforth WEs) and English as a Lingua Franca (henceforth ELF) has been focusing on describing, defining and clarifying the nature of WEs and ELF. While WEs include distinctive varieties of English spoken in various Asian and African as well as Pacific contexts, where English functions as an official or additional language, ELF has a more convergent or all-inclusive nature. That is, ELF involves both WEs and all other native and non-native varieties of English that are spoken in the World today. In this paper, the focus will not be on how these varieties emerged, how to describe these varieties and so on. It will be focusing on how ELF awareness contributes to English language teaching (henceforth ELT) in a positive way in the expanding circle contexts like Turkey. This paper will inform the readers about the possible ways of integrating WEs varieties in language teaching materials to enable learners and teachers to communicate intelligibly in rapidly changing world without any problems. In order to illustrate this point, I will report the findings of two studies one on pre-service teacher education and the other on in-service teacher education. I will discuss emergence of "intelligibility" issues in English language classrooms and how pre-/inteachers deal with it.

Keywords: WEs, ELF, ELF-awareness, intelligibility, teacher education, ELT

Plenary Session 2 (P2) - Thursday, 13.45 – 14.30 Hall A

**Writing Pedagogy in the 21st Century: Preparing ELT Teachers to Teach Writing in
the Turkish Context**

Lisya Seloni

Illinois State University

Teaching second language (L2) writing is a challenging and often an overlooked aspect of language teaching in many non-English dominant contexts. As in many expanding circle countries, second/foreign language learning in Turkey has historically been linked to testing, which often gives the act of writing an underprivileged role. In this context, writing as a skill has either been perceived as a vehicle for learners to learn certain grammar rules, or a way to communicate ideas by producing decontextualized texts such as five-paragraph essays. Thus, teaching L2 writing in non-English dominant contexts usually draws sharp contrasts with the institutional demands, students' language proficiency and writing perceptions. In the realm of L2 writing scholarship, the role of writing has been mostly investigated through the experiences of various student populations rather than the current or future teachers of these L2 writers (Hirvela & Belcher, 2007). By highlighting the intersections of teacher education and writing instruction, this talk explores the complex layers of preparing English language teacher candidates, who had little exposure to writing in high school, to be familiar with various genres and to raise their awareness on how they can be both recipients and producers of knowledge by writing. In this talk, I will report on an ongoing ethnographic study on genre awareness of teacher candidates at a foreign language teacher preparation program in a large public university in Turkey. The talk will begin with a discussion on the sociolinguistic status of English language and the history of writing education in the Turkish context. I will then share some preliminary results of a study on teacher candidates' early struggles with second language writing in a composition course and their academic explorations on what writing means for them in higher education and later during their professional lives. Looking at the teacher education realm of L2 writing, I will end this talk by exploring resources, opportunities and limitations seen in teacher education programs when it comes to preparing teacher candidates to teach writing in their local contexts.

Plenary Session 3 (P3) – Friday, 09.00 – 09.45 Hall A

The Recovery of Identity Through Self-translation Metaphor: The Case of Second Language Writers

Iga Lehman

University of Social Sciences in Warsaw

The recovery of identity through self-translation metaphor: The case of second language writers. Since “discourses are constituted by specific actions (performances) carried out by specific individuals” (Gee 2015: 218), they are amalgams of values, beliefs, behaviours and attitudes, which enable individuals to enact socially important identities. The centrality of identity in language socialization can be traced back in practice-based theoretical frameworks (e.g., Bourdieu 1977; Giddens 1979) and is evidenced in SLA studies which have focused on anticipated and predictable second language behaviour in social and cultural interactions (Whong 2011, Wagner 2010 and VanPatten & Williams 2014). However, there has been no research into the cases of second language socialization occurring in the phase of identity loss in an individual’s first language (L1) and identity gain in his/her second language (L2), with particular emphasis on the role of writing in this process. Therefore, the purpose of this paper is to document the struggle of “concrete socially constituted and always situated beings to participate in the symbolically mediated world of another culture” (Habermas 1987) through the analysis of the life stories of authors who have crossed cultural and linguistic borders. The memoirs of Polish-English bilinguals, Eva Hoffman and Anna Wierzbicka, will be used as a source of credible, compelling and informative evidence of the processes underlying identity reconstruction of second language writers. The application of Pavlenko framework (1998) for the phases of identity loss and identity recovery, unified within self-translation metaphor, will make it possible to examine the unique stories of Hoffman’s and Wierzbicka’s second language acquisition ‘to the point of no return’ (Pavlenko & Lantolf 2000: 162). This inquiry will have important implications for reconceptualizing notions of agency and power relations, and offer valuable insights into the processes and consequences of cultural and linguistic border crossing

Plenary Session 4 (P4) – Friday, 13.30 – 14.15 Hall A

21st Century Skills for Teachers: Excuse Me, Are We There Yet?

Esim Gürsoy
Uludag University

21st century skills as a concept has been widely discussed among policy makers, educators, teachers and teacher trainers for the past 7-8 years. Although most of the skills have been identified, how they should be defined and how they need to be integrated into the curricula of different countries is still under debate. It is interesting that so far we have not talked about or referred to “20th century skills” or “19th century competencies”. Thus, it makes one but wonder what it is that is so different about the so-called skills and competencies that seems to be a piping hot topic. Economic and societal changes have made it a necessity to equip the learners with the necessary skills required by the new era so that they can cope with the newly generated forms of socialization and be actively involved in the new economic system in which knowledge is the main resource. 21st century skills, which cover a wide array of knowledge and skills that are of critical importance to succeed in today’s world, differ from those of the past century, which accord with an industrial mode of production. The new societal system and economy require the learners to survive in and contribute to a knowledge-based, competitive, and technology-enhanced environment. Being digital-natives, the new generation is already experiencing this new form of socialization, hence they need to be supported both at home and school. Thus governments need to find a way to integrate the 21st century skills that are described by the 4 C model: Communication, Collaboration, Critical Thinking, and Creativity, into the education system so that each student can have a chance to experience them throughout their education. OECD has elaborated 21st century skills and competencies through two initiatives: the Definition and Selection of Competencies (DeSeCo) Program and the Program for International Student Assessment (PISA). The framework that underlines the philosophy of DeSeCo is that the individuals “think for themselves and take responsibility for their learning and for their actions” (OECD, 2009, p. 7). PISA on the other hand focuses on “young people’s ability to use their knowledge and skills to meet real-life challenges, rather than on the extent to which they have mastered a specific school curriculum” (OECD, 2009, p. 7). At the core of the argument lies the two skills, which the new economy and society requires: “Critical Thinking” and “Problem Solving”. As two of the 21st century skills, both initiatives emphasize the importance of self-regulated learning crowned by critical and problem solving skills. One question that we need to ask at this point is to what extent we, as teachers can help our students to practice critical thinking or regulate their own learning. As schooling and teachers are the main factors affecting the development of these skills, it is crucial that the teachers also possess them. From this point of view, this talk aims to discuss the extent the teacher training institutions in Turkey prepare teacher trainees to develop their problem solving and critical thinking skills and helping them be reflective practitioners.

ABSTRACTS OF CONCURRENT SESSIONS

Session T3-A

A Case Study: The Developmental Process of a Novice Teacher's Giving Written Feedback

(ID 130)

A.Beyza Şahin

Cag University

In recent years, giving written feedback has taken attention of researchers in the field. Written feedback has seen as a factor that enhances students' performance provided that creating an encouraging attitude through this process and also foster teacher-student interaction. This exploratory case study examined the developmental process of a novice teacher's giving written feedback in an EFL (English as a foreign language) classroom. A nine-week study was carried out with a novice teacher who was working 30 hours in a week. The data were gathered through structured interview with the teacher and the collections of the written feedback on students writing considering the teacher's developmental process of giving written feedback. The findings of the study revealed that the teacher has willingness to create positive interaction through written feedback as she perceives her feedback as a great motivational tool for learners and she is highly concentrated to encourage her students through feedback. The study also indicated that the teacher's way of giving feedback results from her love of teaching regarding her professional development and commitment to profession.

Keywords: love of teaching, novice teacher, professional development, commitment

Session T2-B

The Role of Authentic Reading Materials to Improve Speaking Skills of Turkish Adult EFL Learners

(ID 34)

Abdulkadir Abdulrahim

Cukurova University

The study focused on using authentic reading materials to trigger speaking skills of the Turkish EFL learners. The data were obtained from the total number of 10 male and female learners that are learning English as a foreign language in a private language course center, in Adana, through the use of four different data collection tools, these are; Checklist, Questionnaire, Field notes, and Interview, for the purpose of triangulation. According to the data we obtained, through the using authentic reading materials the students are able develop their vocabulary, get exposed to the language in the real life (outside classroom), correct grammar usage, and the authentic reading text depending on the topic motivates the student to participate in the classroom speaking activities.

Keywords: Authentic materials, reading, speaking, motivation.

Session T1-C

Listening in a Second Language: Lexical, Grammatical and Background Knowledge in Focus

(ID 112)

Abdullah Pekel

Zeynep Çamlıbel-Acar

Marmara University

Listening comprehension processes are influenced by linguistic input, information about the context and the listeners' linguistic knowledge as well as general knowledge of the world. Listening in a second language (L2) presents challenges to L2 listeners as their levels of familiarity with these knowledge areas might differ. Exploration of competencies in various areas and test scores can help increase understanding of the relationship between these knowledge areas and L2 listening.

This work reports on a study carried out with 32 A2 level students of an English Language Preparatory School of a public university in Turkey. The study was inspired by the researcher's classroom observations and learners' feedback regarding their L2 listening scores. It attempts to examine the relationship between EFL learners' lexical, grammatical and background knowledge with their listening test scores. For this purpose, a vocabulary test, a grammaticality judgment test and a background knowledge questionnaire were used as instruments to measure these knowledge areas, and administered within one week of the listening test. The relationship between the test scores was analyzed through a multiple regression analysis. The presenter will discuss the levels of correlation, and their possible classroom implications for L2 listening instruction.

Keywords: second language listening, grammaticality judgment test, lexical knowledge, background knowledge

Session F4-C

Pedagogical Application of Learner Corpus of English: Raising L2 Collocational Awareness

(ID 107)

Abdurrahman Kilimci

Cukurova University

Research on L2 collocation knowledge indicate that L2 learners, even more advanced ones, experience difficulties with collocations due to L2 learners’ inadequate exposure to linguistic input compared to L1 users. As a result, this causes learners’ idiosyncratic uses such as avoidance, underuse, overuse or erroneous use. For instance, Cross and Papp (2008) attribute learners’ collocation errors to the influence of the grammar and structure of L1, direct translation from L1 and lack of exposure to target language. They also add that non-native features influenced by direct translation may include individual words, whole phrases, including fixed sayings, and even whole structures, including topic-first sentences, which are all potentially related to the use of verb + noun combinations. Similarly, Nesselhauf (2003, 2005) note that negative L1 transfer plays a great role in learners’ collocation errors. The present study is a quasi-experimental pre-test, post-test and delayed post-test design and aims to teach verb+noun combinations to the third-year pre-service teachers of English utilizing the guided inductive approach (Johansson, 2009). The study is designed as follows: (1) The exploration of L2 corpus of learner English: the Turkish Learner Corpus of English (TICLE) was searched and all the erroneous verb+noun combinations were extracted. (2) The exploration of L1 corpus of native speakers of English: the British National Corpus (BNC) of 100 million words was searched to identify the native English speaker usage of the collocations for L2 and L1 collocations extracted from the TICLE and the TNC. (3) Instruction: the lexical combinations that learners failed to know and might translate into English incorrectly were used for the preparation of both pre/post and delayed post-test preparation and teaching materials.

Findings of the study are discussed regarding the efficacy of the approach in teaching verb+noun collocations and learners’ gains as to the use of data-driven learning in translation courses.

Keywords: corpus, lexical collocational errors, guided inductive approach

Session T3-D

**An Investigation into Language Identity of Iranian EFL Teachers
(ID 121)**

Adel Dastgoshadeh

Islamic Azad University of Sanadaj

Kaveh Jalilzadeh

Ankara Sosyal Bilimler University

This study presents a survey of Iranian English teachers and their language identity. The participants who completed the survey in this research included 60 English language teachers who belonged to different genders, age groups and English language teaching experiences. The main instrument was a validated questionnaire which included 19 items and was administered online and by hand. The results of the analysis showed that firstly participants possessed a moderate degree of language identity. The results also exhibited that there were no significant differences between the male and female participants regarding their language identity. However, there was a significant relationship between age and language identity. On the other hand, it was found that there were no differences between teaching experiences and language identity. Finally, we can come to conclusion that the results of this survey were very informative about how Iranian language teachers think of Persian language in comparison to English.

Keywords: Language identity, EFL teachers, Questionnaire, Farsi

Session T2-C

Relative Effectiveness of Explicit Information in Processing Instruction and Production-based Instruction on L2 Grammar

(ID 52)

Adem Soruç

Sakarya University

This study explored any greater effectiveness of processing instruction (PI) and production-based instruction (PBI) with and without explicit information on the acquisition of English simple past tense morpheme (–ed). To this end, nine Turkish EFL classes at a preparatory school of an English medium university in Istanbul were randomly selected and assigned into four instructional/experimental groups, namely PI+EI (n=28), PI-EI (n=32), PBI+EI (n=32), PBI-EI (n=36), and one control (n=16). The instructional groups received four regular classroom hours of instruction in either type. Students’ improvement was measured by sentence level written interpretation task and written production task. Pre/post-tests showed that all the instructional groups outperformed the control group. As to difference among the groups, while PI-EI and PBI-EI made equal gains on both interpretation and production task, when explicit information was incorporated into the instructional sequence, however, full PI+EI showed better performance than full PBI+EI on the interpretation task, which revealed the necessary role of explicit information in PI to outperform PBI on the interpretation task. Further comparisons of PI+EI to PI–EI and of PBI+EI to PBI–EI showed no significant difference within the groups, and thus no significant effect of explicit information both in PI and in PBI. Some implications are given at the end.

Keywords: explicit information, Processing instruction, Production-based instruction, L2 Grammar

Session T1-B

Factors Affecting Sixth Grade Student's Motivation Towards Speaking in EFL Classroom

(ID 97)

Ahmed Ali Mali Shuwadi

Cukurova University

The study focussed on the factors affecting sixth grade student's motivation towards speaking in EFL classroom, through the use of interactive learning to raise motivation on speaking skills of the Turkish EFL learners. The data were collected from sixth grade male and female students learning English as a foreign language in one of the private preparatory center, in Adana. Through the use of three Data collection tools. As follows, checklist, field notes, and interview(triangulation), according to the data collected, through the use of interactive learning, the student are able to develop and get motivated to use the language the learn in real life communication, by interacting with one another, writing an invitation to one another and acting out in the class.

Keywords: Factors, Interactive learning, motivation, speaking

Session T1-D

A Study of Sports-Related Metaphors in English with Reference to Teaching English as a Foreign Language

(ID 29)

Amir Farjami

Yıldırım Beyazıt University

This paper illustrates how metaphors are employed in sports in English language and its importance in improving Turkish students learning styles. Sports, which is a cultural production and unites citizens within a nation, are always regarded as an icon of a country, such as soccer among European countries, baseball in the USA and oil wrestling in Turkey. A set of selected English sports expressions and idioms from different sources are used and the analysis is conducted following the Conceptual Metaphor Theory (CMT hereafter) a model proposed by Lakoff and Johnson (1980) the predominant framework in cognitive studies of metaphor in recent years. Under this approach, metaphor is not only an integral part of everyday communication, but also constitutes an important tool that helps gain an understanding of a foreign language.

Most attempts in Second Language Teaching (SLT) have been directed towards the enhancement of linguistic and communicative competences. We have almost been successful in training L2 learners to have a good command of grammar and communication; however, there is something still not quite apparent in the actual L2 learner discourse, something that goes beyond grammatical and communicative proficiency, i.e. something that cannot be explained in precisely grammatical and/or communicative terms (Danesi 1992). While L2-learner discourse might show a high degree of verbal fluency, it invariably seems to lack the conceptual appropriateness that typifies that of natives. That is L2 learners speak or write with the formal structures of the TL but think in terms of their L1 conceptual system: L2 learners usually apply TL words and structures as carriers of their own L1 concepts. This paper focuses at sports idioms by using CMT and emphasizing its importance for gaining conceptual fluency, which a high number of students in Turkey suffer from the lack of it.

Keywords: Sports, Conceptual metaphor, Learning style

Session T1-A

**Prospective English Teachers' Beliefs and Observations Regarding 21st Century Skills
During Teaching Practice**

(ID 99)

Anıl Şaziye Rakıcıoğlu Söylemez

Abant İzzet Baysal University

Amanda Yeşilbursa

Uludag University

Ayşe Selmin Söylemez

Abant İzzet Baysal University

Education plays a crucial role in empowering global citizens with the skills necessary for successful adjustment to the 21st Century. Given that the English language is a vital tool in global interaction, English Language teachers have particularly important contributions in preparing global citizens. The practice teaching components of teacher education programmes help prospective English teachers to reflect on, reconstruct and evaluate their beliefs about 21st century teaching. However, to date there has been little research in Turkey on the nature of the 21st century teaching practices that prospective English teachers encounter during practice teaching that potentially shape their own teaching practices. Hence, this descriptive case study aims to address the following research questions:

1. What are Turkish prospective English teachers' beliefs regarding the 21st Century skills they perceive necessary to teach in their context?
2. How do the 21st century skills practises observed by the prospective teachers during teaching practice match with their beliefs?

Data will be collected from prospective English teachers participating in the teaching practice course at two Turkish state-run universities through a questionnaire, an open-ended survey in which the participants list their perceptions of the 21st Century skills essential for foreign language classrooms, and a focus-group interview to collect further in depth data. Findings of the study will provide insight on how prospective English language teachers reflect on and construct their pedagogical knowledge regarding 21st Century skills, which in turn will inform English language teacher educators on how they can support the transition from teacher education to professional life.

Keywords: English as a Foreign Language, 21st Century Skills, Teaching Practice, Teacher Beliefs

Session T3-B

**A Study of Turkish Primary School Teachers’ Lesson Planning and Teaching Behaviors
(ID 78)**

Arda Arıkan

Akdeniz University

Teaching foreign languages to children is now an area of study in its own merit. As more and more countries and schools make English compulsory for learners who are now starting to learn English at an earlier age, research and practice of teaching English to young learners have gained ground all around the world. Apart from this practice, both in our country and all around the world, researchers have published a number of studies on children's learning of foreign languages by focusing on the psychological, social, educational, and cultural foundations of it. In addition to these rather theoretical research studies, a great number of studies have reported classroom tasks and procedures to make them available to researchers and teachers alike. Shin’s (2006) much cited study suggested ten items that should be employed by all teachers who teach English to young learners. The suggestions mentioned address issues such as the quality and quantity of in-class activities, methods and materials used, the relationship between the curriculum and classroom activities, relationships established among teachers, students and other members of the school and society. For the purposes of this particular study, these ten items were turned into an on-line questionnaire which included a free space for teachers to write their opinions or explanations to expand on the questions asked. The questionnaire was completed by 145 English language teachers among whom 16 of them left their written responses on a variety of issues related with the questionnaire questions. Results show that the participating English language teachers claim to perform some of the recommended behaviors frequently, while they refrain from performing some others. In addition, the written feedback obtained from them reveals that local/regional problems are primarily blamed for preventing them from performing such behaviors.

Keywords: Shin (2006), young learner, primary school

Session T4-D

Discursive Construction of Adult EFL Students' Emerging Identities in Social Media Interaction

(ID 13)

Arzu Ekoç

Yildiz Technical University

Qualitative and descriptive in scope, the aspiration of this study is to provide a synoptic discussion of features relevant to identity construction of language learners in a class group page in social media. This study arose out of a desire to examine construction and co-construction of identities of language learners who are more than just a recipient of input in the complex process of foreign language learning. Although an individual holds several identities, not all of them are enacted to full degree in all contexts. Therefore, this study sees the need to expand on identity research by integrating social media site interaction of the learners to offer a broader picture. The present study does not concern with the notion of typicality or representativeness but with the particularities and complexity together. This study was conducted with the participation of 35 university prep school students in the spring term in 2012. A group page was created by the participant researcher in social media and data was collected from the students' and instructor's posting messages and comments for a term. This study, in a qualitative frame, draws upon narrative research, content analysis and discourse analysis to explore, analyze and interpret the dynamic interplay of multiple identities of English language learners by utilizing particular discursive constructs such as code-switching, terms of address, hedging and politeness strategies and emoticons as a frame of reference. The opportunity to interact primarily with peers opened up new realms to perform new identities not traditionally associated with those of "student" in instructed institutional contexts and revealed how social-community building has been established through jokes, sarcasm and sharing by utilizing both verbal and non-verbal modalities in the semiotic landscape. Further studies with different target groups could be very useful in exploring L2 language learning as an identity work.

Keywords: learner identities, multiple identities, social media.

Session F4-B

Case Study of Affectionless Psychopathy, Based on Bowlby’s Critical Period Theory

(ID 03)

Ashwaq Abikar

Sixth Form Colleges

This paper is about a young 10 year old boy in year 5, who has attachment issues with his teachers and classmates. A naturalistic observation in his classroom was carried out every week for a month to monitor his progress based on Bowlby’s critical period theory. A case study was used and a total of four observations worth of data was collected and analysed using behavioural categories. They were then compared with other researchers’ findings to increase inter-rater reliability. It was found that, as predicted, the lack of care received during the critical period (2 years) can be attributed to the problem of affection-less psychopathy, which was evident in his lack of remorse towards his classmates and failure to obey and get along with his teachers that this boy was manifesting. However, his diagnosis meant that psychologists could now provide him with the correct drugs he needed to aid his well-being. He was also moved to a foster family so that he could grow up in a family.

