CUELT

APRIL 18-20

2019

CUKUROVA INTERNATIONAL ELT TEACHERS CONFERENCES (5th)

GLOCALIZATION ISSUES AND TRENDS IN EFL/ESL

professional development
tasks
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assessment
autonomy
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non-native
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observation
perception
speaking
training
testing

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THE 5th ÇUKUROVA INTERNATIONAL ELT TEACHERS CONFERENCE

CUELT 2019

GLOCALIZATION ISSUES AND TRENDS IN EFL/ESL

APRIL 18-20, 2019
Adana, TURKEY

BOOK OF ABSTRACTS

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

Name of the Book

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Foreword

Dear Participants of the Çukurova International ELT Teachers (CUELT 2019) Conferences (5th),

CUELT Conferences have become worldwide and well-attended ELT events in Turkey. Over 250professionals and ELT teachers attended the CUELT 2018 conference, a three day-program of nearly 90international and national presenters.

With the national and international presenters, CUELT 2019 promises to be even more interesting and fruitful, as a three-day event with 5 plenary speakers, 80 paper presentations and 4 workshop sessions. It brings together a range of academics and practitioners to discuss new directions of research and discovery in English Language learning and teaching.

Globalization, prominent hot button issue has urged the revision of current ELT practices since English has become a necessary tool for both academia and non-academic workplaces. Thus, the theme of the 5th CUELT conference "Glocalization Issues and Trends in EFL/ESL" has become one of the most ambitious and most promising strands of educational research. Roland Robertson (1995), a sociologist, described "glocalization" as the interaction between "global" and "the global in the local," and since then it has been adapted to Language studies, especially in English Language learning and teaching, which calls attention to "Think globally, act locally."

As the main chair of CUELT Conferences, I would like to express our 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. Gölge Seferoğlu, Prof. Dr. Arif Sarıçoban, Prof. Dr. Paul Kei Matsuda, Assist. Prof. Dr. Christine Coombe and J.T. *Rehill.*

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 2019.

Assoc. Prof. Dr. Hasan Bedir
Chair of the Conference

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Conference Program Outline

April 18, 2019 Thursday

08.30 - 09.00: Registeration
09.00 - 09.15: Opening Statements
09.30 - 10.30: Plenary Session 1 (TP1)
10.30 - 10.50: Coffee Break
10.50 – 11.50: Plenary Session 2 (TP2)
11.50 – 13.00: Lunch Break
13.00 – 14.00: Plenary Session 3 (TP3)
14.10 – 15.10: Concurrent Session (T1)
15.10 - 15.20: Coffee Break
15.20 – 16.30: Concurrent Session (T2)
16.30 – 16.40: Coffee Break
16.40 – 17.40: Concurrent Session (T3)

April 19, 2019 Friday

09.00 - 10.00: Plenary Session 4 (FP4)
10.00 - 10.10: Coffee Break
10.10 – 11.10: Concurrent Session (F1)
11.10 - 11.20: Coffee Break
11.20 – 12.30: Concurrent Session (F2)
12.30 – 13.30: Lunch Break
13.30 – 14.30: Plenary Session 5 (FP5)
14.40 – 15.40: Concurrent Session (F3)
15.14 - 15.50: Coffee Break
15.50 – 16.50: Concurrent Session (F4)
16.50 – 17.00: Coffee Break
17.00 – 18.00: Concurrent Session (F5)
19.30: Conference Dinner

April 20, 2019 Saturday

09.30 - 10.15: Workshop Session (S1)
10.15 - 10.30: Poster Session
10.15 - 10.30: Coffee Break
10.30 - 11.15: Workshop Session (S2)
11.15 - 11.30: Coffee Break
11.30 - 13.00: Workshop Session (S3)
13.00: Closing Remarks

CUKUROVA INTERNATIONAL ELT TEACHERS (CUELT) CONFERENCE PROGRAM (April 18-20, 2019/ Adana- TURKEY)

April 18 THURSDAY

Time	Session
08.30 09.00	**REGISTRATION**
09.00	**OPENING STATEMENTS- HALL A**
Plenary Session TP1 09.30 10.30	Effectiveness of Teacher Education Programs in Turkey Prof. Dr. Gölge SEFEROĞLU Middle East Technical University **Plenary Session Hall A**
10.30–10.50	**COFFEE BREAK**
Plenary Session TP2 10.50 11.50	Applied Motivational Psychology in Promoting Oracy in the ELT Classroom J.T. REHILL Cambridge University Press **Plenary Session Hall A**
	LUNCH BREAK
Plenary Session TP3 13.00 14.00	Teaching Writing in Context: How to Make Writing Assignments More Engaging Prof. Dr. Paul Kei MATSUDA **Plenary Session Hall A**
	CONCURRENT SESSIONS

	Hall A	Hall B	Hall C
Concurrent Session T1 14.10 15.10	Transfer Effects from the Second to the Third Language: The Case of German and English **İlknur KARADAĞLI DİRİK** (1918)	The Effect of Virtual Scaffolding on the Development of English Verb Patterns through EFL Reading **Kaveh JALILZADEH & Mehrdad AMIRI** (1905)	An Investigation into the Relationship between Foreign Language Anxiety Levels and Personality Traits **Ayşe BADEM** (1966)
	English Language Teachers' Perceptions towards Translanguaging in their Classrooms **Fatma YUVAYAPAN** (1934)	Translation Revisited: The Use of Translation and Concordancing for Vocabulary Development in EFL **Elif TOKDEMİR DEMİREL** (1949)	Exploring Personal Theories on the Qualities of an Effective Graduate Course **Gülden İLİN, Meltem YILMAZ, Filiz EGEMEN & Zeynep Ceyhan BİNGÖL** (1920)
	Competence-Based Language Teaching (COBALT) Techniques: A Minimalist Approach **Emrullah ŞEKER** (1996)	Another Brick on the E-Wall to Teach Synonyms **Özge KUTLU DEMİR** (1992)	

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15.10-15.20	COFFEE BREAK		
Concurrent Session T2 15.20 16.30	Exploring the Professional Identities of EFL Instructors in Turkey **Ecem EKİNCİ** (1939) Investigating Turkish Pre-service EFL Teachers' Professional Identity through the Use of Metaphors as a Representation of Their Teaching Selves **Esra KARAKUŞ, Emine EREN GEZEN & Zeynep AYSAN ŞAHİNTAŞ** (1946) Pre-service EFL Teachers' Metaphorical Images of the 'EFL Teacher': A Comparison of Entry and Exit Level Students' Conceptualisations **Neşe GÜZELŞEMME** (1965)	Mobile Learning in Pre-Service Language Teacher Education: A Novel Application **Elif KEMALOĞLU- ER** (1947) Exploring the Focus of Post-Observation Feedback from the Peer, mentor and Supervisor in an ELT Context **Rana Yıldırım & Pınar NAKİPOĞLU TORUN**	YDS as a Benchmark in Turkey: The Difficulty Levels of the Tests **Cüneyt DEMİR** (1980) Using EIN (Educational Informatics Network) as an Educational Learning Platform in English Classes **Ahmet KURNAZ & Ebru ŞİRE** (1973)
16.30- 16.40	COFFEE BREAK		
Concurrent Session T3 16.40 17.40	Turkish University Students' Conceptions on World Englishes and Non-native EFL Instructors **Dinçay KÖKSAL & Ömer GÖKHAN ULUM** (1910) From World Englishes to World Languages in ELT Departments **Eser ÖRDEM & Karina HADUTOĞLU** (1932) EFL Instructors' Level of Awareness about the Significance of 21st Century Skills **Mithat Ekinci** (1928)	The Effect of Different Methods of Teaching General English Business Vocabulary on Iranian Sales and Marketing Students' Speaking Ability and Vocabulary Learning **Mehrdad AMİRİ & Kaveh JALILZADEH** (1904) Incidental Vocabulary Acquisition **Ebru YILMAZ, Samak KHASAWNEH & Noorhan AL-ANİ** (1924) Corpus-driven Study on Learning Vocabulary by ELF Learners **Abdulkadir ABDULRAHIM** (1955)	Challenges Parents Face in Teaching L1 to Their Bilingual Children in an L2 Environment **Özlem ÖZDİNÇ** (1927) Teaching Turkish to Syrian Refugees: Resiliencies and Challenges in Four Skills **Nazlı BAYKAL,Sena İlayda ALPAY & Ahmet Batuhan DEMİR** (1950) Language Assessment in Citizenship Context: The Case of Canada and Turkey **Hülya TUNCER & Tuçe ÖZTÜRK KARATAŞ** (1994)

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APRIL 19 FRIDAY

Plenary Session (FP4) 09.00 10.00	Classroom Management for EFL Classes Prof. Dr. Arif SARIÇOBAN Selçuk University **Plenary Session Hall A**		
10.00-10.10	**COFFEE BREAK**		
	CONCURRENT SESSIONS		
	Hall A	**Hall B**	**Hall C**
Concurrent Session F1 10.10 11.10	Acculturation of Prospective ELT Teachers with Regard to EPOSTL **Erkan YÜCE** (1935) Intercultural Sensitivity in EFL Classrooms: Insights of English language Teachers in Turkey **Hasan BEDİR & Hacer KAÇAR** (1936) Timed-Writing Matters: A Case Study of Virtual Learning Environment **SEMİN KAZAZOĞLU**	A Study on the Use of Reading Strategies by Turkish EFL students **Dinçay KÖKSAL & Ömer GÖKHAN ULUM** (1911) Responses to the Functionality of Short Story-based Reading Instruction at Tertiary Level: Perceptions and Problems **Şakire ERBAY ÇETİNKAYA** (1952) Reading to Write: An Approach to Integrated Skills and Academic Readiness in ELT Writing **Sarah SELZ** (1962)	Student Engagement; the Key Stone of Learning **Hind ELYAS** (1907) Turkish Advanced Level EFL Learners' L2 Motivational Self System and L2 Learning Experience **Arif SARIÇOBAN & Özkan KIRMIZI** (1989) EFL Students' Suggestions on Developing Their Listening Skills **Abdullah PEKEL & Zeynep ÇAMLIBEL ACAR** (1981)
11.10-11.20	**COFFEE BREAK**		
Concurrent Session F2 11.20 12.30	A Review Study on L2 Interactional Competence **Esra YATAĞANBABA & Rana YILDIRIM** (1921) Boosting EFL Writing; Using Mind-Mapping Software Programs **SEMİN KAZAZOĞLU** The Attitudes towards the Use of Authoring Tools to Improve Speaking	English Reduplicative Loans in Bangla **Sarwar MORSHED** (1912) The Effects of a Focused Task: Negotiation for Meaning and Error Correction for Grammar Awareness **Mariel VALLANO** (1922) Exploring ESL Students' Performances in Competence-Based Language Teaching Classes: A Case Study of Adult Turkish Speakers **Emrullah ŞEKER** (1995)	Collaborative Introspection in an ELT Setting: A Journey into the Heart of Personal Theories **Gülden İLİN, Figen YILMAZ, Ebru GENÇ & Salih TAŞDEMİR** (1919) An Investigation of Foreign Language Teachers' Attitudes toward Teacher Education Programs

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	Hasan BEDİR & Özge KUTLU DEMİR (1991)	in Turkey: Faculty of Education or Pedagogical Formation? **Betül GÜLLÜ ÖZKAYA** (1954) Exploring Perceptions of Turkish University-level Instructors on Possible Obstacles for the Application of Critical Pedagogy **Betül ALTAŞ** (1977)
LUNCH BREAK		
Plenary Session (FP5) ***13.30*** ***14.30***		Traits of An Effective English Teacher Asst. Prof. Dr. Christine A. COOMBE Dubai Men's College **Plenary Session** **Hall A**
CONCURRENT SESSIONS		
	Hall A	**Hall B**	**Hall C**
Concurrent Session F3 ***14.40*** ***15.40***	Reflecting on the English Learning Process of Refugee Pupils in the UK and Turkey: Teachers' Perspectives **Shamsudin ABİKAR & Meryem AKÇAYOĞLU** (1909) Chosen or Given: Syrian Immigrant Students' Sense of Identity Living in Turkey **Arif SARIÇOBAN & Aylin YARDIMCI** (1979) EFL Pre-service Teachers' Perspectives on Using Drama in Teaching English **Nazlı BAYKAL, İdil SAYIN & Gülin ZEYBEK** (1931)	Voices of Rural English Teachers Regarding Academia in Turkey **Karina HADUTOĞLU & Eser ÖRDEM** (1933) An Assessment of Professional Development Needs of EFL Teachers Working at Different Institutions **Savaş GENÇTÜRK & Ayşegül Amanda YEŞİLBURSA** (1971) Demotivational Factors among EFL Teachers in Turkey **Serhat KOCAMAN & Hasan BEDİR** (1984)	Language in Action: The Retention of Sports Product Ads in the L2 of Foreign-born Bilinguals **Özlem ÖZDİNÇ** (1925) A Study on the Attitudes of Young Learners towards Learning English as a Foreign Language **Fatma KİMSESİZ** (1958) EFL Instructors' Perceptions of Authentic Assessment in a Turkish Higher Education Context **Güllü YANIK & Yonca ÖZKAN** (1961)

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15.40-15.50	**COFFEE BREAK**		
Concurrent Session F4 15.50 16.50	The Comparative Effect of Pictorial and Graphic Brainstorming Representations on EFL Learners' Writing Achievement **Behzad NEZAKATGOO** (1903) Students' Perception on Writing a Thesis and Challenges They Face in the Process **Deepak SITULA** (1906) EFL Students' Perceptions on the Use of a Plagiarism Monitoring Software **Hasan SAĞLAMEL** (1956)	Teacher's Perceptions of Self-assessment, Peer Assessment and Providing Feedback at Tertiary Level in Turkey **Darya BOSTANCIOĞLU** (1987) Mentor Roles, Conversational Moves, and Feedback Types in Mentoring Dialogues with EFL Teacher Candidates **Işıl Günseli KAÇAR & Esra KARAKUŞ** (1969) Teaching English as a Foreign Language Using Multiple Intelligences, Cooperative Learning and Taking into Account the Pupils' Perceptual Learning Styles **Imene CHEBRI** (1972)	A Mixed Methods Study on Beliefs about Pedagogical Knowledge and Skills: From the Eyes of Practicing Language Teachers **Nazlı CABİROĞLU** (1964) A Technological Pedagogical Content Knowledge (TPACK) Assessment of Pre-service EFL Teachers Learning to Teach English as a Foreign Language **Irfan TOSUNCUOĞLU, Arif SARIÇOBAN & Özkan KIRMIZI** (1990) Developing Preservice English Language Teachers' Technological, Pedagogical, and Content Knowledge (TPACK) **Hasan BEDİR** (1997)
16.50-17.00	**COFFEE BREAK**		
Concurrent Session F5 17.00 18.00	Teacher's Beliefs vs. Student's Expectations of Feedback in EFL Writing **Seyhan GÜNEŞER GÖÇMEN** (1930) Peer Teaching and its Effects on Middle-School EFL Learners Writing Skill **Turan PAKER & Gülfem Sabanur KOCA** (1951) Flipping Your Feedback: A New Best Practice or a Passing Fad? **Jerome C. BUSH** (1986)	The Effect of Comprehensive Written Corrective Feedback on EFL Learners' Written Syntactic Accuracy **Mohammadreza VALIZADEH** (1941) The Attitudes of EFL Learners towards Feedback with Screen-Casting and its Effects on Writing Improvement **Elif TOKDEMİR DEMİREL & Müge GÜNEŞ AKSU** (1948)	The Characteristics of Effective Autonomous Teachers from an International Perspective **Ömer EREN** (1937) Mastering Linguistics and Literature-related Academic Content through English as a Medium of Instruction: Time to Listen to Students

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	Integration of Sociocultural Dimension in Teacher Written Feedback: Perceptions of an EFL Learner **Hasan SAĞLAMEL** (1957)	**Şakire ERBAY ÇETİNKAYA & Aykan KAHRAMAN** (1953) We Like to Revise It: Secondary EFL Curriculum in Turkey **Reyhan AĞÇAM** (1983)
19.30	**CONFERENCE DINNER**	
	APRIL 20 SATURDAY	
	Hall A	**Hall B**
Workshop Session S1 09.30 10.15	Using Focused Tasks to Promote Critical Thinking in the K-12 Classroom **Mariel VALLANO** (1923)	Formative Assessment in the Classroom: Listening and Speaking Activities for Young Learners **Esim GÜRSOY & Okan ÖNALAN** (1998)
Poster Session S3 10.15-10.30	The Importance of Foreign Languages **Suada HUSEYNZADA** (1915)	Effects of Peer Feedback on Improving Conjunction Use in ELL Preparatory Class Students' Writing Skills **Merve KILIÇ** (1960
10.15-10.30	**COFFEE BREAK**	
Workshop Session S2 10.30 11.15	Personal and Professional Growth through Life Satisfaction **Christine A. COOMBE** (1999)	
11.15-11.30	**COFFEE BREAK**	
Workshop Session S3 11.30 13.00	Personal and Professional Strategic Planning for English Language Educators **Christine A. COOMBE** (19100)	
13.00	**CLOSING REMARKS**	

PLENARY
SPEAKERS

Effectiveness of Teacher Education Programs in Turkey

Gölge Seferoğlu

Middle East Technical University, Turkey

This plenary talk will involve a discussion of the following issues in relation to teacher education programs in Turkey:

- How do we conceptualize effective teacher education in our context?
- What is the criterion to measure effectiveness?
- Is teacher education effective if teacher candidates acquire professional competence?

