

**Marmara University**  
**English Language Teaching**  
**International Conference**  
**(MELT Conference)**



**MARMARA**  
**UNIVERSITY**



**October 11-12, 2019**

**MU Dr. Ibrahim Uzunmcu Conference Hall**  
**Goztepe Campus**



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**Marmara University**  
**English Language Teaching International**  
**Conference**  
**(MELT 2019)**

MU School of Foreign Languages

**&**

MU Atatürk Education Faculty, Department of English Language  
Teaching

Istanbul-2019



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Nur Hisoğlu



# PROGRAM

DAY 1, October 11, 2019  
Registration Desk Open  
8.30-15.00

Music Recital  
Dr. BÜLENT HALVAŞI & Anatolian Breeze  
9.00 – 9.30  
Welcoming Remarks  
9.30 – 10.00

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Plenary I  
DERİN ATAY  
Dr. İbrahim Üzümcü Conference Hall  
10.00-10.40  
Coffee Break  
10.40 – 10.55

CONCURRENT SESSION I PAPER PRESENTATIONS  
11.00 – 12.30

Room I / Theme  
LEARNER ATTRIBUTES  
Chair: Ervin Kovacevic

First, Don't Harm!: Prior Language Learning Experiences of Prep Students  
Arzu Ekoç

Overcoming Resistance to Self-Direction in Adult Learning  
Kübra Çakıroğlu

Exploring the Link between Individual Differences and Measures of L2 Complexity: A  
Case of Language Learning Strategies  
Ervin Kovačević

Room II /Theme  
TEACHER DEVELOPMENT  
Chair: Zeynep Çamlıbel Acar  
Misbehaviour in Turkish High Schools: Experiences of In-service Teachers of English  
Gökçe Kurt, Burak Tomak

Relationship between EFL Teachers' Beliefs and Knowledge on Special Education in a  
Private School in Turkey  
**Özden Oğul**

Reading Comprehension Strategy Instruction of Turkish EFL Teachers  
**Zeynep Çamlıbel Acar, İlke Gereide Hoyland, Hakan Arı**

Room III / Theme  
**SKILLS IN FOREIGN LANGUAGE**  
Chair: **Fatma Kübra Çakır**

Willingness to Communicate and EFL Speaking Achievement: The Case of Turkish  
Learners  
**Yeliz Kızılay, Gül Durmuşoğlu Köse**

Recorded Motivation Videos to Improve Speaking Skills of Adult Learners  
**Yasemin Koyak, Eda Üstünel**

The Effect of Recorded Oral Feedback on Writing of the EFL Learners.  
**Mehdi Solhi Andarab**

Room IV / Themes  
**CURRICULUM DEVELOPMENT,  
PLANNING AND POLICY LANGUAGE AND TECHNOLOGY**  
Chair: **Hakan Dilman**

Generation Alpha and Rethinking of Foreign Language Teaching.  
**Hakan Dilman**

Listening Comprehension Problems of L2 Learners: Teachers' Views  
**Abdullah Peki**

Understanding Prep. School Students' Experiences of Achieve 3000: A Case Study at  
Atılım University.  
**Zeynep Doğan, Emine Kutlu**

**Lunch Break**  
**12.30 – 13.30**



**Plenary II**  
**ANDY HOCKLEY**

Dr. İbrahim Üzümcü Conference Hall  
13.30 - 14.10

**CONCURRENT SESSION II PAPER PRESENTATIONS**  
**14.15 – 15.15**

**Room I / Themes**  
**CURRICULUM DEVELOPMENT,**  
**PLANNING AND POLICY**  
**Chair: Gökçe Kurt**

An English Language Needs Analysis of University Preparatory School Students  
**Fatma Kübra Çakır, Gökçe Kurt**

A Fork in the Road: Program Administrators' Perspectives on the Recruitment of  
Native and Non-native English Speaking Teachers  
**Dilan Bayram, Rukiye Özlem Öztürk, Dilek İnal**

**Room II / Theme**  
**TEACHER DEVELOPMENT**  
**Chair: Enisa Mede**

Exploring the Perceptions of EFL Instructors about their Professional Identity: The  
Turkish Context  
**Enisa Mede**

Learning Through A Reciprocal Peer Observation Experience: Perspectives of EFL  
Instructors and Professional Development Unit Head at A Private University.  
**Cansu Dinç Ayaz, Evrim Eveyik Aydın**

**Room III / Theme**  
**LANGUAGE AND TECHNOLOGY**  
**Chair: Ferit Kılıçkaya**

How do Videos Enhance Teacher Development Programmes and  
Self-development?  
**Cecilia Nobre**

Language Learners' Informal Employment of ICT Applications and Websites to Assess  
Their English Skills.  
**Ferit Kılıçkaya**

Room IV / Theme  
TEXT ANALYSIS  
Chair: İrem Konca

Towards Getting a Faculty Position in the Department of English Language and  
Literature: Analysis of the Job Requirements  
Tiaiba Imane

A Comparative Study on an International ELT Textbook and a Local Textbook in Turkey  
in terms of English as a Lingua Franca (ELF)  
Kübra Şendoğan, Mukaddes Çoban, Dilay Kirişçi, Hatime Çiftçi

Coffee Break  
15.15 – 15.30

CONCURRENT SESSION III  
WORKSHOPS, TEACHING PRACTICE & PAPER PRESENTATIONS  
15.30 – 17.00

Room I  
Chair: Tugay Elmas

Integrating Critical Thinking in Language Teaching: Rethinking Pedagogy.  
Özlem Kaşlıoğlu, Pınar Ersin

Exploring Interculturality in the Language Classroom through Literature.  
Tugay Elmas

Room II  
Chair: Işıl Ruacan Silahtaroğlu

Leading the Way: Oracy and Conversational Leadership.  
Mirela Cristina Manea Gültekin

Mind(ful)ness - Keep Calm and Learn.  
Dilara Louise Hibbs

Room III  
Chair: Okan Bölükbaş

Making Academic Reading Fun  
Okan Bölükbaş

Digital tools for language teaching

**Erzsebet Pintye**

The Use of Literary Work as Practice in an Oral Communication Task in EFL Classes  
**Fidel Çakmak**

Incorporating Classical Short Stories in an EFL Reading Class.  
**Özlem Zabitgil Gülseren**

Room IV / Theme  
**SKILLS IN FOREIGN LANGUAGE**  
Chair: Robin Kosseff

The Effects of Negative L1  
Transfer on Meaning Construction in L2 Writing  
**Embarka Khelef**

Reading as Structure-building and What It Means for TEFL  
**Murat Özüdoğru**

(Teaching Practice Presentation)  
Expanding Uses of Quizlet to Improve Reading Skills  
**Robin Kosseff**

**DAY 2, OCTOBER 12, 2019**  
**Registration Desk Open**  
8.30 – 13.30



Plenary III  
**KAMİLE HAMİLOĞLU**  
Dr. İbrahim Üzümcü Conference Hall  
9.00 – 9.40

**CONCURRENT SESSION IV PAPER PRESENTATIONS**  
9.45 – 10.45

Room I /Theme  
**GENDER STUDIES**  
Chair: Lukka Alp Akarçay

Why, and How, Should One Make Language Classes Less Heteronormative?  
**Elizabeth Coleman**

Gender- and Sexuality-Inclusive Curriculum at Sabancı University

Lukka Alp Akarçay, Justin Jacobs

Room II / Theme

ASSESSMENT AND EVALUATION

Chair: Selma Karabınar

The Effect of Task Types on Raters Assessing EFL Speaking Performance.

Tuba İnan, Selma Karabınar

The Relationship Between Turkish Scholars' Attitudes Towards IELTS and Their  
Performance on the Test.

Uğur Üzer

Room III / Themes

LEARNER AND TEACHER ATTRIBUTES

PEDAGOGY

Chair: Bahar Özgen

EFL Learners' Beliefs and Perceptions about Dictogloss Training

Sezen Balaban

Museums as alternative learning spaces in EFL: A literature review

Abdullah Pekel

Coffee Break

10.45 – 11.00

CONCURRENT SESSION V PAPER PRESENTATIONS

11.00 – 12.30

Room I /Themes

ELF, WORLD ENGLISHES

Chair: Pınar Ersin

BeAware of ELF in Turkey: Perceptions and Awareness of Turkish and Native English-  
speaking Teachers

İlke Gereide Hoyland, Pınar Ersin

Iranian English Language Teachers' Perception of English as a Lingua Franca

Hedayat Sarandi

The Perceptions of EFL Pre-Service Teachers toward World Englishes

Ayfer Tanış, Dilek İnal

Room II / Theme  
**VOCABULARY AND LEXICAL STUDIES**  
Chair: Özlem Kaşlıoğlu

Do We Really Need Another Word List? Making the Case for ESAP in Preparatory  
Schools  
Jerome Bush

Collocations in the Process of Language Teaching  
Erzsebet Pintye

The Relationship between Morphological Awareness and Receptive Vocabulary  
Knowledge: A Study with Turkish EFL Learners  
Hüseyin Güleç, Gül Durmuşoğlu Köse

Room III / Themes  
**SECOND LANGUAGE ACQUISITION AND PEDAGOGY**  
Chair: Gül Ekşi

