ILTERG CONFERENCE

ABSTRACT BOOK

April 8-10, 2019
Antalya TURKEY

ILTERG CONFERENCE

April 8-10, 2019 Antalya, TURKEY

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Foreword

We are pleased to welcome you all to ILTERG Conference, which is held as a dissemination activity of the ILTERG Project funded by the Turkish National Agency.

ILTERG (INTERNATIONAL LANGUAGE TEACHER EDUCATION RESEARCH GROUP) Project is coordinated by Gazi University, and project partners are Boğaziçi University, Pomeranian University and Evora University.

ILTERG Conference aims to bring together language teacher educators from all over the world who work in many different contexts to maximize opportunities for exchange and networking. We have been fortunate enough to gather a large number of colleagues and researcher from around the world, who will provide use with insights to their studies and thus exchange ideas, set up plans and projects for future study and research.

The theme of the project is mainly Teacher education and Development and English Language Teaching. It is a priority of ILTERG Conference to bring together research, theory, and best practices from all contexts of language teacher education. We believe it is becoming more and more important to contribute to the continuing professional developments of language teachers. The conference also aims to contribute to English language teaching.

We would like to thank you all, academics, foreign language teachers, teacher trainers, graduate students in the field of English Language Teaching, who attend ILTERG Conference to present current research carried out in the areas of both Foreign Language Teaching and Teacher Education. Thus, the ILTERG Conference provides opportunities for the foreign language teachers and teacher educators to exchange new ideas, gain insights for new research areas and find global partners for future collaboration.

It is also an honor to host a number of distinguished speakers to present their research and scholarly papers. We would especially like to thank Fiona Copland, Steve Mann, Paul Kei Matsuda, Dinçay Köksal, Arif Sarıçoban and Ali Fuad Selvi for their invaluable contributions to the conference.

We look forward to listening to them and all other participants, whose studies will be a feast of mind for us. We hope you can have fruitful and rewarding exchanges. Thank you for coming!

Associate Professor Gonca YANGIN EKŞİ

ILTERG Conference President

THE ILTERG CONFERENCE PROGRAM   April 8-10, 2019 Antalya TURKEY

DAY 1: Monday, April 8, 2019	
*All sessions will be held in Port Nature Luxury Resort Hotel & Spa in Belek/ Antalya	
9.00	Registration
9.30-10.00 **Main Hall**	**Plenary Session 1:** **The Individual Teacher** Assoc. Prof. Dr. Gonca Yangın Ekşi
10.05-11.05 **Main Hall**	**Plenary Session 2:** **Beyond the Tipping-point: A Video Agenda for Language Teacher Education** Prof. Dr. Steve Mann
11.10-12.10 **Main Hall**	**ILTERG session** Assoc. Prof. Dr. Gonca Yangin Eksi, Prof. Dr. Yasemin Bayyurt, Prof. Dr. Dorota Werbinska, Assoc. Prof. Dr. Luis Guerra
12.15-13.00	**Lunch**

13.00-14.00	**Evaluation of EFL Coursebooks in terms of Speech Acts**
Concurrent Sessions	Mustafa Akın Güngör
(1)	
Papers	**Case-based Method in Getting Prepared for Young Learner Classes**
(15 mins.)	Şeyda Selen Çimen
Main Hall	
	Can I trust you? From Students' Perspectives: How Useful is Peer Feedback in Writing Classes?
	(CHAIR) Prof. Dr. Şevki Kömür, Müge Çalışkan
	Towards Integrating ICT in EFL Classes
	Mohammed Ghedeir Brahim
13.00-14.00	**EFL Learners' Perceptions of the City They Study**
Concurrent Sessions	(CHAIR) Prof. Dr. Leyla Harputlu, Ali Erarslan
(1)	
Papers	**A Study on The Role of Executive Functions in Reading Comprehension**
(15 mins.)	Prof. Dr. Leyla Harputlu
Hall 1	
	Reflective Teaching: a Springboard for Revolutionizing the Algerian Teachers' practices in Higher Educational Contexts
	Saoud Ammar
	The Impact of Study Skills Course on Enhancing Students' Self-Study Skills and Learning Strategies
	Ouahid Atik Zid

13.00-14.00 Concurrent Sessions (1) Papers (15 mins.) Hall 2	**Reflections of ELT Seniors Upon School Experience Course Observations** (CHAIR) Çağla Atmaca **What Engineers' English can Teach Curriculum Developers** Akif Çal **21st Century Critical Thinking Routines: Developing EFL Learners' Linguistic Competence** Syeda Saima Ferheen Bukhari **Disciplinary Culture in Syllabus Design: The shift from Shared Values to Shared Practices** Mohammed Naoua
13.00-14.00 Concurrent Sessions (1) Papers (15 mins.) Hall 3	**The Teaching of Colour Adjectives through Literature: Still Life by A.S. Byatt** Nazlı Gündüz **Collaborative and Reflective Experiences on Technology Integration in Language Teacher Education** (CHAIR) Asuman Aşık, Burtay İnce, Arzu Şarlanoğlu Vural **Assessment of 21st Century Learners in English Writing Classes: Challenges and Solutions** Randa Bou-Mehdi **Evaluation of Intercultural Aspects in Algerian Middle School EFL Textbooks** Nacer Dehda

14.10-15.10 Plenary Session 3 **Main Hall**	**Plenary Session 3:** **Accreditation of Foreign Language Teacher Education Programmes in Turkey: The Key to the Quality in Language Education** Prof. Dr. Dinçay Köksal
15.10-15.30	**Coffee / Tea Break**
15.30-16.30 Concurrent sessions (2) Papers (15 mins.) Main Hall	**The Early Years of Teaching: A Cross-Cultural Study of Turkish and Polish English Teachers** Müzeyyen Nazlı Güngör, Sumru Akcan, Prof. Dr. Dorota Werbińska, Małgorzata Ekiert **The Past, Present and Future of the Course "Teaching English to Young Learners" in Turkey** Müzeyyen Nazlı Güngör, (CHAIR) Prof. Dr. Abdulvahit Çakır **International Perspectives of English Language Educators on English as a Lingua Franca** Luís Guerra, Lili Cavalheiro, Ricardo Pereira, Prof. Dr. Yasemin Bayyurt, Yavuz Kurt, Elifcan Öztekin **Who is the Ideal Teacher according to the National ELT Curriculum(2-8th grades)** Prof. Dr. Arda Arıkan

15.30-16.30	**The Role of Classroom Assessment in Promoting Self-regulated Learning**
Concurrent sessions (2) Papers (15 mins.) Hall 1	(CHAIR) Nawal Kadri
	Resilience in Foreign Language Learning: Adult EFL Learners' Experiences
	Samed Yasin Öztürk, Yusuf Emre Yeşilyurt
	Algerian Teachers' Attitudes toward the Use of Mobile Phones in EFL Classrooms: The Case of Tizi Ouzou University
	Katia Berbar
15.30-16.30	**A Tool for Professional Development: Peer Observation**
Concurrent sessions (2) Papers (15 mins.) Hall 2	Nurda Karadeniz Kayalı
	Exploring Pre-service Foreign Language Teachers' Understandings of Multicultural Diversity in Language Classes
	Aydın Çelenk, Burcu Koç, Elif Bozyiğit
	Linguistic Features of Pride and Prejudice
	(CHAIR) Olga Gonçalves
	Pre-service Teachers' Beliefs about Effective Teaching
	Besime Erkmen

15.30-16.30 Concurrent sessions (2) Papers (15 mins.) Hall 3	**Exploring the Relationship between the Beliefs and Practices of Instructors about Oral Corrective Feedback in EFL Classes: A Case Study from Turkey** Pınar Kartal Kır **A Technology-based Method: Perceptions of the Students** Aslıhan Nur Erol **Learning to teach in Algeria: The Case of the Teacher Training "Teaching Methodology "Curriculum at ENS Assia Djebar Constntine Algeria** Leila Djouima **Exploring EFL Teachers' Emotion Regulation Strategies in their Research Life: A Chinese Case Study** Haibo Gu, (CHAIR) Qian Wang
16.30-16.45	**Tea/Coffee Break**
16.45-17.45 Concurrent Sessions (3) Workshop and Papers (15 mins.) Main Hall	**Do Androids Dream of Electric Sheep? – Digital Empathy in ELT** Eftychis Kantarakis, Vicky Chionopoulou, Julia Aliverti *(30 mins. workshop)* **The Future of English from the Perspectives of Pre-service English Language Teachers** (CHAIR) Ali Karakaş **Professional Development Perceptions and Activities of In-service English Language Teachers in Burdur** Zeynep Yücedağ, Ali Karakaş

16.45-17.45 Concurrent Sessions (3) Papers (15 mins.) Hall 1	**Are We All on the Same Page? Discovering EFL Teachers' and Learners' Perceptions Regarding Affective Factors** (CHAIR) Ali Dinçer **The Comparison between the Impact of the Flipped Classroom and Blended Learning Model on English Foreign Language Learners' Academic Achievement** Sylwia Stachurska **The Divide between Native and Non-Native English Speaking Teachers in Thai EFL Context** Yusop Boonsuk, Eric A. Ambele **An Emic Perspective of What Makes an Effective English Teacher in Thailand** Eric A. Ambele, Yusop Boonsuk
16.45-17.45 Concurrent Sessions (3) Papers (15 mins.) Hall 2	**How Valuable are the EFL Coursebooks for Values Education?** (CHAIR) Prof. Dr. İsmail Çakır **Why ELT? : Pre-Service English Teachers' Motivations for their Career Choice** Büşra Çelen **The Effectiveness of Classroom Assessment Techniques in Optimizing EFL Learners' Achievements at Tertiary Level** Zouleykha Belabbes **Distance Language Education: The Inevitable Choice** Asma Nesba

16.45-17.45 Concurrent Sessions (3) Papers (15 mins.) Hall 3	**Changing Profile of EFL Teacher Students: Issues, Solutions and Suggestions** Ayşe Kızıldağ **Fundamental Concepts of Classroom Management in ELT** (CHAIR) Prof. Dr. Arif Sarıçoban **The Evaluation of Word Clouds in Teaching Vocabulary** Zhanar Baimbetova **Digital Communication Across Culture: A Case Study of The Linguistic features of WhatsApp Communication And Applied Linguistics** Abdullah Khuwaileh
20.00	**Gala Cocktail** **Ahmet SULA Caligraphy & Art Exhibition**

DAY 2: Tuesday, April 9, 2019 ***All sessions will be held in Port Nature Luxury Resort Hotel & Spa in Belek/ Antalya**	
9.30	Registration
10.00-11.00 Plenary Session 4 **Main Hall**	**Plenary Session 4:** **Teaching English to Young Learners: Challenges in Search of Solutions** Prof. Dr. Fiona Copland
11.10-12.10 Plenary Session 5 **Main Hall**	**Plenary Session 5:** **Being and Becoming an English Language Teacher in a Changing World: The Best of Times? The Worst of Times?** Asst. Prof. Dr. Ali Fuad Selvi

12.15-13.15	**Lunch**
13.30-14.30 Concurrent Sessions (1) Papers (15 mins.) Main Hall	**A Cross-Sectional Evaluation of the Oral Communication Strategy Use of the Student Teachers of English** Galip Kartal, Hatice Okyar **Lesson Study as a Tool for English Language Teaching and Language Teachers' Professional Development** (CHAIR) Yusuf Demir, Galip Kartal **Vocabulary Learning Strategies in an Algerian EFL Context: An Investigation about the most Common Strategies Among Students of English at L' Ecole Normale Superieure of Constantine** Amel Benyahia **Open Book Examination in the Algerian University: Between Illusion and Reality** Sonia Nemer, Nesrine Ghaouar

13.30-14.30 Concurrent Sessions (1) Papers (15 mins.) Hall 1	**Adaptation and Localization of International Competence Descriptors for and by English Language Teachers in Turkey** Gülden Taner, (CHAIR) Prof. Dr. Gölge Seferoğlu **Seize the Moment: Turning Local Contingencies into Learning Opportunities** Gözde Balıkçı, Prof. Dr. Gölge Seferoğlu **Categories of Loan Words: Markedness/Unmarkedness and Speech Learning Model** Prof. Dr. Muhlise Coşgun Ögeyik **Foreign Language Anxiety: The Case of Study Abroad Students** Elias Bensalem
13.30-14.30 Concurrent Sessions (1) Papers (15 mins.) Hall 2	**Are Prospective EFL Teachers Under the Influence of Culturalist or Interculturalist Approaches** (CHAIR) Prof. Dr. Dinçay Köksal, Gülten Genç **The Role of Social Media in EFL Learning: Used Effectively or Not** Prof. Dr. Dinçay Köksal, Ömer Gökhan Ulum **Using the Flipped Classroom to Enhance Adult EFL Learners' Speaking Skills** Sabahattin Yeşilçınar **English Language Teachers' Perceptions towards Critical Pedagogy in ELT** Nicolle Suazo Albornoz

13.30-14.30 Concurrent Sessions (1) Papers (15 mins.) Hall 3	**Online Decision Making Strategies of Novice EFL Teachers at a Tertiary Context** Esra Yatağanbaba, Nuray Alagözlü **Enhancing Self-regulated Learning Strategies through Project-based Learning in Foreign Language Preparatory Classes at Higher Education** Meral Şeker **The Effect of Politeness Strategies Instruction on EFL Learners' Quality of Apology and Complaint Letters** Jalal Kamalizad, Farzaneh Ezzetkhani, Kaveh Jalilzadeh **Turkish Undergraduate EFL Students' Attitudes towards Learning English** (CHAIR) Burcu Şentürk
13.30-14.30 Special Session Hall 4	**Journal of Language and Linguistic Studies** Prof. Dr. Arif Sarıçoban
14.30-14.45	**Tea/Coffee Break**
14.45-15.45 Plenary Session 6 **Main Hall**	**Plenary Session 6:** **The Presence of the Teacher** Prof. Dr. Paul Kei Matsuda

15.45-16.45 Special Session Hall 4	**Round Table: Research with PhD and MA Students** Prof. Dr. Paul Kei Matsuda
15.45-16.45 Concurrent Sessions (2) Papers (15 mins.) Main Hall	**An Inquiry on the Sources of Teachers' Questioning: A Reflective Approach to In-Service Teacher Education** (CHAIR) Prof. Dr. Aysun Yavuz, Orçin Karadağ **A Needs Analysis and Situation Analysis on Academic English Writing Needs of International Relations Department Students** Orçin Karadağ, Ece Zehir Topkaya **An Investigation of Student Teachers' Engagement in Autonomous Outside-The-Classroom Learning Activities** Samed Yasin Öztürk **The Faculty Perceptions of Being Role-models in the Eyes of the Undergraduate** Ayşegül Takkaç Tulgar