In analyzing effectiveness of teacher education programs,

- Characteristics of the curricula
- Characteristics of teacher educators
- Characteristics of teacher candidates
- Characteristics of teaching practice
- Contextual factors
- Cooperating institutions/schools
- Assessment systems
- Decisions taken by stakeholders,
- Competency frameworks
- Commitment and involvement of decision makers, administrators, teacher educators, teacher candidates, cooperating schools
- Teacher candidates' selection
- Teacher recruitment systems

will be discussed together with individual, institutional, and systemic factors.

Classroom Management for EFL Classes

Arif Sarıçoban

Selçuk University, Turkey

Classroom management refers to the actions and strategies a teacher uses to maintain in order to achieve his or her academic objectives (Doyle, 1986). Moreover, classroom management focuses on ways to establish and maintain "workable systems" for classroom groups rather than on ways to spot and punish misbehavior, resolve behavioral disorders, or capture the attention of individual students (Burden 1999). At this vein it is crucial to differentiate classroom management from classroom discipline. Therefore, to highlight this process in foreign language education this paper first focuses on components of comprehensive classroom management and its significance in EFL classes, by discussing the dimensions of classroom management in terms of order in the classroom, establishing and maintaining order with a special reference to the methods of restoring order. Then, problems in overcrowded classes in Turkey will be addressed and some solutions will be suggested.

Keywords: Classroom management, order, comprehensive, problems, EFL.

Traits of an Effective English Teacher
Christine Coombe

Dubai Men's College, United Arab Emirates
TESOL International Association President, 2011-2012

As language and content area practitioners face the pressures of an increased workload, institutional accountability and continual change in curricula and assessment, the need for effective foreign/second language teachers has never been more important. In this presentation, Christine will explore the traits that she finds essential for success in the foreign and second classroom and in educational institutions around the world.

Applied Motivational Psychology in Promoting Oracy in the ELT Classroom

JT Rehill

Cambridge University Press

Building on foundational theories in educational psychology and the latest research on student motivation in the ELT classroom, this talk will explore strategies to overcome traditional barriers to speaking, providing insights that teachers can use to assist students at all levels in moving from comprehension to production in the target language. In this engaging talk, JT will call upon his personal experience as an English teacher, language learner, curriculum developer, and presenter to provide practical instructional strategies that promote continuous growth in spoken fluency and learner autonomy.

Teaching Writing in Context: How to Make Writing Assignments More Engaging

Paul Kei Matsuda

Arizona State University, USA

Teaching writing is often considered a challenge because students find it too difficult and disconnected from their reality. In this plenary talk, an internationally renowned expert on writing will examine typical writing prompts and explain why they fail to engage students. He will then show how to make writing assignments more engaging both for students and teachers.

ABSTRACTS OF CONCURRENT SESSIONS

Corpus-driven Study on Learning Vocabulary by ELF Learners

Abdulkadir Abdulrahim

Cukurova University, Turkey

(ID: 1955)

The English language is among the world's most spoken languages, used by millions of people all around the world including Africa, America, Asia, Australia and Europe. Today, people learn English not only for educational purposes, but for political and business affairs as well. The four primary language skills; listening, speaking, reading and writing, require the use of vocabulary. Vocabulary plays a vital role in language acquisition/learning; without vocabulary people can neither speak nor understand any other language. This study dwells on the corpus-driven acquisition of vocabulary by African English as a Lingua Franca learners (English as an International Language). There are 20 participants in the present study who come from different cultural, educational and economic backgrounds. The data were collected through the application of a placement test and essay writing. Moreover, in this study, corpora serve to bring the exact replica of the language used. Examples are provided by looking into BNC (British National Corpus) and COCA (Corpus of Contemporary American). The corpora motivated and helped the students understand how the vocabulary is used by native speakers and in what context it is used. Furthermore, the results of the study show that using corpora plays a vital role in improving the students' vocabulary (lexical) competence because they preferred examples of language used by native speakers.

Keywords: Corpus, corpora, English as an International Language, vocabulary,language learning, native speakers

EFL Students' Suggestions on Developing Their Listening Skills

Abdullah Pekel

Marmara University, Turkey

Zeynep Çamlıbel Acar

Marmara University, Turkey

(ID: 1981)

L2 listening success requires cooperation of various cognitive, affective and contextual factors (Vandergrift & Goh, 2012). Many studies have undergone exploration of various aspects of listening comprehension in L2; however, research is needed to assist educators and learners to be informed about the processes and practices for developing listening skills. As a step towards that aim, the researchers decided to turn to learners' own insights and recommendations to overcome the challenges learners face in listening comprehension. In addition, it aims to explore in detail the voice of students in different levels by pursuing possible similarities and differences in their ideas. The study was carried out at the English Preparatory School of a state university in Turkey. 227 participants who were studying in different CEFR levels (A, B and C) were recruited on a volunteer basis. Through an open-ended question, they were asked to provide suggestions and ideas for developing their L2 listening skills and ways to tackle difficulties related to their L2 listening comprehension. The responses were analyzed qualitatively and grouped under two main themes i.e. suggestions regarding self-study and classroom-related suggestions. Various sub-themes emerged from the data ranging from reading more in English to studying pronunciation. Findings as well as educational and research implications within and across levels will be discussed in consideration of the relevant literature. It is hoped that the study will provide ideas to solve listening comprehension problems of second language learners in academic settings. In addition, suggestions coming from language learners themselves can contribute to the implementation of beneficial techniques and strategies to develop L2 listening comprehension.

Keywords:L2 listening, listening comprehension, learners` suggestions, student voice

Using EIN (Educational Informatics Network) as an Educational Learning Platform in English Classes

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(ID: 1973)

Introduced by the Ministry of National Education in 2011, the FATIH Project is one of the most important and common educational movements in the world. As a part of this project, interactive whiteboards (IWBs) were distributed to state schools and the internet network infrastructure of the schools was improved to enhance technology integration into the Turkish educational system. This project has five main components, of which this study focuses mainly on the EBA (Educational Informatics Network) component; the socio-educational platform that provides e-content for all courses taught in state schools. The FATIH Project is ongoing and, although most of the schools have IWBs in the classrooms, not all of the schools have the basic internet connection. Therefore, this pilot study was conducted with the participation of 4 EFL teachers in a secondary school in Hatay, Turkey who were selected through convenient sampling. Based on a mixed method research design and using the data collection tools of questionnaire, interview and classroom observation, this research investigated and analyzed how EFL teachers used EBA with and without Internet connection in classrooms, the quantity of the English course e-contents on EBA, and EFL teachers' opinions about EBA. As a result of the pilot study, it was found out that the number of English e-content on EBA is limited and the website is useless without Internet access. The English e-contents were not interactive and user-friendly, and the efforts to develop compatible e-contents were insufficient in terms of meeting teachers' demands. Teachers stated that some of the materials were outdated and did not show compatibility with the new curriculum. They also found it challenging to share course materials and exchange ideas on EBA because of the long wait time for approval. Teachers alternatively used the e-contents of other publications which they found more useful and practical.

Keywords: The FATIH Project, Educational Informatics Network (EIN), EFL teachers, English e-content

Chosen or Given: Syrian Immigrant Students' Sense of Identity Living in Turkey

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(ID: 1979)

This study aims to investigate the relationship between mother language proficiency and ethnic identity of 10 Syrian undergraduate students who have a high level of Turkish language proficiency. The increasing immigrant population in Turkey makes it essential to pay attention to psychological and emotional situations and needs of the immigrant students studying in Turkey. As language and identity are intertwined phenomena, it is important to shed light on the relationship between immigrant students' mother languages and ethnic identities. A qualitative case study will be used to collect data in order to gather detailed information about participants' feelings and opinions about their ethnic identity. The participants of the study are 10 Syrian immigrant students who study at Kahramanmaraş Sütçü İmam University. Participants who speak Turkish and Arabic proficiently were selected for the study. Structured and semi-structured interviews was used in order to collect detailed information. Each participant was interviewed individually and all interviews will be recorded and trancsribed for analysis.

Keywords: Identity, language, culture, mother language

Turkish Advanced Level EFL Learners' L2 Motivational Self System and L2 Learning Experience

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L2 Motivational Self System, put forward by Dörnyei (2005), has become one of the most attractive theoretical developments accounting for the role of motivation in second language learning. Therefore, the present study was undertaken in order to measure the L2 Motivational Self System in relation to their L2 learning experience and effort of EFL learners. To this end, a questionnaire was prepared based on the work of Taguchi et al. (2009), Ryan (2008), and Gardner (2004). It includes four sub-sections: (a) the ideal L2 self (10 items), (b) the ought-to self (15 items), (c) the L2 learning experience, and (d) the intended learning efforts (8 items). In total, there are 48 Likert-type items in the questionnaire. The participants of the study are 105 advanced level EFL learners. The analysis of the collected data indicates that the components of the L2 motivational self system were a good predictor of the learners' intended learning efforts.

Keywords: L2 Motivational Self System, L2 learning experience, advanced EFL learners

An Investigation into the Relationship between Foreign Language Anxiety Levels and Personality Traits

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Individual differences has been the focus of much research and has been considered to be one of the most significant factors which impede foreign language learning. Among them Foreign Language Anxiety (FLA), in particular, attracts the researchers' attention and a great number of research studies have explored its relationship with language achievement, motivation, learners' beliefs, and self-efficacy. However, despite their significance and possible effects on language performance, it is surprising that personality traits have received relatively little attention in Second Language Acquisition and Teacher Training and Education literature. It is believed that personality traits impact directly and indirectly many variables related to language performance. Considering the possible effects of students' individual traits on their anxiety, this study aims to investigate the relationship between Turkish EFL learners' FLA levels and their personality traits as well as their relation to demographic variables. To this end, the current study was performed at the School of Foreign Languages of a public university in Turkey. The Turkish versions of the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz & Cope, 1986) and The Big Five Inventory (Benet-Martinez & John, 1998) were administered to 130 EFL students from different majors. 62 of the participants are female, 68 are male, so it can be said that the number of the participants in terms of gender is balanced. 60 of the participants are A1 level, 70 of them are A2 level students as defined by Common European Framework of Reference. The findings indicated that among the sub-dimensions of FLA, the participants have the highest level of test anxiety, while they have a moderate level fear of negative evaluation. In terms of the relationship between FLA and personality traits, it was revealed that the students' level of extraversion as well as agreeableness and anxiety have anegative correlation. On the other hand, a positive correlation between FLA and neuroticism was discovered. Contributing to the individual differences literature, this research is believed to provide both pre-service and in-service language teachers with enhanced consciousness in regard to the connection between FLA and personality traits, which may facilitate the design of a positive classroom environment.

Keywords: Personality traits, foreign language anxiety

Exploring Perceptions of Turkish University-level Instructors on Possible Obstacles for the Application of Critical Pedagogy

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(ID: 1977)

The epitome of Critical Pedagogy in language teaching is related not only to the protection of the dignity of agents inside the classrooms at micro level, but also to the legitimization of their rights in social life at macro level. In this regard, critical theorists offer fruitful suggestions for the application of Critical Pedagogy as it plays an important role in connecting learning to social change in real-life where some groups of people are clearly discriminated against by valued members of the target language group (Apple, 1999; Freire, 2000; Giroux, 2013). From a critical perspective, Giroux (2013) refers to market-driven pedagogy and textbooks in which historical, relational and cultural contexts are undermined. Therefore, learners do not find any common values or meanings in the context of this discourse, related to their own language. To investigate Turkish university-level instructors' perceptions on what the possible obstacles are for the application of critical pedagogy in English language teaching, the current qualitative study conducted interviews with 10 EFL instructors who were Turkish native speakers. In this qualitative study, data were obtained through semi-structured interviews. Content analysis was used to analyze data recorded from the interview questions. The data results of the study revealed that a standard curriculum, formed by hierarchical structures may be a threat in relation to the awakening of learners' critical consciousness. Publishers of the market-driven course books standardize specific historical and cultural matters for the reader. Accordingly, the social context plays an important role in communicating in the target language. Data results also showed that discursive practices have ideological effects on participants and society. Participants avoid encouraging their students to voice their ideas, as there is no right to freedom of speech to develop academic knowledge and critical curiosity about society, power and change at university platforms in their country.

Keywords: Critical Pedagogy, applicability of Critical Pedagogy, obstacles for Critical Pedagogy, English Language Teaching

An Investigation of Foreign Language Teachers' Attitudes toward Teacher Education Programs in Turkey: Faculty of Education or Pedagogical Formation?

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(ID:1954)

The growing demand for learning English in Turkey has resulted in an equally growing need for teachers of English as a Foreign Language (EFL), and the need for these teachers has also resulted in looking for different ways of foreign language teacher training in Turkey. Eventually, Pedagogical Formation Teacher Training Programs were established. Pedagogical Formation Certificate programs are short-track education programs which involve intensive teacher training courses and last relatively shorter than 4-year ELT (English Language Teaching) departments at Education Faculties. Given the short time of training, to what extent pedagogical formation programs are qualified and effective is a topic of concern. The purpose of the study was to (1) discover in-service EFL teachers' overall opinions about teacher education programs they have graduated from, (2) investigate on what issues ELT and pedagogical formation graduates' attitudes differ, and finally (3) examine EFL teachers' attitudes toward the efficacy of pedagogical formation teacher education programs in Turkey. Bearing all three goals of the study in mind, the researcher used the questionnaire called Survey of Teacher Education Programs (STEP), which was developed by Pettway (2005) for the purpose of obtaining data about teachers' level of content with the teacher education programs they have graduated from. 39 four-point Likert-scale items and open-ended questions were involved in the instrument. 47 in-service EFL teachers took part in the study voluntarily. While 25 of all participants have graduated from ELT departments at Education Faculties, the remaining 22 participants are graduates of departments other than ELT and have a pedagogical formation certificate for teaching. Research findings showed that there is a significant difference between the opinions of two groups of participants. Graduates of ELT departments have slightly more positive attitudes towards programs they have graduated from. However, most of the graduates of pedagogical formation education programs have negative attitudes. Accordingly, pedagogical formation graduates have negative attitudes toward all issues handled in the survey; however, graduates of ELT departments provided data proving their content with each issue. In sum, ELT programs are seen as more efficient and qualified than pedagogical formation programs.