Keywords: Critical period, Affectionless psychopathy, Inter-rater reliability, Diagnosis, Behavioural categories

Session F1-C

The Relationship between EFL Learners' Language Learning Strategy Use, Willingness to Communicate, and L2 Achievement

(ID 14)

Aycan Demir Ayaz

Middle East Technical University

This study aimed to explore the interactions between EFL learners' language learning strategy use, willingness to communicate (WTC), and L2 achievement. To do so, a quantitative study was conducted with 79 tertiary level EFL learners. These participants were prep-class students from two different state universities, and they were having intensive language courses during that one-year education. Data were collected using a 70-item composite instrument. To measure language learning strategy use of the participants, Oxford's (1990) Strategy Inventory for Language Learners (SILL) was used, and L2 WTC levels of the learners were determined via McCroskey's (1992) WTC scale. L2 achievement scores were calculated using their first term quiz and midterm results. To analyze the available data, SPSS Statistics 22.0 software was used. The results indicated that metacognitive and social strategies are the most commonly favored strategy types by both genders. In addition, learners with higher WTC in L2 use more language learning strategies, and affective and memory-related strategies are the best predictors of L2 WTC. Finally, findings displayed that although WTC and language learning strategies are two important constructs influencing each other, they do not lead to increased L2 achievement. To conclude, this study clearly showed that WTC levels of the learners can be increased by providing the learners with strategy training and guiding them to use more strategies, so that, they can feel comfortable to use L2 in communication. Especially, affective and memory-related strategies need to be emphasized because of their greater predictive ability on L2 WTC.

Keywords: language learning strategies, willingness to communicate, L2 achievement, gender

Session F2-D

Code-switching: The Effects of Teacher Code-switching on EFL Learners’ Speaking Skill

(ID 15)

Aycan Demir Ayaz

Middle East Technical University

This article presents the results of a research study regarding the effects of teacher code-switching on EFL learners’ speaking skill. It was undertaken to see the relations of teacher code-switching to 1) the learners’ overall oral production success, 2) their psychological comfort, 3) fluency, 4) accuracy, 5) vocabulary choice, 6) pronunciation and 7) comprehending and conveying the messages in a speaking task. A quantitative research design was used to do so. The study was conducted with 24 A2-level EFL learners in a pre-class of a state university in Turkey. 10 participants were males, and 14 were female students. To collect the data, two similar tasks, which were independent from each other, were designed for the learners. During the first task, they were instructed and guided only in English by the teacher/researcher. For the second task, they were instructed with the help of occasional code-switching to their L1, Turkish, as a supplementary strategy. To evaluate their success in two tasks, a 6-point Likert scale was used. Then the grades of the participants were analyzed via paired-sample t-test to see whether there was a significant difference between their performances in the tasks. The results suggested that there were substantial increases in the scores of EFL students in the second task during which occasional code-switching was benefited from. They had much higher scores for their overall oral production, psychological comfort, fluency, vocabulary choice, and comprehending and conveying the messages. However, the study did not show any significant relationship between teacher code-switching and students’ accuracy and pronunciation in an oral activity.

Keywords: teacher code-switching, speaking skill, oral production success

Session T1-C

The Transfer Between Reading and Listening Comprehension Subskills in a Theme-Based Test

(ID 82)

Aynur Ismayilli Karakoc

Yeditepe University

Reading and listening are receptive skills, and they have intrigued the researchers to understand the relationship between the two in L1 and in L2 contexts. Despite the fact that research in L1 context has shown an empirical support for the interrelationship of the subskills or micro-skills underlying reading comprehension (RC) and listening comprehension (LC), the findings in an L2 context are limited and inconsistent (Jeon & Yamashita, 2014). Besides, the relationship in terms of subskills has not been examined thoroughly (Aotani, 2011). Hence, the purpose of this study was to check the relationship between the subskills shared between RC and LC. First, different subskills in applied linguistics, proficiency tests and in five different EFL textbooks with all available proficiency levels (in total 25 books) were checked, and a final taxonomy of RC and LC subskills was prepared. Upon this taxonomy, thematic tests were developed at A2 and B2 levels on a CEFR scale, each level attempting to measure ten common subskills shared between RC and LC, and seven subskills exclusive to RC, and four subskills exclusive to LC. The number of participants in the final data analysis was 62 at RC and LC tests at A2 level, and 60 at RC and LC tests at B2 level. To answer the research questions, factor analysis did not show a commonality between the common subskills of RC and LC at both levels. However, correlation analysis revealed that there appeared to be a transfer between the two pairs of common RC and LC subskills (reading and summarizing information and listening and summarizing information; reading and transferring information to the picture and listening and transferring information to the picture) at A2 level tests. Further, some implications and suggestions were made for the theory and practice.

Keywords: RC and LC subskills, transfer between reading and listening subskills, relationship between reading and listening subskills, theme-based test

Session T3-C

**The Subskills Shared between and Exclusive to Reading and Listening Comprehension
(ID 83)**

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Reading and listening are multidimensional skills (Alderson, 2000; Buck, 2001) consisting of common (shared) and unique (exclusive) subskills. Various theoretical (Richards, 1983; Weir, 1993; Hughes, 2003; Brown, 2004) and empirically supported (Buck, Tatsuoka & Kostin, 1997; Jang, 2005; Eom, 2006; Eom, 2008; Song, 2008; Kim, 2011; Goh & Aryadoust, 2015) taxonomies of reading and listening comprehension (RC, LC) are available in the literature. Majority of language tests and tasks in English as foreign or second language (EFL/ESL) textbooks are based on these classifications of subskills offered in theory. However, these taxonomies have not cross checked whether the subskills are practiced in ESL/EFL textbooks or assessed in proficiency tests. Nor have they listed the shared and exclusive RC and LC subskills in a unified fashion. Therefore, this study aims to identify the subskills available in literature, cross check them with ESL/EFL textbook tasks and language proficiency tests, find the commonality among them, and arrive at a unified picture of shared and exclusive subskills. For this purpose, subskills offered in literature, EFL/ESL proficiency tests and textbook tasks (25 books) were collected, cross-compared, repetitions were eliminated, and a final inclusive list was prepared. The taxonomy consists of 10 subskills shared between RC and LC, and 7 subskills exclusive to RC, and 4 subskills exclusive to LC. It is believed that this compact list or taxonomy will help language program designers as specifying the subskills is essential for identifying the program objectives, syllabi and lesson plans (Kimzin & Proctor, 1986; Richards, 1990; Grabe, 1991; Weir & Porter, 1994; Vandergrift, 2004; Wagner, 2014; Goh & Aryadoust, 2015). Teachers might also benefit from this list while constructing their own tests and designing exercises and tasks to practice individual skills. Besides, since subskills are helpful for diagnostic purposes (Field, 1998; Alderson, 2005; Wagner, 2014; Goh & Aryadoust, 2015), this taxonomy may help teachers or teacher-researchers to diagnose the learners' strengths and weaknesses on particular subskills.

Keywords: reading and listening subskills, taxonomy of subskills

Session F2-A

Assessment and Grading Practices of EFL Teachers in Turkey

(ID 132)

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Doğan Yüksel

Mehmet Altay

Kocaeli University

It is generally stated that assessment and grading are essential aspects of effective teaching. The purpose of this investigation is to describe actual classroom assessment and grading practices of EFL teachers teaching in different levels; namely, primary school, secondary school, high school, and university and also to understand whether they are aware of alternative assessment methods and if they are aware, how often they actually use them in the classroom. The participants of this study consist of 20 EFL teachers from Turkish state schools and the data were collected by means of a questionnaire adapted from McMillan (2001). The preliminary findings of the study suggest that regardless of the level they are teaching, EFL teachers mainly use traditional assessment methods and despite the fact that they are familiar with the term ‘alternative assessment’, very few teachers benefit from them in their own teaching contexts. The findings of this study will be discussed in detail during presentation.

Keywords: assessment, alternative assessment, EFL

Session T2-A

Using Word Clouds in Grammar Production

(ID 91)

Batuhan Selvi

Gazi University

Using technology in education in general and in language teaching in particular has lots of benefits to students and teachers. The aim of this study is to investigate the efficacy of a data visualisation technology –word cloud- in grammar production and the perceptions of the EFL learners towards using word cloud in grammar production activities. 38 intermediate level high school students participated in the study. Three sets of worksheets and an open ended questionnaire were used for data collection. While the experiment group were asked to complete word cloud activities, the control group was supposed to complete picture-cued activities. The independent sample t-test revealed no statistical difference between the two groups. However, the experiment group performed slightly better than the control. This was attributed to the scaffolding, noticing and elaborating effect of the word clouds. Overall, the participants found word clouds useful and fun. It was concluded that word cloud may be a viable alternative in teaching grammar.

Keywords: Word cloud, technology, grammar production, grammar instruction, materials design

Session T2-A

Vocabulary Learning Using Drama

(ID 46)

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Pınar Üstündağ Algın

Merve Nilüfer Güldenoğlu

Sibel Elbayraktar

Ankara Yıldırım Beyazıt University

In foreign language learning it is important to create an environment in which learners can freely explore the language. Teachers often make a thorough research into effective ways to enhance learning process. And given that language means communication, drama is regarded as an effective and valuable teaching-learning strategy, for it uses active teaching and learning styles likely to motivate and sustain attention. Students can benefit from the opportunity to perform interactively in a transformed space, in which meaningful communication can take place. With drama, they face novel realities and participating in this sort of activities, learners can experience the language in a personal and creative manner. This paper will discuss the benefits of using drama as a teaching strategy and its power to engage all learning styles. It is a good way of reinforcing new vocabulary as well as encouraging physical awareness and group cooperation. Students appreciate the use of drama when they are taught new vocabulary items along with other aspects of language. Memorizing word lists is a futile activity, yet through drama, they are not supposed to memorize words in isolation. They are intellectually and emotionally involved in a contextualized learning process. The data consists of student scores on progress check quizzes and post activity feedback from the students and the teachers.

Keywords: Key words: Drama; vocabulary development; university students; learning styles

Session T3-B

The Effects of the Language Used During Instruction on Students' Performance in Learning Grammar Patterns

(ID 101)

Burak Demirkese

Samet Hasırcıoğlu

KTO Karatay Üniversitesi

In recent years, English language teaching in Turkey has greatly evolved due to the modern teaching techniques and methods, most of which encourage teachers to embrace indirect teaching styles heavily based on communicative activities. It is believed that teaching English through English is the utmost way of teaching, and teachers are urged to avoid Turkish in the classroom. The purpose of this study is to investigate the effects of the language used during instruction on students' performance in learning grammar patterns. For this, two groups composing of 31 students participated in the study. In order to validate that the groups were comparable to each other, a background test that is made up of general English questions at pre-intermediate level was carried out. After the background test, the control group (19) was taught Present Perfect Tense using English completely, while the experimental group was taught the tense by explaining both in English and Turkish, respectively. A comparison test will be carried out to see if there is a significant difference between the control group that received the input in English fully and the experimental group that was taught using English and Turkish.

Keywords: learning, grammar, language, tongue

Session F3-D

Metacognitive Awareness of Reading Strategies and Academic Achievement in Reading and Writing: A Correlational Research in an EFL Context

(ID 21)

Burcu Turhan

Havva Zorluel Özer

Cukurova University

This study aims at providing an account on the relationship between freshman Turkish students' metacognitive awareness of reading strategies and their academic achievement in the Advanced Reading and Writing Skills course. In this particular study, we investigate the reading strategies employed by 52 freshman students in the ELT (English Language Teaching) department at Cukurova University, Turkey. To achieve this, the participants were administered a 30-item Likert-Scale Metacognitive Awareness of Reading Strategies Inventory (Mokhtari & Reichard, 2002). Descriptive statistics were applied to each item in the inventory. In parallel with this, Independent Samples t-Test was utilized to see whether there was a difference between males' and females' metacognitive awareness of reading strategies. Afterwards, participants' overall scores in the Advanced Reading and Writing Skills course at the end of the term were accessed with permission from the course lecturer. Eventually, Pearson Correlation Coefficient, one of simple bivariate correlation techniques, was used to see if there is any significant relationship between the two variables under issue. The results revealed that problem-solving reading strategies were the most preferred strategies. In addition, there was not found any significant difference between metacognitive awareness of males and females. Finally, some implications were drawn from the correlation coefficient regarding the relation between metacognitive awareness of reading strategies and academic achievement in Advanced Reading and Writing course.

Keywords: Reading strategies, metacognitive awareness, academic achievement, reading, writing

Session T2-C

Apology and Compliment Response Strategies by Turkish Pre-Service Teachers of English: A Primary Focus on Equal Interlocutor

(ID 111)

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Hülya Tuncer

Cukurova University

In pragmatics, speech acts are divided into five categories which are “representatives, directives, commissives, declarations and expressives” according to Austin (1962). Among those, “expressive” speech acts are used to describe the speaker’s feelings about the world or themselves, and both apologies and compliments are included within “expressives” category (Searle, 1975). While apology may be defined as “a compensatory action for an offense committed by the speaker which has affected the hearer” (Marquez-Reiter, 2000: 44), a compliment is a speech act which explicitly or implicitly attributes credit to someone other than the speaker, which is positively valued by the speaker and the hearer (Holmes, 1988: 485). The focus of the current paper is upon the expressives; for this reason, the study aims at finding out strategies employed by Turkish pre-service teachers of English while apologizing and responding to compliments and whether there is a difference between males and females. The participants of the study were 27 (13 female, 14 male) pre-service teachers in English Language Teaching Department at Cukurova University. To achieve the aims, Written Discourse Completion Test (WDCT) taken from Yuan (2012) was administered to the participants. WDCT included six apology situations (1 Lower, 4 Equal and 1 Higher Interlocutor) and six compliment response situations (1 Lower, 4 Equal and 1 Higher Interlocutor). For the data analysis, the researchers benefited mainly from the framework of CCSARP (1984) for apologies, and the coding scheme used by Ruhi (2006) for compliment responses. In addition, chi-square test was applied to see whether there was any significant difference between apology and compliment response strategies of males and females. Results were discussed through descriptive statistics and chi-square analysis.

Keywords: Apology, compliment response, Written Discourse Completion Test (WDCT), Equal interlocutor, Turkish pre-service teachers of English

Session T1-D

The Use of Drama in Language Teaching

(ID 134)

Dönercan Dönük

Mersin University

With the advance of new strides in language teaching, innovative, interdisciplinary approaches have gained momentum. Drama as an art form stands to be an independent discipline, but when incorporated into language teaching, it has arisen as a new insight into it since it bears the essential components of language learning and teaching as its milestones. Dramatization is in the very nature of life itself, taking place in socially motivated and supported contexts, which function as the environment for communicative competence. It is a fact that drama as a tool for language teaching still needs more practice, and related research shows that language teaching can make use of drama as an effective way for the language input, particularly in young learner classes. This paper aims to draw a sketch of a Drama course currently conducted at Mersin University ELT Department. The study includes the course procedure as well as the weekly schedule conducted during the course with the methodology and the rationale behind it; moreover, the authentic samples of the drama scripts created and acted by the teacher candidates aim to make the pioneers of the drama courses merged with the young learner classrooms.

Keywords: Drama, Young Learner, Communicative Competence, Language Learning, Language Acquisition

Session F4-A

A Look into the Language Learning Beliefs of English-Major and Non-English Major Students

(ID 123)

Duygu İřpınar Akçayoęlu

Gökçe Diřlen Daęęöl

Adana Science and Technology University

As an indispensable part of learning process, beliefs can shape learners’ decisions, strategies and lifelong learning tendencies. Given the importance of beliefs in language learning, this study aims at specifying beliefs of students about learning English as a foreign language in tertiary context in Turkey. More specifically, the study aims to find out the similarities and differences between English-major and non-English major students’ beliefs. The participants were 170 students enrolled in two universities in Adana. Students in Department of Translation and Interpreting Studies in Adana Science and Technology University and English Language Teaching Department in Cukurova University formed English-major students, and non-English major students were from various departments in Adana Science and Technology University. The data were gathered through the BALLI (Beliefs about Language Learning Inventory) and an open-ended questionnaire. Based on mixed type research method, all data were analyzed both quantitatively and qualitatively. The data collected from the BALLI were analyzed using SPSS for Windows, and the qualitative data obtained from all students were analyzed using content analysis method. The study makes the beliefs of students in different departments explicit and shows their approaches to language, thus providing implications for both students and instructors at university level.

Keywords: Beliefs and Attitudes in Language Learning, English-major students, Non-English major students

Session PS1

Students' Perception about Native English Speaker Teacher

(ID 17)

(POSTER SESSION)

Ebrahim Mohammad Karimi

Naciye Kunt

Eastern Mediterranean University

This study, unlike many previous studies, attempted to investigate students' perception about native English speaking teachers (NESTs), while they did not have English teachers in their studies. Perceptions of 12 Iranian students, who were studying in one university in North Cyprus, were explored using semi-structured interviews. Findings demonstrated that all participants preferred to have native teacher and it was revealed that they perceive, most of their skills improve more with native teachers rather than non-native teachers.

Keywords: Perception, Native Speaker Teacher

Session PS2

Contrastive Analysis of LI and L2

(ID 115)

(POSTER SESSION)

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Eastern Mediterranean University

This study attempted to investigate students' perception towards similarities and differences of their first language (LI) and the language they are learning as second language (L2), difficulties of these languages, their reasons for these difficulties and suggestions for improvement. Semi-structure interviews are used in order to collect data from 10 Iranian students, who were studying undergraduate and graduate in one of the North Cyprus universities. Results revealed that almost none of them had difficulty' in their LI learning, while all acknowledged that they had difficulties in different skills of their L2 learning. Students stated different reasons for their difficulties in their L2 rather than LI. In addition, they had some suggestions for their L2 improvement. Teacher as well as learners may benefit from the finding of these study.

Keywords: Contrastive Analysis, Students` Perception, First Language learning, Second Language Learning

Session F1-D

The Use of ICT in Vocabulary Teaching and Learning

(ID 73)

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Necmettin Erbakan Üniversitesi

Nida Gürbüz

KTO Karatay University

The aim of this study is to investigate place of using ICT in vocabulary teaching and learning process together with the advantages and disadvantages of it. Use of ICT in foreign language teaching has become inevitable as in many fields of educational development in the 21st century. There are several academic studies which emphasize the importance of making use of new information and communication technologies such as using of computer, internet, mobile phone applications or interactive boards in teaching vocabulary. When we examine the advantages of using ICT in vocabulary as well as in language teaching, first of all, we realize that it is a learner centered approach and helps the learners become autonomous learners. Furthermore, you can use authentic materials such as tv programs, original videos or you can access various sources of information and varieties of language by means of ICT. There are also some disadvantages of using ICT such as having difficulty in setting the electronic devices, being too expensive or teachers' lack of experience using ICT materials. We will explain both advantages and disadvantages of using ICT in vocabulary teaching and learning process in addition to giving several examples of its usage during the presentation. Also, there will be some suggestions for teachers of English who want to use ICT in their classrooms when teaching vocabulary.

Keywords: vocabulary, ict, language teaching, vocabulary teaching

Session T1-B

Perceptions of EFL Learners about Using Mobile Applications: A Case Study

(ID 59)

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Mithat Ekinici

Osmaniye Korkut Ata University

The current ongoing tendency of using mobile devices, especially mobile phones, for language learning is such a fruitful trend that teachers cannot ignore (Godwin-Jones, 2011). This situation is not surprising when we consider that today everything from banking to keeping records of sports we do, has been intertwined with our indispensable mobile phones. Thus, it is good for EFL learners to gain benefit from mobile applications from now onwards. For this reason, 20 prep class students of a state university in Turkey will participate in this case study to reveal pros and cons of using specific mobile apps as assistance for their language learning process during ten weeks. Students will be guided to use different mobile apps available at AppStore* and PlayStore* (respectively DuoLingo, Memrise VoScreen, Acobot, and English Central). They will have used each application for two weeks by the end of the study. Perceptions of the students about mobile apps which will be recorded every two week by using minute papers will be analyzed descriptively by the researchers. Additionally, a motivation questionnaire will be conducted to provide detailed information about students' perspectives. As for final preferences of students among those apps, some of the students will be interviewed at the end of the study. As a result, a substantial comparison of these mentioned apps might be enlightening for EFL learners by providing advantages and disadvantages of using them.

Keywords: Mobile learning, mobile applications, English language learning, case study, students' perceptions

Session T1-B

A Case Study on Critical Reading Attitudes of Pre-service English Teachers

(ID 129)

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Texts bear hidden messages that drive our thinking and behaviors in certain ways. That is why reading is considered as a social and interactive process on its own (Wallace, 2003). Critical reading, on the other hand, has a more complex nature requiring the use of higher order thinking skills like analyzing, evaluating, and creating. Today, the ability to gain and use knowledge effectively is more challenging due to the unprecedented speed of information surrounding individuals (Trilling and Fadel, 2009). Thus teaching learners to question and reflect on the written input they receive has become one of the ultimate roles of teachers. In order to fulfill this crucial duty, teachers must first adopt a critical reading approach as well as a true understanding of it. Language classroom is a well-suited arena for students to develop such a skill because they are exposed to a large amount of reading material in different forms. However, it is a prerequisite that, as the future role models, language teacher candidates be aware of what critical reading contains so that they can guide their students well. Therefore, this case study investigated the influence of a 10 week awareness raising implementation on the critical reading attitudes of 25 freshman pre-service teachers of English and their conceptions of the connection between critical reading and English Language Teaching. Both qualitative and quantitative data were collected through likert-scale and open-ended questionnaires to unearth whether the implementation had an effect on the participants' critical reading perspectives. The analysis of the results revealed a developmental change in the attitudes of participants regarding critical reading and their conceptions of its place in the ELT classrooms.