15.45-16.45 Concurrent Sessions (2) Papers (15 mins.) Hall 1	**Variation in English Language Teachers' Conceptions of Private Tutoring: An International Phenomenographic Study**
	Prof. Dr. Dorota Werbińska, Luis Guerra, Elif Bozyiğit, Serhan Köse, Małgorzata Ekiert
	From Physics to Language, from Teacher to Teacher Trainer: A Narrative Study
	Fatma Gümüşok, Prof. Dr. Gölge Seferoğlu
	English as a Lingua Franca in Portugal and Turkey: A Comparative Analysis of ELF-aware Activities in Coursebooks
	Luís Guerra, Lili Cavalheiro, Ricardo Pereira, Yavuz Kurt, Elifcan Öztekin, Ecehan Candan, (CHAIR) Prof. Dr. Yasemin Bayyurt
	An Inservice Teacher Training Model for Technology Integration in Language Teaching
	Prof. Dr. Belgin Aydın

15.45-16.45 Concurrent Sessions (2) Papers (15 mins.) Hall 2	**High School Students' Attitudes towards ICT and Media Tools in Learning English and Academic Self-Efficacy Beliefs**
	Burcu Varol, Suzan Kavanoz, Aysun Güler, Nihan Karabulut
	Teachers as Researchers: Perceptions, Motivations, and Challenges in ELT
	(CHAIR) Prof. Dr. Arif Sarıçoban, Özkan Kırmızı
	The Effects of Written Corrective Feedback on the Turkish EFL Learners' Development of Present Simple Tense
	Fatma Ege
	Pre-service and In-service EFL Teachers' Preferences of the Elective Courses in ELT Departments
	Kürşat Cesur, Melis Şenol, Ahu Akbay

15.45-16.45 Concurrent Sessions (2) Papers (15 mins.) Hall 3	**The Interplay between Academic Motivation and Academic Achievement of Teacher Trainees** Ceyhun Karabıyık **Interaction between Academic Resilience and Academic Achievement of Teacher Trainees** Ceyhun Karabıyık **"We find ourselves incorporating more games into lessons'': Genre-based Explorations into Structural and Linguistic Representation of Reflection in Teacher Researcher Writing** Erdem Akbaş, (CHAIR) Kenan Dikilitaş **The Comparison of English Language Teacher Trainees' Professional Agency in Practicum in Turkey, Poland and Portugal** Burçak Yılmaz Yakışık, Fatıma Nur Fişne, Gonca Yangın Ekşi
16.45-17.00	**Tea/Coffee Break**

17.00-18.00	**Effective Foreign Language Teaching: ELT Students' and Instructors' Beliefs**
Concurrent Sessions (3) Papers (15 mins.) Main Hall	Esin Akyay Engin
	A Study on Professional Development Awareness across Teachers of Different Majors
	(CHAIR) Oya Tunaboylu
	Reliability, Validity and Fairness Issues in EFL Writing Performance Assessment: A Turkish-Universities Perspectives
	Turgay Han, Seda Arslan-Han
	Metaphorically Speaking: How Do Teacher Candidates Use Metaphors and Similes to Express Their Professional Experiences?
	Wen Ma
17.00-18.00	**Conceptualization and inclusion of diversity in the context of an ELT program**
Concurrent Sessions (3) Papers (15 mins.) Hall 1	Ufuk Ataş, Gülden Taner
	Authentic Assessment On Writing Skill Of Preparatory Class Students In English Language Teaching Department
	(CHAIR) Hatice Kübra Koç
	Linguistically and Culturally Responsive Teaching: Pre-service ELT Teachers in the Turkish Context
	Zeynep Aysan Şahintaş, Esra Karakuş, Emine Eren Gezen
	The Relationship among Writing Critical Reflective Journals, Critical Thinking Skills and Writing Skills
	Emine Eren Gezen, Zeynep Aysan Şahintaş, Esra Karakuş

17.00-18.00 Concurrent Sessions (3) Papers (15 mins.) Hall 2	**What does Classroom Management Mean to Pre-service ELT Teachers?** (CHAIR) Sabriye Şener, Ayten Çokçalışkan **Developing a CALL-based Classroom: EFL Teachers' Attitudes and Perspectives** Sara Laiche, Nesrine Ghaouar **Comparison of Instructors' Attitudes Towards Professional Development** Deniz Emrah Baykal, Prof. Dr. İbrahim Kocabaş **An Exploration on The Reflectivity of Prospective EFL Teachers** Suna Çelik, Evrim Eveyik-Aydın
17.00-18.00 Concurrent Sessions (3) Papers (15 mins.) Hall 3	**MY TPACK** Gülnur Şahin **EFL Instructors' perceptions on the effects of unannounced quizzes on EFL Learners** Maide Yılmaz, Esra Tabak, Zülal Kızmaz **The Effects of Writing Workshops on Feedback Process of University Instructors** Pınar Ayşe Müftüoğlu **The Relationships between Learner Autonomy and Foreign Language Learning Anxiety** (CHAIR) Suzan Kavanoz, Burcu Varol, Zeynep Kök, Perihan Önder

DAY 3: Wednesday, April 10, 2019
*All sessions will be held in Port Nature Luxury Resort Hotel & Spa in Belek/ Antalya

09.30-10.30 Concurrent Sessions (1) Papers (15 mins.) Main Hall	**University Students' Perceptions towards Cheating** İrfan Tosuncuoğlu **The Potential of Automated Writing Evaluation to Support Students' Writing improvement in content courses** Zeynep Bilki, Aysel Sarıcaoğlu Aygan **How to Teach English to Young Learners** (CHAIR) Prof. Dr. Binnur Genç İlter, F. Özlem Saka **Linguistic Landscapes: A Way to Increase Sociolinguistic Awareness of Pre-service EFL Teachers** Melike Ünal Gezer
09.30-10.30 Concurrent Sessions (1) Papers (15 mins.) Hall 1	**Instruction Giving in EFL Classrooms** Şebnem Cengiz, Işılay Toplu **An Investigation of University Students' Willingness to Communicate in English in a Turkish Context** Ertan Yazıcı **Teachers' Attitudes Towards Using Storytelling Technique in English Language Teaching to Young Learners** (CHAIR) Çağla Nur Kurga **Classroom Management** Esra Ayten

09.30-10.30	**Reflective Practices in an English Language Teacher Education Programme**
Concurrent	Aydan Irgatoğlu
Sessions	
(1)	
Papers	**Learning Grammar with "Learnıng through Teaching" Strategy from the Perspective of Learning By Doing Theory: An Analysis of Learner Autonomy and Learner Beliefs**
(15 mins.)	
Hall 2	Elif Atalı
	Radical and Plural Democracy in Language Teacher Education in Turkey?
	Eser Ördem
	An **Exploratory Study of the Effects of Mindfulness on Teacher Motivation**
	Dilan Şimşir, (CHAIR) Prof. Dr. Gürkan Doğan
09.30-10.30	**Effects of Different Musics on The Attention Levels of Individuals**
Concurrent	Ercümend Ersanlı, Volkan Duran
Sessions	
(1)	
Papers	**Psychological Traits of Geniuses and Its Implications For Curriculums for Gifted Individuals**
(15 mins.)	Volkan Duran, Ercümend Ersanlı
Hall 3	
	Identifying the Foreign Language Learning effort levels of English, German and French Prep Class Undergraduate Students
	(CHAIR) Ceylan Yangın Ersanlı
	Effects of Readers' Theatre on Oral Communication: Classroom Action Research
	Heidi Saleska

10.30-10.45	**Tea/Coffee Break**
10.45-11.45 Concurrent Sessions (2) Papers (15 mins.) Main Hall	**The Relation of Listening Anxiety to Gender, Former Experience and Self-study & Students Expectations from their Teachers** Hülya İpek **An Investigation of High School EFL Teachers' Oral Error Treatment Preferences With a Focus on Register from a Sociolinguistic Perspective** Gürşen Sarıaltın **In Search of Developing Practical Knowledge in Pre-service EFL Teachers: A Proposed Model** (CHAIR) Sibel Ersel Kaymakamoğlu
10.45-11.45 Concurrent Sessions (2) Papers (15 mins.) Hall 1	**Increasing EFL Students' Awareness of Commonly Mispronounced Words through WhatsApp Practices** (CHAIR) Yusuf Emre Yeşilyurt **The Effects of Intensive and Extensive Recasts on Learning the Third Person Singular –s** Murat Şükür, Fatma Esra Demircan **An Examination of the Contribution of Corpus Use as a Data-Driven Learning Tool in Process Writing** Gonca Yangın Ekşi, Gamze Emir **Using appropriate meaning of modal verbs express obligation at teaching grammar explicitly/implicitly** Funda Gerçek

10.45-11.45 Concurrent Sessions (2) Papers (15 mins.) Hall 2	**Cultural Awareness of Kazakh Students in Learning Turkish Language in Target Country** Zerde Duisembekova **Exploring EFL Learners' Perceptions and Expectations about classroom assessment quality** Sayyed Mohammad Alavi, Merve Selcuk, (CHAIR) Kaveh Jalilzadeh **Using concept map to enhance summarizing ability of short stories of Iranian high-school EFL students** Is'haaq Akbarian, Mehdi Abdolkarimi **Code Switching in EFL Classrooms** İlknur İstifçi
12.00 **Main Hall**	**Closing**

PLENARY SPEAKERS

Associate Professor Gonca EKŞİ

Gonca Ekşi is an associate professor at the department of English Language teaching, Gazi University, where she teaches undergraduate and graduate courses and supervises MA and PhD dissertations. She has also worked in the projects to develop the national English curriculum for primary and secondary schools in 2012. She is currently coordinating a KA2 project "ILTERG" funded by Turkish National Agency and co-funded by Erasmus +. She published various research articles and book chapters nationally and internationally. Her research interests include language teacher education, technology and language learning, young learners, language and culture, curriculum and materials development.

Plenary Session 1
The Individual Teacher

Gonca Yangın Ekşi
Gazi University, Turkey

SLA classrooms have gone through several methods and approaches, inspiring designer methods in the 70s claiming to be revolutionary, and the post methods era with eclectic practices. The shift in language pedagogy rejects the concept of a single "prescriptive" method. Finally, we have also come to acknowledge the learner as an individual- in other words, individual difference variables. Likewise, the individual teacher makes a difference undeniably. Teachers' individual differences and perceptions can influence the way they teach and motivate students (Brophy & Good, 1974; Skinner & Belmont, 1993). Differences in teachers' experience in teaching, their interpersonal style, how closely teachers support and relate interpersonally with students, and how they relate to students affect the classroom climate and the students' attitudes, effort, goals and motivation. Though, not all aspects of educational context can be created by the teacher, such as resources, language policy, national assessment, school building and facilities etc, still some teachers with faith do make a change.
Teachers make a difference: They can motivate, challenge, engage, inspire and instill a love for learning. They can realize the student potential and be a role model.

Key words: the individual teacher

Associate Professor Steve MANN

Steve Mann (Associate Professor) currently works at the Centre for Applied Linguistics at the University of Warwick. He previously lectured at both Aston University and the University of Birmingham. He has experience in Hong Kong, Japan and Europe in both English language teaching and teacher development. Steve supervises a research group of PhD students who are investigating teachers' education and development. He has published various books including 'Innovations in Pre-service Teacher Education' (British Council). His most recent books are 'The Research Interview: Reflexivity and Reflective Practice in Research Processes' (Palgrave) and 'Reflective Practice in English Language Teaching: Research-Based Principles and Practices' (Routledge). His co-edited Handbook on Language Teacher Education (with Steve Walsh) is due to be published in 2019.

Plenary Session 2
Beyond the tipping-point: A Video Agenda for Language Teacher Education

Steve MANN
University of Warwick, United Kingdom

This talk is aimed at teacher educators who are looking to increase their awareness of the way that digital video can be prioritized and exploited in language teacher education. It has recently been argued that we have reached a 'tipping point', where views and practices are changing as we innovate with and adapt to improved capabilities in video technology.

This presentation puts forward an agenda for both pre-service and in-service teacher education. Pre-service education in particular needs to make video analysis, video making and teaching through video more central to the experience of teacher learners. Awareness of how video can help learning both inside and outside of classrooms is crucial too. In a congruent way, video should be part of the teacher education process and evident in input materials, outputs (e.g. assignments) and assessment (e.g. through the use of portfolio assessment that includes video extracts).

Successful pre-service teaching should embed collaborative reflection on video so that CPD involving video (either reflecting on own or other videos) is more likely and familiar in future teacher development. The talk also gives an update on the VILTE project (Video in Language Teacher Education) and gives examples of a wide range of 'video practices'.

Key words: language teacher education, video, VILTE

Professor Doctor Dinçay KÖKSAL

Dinçay Köksal is a professor of ELT and Applied Linguistics at Çanakkale Onsekiz Mart University. He was also the Dean of the Faculty for years. He taught English at different institutions and supervised several MA and doctoral theses. Dinçay Köksal founded Educational Research Association and coordinated one EU lingua project (EU+I and Redinter). He also organizes several international conferences in education and language teaching in particular annually and biannually. Dinçay Köksal also published many articles in journals and papers presented at international conferences and congresses. He wrote and edited many books on teaching translation and Intercultural Communication. In addition, he translated two books.

Plenary Session 3

Accreditation of Foreign Language Teacher Education Programmes in Turkey: The Key to the Quality in Language Education

Prof. Dr. Dinçay KÖKSAL

Çanakkale Onsekiz Mart University, Turkey

This plenary aims to present a brief history of foreign language teacher education programmes in Turkey by focusing on the efforts to develop and implement accreditation criteria and national standards in the Faculties of Education and to discuss the teacher educators' awareness of the accreditation process. Higher Education Council in Turkey established committees to work on the National Qualifications Framework for Higher Education in Turkey (NQF-HETR) (http://tyyc.yok.gov.tr/) based on the one that is guaranteed to be completed by Bologna Process countries in an effort to increase the transparency, recognition and mobility in higher education systems of these countries in accordance with the objectives of Lisbon Strategy published in 2000 by European Union (EU) and with the objectives of Bologna Process in which Turkey was included as a member in 2001 and also NQF-HETR Working Groups on Fields of Education to determine qualifications framework for the narrow field of education and training. I personally worked in the group of "Teacher Training and Education Science". Here I will also share my own experiences concerning the fluctuations in the implementation of accreditation which could be said to be initiated through the National Education Development Project (NEDP) which was Turkish Government World Bank project of some $100 million US with two major components: a reform of elementary and secondary education schooling in terms of infrastructure, textbooks, and educational management and an expansion and transformation of the national system of teacher education in terms of pre-service curriculum development and training fellowships.