Keywords: Teacher education, short-track teacher education

WORKSHOP

Personal and Professional Growth through Life Satisfaction

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TESOL International Association President, 2011-2012

(ID: 1999)

You have to decide exactly what you want to accomplish in your personal and professional life before you can build a plan to get it done. This workshop will focus on practical recommendations on how to increase the "happiness quotient" in your personal and professional life. What are you as an EFL educator looking for? Most people have no idea what direction they are taking in life. They know there are things they want and they often have big dreams they want to realize. The literature in life satisfaction clearly states that you have to decide what exactly you want to accomplish in your personal and professional life before you can build a plan to get it done. Life satisfaction occurs most often when people are engaged in absorbing activities that cause them to forget themselves, lose track of time and stop worrying. Positive Psychology experts—those who study human happiness and the factors that contribute to it—have identified several key areas of life that seem to be related to both personal and professional happiness. In this session the presenter will review the literature on life satisfaction and flow, the term coined to describe this phenomenon, and make practical recommendations on how to increase the 'happiness quotient' in an educator's personal and professional life. We will also consider recent publications that indicate that being happy is a dynamic characteristic—one cannot be happy all of the time.

To accomplish the objectives of this workshop the presenter will focus on the following:

- Issues that bring happiness
- Brief review of the literature on happiness
- Key research findings on happiness
- Implications of the happiness research for TESOL educators

The workshop will conclude by focusing on strategies that participants can use for increasing their happiness quotient.

WORKSHOP

Personal and Professional Strategic Planning for English Language Educators

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(ID: 19100)

This workshop session is designed to help English language educators successfully navigate from one destination to the next in both their personal and professional lives. Strategic plans are documents that successful businesses, corporations, institutions and associations follow, monitor and update on a regular basis for the purposes of remaining competitive and healthy and to measure where they are in relation to the goals they have set for themselves. I believe that educators can benefit from the development of a personal strategic plan to help them get clarity and focus and achieve greater excellence in their personal and professional lives. The session will cover several important elements in the area of personal and professional strategic planning. First, the facilitator will briefly describe the history of the strategic planning movement and then demonstrate the value of applying strategic planning techniques in developing a personal plan. Then participants will engage in activities that will help them identify personal/professional goals, core values, strengths and weaknesses. From there a number of strategies will be described that are designed to help educators draft their personal strategic plans.

YDS as a Benchmark in Turkey: The Difficulty Levels of the Tests

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(ID: 1980)

The ability to speak a language covers all skills, namely reading, writing, speaking, and listening, together with a reasonable degree of performance and competence knowledge. Specializing over a single skill by overlooking the others may prevent the speaker from being proficient. In other words, all skills equally weigh, hence, the tests that aim to measure language proficiency should be able to gauge all skills in a good balance. In spite of that reality, YDS (Foreign Language Exam) in Turkey scores test-takers only through reading questions, but, alas, this test may not be a good benchmark for Turkey because even reading questions do not seem to have a stable difficulty level. The exam is composed of different kinds of questions which are vocabulary, grammar, comprehension, dialogue, and reading. The reading questions take up the biggest portion in the exam, 20 out of 80 questions. Therefore, they highly determine the test-takers' scores. This study investigated YDS tests held in the last three years in order to reveal whether the difficulty level of these exams is similar. In total, six YDS tests (120 reading questions) were analysed. The Coleman-Liau Index was used to measure how difficult each test is. This study aims to reveal whether reading questions of YDS have a similar difficulty level by calculation according to the Coleman-Liau Index. This study is of great importance because YDS is the most crucial benchmark test in Turkey that determines English proficiency level of those who take it, and any discrepancy in difficulty levels may negatively affect the reliability of the test. The present study compares and contrasts the six tests of YDS held in the last three years and aims to find out whether there is any statistically significant difference between them.

Keywords: YDS, benchmark, difficulty, reading, Coleman

Teacher's Perceptions of Self-assessment, Peer Assessment and Providing Feedback at Tertiary Level in Turkey

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(ID: 1987)

Assessment is a crucial part of the teaching and learning processes since it provides learners with information about their development and might motivate learners for further learning. In particular, authentic assessment (or assessment for learning) aims at supporting learners and helping them to realize their strengths and weaknesses. However, employing assessment techniques seem to be challenging for English as a Foreign Language (EFL) teachers, especially when it comes to authentic assessment. This study looks at issues surrounding authentic assessment in the Turkish EFL context (at tertiary level). It also aims to present findings of research designed to uncover EFL teachers' views of authentic assessment in the higher education context in Turkey. Because of the exploratory nature of the study, a qualitative approach has been adopted. Qualitative data collection techniques (self-reports with triggering statements and semi-structured face-to-face interviews) were utilised. The participants were 7 English for Specific Purposes instructors working in a state university in Turkey. The data analysis showed that participants have positive attitudes towards self-assessment, peer-assessment and providing feedback. Moreover, the participants found authentic assessment techniques useful for supporting teaching-learning process.

Keywords:EFL, higher education in Turkey, authentic assessment

Students' Perception on Writing a Thesis and Challenges They Face in the Process

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(ID: 1906)

This research work aims at exploring the perception on research report writing of University students and investigating their academic writing problems. It also investigates the strategies employed by them to overcome their academic writing difficulties. For this purpose, the researcher used a set of questionnaire as a tool for data collection. The data were collected from a total of thirty M. Ed. level students of the Department of English Education at University Campus, Kirtipur, Kathmandu, and then analyzed quantitatively and qualitatively. Majority of the respondents have experienced difficulty in writing thesis and provided various opinions on thesis writing. The overall findings of the survey revealed that university students writing thesis in Nepal face problems in relation to the selection of the problem, reviewing the related literature, choosing the appropriate methodology, structuring and organizing the requirements of dissertation, citing and referencing the relevant information and maintaining smooth supervisory relationships. Despite having problems with various aspects of dissertation writing, they negotiated with supervisors, read extensively in their disciplinary areas, accessed internet and visited student learning centers to overcome the challenges they face in the process of writing.

Keywords: Thesis writing, ethics, common challenges, explicit instruction

English Language Testing and Evaluation Course: Pre-service English Language Teachers' Views

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(ID: 1945)

Currently, it is still a matter of debate as to the challenges with the processes of assessment and evaluation in foreign language learning and teaching contexts. Since assessment is an indispensable part of teaching and learning, language teachers should gain the necessary knowledge and skills essential for the 21st century language instructional assessment. Assessment provides necessary feedback to gauge, improve, or modify language instruction to achieve determined educational goals. In that sense, today's pre-service teachers are required to possess the adequate knowledge and skills to feel themselves competent to meet the urgent needs of the teacher education programs. Therefore, foreign language teacher training programs periodically entail monitoring and revision. English Language Testing and Evaluation (ELTE) courses in English language program in Turkish universities need to be innovated regularly to cope with the challenges of English language assessment. To this end, it is highly necessary to analyze the critical views and beliefs of the students on ELTE courses to revise or alter the syllabus in order to design more effective ELTE courses. This study was an attempt to provide information extensively on the pre-service teachers' opinions about the design and syllabus of the ELTE course in order to prepare them as language teachers for their future careers. The main purpose of this research was to identify what pre-service English language teachers know about foreign language testing and to know what their perceived needs and expectations from an ELTE course were. To fulfill this aim, pre-service English language teachers at Ondokuz Mayıs in Samsun participated in this study. Research data were collected through open-ended questions to elicit pre-service teachers' ideas, beliefs and views about the ELTE course. Some significant implications were drawn for pre-service English teachers, in-service English teachers, and teacher trainers, also suggestions were provided for a better ELTE course.

A Study on the Use of Reading Strategies by Turkish EFL students

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(ID: 1911)

Several reading strategies to develop reading proficiency exist, including development of grammar and vocabulary knowledge, making proper inferences, analyzing the passage critically, and practicing academic reading. Regarding the mentioned dimensions of reading comprehension skills and strategies, this study aims at inquiring EFL reading strategies employed by prep-class university students. Descriptive phenomenology is extensively utilized in social sciences research as a design to discover and interpret the experiences of people. Based upon a descriptive phenomenology, the data of this study was gathered by a questionnaire and a semi-structured interview. SPSS 24.0 (The Statistical Package for the Social Sciences) was utilized to collect the required data for the study. The participants of the study include 220 EFL students from a university in Turkey− 200 respondents for the questionnaire and 20 respondents for the interview. Although the respondents were not taught reading strategies, they represented diverse views about the issue. The most conspicuous finding was a notable similarity between the highest approved item of Support Strategies in the questionnaire and the most emerged theme in the interview, both of which focused on the use of reference materials (e.g. a dictionary) to help learners understand what they read. Related implications were accordingly provided for EFL instructors specializing in reading instruction. For instance, EFL reading instructors should be aware of the fact that EFL learners need to be equipped with the required foreign language reading strategies.

Keywords: Reading, reading comprehension, EFL reading strategies, EFL students

Turkish University Students' Conceptions on World Englishes and Non-native EFL Instructors

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The English language, which includes a number of varieties influenced by local languages, is being utilized as a lingua franca all over the world. Standard English is an obscure concept with regard to the debate of World Englishes. Distinct explanations of Standard English have been made by researchers but not any of them are solid or complete. Standard English is the type of English that is used by educated speakers of English. Further, what makes an adequate English instructor has motivated researchers to investigate the issue by referring to native and non-native English instructors. This study inquires the conceptions of EFL students on World Englishes and their preferences on native English instructors or non-native English instructors. The participants of the study include two groups of EFL prep-class students from a university in Turkey (N: 300): the first group having a micro teaching of the related concepts and watching a video about World Englishes (N: 80); and the second one having neither a micro teaching nor a video (N: 220). Additionally, 30 students from the first group were interviewed to attain more elaborate data. Using a mix method research design, the data of the study were gathered through a questionnaire and semi-structured interview questions. A notable finding in the study was that the students prefer a native English speaker to teach them English, although they do not underestimate Turkish teachers. The data also revealed that although the students believe that Standard English is British English or American English, they suggest that English language belongs to the whole world rather than being the property of a prominent group. As a consequence of the study, it was suggested that students' attitudes towards standardization in English and being aware of World Englishes should be considered by EFL teachers in the classroom setting.

Keywords: World Englishes, English as a lingua franca, native speakers, non-native speakers

Incidental Vocabulary Acquisition

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The aim of this study is to expand and examine the vocabulary awareness of 22 second grade students in a private primary school in Turkey by means of implementing extensive reading practices. It is intended to investigate various aspects of effective book reading, including the contexts in which the book reading takes place, the words that are taught through the book reading, the amount of reading that learners receive, and the outcome measures used. The data is collected quantitatively through the application of a written test measuring the participants' vocabulary breadth before and following the treatment. A post-test administered to measure the effects of extensive reading practices on incidental vocabulary acquisition. The study fills a gap in literature by employing e-books as the source of input through extensive reading. The findings of the present study illustrate that extensive reading enhances Turkish EFL learners' vocabulary gains up to 30% incidentally. The results indicate benefits of extensive reading practices to promote vocabulary acquisition of EFL learners by suggesting implications for English teachers and curriculum developers.

Keywords: Extensive reading, incidental vocabulary acquisition, EFL, e-book

Exploring the Professional Identities of EFL Instructors in Turkey

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(ID: 1939)

The fact that there is no universally agreed upon conceptualization or definition of professional identity of teachers across education levels in the existing literature makes it difficult to explore teachers' professional identities. Teachers' professional identity embodies not only how teachers see themselves as teaching professionals based on their interpretations of their continuing interactions within their social contexts, but also allows them to exercise agency to pursue their goals (Beijaard et al., 2004). Bearing these essential elements in mind, this paper aims to examine professional identities of 15 EFL instructors in Turkey. In this descriptive study, the participants were selected purposively. A 5-point Likert scale questionnaire with 40 items adapted from Noi et. al. (2016) was utilized to reveal EFL instructors' professional identities based on those aspects; (1) teaching beliefs, (2) professional socialization, (3) career progression and (4) professional competence. To sustain the quantitative data derived from the questionnaire, Twenty Statements Test (TST) by Kuhn and McPharland (1954) was implemented to operationalize key concepts as a result of coding and categorizing. In TST, participants were asked for answering 'Who am I?' question with 20 statements in a free writing style. Then their statements were coded and tabulated into four categories (A, B, C, D) by the researcher according to TST protocol. The results of the study revealed that EFL instructors have strong teaching beliefs, higher rates of professional socialization and a great extent of eagerness toward career progression whereas they need more support from their institutions. On the other hand, the majority of the EFL instructors perceive themselves as mentors, and they feel less valuable and demotivated when there is unfairness in their institutes.

Mobile Learning in Pre-Service Language Teacher Education: A Novel Application

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(ID: 1947)

In pre-service language teacher education, traditional in-class instruction remains limited when compared to various chances of learner activation that today's technology provides. Teachers are the main agents of change and they should be educated in alignment with the innovations in education in accordance with their needs. Hence, it is essential that teacher education opportunities be extended with today's portable mobile technology since mobility can bring about convenience, expediency and immediacy to teacher training together with ubiquity, continuity and spontaneity of access and interaction. Yet, there are a few studies on mobile learning in pre-service teacher education. In this study a novel mobile learning application for pre-service English language teachers was designed and tested in a course about sociolinguistics. Within the course, the pre-service teachers were expected to read and reflect on the given readings and videos and respond to the reflection questions and discuss the issues with their colleagues. Parallel to the readings each week, the pre-service teachers received quotes selected from the given readings and videos through a mobile communication platform. This mobile learning platform aimed to make them reflect on the key points of the articles, provoke their thoughts, and remember the essence of the readings upon revision. The pre-service teachers were also able to post their immediate comments on the sent quotes and/or interact on the course content or requirements. This mobile learning means was named "Quote Reminders and Thought Provokers". This descriptive case study conducted with 10 participants aims to explore the pre-service teachers' and researcher's opinions about the effectiveness of this mobile learning platform. The data were collected through open-ended questionnaires, in-depth interviews and journals and analyzed qualitatively via thematic analysis. According to the findings, a majority of pre-service teachers favored "Quote Reminders and Thought Provokers" as it was found to be a helpful and motivating guide leading them to reflect on and interact about the course content and materials. As for the researcher, the experience was not only rewarding but also challenging due to several process-based benefits and hindrances. Pedagogical implications of the study will also be presented along with suggestions for further practice.