The Perma Theory in ESL Classes  
Özlem Yağcıoğlu

The Acquisition of Any-Type English Negative Polarity Item by Turkish L2 Learners of  
English  
Ayşe Gül Özay

The Acquisition of Turkish as a Second Language by Arabic Native Speakers:  
Translanguaging  
Anwar Baradi

Lunch Break  
12.30 – 13.30



**Plenary IV**  
**MARTYN CLARKE**

Dr. İbrahim Üzümcü Conference Hall  
13.30 - 14.10

**CONCURRENT SESSION VI PAPER PRESENTATIONS**  
**14.15 – 15.15**

**Room I / Theme**  
**TEACHER EDUCATION**  
**Chair: Burak Tomak**

Professional Space and Teacher Agency through the Eyes of Pre-service Language Teachers  
**Gizem Mutlu-Gülbak**

Constructing A Plurilingual Professional Identity Of Prospective Language Teachers In A Turkish State University  
**Burak Tomak, Mehmet Akkuş**

**Room II / Theme**  
**SKILLS IN FOREIGN LANGUAGE**  
**Chair: Mutlu Çam**

Types of Errors Made by A2 Level EFL Learners in the Written Mode in a Turkish Preparatory School Setting  
**Aslıhan Akın, Pınar Zırhlı, Enisa Mede**

Quantity of Discourse Markers and the Quality of Essays in EFL Writing  
**Mutlu Çam, Selma Karabınar**

**Room III / Themes**  
**ESP,**  
**CURRICULUM DEVELOPMENT, PLANNING AND POLICY**  
**Chair: Abdullah Pekel**

Teaching Language for Science and Technology: From Theory to Practice  
**Mohammed Naoua**

A Needs Analysis Study for Academic Writing Skills of Pre-Service Teachers at a Foundation University in Turkey



Mukaddes Çoban, Dilay Kirişçi, Kübra Şendoğan, Enisa Mede

Coffee Break  
15.15 – 15.30

CLOSING CEREMONY & RAFFLE  
15.30 – 16.15



## ABSTRACTS

Plenary Speakers

Plenary Speaker I: Derin Atay

Bahçeşehir University

### Broadening Horizons: A 21<sup>st</sup> Century-Oriented Language Education

The globalization and internationalization of economy as well as the rapid development of information and communication technologies are transforming the way in which we live, work, and learn. This rapid transformation poses important challenges to educational systems which are under pressure to accommodate a whole range of new skills next to the existing ones. Schools and educational systems are called to make changes in their curricula to guide and help students to master the so-called 21<sup>st</sup> century skills, or competences, so that they can deal with the challenging demands of 21<sup>st</sup> century life.

Given their impact on learners and influence on learning process, teachers are widely considered as central in the process of transformation. Language teachers, like all other subject teachers, should keep pace with the new vision in education. Today's English classroom requires an extended understanding and enactment of literacy. Rather than an all-inclusive single literacy, English teachers must accept the changing and flexible nature of literacies that address areas as diverse as technology, multimedia, collaboration and culture. However, such a rapid change is not an easy task- teachers need to question and unlearn many of their beliefs, values, assumptions and perceptions in order to fit into the 21<sup>st</sup> century education. Studies in different teacher education programs and schools have revealed that curricular integration of the competences is not still not clear; the translation of 21<sup>st</sup> century competences into distinct learning objectives and associated classroom activities should be discussed more in the educational arena. This talk mainly aims to inform pre- and in-service English teachers about the current educational understanding. Different frameworks of 21<sup>st</sup> century skills as well as suggestions about the implementation of the skills in language classes will be presented.



**Plenary Speaker II: Andy Hockley**  
**Leadership and Management (LAM) SIG**

**Dealing with the 21st Century challenges in the management and leadership of ELT**

Based on research conducted in the last 3 years firstly with academic managers in ELT worldwide and subsequently with managers and teachers working in the EMI sector in Turkey, this talk sets out what the challenges are in our profession these days – not just for managers but for teachers. What has changed in our profession over the last ten years? What has got easier and what has become more difficult? How can we all respond to the current reality? How can academic managers serve teachers better, and how can teachers more effectively approach their own jobs? Can we turn the challenges of today into opportunities?



**Plenary Speaker III: Kamile Hamiloğlu**  
**Marmara University**

**From transmission to transformation: The past, present and future of foreign language teacher education from the lens of critical pedagogy**

Foreign language teacher education has had several phases throughout its history. With the impact of mainstream education; various views have been applied, implemented, synthesised, adapted, and reconstructed according to the needs and conditions of the time periods. Based on the principles of those views, at least the last five decades saw various shifts and transitions from traditional practices to so called progressive ones. This talk examines these shifts and transitions from the lens of critical pedagogy whether the recognition of these views have helped foreign language teacher education to involve the purpose of developing critical thinking of student teachers by presenting all relevant situations to them so that they can perceive, reflect, and act on them by scrutinising examples of practical materials and tools.



**Plenary Speaker IV: Martyn Clarke**  
**Norwich Institute for Language Education/Macmillan**

**Learning from experience: What changes?**

One of the most influential forces in our development as education professionals is our own experience of doing the job itself. Given the amount of time we spend on this, it's perhaps not surprising that this should be the case. So, does this mean we are learning all the time? Perhaps we are, but the question is, '*what* are we learning?' The fact is we frequently notice only specific kinds of experiences. We have a tendency to interpret information so that it fits into our existing frameworks of understanding. If, for example, I think teenagers are unmotivated in general, I will tend to notice behavior which I believe proves this. So experiential learning often only re-enforces our pre-existing worldview. We 'learn' that 'we were right all along'. But deep-level professional development suggests we test our assumptions and perhaps transform our understandings.

In this talk we'll be exploring the processes of change when we respond to experience, and what we can do to foster our own professional learning processes in the development of *transformative* change.

**Akarçay, Lukka Alp, Jacobs, Justin, Gender- and Sexuality-Inclusive Curriculum at Sabancı University:** How do students understand subordinated (and in particular, sexual) identities, as depicted, or not, in course materials? How might student perspectives inform our approach to integrating a gender- and sexuality-inclusive curriculum? Queer pedagogy applies Queer Theory to utilize inquiry, interrogate identity and employ pedagogical practices that interrupt heteronormativity. EFL curriculum and materials have long neglected gender- and sexuality inclusive teaching practices and investigations. Furthermore, identity needs to be considered as a non-static, relational and complex construct that may have implications for second language acquisition. How can we as EFL university instructors practice Queer Theory and pedagogy that proposes active deconstruction and disruption of heteronormativity? In response, the authors, making learning a site of inquiry, implemented a classroom pedagogical strategy to examine materials, center student perspectives, encourage self-reflexivity and unpack unexamined normative discourses. Through literature review, content analysis, the study of reading practices, and data collection, this paper explores the implications of challenging reading practices and heteronormative thinking and constructions of identities that may be present in an EFL university curriculum.

**Akın, Aslıhan, Zırhlı, Pınar, Mede, Enisa, Types of Errors Made by A2 Level EFL Learners in the Written Mode in a Turkish Preparatory School Setting:** Though they were once thought to be vital obstacles in the process of teaching and learning and to be avoided as much as possible, errors now have significant importance in the field of language teaching. The problematic element of the past is now the source of valuable data since it provides the language teaching field with an insight into the mental processes and progress of the language learners. This study aims to investigate the types and frequencies of errors in written and spoken language that Turkish EFL students make in an A2 level preparatory school setting. The participants are 25 Turkish preparatory school students studying at a non-profit university in Turkey. The researchers collected data in written mode by identifying and classifying the errors taken from the students' portfolio tasks. The errors identified were analysed, their causes were classified, and their frequency was determined.

**Balaban, Sezen, EFL Learners' Beliefs and Perceptions about Dictogloss Training:** Teaching four skills constitutes a considerable part of an EFL/ ESL context. There exist various strategies and techniques which assist language teachers to utilise in their classrooms. One of these strategies is dictogloss, which is defined as a classroom activity during which learners listen to a dictated text, listen, take notes and rewrite the text (Vasiljevic, 2010). Concerning this information, this experimental study was aimed at investigating EFL learners' perceptions of the application of dictogloss strategy before and after eight treatment sessions. Learners were required to take notes from the dictation by the teacher and write the short story they listened to again as a group work. Data was collected qualitatively using learners' written reflections about the strategy. Several implications were made for both teachers and researchers about the further use of dictogloss.

**Baradi, Anwar, The Acquisition of Turkish as a Second Language by Arabic Native Speakers: Translanguaging:** The purpose of this research was to investigate the

difficulties and attitudes of Turkish-Arabic translanguaging while the Arab students acquire Turkish at the TÖMER center of Istanbul Aydın University. The study engaged 34 participants, ages 18- 25. The focus of the research was centered on the fact that a lot of students encounter misspelling and mispronunciation problems because of the similarity between Turkish and Arabic vocabularies and pronunciations. For this reason, we worked on answering the following research questions:

1. What kind of translanguaging obstacles are students suffering from?
2. Are translanguaging and code-switching practiced simultaneously during the language class?

To collect the data, the participants were asked to fill in a survey comprising several language-relevant questions. The survey questions solicited general information about the participants, questioned them about their speaking difficulties and then probed their aptitude for the encountered obstacles in their trials to communicate in Turkish.