Key words: Quality, Accreditation, Teacher Education

Professor Doctor Fiona COPLAND

Fiona Copland is a Professor of TESOL at University of Stirling. During her career she has worked in many countries including Nigeria, Hong Kong and Japan. On returning to the UK, she took an MA in Applied Linguistics at the University of Birmingham and spent a number of years as a director of CELTA and DELTA programmes in Birmingham. She is interested in researching doctoral students in the following areas: Language teacher education Teaching English to young learners Language and ideology Classroom langauge use Materials design Linguistic ethnography.

Plenary Session 4

Teaching English to Young Learners: Challenges in Search of Solutions

Prof. Dr. Fiona COPLAND

University of Stirling, UK

English is being introduced globally to children at increasingly lower ages in state and private schools. Recent research has identified a number of key challenges that teachers face in the young learner classroom as a result of these new policy directives (Copland et al. 2014). This presentation will introduce some of these challenges and, drawing on chapters from *The Routledge Handbook of Teaching English to Young Learners* (Garton and Copland, 2018), it will suggest some tentative solutions.

Key words: young learners

Assistant Professor Ali Fuad SELVİ

Ali Fuad Selvi is an Assistant Professor of TESOL and Applied Linguistics in, and the Chair of the Teaching English as a Foreign Language Program at Middle East Technical University, Northern Cyprus Campus. His research interests include Global Englishes and its implications for language learning, teaching, teacher education and language policy/planning; issues related to (in)equity, professionalism, marginalization and discrimination in TESOL; and second language teacher education. In addition to his scholarship in these areas, he was recently recognized as one of TESOL International Association's 30 Up and Coming Leaders in recognition of his potential to "shape the future of both the association and the profession for years to come."

Plenary Session 5

Being and Becoming an English Language Teacher in a Changing World:

The Best of Times? The Worst of Times?

Assistant Professor Ali Fuad Selvi

Middle East Technical University, Northern Cyprus Campus

What does it mean to be and become an English language teacher in today? Are we stuck between the labels and divides dichotomizing our identities as English users and (prospective) teachers? Is this "the best of times" or "the worst of times" to be an English teacher? Now more than ever, English teachers are faced with such questions and grapple with their consequences on their personal and professional identity constructions and negotiations. Departing from these questions, this presentation aims to offer an intellectual and transformative space for teachers and teacher educators striving to destabilize and transform the fundamental assumptions about language ownership, learning, use, and instruction in the light of the present-day sociolinguistic and educational landscape of Global Englishes. It also showcases how concepts such as *diversity*, *multiplicity* and *fluidity* can serve as fundamental threads running in our everyday practices as language teachers and teacher educators.

Key words: English language teachers, diversity, multiplicity, fluidity

Professor Doctor Paul Kei Matsuda

Paul Kei Matsuda is Professor of English and Director of Second Language Writing at Arizona State University, where he works closely with doctoral students specializing in second language writing from various disciplinary perspectives. He is also Concurrent Professor of Applied Linguistics at Nanjing University and Zhengzhou University. Paul is Founding Chair of the Symposium on Second Language Writing and Series Editor of the Parlor Press Series on Second Language Writing. Paul has published widely on various topics on language, writing and professional development in applied linguistics, rhetoric and composition and TESOL, and has received a number of prestigious awards for his publications.

Plenary Session 6

The Presence of the Teacher

Prof. Dr. Paul Kei Matsuda

Arizona State University, USA

The purpose of this presentation is to explore the role of the teacher in the language classroom. Before the 1960s, teaching a second/foreign language was not considered a professional activity. Teachers were expected to follow the guidelines and materials developed by "trained linguists." The establishment of TESOL around 1996 helped to professionalize the field, but there still is a lingering feeling that teachers are supposed to follow the lead of researchers in developing and implementing teaching materials. In this presentation, I will discuss the importance of teacher professional development and the ways in which teachers can have a strong impact on language learners.

Key words: language classrooms, role of teachers

SPECIAL SESSION

Professor Doctor Arif SARIÇOBAN

Arif Sarıçoban is a Professor at the Department of ELL at Selçuk University and previously worked as an associate professor of ELT at Hacettepe University for 20 years. He has been acting as an editor-in-chief, an editor, and a reviewer for various national and international journals in the field of Language and Linguistic Studies. He has numerous national and international articles and also presented numerous papers at both national and international conferences. His main focus of interest is EFL, ESL, TEFL, ELT and recently the Teaching of Turkish as a Native Language (TNL) and the teaching of Turkish as a Foreign and/or Second Language (TFL/TSL).

Special Session

An Online Journal of Language and Linguistic Studies

Prof. Dr. Arif SARIÇOBAN

Selçuk University, Turkey

In this talk the editor-in-chief will introduce the journal starting from the days when, how, and by whom it was founded. JLLS is a professional, double blind peer-reviewed international journal that aims to involve scholars not only from Turkey, but also from all international academic and professional community. The journal provides a platform for different theoretical and thematic approaches to linguistics and language teaching.

Only manuscripts written in English are accepted. The editors seek manuscripts that: develop theoretical, conceptual, or methodological approaches to language and linguistics, present results of empirical research that advance the understanding of language and linguistics, explore innovative policies and programs and describe and evaluate strategies for future action, and analyze issues of current interest.

Oral Presentation
Evaluation of EFL Coursebooks in terms of Speech Acts

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Speech acts are a part of pragmatic competence which is believed to be acquired in the final stage of second language acquisition. In instructed second language acquisition environment it is thought that teaching speech acts explicitly is a more effective way than teaching implicitly. Even in some studies it is found that teaching speech acts implicitly is something impossible. In EFL contexts, course books are considered to be the primary source of input and are expected to include all language components: phonology, syntax, semantics, and pragmatics. The aim of this study is to determine to what extent EFL course books for tertiary level students cover speech acts based on Searle's classification (1976) and to find out whether they are introduced implicitly or explicitly. Three intermediate level EFL coursebooks from different publishing houses are evaluated by two experts. Content analysis is used to evaluate these course books. The results demonstrate that while four of Searle's speech act classifications are commonly introduced, the other classification is often neglected in these coursebooks. Furthermore, all three coursebooks present speech acts in a similar way. Further studies may focus on whether the course books introduce the speech acts in a similar way in different proficiency levels, and whether speech act classification range is similar in levels of course books.

Key words: speech acts, coursebook evaluation, pragmatics, EFL.

Oral Presentation
Case-based Method in Getting Prepared for Young Learner Classes

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This paper is based on an observation related to the difficulty in linking theory and practice in one of the field courses in a language teacher education program in Turkey. Focusing on this difficulty, the study investigates the use of case-based method in the 'teaching English to young learners' (TEYL) course. For the study, cases collected from different young learner classroom contexts are analyzed in the practice hours of the TEYL course to see if prospective language teachers can generate theory-informed solutions for the challenging situations presented in the cases. The cases are analyzed by the prospective teachers in three main aspects: the context, resolution, and thoughts. Prospective teachers' analyses of the cases reveal that their resolutions are based on three main issues: theories/principles of child learning and language teaching, their language learning histories, and their beliefs. Further, views

of the prospective teachers about the use of cases in the TEYL course show that they mostly benefit from those cases in various ways such as raising their awareness about the real situations in teaching contexts, guiding them when they experience similar situations, and providing different perspectives. Finally, implications of using case-based method in field courses for language teacher education are discussed.

Key words: case-based method, teaching English to young learners, prospective language teachers.

Oral Presentation
Can I Trust You?
From Students' Perspectives: How Useful is Peer Feedback in Writing Classes?

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In language learning, product is as much important as process. Thus, writing skills are considered to be crucial. In a writing class, do your students feel confident and trust each other? Or do they need a teacher? The purpose of this study is to share the findings of an action research which aims at discovering how useful peer feedback is in writing classes. 27 participants who were studying at Izmir Institute of Technology School of Foreign Languages participated in the study. A questionnaire developed by Lin & Chien (2009) was given and an interview was conducted in order to collect data. In the process of the present study students were asked to write a first draft on a given topic. After the teacher checked their mistakes, the students were led to write a second draft. As teacher feedback leads to reliance on the teacher and undermines their self-confidence, the students were asked to give each other feedback. After that teacher feedback was provided.
The data obtained from the questionnaire and interview were analyzed quantitatively and qualitatively to find answers to the following research questions "1. Does peer feedback really help learners? 2. Which one do the students prefer: teacher feedback or peer feedback? The results showed that peer feedback helps students to be more confident, and to learn in a relaxing way. However, they still need teacher feedback and corrections made by the teacher do not have a negative effect on their motivation.

Key words: writing skills, feedback, teacher feedback, peer feedback, action research.

Oral Presentation
Towards Integrating ICT in EFL Classes

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ICT has been used in educational settings since its inception, but recent empirical research has affirmed that it plays a vital role in high-quality learning and teaching. However, many teachers remain resistant to using technology in the classroom. In order to encourage uptake of new educational technologies, it is argued that fundamental research on the potential impact of technology on school life must be

conducted. The present study discusses how ICT can be used effectively in tertiary education to enhance English teaching and learning. It focuses on the role of ICT in improving the quality of learning and teaching with reference to technologies appropriate for this context. The aim of this research work is to investigate, interpret and analyze the methods used by teachers in order to enhance students' English skills and to provide suggestions as how to use ICT more productively to enhance learners proficiency in the language. In order to achieve the study' s aims, two semi-structured interviews have been administered to both 50 students of the third year English and 10 teachers of English at the University Echahid Hamma Lakhdar, El-Oued, Algeria. The findings of the present study are expected to raise awareness on the importance and necessity of ICT in English classes.

Key words: ICT, English as a Foreign Language (EFL), English teaching and learning.

Oral Presentation
EFL Learners' Perceptions of the City They Study

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A number of factors are known to contribute to university choices of the students and among these factors are the departmental concerns, quality of the universities and employment facilities. However, according to a recent report issued by the Council of Higher Education (2018), another significant factor in students' selection of the universities is the location of the university and the feasibility of the city the university is located. Especially in the last 10 years several new universities have been founded across Turkey and also, a new state university was established in Alanya, Antalya in 2015 and the following year the Department of English Language Teaching (ELT) was founded. To this end, considering the gap in relation the ELT students' perceptions of the city they study in, this study aims at finding out Turkish EFL students' perceptions of the city within the context of Alanya. For this aim, qualitative self-reports of the 120 students studying at ELT department were gathered and analyzed through content analysis. Findings of the study show that students mostly preferred to study in Alanya due to its location and geographical reasons (climate, tourist attraction, sea etc). Yet, they find Alanya as a place with limited educational and cultural opportunities (lack of libraries, cinemas and theatres) and economically compelling for students. At the same time, accommodation and transportation services are also reported to be limited which they expect to be increased. However, they think Alanya offers ELT students with multi-cultural – international interaction opportunities to meet various foreign people to practice the language which enables them to find employment easier.

Key words: perception, EFL, ELT, city, Alanya.

Oral Presentation
A Study on the Role of Executive Functions in Reading Comprehension

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Executive functioning is a term in psychology. Executive functioning is used to describe some tasks that human brain performs to think, act and solve problems. It plays an important role to learn new information, remember and retrieve the information. This study examined the contribution of executive functions to reading comprehension. The main goal was to find if executive functions associate with multiple reading skills. It is found that executive functions made a significant contribution to reading comprehension. Findings have clear implications for considering the role of executive functions in reading comprehension.

Key words: executive, functioning, task, reading, comprehension.

Oral Presentation
Reflective Teaching: A Springboard for Revolutionizing the Algerian Teachers' Practices in Higher Educational Contexts

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The 21st century is considered the age of accountability, creativity and innovativeness and the field of Education is of no exception. In the ELT context, reflective teaching has proved its potential in improving teachers' practices and students' learning where both partners can grow intellectually, professionally and personally. Accordingly, the purpose of this current research is to cast light on the effectiveness of reflective teaching on invigorating teachers' practices where teachers can be as an active players of quality teaching. To reach this end, the present research attempts to investigate, explore and analyze the usefulness of reflective teaching in fine-tuning the teachers' practices, attitudes, perception and assumptions. This descriptive-analytical study was conducted on 120 university teachers from different parts of Algeria where semi-structured and in-depth interviews were utilized as the major data collecting methods. The results obtained showed that a statistically significant impact on university teachers as reflective practitioners when engaged in self-reflection and reflective thinking process to grow professionally in their career and got deeper understanding of the teaching process and encouraged them to be lifelong learners.

Key words: English language teaching(ELT), reflective teaching, reflective practitioners.

Oral Presentation
The Impact of Study Skills Course on Enhancing Students' Self-Study Skills and Learning Strategies

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Study skills is a term commonly used to refer to study approaches used by successful students, particularly those at university. As study skills are a very important part of academic success, many Algerian universities have integrated a study skills course into their curricula to help students improve their organisation and independent learning skills. This paper investigates the influence of incorporating study skills course into EFL curriculum—in the English Department at Hamma Lakhdar University of El-Oued, Algeria—on enhancing first year students' self-study skills and learning strategies. A descriptive case study, employing an attitudinal questionnaire and a semi-structured interview, has been used to collect data from 65 participants. The quantitative and qualitative data, analysed by means of descriptive statistics and thematic analysis respectively, show that the implementation of the course has contributed to the improvement of students' self-study skills and learning strategies. It has also been found that the course has provided guidance to students on how to better integrate into university life and respond to various academic requirements.

Key words: EFL curriculum, learning strategies, self-study skills.

Oral Presentation
Reflections of ELT Seniors Upon School Experience Course Observations

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Teaching practicum provides student teachers with opportunities to see the differences between theory and practice, and helps them to see and practice in a real classroom environment. However, before student teachers receive teaching practicum, they are first sent to state schools to make observations under the course titles School Experience. In this regard, this study aims to find out the reflections of pre-service English teachers, namely seniors, upon their experiences in School Experience course with regard to their observations, the tasks required for the term, the suitability of the state school, their cooperation with their mentors and the hardships they face. 10 ELT seniors taking School Experience course participated in the study, 6 females and 4 males. They were required to make observations and write reports for 5 different tasks which were about teaching techniques, lesson management and class control, teacher explanations and questioning, effective use of textbook and assessment and evaluation. The participants observed the English teachers at a state Science High School for approximately 3 months. Half of the participants stated that the school reflected the realities of their future teaching conditions while the other half disagreed and stated that primary school would have been better for observations. All the participants were found to have favourable attitudes towards their mentor teachers and found school experience course important for their professional skills and identity. Furthermore, 7 of them indicated that they came across discrepancy between their theoretical courses at university and

school experience practices. 8 of them stated that two weeks was enough to make observations and write reports about the tasks and 5 of them reported that they encountered some difficulties while making observations and writing reports due some reasons like task complexity, time constraints, and student misbehaviours. As to the importance of the tasks for the student teachers, 6 indicated that all tasks are equally important, while 2 found classroom management task the most important and 2 found the task of effective use of textbooks the least important observation task. Finally, the participants reported the need for earlier introduction to school experience courses and suggested visiting different types and levels of schools for better integration into their future teaching environments. The reflections of the participants offer important insights into teacher training in Turkish EFL context and point out some practical hardships and suggestions for professional development.