Keywords: Mobile learning, pre-service language teacher education, technology-enhanced learning, mobile learning applications for teacher education, technology in teacher education

The Attitudes of EFL Learners towards Feedback with Screen-Casting and its Effects on Writing Improvement

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(ID: 1948)

This paper explores the attitudes of tertiary level English learners towards the innovative technique of screencasting feedback and its effects on writing improvement. Feedback is one of the most important components of teaching writing and various forms of feedback have been developed and researched throughout the years. One of these innovative techniques is using screen-casting software (Bellard, 2009) which allows writing teachers to video record the screen while they are commenting on student text. Screen casting makes feedback more personalized as the student can hear the teacher's voice and interpret the feedback better with additional clues from the intonation of the teacher. One other benefit of screen-casting is that the teacher and learner can share a common space and time online which is free of the restrictions of the real time and space. The researchers tried out this innovative technique of giving feedback in the context of a first year academic writing course at a private university in Turkey. The subjects of the study were 20 first year students studying at the Department of Applied English and Translation Studies. In the present study, attitudes towards two feedback types were compared: written feedback with symbols without direct correction and feedback through screen-casting with oral plus written feedback signaling errors without direct correction. The main purpose of the study was to find out whether these additional features benefit the learners in terms of improving writing skills and positively affect their attitudes towards feedback. The results indicated that majority of the students received the innovative feedback technique very positively and developed positive attitudes towards feedback and technology use in writing courses. The researchers recommend the use of screencasting in writing classes since it eases the feedback process and makes the feedback more personalized.

Keywords: Second language writing, academic writing, feedback, video feedback, screencasting

Translation Revisited: The Use of Translation and Concordancing for Vocabulary Development in EFL

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(ID: 1949)

Although translation has been neglected in English language teaching with the rise of communicative language teaching, its benefit in improving intercultural understanding and second language vocabulary knowledge should not be neglected. Depending on the genre of text to be translated and the source and target language features, the translator has to adopt a strategy for translation. Most importantly, before any translation effort, the translator has to develop an understanding of the source text with its structure, lexicon, genre, writer and audience. One of the most important and initial steps in translation is exploring the terminology of a source text. This initial step of translation has important implications for language learning in the sense that it helps improve the vocabulary knowledge of the learner/translator. Exploring a source text for its terminology and textual features requires a great deal of effort and skill on part of the translator. One of these skills is being able to use resources of technology effectively. Rather than traditionally exploring a text for its key terminology, using the capacities of concordancing programs provides practicality and precision. This paper has two purposes, one is exploring the benefit of translation for vocabulary development in a foreign language and secondly exploring the benefits of using concordancing for initial terminology exploration for a source text to be translated. In order to explore these benefits, the translation processes of 4th year students studying at a public university in Turkey were analyzed in detail in the context of a translation project course. The students were interviewed about their translation process, their use of concordancing in this process and the benefit of their translation efforts in improving their English vocabulary knowledge. The interviews revealed a positive attitude on behalf of the students towards using concordancing as an aid for translation. One of the main reasons for this attitude was that concordancing speeded up the process of terminology exploration.

Keywords: EFL, translation, terminology, vocabulary development, concordancing

Competence-Based Language Teaching (COBALT) Techniques:
A Minimalist Approach[1]

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(ID: 1996)

Following a minimalist model of competence-based language learning leading to the Competence –Based Language Teaching (COBALT), the activities to be practiced in COBALT classes also require introduction. The teaching techniques suggested to be used in COBALT classes have been developed as to the principles and learning strategies of the COBALT for the minimalist concerns. The strategies of learning such as linguistic awareness, parameter setting, code-mixing and code-switching are the justifications of the techniques targeting a minimalist class and classroom material design. The language teaching techniques such as categorization, input analysis, pidginization, building phrases, and purposive speaking set for first language Turkish and the target language English are organised on the basis of the parametric variations described between these languages through the Minimalist Program (MP). Therefore, not only because of the approach giving priority to concerns such as economy and simplicity but also because of the parametric variations described through the MP, the activities and the strategies are of minimalist design. This paper aims to introduce Turkish Competence-Based Language Teaching techniques for Turkish speaking learners via getting rid of superfluous activities unnecessarily focusing on universal properties and similar parametric values but necessarily focusing on setting new parametric values between Turkish and English. This paper is an important study in that it introduces original language teaching techniques based on conscious, lively and natural learning strategies which are already unconsciously practiced through a default language acquisition device. Additionally, the strategies and techniques proposed in this paper have methodological implications which will help teachers and teacher trainers to construct and implement COBALT in classroom effectively.

Keywords: Competence-based, teaching techniques, minimalist approach, language teaching

Exploring ESL Students' Performances in Competence-Based Language Teaching Classes: A Case Study of Adult Turkish Speakers[2]

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(ID: 1995)

As new trends in SLA studies continue to grow across the cognitive linguistics field in the world, linguists and language practitioners are in search of exploring and attempting innovative practices in language teaching classes. Among them minimalist applications seem to be the most pragmatic and economic in developing feasible learning strategies and new dimensions of language teaching. In this context, Competence-Based language teaching (COBALT) as a minimalist method of language teaching was applied to 21 Turkish speaking adult students in language teaching classes of total 40 hours during a ten-week period. The purpose of this controlled longitudinal study is to explore ESL students' performances in COBALT classes in a Turkish state university context. The data for this study were collected through an achievement test from a total of 21 beginner (A1) level students from different grades and different departments in Bitlis Eren University. The method was conducted from October to December of the 2018 academic year, and the data were analysed quantitatively. The overall findings of the research were interpreted particularly in terms of two implications: linguistic implications and methodological implications. As to the linguistic implications, the participants were found having no direct access to UG principles and parameters through the L2 input since they transferred their L1 knowledge to their L2 production not only where principles worked but also where parametric variations and grammatical features occurred. As for the methodological implications, it was found out that the COBALT was found successful and economic in terms of cost–benefit analysis since 57% of the participants tutored through COBALT had achieved between 50 and 100 points in the achievement test, 24% of which was above 70 points. Additionally, some useful implications were also proposed based on research findings in order to help teachers and teacher trainers to construct and implement COBALT more effectively.

Keywords: Competence-Based, Minimalist Method, English, language, teaching, English

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Acculturation of Prospective ELT Teachers with Regard to EPOSTL

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(ID: 1935)

Successful foreign language learning comprises learning the target culture as well. Individuals from different cultures can misunderstand each other due to the fact that each culture has different social constructs which lead individuals to have different point of views. For this reason, proficiency descriptors which deal with cultural aspect of foreign language learning and teaching are presented in European Portfolio for Student Teachers of Languages (EPOSTL) for prospective foreign language teachers to provide reflections on their practices in language classes. The themes of the descriptors cover various points which include raising students' awareness cross-culturally, exploring the target culture outside classroom, recognizing similarities and differences between cultures, presenting activities to enhance sociocultural competence, understanding different value systems, challenging structured views, providing activities to foster intercultural awareness etc. Based on this fact, this study tried to explore the prospective English language teachers' views on their experiences related to cultural issues in foreign language teaching with regard to EPOSTL at an English Language Teaching (ELT) department of an education faculty at a state university in Turkey. This was an important study because the participants were the fourth grade students, and the department was relatively a new department compared to the other ELT departments across the country. The data provided valuable insights to content of the curriculum in terms of culture in order to review classes in forthcoming years. Therefore, quantitative inquiry was followed to collect the data through the eleven descriptors related to culture stated in EPOSTL, and the views of the participants were reported descriptively. The results showed that the participants held positive views in general on their foreign language teaching practices in terms of cultural issues described in EPOSTL. The areas which seemed problematic for several students were discussed, and some suggestions which may overcome these difficulties were provided at the end.

Keywords: EPOSTL, culture, foreign language, ELT department

From World Englishes to World Languages in ELT Departments

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English as a so-called lingua franca has been the center of neoliberal practices that have been affecting English language departments radically in Turkey in recent years. English as a linguicist practice has been criticized considerably. In addition, studies on world Englishes have been hailed as a positive step in the world of applied linguistics. There has been significant progress regarding world Englishes. However, this progress has also benefited neoliberal practices, the corporate world and globalization in many ways. This study aims to develop a critical perspective towards the reinforcement of English in Turkey. While other languages apart from English have been less commonly studied in Turkey, English has emerged as one of the most dominant practices. This study takes policies regarding English into consideration. Various policies put forward by the Ministry of Education, ELT departments and Council of Higher Education were criticized by performing inductive content analysis. The results of the study show that Turkey has tended to centralize English more often in recent years by rendering other languages secondary or ignoring them. Therefore, world languages need to be emphasized in ELT departments. A shift from World Englishes to World languages needs to be followed.

Keywords: English, world Englishes, world languages, neoliberalism

WORKSHOP

Formative Assessment in the Classroom:
Listening and Speaking Activities for Young Learners

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Today, we need more creative forms of valid and reliable assessment tools to support learning-oriented assessment. As a vital part of educational design, assessment should reflect current views of communicative language use and offer descriptive feedback to teachers and learners. To address this need, the TOEFL Primary tests are designed to measure the skills of young learners who are in the early stages of learning English as a foreign language (EFL). The situations and contexts come from studies of curricula from around the world as well as pilot testing in diverse settings in multiple countries. This research-based workshop presents practical Listening and Speaking activities as creative means of formative assessment as well as tools for constructive feedback. Participants will find ideas to strengthen English-language skills and abilities needed by autonomous young learners as a part of collaborative and creative classrooms.

Investigating Turkish Pre-service EFL Teachers' Professional Identity through the Use of Metaphors as a Representation of Their Teaching Selves

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Teacher identity has become an important issue under investigation in the field of teacher education over the past few decades. With respect to training of pre-service teachers, the significance of constructing a strong sense of professional identity cannot be disregarded since it has an impact on the implementation of their future teaching practices. Being indicators of individuals' inner thoughts, beliefs, and feelings regarding a concept, metaphors have been widely included in research on teacher professional identity. In this regard, teachers' metaphors chosen for themselves and their profession might give clues to their needs, hopes, desires and fears. Considering these points, the present study aims to investigate English as a foreign language (EFL) teacher candidates' professional identity via metaphors. To that end, participants are 40 EFL teacher candidates including freshmen, sophomores, juniors, and seniors studying at a state university in Turkey. Data are collected through an open-ended questionnaire that is mainly based on the following fill in the blanks statements: "Being a pre-service English teacher is like……." and "I preferred that metaphor because……". Furthermore, comparisons are made to find out whether discrepancies among four groups of students occur regarding how they define their professional identity through using metaphors that represent their teaching selves. Semi-structured interviews are also conducted with the volunteers to gain insights into their choice of metaphors regarding their professional identity. In the light of the results, suggestions are put forward in relation to training of language teacher candidates within the scope of teacher education programs.

Keywords: Teacher identity, metaphors, pre-service EFL teachers

A Review Study on L2 Interactional Competence

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This study aims to systematically review L2 interactional competence research conducted between 1996 and 2018 (December). The review maps out the aims, participants, methodology and main outcomes of the research studies. 71 studies were reached and analysed through Scopus and ERIC databases. The results demonstrate that majority of the studies have been carried out to examine L2 teaching and learning practices, and how participants interact in L2 classrooms to realize L2 understanding. In addition, higher education has mostly been chosen as the research context to dwell upon teachers' perspectives on L2 teaching/learning and their pedagogical practices. The review also indicates that the concept has been primarily investigated from two methodological standpoints, namely system-based and discourse analytic approaches. While much of the research carried out in the 1990s and 2000s were evidenced to adopt etic perspective and quantitative methodology, emic and qualitative approach have been observed in more recent studies. By conducting this review, the researchers believe that it will provide invaluable insights into L2 classroom interaction and its impact on the conceptualization of L2 teaching and learning as well as assisting the future researchers to understand the importance of classroom interactional development, which also warrants further attention and investigation.

Keywords: L2 interactional competence, systematic review, L2 teaching and learning.

A Study on the Attitudes of Young Learners Towards Learning English as a Foreign Language

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The study aims to investigate the attitudes of young learners towards activities in EFL classes. The participants include 22 first graders in a state primary school in Kırşehir, Turkey. The study is a qualitative case study. The data were collected through observational checklists and anecdotal recordings checked by the researcher during 8 weeks of implementation in 2017-2018 academic year. The process involved both traditional methods in teaching English to young learners and other techniques that are applicable in language teaching. During the process the children were observed in English classes for an hour each week. Descriptive analysis techniques were used for data analysis. The study revealed some important findings that need to be taken into account while teaching English to young learners in Turkey such as the similarities and differences between their native language and the target language, learners' motivation in taking part in activities, gender differences and individual differences.

English Language Teachers' Perceptions towards Translanguaging in their Classrooms

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(ID: 1934)

"Bilingual education is the only way to educate children in the twenty-first century (Garcia, 2009, p. 5). In today's globalized word, there are a great number of bilingual individuals who bring various language experiences into foreign language classrooms. The belief that the native language practices of individuals improve their competence in a foreign language gave rise to a number of bilingual language pedagogies, one of which is translanguaging. This term does not merely refer to switching between two languages, on the contrary, it involves a systematic use of two languages in a particular language teaching activity. There is a pedagogical consensus that translanguaging pedagogy is beneficial in crossing linguistic and social boundaries in bilingual education. As Moriarty (2017) suggests, translanguaging activities enable students to navigate identities without adhering to social and political boundaries. In this study, English language teachers' perceptions of translanguaging will be examined through a questionnaire and classroom observations will be done to examine for what purposes they apply this technique. The participants of the study will be English language teachers who work at state and private schools in Turkey. The Likert-type items in the questionnaire will be analyzed quantitatively and the data gathered from the open-ended questions and the classroom observations will be exposed to structural-coding analysis. Since, translanguaging pedagogy requires a systematic combination of two languages in an activity, teachers need to develop a positive stance towards it in addition to being aware of how Turkish can be used strategically in their teaching. Only then, translanguaging may become a possible teaching technique for English language teachers to help their students develop their language competence in English.

Keywords: English Language Teaching, bilingualism, translanguaging

Word Association Analysis in Different Proficiency Levels

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In this study, we investigate whether there is any difference between high and low proficiency level learners in their use of phonological and semantic strategies in word association in order to understand how mental lexicon works in these two different proficiency levels. Wolter (2002) aims to use word association analysis with the purpose of understanding whether there is any association between psycholinguistic knowledge and the proficiency level in a foreign language. With a similar approach, quantitative and qualitative data were utilized to answer research questions. In quantitative part, a word association test was given to 25 elementary level participants and 25 advanced level participants who are the students of METU Department of Basic English, accordingly, whose levels were determined by METU English Proficiency Test (ODTÜ EPE). The participants were placed in a class (elementary/intermediate) of METU Prep School Program according to the test results they got.For the qualitative part, retrospective interviews were conducted with all participants to figure out the rationale behind the participants' word choices. The results of two groups were analyzed through the statistical tools. As it is recognized from the collected data, the word association concept is not related to the proficiency levels. On behalf of that, the results suggest that word association can be correlated with personal background since the participants of both levels provided the similar response in terms of phonological and semantic despite their different word choices. Word association type (semantically or phonologically) and proficiency levels are the two factors measured. The connection between word association type and the level of the students were the only elements measured by this study. Further studies will be done on this area.This research study has revealed that personality and personal background remarkably affect word association. In line with this finding, word association tests we used in applied linguistics can be used in further psychological and psycholinguistics studies.