The findings indicated that student translanguaging has turned out to be a kind of code-mixing.

Moreover, it was deduced that translanguaging was facilitated but confused by the similarity between both languages Arabic and Turkish, and thus, many students were resorting to the strategy of recontextualization.

**Bayram, Dilan, Öztürk, Rukiye Özlem, İnal, Dilek, A fork in the road: Program administrators' perspectives on the recruitment of native and non-native English speaking teachers:** Since English has been recognized as a global language, and though it is hard to make a linguistic distinction between native and non-native speakers of it, it happens to be nonetheless socially present. This reflects itself as a discrimination against non-native speakers and causes "native speaker fallacy" which portrays native speakers as better teachers. To this end, tapping into the long-held beliefs and practices of employing native and non-native English speaking teachers in Turkey, an expanding circle country, would provide valuable insights. Thus, the present study aims to fill the gap in the field by investigating how administrators of foreign language schools prioritize their criteria for recruiting English language instructors and specifically what importance they place on an instructor's being a native English speaker. At that point, the participants were invited to consider not only Turkish teachers of English as the non-native group but also the foreign teachers coming from different nationalities whose native languages were not English. Data were collected using semi-structured interviews conducted with administrators of foreign language schools at three state and four foundation (non-profit) universities located in İstanbul, Turkey. Results of the study indicated that although there was a consensus on the teaching experience and educational background as to be the most important criteria, inconsistent tendencies regarding non-native English speaking teachers were reported. Findings and implications will be discussed in consideration of the relevant literature.

**Bölükbaş, Okan, Making Academic Reading Fun:** As an English Instructor at Foundations Programme, I constantly encounter the difficulty of engaging students to read quite long texts, which are written according to academic conventions. Students often find these texts tiring and boring. Many of them cannot focus on reading tasks related to such academic texts. I prepared an activity as an alternative to traditional tasks. This practical method is a way to engage students and make long and "dull" texts fun. In the presentation, the participants will first be shown some examples of conventional tasks

used in course books in general. I will then introduce my activity and explain how it is set up. The participants, especially working in prep-programmes, will go away with a very practical and fun method which is so easy to set up for any level of students.

**Bush, Jerome, Do we really need another word list? Making the Case for ESAP in Preparatory Schools:** This study used corpus linguistics tools to create a word list to help prepare students for reading economics textbooks. Economics was chosen because a wide variety of disciplines have ECON 101 as a required course. The study used frequency, comparative uniqueness, and keyness to develop the Economics Word List (EWL). Although the EWL has overlap with other word lists, economics uses the terms in distinct and different ways. For example 'price' and 'cost' are synonyms in general English, but for economics 'price' is the amount of money an item sells for, while 'cost' refers to the amount of money needed to produce that item. Students who have completed a preparatory school where general academic English is taught may struggle with terms such as 'marginal cost'. However, this is exactly the type of terminology they will encounter. Therefore, EAP is insufficient to prepare students for university study. Word lists for major disciplines should be created and students should be given supplemental instruction in the discipline they will enter. Of course, logistic issues exist as is always the case in differentiated instruction, but the benefits outweigh the challenges. Not only will students finish the preparatory school more ready for their freshman year, they will likely be more motivated because they are working towards their selected disciplines. Additionally, life might just get a bit easier for those beleaguered economics professors. Lists should be created for all major disciplines!

**Coleman, Elizabeth, Why, and How, Should One Make Language Classes Less Heteronormative? :** As Incho Lee notes, language education does not exist in a vacuum, nor is it neutral. Academies socialize both learners and educators into structured systems of being and accepted behaviours. From the staff and student handbooks to the content of language materials, the normative ideas of place and interactions rule. While this may provide order to some extent, it leaves many members of academic and language communities out in the cold. For those who do not fit the prescribed social narrative in terms of gender and/or sexuality, the heteronormative atmosphere of institutions combined with the normative ideas presented as standard in textbooks leads to isolation and self-expression that may be perceived as linguistic failure.

This presentation aims to detail why this issue demands significant attention from educators. Beginning by familiarizing educators with background ideas on heteronormativity, the session moves to context-based instances of perceived linguistic failure and their impact on language learners. Additionally, LGBTQI+ learner feedback on classroom experiences will also be shared. At this juncture, guidance is provided on how to adapt materials to support diverse classroom participants.

**Çakır, Fatma Kübra, Kurt, Gökçe, An English Language Needs Analysis of University Preparatory School Students:** With foreign language education gearing towards a more learner-centred practice, understanding what learners expect from a course, what they want to learn, and what they lack in knowledge has become utterly important for language program developers. Developing a language program has many steps, the first one of which is needs analysis. The purpose of the present quantitative study was to conduct a needs analysis at an English preparatory school of a state university in Turkey. The participants of the study were 435 prep school students. The data was collected via a needs analysis questionnaire. The results showed that the students considered



'listening to lectures' and 'listening to dialogs' as the most important tasks to be practiced at prep school. They also prioritized 'stating their opinion on a topic' and 'writing essays' as their needs in the target language. The skills students had found the most challenging were 'understanding information when not openly stated in a lecture', 'listening to take notes', and 'summarizing information in their own words' in writing and speaking. The findings of the study were discussed in relation to the relevant literature.

**Çakıroğlu, Kübra, Overcoming Resistance to Self-Direction in Adult Learning:** Self-Directed Learning defines a process in which the learners take the initiative in determining their learning needs, objectives, resources to use, learning strategies and evaluating the results (Knowles, 1975). The role of the teacher in SDL is more like a facilitator and counselor while the students play an active role in their learning process. Self-direction in learning can be described both as an internal and external process. As an internal process, it means the individual's taking responsibility for his/her learning and as an external process; it is the implementation in instructional settings.

Implementing SDL in classes means a change, a transformation from the traditional way of teaching and learning into a new practice where the roles of both the instructors and the students are completely different from the common understanding. And the change may not always be welcomed, and it is not an easy shift. Therefore, sometimes applying the SDL method may confront resistance by some educators and learners. While this resistance can be seen as quite natural, there might be different reasons behind their resistance.

This paper aims to identify the reasons for resistance in self-direction both by the educators and the learners and suggest ways to overcome it by making a critical analysis of the process.

**Çakmak, Fidel, The Use of Literary Work as Practice in an Oral Communication Task in EFL classes:** This presentation illustrates a successful practice of using literary work for teaching oral communication skills courses. It demonstrates the learner engagement generated through the creativity and involvement inherent in rewriting the text of a literary summary and then acting out the text as a performance of oral communication skills. Teaching literary works has been approached with some teaching techniques and theories premised teaching methods; however, it is relatively less integrated into other courses such as contextual grammar or skill-based basic courses in Applied Linguistics or Teaching English as Foreign Language Programs. The presentation reviews the use of literary work in EFL classes and promotes the practice of it in an oral communication task. While it mainly centers on classroom oral communication tasks of a rewritten literary play; it also provides an example of how practitioners can benefit from the use of literary works to improve students' oral communication skills in EFL classes. The presentation concludes with teaching implications and suggestions for language teachers to better integrate literary works in teaching.

**Çam, Mutlu, Karabınar, Selma, Quantity of Discourse Markers and the Quality of Essays in EFL Writing:** One of the essential features of a well-formed written or spoken discourse is its unity and connectedness. An independent foreign language user is expected to be competent in creating a coherent and cohesive written or spoken discourse. The unity needed in text or speech can be provided by the effective and appropriate use of discourse markers (DMs). In the related literature, research findings

show that EFL learners have serious problems in using DMs appropriately and effectively while writing. Therefore, the current study primarily aims to examine discourse markers in Turkish university students' argumentative essays and to find out the relationship between the frequency of DMs and essay quality. First, the EFL learners' written corpus was compiled from 125 Turkish university students. The argumentative essays were scored by two independent writing instructors of the students using an analytic rubric. Secondly, the corpus-based analysis of the frequency of discourse markers in the Turkish learner corpus was performed. Finally, the Pearson Product Moment Correlation Analysis was conducted to figure out the correlation between essay scores and the number of DMs used in those essays. Additionally, the study aims to investigate Turkish EFL teachers' perceptions of the role and teaching of DMs in EFL writing. For this purpose, a questionnaire was administered to 35 writing teachers. A group of 10 teachers were further interviewed for probing into their opinions and experiences related to teaching cohesion and coherence through the use of DMs. Qualitative interview data were analysed through content analysis. The results of both qualitative and quantitative data provided pedagogic implications to teaching of DMs in writing classes.

**Çamlıbel Acar, Zeynep, Gerede Hoyland, İlke, Arı, Hakan, Reading Comprehension Strategy Instruction of Turkish EFL Teachers:** Reading is considered a very important skill, and its role becomes more crucial than other language skills in academic contexts. Research highlights the usefulness of strategies for successful comprehension. However, EFL teachers benefit from strategy use and strategy instruction to different degrees and have varied opinions and practices in terms of explicit teaching of reading strategies. The purpose of this study is to explore EFL teachers' experiences in integrating reading strategies into their language lessons and to gather information regarding their classroom practices in terms of reading strategies in the Turkish context. More specifically, the following research questions were raised: 1) To what extent do Turkish EFL teachers explicitly teach reading comprehension strategies to their students? and 2) How does reading comprehension instruction vary according to EFL teachers' teaching level, years of experience and school type?