Keywords: Critical reading, Pre-service Teachers of English, Case Study

Session F2-C

The Practices and Perceptions of Pre-Service English Language Teachers on the Strategy of Keeping a Jargon Book: An Exploratory Case Study

(ID 11)

Emine Esin Öztürk

Yonca Özkan

Cukurova University

In an attempt to enhance learners’ autonomy and create awareness on their own learning process, keeping a vocabulary notebook can be regarded as one of the commonly used cognitive strategies. Jargon book, a kind of vocabulary notebook, consists of specialized terms that are used for conveying hidden meanings accepted and understood in a specific field. Researchers draw attention to the need for carrying out some studies on vocabulary notebooks to examine their effectiveness more closely. Therefore, the present study investigates the practices and perceptions of pre-service English language teachers on the strategy of keeping a jargon book. Data has been collected through a semi-structured interview, an open-ended questionnaire and focus-group interviews. The findings indicate that most of the participants exhibit positive attitudes towards the strategy of keeping a jargon book. This study implies that the strategy of keeping a vocabulary notebook can be incorporated to the classes of pre-service English language teachers in order to make them familiar with the specialized terms of the specific field they are engaged to.

Keywords: Pre-service English language teacher education, learner autonomy, cognitive strategies, vocabulary notebook, jargon book

Session F1-D

**Utilization of Blogs to Foster Writing Skills of High School English Language Learners
(ID 05)**

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Yonca Özkan

Cukurova University

In such a rapidly developing world, it has been inevitable to integrate some modern assessment approaches and tools into English teaching. Hence, several up to date formative assessment tools have been used by teachers during the learning process to modify teaching and learning activities by means of acquiring qualitative feedback. Blogs or blogging is one of these formative assessment tools which are on focus. The aim of this exploratory case study is to find out whether or not writing blogs does have an effect on high school language learners' writing skills. The findings suggest that the blog is an effective tool for students to improve their English writing skills. Besides it was observed that blogging enhanced the high school language learners' eagerness to write and fostered the autonomous writing. This study also implies that writing blogs is of great value for English learners, language instructors, material developers and curriculum designers as well as having the potential for further research.

Keywords: English language teaching/learning, formative assessment, blogging, writing skill

Session T4-A

Student-Created Presentations in Oral Communication Skills Course: From the Perspectives of ELT Freshman Students

(ID 152)

Emrah Ekmekçi

Ondokuz Mayıs University

Improving oral communication skills in English as a Foreign Language (EFL) context is regarded as a challenging issue since students have limited opportunities to practice the target language outside the classroom. The objective is to make students gain the maximum benefit from the activities in the classroom within the limited time periods. Therefore, different techniques, activities, tasks, projects, and etc. have been utilized in order to accomplish this objective in oral communication skills course offered in English Language Teacher Education (ELT) Programs in Turkey. Guiding students to make oral presentations about variety of topics can be one of the ways of fostering their oral proficiency levels in English. This study investigates into ELT Freshman students’ perceptions of one-semester performances based on self-created presentations. It employs semi-structured interview which is one of the data collection tools in qualitative studies. The results of the study indicate that student-created oral presentations can contribute to students’ fluency, self-confidence, cooperation, interaction, and foreign language learning motivation in the eyes of freshman students.

Keywords: Oral presentations, oral communication skills, foreign language learning

Session T2-D

**Target Language-only Policy: Perspectives of English, German and French Language
Instructors and Students**

(ID 153)

Emrah Ekmekçi

Ondokuz Mayıs University

With the advent of Communicative Language Teaching, some scholars vehemently advocate target language-only policy in foreign language (FL) classes, while some are insistently in favour of L1 use to some extent by emphasizing its advantages and contributions to language learning process. This controversial issue has been taken place in the literature with various case studies and findings. The current study investigates into both students and teachers' perspectives on using L1 in FL classes. The study was conducted in a state university offering compulsory language education for at least one academic year in three foreign languages, English, German, and French in 2014-2015 academic year. As data collection instruments, two Likert-type questionnaires were administered to instructors and students. 8 English, 5 German and 3 French Language instructors participated in the study together with 150 students from three compulsory foreign language preparatory classes. The results revealed that English language instructors advocated target language-only policy more strictly than German and French Language instructors. They all stated that judicious use of L1 could contribute a lot to foreign language learning process. Students, on the other hand, agreed that instructors' total prohibition of L1 use in the class could sometimes impede their learning and demotivate them in the classes.

Keywords: L1 use, foreign language classes, target language-only policy

Session F2-D

English Speaking Skills at the ELT Departments in Turkey: Problems and Solutions

(ID 47)

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Neşe Cabaroğlu

Cukurova University

The situation of speaking English in Turkey with regards to the formal and informal teaching methodologies developed thus far is far from satisfactory. Moreover, the attempts and legal arrangements that are meant to ameliorate this situation have apparently proven unsuccessful, as far as an acceptable level of competence is concerned. Notwithstanding, no study has been performed at a national scale to investigate the situation of English speaking skills, particularly the speaking skills, at the tertiary level. To this end, this study is the first report to delve into the English speaking skills at the English Language Teaching (ELT) departments in Turkey, which aimed to create a descriptive outline for the problems, perceptions, needs, and solutions to be proposed by the lecturers and pre-service teachers. The study was conducted with the pre-service teachers and lecturers studying/working at 7 ELT departments across Turkey, including one ELT department from each of the 7 geographical regions in Turkey. The results indicated that although most of the participants had been studying English for more than 6 years, a great majority of them stated that they could not speak English as proficiently as they were supposed to be. It was also revealed that they had difficulty achieving fluency and feeling confident enough to speak mainly because they had no appropriate contexts that would allow them to master English speaking skills. In addition, an in-depth policy change in foreign language education was the most common solution proposed both by lecturers and pre-service teachers.

Keywords: English, speaking skills, Turkey, ELT department

Session F3-B

Rater Gender and Scores in Assessment of Speaking in ELT

(ID 26)

Engin Evrim Önem

Erciyes University

Since there are various factors to affect the assessment process and although different approaches for language assessment such as holistic and analytic assessment tools have been used for a long time, speaking is still a difficult skill to assess in English Language Teaching. Among those factors, such as raters' age, years of experiences, etc., literature also suggest that rater gender might have an effect on assessment of speaking, regardless of the assessment type used. This study aimed to find out whether rater gender led to a difference between the scores obtained by holistic and analytic assessment tools. To achieve this, twenty four language instructors at a state university in Turkey were asked to assess ten pre-intermediate prep class students' audio recorded speaking exams via a holistic assessment tool first and an analytic assessment tool second with four weeks interval. The scores were compared and the results of the independent samples t-test showed no statistically significant difference between the scores obtained by the holistic assessment (male raters: $M = 54.26$, $SD = 6.31$, female raters: $M = 63.36$, $SD = 10.10$, $t(22) = 1.831$, $p > .05$) or the analytic assessment tool (male raters: $M = 58.35$, $SD = 9.10$, female raters: $M = 55.74$, $SD = 11.00$, $t(22) = .64$, $p > .05$) given by the male and female raters in this study. Implications of the results and suggestions for future studies are given at the end of the presentation.

Keywords: Rater gender, Speaking assessment, Analytic assessment, Holistic assessment, Scores.

Session F2-D

The Relation between ELT Teacher-Students’ Metalinguistic Knowledge and Speaking Anxiety

(ID 64)

Ertan Altınsoy

Serkan Boyraz

Aksaray University

The term metalinguistic knowledge that refers to the knowledge of technical and semi-technical linguistics terms has been a highly tested proficiency in high-stake proficiency tests, especially those which assess grammatical accuracy, such as TOEIC and TOEFL CBT. In the light of recent studies showing positive correlation between metalinguistic knowledge and language proficiency, this study aims to investigate two things: i) What metalinguistic features of English can be recognized by ELT students? ii) Is there a relationship between ELT students’ metalinguistic knowledge and English speaking anxiety that has been found to have adverse effect on both the application of grammar rules and the execution of speaking skills? This is a quantitative study that employs survey method. The data will be collected from ELT teacher-students studying at Aksaray University in 2016-2017 academic year spring term through metalanguage test including four sections, (namely parts of speech; parts of sentences; tenses, voices, and moods; and other) and 36 items and English Language Speaking Anxiety scale with 18 items. The results are assumed to present higher speaking anxiety with those students with a lower metalinguistic knowledge. Keywords: Speaking anxiety, Metalinguistic knowledge, ELT students

Keywords: Speaking anxiety, Metalinguistic knowledge, ELT students

Session F2-D

Using Critical Participatory Approach and Looping in EFL Classes

(ID 19)

Eser Ördem

Adana Science and Technology University

Few studies on participatory approach have been investigated since it may be formidable to raise risky topics in classroom activities. This study aims to enable the students to discuss daily topics such as terrorism, presidency and child abuse raised in Turkey. The study was qualitatively designed based on critical participatory looping within the framework of action research. 15 students in a listening-speaking class majoring in Translation and Interpreting Studies at a Turkish university participated in the study that took 10 weeks. The topics and related authentic reading along with visual materials were sent and given to the participants in advance. The elicitation tasks of semi-structured interviews and online platform were used to collect data. The participants were also involved in data analysis process to provide reliability of the study. Thus, in each stage of the study, participatory stance was retained. The results showed that the participants developed democratic and critical thinking dispositions towards English language. In addition, they stated that they felt more motivated and self-confident since the nature of the topics and materials were authentic albeit some challenges in the process.

Keywords: participatory approach, critical participatory looping, critical thinking, democratic disposition, action research

Session T4-B

The Effects of Singing on the Speech Fluency of Turkish EFL Teenagers

(ID 53)

Esim Gürsoy

Ozan Karakaş

Uludağ University

A number of studies suggest that singing has a positive influence on the speech fluency of people with various neurological disorders, such as stuttering, Parkinson’s disease, aphasia, and autism. Again, a huge body of research demonstrates the benefits of singing as a teaching method, through which many aspects of language can be taught or improved, such as grammar, vocabulary, pronunciation, etc. However, there are not any studies to the authors’ knowledge as to the effects of singing on the speech fluency of people with no neurological disorders related to speech. The significance of the study, therefore, stems from this gap. Thus the study aims at investigating any possible influences of singing on the speech fluency of Turkish EFL teenagers. The type of fluency measured in this study was utterance fluency. The three measures –speech rate, phonation-time ratio, and the mean length of runs– to evaluate speech fluency was derived from Kormos (2006). The study was carried out with 10 high-school students, studying at a private school in Turkey, 6 being in the control group, and 4 in the study group. The quantitative data was collected via a questionnaire that aimed to identify the demographic features of the participants as well as their self-perceptions regarding the speaking skill. The qualitative data was collected via audio recordings of the participants’ speech production. The speech samples were produced subsequent to watching short film clips after the participants in the study group were given two songs each week for 5 weeks. The results of the study demonstrate that none of the three measures of fluency showed any significant differences between or within the groups suggesting that singing does not necessarily have positive influences on speech fluency. However, the limitations of the study need to be considered to interpret the results.

Keywords: foreign language speech fluency, speech fluency, speech accuracy, speaking skill, English as a foreign language

Session T4-B

The Preferences of Turkish EFL Learners in Using Phrasal Verbs or Synonymous One-word Verbs

(ID 55)

Esra Karakuş

Middle East Technical University

This study aims to investigate the preferences of Turkish EFL sophomores regarding the usage of most common phrasal verbs in Louvain Corpus of Native English Essays (LOCNESS) in the case of coexistent synonymous one-word verbs. The participants that are currently enrolled at the Department of Foreign Language Education, at METU were given two tests. A preference test (in which each item required learners to indicate to what degree they opted whether a phrasal verb or one – word on a five point scale) and translation test (based on free production as well as being composed of Turkish equivalents of selected phrasal verbs in preference test) including 15 items were administered. The results showed that figurative phrasal verbs resulted in being avoided by learners more than literal phrasal verbs probably due to their semantic complexity. In addition, task type was found to affect the preferences of learners regarding the usage of phrasal verbs since one-word verbs appeared more frequently in translation task. Finally, it was revealed that Turkish EFL sophomores did not avoid phrasal verbs to a greater extent in both test types.

Keywords: avoidance, Turkish EFL learners, literal phrasal verbs, figurative phrasal verbs, task type

Session F3-D

Collaboration among English Language Learners on a Smart Phone Based Instant Messaging Platform: Case Study

(ID 63)

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This study aimed to discover language learners’ collaboration with each other on an instant messaging platform in the process of video production. In addition, it focused on the process and shed light on the purposes of collaboration among the group members while learners fulfilled the requirements of preparing their own videos. Sixteen students studying English at a preparatory school of a state university completed an authentic task regarding shooting an introductory video to describe a building on their campus. They were divided into groups of four people by the instructor who was also one of the researchers. In addition, they were asked to create a group conversation on instant messaging platform by adding their team members and interact with each other during the planning phases and production of intended videos. The data collected from the text messages of participants was analyzed based on Small Group Collaboration Model (SCGM) which includes cognitive, managerial and social categories of collaboration. The qualitative analysis of the data showed that the participants tended to collaborate mostly for cognitive and managerial purposes as compared to social ones.

Keywords: Collaboration, ELL, Instant Messaging Platform, Social Constructivism

Session F3-A

What Makes a Good Foreign Language Learner? Gifted and Non-Gifted Learners' Conceptions

(ID 124)

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This paper aims to explore, in a comparative manner, how gifted learners and their non-gifted counterparts construe a good foreign language learner. The participants are six secondary school students three of which were identified as gifted and attending, out of their regular classroom, the pull-out programme, (BILSEM, Bilim ve Sanat Merkezi) for gifted and talented students. The non-gifted students were those who learn English as a foreign language at state schools. Repertory grid technique was utilized to access the learners' personal constructs as to what makes a good language learner. Data acquired from the Rep-Grids were supported with learners' written accounts in which they described themselves as language learners. Findings of the study provided evidence indicating what makes the language learning process of gifted learners different from non-gifted learners. The main implications of the study are for the design of the language teaching programmes and preparation of teachers for the education of gifted learners.

Keywords: gifted learners, EFL, Repertory Grid

Session T1-A

Pre-Service EFL Teachers' Perceptions of Being a Language Teacher

(ID 58)

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Emrah Cinkara

Mehmet Bardakçı

Gaziantep University

The purpose of this study was to explore EFL teacher candidates' conceptualizations about being a language teacher. The participants were 102 EFL teacher candidates studying at a state university in Turkey. Data was collected through essays written on their views of teaching and being EFL teachers. The metaphors were qualitatively and quantitatively analyzed. The verbs, adjectives and adverbs in the host statements of metaphors were also investigated and categorized. The results indicated that language teachers were generally considered as knowledge providers and facilitators. The results also revealed that language teachers contribute to the development of themselves as well as their learners.

Keywords: Content analysis, metaphor, teachers' perceptions

Session T1-D

Teaching English Through Literature: The Function of Novel in English Language Teaching in Iraqi Universities

(ID 72)

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The aim of this study is to examine the function of the novel in the English Language-Teaching (ELT) classrooms of Iraqi Universities based on university lecturers and students' opinions, perceptions and experiences. Furthermore, a primary objective is to re-examine the difficulties and shortages present in these classrooms in order to offer potential solutions to these challenges. Finally, the types of literary texts preferred by lecturers and students in acquiring English language proficiency is also of interest in this paper. The research method in this study was the administration of questionnaires to 100 students and 60 lecturers from a variety of Iraqi universities. Each questionnaire consisted of 11 questions involving both quantitative and qualitative data. The quantitative data were inserted into SPSS 19 then subjected to a crosstabs and chi-square test per question. According to collected data, majority of students (70%) and lecturers (65%) believe that the novel is a profitable language resource which has a vital function in Iraqi Universities' ELT classrooms. Consequently, they think the novel should be a mandatory component of these classrooms. Nevertheless, both educators and students observed some shortages with and faced difficulties pertaining to the use of literature in the language classroom. The identified shortages and difficulties by both students and educators are similar, with few minor differences. The majority of participants stated difficult language and contexts of selected novels to be the most common difficulty faced in classrooms. Another common issue was stated to be a lack of linguistic and literary background on behalf of students. To overcome these problems, they advise that selected novels should parallel student language competency levels and written in contemporary, simple, and interesting language in order to overcome the above-mentioned problems. Besides this, participants identified a variety of advantages of utilizing the novel in classrooms, for example the enrichment of student language and improvement of overall understanding of the language as well as the introduction to English-speaking cultures and conversations styles. Regarding the chi-square test, there was no statistical difference between student and lecturer views, as P-values for all questions were greater than .05 ($P > .05$).

Keywords: ELT, Literature and Novel

Session F3-C

**Semantic Investigation of Academic Vocabulary in Learner English
(ID 131)**

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This study aims to investigate semantic prosodic features of academic vocabulary in Turkish EFL learners’ written discourse. It aims to do so via scrutinizing Academic Keyword List (AKL) (Paquot, 2010) among learner corpus compared to native speaker corpus. AKL covers the non-domain specific words which entitle the characteristics of academic texts and outline the basic academic sketch of the texts. It is assumed that the level of acquisition of such words will reveal the students’ lexical repertoires of academic vocabularies as well as lexico-grammatical attributes specific to writers/learners. For the purpose of this corpus based study, at the first level, a comparative analysis of TICLE (Turkish sub-corpus of International Corpus of Learner English) and the LOCNESS (The Louvain Corpus of Native English Essays) corpus was utilised to define general lexical profile of the learners by preparing frequency list according to usage levels of the verbs in both corpora. As for the in depth analysis of semantic prosodic features, nouns collocated with selected academic verbs will be scrutinized further based on their semantic taggings. Eventually, the study will provide word senses that academic verbs carry in both corpora resulting in comparison of native speaker uses to interlanguage features of Turkish EFL learners specific to academic verbs.

Keywords: Academic English, Interlanguage, Corpus, TICLE

Session F1-B

Teachers' and Students' Perceptions of Modified Output in Communicative Classes

(ID 74)

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Gaziantep University

The primary concern of this study was to explore teachers' and students' modified output perceptions in their oral classes. The participant instructors (48) and students (280) were administered questionnaires to conceive their perception of corrective feedback in their oral classes. A triangulated data collection technique, including questionnaires, classroom audio recordings, and a semi-structured interview was conducted and the collected data was analyzed both qualitatively and quantitatively. The questionnaires for students and teachers consisted of six sections, namely (1) necessity of error correction, (2) frequency of error treatment, (3) timing of modification, (4) types of errors need to be treated, (5) methods of correction and (6) delivering agents of corrective feedback. The findings showed that though the teachers and students had reasonably similar opinions about the necessity, frequency and timing of error correction, they significantly differ from each other in terms of the method, and delivering agents of error correction, as well as types of errors that need to be corrected. A comprehensive interpretation of the classroom interactions indicated that implicit feedback was the most favored method of correction; after students finish talking was the best timing for treatment; teacher was the most preferred agent of error corrector; and serious errors were the most common errors modified.

Keywords: modification, modified-output, oral skills, corrective-feedback

Session F1-B

Novice and Experienced Teachers’ Perceptions Towards Self-Initiated Professional Development

(ID 08)

Gamze Sarıyıldız

Middle East Technical University

This study aims to determine the perceptions of the English language teachers in Turkey towards self-initiated professional development, professional development activities and some possible factors that can hinder professional development of them as well as comparing the perceptions of novice and experienced teachers towards these three issues. For this purpose, a questionnaire was adopted and administered to 70 English language instructors. Among them, 36 are novice teachers having experience of teaching less than 3 years and 34 are experienced teachers. The collected data was analyzed using descriptive statistics and independent samples t-test.

The findings of this study revealed that most of the teachers agreed on the aspects of self-initiated professional development. However, there are few differences between the perceptions of novice and experienced teachers towards this issue like teachers’ taking the action for their own professional development and keeping themselves updated with changes in ELT. As for the professional activities, most of them nearly agreed on the importance of these activities except for some differences between the novice and experienced teachers in terms of observation of classroom events by heads and administrators, action research and following research literature on own field, peer observation and in-service training like workshops and seminars. Lastly, as to the possible factors which may hinder their professional development, these teachers were found mostly agree on these factors’ importance. However, the perceptions of novice and experienced teachers in this issue differed in some factors like personal financial problems, excessive work load, lack of self-motivation and institutional support for professional development, and educational background. It is suggested that another study could be conducted through interviews to get a wider picture of the issue.

Keywords: English language teachers, Professional Development, Novice Teachers, Experienced Teachers

Session T3-D

Teachers' Perceptions of Culture Teaching in ELT and Their Familiarity with the Culture

(ID 10)

Gamze Sarıyıldız

Middle East Technical University

This study aims to determine the perceptions of the English teachers in Turkey towards the role of target culture in learning and teaching a foreign language, and their familiarity with the target culture. Considering that the majority of the English teachers in Turkey are non-native speakers of English and they teach culture either directly or indirectly in their classes, a necessity to analyze their perceptions towards target culture teaching arose. With this purpose, a questionnaire with 26 items including statements focusing on the role and importance of culture teaching, and cultural aspects of the target culture was developed and administered to 40 English Language Teachers. The collected data was analyzed using descriptive statistics and independent samples t-test.

The findings of this study revealed that most of the teachers viewed culture teaching as crucial as language teaching; however, novice and experienced teachers differed in some aspects like culture' motivating students, changing the student's attitude towards her/ his own culture, and possessing high level of proficiency before teaching the target culture. Besides, it shows that almost all of the teachers have a tendency to view themselves as sufficiently familiar with the target culture especially in youth culture and literature of the target culture; however, they did not view themselves as not sufficiently familiar with the target culture in values and beliefs of the target culture. Also, novice and experienced teachers differed in their familiarity with the target culture in some aspects like daily life and routines, traditions and folklore, tourist attractions, and international relations (political, economic, and cultural) with students' own country and others. It is suggested that another study can be replicated through using interviews and observations of teachers in the aspect of target culture teaching.

Keywords: English Language Teaching, Culture teaching, English Language Teachers

Session F1-C

The Effect of Gender and L2 Proficiency on Learners’ Motivational Dispositions and Vision

(ID 90)

Gizem Doğan

Ankara University

This study reports on a cross-sectional study conducted at the preparatory school of a state university in Turkey to examine the role of gender and L2 Proficiency on learners’ motivation and vision to learn English as a foreign language. While motivational dispositions of learners has been subject to research for several decades, understanding visualization has become a part of motivational studies in recent years and how it is affected by learners’ gender and L2 proficiency needs further research. This study aimed to contribute to the literature by studying some aspects of motivation and vision to find how they are affected by gender and L2 proficiency of learners. The results revealed that although gender had a main effect on Ideal L2 Self of learners in motivation, and on their Vividness of Imagery in vision; L2 proficiency was found to yield no main effect on any of the areas investigated.