Keywords: Word association, applied linguistics, ELT, psycholinguistics

Collaborative Introspection in an ELT Setting: A Journey into the Heart of Personal Theories

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This study, which lasted ten weeks, was conducted in the context of a PhD level course offered in the ELT department of a Turkish university. As is the nature of this course, PhD candidates explore and do projects on teacher thinking on the basis of the personal construct theory put forth by Kelly, 1955. This study was structured on the grounds of five total questions. These are; how six PhD candidates teaching English at different levels conceptualize an effective teacher, how they view themselves as teachers, what meanings they attach to the constructs by means of which they define their perceived effective teacher, how, if any, they elaborate on the evolvement of their constructs and finally, whether involving in a teacher thinking process in collaboration with colleagues in any ways had an impact on their professional development as they perceived. In order to uncover the teachers' constructs on the qualities of an effective teacher and how they viewed themselves as teachers, Repertory Grid technique was used. Peer interviews were used to reveal the meanings attached to the constructs, and subsequent river interviews contributed to the understanding of the evolvement of the teachers' personal theories and their perceptions on their probable professional development processes. The study findings shed light on the similarities and differences in the teachers' conceptualization of an effective teacher, with specific reference to the role of personal experiences on the building of teachers' personal theories and finally, the results inspire us toward implications for the restructuring of more MA and PhD level courses taking into account the considerable contribution of introspection, self-evaluation, cooperative practice and persistent reflective discussions as regards to teachers' professional development.

Keywords: Professional development, teacher thinking, development and change, ELT

Exploring Personal Theories on the Qualities of an Effective Graduate Course

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This study was conducted with six PhD candidates during the lesson phase of the doctorate programme offered in the ELT department of a Turkish university. This study looked answers to three research questions. These are; how six PhD candidates conceptualize an effective graduate course, what specific meanings they attach to the constructs by means of which they define their perceived effective graduate course, whether or not and if so how they relate their individual experiences as graduate students to the formation of their personal theories on the issue in similar and dissimilar manners in Aristotle's words. To achieve the goals of the study, a variety of data collection instruments was used. To elaborate, Repertory Grid technique was used in order to elicit the participants' constructs about the qualities of an effective graduate course. The PhD students were interviewed to uncover the meanings they attached to their constructs on the basis of their individual grids, and subsequent interviews were held to find out the probable grounds for the formation of these grids and the role of personal experience on the issue. The preliminary findings reveal that personal experience plays an undeniable role on the construction of personal theories of the participants. The results, despite coming from a small group of participants, may provoke thoughts in the lecturers' minds offering courses at MA and PhD levels and contribute to their understanding of what is expected from these courses by the course takers.

Keywords: Personal theories, professional development, ELT, teacher thinking

EFL Instructors' Perceptions of Authentic Assessment in a Turkish Higher Education Context

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Assessment tools are at the heart of our understanding of the teaching process. The way we assess students affects our understanding of students' performance and teaching process. Traditional assessment called as pen and paper exams is stated to be an isolated and mechanic assessment in language education while authentic assessment is more realistic, creative, and connected to real-life situations. Therefore, in the 21st century, a move from traditional assessment to authentic assessment in language education has been a crucial concern in order to provide a more valid assessment. Although some research has been carried out on authentic assessment, it is still under investigation. For this very aim, this study seeks to shed lights on the EFL instructors' perceptions and their related experiences on the authentic assessment ways through an exploration of the topic in one of the state universities in Turkey. 10 language instructors participated in the study. At first, the instructors filled out a questionnaire of 60 items as a quantitative approach to reveal their assessment practices and perceptions of authentic assessment. Then, to elicit more qualitative data, semi-structured, face-to-face interviews were carried out. The findings indicate that a wide range of sit-down exams was used to evaluate students' performance. However, the instructors' perceptions towards authentic assessment have been found out to be positive and they all highlighted the crucial place and importance of certain authentic assessment tools as well as conventional sit-down examination. Some of the participants also mentioned that they need to update their field and content knowledge and improve themselves professionally regarding authentic assessment in ELT. This study has some important implications for language instructors, language learners, curriculum designers as well as policy makers.

Keywords: ELT, language assessment, authentic assessment, conventional assessment

Developing Preservice English Language Teachers' Technological, Pedagogical, and Content Knowledge (TPACK)

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The rapid growth of technology (hereafter ICT) has become an important factor to improve and advance the quality learning and teaching due to its potential impact on differentiating learning and teaching. The effects of ICT have also been felt in teacher education since traditional teacher education programs have become insufficient in equipping pre-service teachers with necessary skills so that they prepare students for the 21st century. A growing number of countries have been reconstructing their teacher education programs to enhance pre-service teachers' knowledge and experiences to integrate ICT into their classroom teaching practices. The Ministry of Education (MoNE) has implemented new policies and updated the English Language Teacher (ELT) education curriculum due to a constant force coming from the society. In addition, it is essential that teacher education programs should prepare pre-service teachers for technology integration in their subject teaching. Koehler & Mishra, (2009) suggested the Technological Pedagogical Content Knowledge (TPACK) framework which provides a comprehensive model of improving teachers' knowledge and skills on how to integrate ICT integration into subject teaching.However, there is little information about how to integrate of ICT into teacher education programs is still a challenge for researchers though it is essential that teacher education programs develop effective ways prepare well equipped pre-service teachers with ICT tools. Thus, the study aimed at developing a model based on TPACK to improve preservice ELT teachers' use of ICT in language learning and teaching. The initial findings revealed that the majority of the pre-service teachers were aware of common ICT tools such as e-creation tools, e-communications tools, e-language skills tools and etc., though they did not know how to use these in language learning and teaching. In addition, they were observed to be willing to integrate the tools into their subject teaching.

Keywords: TPACK, ICT, pre-service English language teacher education

Intercultural Sensitivity in EFL Classrooms: Insights of English language Teachers in Turkey

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Language learning provides us with the opportunity to communicate with those using the same language. However, understanding and respecting other cultures is more important than using language only for communication. Intercultural communication is a crucial aspect in EFL learning and teaching settings since language becomes meaningless when it is isolated from cultural properties and societal characteristics. Awareness of cultural values and societal characteristics can offer positive environments for EFL learners. This study aims to investigate the place of culture and intercultural sensitivity in EFL classrooms and teachers' perceptions on the issue. In light of this, the study investigated the perceptions of English language (EFL) teachers toward intercultural awareness at different teaching levels in Turkey. The related literature addressing the issue of intercultural sensitivity was reviewed and a questionnaire and semi structured interviews were used for data collection. In line with the findings, we will discuss the EFL teachers' perceptions on intercultural sensitivity in language classrooms and how to develop both learners' and teachers' intercultural sensitivity in English language teaching. Finally, we will discuss effective intercultural dialogue in EFL classrooms in order to achieve some pedagogical and personal development in the course of English language teaching.

Keywords: Intercultural sensitivity, EFL teachers, English Language Teaching

The Attitudes towards the Use of Authoring Tools to Improve Speaking

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Language classrooms around the world have experienced new pathways with the changing trends in the recent decades. For the 21st century, it can be said that one of the most effective change factor in language classroom is technology. For the present study, the aim is not only to grasp the differences for the attitudes of the prep class students but also to understand their opinions and the changes related to the use of authoring tools for improving their speaking skill. To serve this aim, 32 students, who were preparatory class students, took part in the research. After taking the consent forms, prior to the presentations of the students with the authoring tools, Attitudes towards computers questionnaire (adapted from Connolly et al., 2009) was applied. At the end of the term, at which they studied with authoring tools, the same questionnaire was applied. According to the results, the attitudes were subjected to a change. The results put forward the idea of using authoring tools for improving positive attitudes towards speaking skill.

Keywords: Authoring tools, speaking, attitudes, CALL

EFL Students' Perceptions on the Use of a Plagiarism Monitoring Software

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The proliferation of publications all around the world, the surge of technological advancements triggering the access and sharing of materials and increasing demands to help internationalize education have paved the way for a greater dissemination of information. This has inevitably brought an increased awareness to revisit the escalating instances of academic dishonesty. Given that English language learners are pressured to become involved in an international academic community, understanding their perceptions of plagiarism is warranted. This study attempts to explore learners' perceptions of plagiarism especially after their experiment with Turnitin®, content matching assessment software. As a requirement for the midterm examination a total of 97 English major students were asked to write a literature review of 2000 words in an MA course titled *Drama in Language Education*. Of this number, a total of 9 papers (3 with a high level of similarity index, 3 with a moderate level of similarity index, and 3 with a low level of similarity index) were chosen. The students who submitted those papers were asked to take semi-structured interviews. These interviews were conducted face to face and ranged from 11 minutes to 19 minutes in length. The results indicate that learners had varying definitions of and reasons for plagiarism. It is suggested that integration of monitoring softwares such as Turnitin® might be a useful initiative to help increase learner awareness.

 Keywords: Turnitin, ELF students, perception

Integration of Sociocultural Dimension in Teacher Written Feedback: Perceptions of an EFL Learner

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Teacher feedback in ESL/EFL writing serves as a useful tool to trigger the learners' interlanguage development. Therefore, the search for a "good" feedback practice has been one of the primary concerns for many practitioners even though some have gone as far as to call for the abandonment of written feedback. Despite the controversial voices on the role of written feedback, today, many teachers devote a considerable amount of time and energy to written feedback. Upon the researchers' call for more effective approaches, the need to integrate the contextual and sociocultural dimensions has been more pronounced. In an attempt to develop sociocultural lens, this study sheds light on the role of feedback within the learners' zone of proximal development. To this end, an analysis of the impact of feedback practices on an individual is presented, with a focus on the learner's perceptions, revisions, writing anxiety, and self-efficacy. A qualitative case study was used to gather the data which were obtained through a semi-structured interview, process-logs, and a cover letter. Using inductive content analysis, the impact of 6 feedback sessions held with an English major student studying at a preparatory programme at a state university in north-eastern Turkey was investigated. The findings point to the effectiveness of mediated feedback in terms of lowering anxiety and increasing self-efficacy.

Keywords: Teacher feedback, written feedback, feedback within learners' ZPD, ESL writing

Student Engagement; the Key Stone of Learning

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(ID: 1907)

Student engagement is one of the hot topics in education nowadays. So what exactly do we mean by student engagement? To sum it up, student engagement means active learning. Active learning means students should participate in class activities and be more involved. It means a more student-centered classroom where students get involved in hands-on activities, discussions and experiential learning. Research has shown that when students are engaged, they are more focused, more motivated and with that they will be able to practice higher-level critical thinking skills Instructors who adopt a student-centered approach to instruction increase opportunities for student engagement, which then helps achieve the course's learning objectives. This workshop will demonstrate examples of how to engage ESL students through demonstrating different techniques such as checking understanding, positive and negative reinforcement, the use of visual aids, Ice Breakers, videos and dividing the class into cooperative groups. Student engagement is one of the main ways to access student learning and development (Chando, 2013). We will also explore different methods of student engagement. One way to keep students motivated and engaged is through cooperative learning and the use of small groups (Brame, 2015). It is also effective to share learning objectives and to ensure that students comprehend what they mean and not by just writing them on the board (ASCD, 2016). This session will explore different ways to boost student engagement in the classroom using different methods and techniques. It will also show how we can encourage passive learners to be more active in the classroom. It will also shed light on other potential ways to foster student engagement. OBJECTIVES: 1-To maximize student academic and social outcomes. 2-To enhance the capacity of students to learn English. 3- To build student engagement and progression. 4- To improve teaching quality.

Keywords: Student Engagement, motivation, improved performance, games

Language Assessment in Citizenship Context: The Case of Canada and Turkey

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Today's world has been embracing social, political and economical changes that result in the replacement of the people for immigration and citizenship purposes. Those waves of change cause some countries to receive the movement of new people, which requires the countries to take precautions. In doing so, in citizenship context various mechanisms are at work; therefore, state authorities have been extremely sensitive about how to control the inclusion of newcomers to gain access to the rights for services and benefits within the countries. To do this, diverse laws and procedures have been introduced into the citizenship context. Though the eligibility requirements may differ, the language assessment in the context of citizenship is one of the apt guides for handling that process. Language assessment for citizenship requires the applicants to present a good command of the official language of the host country. The way how those examinations are implemented may vary from one country to another. In this descriptive study, two countries - Canada and Turkey- are compared as to the laws, regulations and procedures governing the citizenship in terms of host country language examination(s) through document analyses. Thus, the present study aims to shed light on how language proficiency of the prospective citizens is examined in order to present a clear view of citizenship contexts of both countries.

Keywords: Language assessment, citizenship

Teaching English as a Foreign Language Using Multiple Intelligences, Cooperative Learning and Taking into Account the Pupils' Perceptual Learning Styles

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This research aims to investigate the positive effect of implementing Cooperative Learning (CL), Multiple Intelligences (MI), and Perceptual Learning Styles (PLS) on secondary school pupils' English language proficiency and attitude at Atti Abdelhafid High School. Thereupon, this investigation is based on the hypothesis that; if we implemented cooperative learning activities, incorporating the insights given by Gardner's theory of multiple intelligences, taking into account the pupils' perceptual learning styles in secondary school EFL classrooms, these activities and assessments would have a positive effect on pupils' English language proficiency and attitude. To reach the overarching aim of our research and validate our hypothesis, an experimental study is adapted to two EFL classrooms; a sample of 138 first year secondary school pupils (a class from the scientific stream and the other from the literary stream) drawn from a population size of 210 first year pupils at Atti Abdelhafid secondary school was taught for a whole year (2013/2014). Many learning activities adapted from the first year secondary school textbook "At the Crossroads", and elaborated based on Gardner's theory of Multiple Intelligences, are used while a Cooperative Learning approach is practiced, taking into account the pupils' perceptual learning styles in designing the lesson plans. The data for the study are collected from two sources: the first one is from the pupils' pretest and posttest scores on their language proficiency tests. The pupils' first, mid and final-term examination marks are also taken into account. The second one is the pupils' questionnaire on attitudes and motivation (after the research experiment), regarding the implementation the various teaching tasks and activities. The results of the study show that the experimental groups that are taught using the ideas based on Cooperative Learning, Multiple Intelligences, including Perceptual Learning Styles , outperformed the control groups based on Competency Based Approach (CBA) on the stimulated English proficiency tests for the three skills (listening, reading and writing) and the three achievement school examinations (first, mid and last). Moreover, research findings highlighted some potent recommendations and avenues for possible future research based on the implications of this study.

Keywords: Multiple Intelligences (MI), Cooperative Learning (CL), Perceptual Learning Styles (PLS)

Mentor Roles, Conversational Moves, and Feedback Types in Mentoring Dialogues with EFL Teacher Candidates

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Mentoring plays a significant role in the professional development of teacher candidates during the practicum. To a large extent, teacher candidates' professional knowledge is developed and framed within mentoring dialogues with university supervisors in the Turkish tertiary context. The mentoring dialogues in the study refer to the conversations between a university supervisor and 6 English as a Foreign Language (EFL) teacher candidates during the practicum to provide feedback for the latter and to help them in their professional learning process. This qualitative case study investigated mentor roles, conversational moves, and feedback types in 12 mentoring dialogues regarding EFL teacher candidates' teaching tasks. Furthermore, comparisons were made to find out whether the dialogues by the supervisor and the course assistant differ concerning macro (mentor roles) and micro (feedback types and conversational moves) aspects of mentoring. The content analysis results indicated various mentor roles, such as the initiator and advisor, different conversational moves including giving advice, making suggestions, asking questions and summarizing, as well as various feedback types such as positive/negative, specific/non-specific, and progress/discrepancy in the mentoring dialogues. These dialogues may be considered an effective reflective tool for the supervisors to assess their own supervisory approach and modify their existing practices to cater for different mentoring needs of the trainee teachers more effectively and to promote their professional growth. They may also be regarded as an awareness-raising tool for supervisors to gain insights into how their mentoring behaviour affects student teachers. Both parties might work in a community of practice using mentoring dialogues to understand the contribution of their respective stances and interactions on the mentoring process, promoting a more effective relationship between university supervisors and teacher candidates.