To collect data, the Survey of Reading Comprehension Strategy Instruction was sent to language teachers in Istanbul, Turkey. 50 teachers responded to the survey and data were analyzed quantitatively as well as qualitatively. Quantitative data analyzed in the form of descriptive statistics and statistical comparisons, and qualitative data analyzed in the form of themes and categories will be shared with the audience. Findings will shed light on the extent to which Turkish EFL teachers provide reading strategy instruction, the specific strategies that they focus on and methods that they employ. This knowledge is hoped to enlighten the field both in terms of improving learners' reading abilities and training of teachers.

**Çoban, Mukaddes, Kirişçi, Dilay, Şendoğan, Kübra, Mede, Enisa, A Needs Analysis Study for Academic Writing Skills of Pre-Service Teachers at a Foundation University in Turkey:** The purpose of this study is to investigate the needs of pre-service teachers at the English Language Teaching (ELT) department regarding academic writing. The study is conducted with the student participants from the first, second and third year of ELT department in a private university in Istanbul, Turkey. The data of this needs analysis is collected through a triangulated approach, where questionnaires, open-ended questions, and interviews are applied. The results shed a light on the necessary

modifications for the academic writing course provided at the department for pre-service teachers. It seems that the needs of the pre-service teachers are more likely to be met with the improvements of the course content, materials, and syllabus.

**Dilman, Hakan, A Generation Alpha and rethinking of foreign language teaching:** Generation Alpha refers to the students born after the year 2014. Currently, more than 2 million students born during and after 2014 are already enrolled in the kindergartens both at public and private schools in Turkey. Most of them will start formal education as soon as they complete their 69-month development. When we reach the year 2023, more than 6 million students from generation Alpha will be attending schools ranging from kindergarten to primary school. Those students are born with a screen in hand before doing everything in speech. This makes us rethink foreign language teaching and especially the learning environment, taking into consideration their mental, linguistic, intellectual developments, and digital skills. Generation Alpha students are as fully digital natives as their teachers who are the representatives of generation Z. So in the following years, schools will host three generations, X as school administrators, Z as teachers, and Alpha as students. There is no doubt that the needs of the generation Alpha will be the key driving force in the process of building the future and will force decision-makers to rethink and redesign the education including foreign language teaching and learning as well as teacher training. In this paper, a foreign language teaching environment will be visualized to fulfill the needs of generation Alpha.

**Dinç Ayaz, Cansu, Eveyik Aydın, Evrim, Learning Through A Reciprocal Peer Observation Experience: Perspectives of EFL Instructors and Professional Development Unit Head at A Private University:** The present paper aimed to investigate how instructors and the head of a Professional Development Unit evaluate peer observation of teaching (POT) process in terms of its contribution to their teaching practices. Moreover, as a piloting study for a large-scale POT application in the current institution, possible problems and suggestions were collected, as well. The data were gathered through peer-observation forms, post-observation discussions, reflective journals, and interviews conducted with 4 EFL instructors and the Professional Development Unit head at the end of the process, and were analysed through content-analysis. The results revealed that instructors mainly focused on the themes of teaching techniques, lesson structure, and engaging learners, rather than learning, and resources and material aspects of teaching. The triangulated data displayed that reciprocal POT offered significant benefits for the professional development of instructors regarding different themes when they had different roles, namely, observee and observer. The study offers important implications for the future planning and implementation of the POT process both in this institution and in similar higher education contexts considering the perspectives and suggestions of those involved in this process.

**Doğan, Zeynep, Kutlu, Emine, Understanding prep school students' experiences of Achieve 3000: a case study at Atılım University:** Atılım University Department of Basic English (Prep School) attaches great importance to equipping its students with necessary reading skills and vocabulary knowledge which would help them cope with future academic challenges. To accomplish this, in 2018-2019 Academic Year, the Department integrated a digital differentiated instruction tool, Achieve 3000, into its curriculum and used it both inside and outside the classroom. The prep school students enrolled during this period were the first-time users of this digital tool and its in-class implementation could vary since the Department did not take a highly-structured



approach to the way how Achieve 3000 was utilized in classrooms, all of which contributed greatly to each student's perceptions of this tool. Therefore, it is a critical issue of better understanding the overall relevant experiences of the students on Achieve 3000 so that the curriculum could be improved regarding the way how the tool can be better implemented to get the utmost benefit from it. This study was conducted to investigate the students' perceptions and attitudes of the tool and the challenges they faced while using it. A self-constructed survey with the Likert scale and open-ended items were utilized to collect data, and while the quantitative data were analyzed through descriptive and inferential statistics, content analysis method was carried out for the qualitative data. In our poster, we will briefly present Achieve 3000 and its implementation in our context, relevant research on Achieve 3000, research methodology, data analysis and the results, limitations of the study and implications for research and curriculum improvement.

**Ekoc, Arzu, First, Don't Harm!: Prior Language Learning Experiences of Prep Students:**

The current study attempts to map the state of English language teaching/learning at the high school level from the perspectives of university prep school students and to understand whether students have had meaningful language learning experiences at high school. In terms of learning repertoire, a smooth transition from high school to higher education is highly desired and expected. However, because many students don't have the necessary proficiency in English, they need a one-year English preparatory school year to reach the required level of English so that they can start in their departments and their prior language learning experiences don't make things easier for them. To clarify this turmoil better, university prep school students, specifically A1 level students were chosen as the subject of this study. In all, 521 questionnaires were collected to understand their prior language learning experiences in high school. Descriptive in essence, this study demonstrated that English lessons were not often delivered in the allotted time due to the forthcoming university entrance exam. Moreover, the ones who had English lessons in the designated class hour kept completing mechanic grammar exercises rather than focusing on productive skills. For students, it turned out to be a vicious circle in which they had been repeating the same grammar topics since primary school without making any real progress. It can be suggested that without enhancing the quality of language teaching at the high school level, higher education is prone to problems that will decrease the effectiveness of language education in both prep schools and EMI programmes.

**Elmas, Tugay, Exploring Interculturality in the Language Classroom through Literature:**

Today we live in a world where millions of people transcend borders virtually and physically daily. In such a world equipping our students solely with language domain knowledge may not be enough for them to succeed in understanding and communicating with people coming from different times and spaces. As a fundamental aspect of language learning and teaching, interculturality emerges as a crucial notion for language teachers and learners. The purpose of this workshop is to offer experiential classroom activities that can be implemented through literature to help learners raise intercultural sensitivity. By exploring a sample lesson plan designed around a poem, participants will be able to gain insight into possible ways of addressing the elusive concept of interculturality in the language classroom.

**Gerede Hoyland, İlke, Ersin, Pınar, BeAware of ELF in Turkey: Perceptions and Awareness of Turkish and Native English-speaking Teachers: Living in the globalized**

world, having social, cultural, political and business relations with other countries created a need to use a common language. For communication and interaction purposes, English has been used as a common language and the concept of ELF (English as a lingua franca) started to be studied and discussed. Inevitable consequences of internationalization of English have resulted in not only for the way it is used but also the way it is conceptualized, and implications for the way it is taught (Cogo, 2012). The present study took place at one of the highly competitive private schools in İstanbul. It aimed to investigate the perceptions, attitudes, and beliefs of English teachers about ELF. The participants were three Turkish and three native teachers of English selected by convenience sampling. Data were collected through quantitative and qualitative data collection instruments. Quantitative data came from a demographic information form and a survey to find out the ELF awareness level of teachers. Qualitative data constituted of a structured interview carried out with all the participants and a semi-structured interview conducted with highly ELF-aware teachers. Finally, classroom observations of highly ELF-aware teachers were held. Data gathered from quantitative tools were analysed by descriptive statistics. Data obtained from qualitative sources were analysed using thematic analysis techniques (Braun and Clarke, 2006). Results showed that even though the teachers are not unaware of ELF or not completely unfamiliar with ELF ideas, standardization of English is still dominant in most of the teachers' attitudes and beliefs.

**Güleç, Hüseyin, Durmuşoğlu Köse, Gül, The Relationship between Morphological Awareness and Receptive Vocabulary Knowledge: A Study with Turkish EFL Learners:**

The purpose of this study was to examine the construct of morphological awareness – defined as the awareness of and ability to manipulate the smallest meaningful units of language– and its possible relations to vocabulary knowledge among pre-intermediate level Turkish EFL learners. There has been a dearth of research investigating the construct and its potential contribution to the vocabulary breadth of individuals, especially in the Turkish EFL context. The participants of the current study were 64 adult learners taking general English language courses in the preparatory school of a state university in Turkey. The data were collected through a Morphological Awareness Task (including derivational, inflectional and compound awareness items) and the Vocabulary Levels Test (receptive version of Schmitt et al., 2001). The result of the analysis indicated that there was a strong relationship between English morphological awareness and receptive vocabulary knowledge of Turkish university students. It was also found that derivational awareness made the most significant contribution to the participants' vocabulary knowledge although their lower competency in it comparing to inflectional and compound awareness. Some suggestions were made pertaining to the important role of morphological awareness in the development of learners' vocabulary knowledge.