Keywords: motivation, vision, gender, L2 proficiency, language learning

Session T2-B

Observing Mentors' Classes: Student-teachers' Reflections and Evaluations

(ID 85)

Gülden İlin

Cukurova University

This study sets out to reveal how ELT student-teachers compare and contrast their mentors' teaching behaviours they observe during practicum with their perceived understanding of effective teaching. A further question the study deals with is the ground the student-teachers base their judgements on. Finally, the ways the student-teachers benefit from the period, if any, are investigated in the study. To achieve the aim of the study, biweekly discussion and experience sharing meetings were held with totally 18 ELT from two different practice schools for a period of ten weeks. In addition to the notes kept in these meetings, triangulation of the data collection tools was realised by means of biweekly reflective essays the teacher candidates wrote and group interviews. The findings reveal that the student- teachers find a variety of discrepancies between their mentors' and their own understandings of effective teaching practices. Still, they cite quite a number of benefits of observing their mentors' classes.

Keywords: teacher Education, Professional Development, Practicum, Classroom Observation, Student-teacher perceptions

Session T4-C

Professional Development Activities of Secondary EFL Teachers

(ID 86)

Güneş Çinkır

Ministry of National Education

Studies on teachers’ continuous professional development have been incremental and prolific. However, cross-cultural experiences in teachers’ professional development need to be thoroughly examined. In recent years, governments have been attempted to raise success rate in this field. Therefore, they would like to improve their educational system to be able to provide increasing expectations for more quality teaching and learning environments. This study aimed to research secondary EFL teachers’ profiles about professional development activities they were involved in for their professions. The study also intended to investigate teachers’ perception of two of the most beneficial updating, reflection and collaboration activities. Qualitative research design was used to achieve this aim. In this study, data was collected from secondary EFL state school teachers working in Seyhan and Cukurova districts of Adana through a questionnaire adapted from Kwakman’s (2003) study and the responses to these questions constitute the data of the study. The participants of the study were 121 secondary state school EFL teachers. Convenience sampling strategy was used to detect only the participant teachers working in Seyhan and Cukurova districts. The sampling consisted of 95 female and 26 male EFL teachers. They volunteered to participate in the study which took place in Adana in during 2015–2016 academic years. The results obtained from the teachers’ perception of updating, reflection and collaboration activities showed that most of the teachers wanted to develop their professionally as long as the activities were meaningful, effective, efficient and technology-based. The implications of the study are that teachers need to be given more motivating opportunities so that their professional development can be supported.

Keywords: Secondary EFL teachers, professional development, updating, reflection, collaboration

Session F2-C

Pre-Service ELT Teachers' Attitudes toward the Implementation of the 21st Century Skills

(ID 156)

Ali Ceyhun Müftüoğlu

Hasan Bedir

Cukurova University

The global trend in this age has been toward adjusting to shifts in set of abilities and technology, often called the 21st century skills. Governments are reviewing their education systems to prepare students with “21st century” skills so that they will be able to face complex challenges now and in the future. Thus, future teachers should be equipped with better possibilities for professional development to be aware of and to apply 21st century skills in their teaching practice. It is a daunting process to prepare today’s pre-service teachers to be tomorrow’s teachers. Teacher education institutions play an indispensable role in terms of structure, substance and practice of teacher education programs in preparing teacher candidates with adequate 21st century skills. The courses in teacher preparation program need to guide “pre-service teachers toward the abilities, strategies, and ways of thinking for teaching today and tomorrow” (Niess, 2008, p. 224). Thus, the aim of this study is to investigate the attitudes of ELT teacher candidates toward 21st century skills implementation in their future EFL/ESL classrooms. The data were collected through a questionnaire and semi-structured interviews and teaching practice observations field notes.

Keywords: Pre-service, ELT, 21st century skills, attitudes

Session T4-D

English Language Teachers’ Beliefs on 21st Century Learning and Innovation Skills

(ID 157)

Hasan Bedir

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Learners can no longer compete in global society if they reproduce the knowledge they learned in schools. They are expected to use what they know and to modify and apply their knowledge in another context when they are improving their content knowledge. In other words, they must be equipped with new skills which are often referred as 21st century learning and innovation skills focusing on, critical thinking, creativity communication and collaboration. This movement has emphasized the need of reforms in schools and education to respond to the social and economic needs of society in the 21st century. Governments are reconstructing their education system to enable learners to gain these skills. Initial teacher education and training systems become vital in developing these skills. Teacher candidates must be equipped with 21st century knowledge and skills and learn how to integrate them into their classroom practice. Choy and Cheah (2009) emphasize that “although students have a natural ability to think critically, it is important for teachers to guide them in order to refine their skills” (p. 198). Teaching critical and creative thinking among the other skills is one of the aims of the education mentioned in the Turkish curriculum (Ananiadou, K. & M. Claro 2009). However, no assessment policy or teacher training program is specifically targeted to these skills and competencies. Thus, this study is an important step in an effort to investigate ELT teacher candidates’ beliefs on the inclusion of 21st century learning and innovation skills into their classroom teaching.

Keywords: teacher candidates, 21st century skills

Session T3-D

**Intercultural Awareness for Geographically Dispersed and Culturally Diverse Students:
Practical Implications**

(ID 31)

Hasan Çağlar Başol

Meryem Özdemir Yılmaz

Esra Örsdemir

Cukurova University

Intercultural Communicative Competence (ICC) is a widely studied subject in language teacher education (LTE). Most studies in LTE, especially those in TEFL either focused on the theoretical aspects of ICC by presenting it as an alternative for communicative competence or depicted its components as the new foundations of LTE. Some of those studies diagnosed the ICC profiles of teacher candidates to portray how they are ready for intercultural interaction, while many others emphasized the importance of it for English language teachers (ELT) as a way to be equipped with necessary skills, knowledge, attitude and awareness for raising interculturally aware students. However, those studies do not mention how ELTs can improve ICC of both themselves and their students, especially when they live in mostly homogenous monolingual societies with limited or no exposure to other cultures through face-to-face real time interaction. It is true that lacking such an opportunity might hinder the intercultural awareness of ELTs. Hence, this paper suggests an online reciprocal interaction course - Intercultural Communication- as an alternative approach in TEFL and defines the teachers and the students participating in the program as geographically dispersed and culturally diverse. In doing so, this paper will present some practical ideas for mostly homogenous classrooms as an option to raise interculturally aware students. The theoretical framework of this paper draws on Byram (1997), Alfred, Byram & Fleming (2008), Fantini (2009), and Guth & Helm (2010).

Keywords: ICC, LTE, ELTs, geographically dispersed and culturally diverse

Session T2-A

Vocabulary Development Using A/synchronous Games and Activities

(ID 22)

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Nurseven Kılıç

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Ankara Yıldırım Beyazıt University

Many learners are now quite digitally skilled. However, this does not entail that they know how to learn through digital technologies and that is what educators need to help them with. Therefore, by establishing some kind of an interactive virtual learning platform that connects everyone together in a classroom environment and helping learners become familiar with such media might serve a set of purposes in any educational setting: working in collaboration to learn from others and help others learn, having unlimited access to instructional content and easy online access to instructors and classmates, and planning studies with a consideration of individual needs, expectations, and preferences (pace, timing, location). Today, with the advances in web-based learning technologies, a hybrid teaching methodology has become popular: blended learning. It is a term increasingly used to describe the way e-learning is being combined with traditional classroom methods and independent study. Educators in various fields design online materials (games and activities) and utilize them in synchronous (through chat or videoconferencing) or asynchronous (offline via web, email, message boards or forums) ways to suit the convenience of learners and instructors and program demands. In this study on a group of English language learners at a preparatory school, the goal was to enhance students' vocabulary learning performance by using asynchronous games and activities to teach collocations with a specific focus on their predictability as to the aspects of connotation, animacy and metaphor. The data consisted of the students' scores on progress-check quizzes and the post-activity feedback from the students and teachers. The findings were discussed with respect to the efficiency of incorporating asynchronous learning materials and suggestions were offered for future applications.

Keywords: Online games and activities, vocabulary development, collocations

Session F3-A

Teaching Ideas on Encouraging Self-regulated Learning Skills of Young EFL Learners

(ID 119)

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The concept “self” has gained increasing importance in the field of education as there has been a break up with traditional teacher-oriented methodologies and a transition to more ‘student-’, ‘learner’ or ‘child’-centred pedagogies placing a specific focus on the term of autonomy. Hence, such terms as ‘self-regulated’, ‘self-directed’, ‘self-monitored’ highlighting the need to grow autonomous learners have started to appear in the field. In this paper, one of these terms, self-regulated learning (SRL) is handled with the relevant theory and its appropriate classroom applications. Self-regulation refers to the ability to monitor one’s own thinking, to plan, control and assess his/her learning independently and purposefully. To promote SRL in classrooms of young EFL learners, teachers must be able to put their central attention on getting learners actively and autonomously involved in their own language learning process by fostering their ability to think and organize new information. In this presentation, teachers of English will be provided with some theoretical guidelines and practical ideas on how to help young students become self-regulated learners. Lesson plans designed with the aim to promote SRL in the language learning classrooms, which integrate a variety of instructional activities, and adjust tasks and teaching materials, will be shared with the participants.

Keywords: self-regulated learning, young learners, teaching ideas

Session PS1

Cultural Elements in the Textbook Business English

(ID 80)

(POSTER SESSION)

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Language reflects beliefs, values, benchmarks, and principles of a community, and is noted as a united constituent of such qualities. It is evident that such elements as the values, beliefs, doctrines, and foundations of a society may be isolated while learning a language, yet this would be an insufficient practice of language education. Through this study, our goal is to bring a light to the inner, outer, and expanding circle cultural features of English as a foreign language. To achieve this, we analysed the text book Business English applied by university students at Business departments. Based upon a descriptive research design, the study will bring a light to the extent of cultural compounds in textbooks with respect to Kachru’s three circle model. Conclusions and pedagogical implications of the findings are discussed in the study.

Keywords: Business English, textbook, textbook evaluation, culture and language, culture

Session F4-D

The Relationship between Teacher Practices and Students' Reading Motivation in the Second Language

(ID 84)

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Motivation has been considered as one of the key factors in learning (Dörnyei, 2001). Within the framework of language education settings in general and English as a foreign language settings in particular, demotivation among students is a common problem due to the differences between the native language and English, techniques used by teachers, course-books that cannot draw the attention of the students and so on (Yılmaz, 2004). Within the framework of second language (L2) reading, motivation to read seems to be a necessity especially in countries like Turkey where students are required to learn to read in English so that they can add to their academic knowledge (Saygı, 2010). Thus, the present study aimed to find out whether there is a relationship between the teachers' classroom practices in L2 reading classes and their students' motivation in L2 reading, and whether there is a correlation between the students' practices in L2 reading and their L2 reading motivation. The results of the study which was carried out with 7 teachers and 125 students at a prep school in Istanbul revealed that although it was not so significant, teachers' L2 reading practices had an effect on the L2 reading motivation of the students. Moreover, the students' practices in terms of L2 reading were found to be quite correlated with their motivation

Keywords: L2 reading, reading motivation, teacher practices

Session F3-B

The Beliefs of Students and Teachers in Terms of the Assessment Procedures of Their Institution

(ID 122)

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English has penetrated into the lives of the people all over the world (Meganathan, 2011; Phillipson, 2000). This penetration has caused scholars to think about the reasons and needs of the learners and the consistencies between these needs and the testing policies. Therefore, the present study, which was carried out with 50 students and 3 teachers, aimed to shed light on the students' English language learning beliefs, their reasons to learn English and the relationship between their needs and the assessment procedures of their school along with their teachers' beliefs. The data were collected through 3 different instruments which were a 29-item, Likert-Scale type Learner Belief questionnaire and two separate open-ended questionnaires. The results of the quantitative and qualitative analysis showed that the students had quite positive feelings towards learning the language. They generally aimed to communicate with the people both in general and in their profession. Moreover, they thought that they would be able to find better jobs if they were proficient enough in English. There were also some students who felt obliged to learn English due to the medium of instruction at university. For them the aim was to pass the proficiency exam. All these reasons were also mentioned by the teachers, which showed that teachers were well aware of the needs of their students. With regard to the assessment procedures of the school, both students and teachers seemed to have some complaints such as insufficient focus on oral production, content validity or alternative ways of assessment. Another thing which came out of the study was that for some of the students, communicating like native speakers was very important since they especially emphasized the point, which might be an indication of sticking to the standard norms. On the contrary, teachers did not mention anything related to the issue.

Keywords: learner beliefs, testing policies, teacher beliefs

Session F2-A

Opinions of Teachers of English in High Schools on Testing Four Language Skills

(ID 135)

Islim Derya Deniz

Gaziantep University

There are four main skills to teach in a foreign language: speaking, listening, writing and reading. Teachers test their students to evaluate whether they have acquired the taught subjects or topics in these four skills. It is important to emphasize speaking, listening, writing and reading equally in order to develop students' communication skills in a comprehensive way (Matin, 2013). Ministry of Education in Turkey announced a new rule about testing in foreign language courses, and language and expression courses in high schools. In the regulation, it is written that written and practical exams are to be conducted in order to test listening, speaking, reading and writing skills in aforementioned courses in high schools (MEB, 2016). There are paramount challenges in the fields of educational research and practice in assessing students in a second language (Duran, 2008). Testing four skills may be one of the challenges for teachers of English as a foreign language. The aims of the studies on testing four skills are about feedback for improvement; knowledge of teachers about testing; rater effects in testing, teacher based assesment and so on. It seems to be important to investigate how teachers test their students' achievement in four skills and which problems they encounter in testing process so that improvements can be suggested. The study is thought to be important as testing four skills has just started to be conducted and there also seems to be unclear issues in teachers' minds. To this end, the researcher will make online interviews with teachers of English regarding the benefits of testing students' achievement on four skills and problems encountered in testing process.

Keywords: teachers of English, high schools, language skills, practical exams

Session T4-D

**Facebook as an Online Professional Development Tool: Perceptions of English Teachers
(ID 143)**

Islim Derya Deniz

Gaziantep University

When teachers start to use web-based tools and go on discussing the current issues, they feel themselves less isolated and start to create a learning community dedicated to each other's development. Many web tools help teachers move away from traditional learning models in which an expert presents knowledge; instead, they begin to learn from each other under the guidance of a skilled facilitator (Loucks-Horsley et al.,1998, p. 276). Thanks to web-based technologies, teachers can participate in professional development which is participant-driven, useful, collaborative and available 24 hours with internet access (Rutherford, 2010). Social networking sites are one type of web-based tools. They require less effort because teachers can send posts or reply posts when they have time in their schedule. Real-time interaction tools help teachers to communicate with each other, get feedback for new ideas, talk about lesson plans, ask for support, solve problems and collaborate with each other (Trust, 2012). Like many online social networking sites, Facebook is used to sustain existing communication networks and develop new ones (Bosch, 2009). In this study, the researcher aims to reveal the reasons why English teachers participate in professional groups in Facebook and their opinions on using Facebook as an online professional development. To this end, the researcher will have online interviews with English teachers who are members of groups created for English language teachers. The results are supposed to give point of view on using Facebook as an online professional development tool.

Keywords: Facebook, online professional development, english teachers, social media

Session F4-C

**L1 Interference in the Use of Prepositions in L2: The Case of Turkish EFL Learners
(ID 147)**

Ismail Yaman

Ondokuz Mayıs University

Prepositions constitute an important aspect of the English language. Prepositional phrases (e.g. in a few weeks), set phrases (e.g. once upon a time), phrasal verbs (e.g. put out), and collocations (e.g. burst into tears) in English mostly depend on the existence of prepositions. Since different languages may possess different characteristics in terms of aspects like morphology, syntax, and grammar, it is common for foreign language learners to encounter both facilitating similarities and interfering differences throughout the learning process. Therefore, while the similarities bring positive transfers, the differences expectedly lead to negative transfers from L1 to L2. Focusing on the negative transfers, this study aims to explore the extent to which L1 knowledge of Turkish EFL learners interfere with their uses of prepositions in English. To this end, the essays written by the freshman students attending the ELT Programme at Ondokuz Mayıs University were analyzed and prepositional errors were identified. The analyzed essays were produced by 90 students as part of their assignments given to them under the course of “Advanced Reading and Writing I” throughout the fall semester in 2016-17 academic year. The identified prepositional error examples with L1 interference include in abroad, interest to, in worldwide, mention about, one from every two students, shed light to, effect to, damage to, ...only thinks himself and so on. As it is evident from the error examples, considering the error categories, they cover wrong addition or omission, and misuse of prepositions. They apparently result from the students’ Turkish L1 background, namely the prepositional differences between Turkish and English. In the light of the data gathered and investigated under this study, it is suggested that the Turkish EFL learners be made aware of the easing similarities and the misleading differences between Turkish and English concerning the use of prepositions through appropriate comparative exercises so that, through early measures, probable errors can be prevented from becoming fossilized.

Keywords: EFL, error, L1 interference, L2, preposition, writing

Session F3-A

Exploring Primary School Students’ Perceptions of English through Their Drawings

(ID 151)

Ismail Yaman

Ondokuz Mayıs University

English holds a lingua franca status all around the world today and foreign language education in most countries is primarily based on English. As a result of this high popularity of English language, primary school students now take English course as of Grade 2 in state schools. Furthermore, private schools mostly offer English course as of Grade 1 or even kindergarten. This recent policy of low-age exposure to English has its roots in the ‘critical age’ principle. This qualitative study aims to explore the perceptions of primary school students ranging from Grade 2 to Grade 4 as to English through students-generated drawings. 200 students from three different primary schools (state) in Samsun participated in the study and were asked to simply draw about English. Drawings here constitute the major data collection tool for the study and are intended to uncover the feelings or opinions of this low-age group of students about English. The collected drawings were handled through content analysis; and then the gathered data were coded and categorized as different images for the notion ‘English’. English flag, English teacher (male or female), tourists, school, classroom, English words with or without Turkish equivalents, prepositions, etc. are among the most frequently depicted images. The qualitative findings of this study may be quite important considering the need to see impression the recently-offered English courses leave on young English language learners.

Keywords: English, young learners, primary school, perception

Session F3-A

Children's Language Learning Strategies in an EFL Context

(ID 114)

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As a still developing area, language learning strategies include various context. The majority of the research on LLS is primarily focused on older learners (adolescents and adults) and little is known about strategy of young learners (Griffiths, 2007). Due to the increasing tendency to teach EFL to children, investigating language learning strategies of children is a triggering factor. Thus, language learning strategy research needs to expand. To meet the need, the current study investigates children's language learning strategies in an EFL context. Data is collected from 120 fourth and fifth grade (10-11) years old primary and secondary school children in an EFL context. The current study investigates the effect of the children's sex on their strategy choice. The study is a comprehensive study that investigates strategy use in general, including all strategy groups. During this study, Gürsoy's (2013) CHILLS (Children's Inventory for Language Learning) is utilized.

Keywords: Language learning strategies, Children, Young learners, Foreign language learning, strategy inventory

Session F1-A

The Role of Memorization and Semantic Mapping in the Development of L2 Vocabulary Knowledge

(ID 40)

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Osmaniye Korkut Ata University

This article tends to investigate the effect of two different cognitive strategies, which are semantic mapping and rote memorization, in vocabulary acquisition. The study was conducted on thirty-six elementary level EFL students which were divided into two groups. A pre-test was conducted in order to identify the level of knowledge of the required vocabulary prior to the research study and it was seen that there was no significant difference between the two groups. While one group was exposed to rote memorization in vocabulary acquisition, the other was exposed to semantic mapping for the same purpose. As for the post-test which was administered after the 3-week treatment, the results showed that even though there was a significant difference from time 1 to time 2 for both groups, there was no significant difference for the effectiveness between both experimental groups. Therefore, it was concluded that, depending on the context of learning, rote memorization can be effective as ‘more involvement required strategies’ such as semantic mapping and it is also a time-saving and alternative in L2 vocabulary acquisition despite all the criticism.

Keywords: cognitive strategies, semantic mapping, rote memorization, involvement

Session T1-A

**A Study on Pre-Service English Teachers' Language Self Efficacy and Goal Orientation
(ID 94)**

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Teaching English as a Foreign Language (EFL) is on the front burner of many countries in the world, in particular for English Language Teaching departments that train EFL teachers. Under the head of motivational theories in foreign language education, there are numerous researches in literature. However; researches comprising English Language Self Efficacy and Teachers' Learning Goal Orientation which has a positive impact on learning teachings skills are scarce. Examination of these English Language self efficacy beliefs and Learning Goal Orientations of Pre-Service EFL Teachers may broaden the horizons, in consideration the importance of self efficacy and goal orientation on learning and teaching activities. At this juncture, the present study aims to investigate the relationship between English Language Self Efficacy and Teachers' Learning Goal Orientation from Turkish context.

Keywords: Goal Orientation, Self efficacy, Pre-Service Teachers

Session T1-D

Adapting Textbook with Drama Activities in Foreign Language Classes of 6th Grades in Turkish Secondary Schools in order to Improve the Speaking Skills of Students

(ID 126)

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Ordu University

In language teaching and learning process, teaching English to young learners is completely different from teaching adults. Because they have particular physical, behavioral and emotional characteristics. They need to be provided with a classroom atmosphere that is suitable for their expectations and imaginations. In this sense, teachers should modify English course according to students' abilities. In the curriculum of Ministry of Education of 2016-2017 teaching year for 6th grade, the themes, functions, skills, activity types are written. However they aren't written explicitly and they do not give answers to students' needs and demands properly. So teachers need to apply different activities related to themes in the curriculum in order to improve the students' abilities in English courses. This was a case study and process oriented work that was implemented to ten 6th grade students during first term at Yağızlı Secondary School (in a rural area) in Ordu, Turkey. In that period drama was used in order to improve the speaking skills of students. They first created stories related to the units' topics and then dramatized them. In this case study quantitative and qualitative data was obtained from Pre-test and Post-test, Student Interviews, Classroom Observation and Student Diaries. According to results and the data obtained, drama improved the speaking skills of 6th grade students in learning English.