Key words: pre-service teacher education, professional development, school experience course.

Oral Presentation
What Engineers' English can Teach Curriculum Developers

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This research examines why and how the English language is used by engineers in the workplace. Engineering is the most popular field of study in Turkey by number of students enrolled in an undergraduate academic degree.
So far, research has shown that English is a contributing factor to employability of engineers and identified why and how English is used in the workplace by engineers in EFL settings like Malaysia, Indonesia, Korea and Japan. However, there was a lack of research in the Turkish context and the extent to which the results of previous research conducted in other EFL settings in this subject would be generalizable to the Turkish context was not clear. This research fills this gap.
Data was collected through a questionnaire responded by engineers, managers and human resources professionals from a total of eleven companies and semi-structured interviews. Preliminary findings from early analysis suggest that a) the role of English for engineers in the workplace is relatively limited in Turkey, b) receptive skills are more important for engineers in the workplace than productive skills in the Turkish context and c) findings of research in a context similar to others in terms of status of English may not always be generalizable unlike what has been suggested by earlier research, thus stressing the value of local data in program development. Implications of the study will be useful for curriculum designers in reviewing and revising their curriculum to cater to the needs of the workplace as well as academic skills.

Key words: engineers' English, curriculum development, workplace.

Oral Presentation
21st Century Critical Thinking Routines: Developing EFL Learners' Linguistic Competence

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21st Century demands certain cognitive competencies to be developed in learners to enable them to think outside the box and to deal effectively with the challenges of everyday life. It is crucial to prepare the EFLLs' to understand the world's complexities in order to cope with them. The presenter, Syeda Saima Ferheen Bukhari, will highlight her research-phases investigating some techniques to ignite the EFL learners' critical thinking and enhance their linguistic competence. The presentation explains the methodological approach applied to nurture the learners' critical thinking routines (i.e. analytical reasoning, problem-solving, and decision-making). The session aims at familiarizing the audience with the process of: a) identifying some specific techniques to nurture the EFL learners' critical thinking; and b) applying scenario conversation techniques to enhance the EFL learners' linguistic competence. First phase of the study is the 'survey-phase' with a questionnaire that collected teachers' response on mostly used teaching techniques. The second phase is the 'quasi experimental' phase with 30 Intermediate learners. The learners were a) pre-tested, b) treated with "scenario conversation-stations", and c) post-tested. T-test was applied to measure the differences in learners' performance. The p-values obtained through paired sample t-test signify the effectiveness of scenarios to enhance the learners' critical thinking gradually. Working on scenarios demands learners to utilize their cognitive powers to evaluate evidences, analyze situations, determine causes, avoid assumptions, and draw conclusions. The Socrative Questioning used along with the real-life situations are effective to develop EFLLs' linguistic skills and flow their logical reasoning to become an ideal thinker.
Key words: cognitive competence, conversation stations , critical thinking

Oral Presentation
Disciplinary Culture in Syllabus Design: The Shift from Shared Values to Shared Practices

Mohammed Naoua
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The Sapir-Whorf Hypothesis made its major impact on the way we perceive language learning. The findings of their experiment demonstrated that shared values, objects, and beliefs shape the way one thinks, interacts, and makes sense of the world around him/her. However, with the emerge of languages for specific purposes (LSP), the concern of language analysis started to shift from speech communities' cultures to the culture of discourse communities, or disciplinary cultures. The latter imply that discourse operates within the conventions of narrow scope groups sharing common practices and interests. Disciplinary cultures delineate the socio-rhetorical relationship (membership) increasingly described as inextricably intertwined amongst individuals based on categorizing them into academic, occupational or specialty-interest groups, sharing the same specific fields of concern.. This paper attempts to explain that the incorporation of disciplinary culture in educational syllabi tends to maximize the process of interactiveness between learners' specific language abilities and the course content.

Key words: discourse communities , disciplinary culture , syllabus design .

Oral Presentation
The Teaching of Colour Adjectives through Literature: Still Life by A.S. Byatt

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Several decades ago English used to be just a foreign language but today it is the language of international communication. Technological developments which happened in such a short period of time have affected, changed and transformed the student type. We are faced with a student type who watches and observes and uses all his/her senses more than its predecessors. The past decade witnessed a rise in interest in the way literary texts can be employed within the classroom. The students' active participation can make a language classroom interesting and stimulating since literature in the language classroom offers ample opportunities for learners to criticise rationalize and reflect.

The axiological role of English adjectives in ELT is considered as a method of language valuation, representation of linguistic worldview that allows us to determine reality and verity. Semantic variants of adjectives allow verbalization of the universal notion in different forms. This research plays a significant role in the accuracy of the learning and use of adjective phrases. The stress is laid upon the adjective as a part of speech since it represents layers of vocabulary which forms linguistic worldview. The purpose of this presentation is to demonstrate how authentic literary text can be employed to improve the learning and proper use of adjectives among students. Therefore, how to teach adjectives through literature in EFL teaching will be explained by following the text of A. S. Byatt's novel *Still Life*.

Key words: literature, literary text in EFL, language classroom.

Oral Presentation
Collaborative and Reflective Experiences on Technology Integration in Language Teacher Education

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The study aims to present how technology integration can be fulfilled into Language Teacher Education (LTE) contexts with collaborative and reflective practices by pre-service English Language teachers. A total of 100 senior student teachers (STs) of English at a large state university in Turkey participated in the study. The STs were required to train their peers about one digital tool and prepare digital materials to be used in language classrooms. Participants were presented a list of widely used and suggested digital tools and websites in language teaching (Storybird, Thinglink, H5P, Clarisketch, Word Cloud, Glogster, Plickers, Kahoot, My Storymaker, Voki, HP Reveal, Padlet, Penzu, Rewordify, Telescopic text, YouGlish, Listen & Write) to choose one of these tools and prepare language teaching materials. The data were collected qualitatively through peer reflective discussion forms and focus-group interviews. Peer reflective discussion forms and focus-group interviews were analyzed

qualitatively based on constant comparison method. The findings revealed that the STs reported considerably positive perceptions about the digital tools such as increasing motivation and positive atmosphere, more attractive and content-rich materials and more practical and found the experience of peer teaching very effective. Rather than an instructor-centered approach, hands-on experiences based on problems resulted in a deeper learning and retention. The study suggests implications for a variety of digital tools to be used in language classrooms and an effective technology training in LTE contexts.

Key words: pre-service language teacher education, technology training, reflective practices.

Oral Presentation
Assessment of 21st Century Learners in English Writing Classes: Challenges and Solutions

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This paper addresses one of the main challenges that confronts assessments in the 21st century writing classes – plagiarism – and the attempt of reducing it through in-class writing sessions. Plagiarism is not only a violation of an institution's academic integrity code, but it is also an obstruction to the learning process. In order to reduce plagiarism, especially in the form of contract cheating and unauthorized assistance students obtain outside of class to write their papers, in-class process writing sessions and original assignments were implemented in freshmen composition classes at an American institution in the United Arab Emirates. This presentation describes the process employed in these classes, highlights its impact on students' writing and learning process, and shares the results of a survey questioning 60 freshmen male and female students on their attitudes towards these in-class sessions. The survey also reveals the challenges faced by students in these sessions and proposes some possible solutions to overcome these challenges. The results of the survey show that this process has not only helped students avoid plagiarism, but it has also exposed other benefits such as assisting them with time management to avoid procrastination and providing them with several feedback opportunities during and after each session.
Key words: plagiarism, assessment, writing.

Oral Presentation
Evaluation of Intercultural Aspects in Algerian Middle School EFL Textbooks

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Foreign language pedagogy has found it necessary to adapt the currently- used teaching approach i.e. Communicative Language Teaching (henceforth CLT), the teaching materials and the assessment means to the requirements of the present era. It is an era marked by people's high mobility, developed means of transport and communication media, therefore, a need for intercultural communication is incredibly increased. The outcome of intercultural educationalists' studies was the adoption of

Intercultural Language Learning to enable language learners communicate successfully. The aim of this study is to examine the role that Algerian EFL textbooks' cultural content and tasks play in the acquisition of Intercultural Communication Competence by Algerian middle school learners. Based on a combination of quantitative and qualitative data collection instruments, namely a questionnaire and an interview, the empirical research was conducted on four groups of EFL learners belonging to two different levels of education. Results obtained from pupils and textbooks have shown that Algerian EFL textbooks did not play a role in shaping learners' attitudes towards and knowledge of the British culture and people. This is validated by their answers to the questionnaire and interview in which they mentioned other sources of information such as TV, films and family, friends and relatives. This is further confirmed by the results of the correlation test that there is no significant relationship between textbooks and pupils' attitudes and knowledge. In a word, Algerian EFL textbooks can be said to fail in equipping learners with ICC, i.e, knowledge, positive attitudes and intercultural skills.

Key words: intercultural language learning, intercultural communicative competence, intercultural skills.

Oral Presentation
The Early Years of Teaching: A Cross-Cultural Study of Turkish and Polish English Teachers

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This cross-cultural exploratory study investigates the challenges of the novice Turkish and Polish English teachers and their emotions with professional challenges in their early years of teaching. The participants were thirty-four non-native novice English teachers working with K-12 learners in culturally, socially, economically, and historically diverse regions of Turkey and Poland. The data collected simultaneously in both countries in the spring term of the 2016-17 academic year were generated from two sources: a) critical incidents of the novice teachers, and b) online and/or oral interviews with these teachers, followed by comprehensive cyclical data analysis. The challenges related to teaching practices, learning issues, teacher incompetency, L1/L2 use, and classroom management influenced the way novice English teachers teach in their contexts. The findings suggest that creating interactive and reflective learning contexts for novice teachers will help them adapt more easily to their new school settings and grow professionally.

Key words: novice teachers, challenges, emotions, critical incidents

The Past, Present and Future of the Course "Teaching English to Young Learners" in Turkey

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Teaching English to young learners (TEYL) has grown in popularity in the world, and in Turkey with the recently introduced reform movement. According to this reform movement in 2013, the age for children to start learning English was lowered to grade 2 in primary schools and a new English Language Teaching curriculum was launched for primary and secondary grades. In order to improve the English language learning processes in these grades, this reform underlines the necessity for a better learning environment for young learners by the help of communication-oriented curricula, age-appropriate teaching methods and techniques, effective teaching materials, rich input, and – most importantly - competent English language teachers. Guided by the implications drawn from the previous literature on educating teachers of young learners, this study aims to evaluate the preparations of EFL teachers in pre-service education. Accordingly, the study focuses on two aspects: the historical development of the TEYL course in Turkey, and the learning and teaching practices in the course. Hence, the TEYL course in ELT programmes is examined in terms of the extent to which it prepares pre-service teachers to teach English to young learners against the sociocultural realities of young learners and their curricular requirements in state schools. Data are collected from pre-service teachers and teacher educators through written interviews and surveys, and document analysis of TEYL syllabuses in ELT programmes. The study reveals the challenges, opportunities and recommendations for the further improvement of the TEYL course.

Key words: teaching English to young learners, course evaluation, ELT, pre-service teachers

International Perspectives of English Language Educators on English as a Lingua Franca

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Today English has become the lingua franca or common language all over the world. Therefore, it has become necessary to train pre-/in-service teachers towards an awareness of the significance of an English as a Lingua Franca (ELF) perspective in their language teaching practice. Although many teachers and teacher trainers are somehow aware of this concept, it is still not very clear to what extent and in what contexts they are aware of ELF-related issues in their classroom practices. This paper therefore aims to investigate to what extent ELT teachers are aware of the concepts of ELF, ELF-awareness, culture and nativeness/non-nativeness in their teaching practices through a comparative perspective. The data was collected in three different expanding circle contexts - Poland, Portugal and Turkey. The questionnaire was administered electronically as an open link. Teachers from Portugal, Poland and Turkey were invited via social media sites (Facebook, WhatsApp, etc.) to participate in the project. The results revealed that although teachers in these three contexts were aware of ELF and somehow connected them into their ELT practice, they were still hesitant about its applicability in a context where stakeholders had the greatest share on the decision-making processes. This study has implications for raising teachers' awareness to question their conceptualization of how an ELF-aware approach can be implemented in an EFL context.

Key words: ELF-awareness, in-service teacher education, native/nonnative English teachers

Oral Presentation
Who is the Ideal Teacher according to the National ELT Curriculum (2-8th grades)

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Each curriculum as a document, be it at the national or the local level, specifies what is to be taught and in what order. In addition to this aspect of curriculum which serves as a road-map to instruction, the fact that it also outlines the qualities expected from a teacher who will eventually use, in better words, realize it in the classroom. In short, each curriculum portrays the ideal teacher. This presentation looks into our national curriculum to understand the qualities of the ideal teacher by reviewing the curriculum as a document. It tries to portray the ideal teacher who must successfully realize the curriculum in hand. Findings of this study will help academics and curriculum developers understand the relationship between the curriculum and the teacher by focusing on the teacher as postulated in official documents. Such findings will also shed light on the need for professional development for teachers who will realize the curriculum in their schools.

Key words: Ideal language teacher, curriculum, language teacher qualities, professional development.

Oral Presentation
The Role of Classroom Assessment in Promoting Self-regulated Learning

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With the recent increasing globalization and technological revolution, English Foreign Language Learning requires students to develop not just proficiency in the English language but also to learn new information and develop awareness of lifelong skills. Students' ability to implement learning strategies and regulate aspects related to their learning is of fundamental importance for effective learning, that is, students need to be self-regulated. Current theories of educational psychology suggest that self-regulated learning can be targeted through teachers' practices mainly assessment. Specifically, research findings demonstrate that assessment practices that emphasize reflection and autonomy can empower students with the necessary strategies and skills for effective learning. Yet, it is evident that theoretical considerations may differ considerably from actual classroom practice. The current study seeks to investigate to what extent and how teachers' assessment practices support the development of self-regulatory skills among EFL students. Evidence is gathered from students' experiences through a survey conducted with EFL students at the University of Bejaia, Algeria. Results permitted us to get insight into teachers' assessment modes and explore their role in promoting awareness and fostering self-regulation in the classroom. The results also pointed out the challenges of self-regulation in the Algerian milieu. In the end, commentaries and suggestions made as a result of this study may be used to support the use of formative assessment as a means for encouraging self-regulated learning.

Key words: classroom assessment, EFL students, self-regulated learning, teacher's role.