**Hibbs, Dilara Louise, Mind(full)ness - Keep Calm and Learn: Mindfulness means paying attention in a particular way, on purpose, in the present moment, and nonjudgmentally.'** - Jon Kabat-Zinn (1994). We as adults suffer from new-age developments happening in the world which causes toxic stress such as; lack of concentration, decrease in productivity and creativity and an escalation in frequent anxiety, frustration, and dissociation. As for students, toxic stress affects attention, emotion and mood regulation, sleep and learning readiness. Mindfulness has been integrated into many curriculums in schools across the UK and USA as the new generation of students has difficulty concentrating in school due to developments around them. Attending courses about mindfulness in education I have adopted many strategies and activities to

decrease the level of stress and to increase the level of self-awareness, gratitude, happiness, kindness, and empathy lacked by individuals of today. In the workshop, mindfulness will be explained and participation in activities such as; meditation and other mindfulness activities (mindful bodies, seeing, breathing and listening and gratitude, etc.) will be required. As I have integrated mindfulness into my classes, there has been a great amount of increase of awareness, gratitude, empathy within my students and I would like to share my knowledge and experience with mindfulness with others.

**Imane, Tiaiba, Towards Getting a Faculty Position in the Department of English Language and Literature: Analysis of the Job Requirements:** The employability of EFL post-graduates at local Algerian universities is becoming of great importance in an increasingly competitive employment market. However, most candidates, who are new post-graduates, may have similar CVs in terms of qualifications and experience. Thus, their employability depends to a large extent on their performance during the employment interview that is used as a selection device to assess candidates' suitability for a faculty position. For more validity and reliability of the employment interview, the present paper seeks to identify the requirements of a faculty position in the Department of English language and literature in order to develop anchored rating scale (ARS) that would assist interviewers to evaluate candidates' performance. A job analysis, in this case, seeks to identify a number of requirements such as the skills, the competencies, and responsibilities. Data is gathered through the analysis of official documents of human resources office at an Algerian university in addition to a survey with subject matter experts (SMEs) in the Department of English Language and Literature including professors who have served as members during employment interviews to hire assistant professors. Results of the study would contribute to raising new EFL graduates' awareness about the faculty position requirements and the skills needed to manage employment interviews successfully

**İnan, Tuğba, Karabınar, Selma, The Effect of Task Types on Raters Assessing EFL Speaking Performance:** Speaking has been one of the most difficult skills to assess for the teachers who act as the raters during the testing process. The very basic reason for this difficulty stems from the fact that the assessment of speaking includes different variables. Among these variables, the cognition of the raters is the most complex one because it takes place in raters' minds and is uncontrollable. This presentation is based on a study that investigates what goes on in raters' minds in terms of rubric-related and non-rubric factors during the assessment of examinees' speaking performance and the potential effects of different task types of raters. The study adopted multiple case study methodology with a qualitative approach. There were two groups of participants: the raters and the examinees. Six non-native instructors working at a state university participated in the study. The data collection procedure included three phases. In the first phase, the examinees were video-recorded while performing on three different oral tasks: question and answer, picture description and extended monologue. In the second phase, the raters were asked to score these performances. Then the raters were asked to produce retrospective verbal reports on how they rated the examinees' performance. The findings revealed that the raters attended to both rubric related and non-rubric factors almost equally while assessing task achievement. Task types affected raters' expectations mainly on linguistic aspects of performance. The study showed that the raters had some concerns over the picture description task and favored the extended

monologue task. The findings suggest several implications for the field of L2 speaking performance assessment.

**Kaşlıoğlu, Özlem, Ersin, Pinar, Integrating Critical Thinking in Language Teaching: Rethinking Pedagogy:** This workshop aims to bring teachers together to share experiences on how to promote language learners' critical thinking skills through the use of literary texts. To provide a mutual frame of reference, this workshop will refer to the level descriptors of the revised version of Bloom's Taxonomy (2001). The session will uncover participants' insights on their interpretation and utilization of critical thinking and its relevance to their particular teaching contexts. Participating teachers will then be examining and reflecting on literature-integrated lesson plans prepared by pre-service teachers and offering ideas for improvement where relevant. They will also share teaching ideas and context-based reflections about the integration and promotion of critical thinking based on the material used by pre-service teachers. Towards the end of the workshop, teachers will be encouraged to share useful teaching tools and websites and explore opportunities to build a community of practitioners in cooperation with teacher educators. The workshop welcomes all in-service teachers while we feel that teachers working at secondary and tertiary levels would particularly benefit from it. The session will be limited to 20 participants. The materials to be used in the workshop will be provided by the trainers.

**Khelef, Embarka, The Effects of Negative L1 Transfer on Meaning Construction in L2 Writing:** Writing is an essential skill for English language students to develop. It is not only the basic tool for assessment in the different subjects but also a crucial means for interacting and communicating with people all over the world. Pedagogically speaking, this productive literacy skill is a difficult, demanding skill that requires linguistic, discourse, strategic and pragmatic competencies. Writers have to attend to vocabulary, grammar, and meaning. To write effectively, L2 learners need a high level of awareness of the specificities of the target language since every language has its unique characteristics. One of the largely used writing strategies among Arabic learners of English is translation. When they translate meanings from Arabic to English, some learners may lose insight into the differences between English and their L1. This leads to errors in vocabulary, grammar, use, etc. These may be an obstacle to the reader. This paper reports the results of analyzing the errors of L1 transfer in the written production of university students of English. It tries to highlight the importance of raising learners' awareness of the necessity to develop strategies to enable them to eradicate these linguistic obstacles to be able to convey their written thoughts and ideas clearly.

**Kılıçkaya, Ferit, Language learners' informal employment of ICT applications and websites to assess their English skills:** Language learners are well aware that assessment is no longer limited to the walls of the classroom or the nationwide exams. The prevalence of digital technology, devices, and applications has paved the way for learners to discover new ways of boosting their learning through listening materials such as videos freely available on the Internet and creating their own assessment tools such as flashcards. Considering this trend, this presentation attempts to investigate which ICT applications are employed by language learners to assess themselves. The study focuses mainly on 500 universities in the intensive English programs which aims to furnish students with essential language skills to pursue their studies in their subsequent departments or programs. The participants were directed to an online questionnaire in which they were asked to indicate the ICT applications that they did



employ informally outside the classroom. The data were collected through Google Forms and later exported to SPSS. The responses obtained through the survey were subject to descriptive statistics. The findings of the study indicated that the participants employed websites such as ELLLO.org to improve and assess their listening skills and the websites with grammar questions and exercises such as The Grammar Aquarium and Road to Grammar. However, it was also determined that the participants had fewer options regarding speaking and writing assessment activities. Regarding the participants' choice of the applications that they could use to assess themselves, several reasons were provided us the cost of the application and easy access and use.

**Kızılay, Yeliz, Durmuşoğlu Köse, Gül, Willingness to Communicate and EFL Speaking Achievement: THE CASE OF TURKISH LEARNERS:** Willingness to Communicate (WTC) has received much interest in the field of EFL (English as a Foreign Language). Recent research on WTC has attempted to show the relationship between WTC and various variables. Identifying these variables provides a better understanding to enhance WTC of language learners. The present study aims to explore the relationship between the levels of WTC inside the Classroom (WTC) and speaking achievement test scores of Turkish EFL learners. Additionally, the factors that influence WTC of students from their own perspectives were investigated. To this end, a mixed-methods research design was employed in the study. The quantitative data were gathered from 40 intermediate level students studying at an English Preparatory Program of a state university in Turkey. For the qualitative aspect of the study, 18 students representing low, moderate and high levels of speaking achievement were chosen and administered an open-ended questionnaire. The results revealed that there was a significant moderate positive correlation between the speaking component of WTC scale and the speaking achievement scores of the participants. Specifically, those who have high-level WTC tend to get higher scores from speaking achievement exam. The participants also reported some factors influencing their WTC which were categorized into four themes; teacher, topics, classroom activities, and self-confidence.

**Kosseff, Robin, Expanding Uses of Quizlet to Improve Reading Skills:** The value of developing reading skills in a way that triggers metacognitive awareness while reading has been well-documented in studies of second language (L2) acquisition among Turkish learners of English. Reading skills development typically focuses on using visual context clues (e.g., identifying genre), skimming for gist, scanning for details, and determining meanings of words or phrases from written context. The latter skill is particularly crucial, as learners often feel discouraged by their vocabulary deficits and the tedium of looking up every unknown word. Anecdotal data on students' reading experiences have indicated that vocabulary is perceived as the greatest barrier to full reading comprehension, and an increasing number of learners are veering towards subtitled films and television series rather than actual texts for syntax awareness and vocabulary expansion. Developing new ways to raise metacognition in determining meaning from context is therefore important in L2 classes, particularly for students pursuing English as an academic and/or professional asset. Quizlet (TR) has proven to be a useful tool for vocabulary study, and Quizlet Live (TR) an in-class collaborative activity for vocabulary review. This presentation will demonstrate two expanded uses of Quizlet Live (TR): one that requires students to consider part of speech relative to meaning and syntax, and another requiring them to identify context clues from which they can accurately derive the meaning of a word or phrase.