Keywords: Drama, speaking, improvement

Session T3-D

Investigating Instructors' and Pre-service Teachers' Intercultural Sensitivity in Foreign Languages Department

(ID 120)

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This study will try to explore the intercultural sensitivity of pre-service teachers who currently study in the Foreign Languages Department at Cukurova University and instructors who are currently teaching English, French and German in the Foreign Languages Department at Cukurova University. The main purpose of this study is to investigate teachers' intercultural sensitivity to determine whether there are differences in intercultural sensitivity in terms of certain demographic and background variables related to their intercultural experience.

This study is a descriptive study and is planned according to mixed design pattern. The intercultural sensitivity levels of the prospective teachers and instructors in the English, French and German sections have been measured by the "Intercultural Sensitivity Scale" developed by Chen and Starosta (2000) and adapted by Üstün (2011).

Keywords: intercultural sensitivity, pre-service teachers, foreign language, English

Session F1-A

The Vocabulary Size of Teacher Candidates and Their Success in Major Area Courses

(ID 43)

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Banu İnan Karagül

Doğan Yüksel

Kocaeli University

One of the foremost indicators of linguistic proficiency is attributable to target vocabulary competence when the issue is foreign language education. With this in mind, great extent of ESP instruction, as an instance, focuses on and deals with learning new words. Lexical items which are learned for a specific purpose, nevertheless, do not necessarily constitute vocabulary known. The items that are taken in mental lexicon by learners of a target language for a specific purpose can influence not only their proficiency in that language, but also their success in their field. That can be the case even for language teacher candidates as well. This current study aims to investigate whether there is a correlation between the vocabulary sizes of teacher candidates at an ELT department in Turkey and their academic success in accordance with their exam grades on major area courses.

Keywords: Vocabulary size test, vocabulary known, teacher education

Session T2-D

Evaluation of English Coursebooks According to the Constructivist Learning Theory

(ID 103)

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When the curriculum of English lesson in the English language teaching in our country is determined, constructivist approach which knowledge is formed as a result of experiences is adopted and the curriculum is planned according to this approach. Course books are the guidance of teachers in the implementation of the curriculum. The textbooks contain activities that teachers can use to achieve the objectives of in accordance with the curriculum. A course book facilitates the teaching process of teachers when it is appropriate to the approaches and methods that form the basis of the curriculum. The purpose of this study is to investigate the level of constructivist approach in English textbooks for primary and secondary school courses. In this study, the answer of "What is the convenience level of English textbooks according to constructivist approach according to certain criteria?" question is the focus of our research. In this study, textbooks used during the 2016-2017 education year in state schools by the Ministry of National Education have been examined. In the study, document analysis method has been used. The "Constructivist Coursebook Evaluation Scale " developed by Küçüközer et al. (2008) was used as a scale. In this study, the first and the last units of primary and secondary schools books were examined. As a result of the study, the level of convenience of constructivist approach was determined when English primary and secondary school English course books were evaluated according to the examined units.

Keywords: English Coursebooks, Constructivist Learning Theory

Session T4-A

The Teachers’ Perspectives on the Role of Giving Feedback for Students

(ID 136)

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Cag University

This study discusses the results of a qualitative study that aimed to examine the effects of feedback on students’ self-improvement in language learning. There were four participants in this study. Two of them were lecturer at one of the vocational school of higher education department of a university in Turkey and, other two of the participants were middle school teachers in state schools. In order to collect data, qualitative data collection tool which was semi-structured interview questions were used in this study. Interview questions were developed by the Researcher according to research aim. Interview questions were to determine teacher’s perspective about how affects giving feedback students’ development process. As a result of this study, I have found many findings such as difference being experienced or novice is not very important, benefits of good relationship with learner.

Keywords: Feedback, teachers’ perspective; self-improvement

Session T1-B

The Effects of Silent Reading and Reading Aloud on Reading Comprehension of Elementary English Learners

(ID 49)

Mehmet Emre Altınbaş

KTO Karatay University

Silent reading and reading aloud are among the most common ways through which reading comprehension is practiced in EFL/ESL classes. This study investigated the effectiveness of silent reading and reading aloud by analyzing the reading comprehension performances of 49 elementary level participants in two groups in order to find out whether there was a significant difference between the application of these reading types. In the study, one of the groups took part as the silent reading group (24) while the other group took part as the reading aloud group (25). A background test in which the students performed silent reading was carried out with the participants to check whether the two groups were comparable to each other through a reading passage and 10 comprehension questions. Following the background test, a comparison test in which the silent reading group performed silent reading and reading aloud group performed individual reading aloud was carried out with the participants to check whether there was a significant difference between the application of silent reading and individual reading aloud in terms of reading comprehension through another reading passage and 10 comprehension questions. The results indicated that there was no significant difference between the application of silent reading and reading aloud in terms of reading comprehension.

Keywords: silent reading, reading aloud, reading comprehension,

Session F4-A

Developing and Preliminary Validation of Teachers’ Attitudes toward Writing in English Scale (TAWES)

(ID 88)

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Hacer Hande Uysal

Gazi University

Defined as “a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object” (Fishbein & Ajzen, 1975. p. 6), attitudes held by individuals toward the target language and the language skills are among the most important predictors in the process of language learning (Csizér and Dörnyei, 2005). In fact, according to Starks and Paltridge (1996), “learning a language is closely related to the attitudes towards the languages” (p. 218). Likewise, it is inevitable that the attitudes writing instructors hold exert a significant influence both on their teaching performance and on learners’ attitudes and motivation in L2 writing classrooms. Therefore, there is a strong need for researchers, administrators, teacher educators, and policy makers to be aware of teachers’ attitudes toward writing in L2. Because of such importance of the attitudes, there is a plethora of research that have been carried out to investigate the attitudes towards English language learning, and yet many of these studies have addressed the issue from the perspectives of learners (e.g. Ghazaleh and Hijazi, 2011; Johnson, 2012; Karahan, 2007; Lafaye and Tsuda, 2002; Yu, 2010). There exists little skill-specific studies carried out to measure individuals’ attitudes toward, specifically, L2 writing skill. Moreover, on the one hand, research on students’ attitudes related to writing practice is scarce (Lee, 2015), studies on writing have focused on writing apprehension, on the other hand (Cheng, Horwitz, & Schallert, 1999; Cheng, 2002, 2004; Daly & Miller, 1975; Lee & Krashen, 1997). The result of the comprehensive review of the literature revealed that there exists no study specifically carried out to investigate teachers’ attitudes toward L2 writing instruction. Therefore, this two-phase quantitative study aimed at developing and validating teachers’ attitudes toward English writing scale (TAWES). In the first phase, 28-item scale was administered to 300 EFL instructors to carry out the Exploratory Factorial Analysis (EFA). The results revealed a three-factor solution with the Cronbach Alphas .88, .86, and .73 (Total Cronbach Alpha of the TAWES is .87). As a second phase, in order to further validate the TAWES, Confirmatory Factor Analysis (CFA) was conducted with a different sample of 321 EFL instructors. The results revealed good fit to data (RMSEA (%90): 0.078 (0.072;0.085); NFI: 0.91; NNFI: 0.93; CFI: 0.94; GFI: 0.86; AGFI: 0.83; SRMR: 0.078). The results of the quantitative part of the study revealed that teachers have positive attitudes toward L2 writing instruction. The TAWES is a reliable and valid scale which can be used in order to explore EFL teachers’ attitudes toward writing in English. Based on these results, pedagogical implications and recommendations for future research were presented.

Keywords: Attitudes, Student Attitudes, EFL Writing

Session F1-C

English Writing Anxiety and Its Possible Sources among Turkish EFL Learners

(ID 89)

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It has been well-documented that language anxiety exerts a detrimental effect on language learning process. Likewise, as a “language-skill specific anxiety” (Cheng, Horwitz, and Schallert, (1999, p. 417), writing anxiety plays a significant role on students’ writing performance (Cheng, 2004; Hassan, 2001; Horwitz, 2001). However, the studies investigating L2 writing anxiety and its correlation with the writing achievement are scarce. Especially in EFL context, even less research has been conducted. Therefore, the aim of the present study is to measure the level of EFL writing anxiety experienced by Turkish students and to explore how English writing anxiety impact of their writing achievement. Besides, the study targets to find out the possible sources of writing anxiety from students’ perspectives. Quantitative research was employed in this study. The data was gathered through “The Writing Apprehension Scale (Lee, 2005)”, a background questionnaire, and students’ end-of-term writing course grades. 60 students from a Turkish state university completed the survey instrument. The results showed that EFL students have moderate level of writing anxiety. In addition, as a result of the correlation analysis revealed that there was a correlation between students’ writing anxiety levels and their writing achievement. Moreover, lack of writing experience, learning context, lack of confidence, classroom practices, and fear of negative evaluation were among possible sources of writing anxiety. Regarding implications of the study, it can be suggested that instructors pay attention to possible sources of writing anxiety. Besides, instructors can focus on explicit writing strategies. Next, instructors should create a positive environment in which students feel secure while writing in English.

Keywords: EFL Writing, Writing Anxiety, Sources of Writing Anxiety

Session T4-C

EFL Teachers Working in Underprivileged Districts of Turkey and Their Perspective of Continuous Professional Development Opportunities

(ID 35)

Mehmet Tunaz

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Erciyes University

The purpose of this research is to enquire the ELF teachers’ perspective of continuous professional development under restricted conditions they are obliged to teach English. Therefore, 10 EFL teachers who have been working at different state schools in the remote villages of south-east region of Turkey were selected as the participants of the inquiry. The data were collected in two different processes. First, all the teachers in the study were interviewed to answer the questions in the first part of the survey individually. Then, randomly selected six teachers were separated into two groups for online focus-group discussions which were held in a semi-structured context by leading questions adapted from Brown (2013). Data collection processes were audio-recorded, and the qualitative data obtained from interviews and focus group discussions were coded and clustered to form specific themes. The results of the research revealed that teachers working in underprivileged districts of Turkey: (a) have very limited opportunities and options for sustained professional development, (b) think that the times allocated for professional development activities should be increased, (c) hope to take place in the planning phase of professional development activities, (d) believe the crucial contribution of professional development activities for teacher quality and/or student achievement, and (e) are dissatisfied with unfair financial situation. The results of the research might be generalized to the similar contexts in other underprivileged districts, and similar researches might be conducted with teachers of other fields in order to reach more generalizable findings.

Keywords: Professional Development, Underprivileged Districts, Teachers’ Perspective

Session F3-D

The Effects of Video Shooting Project on Learner Autonomy

(ID 33)

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Development of learner autonomy has been recognized as an important subject in education for a long time. Moving away from traditional way of teaching to learner-centred approach is highly emphasized in promoting the learners' autonomy. There have been an increasing number of studies conducted by the researchers in Turkish universities to find out the ways of fostering learners' autonomy. This study is based on a research conducted at an English Preparatory Programme of a private university in Istanbul, Turkey. It is a single subject experimental study including 20 pre- intermediate (B1) level students in a class. This study investigated the effects of a video- shooting project on students' learner autonomy. During four week study, students were provided a project which included several steps to complete by collaborating with their group members and interacting with their teacher through scaffolding communication. This project focuses on project based learning approach and socio-cultural aspect in ELT and aims to promote the learners' autonomy. This study is based on mixed method approach and data was collected through the mixture of quantitative and qualitative research techniques and it was integrated for overall results. The quantitative data was collected by means of Autonomous Learning Scale (Macaskill &Taylor, 2010) given to the students at the beginning and at the end of the project and it was supported by semi-structured interviews conducted with randomly chosen eight students. The results of the study showed that video- shooting project had a positive impact on students' learner autonomy.

Keywords: learner autonomy, video-shooting project, project based learning, socio-cultural theory; scaffolding,

Session F3-B

Becoming Cultural Insiders: A Case Study of a Dual Diploma Program in Turkey

(ID 20)

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Reyhan Aslan

Middle East Technical University

The aim of this study was to explore the perceptions of students and program coordinator in a dual diploma program about international dimensions in curricula of two different higher education contexts. In addition, the impacts of being international students on participants' personal and academic development were investigated. Besides, the contribution of experiencing a multicultural environment to their intercultural competence and intercultural learning were examined. In order to achieve these aims, this research was designed as a qualitative case study. Five senior year METU-SUNY New Paltz TEFL Dual Diploma Program students and the program coordinator were interviewed to gather relevant data. Official online documents were reviewed in order to check the data coming from semi-structured interviews. This study revealed that dual diploma program is rewarding in terms of increasing students' awareness of multiculturalism, developing skills beyond teaching such as critical thinking, lifelong learning and communication. The results also suggested that international experience helped them develop students' intercultural competence through taking various from different disciplines and from international instructors. Finally, the data gathered from the program coordinator and document reviews indicated that DDP made a great contribution to internationalization of the curriculum in Turkey and students' development. However, the coordinator drew attention to the fact that dual diploma programs can be enhanced though more collaboration and cooperation between partner campuses.

Keywords: internationalization of the curriculum, internationalization, intercultural competence, curriculum policy, higher education

Session T3-C

The Effects of Extensive Reading on Self-Regulated Learning Strategies of Turkish Adult EFL Learners

(ID 23)

Melike Gözütok

Karamanoğlu Mehmetbey University

Self-regulated learning strategies are important for the individual in terms of personal and professional development. The educational importance of self-regulated learning strategies has been widely recognized in the literature. However, there have not been adequate studies to improve these strategies in English as a foreign language context. Taking this gap as an impetus, this study aimed to explore the effects of extensive reading activities on self-regulated learning strategies of Turkish adult EFL learners. This study is both a qualitative and a quantitative study, which lasted four months. This study was conducted with 35 pre-class students of Karamanoğlu Mehmetbey University who participated in the study voluntarily.

The case group was given a questionnaire at the beginning of the study to see their awareness level of self-regulated learning strategies. In addition, students were interviewed before and after the study. During the study, an extensive reading program was implemented and students were encouraged to read books according to their level and interest outside the class. At the end of the study, the same questionnaire was administered and the students were interviewed to see whether there had been an improvement in students' self-regulated learning strategies. The quantitative data were analysed through descriptive statistics. The obtained data revealed that extensive reading activities improved students' self-regulated learning strategies.

Keywords: Extensive reading, self-regulated learning.

Session T2-B

Remembering the Challenges in the First Year of Teaching: Interviews with ELT and Non-ELT Graduates

(ID 44)

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Akdeniz University

The purpose of this descriptive study is to identify the challenges experienced by first year English language teachers via comparing the problems faced by ELT and non-ELT graduates. The study also aims to find out the professional development programs that may help novice teachers overcome the challenges they encounter. The participants were six English Language teachers working at a state university in Antalya, Turkey. While three of the participants were ELT graduates, others were non-ELT graduates. Semi-structured interviews were used as the data collection device. During the data analysis process, the responses of the participants were classified and interpreted in terms of points of comparison considering their attitudes to certain topics. The results of the study revealed that, not being aware of teaching techniques and methods is a great challenge for non-ELT graduates. Both ELT and non-ELT graduates told that classroom management and demotivated students are problems that they face. Regarding the professional development activities, peer observation, peer coaching and mentoring were the most frequently cited ones. The knowledge gained from this study may provide insights for professional development units at institutions while organizing programs for especially novice teachers.

Keywords: novice teachers, professional development

Session PS1

**ELF Awareness in English Language Education: Enlightening Turkish Teachers for
The New Pedagogy**

(ID 148)

(POSTER SESSION)

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Yeditepe University

Reform is not an easy process. As English proves to be an efficient tool in the international arena, it is essential that the significance of ELF awareness be reconsidered with particular reference to language policy development, syllabus design, and teacher development. It is essentially the skill that L2 learners should acquire to adapt themselves into diverse situations. When the students who learn English as a foreign language in Turkey are considered, it could be seen that the real problem is not the different pronunciations and the different usages of the words but the different varieties of English that they are not aware of. Mostly, L2 learners have a strong desire to speak like a native speaker thus neglect the different usages, dialects and cultural norms of other Englishes. In addition to all these, a strong initiative for an extensive ELF curriculum including the application methods and techniques has yet to be introduced. Language teaching activities are carried out either by American or British based course books that contain a little bit of local elements sprinkled throughout the chapters for marketing purposes. Sociocultural, local, historical and international aspects of English are mainly neglected. Taking all these into consideration, this study focused on ELF awareness in EFL context in terms of language policy development, syllabus design, and teacher development. For this purpose, the researcher investigated how Turkish EFL teachers understand ELF and ELF awareness by means of a cross-sectional survey conducted with 19 participants. Follow-up, semi-structured interviews were carried out with four instructors for the purpose of obtaining content analysis and thus bolstering the quantitative results to reach fair and precise results pertaining to ELF awareness. On the whole, the results of the study revealed that although the transition from EFL teacher to ELF practitioner is not an easy task and clearly necessitates time and encouragement, making teachers aware of the 'plurality of Englishes' and the importance of multiculturalism proved to be valuable in encouraging them to revise their teaching practices within the new developments in English language teaching.

Keywords: English Language Education, English as a Lingua Franca, ELF awareness, English as a Foreign Language.

Session T2-C

Linguistic (Im)politeness and (In)directness: A Cross-cultural Study of Interlanguage Refusals

(ID 98)

Merve Savaşçı

Sakarya University

The present study aims at exploring interlanguage pragmatics by specifically focusing on refusal strategies and the issue under scrutiny is the speech act of refusals by a special focus on the offers, suggestions, invitations and requests. The effect of the status of interlocutor (lower, equal or higher) on the refusals of Turkish participants is also the focal point of the present study. To this end, native speakers of Turkish speaking English as a foreign language were employed in this study and the data came from a written Discourse Completion Task (DCT) (Beebe, Takahashi & Uliss-Weltz, 1990) in which the participants were presented twelve different scenarios and asked to refuse the interlocutor in the given scenarios. The responses were analyzed by using Beebe et al.'s (1990) taxonomy of refusals and in terms of the frequency and content of semantic formulas. The results of frequency analysis revealed that the most common strategies were “statement of regret”, “excuse, reason, explanation” and “negative willingness/ability” among Turkish EFL learners. Specifically speaking, the data also indicated that Turkish EFL learners used more indirect strategies than direct strategies. The study is important in terms of providing bunch of evidence regarding refusal strategies in the Turkish context and the implications of the present study for foreign language classrooms are also discussed in light of the results.

Keywords: pragmatics, speech acts, refusal strategies, interlanguage, English as a Foreign Language

Session T1-C

Alone Can We Really Do So Little and Together Can We Do So Much? Collaborative Writing in L2 Classrooms

(ID 113)

Merve Savaşçı

Seval Bayrak

Sakarya University

Collaborative activities so to speak peer and group work in classroom environments are commonly used and the power of collaborative learning is well-supported in the literature. The literature investigating the effectiveness of collaborative writing on students' writing performance is also rich; nevertheless, which aspect of writing they contribute to has not been much studied in depth. This quasi-experimental study therefore attempts to contribute this body of research by investigating the practices of individual and collaborative work and their possible effects on students' written products in foreign language writing classrooms. To this end, 47 freshmen students learning English as a foreign language (EFL) were employed for the present study. The data were collected during a 14-week semester and treatment sessions with participants were planned for three consecutive weeks. During the treatment, the students wrote three paragraphs individually, in pairs, and in groups respectively, and the paragraphs were analyzed considering both such criteria as accuracy, fluency, length, complexity and overall score of each paragraph written in three different fashions. In addition, in order to reveal the participants' perceptions toward these practices, the study employed both quantitative and qualitative approaches, namely a pre- and a post-questionnaire and semi-structured focus group interviews. This study is of pivotal importance since, to the best of the researchers' knowledge, the number of the studies conducted on the comparative effectiveness of individual, pair and group writing practices is quite limited in the field and further studies are needed especially in the Turkish context. The present study thus aims at filling this gap as well as focusing on the perceptions of the participants with reference to these practices. Finally, based on the findings, suggestions for further research and pedagogical implications will be provided in the end.

Keywords: collaborative writing, individual writing, writing in a foreign language, writing in a second language, EFL

Session F4-A

Students’ Difficulties and Needs in English as a Medium of Instruction Context

(ID 61)

Merve Yıldız

Adem Soruç

Sakarya University

This study presents a cut view of students’ voice with respect to their difficulties in English as a medium of instruction (EMI) courses and their perceived needs to follow these courses effectively reporting on a six point Likert-scale survey (from disagreement to agreement) and additional student commentaries to open ended questions. The study was conducted with 103 undergraduate students (68 male, 35 female) from three universities in Turkey (two state, one private) studying at departments of Business Administration (n=43), International Trade (n=9), Electrical Electronics Engineering (n=34), Civil Engineering (n=10), and Industrial Engineering (n=7). The survey results found disagreement (median ratings=2 to 3) on the items related to difficulty showing that the students generally did not face many difficulties in their EMI context, while a general agreement was found on the items about their needs (median ratings=4 to 5). In addition, as to differences related to the students’ perceived difficulties and needs, according to Mann-Whitney U test and Kruskal-Wallis analysis statistically significant differences were found between male and female students, among grade/levels from first year to final year, and among the departments. According to qualitative results, on the other hand, students’ comments to open ended questions revealed contrary to questionnaire results that students faced a variety of difficulties such as understanding vocabulary, especially technical terms, in academic texts or in their lectures, and that they had some basic needs (such as oral language skills) to survive in EMI context. At the end, implications for the teaching/learning situation are given, and suggestions are made for further research.