Oral Presentation
Resilience in Foreign Language Learning: Adult EFL Learners' Experiences

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Resilience has been defined as the ability of individuals to cope with problems, troubles, crisis, and adversity and to take necessary measures appropriately and successfully. This concept is intensely used in psychology, but it was also used to investigate foreign language learners' level of ability and motivation to cope successfully with the psychological and academic barriers that come out during the language learning process. This study explores the relationship between adult foreign language learners' resilience level and their current English level considering the amount and duration of English instruction they have received so far. Mixed-method design will be applied in this study. In-depth interviews will be conducted to a group of participants first. Following, a quantitative data collection tool will be developed in light of the qualitative data. The results of the study will be discussed in line with the principals of second language acquisition.
Key words: resilience, adult EFL learners, English language learning, determination

Algerian Teachers' Attitudes toward the Use of Mobile Phones in EFL Classrooms: The Case of Tizi Ouzou University

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In this era of information and communication technology, a countless number of people are mobile phone subscribers. Such digital devices have infiltrated every aspect of life including communication and entertainment. The proliferation of mobile phones and their multifunctional feature have raised the interest of some researchers to investigate their educational value. A perusal of the literature demonstrated that the integration of these technological tools into the classroom setting has the potential to engage uncooperative and unmotivated students in the learning process. However, many teachers do not support their use viewing them as a source of distraction and disruption in the classroom. Accordingly, the scope of the present study was to examine teachers' attitudes toward the incorporation of mobile phones in Algerian EFL classrooms. To this end, semi-structured interviews with nine teachers from the department of English in Tizi Ouzou University were used to collect data. The findings were treated using thematic analysis. The study outcomes indicated that the participants' stands regarding the use of mobile phones as an instructional approach were ambivalent. Therefore, there is a need to raise teachers' awareness on the instructional potential of mobile phones and train them on the academic use of such electronic gadgets in the classroom.

Key words: mobile phones, EFL classrooms, teachers' attitudes.

A Tool for Professional Development: Peer Observation

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Seeking the opportunity to reflect on and improve teaching, developing network of mentors and peers, documenting teaching successes and creating a culture around teaching can be reasons for peer observation. The peer observation of teaching process provides both the observee and the observer with the opportunity to mutually improve the quality of their teaching practice.

This research which aimed to report on peer observation practice as a means of continuous professional development, in Gazi University College of Foreign Languages utilized the data from pre and post forms of lecturers' expectations. 11 teachers working in the department of ELL& ELT in College of Foreign Languages were the participants of the study. Since different types of observation processes were conducted at Gazi University at different stages and different times, not much theoretical information was given to the teachers. We tried to introduce 5 different activities for observation; naming Spot the difference, 5 reactions, Keep Two, Change Two, Away from the plan, Teacher Talk were suggesting activities making the process more interesting. The data were collected from lecturing

staff immediately before and following the completion of the peer observation process over one academic year.

Results show us that their expectations before the process were met totally. The activities gave them a different idea for the reflection. These kind of activities and processes could be used for the persons or the institutions looking for continuous development in the profession.

Key words: continuous professional development, peer observation, teaching skills.

Oral Presentation
Exploring Pre-service Foreign Language Teachers' Understandings of Multicultural Diversity in Language Classes

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The increasing number of young people who speak an additional language other than their mother tongue makes the integration of multicultural awareness in education a must in the 21st century. One of the most significant goals of providing multicultural training is to equip all students with the necessary knowledge, attitudes, and skills to carry out successful cross-cultural interactions that can increase the democracy and human rights in every nation. With the current political and social events taking place in Syria, the need for multicultural education in Turkey has risen enormously in the last decade. Teachers' awareness and readiness play a significant role in raising a society open to multicultural environment. With this in mind, the aim of the current study is twofold. Firstly, it attempts to identify and describe how pre-service language teachers perceive multicultural diversity. Then, it aims to examine and better understand pre-service language teachers' perceptions of their readiness to handle multicultural diversity in their future teaching careers. The study is designed around qualitative methodology. The data will be collected through an open-ended questionnaire and a group focus interview. The participants will be comprised of junior and senior pre-service language teachers studying at a state university in Turkey. Content analysis will be carried out to determine common themes to display general results. Implications will be provided for policy makers, teacher educators, and other stakeholders.

Key words: multicultural diversity, pre-service language teaching, perceptions.

Oral Presentation
Linguistic Features of Pride and Prejudice

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This paper reports a study of *Pride and Prejudice*, one of Jane Austen's four major novels, conducted within the framework of English Linguistics, a curricular unit of the plan of studies of the 1st Cycle in Languages and Literatures offered by the University of Évora. The lexicographic approach on which it was grounded provided the students with an overall view of the words used by the great novelist, as well as of changes in the meanings of some of them. The analysis of the lexical words enabled them to carry on a semio-linguistic interpretation of the world depicted in the novel. Trying to bring readers close to

texts and find pleasing and critical ways to read them, such study not only met some of the objectives of the abovementioned curricular unit, but it also fostered a dialogue with other disciplines, namely Culture and Literature, and other times.

Key words: lexicographic approach, semio-linguistic analysis, Pride and Prejudice.

Oral Presentation
Pre-service Teachers' Beliefs about Effective Teaching

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Understanding pre-service teachers' beliefs about teaching and learning is important in any teacher education programme as beliefs are true reflections of how pre-service teachers conceptualize the teaching and learning process. Although teachers' beliefs may be formed during, what Lortie (1975) called, "apprenticeship of observation', teacher education programmes play a major influential role in (re-)shaping pre-service teachers' beliefs.

This study reports pre-service teachers' beliefs about effective language teaching. The three participants, who accepted to take part in the study, were fourth year TEFL pre-service teachers taking their fourteen-week Practice Teaching course. As part of their course, they were placed in state schools to observe English language teachers in their classrooms, and complete observation tasks. Each task had a reflection part with a list of questions to facilitate their reflective writing. Reflective journals were kept on a weekly basis. Towards the end of the term, the participants were asked to video-record a lesson they would teach. They were,then, invited to participate in a stimulated recall interview.

Findings revealed that through observations and keeping reflective journals, pre-service teachers were able to make critical analysis and interpretations of classroom events, which are likely to contribute to their development as teachers. Moreover, findings from stimulated recall interviews revealed that pre-service teachers became aware of their 'interactive thoughts and decision-making processes' (Calderhead, 1981) after having watched themselves teaching. Thus, the study highlights the importance of reflective tools, such as stimulated recall interview and reflective journals for encouraging reflection in teacher education programmes.

Key words: pre-service teachers's beliefs, stimulated recall interview, reflection.

Oral Presentation
Exploring the Relationship between the Beliefs and Practices of Instructors about Oral Corrective Feedback in EFL Classes: A Case Study from Turkey

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Although many studies indicated the inconsistency between stated beliefs and observed practices of corrective feedback (CF) in language classes, relatively little is known about the actual reasons for this inconsistency. Therefore, this study focused on the relationship between the stated beliefs and observed practices of oral corrective feedback (OCF) to determine the possible underlying factors. The participants of the study were four Turkish EFL instructors coming from English Language Teaching (ELT) and Translation and Interpreting Studies. The data were collected through a questionnaire, classroom observations, and interviews. The results showed that the participants' stated beliefs and observed practices included inconsistencies. These inconsistencies are explained by three factors stated by the participants during the stimulated recall sessions. The number of CF types, personal learning experiences, and instant decision-making processes are found to be the potential factors. In addition to highlighting these different factors on the study of CF, this study presents the insights for the integration of CF in EFL classes.

Key words: teacher cognition, oral corrective feedback, EFL.

Oral Presentation
A Technology-based Method: Perceptions of the Students

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In recent years, the improvements in technology have affected the area of English Language Teaching (ELT) in many different ways. It has been claimed that technology and ELT have many parallels in the ways they improve and affect one another (Warschauer, 2000). From CALL (Computer Assisted Language Learning) (Walker & White, 2013), to SAMR Model (Substitution, Augmentation, Modification, Redefinition) Model (Puentedura, 2010); many approaches and methods integrating technology into language teaching have arisen.

In this study, a technology-based ELT method being used in a foundation university's preparatory school will be presented. The research study is about the perceptions of the students of a technology integrated model based completely on a technological device and Moodle to teach English. For this research study, a qualitative method was employed. The data was collected from 18 students from the preparatory school via a semi-structured interview form. The data was analyzed through content analysis and categorized under positive and negative perceptions about the use of this technology-based method. In the presentation, the results and suggestions to improve upon the method will be shared.

Key words: English language teaching, technology, technology-based method.

Learning to Teach in Algeria
The Case of the Teacher Training "Teaching Methodology "Curriculum at ENS Assia Djebar Constantine Algeria

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In Algeria, teacher education has known a significant growth over the last two decades. Since the year 1999, teacher training institutions, affiliated to higher education, started to deliver training curricula to respond to an increasing demand of qualified teachers, able to cope with the educational changes and challenges that the country knows since its independence.

Training teachers of English as a Foreign Language follows an assumption-based scheme, where different stakeholders contributed to develop a curriculum that would not only develop a profile of the competencies to acquire by teachers, but also to respond to the overall training policy.

The curriculum targets three main complementary domains of competence: Language, teaching methodology, and culture. Teaching methodology is the area where pre-service teachers learn the skills of lesson preparation, delivery, and evaluation, in addition to other skills like materials and syllabus design and evaluation. To investigate whether the content of this particular domain matches with the entry profile to the profession, a questionnaire was administered in 2017 to 12 supervisors at the Ministry of Education. The results have shown that teachers who have received training at "ENS Assia Djebar" demonstrate most of the required competencies to carry out a teaching career.

Key words: teacher training- curriculum- teaching methodology domain- evaluation.

Exploring EFL Teachers' Emotion Regulation Strategies in their Research Life: A Chinese Case Study

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While research on language teacher emotions offers significant implications on teachers' well-being, cognition and professional development, few concerns teacher emotion regulation as a culture-specific concept. This qualitative study aims to understand how twelve Chinese university EFL teachers regulate emotions in their research lives. The study applies the interview method with the narrative frames to collect data, along with case documents. The findings suggest two types of EFL teachers' emotion regulation strategies. The more widely used strategy is the response-focused emotion regulation, which involves adapting, taking actions, communicating, suppressing, and releasing. The other type of strategy is the antecedent-focused regulation, which consists of cognitive reappraisal, lowing expectation, refocusing and separating. Both strategies reflect the impact of teacher agency and influence of culture-specific values on EFL teachers' emotion regulation. The authors include a

discussion on the research implications for EFL teachers' education and development in other similar cultural settings.

Key words: emotion regulation, teacher emotion, language teacher development.

Oral Presentation
Do Androids Dream of Electric Sheep? – Digital Empathy in ELT

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With all the current hype and talk about e-learning should we, language teachers, redefine the 'e' to mean emotion, empathy and expression? As educators, we have a moral imperative to re-examine how we teach kids to care in a rather impersonal, data-driven world. Empathy can prove a useful tool when efficiently activated and developed as a fifth skill, through cognitive and metacognitive processes.

Our workshop will demonstrate activities that encourage students to express themselves in ways that can be fun and yet make a difference. We hope to show how teaching that focuses on the four basic language skills can be easily enhanced with the inclusion of empathy and expression, the subtle tools of education that strengthen the internal environment of any ELT classroom.

The workshop functions as a three-step plan to build empathy, the main stages of which consist of preparation activities, engagement strategies and, finally, reflection and action through metacognition. Storytelling and different forms of Art will be employed. Throughout the presentation technology will be used to facilitate the process, thus showing that digital wisdom skills, when taught in schools, can ensure a wise use of future technology, while helping our learners become more creative and empathetic.

Empathy starts with putting yourself in someone else's shoes -- a key step in understanding perspectives that differ from your own. We hope that 'digital empathy' will inspire students to stand up for something, not just stand by, and communicate more effectively by embracing differences, building relationships, gaining a global perspective.

Key words: empathy, techno-ethics, e-learning.

Oral Presentation
The Future of English from the Perspectives of Pre-service English Language Teachers

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English is widely recognized as the language of globalization and internationalization. The widespread use of English is claimed to offer both merits and demerits for countries. Scholars have raised their concerns about the likely detrimental impacts of the spread of English on national languages, cultures,

and educational policies. However, the lack of empirical grounds behind those arguments/concerns makes the study of pre-service language teachers' perceptions about the future of English a rather intriguing area to explore. Thus, this study examines pre-service English language teachers' opinions about the future of English, the co-existence of English with other languages, speaker profiles of English, and probable extensions of English in form and function, as well as socio-economic and political underpinnings of English.

The data were collected through close-ended questionnaires designed by the researcher and further supplemented through open-ended email survey questions. The findings indicated a unanimous support by students for the idea that English can co-exist with other languages in harmony, yet most students considered that the future of English will be complex and unpredictable due to the potential challenges posed by other dominant languages (e.g. Spanish and Chinese). Additionally, according to many students, the increasing number of non-native speakers will impact the way(s) English is(are) used and taught in non-Anglophone contexts in terms of its forms and functions.

The findings offer strong evidence that students have developed an awareness of the current face of the language they will teach, its speaker profiles, and ramifications of its contact with other languages. This awareness may positively influence their classroom practices in preparing their students for real-world English use.

Key words: English language teaching (ELT), English as a Lingua Franca (ELF), language contact, globalization and internationalisation.

Oral Presentation
Professional Development Perceptions and Activities of In-service English Language Teachers in Burdur

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English is an international language widely spoken and used throughout the world in different domains. Most countries in which English is spoken as a second language or taught and learned as a foreign language put greater emphasis on the professional development of English language teacher's competence since they are reckoned to play an important role in the whole language teaching process. In this sense, professional development is viewed as an essential element in terms of enhancing the teaching and learning process. Against this backdrop, this study explores a small number of in-service English language teachers' perceptions and activities on professional development.

The data were collected from 18 non-native in-service English teachers, working at different state schools in Burdur, Turkey. For data collection, we formulated an open-ended survey as our research instrument in which the teachers were asked five open-ended questions. With an aim to derive frequent and important themes from the data, we decided to quantify the data for descriptive purposes through thematic analysis.

The findings demonstrate that most teachers perceived professional development to be a lifelong/ ongoing process enhanced through experience in the profession. The oft-mentioned professional development activities they were involved were as follows: in-service teacher training sessions, international and national projects (e.g. eTwinning, Erasmus) and reading scholarly publications. They also noted that professional development makes teachers more qualified and effective, and increases

self-confidence, motivation, and personal satisfaction. The most commonly perceived barriers to professional development were cited as financial problems, lack of time and poor technological infrastructure and challenges posed by the school management. The findings suggest that more opportunities for professional development should be provided in tune with the needs and demands of language teachers.

Key words: English language teaching, in-service English language teachers, professional development.