**Kovačević, Ervin, Exploring the Link between Individual Differences and Measures of L2 Complexity: A Case of Language Learning Strategies:** This study is based on the premise that the role individual differences play in L2 production may be re-examined through the L2 complexity framework. For example, language learning strategies (LLS) were found to correlate with L2 proficiency in general (Hsiao & Oxford 2002; Oxford 1999), and particular types of LLS were found to correlate with some aspects of L2 output (Nakatani 2010; Cooper 1981). However, a recent study [Kovačević in review] shows that four types of LLS correlate with 21 measures of lexical complexity. This study complements the available findings by examining the relationship between LLS and L2 syntactic complexity indices. The Strategy Inventory for Language Learning (SILL) designed by Rebecca Oxford (1990) was distributed to 152 English-proficient freshman students of Bosnian linguistic background. Their syntactic output was collected through short essays that were written during the formal exams held in English for Academic Purposes undergraduate courses at the International University of Sarajevo. The written samples were converted to an electronic format and analyzed with the L2 Syntactic Complexity Analyzer (Lu, 2014; 2010). The relationships between six SILL subscales and 14 syntactic complexity indices were assessed by applying the principles of correlational design. The results show that they are statistically significant, negative, and weak correlations between the compensation SILL subscale and two syntactic complexity indices (mean length of T-clause and complex nominals per T-unit), and the affective SILL subscale and mean length of clause index. It is concluded that the relationship between LLS and L2 output is evident across measures of lexical rather than syntactic complexity output.

**Koyak, Yasemin, Üstünel, Eda, Recorded Motivation Videos to Improve Speaking Skills of Adult Learners:** English is a lingua franca that is a bridge language between the people to communicate. In addition, it might be provided by one of the main skills which is speaking. However, speaking skill is considered difficult to produce the language. Due to this reason, a number of techniques were generated to diminish the factors affecting speaking skills. In this study, the impact of the motivational videos recorded on adult learners is investigated. For the study, the mixed methods design containing an online form of Google consisting of five questions for quantitative data and three interview questions for qualitative data depending on the Project-Based Learning (PBL) was utilised. Furthermore, four female and eight male adult learners who work as lecturers at Muğla Sıtkı Koçman University attended to the B1 level speaking course of English Language that was implemented between the months of February and May 2019, in the building of the School of Foreign Languages of Muğla Sıtkı Koçman University. The result indicates that the motivational videos recorded by adult learners are effective and motivational to encourage learners to speak English actively and confidently.

**Kurt, Gökçe, Tomak, Burak, Misbehaviour in Turkish High Schools: Experiences of In-service Teachers of English:** Classroom management has been one of the primary areas of concern for teachers at all levels and the relationship between classroom management and effective teaching has long been established. In effectively managed classrooms, more time is allocated to learning activities and students are more engaged in the learning tasks (Wilks, 1996). However, dealing with student misbehaviour in the classroom is a challenging task for teachers and takes up considerable teaching time. The present qualitative study aims to explore common problem behaviours in high school English classes from teachers' perspectives and identify the strategies teachers employ to deal with them. The participants were twenty-five in-service teachers of

English teaching at high schools. Data came from semi-structured interviews with the teachers. The interviews were audio-recorded and transcribed for analysis purposes. The transcribed data were analysed by repeated reading to identify and report common patterns, themes, and divergences within the data. The findings of the study will be discussed by referring to the relevant literature.

**Manea Gültekin, Mirela Cristina, Leading the way: Oracy and Conversational Leadership:**

In a world where leadership skills are of concern, developing effective practices has become a priority for educators. This workshop looks at how oracy (Andrew Wilkinson) helps develop leadership skills, more precisely, conversational leadership from both research-oriented and practice-oriented perspectives in learning English. It starts with some theoretical aspects about conversational leadership (every gathering is an opportunity to enhance commitment through meaningful engagement) and continues with oracy (the range of speaking and listening skills, behaviours and language necessary for effective communication and collaboration). The workshop examines in more depth the notion of conversational leadership, e.g. the traditional approach is for the leader to figure out what is right, and then persuade others to do it. Alternatively, engaging in conversational leadership is to 'invite what you do not expect', bring the speaker to the frontier of what is emerging in your organization and asking others to turn into it, rather than away from it. (Boris Groysberg & Michael Slind, June 2012). It then turns to research: oracy skills encompass physical (voice, body language) social and emotional (working with others, listening and responding, confidence in speaking), linguistic (vocabulary, language variety, structure, rhetorical techniques) and cognitive aspects of learning (content, clarifying and summarising, self-regulation, reasoning, and audience awareness). (Research Project, Faculty of Education, University of Cambridge) It continues with hands-on activities that will enable participants to use in their language classes, e.g. Home and Expert Groups, Thunks, Round Robin, Just a Minute, The Panel Presents, Whole-Class Plenary, etc.

**Mede, Enisa, Exploring the Perceptions of EFL Instructors about their Professional Identity: The Turkish Context:**

The purpose of this study is to investigate the overall perceptions of Turkish EFL instructors about their professional identities. It also attempts to find out the development levels of the participating instructors related to the four subdomains of professional identity, namely subject matter expertise, didactical expertise, pedagogical expertise, and continuation of professional development. Lastly, it examines whether the development of the professional identity differs in terms of the undergraduate area of study, latest graduation degree, and years of teaching experience. The study was conducted at eight foundation universities in Istanbul, Turkey. Data were collected from the Professional Identity Questionnaire for English Instructors and semi-structured interviews. A sample of ninety-nine Turkish EFL instructors participated in the questionnaire and six instructors participated in the interviews for this study. The findings revealed that the participating instructors have highly developed their professional identity. Specifically, the area of undergraduate study was perceived as the most effective factor in shaping professional identity. Finally, pedagogical expertise was found to be the most crucial professional identity subdomain by the participants.

**Mutlu Gülbak, Gizem, Professional Space and Teacher Agency through the Eyes of Pre-service Language Teachers:**

Teachers' control of their own work has been highlighted as a crucial ability to promote teacher agency, professional development and accordingly student learning (Toom, Pyhältö, & Rust, 2015). Professional space, as the

extent to which teachers can manipulate their own teaching under the prescribed rules and regulations, contributes positively to the achievement of teacher agency [Oolbakkink-Marchand, Hadar, Smith, Helleve & Ulvik, 2017]. Drawing on the intertwined relationship between teacher agency and professional space, this follow-up study was conducted to understand pre-service teachers' perspectives related to the achievement of teacher agency. To this end, sixteen Turkish EFL pre-service teachers were invited for the study. In semi-structured interviews, the pre-service teachers were asked to reflect on the reports provided for the previous study (Mutlu, 2017) by the state school English teachers regarding their use of professional space. The participants' reflections were analyzed in-depth through thematic coding and discussed in relation to both previous teacher reports collected and studies conducted in different contexts. Pedagogical implications for the development of teacher agency and teacher education programs were provided.

**Naoua, Mohammed, Teaching Language for Science and Technology: From Theory to Practice:** Teaching languages for science and technology (LST) can be defined as the process of instruction designed for homogenous categories of learners/trainees, who need the language for pursuing their academic topics of specialization, or as a means for communication in their engineering job-related contexts. Since EST focuses on the trainees themselves and the purposes for which they require this type of language, designing appropriate syllabi for these domains should respond to several questions, such as how to provide a valid specification of learners' communicative competencies? How to specify the learners' communicative needs? To what extent do the language tasks in the target domains correspond to their real-world tasks? and last but not least, what methods through which we can convert learners' needs into programs of study. This paper attempts to provide a methodological model for teaching languages in the fields of science and technology

**Nobre, Cecilia, How do videos enhance teacher development programmes and self-development?** : If a picture is worth a thousand words, a video is probably worth ten times more. During the last few decades, there has been an increase in both the use and the understanding of the roles video can play in teacher training and development. If we go beyond the use of videos to lighten the mood in a training session, we can see that videos can capture the richness and complexity of teaching events and foster a deliberate examination of classroom practice (Whitcomb & Liston, 2009). This talk, therefore, examines the roles video can have on teacher development by presenting three different ways videos can be used for professional development, namely video self-reflection, video club models and vlogs. I will first define and exemplify those uses of video for professional development and list the pros and cons derived from my M.A. research on the topic. I will then mediate a discussion among the participants on how the applicability of these methods developments can be tested and evaluated.

Thus, I believe this talk will be beneficial for teachers who work independently, teachers who work at institutions and teacher trainers who wish to implement a more data-led approach to lesson observations through videos.

**Oğul, Özden, Relationship between EFL teachers' beliefs and knowledge on special education in a private school in Turkey:** Learning for all is an important issue nowadays in K-12 (pre-school to high school) contexts. Thus, the idea of all students can succeed, and each has his or her own unique patterns of learning is at the focus of most of the private institutions. Accordingly, many students with special requirements should not be



an exception since they have the same educational goals as with the rest of the students and should be successfully engaged in the classroom. That is why knowing the concept and categories of special education may enable teachers to respond effectively to the strengths and needs of all students. Teachers' beliefs and knowledge about Students with Disabilities (SWDs) may have a strong influence on their actions in the classroom. Thereby, this study aims to investigate the relationship between self-efficacy and knowledge of EFL primary, middle and high school teachers on special education in Turkey working at a private school regarding how competent they perceive themselves and to what extent they know the concept. The participants for this study were chosen randomly through convenience sampling procedure from K-12 primary, middle and high school English as a Foreign Language (EFL) teachers (N=42) working at a well-known IB authorized private school in İstanbul, Turkey. A close-ended three-section a) demographic information, b) numerical rating scale for teacher efficacy, c) true-false items for teacher knowledge questionnaire that was developed by the researcher for this study was administered online to the participants. Data collected were analyzed through the Spearman correlation test. In addition, The Kruskal Wallis Test was used to interpret and summarize some of the data gathered through demographic information. The results of this study show that there is no significant relationship between EFL teachers' self-efficacy scores and their knowledge scores on special education. Demographic information collected reveals some implications and applications that can be drawn for EFL pre-service teachers, teachers and school administrators.