Keywords: Mentoring dialogues, practicum experience, conversational moves, feedback types

Transfer Effects from the Second to the Third Language: The Case of German and English

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Advances in technology, education, transportation and social issues have led people to learn one or more languages. Researchers in the field have generally focused on the effect of the native language on the second or the foreign language. However, the relationship between the other non-native languages has mostly been overlooked. Thus, the present study aims to find out whether the two foreign languages have an effect on each other and what the learners suggest in order to overcome the negative effects. There are 2 research questions: 1. Does being exposed to German have any effects on writing in English? 2. What do students suggest in order to overcome the difficulties of writing in English after an intensive instruction in German? There were 40 participants who were studying at a German-medium university in Istanbul. All students started to learn English at primary school 4th grade. Then at university, they had a one-year intensive German education and they were at B2-C1 level in German at the time of the study. When they were enrolled in their majors after the prep school, they started to have English courses. All were at B1 level in English. The students wrote various types of things from simple paragraphs to essays. The writing samples were collected by the teacher/researcher from the beginning to the end of the academic year. The analyses of the writing samples revealed German-like digressions from English. At the end of the semester, a focus group of students were requested to give suggestions on what should be done in order to overcome these problems. The qualitative analyses showed that students expected to be explicitly trained on the differences between English and German at the beginning of the semester. This suggestion is valuable for the future students since it will help the lecturers plan the instruction in a more fruitful way.

Keywords: Foreign languages, transfer effects, interference

A Technological Pedagogical Content Knowledge (TPACK) Assessment of Pre-service EFL Teachers Learning to Teach English as a Foreign Language

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The aim of the present paper is to measure the technological pedagogical content knowledge (TPACK) of pre-service EFL teachers learning to teach English as a foreign language (EFL). In order to collect data, a survey, designed and validated by Başer et al. (2016), was used. The survey comprises of five sections which are technological knowledge (TK), content knowledge (CK), pedagogical knowledge (PK), pedagogical content knowledge (PCK) and a fifth section that combines TCK, TPK, and TPACK items. This survey intends to assess pre-service EFL teachers' subject-specific competencies in pedagogies and technologies. The present study is quantitative in nature. It was conducted with 75 pre-service EFL teachers. The results indicate that pre-service EFL teachers have a satisfactory level of competence in technological pedagogical content knowledge; yet, there are also some areas they need development.

Flipping Your Feedback: A New Best Practice or a Passing Fad?

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This session reports on student reactions to a relatively new method of giving feedback using a technique called 'screencasting'. Screencasting is a technique where the computer screen is captured in a video while an audio recording is being made. In this way, students can receive oral feedback in conjunction with written corrective feedback. The participants in the study were students in a freshman advanced writing class in the ELT department of a small private university in Istanbul. The class had roughly 45 students, and is a required class in the ELT program. During one semester three high stakes essay assignments were given. For the first essay only written corrective feedback was given, but for the subsequent two essays students received a combination of written and oral feedback through screencasting. Screencasting was originally used because it was purported to be more efficient than written corrective feedback. While it wasn't found to be more efficient, it was enthusiastically embraced by the students. To gauge the extent of students' perceptions a survey was given at the same time as the final exam. The survey included some questions about demographics, four open-ended questions and 28 Likert scale type questions. The Likert-type questions represented 9 categories of inquiry including both practical and affective factors. The results indicated that the students felt screencast feedback was more effective than written corrective feedback alone. Other studies on this technique have been reviewed and will be presented along with the survey results collected for this study. The technique is appropriate to the 21st century classroom and the learning styles of modern students. It seems quite likely that this technique will soon be the best practice in academic writing classes.

Keywords: Flipped, feedback, academic writing, formative assessment, technology

Voices of Rural English Teachers Regarding Academia in Turkey

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Although English language is perceived as a global language, how it is taught still remains a problem. A great number of studies on pre-service, novice and experienced English teachers have been carried out. However, few realistic solutions have been suggested. The fact that English still cannot be taught at practical level in Turkey is on the agenda. However, a more profound problem is seen in rural English teachers in Turkey. This study intends to unravel the views of rural English teachers teaching in the mid-west of Turkey on ELT departments, academic development and other higher educational institutions. 10 participants were involved in the study. A semi-structured interview form was used as a data collection tool. In addition, action research was taught to the participants to express and voice themselves and problems that they have encountered in their teaching. Thus, this study aimed to help the participants voice their own issues in teaching by prioritizing action research. The results show that rural English teachers in Turkey feel that they have been forgotten by both ELT departments and other higher educational institutions. The main implication of the study is that ELT departments and other higher educational institutions should establish contact with rural English teachers in Turkey so that a more emancipatory and realistic approach can be developed in English language teaching.

Keywords: Rural English teachers, English Language Teaching

The Effect of Virtual Scaffolding on the Development of English Verb Patterns through EFL Reading

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The present study was an attempt to investigate the effect of virtual scaffolding on the development of English verb patterns through EFL reading. To conduct the study, 42 intermediate level female students with the age range of 14 to 18 in one of the language institutes in Tehran (TEFL Research Center) were selected from among 60 intermediate students according to their performance in a standard version of Oxford Quick Placement Test (QPT). The selected participants were divided into 2 groups, namely Experimental Group (EG) (with 22 students), and Control Group (CG) (with 20 learners) and went through the process of pretesting, intervention, and post-testing. Then the data collected were analyzed via SPSS software version 24 and measure of independent-samples t-test was run to probe the null-hypothesis. The results showed that virtual scaffolding presented through reading was helpful for the EFL learners to improve their verb pattern knowledge. Therefore, the obvious conclusion is that the devised treatment i.e., the application of virtual scaffolding to teach the English language verb patterns through reading program to the Iranian EFL learners has helped the participants in the experimental group to perform well. The findings of the present study could have implications for EFL instructors, materials developers, EFL teachers, and EFL learners in the Iranian context.

Keywords: Virtual scaffolding, English verb patterns, EFL reading

The Effects of a Focused Task: Negotiation for Meaning and Error Correction for Grammar Awareness

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(ID: 1922)

This study aims to examine the effects of a focused task on grammar awareness, negotiation for meaning, and error correction. These factors are investigated by the implementation of a focused task in a classroom context, in which the teacher is also the researcher. Primarily, the study investigates the correlation between a focused task and the quantity of correct usages of its target structure in learners' production. The task was implemented with the students of an intact class in a university level ESL setting. Their output indicates correlation between the focused task and accurate grammar usage. Secondarily, this paper investigates the effectiveness of recast as a form of error correction during a focused task. The results and implications of the current study are discussed in light of three major research goals: 1) correct use of the target structure, 2) participants' negotiating for meaning in the L1 and L2, and 3) the corrective force of recasting on learners' grammar awareness. The outcome of this research furthers proof of the effectiveness and efficiency of the specified elements of Task- Based Language Teaching in the English language classroom. The findings are applied to the question: What implications does this have for English language teaching and teachers internationally?

Keywords: Focused task, grammar, error correction, negotiation for meaning, recast

WORKSHOP

Using Focused Tasks to Promote Critical Thinking in the K-12 Classroom-

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This workshop will dive into the core of Task-Based Language Teaching (TBLT) to (1) define, characterize, and classify TBLT tasks; (2) Provide evidence for TBLT as a researched best practice in SLA; and (3) provide K-12 EFL teachers with the a TBLT "toolkit" which will allow them to generate and implement Focused Tasks (FTs) in their diverse classrooms. Teacher will have the opportunity to complete a FT together followed by a discovery and reflection component on the potential for FTs to promote critical thinking. Teachers will take away a resource guide of strategies and materials to aid them in effectively planning and implementing Focused Tasks in their diverse classrooms.

Keywords: Task-Based Language Teaching, K-12, focused task, grammar, communicative teaching methodology

The Effect of Different Methods of Teaching General English Business Vocabulary on Iranian Sales and Marketing Students' Speaking Ability and Vocabulary Learning

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The purpose of the present study was to investigate the effect of different methods of teaching General English Business (GEB) words on Iranian Sales and Marketing students' speaking ability and vocabulary learning. There were 67 male and female college students with the age range of 20-28 participating in the study. They were randomly assigned into three groups with a certain method of teaching: implicit vocabulary instruction, explicit instruction with focus on the dictionary meaning of words, and explicit instruction with interactive approach through simplified meaning of words. The participants were taught GEB words based on a certain method in their group for a treatment period of ten sessions. The results showed that the two groups in which the GEB words were taught explicitly did not show a significant difference with each other, but they outperformed the third group, in which the words were taught implicitly through using traditional methods. It is concluded from the present study that vocabulary and speaking are two interrelated and interdependent variables which greatly influence the process of language learning. The high correlation between these two can be a sign for the learners' success. Putting all such studies together, it is concluded that it is worth looking at these two variables together since they are somehow inseparable. Students' success in vocabulary achievement depends on the extent to which they can apply the newly-learned words in various real-life like situations actively.

Keywords: General English business vocabulary, sales and marketing, speaking ability, vocabulary learning

POSTER

Effects of Peer Feedback on Improving Conjunction Use in ELL Preparatory Class Students' Writing Skills

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Usefulness of peer feedback has been discussed a lot in the field of language teaching and so many different perceptions have been presented by the researchers. Some have asserted that learners raise their consciousness of their written or spoken errors. Others have indicated that peer feedback could not provide revision as a result of inadequate details and explanations (Tsui & Ng, 2000). From the psychological viewpoint, it was stated that L2 learners gain self-confidence while writing (Tsui & Ng, 2000) and find the learning environment less threatening (Hu & Lam, 2010; Jacobs et al, 1998; Lee, 2015; Yang et al, 2006; Zhao, 2010). It is seen that nearly all studies are based on perspectives; however, very little is known about the quality and effectiveness of peer feedback. It is also vital to see whether the peer feedback helps learners improve the quality of their language use while writing. To check the quality, conjunctions might be a good source for the present study since the research of Aysu (2017) illustrated that even elementary level learners are in tendency of using conjunctions like and, but, because, then, so, also which were also commonly used in their native language Turkish in their writings. In this paper, seventeen female and three male English language and literature preparatory class students, aged 17 to 22 wrote opinion paragraphs and exchanged their papers for peer feedback. Then based on the feedback they got, they rewrote their papers. Twenty-nine percent of the errors was detected accurately by the peers and corrected while rewriting by the writers. Forty-seven percent was not detected in any way so that writers could not correct their errors. Twenty-four percent was detected inaccurately; however, perfectly corrected by the writers.

Keywords: Peer feedback, conjunctions, writing skill

EFL Instructors' Level of Awareness about the Significance of 21st Century Skills

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(ID: 1928)

This study was conducted in order to find out the promotion and integration of 21st century skills into the teaching practices of the EFL instructors. Another aim of the study was to reveal the perceptions of EFL instructors about the use and teaching of 21st century skills. This study was applied during the fall semester of the 2018-2019 academic year with 22 EFL instructors, between the ages of 25 to 30, teaching English at least for 3 years. The participants of the study were selected by using purposive sampling method. In the study, two data collection tools were addressed to find answers to the research questions. A survey which was adapted from Ravitz's (2014) 'A Survey for Measuring 21st Century Teaching and Learning' was used so as to find out the promotion and integration of 21st century skills into the teaching practices of the EFL instructors. On the other hand, a semi structured-interview was conducted in order to reveal the perceptions of EFL instructors about the use and teaching of 21st century skills. While the data obtained through the survey was analyzed by using SPSS 22 statistical package, the data obtained from the semi-structured interviews of the participants were analyzed by adopting a categorical-content analysis strategy. The findings of the study indicated that the use and teaching of 21st century skills both for the teachers and learners provide many benefits in the education process. It is also confirmed that the EFL instructors are aware of the importance of the 21st century skills and use them as much as possible in their teaching practices.

Keywords: 21st century skills, globalization, transformation, educational institutions

The Effect of Comprehensive Written Corrective Feedback on EFL Learners' Written Syntactic Accuracy

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This quasi-experimental study, using a pretest-intervention-posttest-delayed posttest design, investigated the effects of two different types of comprehensive WCF strategies: Direct corrective feedback (DCF), and metalinguistic explanation (ME) on L2 learners' written syntactic accuracy, in the short and long run. 90 Turkish EFL learners from upper-intermediate essay writing classes of prep-university courses participated. To ensure they were homogeneous, they were given the pen-and-paper version of Quick Placement Test as well as the IELTS writing Task 2 test. Then, they were assigned to three groups, namely DCF (n = 30), ME (n = 30), and a control group, namely CG (n = 30) who was not provided feedback on grammatical errors. The treatment/control period lasted for 5 weeks. Every week each participant wrote an argumentative essay in class; the teacher-researcher provided the specified feedback. Then, the students were required to revise their corrected text. Next, on the 1st session of Week 6, the posttest was administered. No work on writing was done during the 6th and 7th weeks. Then, in the 8th week, the delayed posttest was implemented. Eventually, both experimental groups significantly outperformed the control group both in the short and long term; there was not a significant difference between the DCF and ME. Pedagogical implications are discussed.

Keywords: Direct corrective feedback, metalinguistic explanation, syntactic accuracy

EFL Pre-service Teachers' Perspectives on Using Drama in Teaching English

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Drama provides an opportunity for students to use their imagination to express themselves verbally and with body language, and is concerned with the world of 'let's pretend'. It has been widely used to foster language skills in foreign language teaching and engages both students and the teachers affectively and cognitively. Apart from its motivational aspect, drama enhances students' socio-semiotic capabilities by enabling them to engage with various modes simultaneously. Considering the wide range of contributions of Drama, its integration into foreign language teaching curriculum and investigating EFL pre-service teachers' views on this integration seem highly valuable in terms of identifying strengths and weaknesses of this process. Therefore, the aim of this qualitative study is to find out the perceptions of EFL pre-service teachers on using Drama in English Language Teaching. 28 EFL Pre-service teachers studying at a state school in Turkey participated in the study. The participants were enrolled in Drama in ELT course in 2018, fall. This research adopted a Grounded Theory study design. Data were collected through an open-ended questionnaire and a semi-structured focus group interview with randomly chosen six participants in order to find out the participants' views on Drama. In the analysis of the data collected for this study, the three steps identified in Grounded Theory research were used: open, axial and selective coding. Data were analyzed by two researchers in order to enhance the reliability of the results. The results revealed that EFL pre-service teachers find Drama course useful for their professional development. Furthermore, they indicated positive feelings during the Drama in ELT course and the participants mostly stated that they will use Drama as a part of their future English lessons. Therefore, Drama courses offered by ELT curriculum has been found to contribute pre-service teachers' academic developments as well as professional developments by freeing them from the conventional classroom environment and giving them opportunity to benefit from their own experiences and imagination.