Oral Presentation
Are We All on the Same Page? Discovering EFL Teachers' and Learners' Perceptions Regarding Affective Factors

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Studies on the difference of foreign/second language (L2) teachers' and learners' beliefs in applied linguistics have gained considerable attention nowadays. Related research collectively suggests that higher discrepancy between the perceptions regarding classroom dynamics points out a problem in the L2 context and this mismatch can result in negative L2 outcomes such as lower motivation and achievement. Despite its importance, there is a scarcity of research regarding how L2 teachers perceive their learners and how learners perceive themselves regarding some psychological factors and classroom context. Accordingly, this comparative study aims to investigate the relationships between English as a Foreign Language (EFL) teachers' and learners' self-perceptions of some noticeable L2 variables and seeks to answer how accurate EFL teachers are in understanding their students. Two-hundred freshmen at a Turkish state university first completed a questionnaire asking them to rate their L2 anxiety, motivation and extrovert personality trait and classroom engagement. Six EFL teachers later rated some of those students whom they knew best with another questionnaire. Also, two of the teachers answered open-ended questions about the variables. The quantitative findings from ninety-one questionnaire pairs showed that although there were positive correlations between the perceptions, there were significant discrepancies between teachers' perceptions and learners' self-perceptions. While teachers judged classroom engagement more accurately, they differed from their students in terms of L2 anxiety, motivation, and extrovert personality trait. The qualitative findings revealed some hints used by the teachers in this decision process. The implications for enriching classroom atmosphere in EFL settings will be provided.

Key words: EFL teacher, L2 anxiety, motivation.

Oral Presentation

The Comparison between the Impact of the Flipped Classroom and Blended Learning Model on English Foreign Language Learners' Academic Achievement

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Recent technological and infrastructural developments posit flipped classroom (FC) model ripe for exploration. The flipped classroom is a pedagogical approach that allows students to use technology to access the English foreign language (EFL) class and other instructional resources outside the classroom so as to engage them in active learning during in-class time. Moreover, the FC model can represent the theory of change for educators who strive to change their classroom practice. In this respect, the FC approach challenges and supports the teachers to transform the traditional foreign language learning culture to a more learner-centred. Scholars have reported a number of advantages of an inverted approach or blended learning to a various fields of studies. However, the comparison between the impact of the FC and hybrid learning on EFL learners' academic achievement seems to be beyond the scope of many researches. The paper aims to present the potential of the FC. Moreover, it reveals the students' opinion about the approach itself. There were 30 students of English Philology leading to a master's degree who took part in the five months experiment. The FC model was applied to the participants in the experimental group (EG) whereas the control group (CG) was taught in blended learning context. Both groups were administered a pre- and post-test before and after the research as well as a survey. The results of the analysis were interpreted by means of descriptive analysis. The data showed that there were no statistically significant differences between the scores of the two groups. Additionally, the results of the survey revealed that that the EG was characterised by higher motivation. Conclusions from the experiment and suggestions for possible follow-up investigations are proposed in the final part of this paper.

Key words: flipped classroom, inverted learning, learner-centred, blended learning, EFL learners' achievement, educational technology.

Oral Presentation

The Divide between Native and Non-Native English Speaking Teachers in Thai EFL Context

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In today's globalized world where English is widely used as an international language, the outnumbering of Native English Speaking Teachers (NESTs) by Non-native English Speaking Teachers (NNESTs) is undeniable. In this light therefore, this paper aims to investigate the perception of Thai university students and lecturers on the prevailing divide between NESTs and NNESTs in Thailand. A questionnaire survey of 200 Thai English-major students and 30 Thai English lecturers across four universities in Thailand were sampled. A semi-structured interview was employed for

qualitative data collection from 25 students and 10 lecturers across the selected universities. The data was analyzed using a qualitative content analysis. The findings showed that NESTs and NNESTs are constructed differently by the participants in five major aspects: Cultural sensitivity, Language background, Pedagogical orientation, Personal characteristics, and Hiring practices. Key to this finding is the fact that there is no implication that one is superior to the other. Furthermore, discriminatory hiring practices, which favors NESTs, are still reported due to external pressures from the Thai society. This has potential implications for how institutions and hiring agencies should perceive and hire NESTs and NNESTs in achieving effective teaching in Thailand.

Key words: NESTs, NNESTs, English language teaching.

Oral Presentation

An Emic Perspective of What Makes an Effective English Teacher in Thailand

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With the advent of globalization and super-diversity in ELT institutions across the globe, there has been a lot of research into what defines a 21st Century effective English teacher, however, such studies have been examined from the teacher's view point, with very little attention given to this same issue from the learner's perspective. This paper therefore examines the changing reality of what makes an effective English language teacher from the learner's emic point of view, and also account for why this phenomenon is so today. In a survey that involved 100 Thai university English-major students in Thailand, based on an initial semi-structured questionnaire analysis from the participants, a semi-structured interview was employed in data collection while qualitative content analysis was used to analyze the data. The study revealed that an English teachers' birthplace, nationality, L1, and external appearance are no indication of whether they are qualified or unqualified to teach English. On the contrary, from their emic perspective, a qualified or unqualified English teacher should be evaluated on individual basis through five core categories: Personal characteristics, Pedagogical characteristics, Cultural sensitivity, Linguistic characteristics, and Professional characteristics. The findings have implications for the employability of English language teachers in Thailand.

Key words: effective English teacher, English language teaching, learner's perception.

Oral Presentation

How Valuable are the EFL Coursebooks for Values Education?

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Values are the main issues that shape the feelings, thoughts and way of life of a society. As members of a society foreign language learners can be encouraged to raise awareness of national and universal values while learning the target language. Considering the significance of this factor, this study intends

to present the role of value education in the new curriculum designed for the 9th-12th grades. According to the new curriculum, the values education can be attained through transferring the values of friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism and altruism embedding in the units or themes of the books. Three EFL coursebooks which were designed in accordance with the principles suggested in the new curriculum were examined to see to what extent they included the regarding values in their contents. To this end, a qualitative research method which included document and content analysis was adopted. The findings prove that each coursebook included topics and themes that intend to transfer some national and universal values in line with learning outcomes of the new curriculum.

Key words: value education, EFL curriculum, course syllabus, language learning, coursebooks.

Oral Presentation
Why ELT? : Pre-Service English Teachers' Motivations for their Career Choice

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Motivation has been a topic on which vast amounts of ink have been spilled in language learning and teaching. Identified as key for successful language learning and teaching practices, L2 motivation has undergone various theoretical changes and evolved into its social, dynamic, and contextual self today. However, the fact that teacher motivation profoundly influences student motivation remained the same. Despite its role in student motivation and success, though, language teacher motivation has been under the spotlight only for the last decade or so, and it is more in the sense of in-service teacher education contexts, which leaves pre-service English teachers' motivation as uncharted territory. In order to fill this void, this study aims to explore the reasons why pre-service English teachers at a state university choose ELT as a profession and to find out whether these reasons vary in terms of years of study in the ELT program.
In this quantitative study, data will be collected through a questionnaire from pre-service English teachers studying at a state university in Turkey. Descriptive statistics will be employed in the analysis of the data, which will be followed with a detailed discussion of the findings. Finally, implications for improving preservice teacher education practices, and thus language learning and teaching will be provided.

Key words: second language teacher education, language teacher motivation, career choice.

Oral Presentation

The Effectiveness of Classroom Assessment Techniques in Optimizing EFL Learners' Achievements at Tertiary Level

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In EFL teaching /learning context, assessment plays an important role in enhancing learners' feedback. Exploring assessment methods would improve both the teaching and learning process. In employing methods of assessment, EFL teachers usually suffer from selecting the appropriate method or technique of assessment that fulfils their learners' needs and interests. Thus, they need to know and apply various assessment techniques in order to get a clear view of their learners' needs. The purpose of this study is to find out the effective methods of assessment that would rise learners' involvement and improve their achievements. To achieve the stated objective, the researcher has administered questionnaires as data gathering instruments to both teachers and students at the department of English at Chadli Bendjedid El-Tarf University in Algeria. Hence, the quantitative data provided insights into the effectiveness of assessment techniques in providing regular feedback about students' progress. The findings showed that using different classroom assessment techniques (CATs) helps teachers in making decision and designing courses according to their learners' needs. CATs also give students the opportunity to measure and to improve their progress. Some suggestions were provided to help teachers gain the best results of applying different classroom assessment techniques in order to reach learners' needs, course effectiveness, and good teaching quality.
Key words: assessment, techniques, EFL learners, achievements.

Oral Presentation
Distance Language Education: The Inevitable Choice

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For a long time, it was prescribed that languages can only be acquired through in person presence by being fully immersed in class environment activities. However, with the rapid social and technological changes many learners opt for distance language learning. To investigate the utility of the distance language education a study was conducted in the University of Continuing Education (UCE). For the data gathering tools two questionnaires were administered to both 04 of the staff members of the UCE to elicit information about the procedure of providing a distance learning and to 25 students of English to elicit their attitudes and to know about reasons of their choice. The findings of the study reveal that ICT is crucial in maintaining this form of education as the policy adopted by the UCE is to provide education to learners by delivering courses in CD- ROMs as well as mailing regular courses. For the students, they argued that distance education gave them promising prospects by having the chance to get a BA diploma that can enhance their professional development since most of them are adult learners . They also signaled that this type of education reduced the burden of geographical distance since many of them are living in distant places. Results prove that distance education is a good choice mainly for workers and special needs students. Recommendations to enhance the quality through the adoption of varied tools for distance learning as well as extending this type of education to other branches were suggested.

Key words: distance education, ICT, professional development.

Oral Presentation

Changing Profile of EFL Teacher Students: Issues, Solutions and Suggestions

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Last decade witnessed a change in the profile of incoming EFL teacher students due to some modifications implemented in the selection process of the candidates in Turkey. This alteration has brought some problems along with; and thus, the presentation deals with this particular change and the issues related as well as the relevant suggestions. Being a qualitative one in nature, the study includes data of teacher training and selection policies and some descriptive statistics such as the university entrance score ranges, researcher's field observations and interviews with the teacher students enrolled at a Turkish University ELT Department. Results indicate that selection system excludes some competency required for the professional standards such as being a model target language user. Moreover, the incoming students state that they have randomly chosen the university and the department to study, which might be a sign for a lack of professional counselling that candidates are supposed to receive while selecting the department and the university before the entrance exam. Last but not the least, entrance exam scores of the incoming students have been decreasing for the last five years where it is inferred that candidates come with a limited English proficiency and there is a significant stress on the preparation stage which sustains the required the linguistic proficiency level before starting the departmental courses. Finally, some suggestions and remedies are provided with reference to the practices of the ELT Department in question in line with the teacher competencies defined by the Ministry of National Education in 2006 and modified in 2017.

Key Words: pre-service teacher education, EFL teacher candidate selection system, EFL teacher student profile, teacher competency and the MNE standards.

Oral Presentation
Fundementals of Classroom Management in ELT

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Classroom management includes a variety of skills and techniques for teachers to help students become organized, focused, attentive on in-classroom tasks, and work/study orderly. Unless classroom-management strategies are utilized effectively, teachers cannot prevent the misbehaviors that hinder the learning and teaching process. Effective classroom management process help facilitate, enhance, and maximize the language learning behaviors for students and the teaching for teachers. Therefore, English language teachers' awareness of classroom management skills should be increased during their in-service education in the ELT departments and ELT Certificate courses for other teacher candidates in the field of linguistics, English language and literature, translation and interpretation, and etc. Therefore, this paper tries to focus on some important concepts such as teacher competencies, classroom management models and approaches, dimensions of classroom management, and humanistic view and classroom management.

Oral Presentation
The Evaluation of Word Clouds in Teaching Vocabulary

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This study investigates the effectiveness of using Word Clouds a data visualization tool, in enhancing vocabulary knowledge among students of privately founded language course in Ankara, Turkey. The participants for this study were forty students from two classes. Twenty students in one class were chosen as the experimental group and twenty students in another class were chosen as the control group. These students were given a pre-vocabulary test in order to measure their vocabulary knowledge. Then one class (experimental group) twenty (20) students are exposed to the use of Word Clouds as a learning tool in enhancing their English vocabulary while placebo was given to the traditional method group (control group). Treatment length was six weeks. After that, both groups were given an immediate post vocabulary test and two weeks later a delayed post vocabulary test. The data obtained by t-test, showed that students who used Word Clouds to learn highly new vocabulary, learned a significantly larger number of words than those in the control group. They decreased their reaction time for word learning as compared to the control group and they exhibited significantly better vocabulary retention than the control group. The students in the experimental group studied approximately ninety five of the highly new words in English using word clouds whereas the students in the control group spent the same amount of time in vocabulary learning through traditional method. Although both groups showed progression in vocabulary gain and a decrease in reaction time for learning new words, the experimental group showed significantly greater gains than the control group students. They are given a pre-test, immediate post-test, and delayed post-test and the findings indicate that students perform significantly better in the post-tests compared to the pre-test. It appears that word clouds could be considered as a supplementary learning tool with meaningful and engaging activities that require students to collaborate in practicing new words. Students showed progression in vocabulary gain and a decrease in reaction time for learning new words.

Oral Presentation

Digital Communication Across Culture: A Case Study of The Linguistic features of WhatsApp Communication And Applied Linguistics

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57

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The central aim of this study is to measure the level of linguistics in the applied WhatsApp communication among people including their social and academic life as the number of people using digital communication including the WhatsApp has remarkably increased worldwide. To ensure reliable data and results, we collected our data randomly from the society of the North of Jordan, definitely from Jordan University of Science and Technology (hereafter JUST) and the area surrounding the campus (Irbid area). Samples were both males and females B.A., B.Sc. and M.A. students (200 respondents for questionnaires and 10 educationalists and/or fathers for semi-structured interviews). Moreover, the researcher monitored Jordanian soft and hard mass media to collect observations about people reaction towards the WhatsApp. Tabulating and filtering out the responses given in the questionnaires and interviews revealed that the application of WhatsApp have both semiotic negative and positive effect on people depending on users and their purposes. Whereas a considerable number of people saw the WhatsApp application as a source of serious problems like semiotic human addiction, cheating in various educational tests, reducing physical communication and time wasting, etc., many others found it as a very good means of digital, cheap, fast and clarified communication which can carry heavy electronic loads like video clips and images. Our study is concluded with a number of research and practical recommendations.

Key words: digital linguistic communication, applied linguistics.

CONCURRENT SESSIONS

DAY 2: Tuesday, April 9, 2019

Oral Presentation
A Cross-Sectional Evaluation of the Oral Communication Strategy Use of the Student Teachers of English

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This study aims to investigate the oral communication strategies employed by student teachers of English and to examine the differences between the first-year and fourth-year student teachers regarding the strategy use. A cross-sectional and mixed methods research design was adopted, and 202 (94 first-year and 108 fourth-year) student teachers participated in the study. Nakatani's (2006) Turkish context

adaptation of Oral Communication Strategy Inventory was the main data collection instrument, accompanied by open-ended questions and follow-up interviews. The quantitative data were analysed using descriptive statistics (mean, standard deviation, frequencies, percentages) and t-tests. As for the analysis of the qualitative data, content analysis was run. Results of the study indicated that although they used the strategies similarly, the participants show differences in some strategy categories. The results also demonstrated that the most frequently used strategy categories by both first and fourth graders were *non-verbal strategies while speaking* and *negotiation for meaning while speaking*. Similarly, the least frequently used strategies were the same, and they were *message abandonment strategies* and *attempt to think in English*. The qualitative data revealed that the participants' culture of language learning (i.e. learner-centred approaches were not in the centre of teaching, and they had minimal speaking experience) and entry and exit requirements of the ELT program were the main factors on the speaking strategy use, which directed the discussion of the findings accordingly.