**Özay, Ayşe Gül, The Acquisition of Any-type English Negative Polarity Item by Turkish L2 Learners of English:** The present study aims to investigate the acquisition of any- type NPIs by advanced Turkish learners of English. It tries to shed light on whether Turkish learners are aware of the ungrammaticality of using any- with a negative expression at the beginning of the sentence because of the violation of the c-commanding relationship and whether there is any significant difference between native speakers and advanced learners of English in their grammaticality judgments. Data was gathered through a grammaticality judgment test consisting of 14 any- type NPIs items and 14 distractor items. It was collected from 32 advanced learners of English who study at a preparatory school in a private university and 15 native English speakers as the control group of the study. The findings showed that 62% of the advanced English speakers interpreted ungrammatical any- usage as grammatical, which may indicate overgeneralization of explicit instruction, however, when the NPIs were in the object position instead of the subject position, there was a noticeable difference in grammaticality judgments. Lastly, a significant difference existed between native speakers and advanced speakers in the judgment of grammaticality when any- is used in the subject position, which may be because they have not achieved native-like proficiency yet. Based on these findings, to prevent these kinds of misunderstandings and overgeneralizations, SLA researchers and teachers should communicate with each other. Also, they should focus on the most problematic aspects and should not omit teaching exceptions to rules.

**Özüdoğru, Murat, Reading as Structure-building and What It Means for TEFL:** This paper reviews the research in explicating the cognitive skill of reading as a structure-building process as is proposed by Gernsbacher (1990) and discusses its implications for TEFL. The theory proposed is based on two premises: The first one is that comprehension is not skill-specific, that is, there is no such thing as reading comprehension and/or listening comprehension. The second premise is that reading comprehension develops

in one's mother tongue (L1), and is simply transferred to reading in a foreign language. This view carries some implications for intensive reading classes in TEFL.

**Pekel, Abdullah, Listening Comprehension Problems of L2 Learners: Teachers' Views:**

Listening in a second language (L2) is a vital source of linguistic input for learners. It also poses unique challenges to learners as listening, by its nature, differs from skills such as reading and writing as it is temporal and lacks visual cues that contribute to the success of comprehension. The fact that process of listening cannot be directly observed also makes it difficult for researchers and educators to understand the underlying mechanisms of L2 listening comprehension. Listening has been thought of as a passive skill for a long time, drawing little attention to its development as part of a conscious effort (Osada, 2004). This trend has been changing and studies in L2 listening comprehension has gained momentum and various aspects of the listening skill has been investigated.

This study was carried out at a foreign languages school of state university in Istanbul. 20 English teachers with varied levels of experience in teaching English at higher education setting volunteered to reflect on the types of problems that their students in various proficiency levels experience in L2 listening. Teachers were assigned an open-ended survey where they reflected their views of areas of difficulty they think their students experience while listening. Teachers were also asked to reflect on the listening comprehension materials and ways that they can assist students overcome the relevant problems they reported. The research is significant in that it aims to help teachers' voices to be heard with a focus on L2 listening comprehension and the problems related to it. Another significance of the study is that it strives to help bridge the gap between L2 listening theory and classroom practice within Turkish higher education context.

**Pekel, Abdullah, Museums as Alternative Learning Spaces in L2 English: A Literature Review:**

Formal learning spaces, such as schools and universities' have been traditionally spaces for language learning over a long period of time. The expansion of the internet as a gateway to learning materials has made it gradually possible for learners to access interactive content for language learning in an ubiquitous manner. Especially, with the advance of smart phones, learners are equipped with almost unlimited amount of audio-visual as well as textual resources at the tip of their fingers. Bringing the flexibility and interactiveness of mobile devices together with a content rich physical space, such as a museum, might carry a rich learning and practice potential to offer to language learners.

With that idea in mind, the researcher hopes and believes that a review of literature focusing on language learning in museums will contribute to the field and will provide insight into language teachers and curriculum planners to consider and utilize museums as language learning and practice purposes. The researcher will summarize the last 30 years' studies on language learning in alternative learning spaces with a special focus on museums. The potential implications for further studies and teaching practices will be discussed.

**Pintye, Erzsébet, Digital tools for language teaching:** The internet has fundamentally changed our life, our communication, interaction and become an everyday activity in our life. However, it should be taken into consideration that digital devices (smartphones, tablets, computers) are designed not only for communication and interaction, but they can also be applied for educational purposes. With the help of high-tech tools teachers

have today a wide range of methods for teaching and bringing life into the classroom. The aim of my presentation is to show how technology can be a powerful and effective tool in the classroom. The presentation deals with the question how modern devices (smartphones, tablets, computers) contribute to the successful and effective language learning and teaching process. My intension with this talk is to familiarize the audience with some digital tools and the ways they can be applied for language learning, teaching and developing of the students' language skills. (reading, writing, listening) I strongly believe that using digital tools in the classroom leads to better comprehension, better results and boosts students' creativity. In my presentation we will have a look at some of the best tools, putting a special emphasis on those that are designed for encouraging language learners and the whole language learning process. I would like to show some gaming elements, apps, quizzes, flashcards, videos, projects, speaking avatars, presentation tools delivering better digital learning experiences, enabling students to use their creativity, developing their language skills, creating interactive lessons and allowing teachers to test students immediately.

**Pintye, Erzsébet, Collocations in the process of language teaching:** The most important goal of language teaching is the development of the communicative competence of the learners. This presentation aims to draw attention to the importance of lexical competence in the process of second language learning. This talk wants to show the results of a test that examined the occurrence of collocations in texts of the chosen course book for English as a foreign language at level B2 and investigated the connection between lexical practice and collocations that have been used in texts. The purpose is to analyse vocabulary exercises and examine to what degree collocations are represented in them and if these lexical exercises can develop productive collocational competence of second language learners.

**Sarandi, Hedayat, English as a lingua franca, English as a foreign language, Iranian Teachers' perception:** This presentation shares the initial findings of an ongoing study on Iranian language teachers' perception of English as a lingua franca. It aims to find out the extent to which Iranian English teachers are responsive to the current changes in the status of English in the world. Fifty English language teachers from different English language institutes joined the study. The participants had either a BA or an MA in English language teaching, literature or translation studies, and that had been teaching English for at least two years. Data were collected through an online questionnaire and semi-structured interviews. Teachers' attitudes towards ELF were measured in several domains including Standard English, learning objectives, native-like accent, materials preference and teaching culture. The initial analysis of the questionnaire revealed a strong preference for native speakers' norms, mostly reflected in teaching pronunciation and writing standards and, to a lesser extent, teaching materials and intercultural competence. The findings so far suggest that Iranian language teachers are reluctant to orient themselves towards ELF-related language practice. Some implications for teacher training programs are discussed.

**Solhi Andarab, Mehdi, The Effect of Recorded Oral Feedback on Writing of the EFL Learners:** While there is general agreement among learners, teachers, and scholars that constructive feedback on writing is necessary to revision, there are fewer consensuses on how feedback should be given, when, by whom, and what sort of feedback is most effective (Weigle, 2014). Providing feedback on writing is generally categorized into three types: written comments, individual conferences, and recorded

oral feedback. As the first two types are considered to be very time-consuming, and lots of workload, recording comments, thanks to technology, has opened up new possibilities for feedback in the form of podcasts or other digitally recorded means. In this study, the effect of recorded oral feedback on the writing of the EFL learners was taken into scrutiny. In so doing, two different types of feedback (i.e., written comments and recorded comments) were given to the writing of the learners in two groups respectively. The treatment lasted for approximately two months, in which the participants received two different types of feedback to their writing. Results indicated that the group receiving recorded comments on their writing outperformed the latter in their content, and organization, while no significant difference was observed between the two groups in clarity and sentence-level accuracy.

**Şendoğan, Kübra, Çoban, Mukaddes, Kirişçi Dilay, Çiftçi, Hatime, A Comparative Study on an International ELT Textbook and a Local Textbook in Turkey in terms of English as a Lingua Franca (ELF):** This article aims to investigate the possible outcomes of World Englishes and English as a lingua franca on second language teaching and coursebooks. The main focus of the research is on the perspective of ELF. This study examines two English textbooks: a book with a local audience which is prepared by the Ministry of Education of Turkey, and a book with an international audience which is internationally published. To analyze the coursebooks, Cortazzi's and Jin's (1999) and Adaskou, Britten, and Fahsi's (1990) frameworks that divided the cultural content of the materials into three different culture types were adopted. The findings of the study indicated that the ELT textbooks tended to be different in the way they represented L2 and international cultural content.