Keywords: Drama, pre-service teachers, perspective, qualitative study

Teaching Turkish to Syrian Refugees: Resiliencies and Challenges in Four Skills

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According to data released by the Emigration Administration General Directorate (2017), there are currently 2,834,441 Syrian refugees living in Turkey. In many of the local primary and the secondary schools, many Syrian students have been included in education which caused many difficulties in Turkish language learning. Therefore, this qualitative study aims to explore resiliencies and difficulties faced by Syrian children while learning Turkish in academic contexts in four skills. 15 Syrian children studying at a state school in Turkey participated in the study. Participants were selected using a criterion-based sampling technique; a pre-test was applied to determine their Turkish proficiency level and A2 level students were chosen for this study. Data were collected through an open-ended questionnaire developed by two researchers and a semi-structured interview. Data were analyzed through content analysis. Data were analyzed by two researchers in order to enhance the reliability of the results. The results reveal that most of Syrian children have problems with reading skills. The fact that Turkish is structurally different from Arabic posed a challenge for students, who experienced difficulties in reading and writing skills. The participants stated that understanding the words presented to them without their Arabic equivalents especially challenges them. In addition to these results, it was also concluded that the students have critical problems with listening and speaking skills since there is a lack of adequate activities.

Keywords: Turkish as a second language, Syrian refugees, four skills, challenges

A Mixed Methods Study on Beliefs about Pedagogical Knowledge and Skills: From the Eyes of Practicing Language Teachers

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Beliefs have an essential role in all learning contexts. One's beliefs frame the biggest part of personal actions (Ahsan & Anjum, 2012). Teachers' beliefs affect their way of teaching. Teachers' beliefs have also an effect on the classroom atmosphere and teacher roles. They are substantial for considering and advancing educational practices. The present study sheds light to these beliefs and stands for an attempt to comprehend and form beliefs about knowledge in a proficient area with acceptance of present theory-based and practical views. The current study was designed as a mixed methods research including both quantitative and qualitative data. The quantitative data was collected from 90 practicing teachers. To support the quantitative data, the qualitative data was collected from 20 voluntary practicing teachers who work at different educational institutions in Turkey. In this study, Choy et al.'s (2013) Perceptions of Knowledge and Skills in Teaching (PKST) Scale and Buehl and Fives's (2004) Open-ended Pedagogical Belief Questionnaire (OPBQ) were used to collect data. The data gathered from the PKST questionnaires was exposed to descriptive analysis. The OPBQ was analysed through content analysis. Based on the findings, it was ascertained that the teachers consider themselves very knowledgeable with regard to the pedagogical knowledge and skills in teaching. Put it differently, the teachers exhibited positive attitudes towards their pedagogical knowledge and skills in teaching.

Keywords: Teachers' beliefs, pedagogical knowledge, teacher knowledge, teaching ability

Pre-service EFL Teachers' Metaphorical Images of the 'EFL Teacher': A Comparison of Entry and Exit Level Students' Conceptualisations

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Previous research has revealed a relationship between teachers' beliefs and their practices. This relation highlights the importance of uncovering teachers' implicit beliefs to enhance the education environment. It has been indicated that studies that unveil teacher beliefs may aid teacher training programs and help design more fruitful teaching environments. Drawing on this, the present study aimed to examine pre-service EFL teachers' mental conceptualizations of the 'EFL teacher'. The study also focused on whether there were similarities or differences between entry and exit level EFL teachers' mental images of 'EFL teacher'. 53 freshmen and 40 senior-year EFL students at the department of English Language Teaching in a public university in Turkey took part in the study. Data was collected through a metaphor elicitation prompt and analyzed using a mix method research design. Content analysis and statistical analyses were carried out to understand the function and the distribution of the metaphors supplied by the participants. The elicited metaphors were classified under themes and were further subsumed under Oxford et al.'s (1998) taxonomy. The findings revealed that metaphors in the *learner-centered growth* category had the highest frequency among entry level participants. On the other hand, exit level participants supplied metaphors belonging to the category of *cultural transmission* with the highest rate. The third and the fourth most frequent categories in both entry and exit level groups were *social order* and *social reform*, respectively. A chi-square test of independence was conducted to find out whether there was a relationship between class level and the frequencies of metaphors. The results showed no significant relationship between class level and the frequency of metaphors in these categories.

Keywords: Teachers' beliefs and practices, pre-service EFL teachers, implicit views, metaphors

The Characteristics of Effective Autonomous Teachers from an International Perspective

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Living in a competitive world requires people to be aware of their potentials and reflect them on their daily lives. Autonomous people can think and act on their own rather than following the crowd. In order to educate people as autonomous learners, teachers inevitably shoulder this load. Current studies mostly deal with perceptions about learner autonomy and focus on local environment. However, what teachers understand from autonomy and their classroom practices are very important. Therefore, this study aims to investigate teachers' autonomy perceptions from an international perspective. The data was collected through teachers' own constructs about their approach to the topic by using Repertory Grid Technique. The analyses were supported with semi-structured interviews to elaborate on the topic. Findings suggest that although teachers from various cultural backgrounds interpret the autonomy with slight differences, they all share common ground in their approach.

Keywords: Teacher autonomy, repertory grid, self-efficacy, teacher cognition

Another Brick on the E-Wall to Teach Synonyms

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Throughout the recent decades, there has been an increase on the use of technology for language teaching purposes. Thanks to this integration, language classrooms have become more lively than the previous decades. The effects of technology snowballed into many language learning communities around the world. For that purpose, in the present study, the effects of using walls for teaching vocabulary will be investigated. The participants are 34 freshmen students who study at a state university. For the present study, the participants will study the synonyms via e-walls which are created daily by their lecturer rather than studying them traditionally. After two months, they will take part in semi structured interviews. Furthermore, there will be a comparison between the pre and post results for the words they studied not only traditionally beforehand but also electronically after the study.

Keywords: Synonyms, language teaching, vocabulary

Challenges Parents Face in Teaching L1 to Their Bilingual Children in an L2 Environment

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Babies have a gift for learning the language their parents speak. Although it seems a natural course of learning, teaching mother language (L1) to their child can be difficult for parents who live in a foreign country where another vernacular language (L2) is official. Immigrant families usually face this problem, which typically results in kids' language delay (Gracia, Banger, Pruden & Nichols-Lopez, 2015) or switching (Pauwels, 2005). Enduring factors such as parents' (kids') resistance to teach (learn) or incompetency in L2 (L1) (Fierro-Cobas & Chan, 2001) and lack of familiar/neighbourhood support in L2 destination (Zhou, 1997) also intervene with L1 learning in early childhood. Studying the difficulties of teaching L1 in early childhood in an L2 environment offers meaningful implications for L1 and L2 teaching and acquisition. Most research on this topic recruit mature parents; younger parents who are relatively short in life experience, such as university students, have been overlooked. Exploring the parenting and L1 teaching experiences of foreign students is also important because student visas for popular study destinations such as New Zealand and Australia typically allow learners to bring their family members (spouse and kid/s) with. Accordingly, we designed a 10-item semi-structured questionnaire for an exploratory inquiry to collect data from volunteering n = 22 parenting students on student visa in New Zealand. Unstructured items on the draft instrument are adopted from Lee, Shetgiri, Barina, Tillitski and Flores (2015). A content analysis will determine concepts from responses, which will then be entered into analyses to discover patterns. This future study promises meaningful and practical implications for various groups. First, parenting students during their study in L2 environments can benefit from our findings. Secondly, our study can assist government agencies and universities that provide counseling and pastoral care services to young parenting foreign students in making strategies.

Keywords: Raising bilingual kids, L1 acquisition, L2 environment, parenting strategies

Language in Action: The Retention of Sports Product Ads in the L2 of Foreign-born Bilinguals

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Second language (L2) acquisition theories suggest that message processing is hardly natural in L2 (the Revised Hierarchical Modal), instead forceful, due to high cognitive involvement required (the Markedness Model); hence, L2 learners tend to rely on content words for meaning (the Theory of Input Processing). Additionally, real-life encounters to assess actual L2 capacity are more challenging than classroom interactions, as the Input Hypothesis suggests. The spontaneous former demands the facilitation of meaning from within a context (e.g., answering a phone call); thus can be stressful, whereas the latter can be fun (e.g., role-playing a telephone conversation in classroom). The present research applies these theories in a real-life simulation to test the retention of an L2 advertisement for a real product. Findings from advertising research converge with L2 conceptualizations to suggest execution strategies (e.g., pictures, content words, code switching) can facilitate bilinguals' processing of L2 commercials and increase their memory. However, it is unclear whether this is true for non-static adverts due to methodological restrictions thwarted such attempts. Unlike the present research that requires multiple language skills to process TV ads for real brands, most existing works to test L2 ad memory require reliance on a single language skill to process print ads for mock brands. We used the Solomon four-group design on 304 Chinese-English bilinguals in an experimental enquiry. Our results lent support for theoretical and empirical indications that retention of L2 ads is lower than that in L1. Our analyses revealed other significant results as well; some congruous with, others divergent from the findings from previous advertising research with bilinguals. L2 competency did not predict ad memory, but bilinguals residing for longer in New Zealand retained more of the L2 ad. Subjects, who liked the ads more, reported content related factors as the main reason for their liking.

Keywords: Bilingualism, L2 use in real life, L2 advertisements, retention, memory

Exploring the Focus of Post-observation Feedback from the Peer, Mentor and Supervisor in an ELT Context

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An essential component of the practicum in which senior student-teachers (STs) are required to practice teaching is the post-observation feedback (POF). Held soon after teaching practice and encompassing a range of aspects concerning how successful the STs are in teaching, POF is reported create awareness and change in teaching (Randall and Thornton, 2011), enhance practice (Brandt, 2008), hence contribute to STs' professional development. The purpose of this study was to explore the focus of the POF provided to the STs majoring in ELT by three different sources, namely, the peer, mentor, and the university supervisor. Data were acquired through three sources; the audio-recordings of a total of 18 POF conferences conducted between the two STs who acted as peers for one another, the STs and the mentor and the STs and the supervisor; STs' feedback reflections forms and STs' journals. Qualitative content analysis was conducted in order to identify and categorize the focus of POF from each source of feedback. The findings revealed differences in quantity and quality of aspects provided by the peer, mentor and the supervisor. The implication of the study is for teacher education contexts where support to the STs as they learn to teach is effectively provided through POF.

Keywords: Teacher education, pre-service teacher education, post-observation feedback

We Like to Revise It: Secondary EFL Curriculum in Turkey

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EFL curriculum for secondary education in Turkey was redesigned in 2017 based on the Common European Framework of Reference for Languages (CEFR), and put into practice in the following academic year. The current research was motivated to analyse the newly introduced curriculum with the aim of revealing to what extent the identified learning outcomes were designed to attain digital and horizontal skills framed by the European Commission (2006). Accordingly, the research data were compiled from a total of 325 outcome statements identified for 9th to 12th grades in the revised curriculum, and classified through content analysis into the following skill categories and six sub-categories, proposed by the European Commission and implemented in the European countries: (i) digital skills (literacy, and basic skills in math and science), and (ii) horizontal skills (learning-to-learn, social and civic responsibility, initiative and entrepreneurship, and cultural awareness and creativity). The preliminary findings have indicated that the horizontal skills were addressed by a higher number of learning outcomes than the digital skills. Namely, it was revealed that approximately 30% of the outcomes were designed to improve horizontal skills of the students while less than 20% of them were intended to improve their digital skills. Concerning the sub-categories, 'cultural awareness and creativity' was found to be the most frequently addressed category (20.31%), followed by 'basic skills in math and science' (12.62%), 'socio-civic responsibility' (8%), 'literacy' (6.46%), and 'initiative and entrepreneurship' (1.2%). Another noteworthy finding of the study was that no learning outcomes were designed to improve 'learning-to-learn' skills of the secondary EFL students. The study is hoped to contribute to the existing literature via its findings and practical implications based on them.

Keywords: EFL, curriculum revision, digital skill, horizontal skill, secondary education

Reading to Write: An Approach to Integrated Skills and Academic Readiness in ELT Writing

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First-year ELT students in non-English medium contexts are in an exciting yet challenging position. They are developing English language proficiency while also beginning to use that language to engage with academic content in the dynamic field of language education. Learning academic content effectively involves the integration of multiple language skills, and tasks that combine reading and writing, such as note-taking, paraphrasing, summarizing, synthesizing, and research writing, are particularly common (Grabe & Zhang, 2013). Not only are such tasks common, they also require unique abilities. Delaney (2008) found that reading a text and then using it in writing involved a different skillset than just reading for comprehension; Delaney also found that writing with information from a source text was different from writing without background reading. These differences challenge the assumption that teaching reading and writing skills separately can effectively prepare students for integrated reading-writing tasks (Delaney, 2008). Despite the unique yet commonplace nature of integrated reading-writing tasks, preparatory and first-year ELT students often develop writing skills separately from reading skills. Factors like limited class time and the prioritization of general writing skills provide some rationale for this choice, but such separation can create challenges as students transition to the academic content and tasks necessary in becoming effective language teachers. To address these challenges, this presentation advocates for the use of reading-to-write tasks. Well-designed reading-to-write tasks can aid writers in a variety of ways, including by shaping opinions and functioning as a language resource (Plakens & Gabril, 2008); such tasks can also facilitate critical thinking (Li & Yang, 2014), and students often prefer them to writing-only tasks (Plakens, 2008). The presentation will then describe the implementation of reading-to-write tasks in two first-year ELT writing courses at a large, public university in Turkey before concluding with reflections, comments, and questions on the successes and challenges of this approach.

Keywords: Reading-to-write, integrated skills, academic writing, ELT writing

English Reduplicative Loans in Bangla

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This small-scale exploratory study attempts to trace and taxonomize English reduplicative loans used in Bangla. Reduplicatives are the products of the morphological process known as 'reduplication' i.e. doubling of a word, stem or root. For example, 'ha ha', 'dilly dally', 'hocus pocus' etc. Though reduplication interfaces with both phonology and morphology, it is customarily included in the latter component of linguistics. The prime purpose of this paper is to detect and classify the morphological products in the form of reduplicative loans to Bangla from the English language. For the detection of loan reduplicatives, lexicographic works have been consulted. Social media sites have also contributed to the corpus on which this research is based. The data that we have used in this study show some shortcomings of the taxonomy of loan reduplicatives in Bangla as proposed by Musa and Ilyas (2001) which we have refined basing on our empirical data collected from the sources mentioned. Our corpus reveals that Bangla has two types of English-based reduplicative loans – unchanged and changed. The unchanged category includes onomatopoeic and baby-talk reduplicatives. The members of the changed category, on the other hand, undergo different morphological modifications. One visible feature of the changed reduplicatives is that they are not borrowed as direct reduplicatives – initially they are borrowed as a single lexical item and then reduplication is carried out following the morphological rules of Bangla. This study reconfirms the claim of Musa and Ilyas (2001) that in the Bangla language, the changed reduplicatives far outnumber the unchanged reduplicatives. There are a few English-based reduplicative loans that have been assimilated into the fabric of Bangla language – these few words are so strongly Banglicized that their English identity is unrecognizable without the help of etymological dictionaries. Apart from this fully integrated small category, there exists another class of loan reduplicatives that has effaced some full, unalloyed, internally sourceable reduplicatives. These guest reduplicatives along with their host peers and pair members have been instrumental in seasoning, salting and peppering Bangla.