Keywords: Higher Education ,English as a medium of instruction, EMI Students' difficulties, EMI Students' needs, EFL

Session F3-C

Acquisition of Verbs and Argument Structures in Turkish

(ID 127)

Meryem Özdemir Yılmaz

Hasan Çağlar Başol

Cukurova University

This study aims to investigate how Turkish children analyze language input in the process of acquisition of verbs and argument structures in their first language. To this end, a task including 24 sentences was presented to 12 Turkish children whose ages range between 3,4 to 5,0. Out of these 24 sentences, 12 sentences included morphologically transitive verbs whereas the other 12 ones included lexically transitive verbs. Further, in the 12 sentences, objects of the verbs were presented with accusative case marker in different word orders. Moreover, the word order was intentionally modified in some sentences. The aim of the task was to elicit the sensitivity of Turkish children to causative morphology, accusative case marker, and word order in acquisition of verbs and argument structures of Turkish. The results indicate that Turkish children use language-specific cues in interpretation of verbs and their argument structures which is causative morphology for Turkish. In addition, Turkish children appear to use semantic mechanism in order to interpret the argument structures of verbs in sentences with modified word order. All of these results support the view of verb-island hypothesis as children seem to acquire verbs and argument structures without the presence of an innate ability, but through the interaction with input.

Keywords: Verb, argument structure, Turkish, acquisition of syntax, free word order

Session F4-B

Iranian EFL Students’ Emotional Intelligence and Autonomy in Distance Education

(ID 30)

Mohammadreza Valizadeh

Gazi University

The present study aimed to clarify EFL learners’ conceptions of autonomy and whether their autonomy was correlated with their emotional intelligence. The research was carried out with the participation of 110 learners at Distance Education University in Urmia, Iran. Questionnaires were emailed to the participants. Results of statistical analyses revealed substantial correlations between learners’ conceptions of autonomy and their emotional intelligence. ‘Independence’, ‘Stress Tolerance’, ‘Problem-solving’, ‘Happiness’, ‘Self-actualization’, ‘Self-awareness’, ‘Optimism’, ‘Self-regard’, ‘Empathy,’ and ‘Impulse Control’ became the most determining elements of emotional intelligence (EI) for learners. Overall, the findings led the researcher to conclude that learners’ EI is a key factor influencing the extent to which they are ready to learn autonomously, and that teachers could therefore strive to ascertain learners’ intelligence type before they train them to become autonomous.

Keywords: autonomy, emotional intelligence, learner-centered learning, English as a foreign language (EFL)

Session T4-A

The Relationship Between Learner Motivation and Vocabulary Size: The Case of Iraqi EFL Classrooms

(ID 92)

Mohammed Albodakh

Emrah Cinkara

Gaziantep University

The study investigated the relationship between learner motivation and vocabulary size in EFL classrooms at Iraqi's Duhok University. The participants included 100 students: 55 male and 45 female students. All participants were pursuing their third years of study in an English department, which means they had completed two years of EFL study prior to their participation. In order to determine the relationship between learner motivation and vocabulary size, it was first necessary to measure these two variables among participants. Thus, two instruments were employed: questionnaires regarding Motivation for Foreign Language Learning (MFL) and Vocabulary Size Test (VST). The questionnaires also distinguished between the types of motivation (extrinsic and intrinsic) significantly affecting language acquisition by students. Findings showed that female students experienced both types of motivation, with the mean score of extrinsic motivation being 29.91, and that for intrinsic motivation being 31.20. The vocabulary size test ranged from 1,000 to 14,000 word-families, and the vocabulary size of both groups was over 6,000 word-families. Following the administration of questionnaires and test, correlation analysis was conducted to determine the relationship between learner motivation and vocabulary size. For both groups, the results indicated no relationship between these two aspects of students' foreign language leaning. To investigate the difference between these two components, an independent samples t-test was utilized. A statistically significant difference was determined to exist between the motivations of both groups, while no difference was found to exist between the vocabularies of both groups.

Keywords: EFL motivation, vocabulary size

Session T3-A

An Investigation into the Nature of Oral Corrective Feedback Preferences from the Perspective of Learning Styles

(ID 56)

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This study aims to investigate preferences of Turkish EFL learners at a state university for oral corrective feedback. It also tries to find out whether there is a relationship between the learning styles that Turkish EFL learners possess and their preferences of for oral corrective feedback. There seems to be no study in literature which investigates feedback preferences with regard to learning styles. It is thought that this study will provide information for teachers to reflect on the way that they provide feedback in the classroom by referring to learners' preferences for oral corrective feedback. The participants of the study are EFL learners studying at a preparatory department of a state university in Turkey. Data was collected through a questionnaire, the aim of which was to determine feedback preferences of the learners, and an inventory to identify their learning styles. The frequencies, means, percentages and standard deviations of the items in questionnaire will be calculated and learning styles of the students will be determined. The findings are expected to indicate whether there is a statistically significant relationship between the learners' learning styles and their preferences for oral corrective feedback. We believe that the results will be useful for teachers in terms of having an insight into the nature and effective practice of feedback.

Keywords: Feedback preferences, language learning, learning styles

Session T4-C

An Academic Writing Needs Analysis of Research Assistants at a Technical University

(ID 16)

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Özgür Şahan

Bursa Technical University

In order to advance in their careers, academic writing is a crucial skill for researchers for a variety of reasons. Therefore, the assessment of academic writing needs is important to establish the basis for academic writing training for novice scholars. This article presents the academic writing needs of research assistants at a technical university in Turkey. A total of 10 research assistants working in the engineering departments at the university volunteered to participate in the study. A qualitative research design was used and the data for this research were collected through semi-structured interviews with research assistants. Thematic content analysis was employed to analyze the raw data and recurring themes were determined by the researchers using a method of double-coding to enhance reliability. The findings were interpreted comparatively based on the themes and their frequencies and reveal the need areas of academic writing, which are categorized as short-, medium-, and long-term goals for a prospective academic writing unit. The priorities of the research assistants in terms of academic writing were found firstly to be ‘writing research articles’ and ‘writing MA/PhD theses,’ followed by ‘writing lab, project reports’, ‘writing patents’, and ‘writing academic emails’. To achieve these aims, the research assistants interviewed in this study stated that their needs could be met with assistance from academic writing trainings that focusing on areas such as ‘writing conclusion and discussion sections of an article’, ‘using appropriate lexical items’, and ‘producing short and clear expressions in paragraphs’. Furthermore, the research assistants displayed a desire to produce native-like sentences without plagiarizing. In addition to determining the needs of research assistants, this study reveals the positive attitudes that research assistants had toward the assessment of their academic writing needs, indicating the importance of inter-departmental collaboration for the establishment of an academic writing unit at a technical university.

Keywords: Research assistants, Needs analysis, Academic writing, English for Academic Purposes (EAP)

Session F2-B

Interactive Teaching

(ID 149)

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The 21st century is the time to bring life into ELT teaching styles. As Grows’ article (1991) says “Good teaching responds to the methods of the needs of the students’. However the question is “How do we respond to all these difficult needs and the existing continuum in learning approaches? (Knowles 1990) Actually, how we learn gives a clue about how we teach. ”I wonder if how we teach might be improved by considering how we use ourselves learn (Weimer 2014) We come to a realization that the better we understand ourselves we are better able to analyze and organize our students needs by bridging the development through young learning to adult learning. Therefore the abstract child mind that deals with objects and words gradually develops into a substantial mind that connects them in a much versatile way. Teaching English creates a clear-sighted environment for students to meet their educational goals. The flexible process meets with its objectives under a single roof called interactive teaching. This approach emphasizes students to study the material with practical exercise. This teaching style gives a chance to combine teaching methods which involves both teacher-student and student-teacher communication to ease the task. The teacher is mainly the passive participant while the students are the active ones. It provides students to practice and participate throughout the structure by making it both attractive and entertaining without any pressure and noticing they’re involved in the learning process. Interactive teaching creates awareness among teachers and students. The teacher is always concerned with the question ‘how will I be able to grab the students’ attention?’ The creation of desire is very helpful, students must notice the benefit of the content that will be taught. The benefit creates desire, desire creates attention. In addition, the lack of knowledge creates annoyance among students. Students are eager about the topic when they feel the pain of not knowing it. Another effective way is creating anticipation. Students learning styles VAK OG (Visual-Auditory-Kinesthetic - Olfactory-Gustatory) helps creating an interactive learning environment. Learning a language is multi-sensory. As Benjamin Franklin says’ Tell me I forget. Teach me I remember. Involve me I learn.’

Keywords: Interactive teaching ELT

Session F1-A

The Effects of Bilingualism on the Vocabulary Knowledge of EFL Learners

(ID 87)

Neşe Büyükaşık

Mustafa Kemal University

The aim of this study is to find out whether there are differences between bilingual and monolingual EFL learners on English vocabulary knowledge. 20 Turkish-Arabic bilingual and 20 Turkish monolingual participants who are studying at the departments of English Language Teaching and English Language and Literature at Mustafa Kemal University in Hatay took part in the study. A language background questionnaire and a proficiency test of English (version 1 of the Oxford Quick Placement Test) were conducted to select participants with similar backgrounds. The comparisons of the two groups' performances were based on Nation's (1990) 2000 and 3000 level English productive vocabulary tests. In addition to the scores on these two tests, participants' overall (two tests combined) scores were compared. The results showed that there was no significant difference between the Turkish-Arabic bilingual and the Turkish monolingual groups in terms of English vocabulary achievement. In addition, the findings suggested that formal instruction and literacy skills in both languages of a bilingual might turn bilingualism into an advantage in the learning of additional languages.

Keywords: bilingualism, monolingualism, vocabulary knowledge, formal instruction, literacy skills

Session F4-D

The Contribution of Vocabulary Learning Strategies to Vocabulary Learning

(ID 150)

Nida Gürbüz

KTO Karatay University

Ece Sarıgül

Necmettin Erbakan University

The aim of this presentation is to investigate the importance of vocabulary learning strategies in vocabulary learning. As it is widely known, there are different types of vocabulary learning strategies and every learner has different preferences according to his proficiency level. Vocabulary learning strategies are generally accepted as a sub-category of language learning strategies. They are very important because the acquisition of vocabulary is a never-ending process and often poses several difficulties for language learners. If a learner is aware of vocabulary learning strategies, there will be a gradual development in his lexis. Learning vocabulary is a crucial issue for learners that they encounter numerous operations during their second or foreign language learning experience. There are a number of vocabulary learning strategies defined by different scholars and authors. The most common ones are determination, social, memory, cognitive and metacognitive strategies. Inadequate vocabulary knowledge of the learners generates hindrance in language learning. Therefore, it is crucial to educate learners with vocabulary learning strategies to help them learn adequate vocabulary in a language. The most common types of vocabulary learning strategies and their contribution to vocabulary learning process will be explained in detail by giving several examples during the presentation. Furthermore, there will be some suggestions for language teachers who teach vocabulary in their classes.

Keywords: Vocabulary, Vocabulary Learning Strategies

Session F4-C

Are Materials Changing ?: 21st Century English Language Teaching Materials

(ID 54)

Nuriye Özer

Mersin University

Materials are essential tools in English language classrooms, since they function as the supplementary material in all phases of education. So it is not surprising that there have always existed materials to be used in English classrooms, but through the time these materials have been reshaped. While most research agree with the speed of the innovations in material development, they ignore that these innovations leave the teachers and the development of appropriate materials behind. It can be observed that most teachers use only one type of material that is limited in many aspects for the students to reach their aims. This paper includes a constructivist lesson model that involves different kinds of materials along with digital games. This model was put into practice in different learning environments and it is carried out with 80 students. This paper presents the effect of this model through the views of the teachers and the students who participated in the teaching and learning procedure. This paper tries to encourage teachers and learners to try new types of materials which are indispensable for teaching and learning English. In 21st century everything is in a constant change, which makes one think that ELT is no exception.

Keywords: Material Development in ELT, Digital Games, Innovations in Material Development

Session T4-D

Using Instagram for Motivation in the EFL/ESL Context

(ID 57)

Nursel Çetinkaya

Rezan Altunbaş

Uludağ University

There is little doubt that we are currently living in the era of technology. Using Social Media or Social Networking Sites (SNSs) has become an inevitable part of our lives. Social media influences people’s lives in many aspects including education and English language learning. The purpose of this study is to introduce Instagram for the motivation in in-class activities and creativity for extra-curricular activities in the English language learning process. In this study, Instagram is integrated into classroom life and daily life. The study aims to facilitate students’ English language skills; namely, Listening, Speaking, Reading and Writing, and English language elements; that is, Grammar and Vocabulary, which are taught as separate courses at our institution. In this study, there is also an emphasis on helping students use English in a real context. Some tips in which the use of Instagram can benefit English language learning process are suggested in the study as well. With the help of these tips, it is aimed to encourage the autonomy, motivation, creativity and awareness of English language learners in a fun context.

Keywords: Instagram, social networking sites, motivation, technology

Session T4-C

The Human Touch

(ID 95)

Özge Coşkun Aysal

Didem Özdiñ Seçer

İzmir University of Economics

Are teachers demonstrating the quality of learning they want their students to develop? This talk introduces a “Team Teaching” experience as part of ‘Mentoring and Coaching’ course, focusing on how teachers can reflect on their professional and personal development. The participants describe their journeys through the course and what they and their students have gained from it. In a context where teachers come from diverse backgrounds with a variety of pre-service training, the ‘one-size-fits-all’ approach to in-service training and development through workshops, seminars and short courses may be neither appropriate nor produce lasting change. This presentation describes an alternative approach involving a combination of personal and professional development through a series of interactive team teaching sessions. Although time-consuming and labour-intensive, outcomes indicate success in achieving both personal growth and long-term improvements in performance. This research begins with a needs analysis, in which participants opt for peer observation and support in terms of their strengths, weaknesses and personal goals. Following this, teachers conduct team teaching sessions and analyse the outcomes and take action accordingly.

Keywords: Team Teaching, Continuous Professional Development, Student Performance and Interaction

Session T2-A

A Case Study: Putting Another Brick on the Wallpaper to Teach Vocabulary

(ID 62)

Özge Kutlu Demir

Mersin University

Thanks to the constant developments of technology, language classrooms have welcomed many tools to be utilized while teaching language skills. As one of those skills, teaching vocabulary is of high importance. When the studies which aim to speed up vocabulary learning process with the help of technology, it can be said that most of them have produced fruitful results. Dalton and Grisham (2011) offered ten strategies to use technology for building vocabulary. Ely et al. (2011) made teacher candidates study vocabulary via videos with a Content Acquisition Podcast, and those who studied with the videos were more successful. Moreover, Wang et al. (2015) pointed out that using iPads not only contributed to students' vocabulary learning outcomes but also motivation (among others). In the light of the previous studies, the present study aims to enhance vocabulary learning scores with the use of wallpapers created by a Web 2.0 tool (See the References). With the help of the tool, wallpapers were created in every lesson to teach target vocabulary, and they were shared via e-mail and social applications. To create an experimental design, one of the classes studied vocabulary with the wallpaper tool, and the control group studied with traditional techniques. According to the statistical results and the qualitative data results, using wallpapers to teach target vocabulary contributed to the vocabulary learning of students. There is a statistically significant difference between the two groups. In that sense, the present case study claims that wallpapers are fruitful for teaching vocabulary.

Keywords: teaching vocabulary, prep students, technology, wallpaper tools

Session T4-B

An Action Research: The Use of an Authentic Web 2.0 Tool to Overcome Pronunciation Problems

(ID 146)

Özge Kutlu Demir

Mersin University

The cradle of humankind has welcomed many changes with the advancement of technology. It is of high importance to use something technological if you are teaching to digital citizens (Ribble et al. 2004; Collins and Halverson, 2009 among others). Therefore, the aim of the present action research is to see the effects of a website (see the References) which uses various Youtube videos with subtitles to see different pronunciations in different authentic contexts. Since the students had problems about pronunciation skill and they were able to practice it with solely coursebook, they had many problems at the first term. At the beginning of the second term prior to the website use, Pronunciation Attitude Inventory (PAI) (Elliott, 1995) was applied to the students so as to grasp their attitudes toward the pronunciation skill. After the results highlighted that the students mostly had positive attitudes toward the pronunciation skill development and they needed more tools to overcome problems, the website was included in the syllabus. To find out their views, open ended questions were asked to the students. The results highlight that the use of an authentic Web 2.0 tool contributed a lot to the development of their pronunciation skills.

Keywords: pronunciation, language teacher candidates, web 2. 0 tools

Session F4-D

Including Communicative Language Teaching in the Classroom

(ID 39)

Özge Özden

Gazi University

The aim of this presentation is to enlighten teachers about Communicative Language Teaching (CLT) and help teachers to include the method in the classrooms. Speaking in a foreign language one of the hardest learnt or acquired skill. After spending many years on learning a foreign language, it usually ends up with learning the grammatical rules. Most students struggle with communication. What CLT aims is that to make communicative competence the goal of language learning. Knowing a language includes more than knowledge of the rules of grammar but also knowledge of the rules of language use. As this presentation put emphasis on communication in target language, it connects to the TESOL and teachers. Moreover the presenter worked and gathered data about CLT from Europe and conducted some studies about it, so teachers will have the chance to see examples of different countries from firsthand. Also this presentation supports the stated purpose by definitions, information about content, activity for teachers, conclusion, question part and references. There are pictures, comparisons, problematic situations and solutions and activity types in it. By attending this presentation, you will see the importance of communication in learning a foreign language; learn the ways to include communication into your teaching technique; discover some anticipated problems, and find out how to deal with them.

Keywords: Communicative, Language, Teaching, Comparative, Europe

Session T4-A

Invert Classes

(ID 117)

Özgül Balcı

Selma Durak Üğüten

Necmettin Erbakan University

In traditional language classes, students are passive learners who need a teacher to tell them what do and receive the information provided by the teacher. In modern language learning classes today, students do not want to be passive learners just receiving the necessary information from an instructor, but they prefer to be active participants in the learning-teaching process. In recent years, with the advent of new technologies and methods, students' needs and interests have changed a lot. Language teachers also have to comply with the new trends and emerging technologies in language learning and teaching field. The flipped classroom is a popular and frequently used term nowadays which allows teachers give necessary information online and use the class time working with the students. This study is going to give detailed information about flipped learning and its advantages and disadvantages in language classes by reviewing the results of the studies on flipped language classrooms.

Keywords: flipped learning, advantages, disadvantages

Session T2-D

English as a Foreign Language Teachers' Course Book Dependency

(ID 45)

Özlem Özen Tosun

Emrah Cinkara

Gaziantep University

The influence which course books have on learners as the main language learning tools is axiomatic and the fact that the way they are implemented in language classrooms can lead to positive and negative effects equally necessitates a critical approach to language teaching by means of these tools which have been taken for granted for decades so far. The primary purpose of this study is to investigate how dependent English language teachers are on course books and whether there are any relationships between teachers' course book dependency levels and their genders, experiences, departments. A 'Course book Dependency Questionnaire' was developed to conduct this study as the literature did not provide an appropriate scale to measure the desired construct. Therefore, the study has two main aspects which includes analyses for the validity and the reliability of the scale developed and the analyses of the data gathered by the 'Course book Dependency Questionnaire' to answer the research questions. The current study was carried out mainly at a state and private university as well as primary and secondary schools in Gaziantep with a total of 324 respondents (201 female, %62.03 and 123 male, %37.96). Participants working at private and state universities and schools throughout Turkey were also sent questionnaires by e-mail (N=58) or requested to fill in an online questionnaire (N=18). The data was collected through course book dependency questionnaire which was designed specifically for this study and reliability value was found to be .90. Having conducted factor analyses for the validation of the scale, the number of items was reduced to 26 from 35, the initial number of items in the scale. The data were analyzed using SPSS 22 and the results revealed that majority of the participants (N=223) are medium dependent on course books in their teaching practices while the number of high (N=89) and low (N=12) dependent teachers on course books comprise less than half of the participants in total. The analyses of the relationships in gender, experience and departments with regards to course book dependency levels indicated no statistically significant differences among these variables although one might expect negative correlations between the years of experience and dependency levels of teachers.

Keywords: Course book dependency, Course book Dependency Questionnaire, Dogme ELT, Dogme teaching, Unplugged teaching

Session F3-A

What Makes a Good Foreign Language Learner? Gifted and Non-Gifted Learners' Conceptions

(ID 124)

Rana Yıldırım

Cukurova University

Duygu İşpınar Akçayoğlu

Adana Science and Technology University

This paper aims to explore, in a comparative manner, how gifted English language learners and their non-gifted counterparts construe a good foreign language learner. The participants are four secondary school students two of which were identified as gifted and attending, out of their regular classroom, the pull-out programme, (BILSEM, Bilim ve Sanat Merkezi) for gifted and talented students. The non-gifted students were those who learn English as a foreign language at state schools. Repertory grid technique was utilized to access the learners' personal constructs as to what is a good language learner. The data acquired from the Rep-Grids were supported with learners' written accounts in which they described themselves as language learners. Findings of the study provided evidence indicating what makes the language learning process of gifted learners different from non-gifted learners. The main implications of the study are for the design of the language teaching programmes and preparation of teachers for the education of gifted learners.

Keywords: gifted learners, EFL, Repertory Grid

Session F2-B

An Investigation into the Implementation of English Preparatory Programs at Tertiary Level in Turkey

(ID 128)

Rana Yıldırım

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Betül Arap

Mersin University

This study aimed to investigate the effectiveness of the English Preparatory Programs at higher education institutions in Turkey through the perceptions of students and instructors. To achieve this, the CIPP (context-input-process, and product) evaluation model designed by Stufflebeam (1971) was used. The study intends to explore how students and instructors evaluate English Preparatory Programs and whether there are significant differences between their perceptions. The data were collected from 1117 students who were attending in the English Preparatory Programs at four state universities in the 2013-2014 academic year and 218 instructors who were tutoring in the programs in the same academic year. Both qualitative and quantitative data were gathered in the study. The qualitative data were collected through semi-structured interviews. The quantitative data were collected through questionnaires developed for students and instructors by Karataş (2007). While the data based on the semi-structured interviews with students and instructors were analyzed through content analysis, descriptive and inferential statistics were employed to analyze the quantitative data. The results revealed that English Preparatory Programs at four state universities in Turkey partially meet the needs and expectations of the students and instructors. However, it was noted that the perceptions of the students are less positive compared to those of the instructors. Some revisions and regulations could be made in the program in order to better satisfy the needs and expectations of the students and instructors.