Key words: oral communication strategy, student teachers, cross-sectional, ELT, the culture of learning.

Oral Presentation
Lesson Study as a Tool for English Language Teaching and Language Teachers' Professional Development

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As a form of instructional improvement that originated in Japan, Lesson study (LS) is a means of joint professional development in which teachers in collaboration design an effective lesson on a preplanned topic, enact and observe the research lesson alternately, then discuss and reflect upon classroom practices to promote student learning. While LS promotes student learning by enabling them to experience different teaching practices, the whole LS process has the strong potential to develop and benefit practitioners professionally. To mention but a few, given its cyclical procedure involving highly collaborative professional work, teachers gain rich insights into student learning, improve their teaching skills, broaden their understanding of curriculum, receive constructive feedback from their peers, and value the merits of discussion, reflection, observation and evaluation through the LS process. However, despite the available evidence that grants recognition to LS, it does not seem to earn a well-deserved place in classroom practice and research, specifically in the field of English language teaching and language teacher education. With this in mind, this study sets out as a stimulating step intending to familiarize ELT practitioners and researchers with LS as an effective tool for both instruction and research. In the end, related studies are addressed in terms of their findings and design, and implications are made for classroom research and practice.

Key words: lesson study, student learning, professional development, reflective practice, ELT.

Oral Presentation

Vocabulary Learning Strategies in an Algerian EFL Context: An Investigation about the most Common Strategies Among Students of English at L' Ecole Normale Superieure of Constantine

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Vocabulary learning is a major concern for both students and teachers in any EFL context. Very often, students' success in carrying out different language tasks is associated with the wealth and breadth of their vocabulary store. This study aims at investigating the most common vocabulary strategies among Algerian learners of English as a foreign language at l'ENSC (Ecole Normale Superieur of Constantine). The study further investigates the extent to which Algerian EFL learners' use of the different strategies matches theory and research findings by key figures in this area namely Schmitt's (2000) classification. To achieve these aims, two focus groups representing higher and lower achievers were established. Focus group discussions, held in each group separately, aimed at collecting quantitative and qualitative data about subjects' attitudes and experiences with English language learning in general and vocabulary learning, in particular. The discussion further emphasised the impact of students' proficiency level on their use of different strategies. Results of the investigation show that Algerian students of English at l'ENSC make use of various vocabulary strategies, matching to a large extent Schmitt's (2000) classification. Two strategies in particular showed to be most common among participants in the study: contextual guessing and dictionary use. Furthermore, the results have shown that students with a higher proficiency level use more strategies and more strategy types than students with a lower proficiency level.

Key words: vocabulary learning strategies (VLS), Schmitt's classification, contextual guessing, dictionary use.

Oral Presentation
Open Book Examination in the Algerian University: Between Illusion and Reality

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Open book examination pursues a problem-solving approach targeting critical and analytical thinking in students instead of plain emphasis on memorization and knowledge reproduction. Using open book examination is a practice rarely used in the Algerian universities and students hold misleading ideas about this type of assessment. For instance, they overlook the importance of preparation in making open book examination more effective. The question to be investigated is: How effective is open book examination in the Algerian context? We hypothesized that open book examination requires good preparation from students' part to answer effectively the exam questions. This study was conducted

with 50 first year students in the department of English, University of Badji Mokhtar – Annaba- Algeria. An observation was conducted and a questionnaire was administered to a group of students who took an open book exam. Their scores were then compared with another group not permitted to use any reference material. The results revealed that without good preparation, open book examination is not beneficial as both groups performance did not significantly vary. Hence, for an effective use of open book examination, students need certain preparation through developing skills, focused readings and understandings of the lessons before being in the classroom the day of the exam.

Key words: open book examination, thinking, preparation, stress.

Oral Presentation
Adaptation and Localization of International Competence Descriptors for and by English Language Teachers in Turkey

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Teacher competence frameworks serve as a guide for self-assessment, reflection and professional development. Also, they work as effective evaluation tools for recruitment, promotion and teacher education practices. However, setting standards by importing international competence frameworks that ignore the local would pose threats to validity. In 2017 Teacher Strategy Document, Ministry of National Education (MoNE) envisages use of teacher competences for continuous evaluation of teachers. Generic teacher competences have been renewed but subject-specific competences are not updated. The study was conducted as part of a dissertation which aimed to adapt a widely used international framework, European Profiling Grid (EPG, 2013), to Turkish context and develop an English language teacher competence framework that is both internationally and locally valid. Adaptation and localization was completed in five phases. First, EPG was subject to a structured team-translation in which translators, reviewers and teacher educators worked in collaboration. Second, interviews were conducted with teachers for terminological revisions and contextual validity. Next, it was sent to state school teachers of English, along with a survey which asked for their definitions of competence. In this survey, *before* seeing the framework, 5101 English language teachers (all cities represented) provided their definitions of competence. In the fourth phase, responses were qualitatively coded, and mapped onto the framework. New competence descriptors were added to include practitioner voice. In the final phase, adapted framework was matched to local frameworks (namely, TYYÇ, MEGEP and 2006 competence framework by MoNE) and further amendments and extensions were made to align and localize the framework.

Key words: English language teachers, competence framework, EPG.

Oral Presentation
Seize the Moment: Turning Local Contingencies into Learning

Opportunities

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Facilitating learning opportunities for learners is a complex task for teachers involving careful decision making skills in the natural flow of the classroom interaction. For pre-service language teachers in their first contact with learners in practice teaching, this task can be even more challenging. While studies on successful language teachers who open up learning opportunities for their learners in classroom interaction might be found in the literature, studies on missed learning opportunities are not available in the language classroom discourse literature. Employing conversation analytic methods, we attempt to document those instances to provide insights into beginning teachers' teaching practice in classroom interaction. To this end, a group of pre-service EFL teachers' teachings in practicum context were video-recorded and analysed using conversation analysis. It is found out that pre-service teachers have difficulties in maintaining dual focus in meaning and fluency context which prevents emerging learning opportunities. Relevant episodes in which learning opportunities are missed and facilitated will be demonstrated in that specific context. Based on the classroom interaction data, suggestions for pre-service teacher education, with a special focus on video based observation, will be provided.

Key words: classroom interaction, pre-service teacher education, missed teaching opportunities.

Oral Presentation
Categories of Loan Words: Markedness/Unmarkedness and Speech Learning Model

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The literature pertaining to loan words specifies that linguistic alterations either phonological or semantic take place during the process of borrowing. Despite the linguistic alterations, similarities of loanwords in phonological and semantic aspects help learners discover and learn such words beforehand; thus, cross-linguistic similarities of loanwords may provide learners of L2 with certain facilitative advantages. In this respect, as regards vocabulary learning in general and loanwords in particular, the question debated is whether the impact of L1 on L2 yields positive results or not: if the transfer is positive the result is positive; but if negative, the impact causes to erroneous output. This research report is intended to build an understanding of the recognized pronunciation and orthographic problems of similar lexical forms-loanwords- in both Turkish (L1 of the participants) and English (L2). In this descriptive study, the corpus was gathered from spoken and written productions of L2 learners of English. The results specified that the loanwords in Turkish are the most marked while uttering and writing, though they are unmarked in meaning level.
Key words: marked, unmarked, positive transfer, negative transfer, loanwords.

Oral Presentation

Foreign Language Anxiety: The Case of Study Abroad Students

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Foreign language anxiety (FLA) has been identified as one of the major obstacles to acquisition and fluent production of foreign languages (Dewaele, Petrides, & Furham, 2008; Williams & Andrade, 2008). A lot of research has been conducted on the topic of FLA (e.g., Horwitz, Horwitz, & Cope, 1986) and study abroad (e.g., Davidson, 2010; Kinginger, 2008) but there have even been very few studies that focus on the relationship of experience abroad and affective factors such as language learning anxiety (e.g., Allen & Herron, 2003) especially in the context of Arabic as a foreign language (AFL), which is an under-explored area of research. This study analyses the profiles of study abroad learners of Arabic as a foreign language (AFL) in Morocco. A total of 146 American students answered the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz et al, 1986) and completed a background questionnaire to collect information regarding amount of experience abroad. Findings showed that participants experienced an average level of language anxiety. The main sources of language anxiety were Arabic class performance anxiety, negative feelings towards Arabic, and lack of self-confidence. In addition, results indicated that there was no significant relationship between students' level of anxiety and the length of their study abroad experience. Suggestions about the best strategies to reduce anxiety are offered.

Key words: foreign language anxiety, study abroad, Arabic language learners.

Oral Presentation
Are Prospective EFL Teachers Under the Influence of Culturalist or Interculturalist Approaches

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As social beings, humankind needs to live in social communities that have some overt and covert ways of communication. While language mostly involves the overt ways of communication, shared culture mainly involves the covert ones. So, in order to ensure the full communication in the society, culture and language should be taught together. Today it is accepted that teaching culture must be at the heart of language teaching. However, in today's world, countries expect their citizens to be able function easily in different cultures and to have flexibility to adapt themselves in different cultural contexts. So, the purpose of this study is to investigate the cultural profiles and the attitudes towards culture teaching of prospective EFL teachers who are expected to prepare their pupils to survive successfully in multicultural environments. Totally 200 students (73 males 127 females) from ELT department of a state university participated in the study. Quantitative research methodology was used in the study and the data was collected through a demographic information form and two questionnaires. Cultural intelligence profile of the participants was evaluated under five sub-dimensions. Descriptive statistics, independent samples T tests, Pearson Correlations and ANOVA were used to analyze the data. The results suggested that pre-service EFL teachers have mostly had positive attitudes towards culture teaching and varied degrees of cultural intelligence. Some sub-dimensions of cultural intelligence were found to be correlated with participants' attitudes towards culture teaching. Based on the results of the study, some recommendations were presented.

Oral Presentation
The Role of Social Media in EFL Learning: Used Effectively or Not

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Social media (Facebook, Twitter, Instagram, Whatsapp, etc.) is one of the most utilized means of communication in our daily life which enables us to share our thoughts with other people. Social media is currently regarded as the most popular online tool among youngsters who are allured by such a virtual life. The development of social media applications is due to the extensive use of smart phones which may seem to be a waste of time particularly by some adults. However, such applications may also be beneficial in terms of supporting students to construct the required knowledge and communication skills through serving several opportunities for both teachers and students. Social media can be employed by English language learners in forming learning groups where students can interact with each other and practice English. Thus, the aim of this study is to inquire whether social media is a functional platform for Turkish EFL students in learning English. The data of this phenomenological study was collected through a questionnaire and semi-structured interview questions. The participants of the study consist of 240 EFL university students− 220 respondents for the questionnaire and 20 respondents for the interview. The results of the study presented diverse views of Turkish EFL students on the use of social media sources, as well as indicating that Instagram is the most used social media tool among the participants. Accordingly, some suggestions are supplied for future research as well as for EFL teachers interested in employing social media platforms in their classes.

Oral Presentation
Using the Flipped Classroom to Enhance Adult EFL Learners' Speaking Skills

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Flipped classroom model (FCM) is considered to be one of the most noteworthy current discussions in education. The researcher utilized FCM and Wen's Output-driven/Input-enabled model in order to explore the advantages of the FCM in terms of improving the adult EFL learners' speaking skills. Wen's hypothesis focuses on the vital role that language output plays in language learning and it aims to indicate the role of input as enabling when output shows a motivating force. A pre- and post-test quasi-experimental design was used to investigate the effectiveness of the treatment in speaking skills. The sample consisted of 22 non-English major voluntary academicians, selected purposefully among 51 applicants, from different departments at a state university in Turkey. Half of the participants were in class A (study group) where the course was flipped. The rest were in class B (control group) in which the same issues were provided in traditional way. A mixed research method was applied, using multiple

sources of data collection, including a speaking rubric, the teachers' in-class observations, two questionnaires ("Satisfaction of Flipped Classroom Experience" and "Opinions and Practices of Speaking"), and semi-structured focus-group interviews. Findings revealed that the use of flipped learning approach not only enhanced the speaking skill, but also increased their motivation and satisfaction with the FCM. It also displayed which elements of speaking (pronunciation, fluency etc.) were more positively influenced in this process. The results can be considered a reference point while designing oral skills in English as a Foreign Language contexts.

Key words: foreign language speaking, flipped classroom, oral skills, output-driven/input-enabled model, adult learners.

Oral Presentation
English Language Teachers' Perceptions towards Critical Pedagogy in ELT

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Critical Pedagogy in language teaching remains undeniably fundamental when referring to Education as a tool to transform society. Thus, English Language Teaching (ELT) needs to go beyond cognition with few socio-political implications, it rather fosters transformation of both students' and teachers' lives, and perspectives towards the society they are immersed. This qualitative research analyses the perceptions and attitudes of English teachers towards Critical Pedagogy in ELT considering principles discussed by educators and linguistics such as Freire, Giroux, Pennycook and Crookes. Semi-structured interviews to 15 English teachers were carried out and results suggested that teachers are not aware of either Critical Pedagogy principles or its implications in both Education and ELT.

Key words: critical pedagogy, education, ELT.

Oral Presentation
Online Decision Making Strategies of Novice EFL Teachers at a Tertiary Context

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This study concerns itself with online decision making strategies dealt by novice EFL teachers. The current paper specifically addresses the ways novice EFL teachers handled unexpected and dispreferred student contributions. Data, which was collected within the scope of a professional development program carried out by the researcher, come from 5 novice EFL teachers working at a state university in Izmir. 20 class hours, four from each teacher, were video recorded, transcribed and analyzed by adopting Conversation Analysis (CA hereafter) methodology. Then, the teachers were invited to talk

about those instances in which they reacted to unexpected and dispreferred student contributions by means of video-stimulated recall.

The results revealed that how each teacher portrayed different strategies to tackle with those contributions outside the pedagogical focus of the lesson. This exploratory and preliminary study is intended to demonstrate how and what online decision making strategies were enacted by novice EFL teachers and if these strategies differed from one teacher to another based on his/her year of expertise.

Key words: online decision making, novice EFL teachers, conversation analysis, dispreferred student contribution.