Keywords: Reduplication, copy reduplicative, partial reduplicative, lexical reduplicative

An Assessment of Professional Development Needs of EFL Teachers Working at Different Institutions

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With the globalization of English, advances in technology and increasing mobility, the number people learning English has increased recently. The increasing learning demands have forced countries and education systems to have high-quality language education. According to McLaughling and Talbert (2006), school administrators, teachers, professional development (PD) activities, and parents play a critical role in providing high quality education. Wermke (2011) states that teachers are core elements for higher quality education, so they need to be competent enough and highly motivated to enhance their knowledge to meet the needs of their learners. As professional development is a life-long process and an indispensable part of language teaching, it is vital to know what to focus during the process. The purpose of this study is to assess the professional development needs of EFL teachers working at different institutions. Within this context, the activities that the EFL teachers do, the needs of those teachers, and the factors preventing EFL teachers from doing PD activities were identified. In addition, it was also aimed to find out whether the needs of EFL teachers display any differences based on the level of institutions they work at. The following research questions are answered in this study: 1) What PD activities do EFL teachers working at different levels of institutions engage in? 2) What are the PD needs of EFL teachers working at institutions of different levels of education? 3) Do PD needs of EFL teachers display differences based on the type of institution they work at? 4) What factors prevent EFL teachers from doing PD activities? According to the results, sharing experiences with colleagues, reflection on my own teaching, asking colleagues for help and observing other teachers are the most common PD activities that the teachers do. Using games in ELT, identifying learner characteristics, use of technology in ELT, and increasing student motivation are the most needed PD areas. Furthermore, there are certain differences regarding the PD needs of EFL teachers between the levels of institutions. The differences mainly occur between elementary and university level. In terms of factors preventing teachers from doing PD activities, heavy workload, cost, unqualified trainers, lack of institutional support and inconvenient date and time are the most common factors.

Keywords: Professional development, PD, PD needs

Boosting EFL Writing: Using Mind-mapping Software Programs

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This study explores the effects of using mind-mapping on EFL students' performance in writing short stories. Within this frame the study took advantage of mind-mapping software programs to identify appropriate mind-mapping techniques. Mind-mapping is a very important part of essay writing. It involves writing down a central idea and coming out with new and related ideas from the centre. The mind mapping strategy can be used to explore a wide range of topics in writing and also be used in every kind of writing. Although some of the researchers claim that it stifles creativity, there are some studies which states that using mind-mapping helps students to keep track of the plot. This study was based on a thirteen-week case study in which data was collected through semi–structured interviews and students' written texts. The participants were 62 EFL freshmen studying at Yıldız Technical University. The findings revealed that teaching EFL students to benefit from online mind-mapping programs is an effective way to improve their writing skills and strategies. Not only can it enhance the students' ideas, but it can also give them muse to follow a roadmap. Additionally, the participants of the study reported that the use of online mind-mapping software shortened the time they spend on writing and enhanced their outlining skills.

Keywords: EFL, writing, mind-mapping, software programs, prewriting

Timed-writing Matters: A Case Study of Virtual Learning Environment

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The purpose of this study was to examine the effects of regular timed-sessions on the EFL students' writing performance and their level of anxiety. Examining the writing process through timed-writing exercises is worthwhile because it can be used as a practice for specific writing assessments used worldwide. In this study, the participants were 62 ELT freshmen studying in the department of English Language Education, at a state university in Turkey. The students completed a 30 minute timed-writing task for 8 weeks. During the timed-writing sessions, students responded to daily writing prompts available in the Second Life. The data was gathered through both quantitative (Cheng, 2004) and qualitative data sources (semi-structured interviews conducted with the participants). With the concern of eliciting detailed and strong data a mixed method design was applied. The findings indicated that regular practice with timed-writing in the classroom allowed students to write well-constructed and error free essays. The results of this study also showed that encouraging students to write regularly, by using virtual platforms contributed to alleviate the students' level of writing anxiety.

Keywords: Timed-writing, anxiety, virtual environment, Second Life, EFL

Demotivational Factors among EFL Teachers in Turkey

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Teachers are the key element of learning and teaching process in language teaching aspect. Haggai and Piwuna (1997) in their study concluded that the teacher in the entire education system is and should be identified as the most important factor in motivation. This is because he/she sits and sets all class activities. Every action of the teacher, they say, would influence the child behaviour, either directly or indirectly. Therefore, teachers' performance is one of the most determining factors that affect students and their learning will. Briefly, teachers' demotivation affects their performance and accordingly learning process. Even though, teacher demotivation is very significant, solely a limited number of studies have been conducted on teacher's demotivation in Turkey. The aim of the study is trying to investigate the factors demotivate EFL English teachers in Turkey and the effect of these factors on teachers. The design of the study is descriptive design and it aims to illustrate the current situation in this field. Mix method has been used to conduct this research. Convenience sampling method has been preferred for this research.100 participants have been selected from Adana province for this study. Teacher Demotivational Questionnaire by Sugino (2010) and a semi-structured interview have been chosen to collect data.

Keywords: Demotivation, Turkish EFL teachers, demotivating factors

Teacher's Beliefs vs. Student's Expectations of Feedback in EFL Writing

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EFL teachers have their own beliefs and attitudes about how they should give written feedback to their students' writing. In other words, they assume that the feedback they provide will be very useful in writing a better draft (final draft) of the rough draft their students have submitted. These beliefs and attitudes are generally shaped by '…[e]rror correction research… focused mostly on teachers' strategies and their effects on student writing. [However], [m]uch less has been done to find out about students' beliefs and attitudes about teachers' feedback on errors' (Lee, 2005). Indeed, does the teacher's error correction feedback match/meet the students' needs and expectations? In other words, do students find the feedback useful? What exactly do they do with their teacher's error feedback? This study aimed to investigate Eng101 students' perceptions, beliefs, and attitudes about their teacher's error correction in the writing process (namely, definition, comparison-contrast and opinion paragraphs) at the Department of Modern Languages at Middle East Technical University in Ankara, Turkey. Data were obtained from a questionnaire, follow-up interviews and social media sharing. This presentation will share the interesting findings of the study, which support the claim that error feedback in general helps in EFL learners' better writing performance but may not be as useful as teachers assume they are if they do not match the students' expectations. The presentation will provide information regarding what exactly the EFL students expect from teacher feedback. It aims to benefit those who are involved in teaching or learning to write in English as a foreign language and are hoping for more improvement in the writing classroom.

Reflecting on the English Learning Process of Refugee Pupils in the UK and Turkey: Teachers' Perspectives

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In the context of the 21st Century globalization, competence in English language literacy skills is regarded as essential for the competitive market. In school context, pupils learning English as an additional language (EAL) in the same classroom may not be homogeneous due to their diverse background experiences (Conteh, 2015). For example, in the UK, there are over 1.5 million EAL learners (The Bell Foundation, 2018). Turkey welcomed around 2.523.554 Syrian refugees (Cinkara, 2017). This means that teachers need to do extra efforts to accommodate the needs of these pupils in classrooms by perhaps reflecting on their practices through understanding of their practices within the situations in which they are carried out (Carr&Kemmis, 1986). This abstract reports a small-scale study in which two pupils with Arabic as First Language participated. Salah (pseudonym) 9-year-old, without prior formal and informal education, has been in Year 4 in a UK West of England school. Ahmed (pseudonym), 8 years old, has been in Year 3 in a South East Turkey school learning English as a subject, possible as his third language, in addition to Arabic and Turkish. The aim of the study was to understand ways to improve the English language learning process of refugee pupils for future improvement of their educational provision. Researcher 1 conducted 11 weeks action research to develop Salah's English literacy skills by focusing on both phonics, whole word approach and increasing vocabulary knowledge for reading Basic English sentences. At the end of the 11 weeks, relative improvement has been observed. Researcher 2 conducted a structured interview with Ahmed's class-teacher to understand the teacher's actions to improve Ahmed's English literacy skills for 10 weeks. He has been learning English in a structured way: Book 3 English with units that build on the previous one. Unit 1 to Unit 3 were observed by the class teacher and reported that Ahmed found retaining vocabulary less challenging while sounding out the English letters was challenging. Based on the study outcome, further research with larger sample of refugee pupils and encouragement of cross-border professional co-operation to improve Basic English sentence reading is recommended.

Keywords: Action research, structured interview, EAL, first language, English literacy

POSTER

The Importance of Foreign Languages

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According to three studies by Bruck, Lambert, Tucker (1974), Hakuta (1986) and Weatherford (1986), children enrolled in foreign language courses demonstrate stronger cognitive skills, particularly in the area of creativity. An added bonus: those with competency (not necessarily fluency) in more than one language tend to have higher intelligence scores on standardized tests. Foreign languages are also important to those working in business, communications and nearly every other career track. Even if your potential clientele speak English, there isn't a better way to understand their needs and cultural desires than to learn their language. It helps make a great first impression, and it shows that you are willing to go above and beyond to maintain the relationship. In many cultures, attempting to speak the language is viewed as a sign of respect and has the potential to open doors in the future. Learning multiple languages will always serve to enhance your quality of life, and even that language is never used in practical circumstances, you almost certainly will enjoy the time spent educating yourself. Language learning is unique in that you rarely have to spend much money to find a passionate instructor or fellow learner, and the adventure of understanding a new tongue is one experience you will not soon forget. Another reason why a foreign language should be learned is that the knowledge of a foreign language enhances your cognitive and analytical abilities. Learning a foreign language is tough and involves a lot of mental exercise. On the individual level, it improves personality and increases your sense of self-worth. The need of language faculties has increased due to the -growing interest in students to learn foreign languages. People associated with social services need to work with diverse groups from several countries. Ability to speak in a foreign language enables them to communicate and serve people better. The next important decision is to choose from the number of foreign languages – French, Spanish, German, or Italian- to be learnt. Whether a language is learned for a specific reason or out of interest, learning a foreign language will lead to long-term success. It will open up new avenues before you. The more language you know, the better you can express yourself.

Keywords: Career, opportunity, monolingualism, approach, develop.

Mastering Linguistics and Literature-related Academic Content through English as a Medium of Instruction: Time to Listen to Students

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In essence, English as a medium of instruction is a rapidly growing phenomenon to offer various academic subjects in English in EFL environments. There has been a plethora of publications on the use of English for educational purposes at tertiary level in a wide variety of academic subjects including science, engineering, mathematics, medicine, international relations, to list but a few. Yet, seldom is attention devoted to the employment of this pedagogical alternative in teaching English language and literature. Responding to the scholarly calls to further the issue in general and aiming at contributing to the existing line of scholarship by addressing this lacuna, the current study investigates what difficulties learners face while trying to internalise linguistic and literature-related academic content in an intensive English language programme and what strategies they employ to deal with these possible challenges. The study took place at a large-size public university in the northeast part of Turkey, and the data were collected from the 1st, 2nd, 3rd, and 4th graders (N= 350) at the Department of English Language and Literature with a self-devised open-ended questionnaire and 2 focus-group interview protocols (N=12). The open-ended questionnaires were quantitatively analysed to find out the challenge and strategy themes and their codes. The transcribed data from the focus group interviews were qualitatively analysed to explore the issue in greater depth and triangulate the results and several participant responses were quoted to enrich the results. Numerous difficulties under certain categories covering language-related, affective, teacher-related, course-related, environment-related, and peer-related themes and several coping strategies employed by the participants while internalising English language and literature-related content in English were identified and reported. Lastly, classroom implications arising from the findings were shared to enlighten those interested parties, including administrative services, course lecturers and students.

Keywords: English as a medium of instruction, tertiary education, learning challenges, higher education, literature

Responses to the Functionality of Short Story-based Reading Instruction at Tertiary Level: Perceptions and Problems

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There is a thriving body of both theoretical and empirical backing to the employment of literature, i.e., short stories in this case, in language classes on account of several language contributions, personal growth, and gratification. Yet, the picture is incomplete due to implementation challenges at the classroom level. Hence, their integration into language instruction that sounds fine in theory needs more pedagogical attention to extend the understanding of the issue. The current study, thus, is motivated by the need to conduct more systematic research on educational practices from diverse contexts in the pursuit of some answers to implementation challenges of short-story integrated classes. The current study investigated student perceptions of the functionality of short story-based reading instruction. 222 first graders at the Department of English Language and Literature in a northeast state university enrolled at the Texts on Language and Literature Course were targeted. The course aims at teaching students how to dig deep into reading by analysing a wide variety of texts on both language and literature. Employing a qualitative approach, the researcher collected the data with an open-ended questionnaire and two focus-group interviews. With a thematic data analysis strategy, the researcher interpreted the data and quoted from student responses to enrich the results. The findings showed that the participants enjoyed the course as it enriched their vocabulary, enlarged their world view, motivated them to dig deep into reading, enhanced their critical thinking, increased their motivation to read in English, to list but a few. Yet, the implementation was criticised due to the content qualities. Although the researcher does not make grand claims regarding the results, the practitioner audience are provided with useful insights gained from the findings in the end.

Keywords: Short story, literature, reading, language, student perceptions, tertiary level

Peer Teaching and its Effects on Middle- School EFL Learners Writing Skill

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Drawing from a sociocultural framework, the purpose of this study was to investigate peer teaching and its effects on middle-school EFL learners' writing skill and motivation. Based on the problems such as the ineffectiveness of the approaches used to teach writing in EFL primary education, the aim was to integrate peer-teaching practices with writing. The study followed a sequential exploratory mixed-method design; by collecting qualitative data initially following quantitative data. The study was carried out with 24 students (12 pairs) studying in 7th grade in a private middle-school in Gaziantep. The participants were trained under the framework of process-oriented writing for 10-weeks. Firstly, at the beginning of the term (September) the writing samples of the students were collected. Students were asked to write a descriptive paragraph individually. Secondly, students were paired up and the steps of process approach were completed by the pairs. Students completed 8 writing tasks which involved writing descriptive and narrative paragraphs. In terms of data collection instruments, a semi-structured interview with 24 questions was utilized following a 5-point Likert scale questionnaire. The data collected from the interviews were transcribed by the researcher through pattern-coding. Subsequently, the data collected with questionnaire was computed via SPSS software and descriptive analysis was presented. Based on the results and findings, learners reflected benefits of peer-teaching and process approach to their writing. Participants mentioned that this implementation enhanced their self-assessment skills, language awareness and capabilities to give feedback. The descriptive results from the academic writing motivation questionnaire showed that peer teaching increased students motivation to write and confirmed the benefits. The conclusions made from the study were that peer teaching encourages students' motivation to develop their writing skill and social relationships with their peers which builds their confidence in learning English language.

Keywords: Peer teaching, peer feedback, process approach, writing motivation

A Study of Neuroticism Personality Trait and Language Learning Strategy Use

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This study aimed to examine the influence of neuroticism personality trait in the preference of language learning strategy use. It was conducted in Bosnian context with the participation of 252 students from 8 different departments of a Bosnian university. The research data were collected by employing two inventories: SILL (Strategy Inventory of Language Learning) (Oxford, 1990) and NEO PI-R (Revised- NEO Personality Inventory) (Costa. P. T. & McCrae, R. (1990) based on Five Factor Model (FFM) based on the quantitative method. To analyze the gathered data, several statistical procedures were utilized such as descriptive statistics, Cronbach's Alpha test, and the Pearson r Correlation test. First, personality traits of the participants were identified using NEO PI-R and secondly, their preference of language learning strategy use was sought through Oxford's (1990) SILL. The findings presented that the neuroticism personality trait doesn't play a significant role in the preference of language learning strategy use at the domain level, however, at the facet level, significant correlations was found between the strategies and neuroticism facets. Accordingly, anxiety (N1) with cognitive strategy use, angry hostility (N2) with cognitive, meta-cognitive and social strategies, self-consciousness (N4) with meta-cognitive strategy use, impulsiveness (N5) with compensation strategy use and finally vulnerability (N6) with memory strategy use had significant correlations. The results provide significant practical and pedagogical implications about language learning and teaching and make contributions on understanding the role of personality concept in language education.

Keywords: Neuroticism, language learning strategy use, personality, five factor model, SILL

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