Keywords: ELT, Program evaluation, English Preparatory Program evaluation.

Session F2-C

Choosing Teaching as a New Career Path: A Perspective of Second Career EFL Teachers from a Turkish Context

(ID 76)

Reyhan Aslan

Betil Eröz- Tuğa

Middle East Technical University

This study explored the motivations of second career EFL teachers for pursuing teaching as a new career, the role of attributes reflected in their teaching practices and the challenges they face after their transition to teaching. Narrative interviews, classroom observations and outsider comments across the four teacher cases showed that dissatisfaction with their previous job, life-changing events and personal influence were among the motives of second career teachers to choose teaching as a new career path. Moreover, this study demonstrated that the four teacher could establish connections between their attributes collected in their prior lives and professions and teaching.

Keywords: Second career teachers, motivation, career changing, EFL teachers, challenges

Session F4-D

Pragmatic Competence and Task-Based Language Teaching: The Significance of Teaching Communicative Functions in Turkish EFL Context

(ID 66)

Rıdvan Tunçel

Aslı Akçay

Eylül Sözen

Özlem Utku

Anadolu University

This descriptive study aims to shed light on how to implement Task-Based Language Teaching (TBLT) in teaching pragmatic competence in Turkish EFL classrooms. The study of the development of L2 pragmatics is a promising and a vibrant area of investigation since in many of the L2 environments, Turkey being an example, communicative competence is a neglected area with the focus being on grammatical competence. What language teachers are doing in classrooms is often the teaching of grammar rules, undeniably important but never ensure the teaching of effective communicative skills alone. The teaching of “structural, functional and affective” power of the language in actual use through student projects and classroom discussion of both on the structure, the function and the affect may well help learners to become effective communicators. After the emergence of Communicative Language Teaching (CLT) in 1980s, today, at least in the last three decades, people in the field are in search of improving the shortcomings of CLT. Though a number of methods have been introduced on overcoming the limitations of CLT, they only serve to complement a very small area of the gap attributed to CLT. On the other hand, TBLT, introduced to language teaching market by Prabhu, embraces quite a large area that CLT has left behind. This specific study will, thus, search for ways to raise awareness of Turkish EFL teachers through course book analysis and classroom observations. In the short term, current study will present solutions to overcome the problems arise as a result of “Focus on FormS” understanding of language teaching.

Keywords: Pragmatic Competence, Communicative Functions, Task-Based Language Teaching, Communicative Language Teaching

Session T3-A

The Effects of Recasts and Prompts on the Retention of Corrected Items

(ID 106)

Şafak Müjdecı

Gazi University

Oral corrective feedback, which is one form of negative evidence, is necessary for language learning because it provides learners with opportunities to notice the gap in their interlanguage and repair their erroneous utterances. It is usually stated that positive evidence alone is not sufficient to learn a language adequately because it is not always possible for language learners to notice the correct form just through exposure to language. What they need is to have opportunities to produce the language and modify their language through interactions. For this reason, oral corrective feedback plays a crucial role for language learning. The present study investigated the effects of oral corrective feedback in the form of prompts and recasts. Four adult EFL learners participated in the study. While two of them were provided with corrective feedback in the form of recasts, two of the participants received prompts which allowed them to correct their own mistakes. After finding the distribution of uptake following different types of corrective feedback, the study attempted to find whether recasts and prompts had differential effects on the retention of the corrected items. Data included treatment session transcriptions and grammatically judgement tests which were designed for each participant on the basis of their own errors, and were administered two weeks later. Results indicated that recasts and prompts didn't affect the retention of corrected items differently when the participants tried to correct their previous errors. However, the participants were able to identify the correct forms in the sentences when they were asked to judge their grammaticality.

Keywords: Recasts, prompts, uptake, retention

Session F2-B

**Turkish EFL Teachers' Perceptions of Classroom Management
(ID 155)**

Şafak Müjdecı

Gazi University

Classroom management is of great importance as it allows instruction in the classroom and student learning to take place. When teachers understand the classroom management, they can develop their skills as a teacher, which will contribute to the classroom energy positively. It is claimed that if a teacher manages the classroom effectively, it means that s/he is an effective teacher. The value of teaching and learning may be increased if the classroom management is appropriate. It is also stated that teachers need to possess two kinds of knowledge for effective instruction. These are knowledge of subject matter and knowledge of classroom management. The aim of this study is to provide information about the perceptions of novice EFL teachers in Turkey about classroom management and their strategies to deal with the challenges in their classes. A qualitative design was used for the study. Data were collected through written interviews including 24 open-ended questions from 20 EFL teachers whose teaching experience changed between 1- 3 years. The answers of the participants to these questions were analysed in terms of instruction, people and behaviour management, and orientations of these teachers towards classroom management were determined. It was found that novice EFL teachers tended to be non-interventionist on instructional management and interactionalist in terms of their approach to people and behaviour management. This study may contribute to the understanding of the nature of classroom management in language classrooms and help teacher education programs guide their pre-service teachers on how best to manage their classrooms.

Keywords: Classroom management, language education

Session T2-C

**Analysis of the Influence of Mother Tongue Interference on Turkish EFL Students'
Written Products**

(ID 141)

Samet Hasırcıoğlu

Burak Demirkese

KTO Karatay University

It is evident that languages vary in many aspects. The purpose of this study is to find out the errors that occur as a result of the mother tongue influence in the acquisition of written English among a group of Turkish native speaker learners of English in a formal setting. It is aimed to investigate the transfer influenced linguistic areas and to discuss the implications of this transfer in terms of teaching and learning process. The other aim is to find out if there is a relationship between the error rates and L2 proficiency levels. Qualitative and quantitative methods of data analysis are employed in order to answer the research questions. As a result, findings of this study are expected to reveal that negative transfer at the level of lexical and syntactical linguistic categories is evident. Following this, further recommendations will be presented with the aim of contributing to the SLA field. Limitations of this study will also be included.

In this study, the level of mother tongue interference at lexical and syntactical degrees will be analyzed independently based on the learners' level of English. In this research, three different classes at a private university, consisting of approximately forty students in each, at different levels of English, will take part to prove how mother tongue interference is evident in English. The classes will be chosen randomly according to the target language levels which are Pre-intermediate, Intermediate and. The students take this education under a program run by English Preparatory School at a private university in Turkey. The same coursebook is used by all the students in the program. Therefore, the risk of mother tongue interference owing to material use will be removed.

Keywords: SLA, teaching, interference, transfer, L2

Session T3-B

The Use of L1 in Teaching L2: Teachers’ Perceptions and Actual Practices in Turkish Primary School Context

(ID 50)

Samet Taşçı

Nevşehir Hacı Bektaş Veli Üniversitesi

The use of first language (L1) in English classes is a controversial issue and continues to take the attention of many researchers (e.g. Butzkamm, 2003; Atkinson, 1999). The research results suggest that teachers should use the judicious amount of L1 in order to maximize learning the target language (Butzkamm 2003, Brook-Levis 2009). However, the judicious amount is not precise and differs from the exclusion of L1 (Atkinson, 1993) to inclusion of L1 as a technique to teach the target language (Brooks-Levis 2009). As in the amount of L1 used in the classroom, teachers’ actual practices and perceptions may vary in different degrees. In this regard, this study aims to examine teachers’ perceptions of using L1 in their English classes in a Turkish state primary school context, and discovers in what ways their perceptions comply with their actual practices in class. It employed qualitative data collection techniques to have in-depth knowledge about the issue. The data collection process took place at a Turkish primary state school. Three English language teachers working at a primary school participated in this study and each was observed for two weeks. Two weeks after the observation process, each teacher was interviewed for about 15 minutes in order to get his or her beliefs and perceptions about the use of L1. The results showed that the use of L1 and perceptions of using L1 considerably varied among English language teachers working at the primary school context. Two of the teachers used L1 very frequently in their classes, but they stated they were completely opposed to it. However, the third teacher was in favor of using L1 and stated L1 was crucial in the L2 teaching process. These results were discussed with reference to the literature, and implications were presented.

Keywords: the use of L1, L2, perceptions, practices

Session T3-C

The Effect of L1 Reading, L2 Grammar and Vocabulary Knowledge on L2 Reading Comprehension of ELT Students

(ID 60)

Samet Taşçı

Nevşehir Hacı Bektaş Veli University

Mehmet Tunaz

Erciyes University

Reading comprehension is one of the main language ability and some studies have proposed that it is the most important skill needed by L2 students for academic success (McDonough and Shaw, 1993; Ostler, 1980). Being such an important skill for academic success, L2 reading comprehension is profoundly affected by various factors such as L1 reading comprehension, L2 grammatical knowledge, L2 lexical knowledge, decoding, and etc. The aim of this study is to find out the contribution of L1 reading comprehension, L2 grammatical knowledge, and L2 lexical knowledge to L2 reading comprehension of Turkish 1st and 4th grade ELT students. 91 Turkish ELT students participated in the current study. 4 different standardized tests were applied to measure L2 reading comprehension, L1 reading comprehension, L2 grammatical knowledge, and L2 lexical knowledge levels of the participants. Correlation matrix and multiple regression analysis were conducted and the analysis showed that there is high positive and significant correlation between L2 reading comprehension and L2 vocabulary, L2 grammatical knowledge, and L1 reading comprehension of 1st grade ELT students respectively. Similarly, L2 vocabulary, L2 grammatical knowledge have positive and significant contribution to L2 reading comprehension of 4th grade ELT students while L1 reading comprehension does not have significant contribution to L2 reading comprehension of 4h grade ELT students. The current study has been conducted with Turkish students who are learning English as a second language. Therefore, the results might be limited to Turkish ELF learners and might not be generalized to other L1 contexts. The findings of the study have been discussed with reference to the literature and pedagogical implications have been suggested.

Keywords: Reading comprehension, L1, L2 grammar, ELT students

Session F1-D

Effect of Blended Learning on Learners’ Achievement and Satisfaction: An Experimental Study

(ID 93)

Savaş Gençtürk

Uludağ University

Ali Aydoğan

Gebze Technical University

Computer-mediated learning is becoming increasingly popular in teaching foreign languages and blended learning has emerged as one of the most popular pedagogical concepts recently. It is a kind of learning through a combination of face-to-face and online experiences via technology. In that vein, Krasnova and Sidorenko (2013) emphasizes that the traditional educational system is slowly adapting to fast technological changes. By adapting these changes successfully, Şahin (2010) states that blended learning model can directly or indirectly result in higher production and employability in parallel with the skill level acquired. Applying blended learning in a foreign language teaching setting can lead to improved pedagogy, increased access and flexibility, and better efficiency. Güzer and Caner (2013) states in their article that the general findings of blended learning analysis in the literature regarding the effectiveness, satisfaction, achievement, attitude, and critical thinking skills indicate that there is no significant difference on the achievements of students between blended learning and traditional learning. However, it is hypothesized in this article that there is a difference on the achievement and satisfaction level of the learners between blended learning and traditional learning. Hence, the present paper aims at answering two questions: 1) Is there a significant difference between blended learning and traditional learning on the students’ foreign language acquisition achievement level? 2) Is there a significant difference between blended learning and traditional learning on the students’ satisfaction level? In order to answer the research questions, convenience sampling was applied and two groups of university students learning English as a foreign language were chosen. A pre-test and post-test were given to the learners about the relative clauses. The tests were developed by the testing office of the university and their reliability and validity were checked. The present study is still in progress and the data are being collected. The collected data will be analyzed via SPSS 17 by using a two-sample t-test. To answer the second research question, randomly chosen 4 students from each class will be interviewed and asked questions about their satisfaction through the instruction of the lesson. A semi-structured interview type will be applied. The results will be presented at the conference.

Keywords: blended learning, learner achievement, learner satisfaction, language teaching

Session F1-D

Keep Pace with Technology

(ID 116)

Selma Durak Üğüten

Özgül Balcı

Necmettin Erbakan University

The new technological era requires many new abilities and roles from teachers as technology is very much part of our lives at different levels, even in language teaching and learning environment. It has been a debatable topic among educators some of whom support it as it has benefits and some of whom object to it because of its drawbacks. However, studies have shown that advantages of technology use in language teaching outnumbered the negative sides. Technology provides teachers many alternatives to create more interesting and productive teaching atmosphere. The point is to know how to use it for the sake of the learners' profit. Technology and language teaching can be good partners if technology can be used effectively to enhance the quality of the learning process. To elucidate the topic, this study gives detailed information about technology use in language teaching and learning.

Keywords: Technology, language teaching, advantages, disadvantages

Session F4-B

Usage of ECRIF

(ID 118)

Selma Durak Üğüten

Fahritdin Şanal

Necmettin Erbakan University

Teaching and learning a foreign/second language is a complicated procedure which needs to be updated according to the needs , interests of the learners and improvements in the field. In traditional language teaching methods, learners were not active and did not have a chance to share the responsibility of his/her learning. However, in the latests methods, learner-centeredness and autonomous learners are aimed to be achieved. ECRIF Framework is one these improvements: E means encounter, C means clarity, R means remember, I means internalize, F means fluency. It deals with how learners learn; that is, teachers are interested in this framework to see the activities done in the classroom and the procedure from learners' perspective. To shed light on the topic, this study gives detailed information and examples about ECRIF use in language teaching to a great extent

Keywords: ECRIF, language teaching, example

Session F1-A

The Relationship between Vocabulary Size and Language Proficiency of Turkish EFL High School Students

(ID 09)

Senem Cellat

Anadolu University

This experimental study investigates Turkish EFL high school students' receptive vocabulary size and its relation with their language proficiency. 34 Turkish EFL high school students whose age ranged from 16 to 18 participated in the study. Their language proficiency was measured by Cambridge First Certificate English Exam (FCE) and their vocabulary size was measured by Vocabulary Level Test (VLT, 2k-10k) (Schmidt, Schmidt & Clapham, 2001). The participants' vocabulary test scores were correlated with the scores of each language skill and Use of English in the proficiency test (FCE) by using Pearson Product moment correlation statistics in SPSS 16.0 program. The test results of study indicated that the participants mastered most of the high frequency words in 2000 and 3000 receptive vocabulary level and their receptive vocabulary size was significantly correlated with each language skill as well as use of English. This statistically significant correlation was both moderate and positive. The results of the study also showed that the participants' receptive vocabulary size predicted their Speaking and Use of English performance better than other language skills. This means that vocabulary size of Turkish EFL High School students indicates the strongest association with their Speaking and Use of English performance. Some possible reasons for the results are explained in the present study

Keywords: Vocabulary size, Language proficiency, Turkish EFL learners

Session F2-C

A Corpus-Based Investigation on Reflective and Observation Reports of Preservice English Teachers

(ID 67)

Seray Tanyer

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Reflective practice has become an essential component for different teacher education contexts including preservice and in-service teachers. Drawing attention to the representation of reflective practice, this paper focuses on language use and discourse, and their possible roles in expressing knowledge of one's school experience and practice. It questions the issue of how 4th year pre-service English teachers engage in reflection in their written reports. Specifically, it aims to investigate (i) the most frequently used word classes (i.e. verbs, nouns, adjectives, adverbs, and pronouns) in the reflection and observation reports and (ii) how they are used in context. This paper analyses two small written corpora, which are the Corpus of Reflective Reports (CoRR) and the Corpus of Observation Reports (CoOR) in which preservice teachers evaluate their own and their mentor teachers' practices respectively. Using corpus-based tools and methodologies such as frequency lists and concordance lines which have been generated by AntCONC, it identifies possible distinct and similar trends of language patterns among the two corpora. The initial examination has revealed that while the patterns in the reports seem descriptive at first, it is possible for preservice teachers to be engaging on sub-conscious critical levels. Findings also bring about some arguments for the potential role of contextual factors on the patterns emerging in the data. The profile of students, their beliefs and expectations (e.g. strong or weak sides of mentor teachers), and the addressees of the criticism (e.g. mentor teacher or preservice teacher) can affect how preservice teachers engage and interact while writing reflective or observation reports. All in all, the study suggests a more progressive approach to the reflective practice because this approach can appreciate, distinguish and characterise some salient moments on the way of novice teachers' reflective practice.

Keywords: reflective practice, teaching and learning contexts, corpus linguistics, language teacher education, preservice English teachers

Session F4-B

A Genre-based Analysis of Abstracts in Two Different Languages

(ID 79)

Serhat İnan

Gazi University

Communication through writing is not only an economic but also an effective way of reaching the reader's mind. The effectiveness of writing depends on certain criteria of organization. The textual organization is especially important for the smoothness of a text that aims to convince the readers as in the case of academic genres. There are established rules and structures for the organization of academic texts. These structures vary depending on the genre. Moreover, the textual organization of different sections of a genre varies as well. For an effective academic writing, the authors are expected to pay attention to these structures. CARS (Swales, 1990) model is one of those structures to accomplish the smoothness of introduction parts of academic texts. Similarly, the quality of the abstracts is also measured based on certain models (Bhatia, 1993; Hyland, 2000; Santos, 1996). The question is to what extent these structures are pursued by the authors. On the other hand, every academic culture may have its internally consistent genre rules. Furthermore, these rules may not correspond with the rhetorical rules of other languages. In this study, it is aimed to determine to what extent the abstracts of the articles written in Turkish and in English comply with Hyland's (2000) model. With this purpose in mind, 20 articles written in Turkish (Eğitim ve Bilim) and 20 articles written in English (The Journal of Educational Research) were selected. The genre-based analysis was conducted based on Hyland's (2000) model for abstracts. The results revealed that the move structure and sequences differed in the two languages. Further studies need to be conducted for a universal model in the structural organization of abstracts of research articles.

Keywords: Genre Analysis, Textual Organization, Academic Writing

Session T3-B

The Black Sheep in Language Classrooms: L1 Use in Microteaching Sessions

(ID 154)

Serhat İnan

Gazi University

Elif Bozyiğit

Burcu Koç

Sakarya University

Teacher education has been the focus of many studies which aimed to produce more qualified teachers (Burns & Richards, 2012; Kumaradivelu, 2006; Nunan, 2003). Micro-teaching as a useful method to familiarize the prospective teachers with teaching practices (Allen, 1965) and to diagnose the weaknesses in their teaching (Amobi & Irwing, 2012; Bailey, 2006; Bozyiğit, 2015) has attracted the attention of researchers. However, the aspects of these studies were limited to effectiveness and video recordings of the sessions neglecting the language preference of prospective teachers. Although L1 use was regarded as a black sheep in language classrooms, this view has begun to shift. Though a ‘judicious’ (Macaro, 2001) amount of L1 was encouraged; many studies revealed too much reliance of L1 by teachers (Duff & Polio, 1990; Inan, 2016). However, the number studies documenting the practices of prospective teachers in their micro-teaching classrooms to diagnose the source of extensive L1 use especially in EFL classrooms is quite limited. Hence, the present study aims to reveal the prospective teachers’ use of L1 and L2 in their micro-teachings. The participants are composed of 20 prospective teachers. Their micro-teaching sessions were recorded and transcribed. The transcriptions were analyzed through a word count method (Polio & Duff, 1990; Rolin-Ianziti & Brownlie, 2002). Afterward, a semi-structured interview was conducted to reveal participants’ perceptions about L1 use. This study concluded that the prospective teachers, in their micro-teachings, used far less amount of L1 than teachers. The reason behind this was explored during the interviews.

Keywords: Microteaching, L1 Use, Bilingual Education, Optimal Amount

Session T3-C

Metacognitive Awareness of Reading Strategies in EFL Context

(ID 65)

Serkan Boyraz

Ertan Altınsoy

Aksaray University

It has been acknowledged that comprehending a text is a challenging process, as it requires a series of metacognitive strategies. As academic achievement in a wide range of subject depends largely on reading skill, it is critically significant for the students to be able to read critically and extract information from the text by executing the metacognitive strategies successfully. In this respect, this study aims to investigate university students' metacognitive reading strategy awareness in academic context. The study employs the quantitative design and survey method and observes the level of using metacognitive reading strategies by EFL student-teachers studying at Aksaray University. The data will be collected through Metacognitive Awareness of Reading Strategies inventory developed by Mokhtari and Reichard which consists of 30 items and three subscales namely global reading strategies, problem-solving reading strategies and support reading strategies. The study will also question if a statistically significant difference exists in students' metacognitive awareness of reading strategies depending on the demographic features such as reading habits, academic expectations, grade, etc. The sampling process will be done through convenient sampling that provides a chance to collect data from all possible participants. The study is expected to contribute to the literature by providing valuable insights for reading instructors in terms of EFL student teachers' reading habits and perceived awareness of metacognitive reading strategies.

Keywords: Reading strategies, Metacognitive awareness, EFL context

Session F1-B

Self-Efficacy Beliefs of Pre-Service EFL Teachers During Their Practicum

(ID 142)

Serkan Gürkan

Kocaeli University

Pre-service teacher education programs have a crucial role in the development of student teacher' self-efficacy beliefs. There have been limited research about the self-efficacy beliefs of pre-service teachers during their practicum experiences. Therefore, this paper concentrates on pre-service teachers' beliefs of how an english teacher should be like. In data collection the Teacher Sense of Efficacy Scale (TschannenMoran & Woolfolk Hoy, 2001) was used. 40 students who are enrolled at a state university participated in to the study. This paper gives results from the self-efficacy scale, stressing out the similarities and more notable contrasts in individual perceived ratings of teacher self-efficacy. Implications for further research are supplied.