**Taniş, Ayfer, İnal, Dilek, The Perceptions of EFL Pre-Service Teachers toward World Englishes:** As the role of English as a world language changes, and as the number of English users increases daily in today's world, it is significant to take the concept of World Englishes (WEs) into consideration for examining its contributions to language pedagogy and for providing sources for teacher educators who prefer to build this perspective into their courses in EFL context. In light of this information, this study aimed to investigate the perceptions of Turkish EFL pre-service teachers toward WEs. The participants of the study were 110 Turkish EFL pre-service teachers enrolled at two reputable state universities and one private university in İstanbul, Turkey during the 2017-2018 academic years. Quantitative data collected through the WEs perception questionnaire were analyzed through the Descriptive Statistics and Independent Samples T-test. The statistical results indicated that pre-service teachers enrolled at both private and state universities had positive attitudes towards WEs and there was not a significant difference between them in relation to their prior training on WEs, overall perceptions towards the ownership of English, the concept of WEs, and native and non-native speakers of English teaching them English. The results also revealed that pre-service teachers felt the need to take WEs courses during their pre-service teacher education period and were found to be highly willing participants. In this context, the results of the study can contribute to curriculum developers, teachers, instructors, and teacher educators.

**Tomak, Burak, Akkuş, Mehmet, Constructing a Plurilingual Professional Identity of Prospective Language Teachers in a Turkish State University:** The present study aims to explore the dialogic negotiation of plurilingual and professional identity co-construction of pre-service language teachers who come from multifarious and multilingual



language ecologies as well as to a picture of discussions on the construction of identity, positioning it in the sphere of foreign language learning and foreign language teacher education. This case study explores how plurilingual pre-service foreign language teachers' dialogic process of multiple identities in terms of plurilingual and professional identities is reconciled in a multilingual environment. The plurilingual international students coming from multilingual family backgrounds were intended to be chosen as the participants for the present study to explore the dialogic negotiation of plurilingual and professional identity co-construction. In this regard, nine international students from post-Soviet and southeast Asian countries were selected. Two international students agreed to participate in the study. As for the first step of the data collection process, a language background questionnaire was applied. After the questionnaire, in-depth interviews were organized to have detailed information about their co-construction of professional and plurilingual identities. Briefly, the study concluded that despite having become more aware of the current aims of language education, student teachers felt some difficulties in picturing themselves and thinking as language teachers. Additionally, they claimed a closer contact with the context of professional practice. They argued for opportunities to develop a more integrated professional knowledge and to expand their practical knowledge of inter-comprehension through concrete didactic experiences in the classroom.

**Üzer, Uğur, The Relationship Between Turkish Scholars' Attitudes Towards IELTS and Their Performance on the Test:** Graduate education is regarded as a significant part of education and it can be claimed that having a master's degree is becoming a minimum job requirement nowadays. Therefore, to have qualified academicians and workers in their field, the Turkish government provides scholarships for those who pursue graduate degrees abroad with the help of the Ministry of Education. However, some scholars chosen to lack an internationally recognized English exam score to apply to universities abroad. For this reason, they are sent to a public university in Turkey that provides IELTS education for a year. The purpose of this study is to find out if there is a relationship between attitudes towards IELTS of the Turkish test takers who got the scholarship from The Ministry of Education to study M.A or Ph.D. degrees abroad and their performance on the test. The study consists of 10 scholars who received English education to get a necessary score from IELTS at a public university in İstanbul, Turkey. An IELTS attitude questionnaire developed by Rasti (2009) was administered to investigate scholars' attitudes towards the test and the questionnaire findings were compared to their IELTS scores through the Spearman correlation test to see whether there was any relationship between attitudes of the scholars and their test scores. The results show that 70% of Turkish scholars have a positive attitude toward IELTS; however, there is no significant relationship found between their attitudes and test scores. Implications and applications can be drawn for prospect scholars who wish to apply for the scholarship program in the future, public universities providing IELTS education, instructors giving IELTS preparation courses and IELTS test administrators.

**Yağcıoğlu, Özlem, The Perma Theory in ESL Classes:** The English language is taught with the help of different theories, approaches, and methods by the instructors who teach English as a second or as a foreign language. As students come from different cities or countries, they have different educational and cultural backgrounds. Therefore instructors use different approaches and methods to develop their students' learning skills and communication competence.

This study deals with the Perma Theory and its effects in second language or foreign language learning classes. Martin Seligman's Perma Theory helps us understand the following elements:

P- Positive Emotion; E- Engagement; R-Relationships; M-Meaning; A-Accomplishments

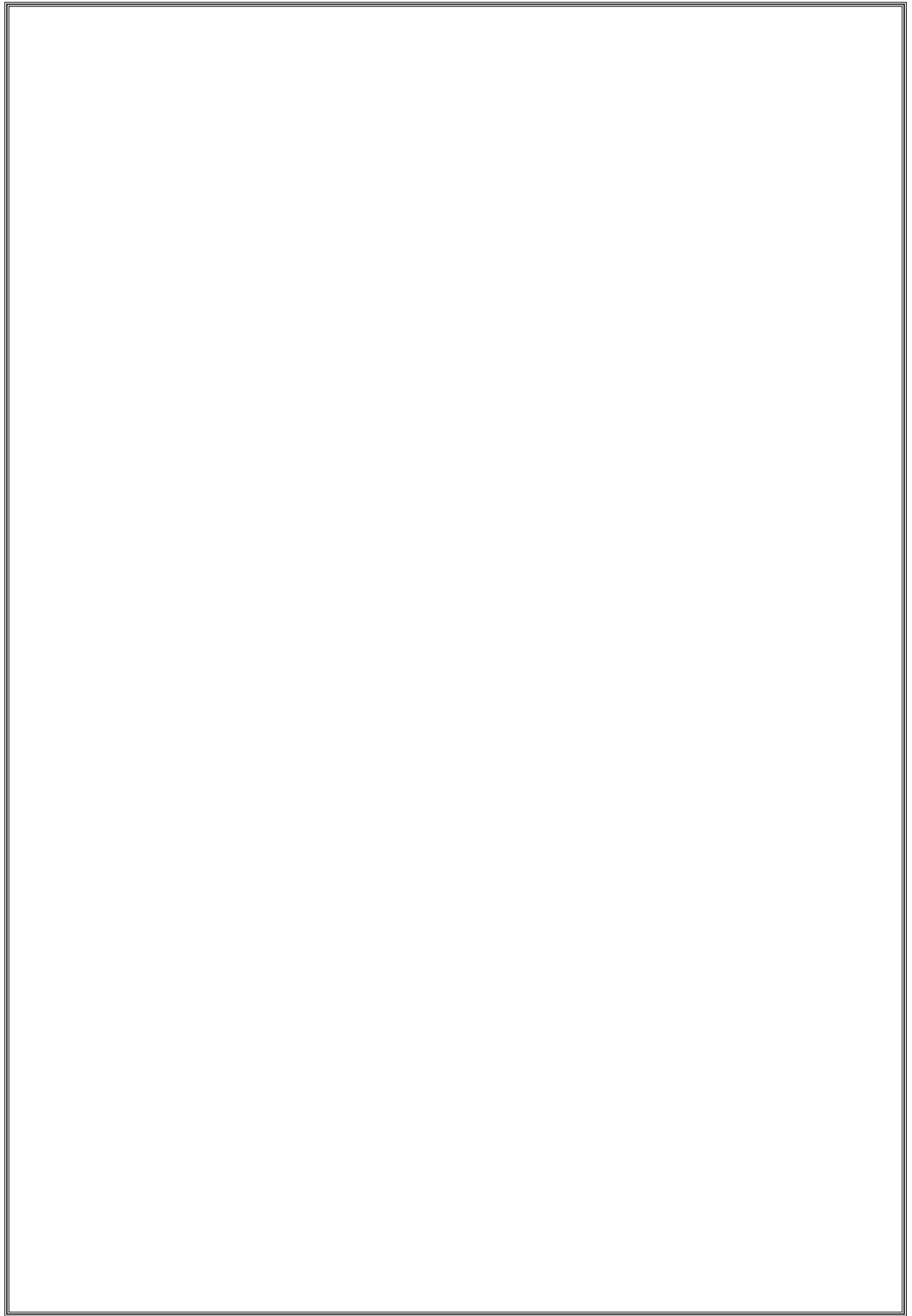
Sample classroom activities will be shared. Useful books and videos will be suggested.

**Zabıtgil Gülseren, Özlem, Incorporating Classical Short Stories in an EFL Reading Class:**

This paper discusses the value of classical literary works (classical short stories) in a 1st year Reading Class in the ELT department. This case study is utilized to explore the value of classical literature in a reading class. The use of literature in language classes is not a new topic. However, this study focuses on the use of classical literary stories as a medium of learning. Literature has generally been used to increase vocabulary in the foreign language context. For this purpose, simple literary texts or stories are used in language classes. Stories are utilized extensively in teaching four skills. Classical Literature has not been used widely in language teaching because of the text difficulty and time required to spend on in its application. This study explored the impact of classical literary texts (short stories) in the reading comprehension of 1st year ELT students. The study inquired about the influence of classical texts on the performance and participation of students. Student views are noted down twice in the second semester to evaluate the student reaction: Ongoing student feedback gave valuable insights about the place of classical literature in ELT classes. The result of the study hold implications about the inclusion of classical literature in language classes.



## NOTES





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