Keywords: self-efficacy, student-teachers, practicum

Session F2-B

Novice and Experienced Prep-Class Teachers' Classroom Management, Self-Efficacy Perceptions and Their Students' Academic Achievement Levels

(ID 144)

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Gebze Technical University

Kenan Yerli

Sakarya University

In order to have an effective and fruitful learning environment, most teachers believe that classroom atmosphere has an utmost impact. Good classroom management skills are accepted to be the essentials of effective teachers. However, there may be some differences between teachers' classroom management perceptions, which makes it difficult to define one unique way of classroom management. While an effective classroom atmosphere is believed to be a silent one for some teachers, a moving and talkative classroom is more preferable for some others. Every teacher has a different idea about classroom management, so they have different management strategies. In this study, the differences between experienced and novice university prep school teachers' classroom management orientations were tried to be identified by administering the ABCC inventory developed by Martin et al. (1998). Besides this, the short form of Teachers' Sense of Efficacy Scale (TSES) which was developed by Tschannen-Moran & Woolfolk Hoy (2001) was administered to see their perceptions about their own efficacy as a teacher. After administering the questionnaires, semi-structured interviews were also conducted. In pursuit of analyzing the questionnaire and interview results, the relationship between teachers' self-efficacy perceptions and their students' academic achievement levels were discussed. The participants of this study were 8 university prep-school teachers, four of whom were experienced while the other four were novice ones. The results of this study revealed that, although experienced and novice teachers did not have significant differences about their classroom management orientations, their self-efficacy perceptions, which are believed to affect students' achievement to some degree, were observed to be somewhat different.

Keywords: novice, experienced, prep class teachers, self-efficacy, classroom management

Session F3-C

The Complexity of Teaching Basic Literacy Skills to English as Additional Learner (EAL) in a New Environment with a Combined Learning Difficulty and Alphabetic Unfamiliarity: Is an Action Research a Way Forward?

(ID 02)

Shamsudin Abikar

University of the West of England

Large numbers of Somali pupils attending mainstream education in Western countries for the last quarter century has been a norm in these countries mainly due to the disintegration of the Somali government and the political instability that entailed it. These pupils consist of those born in the West and those who have been new to these countries. In the context of the UK, in addition to mainstream education, literacy and numeracy interventions have been provided to these pupils with the aim of closing the academic attainment gap between them and their peers. Nonetheless, the ever increasingly and complex needs of these pupils and the home – school cultural mismatch prompted their parents to look beyond formal education. This study reports a newly arrived young Somali girl in the UK who has been learning basic literacy skills, reading and writing in an informal setting (community school) together with other Somali adults in Bristol. Grammar Translation Method is employed as a language teaching approach whilst rigorous diagnostic assessment and an action research methodology enabled, to some extent, to peel-off the concealing layers which have been acting as barriers to learning.

Keywords: Formal and informal education, Grammar Translation Method, diagnostic assessment, action research.

Session F3-C

The Acquisition of Lexical Items in a Reading Text: Glossing vs. Interaction

(ID 96)

Sinem Demir

Gazi University

The present study aimed to explore whether having vocabulary-meaning based teacher-student interaction or using glossaries to teach the target words in a reading text facilitates students' acquisition of vocabulary. The participants of this experimental study were chosen from 40 students who study English in the School of Foreign Languages at Gazi University in Ankara, Turkey, and the participants were divided into two groups as Glossary Group and Interaction Group. As for the treatment, the participants in the Glossary Group were given a reading text and they learned the target vocabulary by using the glossary list attached to the text whereas the participants in the Interaction Group group were given the same reading text with target words underlined and they discussed the possible meanings of the target words with their teacher before they were given the definitions of the words by their teacher. In the data collection process, Wesche and Paribakht's (2013) Vocabulary Knowledge Scale (VKS) was administered to the participants both before and after the treatment in order to see the their level of lexical knowledge about the target words. The findings of the study indicated that teacher-student interaction facilitates vocabulary acquisition more than using a glossary of the target words without any interaction with the teacher does.

Keywords: Vocabulary acquisition, teacher-student interaction, glossary

Session F1-C

The Relationship between Students’ Majors and Motivation Type in Learning English as a Foreign Language

(ID 41)

Suna Altun

Yıldız Technical University

This study aims to investigate if there is a relationship between students’ majors and the motivation type towards learning English as a Foreign Language (EFL). While the motivation type was the independent variable, the programs that students were studying was the dependent one in this research. The participants of this study were 170 students from five different programs at Maltepe University. The participants were asked to answer a 20-item questionnaire which aimed to identify their integrative and instrumental motivation towards learning EFL. The collected data was analyzed through SPSS. The findings demonstrated there was no difference between students from different program in integrative motivation towards learning EFL. The findings also showed that students from Aviation Technology program (ATP) had higher instrumental motivation than students from Psychological and Counseling Guidance (PCGP) and Nursing (NP) programs. It is assumed that EFL has an important role for students studying at ATP to understand the materials of the program they study in and to find a job after graduating. It is expected that the findings will be a source for teachers and instructors to use the appropriate materials and strategies to motivate their students.

Keywords: Major, Instrumental Motivation, Integrative Motivation

Session PS2

Does Repeated Reading Really Contribute to Students' Fluency and Comprehension in Foreign Language Reading?

(ID 138)

(POSTER SESSION)

Suna Altun

Yıldız Technical University

Many students lack fluency in foreign language reading. Like in first language setting, repeated reading is proposed as an instructional method to improve fluency in foreign language. Present study investigates the effects of repeated reading on students' reading fluency and comprehension in English as a foreign language. 11 students studying at English Language Teaching program participated in this study. Three tests consisting of 2,252 words in total was divided into 8 passages. The study lasted 8 sessions and the students were asked to read each passage 7 times in each session. A pretest and posttest were used in order to see whether repeated reading improves students' fluency and comprehension in English reading. The results showed that there is not a significant change in students' fluency. However, students' reading comprehension improved significantly. It is discussed that while 8 sessions was not enough to develop students' reading fluency, it helped them to enhance their reading comprehension. It is suggested for future research that, a longer treatment would be needed for improving reading fluency.

Keywords: reading, fluency, comprehension

Session F2-A

The Empowerment of Student- Teachers of English in Self- Assessment Practices

(ID 125)

Tue ztrk Karata

Cukurova University

Student self-assessment practices can be associated with enhancing student empowerment due to having the potential to change ‘traditional’ power relations between students and teachers in classroom assessment (Leach, Neutze& Zepke, 2001). In self-assessment practices, student empowerment necessitates paying attention to students’ voices to understand the productive and creative pedagogical potential of those practices (Tan, 2004; Patton, 2012). Napan and Mamula-Stojnic (2005) defines empowerment as a facilitating energy for life-long learning. However, considering the fact that self assessment might not always result in inefficient outcomes, it seems to be crucial to view self assessment practice from a critical perspective to enhance the quality of those processes (Lorente & Kirk, 2013). That is why, this study aims to explore the attitudes and perceptions of first year students of English Language Teaching Department towards their empowerment in self- assessment in Turkish context. Considering the potential of self- assessment for student teachers empowerment, this study firstly describes student teachers’ experiences and feelings about self- assessment process. And then, it highlights the perceptions of student teachers on their power and empowerment in self assessment practices. An open-ended questionnaire is employed to collect the needed data. In doing so, this study draws on Tan’s (2004) typology of the different forms of power that operate within the university learning environment: sovereign power, epistemological power and disciplinary power. It is assumed that dealing with self assessment from a critical perspective contributes to understanding the efficient and democratic use of self-assessment for student teachers empowerment and learning in ELT classrooms.

Keywords: empowerment, self assessment, power

Session T1-C

Using Think-Aloud Protocols to Investigate Higher-Level L2 Reading Comprehension Skills of Adult English Language Learners

(ID 109)

Tuğba Elif Toprak

Abdulahit Çakır

Gazi University

Since we are able to read different forms of texts, learn new information from these texts, and synthesize this information without much seemingly effort, most of the time reading becomes a skill taken for granted. Yet, when it comes to professional and academic life, success may lie at the heart of effective reading skills. Thus, the present study particularly recognized the significance of effective L2 reading comprehension skills especially in academic settings where English is used as the medium of instruction, and aimed to investigate the higher level reading skills and processes of 15 adult English Language learners (ELL) in the context of higher education. The present study used think-aloud protocols as the primary research tool to examine the cognitive processes and skills that are postulated to come into play during reading. Each think-aloud protocol session lasted approximately 45 minutes, and the protocols were conducted based on Ericsson and Simon (1993). Apart from think-aloud protocols, retrospective follow-up interviews were conducted to shed light on the verbalizations of participants, and obtain detailed information about why they behaved in a particular way. Although the overall results demonstrated sharp differences among the participants, each participant was treated as a separate case, the results were interpreted through individual narratives and implications were made.

Keywords: L2 reading comprehension, think-aloud protocols, cognitive processes in L2 reading

Session F2-A

Linking the Log-Linear Cognitive Diagnosis Modeling (LCDM) to Language Testing and Assessment

(ID 110)

Tuğba Elif Toprak

Gazi University

The idea of blending psychometrics with educational assessment and learning sciences has given way to an alternative form of assessment called Cognitive Diagnostic Assessment. CDA is a cognitively-grounded assessment methodology whose chief purpose is to help identify test takers’ strengths, weaknesses and misconceptions in a particular field or a skill, and furnish pedagogically-meaningful and detailed diagnostic feedback about test takers’ current status. Previous research has demonstrated that CDA holds great promise particularly for the field of language testing and assessment, which draws from the current theories of language arts, learning sciences and psychometrics. CDA has been implemented to language assessment by using various measurement models called diagnostic classification models (DCMs), to date whose number is exceeding 60. The present study particularly focused on the Log-linear Cognitive Diagnosis Modeling (the LCDM), which is an overarching framework and a general DCM family. The present study aimed to showcase how the LCDM may enable language testers and researchers in the field of language assessment to model most DCMs effectively, build psychometrically and theoretically more rigorous language tests, make diagnostic classifications and decisions more reliably, provide test takers with a detailed reporting on their language skills, and test their own theories about language skills and components as researchers. It is hoped that linking the LCDM framework to language testing and assessment practices in real contexts could considerably benefit language testers and practitioners in many ways.

Keywords: Language Testing and Assessment, Diagnostic Testing, Cognitive Diagnostic Assessment, The Log-Linear Cognitive Diagnosis Modeling

Session T2-B

**Practicum Experiences of Student Teachers Studying at ELT Department: An
Evaluation from the Real Actors**

(ID 104)

Tuğba Şimşek

Ali Ceyhun Müftüoğlu

Cukurova University

Practicing teaching is one of the most important components of teacher education as student-teachers have the opportunity to integrate theory and practice in real classroom environment (Wilson, 2006). For that reason, teacher training programs (TTP) have an important role to prepare future teachers for their profession, and accordingly TTPs should provide student-teachers with field work tasks that give them chances of gaining insights about what teaching really is, what kind of pre-requisite skills are required, what kind of problems might arise in the classroom, what kind of solutions they can find out, etc. As they are the ones go through this process, student-teachers' perceptions of field work experience should also be an integrated part of determining the content of teacher training programs (Korthagen and Vasalos, 2005). The aim of this study is to shed light on the perceptions of student-teachers on teacher training program they practice, and examine elaborately what they face in field placement work; in addition, what possible rearrangements they suggest for the current program. In the present study pre-service English teachers' perceptions on teacher training program of ELT Department in Cukurova University is investigated through semi-structured interviews and a focus group discussion. The students have been asked questions about their experiences in their placement schools, benefits of field work, the problems they face, general views about teacher training program tasks, positive attributes of the program, deficiencies of it, and possible suggestions about teacher training program. In addition, a focus group discussion has also been conducted to make students share and discuss their opinions freely with their peers and researcher about the program.

Keywords: Teacher Training, Student-Teacher Perceptions, Field Work

Session T3-A

In-Service Teacher Education for English Language Teachers in Turkey: A Multi-Perspective Study

(ID 105)

Tuğba Şimşek

Ali Ceyhun Müftüoğlu

Cukurova University

This study aims at exploring in-service education of English language teachers in Turkey in a multi-perspective way including Ministry of Education’s regulations on in-service education in Turkey, local in-service education directors, school managers, in-service English language teachers, and pre-service English language teachers. The main purposes of the study are to elaborate on the regulations about in-service education of teachers in Turkey, to investigate whether the regulations are put into practice, what the stakeholders’ opinions are about current in-service education, and finally what pre-service English language teachers’ expectations of in-service education are. Results show that the regulations reflect the ideal in-service education for teachers; however, in-service teachers are generally not satisfied with current practices of Ministry of Education, and state that the large part of their needs are not met and even needs analysis is not conducted. When the expectations of the pre-service English language teachers have been analyzed, a parallelism with in-service English language teachers’ suggestions for an effective in-service teacher education has been observed that teachers’ needs should be identified first, practices should be organized for each branches separately, the seminars should be planned for small groups, and for different school levels, and finally teachers’ experiences should also be taken into consideration.

Keywords: In-service teacher education, foreign language teachers, Turkey

Session T4-B

Pronunciation Instruction from the Perspectives of EFL Learners and Teachers

(ID 12)

Ümran Üstünbaş

Bülent Ecevit University

This paper presents a study aimed to investigate EFL learners' and teachers' beliefs about pronunciation instruction by making a comparison between them. The study also explores whether the learners' beliefs are reflected into their knowledge and spoken production. While research on various language knowledge areas and skills presents findings to improve the quality of language teaching and learning, pronunciation seems to be a neglected area to the knowledge of the researcher. Moreover, even though certain course books provide parts for pronunciation instruction, it seems unclear whether learners have positive attitudes towards these parts or they benefit from them to improve their pronunciation skill. Therefore, this study aims to find out EFL learners' and teachers' beliefs about pronunciation instruction and whether there is a mis/match between learners' and teachers' beliefs and success in pronunciation. For this purpose, a questionnaire designed by the researcher including items on the related issues is administered to 651 EFL learners and 42 EFL teachers following its validity and reliability analyses. Students' scores for pronunciation parts in the proficiency exams are considered to connect them with their beliefs. Furthermore, teachers' and learners' views are analyzed in terms of a mis/match. Finally, interviews are conducted with the participants for a deeper analysis of the research. This study offers implications for course book designers, curriculum and material developers and teachers regarding an effective pronunciation instruction and improvement of learners' achievement on the related area.

Keywords: EFL learners, teachers, beliefs, pronunciation, instruction

Session F1-B

“I teach as I was taught”: Is it the View of ELT Teachers in Turkey?

(ID 102)

Ümran Üstünbaş

Bülent Ecevit University

The question of how grammar should be taught has frequently been asked in language teaching, but there has been no agreed answer for this question yet. While discussion about how to teach it more effectively is still carrying on, it seems what really matters in teaching it is language teachers’ beliefs; also preferences for its teaching. Therefore, the factors influencing teachers’ preferences for an effective method to teach grammar are highly significant to develop efficient ways of language teaching. Regarding these background issues, this paper presents a study which addresses the factors for language teachers’ choice of an effective grammar teaching method. In order to collect data, ELT teachers were pooled as participants of the study and they were administered a questionnaire including items on their preferences for grammar teaching method as isolated or integrated following its validity and reliability analyses. Furthermore, their choices were associated with a number of background issues such as these teachers’ teaching and grammar learning experiences in order to better understand the factors effective in their preferred teaching method. As a result of statistical analyses, a number of findings that shed light on the extent of influence that background factors have on teachers’ language practices emerged. Thus, the current study offers a range of implications for an effective language teaching, specifically grammar teaching.

Keywords: grammar, teaching, ELT teachers, background issues

Session T2-D

**Evaluation of English Course Curriculum for 8th Grade with regard to Stake's
Congruence-Contingency Model**

(ID 140)

Veli Batdı

Kilis 7 Aralık Üniversitesi

Aydın Aslan

Ministry of National Education

The purpose of this research is to investigate English course curriculum for 8th grade with regard to Stake's congruence-contingency model. In relation to the input, process and product dimensions of the model, teachers' perceptions regarding the case of before, during and after the implementation process of the curriculum were examined. The study was conducted in qualitative case design. Study group was selected from the teachers of English working in the lower secondary schools in Yenimahalle, Ankara. 45 teachers, who are responsible for teaching in the 8th grades, were involved in this study group in accordance with simple random sampling. As a result of the literature review by the researchers, a semi-structured interview form which was prepared taking into account the experts' opinions was used to collect data. The content analysis was used to examine the data and different codes were generated with regard to input, process and product themes. The interrater reliability (Cohen Kappa) of the themes and codes between the two coders was calculated and it was found out that it was at a good level. With regard to the input dimension of the curriculum in the research, physical environment, student and teacher characteristics were important to affect students' learning output and it was stressed out that the cooperation between teachers and parents could have a positive impact on decreasing students' different readiness levels. It was understood that effective process did not work to enable the students, who particularly prepare for the entrance exam known as TEOG to the higher secondary education, to gain the attainments for their speaking, writing and listening skills. Therefore, it can be stated that it will be useful to review the attainments in relation to the students' needs. With regard to the product dimension of the curriculum, it was seen that the students boosted their vocabulary, gained the skill for reading comprehension and were familiar with the useful expressions in conversation dialogues. As a result of the research, it was found out that the curriculum was successful in academic achievement to some extent. However, an awareness should be created for the shortcomings in the current curriculum by making comparisons with the process of learning foreign language in international level and studies should be conducted to overcome these shortcomings.

Keywords: Congruence-Contingency Curriculum Model, English Course Curriculum for 8th Grade, academic achievement

Session PS2

Valid and Fair Testing of English Skills for Large-scale Admission Decisions: Mission Impossible?

(ID 42)

(POSTER SESSION)

Yasemin Arşın

ETS Global

Assessing the speaking skills of applicants to programs taught in English is a challenging task. In this poster you will discover the principles for creating an effective test of English proficiency, the differences of online and face-to face testing and the holistic approach in assessment. Digital capture of spoken responses allows for a standard experience for each test taker, enables centralized scoring by multiple raters and provides ongoing real-time monitoring of quality.

Keywords: speaking assessment, admission, integrated skills, EAP

Session F3-D

An Argument of Passivization And Ergativity; Is Orange Peeled or Does It Actually Peel?

(ID 38)

Zafer Susoy

Anadolu University

The purpose of this preliminary study paper is to investigate an exceptional subclass of intransitive verbs, that namely is, ergative pairs. In present paper, we first define and specify the ergative pairs out of the general verb categorization, and then, acknowledge the claims of some previous researchers that many Turkish EFL learners have difficulty in acquiring the grammatical sentences constructed with ergative pairs (The vase broke) and, instead favor overpassivization (The vase was broken) (Karacaer, 1998; Can, 2000; Ju, 2000; Can, 2009) This paper reports the exploratory findings from a sentence competition task performed by 40 Turkish EFL advanced learners. The findings suggest that L2 learners reject the grammatical ergative structures, and instead favor and use passive structures where it is possible to passivize an ergative verb with a transitive counterpart. We confirm that the learners do not construct ergative sentences. Depending on the relevant literature, the study concludes that the grammaticality and the use of ergative pairs should be subject to more empirical investigation using multiple tasks to uncover the L2 learners' use patterns and perceptions of ergativity.

Keywords: ergative pairs, passivization, intransitivity

Session F4-A

Some difficulties of teaching Business English to the Albanian students

(ID 158)

Zamira Alimemaj

(VIRTUAL PRESENTATION)

University of Vlora

One of the aims of specialized language courses is to prepare students for professional communication with other specialists worldwide. Successful communication means not only to be able to speak about a certain problem or subject but it also means to be able to talk about various needs. When planning any ESP course, teachers of English language should consider the idea that the students' purposes and interests are too large extent uniform. As a variety of ESP, Business English implies specific terminology which might look like a daunting task both for teachers and students, when, in fact it only proves to be a matter of preparation and teaching it is not a lot more difficult than teaching general English. The present paper tackles the difficulties of teaching business specific vocabulary or terminology considering the case of the Albanian students at the University of Vlora in Albania, offering some solutions to overcome the problems that both teachers and students may encounter. The aim of this article is to summarize an innovative, task-based business English course for university students studying business.

Key words: terminology, facilitate, communication, simulation, task-based.

Session F4-C

Utilization of Vocabulary Box in English Language Teaching at Tertiary Level

(ID 06)

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Words play a vital role in both oral and written communication, which led many researchers in the field to study various vocabulary teaching techniques. However, the most effective way of teaching vocabulary has still been discussed in the field. Yet, there exist a good number of techniques such as matching synonyms or antonyms, phrase completing, picture labeling, and categorizing to enhance vocabulary. This mixed-methods study focuses on keeping a vocabulary box in ELT context. It also aims to explore the experiences and perceptions of adult learners at a preparatory school where vocabulary box was integrated into English classes. The data were obtained from 22 English preparatory school students studying at a private university in the Fall Term of 2016-2017 Academic Year when this study was conducted. The findings of the study indicate that the course participants were able to recognize in-box vocabulary items more than the lexical items out of the vocabulary box in the summative type of assessment. Moreover, the vocabulary box enabled language learners to retain the targeted vocabulary items easily as well as sustaining attention throughout class sessions. This study has got some implications for curriculum designers, material developers, language teachers and learners in ELT context.

Keywords: English language teaching, vocabulary teaching, vocabulary teaching techniques, vocabulary box, vocabulary recognition

Session F3-B

The Discourse of Language Tests as Social Practice

(ID 51)

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The 21st century brings changes in the roles tests have in our lives, especially when an educational system is based on standardised tests. Doing well or doing poorly in such tests tends to shape test takers’ future. So far the quality of tests has been associated with the psychometric features of tests to encourage good teaching practice. However, the literature on language testing has in several years undergone a profound change by examining the use of tests in their own educational and social contexts (Shohamy, 2013). McNamara and Roever (2006) emphasize the need to conduct some studies to understand and question the use of tests in education and society for the improvement of the circumstances in which tests are carried out for the benefits of society. Here, in this study, we will present this line of research that aims to understand the social dimensions of language tests as social practice. Thus, considering Shohamy’s (2001) Critical Language Testing and Filer’s (2000) Discourse of Assessment, we first aim to introduce what is meant by ‘social practice’, and then describe the discourses of three language tests in Turkish context: (1) Student Placement Test (LYS), (2) Field Knowledge Test for Teacher Candidates of English (ABT), and (3) English Proficiency Test (YDS). We believe that focusing on different discourses of the tests from a critical perspective holds potential to contribute to the development of assessment literacy of tester and test takers.

Keywords: discourse of tests, the use of tests, tests as social practice, Critical language testing

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