Oral Presentation
Enhancing Self-regulated Learning Strategies through Project-based Learning in Foreign Language Preparatory Classes at Higher Education

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Recent research in the field of higher education frequently reports the need for learners to acquire lifelong learning skills including academic skills (e.g., outlining texts and lectures, creating and supporting arguments, etc.); self-regulated learning strategies (e.g., cognitive, metacognitive, socio-cultural strategies, etc.); and digital literacy while studying specific field content. In this respect, creating innovative learning designs starting from the outset of university education is vital for future generations to be autonomous and engaged learners equipped with contemporary learning skills. Foreign language teaching programs offered at preparatory level of undergraduate degrees seem to be the best place to start equipping learners not only with academic foreign language skills but also with self-regulated learning skills. However, establishing such learning opportunities requires current teaching curricula and approaches to leave room for new teaching approaches such as project-based learning for the integration of skills and strategy learning through digital tool applications. The study focuses on teaching methodologies and classroom practices that could provide learning opportunities to develop and maintain academic skills and self-regulated language learning strategies through implementing project-based learning approach. Following document analysis technique (Neuendorf, 2002), the study presents the implications of recent studies focusing specifically on such integration alternatives.

Key words: foreign language learning, self-regulation, academic skills, project-based learning.

Oral Presentation
The Effect of Politeness Strategies Instruction on EFL Learners' Quality of Apology and Complaint Letters

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As part of a larger study, this article investigated the effectiveness of teaching politeness strategies, as formulated by Brown and Levinson (1987), on learners' use of these strategies in writing two types of English letters, apology and complaint letters. To this end, 30 EFL students (N= 30) at one of the language institutes in Iran were participated in the study. The participants were from two intact classes with the same language proficiency level, as shown by the Oxford Placement test, and were assigned to two groups of the study, the one which received instruction on politeness strategies and were asked to write apology and complaint letters, and the other which didn't receive instruction on strategies; however, was instructed sentence and paragraph writing structure and were asked to write the same letters. An in-depth analysis of the letters written by both groups and the results of the chi-square tests revealed that the learners who received instruction on these strategies used them more frequently than those who didn't. Moreover, positive and negative politeness strategies were used by the students of both groups in writing the letters; however, in the experimental group, which received instruction, the frequency of these two strategies was significantly higher than that of the control group, suggesting that the instruction of the strategies affected the use of these strategies in the learners' letter writing. In addition, bald on-record and off-record politeness strategies were not used in the letters. The study results also revealed that there were no significant differences between the two types of letters with respect to the frequency of politeness strategies, indicating that the types of letters used within the framework of the present study do not influence the use of politeness strategies. The findings of the present study provide beneficial classroom implications for language teachers and students, as well as material developers.

Key words: politeness, request, complaining

Oral Presentation

Turkish Undergraduate EFL Students' Attitudes towards Learning English

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The purpose of this study is to investigate the attitudes and motivation of first-year Turkish undergraduates toward English language learning as a foreign language. The study was carried out with 60 prep school students studying at the School of foreign Languages at Bartın University, Bartın, in Turkey by administering a survey designed on a five-point Likert scale with 43 items including demographic questions about the learners' background information such as gender, age, and how long they have been learning English. The items on the survey were chosen from Dörnyei and Csizér (2006) in a variety of Hungarian researches and from a recently designed questionnaire by Ryan (2005). The domains used for the purpose of the study were: integrativeness, attitudes to L2 community, cultural interest, attitudes to learning English, criterion measures, ideal L2 self, ought-to L2 self, family influence, instrumentality (promotion and prevention), and fear of assimilation. The data collected were analyzed through descriptive statistics in SPSS statistical program. The results revealed that Turkish university students learn English as a foreign language mostly for instrumental reasons, and it also

showed that integrative motivation is dominant motivational orientation for the participants in some degree.

Key words: attitude, motivation, integrativeness, L2 community, instrumentality

Oral Presentation
An Inquiry on the Sources of Teachers' Questioning: A Reflective Approach to In-Service Teacher Education

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The purpose of this study is to investigate the attitudes and motivation of first-year Turkish undergraduates toward English language learning as a foreign language. The study was carried out with 60 prep school students studying at the School of foreign Languages at Bartın University, Bartın, in Turkey by administering a survey designed on a five-point Likert scale with 43 items including demographic questions about the learners' background information such as gender, age, and how long they have been learning English. The items on the survey were chosen from Dörnyei and Csizér (2006) in a variety of Hungarian researches and from a recently designed questionnaire by Ryan (2005). The domains used for the purpose of the study were: integrativeness, attitudes to L2 community, cultural interest, attitudes to learning English, criterion measures, ideal L2 self, ought-to L2 self, family influence, instrumentality (promotion and prevention), and fear of assimilation. The data collected were analyzed through descriptive statistics in SPSS statistical program. The results revealed that Turkish university students learn English as a foreign language mostly for instrumental reasons, and it also showed that integrative motivation is dominant motivational orientation for the participants in some degree.

Key words: attitude, motivation, integrativeness, L2 community, instrumentality

Oral Presentation
A Needs Analysis and Situation Analysis on Academic English Writing Needs of International Relations Department Students

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A newly launched English-as-a-medium-of-instruction International Relations Department (IRD) at a state university in Turkey started admitting students in 2018-2019 academic year and its students are currently attending a year-long English preparatory class which mainly offers an English for General Purposes program. To increase the department-preparatory class coordination so that the students' academic English language needs could be met, this study set out to uncover the academic English writing tasks and skills required by the faculty at IRD via a Needs Analysis (NA) as well as their expectations from the preparatory class and to investigate whether these expectations could be fulfilled by the preparatory class program via a Situation Analysis (SA). To this end, a qualitative descriptive-analytical research design was adopted and the data were gathered through semi-structured interviews

conducted with the participation of 3 faculty tutors for the NA and 5 English language lecturers for the SA. The inductive content analysis of the data of the NA revealed five main writing tasks required by the faculty including essay writing, reflection paper writing, summarizing, note-taking, and e-mail and letter writing. In terms of writing skills, two overarching categories emerged named as core and related writing skills. Lastly, the faculty's expectations were found to be related to the preparatory class program structure such as placement of the IRD students in homogenous groups and specific learning outcomes such as mastery of all English tenses. The SA, on the other hand, revealed doubts regarding field-related expectations which were also perceived as weaknesses of the preparatory program. Implications for the department and preparatory class programs are suggested.

Key words: needs analysis, situation analysis, academic English, writing needs, EMI

Oral Presentation
An Investigation of Student Teachers' Engagement in Autonomous Outside-The-Classroom Learning Activities

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Learners' engagement in outside-the-classroom learning activities has many advantages and benefits in terms of academic performance. It was also argued by other researchers that engagement in such activities would also cater for independent, self-directed, self-regulated, and autonomous learning. 60 first year student teachers of English studying at one of the largest state universities in Turkey have participated in this study. The study aimed to investigate student teachers' engagement in autonomous outside-the-classroom learning activities. Results revealed that the student teachers engage in some of outside-the-classroom learning activities, yet they do not engage in some activities that would directly contribute to the process of becoming a self-regulated and autonomous learner. The results were discussed in line with the literature in learner autonomy and teacher education.

Key words: outside-the-classroom learning activities, student teachers of English, learner autonomy

Oral Presentation
The Faculty Perceptions of Being Role-Models in The Eyes of the Undergraduate

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Teaching is one of the professions in which practitioners are expected to be role models to their students. Faculty members also feel the need to be good role models to their undergraduate and graduate level students. The literature presents studies on the expectations of students regarding role-model teachers. However, there is scarcity in research on the conceptions of the faculty regarding being role models. This qualitative case study examined what 8 faculty members conceive as the responsibilities of role model professors. The data were collected though semi-structured interviews. The content analysis revealed four areas which were considered essential to be role model professors: having good rapport with students, having good knowledge of the field, being successful academicians and paying attention to their physical appearance. They stated that being successful in their academic studies was one of their foremost aims as they aimed to encourage volunteer students to follow academic studies when they graduate. In the light of these results, some suggestions are provided.

Oral Presentation
Variation in English language teachers' conceptions of private tutoring: An international phenomenographic study[1]

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Although private tutoring can sometimes be considered ethically disputable, it is spreading around the world. In order to obtain deeper insights into its intricacies, the need arises to examine the experiences of one of its pivotal stakeholders - private tutors. This presentation is based on a phenomenographic study with a view to investigating the conceptions of private tutoring held by fifteen language teachers from three dissimilar countries (Poland, Portugal, and Turkey), who offer private teaching services in English in their local contexts. The findings suggest that there are at least three conceptions according to which private tutoring can be experienced: private tutoring as a source of income, private tutoring as a mission, and private tutoring as professional development. The study also poses a question if there is space for formal training of private tutors, and argues for more research which would investigate the origins and composition of the conceptions that private English tutors hold.

Oral Presentation
From Physics to Language, from Teacher to Teacher Trainer: A Narrative Study

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There is an established relationship between student learning and the quality of teachers, which renders researchers to explore who teachers are as a professional group and what practices they perform. However, such a link is absent in educating/training teachers. In the Turkish context, where frequent changes occur in the educational structure, especially in language teaching, minimal attention is paid to teacher trainers who primarily guide teachers through these latest updates. Therefore, this study investigates a personal history of a successful language teacher trainer within the framework of professional identity.
This research draws on Davey's (2013) theoretical lens for professional identity of teacher educators. In doing so, narrative inquiry was chosen as the methodological approach; a series of three consecutive

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interviews, four hours and 40 minutes in total, was conducted with a language teacher trainer with a background in physics teaching. The interviews navigated the trainer's motivation and aspiration, job description, knowledge and expertise, personal approaches, and understanding of group membership. The qualitative analysis revealed that pursuing an academic degree and the desire to excel in the teaching job induced the participant to train teachers. Regarding her unconventional expertise-physics teaching- as a resource, the trainer achieved to be a source of inspiration through reflective practices in adult education. Being a member of a successful group of practitioners, and adopting pastoral and nurturing roles further established her identity as a teacher trainer. The study concluded that not only academic and professional qualities but also affective characteristics enhanced teacher trainers' success.

Davey, R. (2013). The professional identity of teacher educators: Career on the cusp? New

York, NY: Routledge.

Key words: professional identity, narrative, teacher trainer.

Oral Presentation
English as a Lingua Franca in Portugal and Turkey: A Comparative Analysis of ELF-Aware Activities in Course books

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English as an international language has become the most widely taught foreign language in the world. As a result, two models have thrived within the field of English language teaching, Standard British English and Standard American English, and alongside, the cultures associated with them. Although the majority of English language learners are part of Kachru's Expanding Circle, teaching materials have continued to focus on these two models, neglecting many of the times other examples of successful communication among nonnative speakers. For this reason, it is critical that teaching materials take on a more ELF-aware perspective, where intercultural communicative competence and intercultural awareness is fomented. To this end, this study reports a comparative analysis conducted between course books in Portugal and Turkey. A locally published (LP) and an internationally published (IP) course book of the first year of secondary education from both countries were analyzed. The aim of this analysis was twofold: to identify the similarities and differences between (1) Portuguese and Turkish EFL textbooks and (2) LP and IP textbooks in Portugal and Turkey, as far as an ELF-aware approach is concerned. Regarding the comparison of the course books, and observing that much can still be done for a more ELF-aware pedagogy, some implications are put forth aiming to allow for a more critical approach towards materials development.

Key words: ELF-awareness, ELT course books, language and culture varieties

Oral Presentation
An In-service Teacher Training Model for Technology Integration in Language Teaching

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Language teaching cannot be designed without integrating technology in today's classrooms. In addition to motivating learners, giving immediate and interactive feedback, encouraging learner autonomy and exposing learners to a higher amount of authentic language both in and outside the classroom can be listed as the main advantages of technology integration in teaching a foreign language. Yet, literature points out a mismatch between what is desired and what teachers are able to do in using technology efficiently in reaching the required outcomes. The current teacher training programs have been claimed to be insufficient in meeting the needs of teachers in terms of gaining the expected competencies in both pre- and in-service stages. This paper explains a model for designing and implementing a context specific in-service teacher training program for using web 2.0 tools in teaching English. Eight successive stages were followed in the training program. The feedback gathered both from the learners and the teachers show that technology integration and the in-service teacher training program were appreciated by both groups. Thus, the model can be suggested for similar institutions wishing to increase their teachers' competencies in integrating technology into their classrooms. The model created can also have some implications for pre-service teacher training programs.

Key words: in-service teacher training model, technology integration into language teaching, designing a context specific program

High School Students' Attitudes towards ICT and Media Tools in Learning English and Academic Self-Efficacy Beliefs

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The present study aims to examine the relationship between high school students' academic self-efficacy perceptions and their attitudes towards the use of Media and Information Technology Tools in learning English as well as the effects of gender and grade level on these variables. To this end, The Attitude Scale for the Use of Media and Information Technology Tools in Learning English (Güven, 2016) and Academic Self Efficacy Scale (Kandemir & Özbay, 2012) were used as data collection instruments. 249 Anatolian High School students in Istanbul from different grades levels took part in this study on a voluntary basis. Descriptive and inferential statistics were run in order to reveal the central tendency figures and the effects of gender and grade-level on students' attitudes towards the use of media and information technology tools in learning English and their academic self-efficacy beliefs. The results displayed a significant difference between female and male students in that female students have more positive attitudes to use of ICT in learning English and they feel academically more self-efficient. In addition, correlational analyses showed that the students with a positive attitude towards ICT and media tools in learning English have higher academic self- efficacy levels. Likewise, the students with negative attitudes towards ICT and media tools have lower academic self-efficacy ratings. The findings of this study will be beneficial in terms of both raising students' awareness of their academic self-efficacy beliefs towards learning English and informing language policy makers about students' attitudes towards the integration of technology in learning English.

Key words: academic self-efficacy, information technology tools, media tools

Teachers as Researchers: Perceptions, Motivations, and Challenges in ELT

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Teachers' perceptions and motivations, challenges, and needs with regards to doing research will be examined in this current study. A questionnaire and group and individual interviews will be administered to ELT teachers at different public, founded, and private universities in Turkey. The questionnaire modified, adapted and used by Biruk (2013) and O'Connor, Greene, & Anderson (2006) will be used by the researchers for the purpose of their study. The questionnaire consists of two main parts. In Part 1, the demographic profile of the respondents and in Part 2 the perceptions and challenges faced by the teachers in doing action research are questioned. 10 items in the questionnaire refer to the perceptions of teachers regarding action research and the rest 15 items refer to the challenges in doing

research. A 4-point Likert scale in terms of totally agree, agree, disagree, and totally disagree is used for all the items in the questionnaire. At the end of the study, some implications for the policy makers, researchers, and school's officials will be made to address the needs of these teachers related to the issue.

Key words: teachers, researchers, perceptions, motivations, challenges, ELT

Oral Presentation

The Effects of Written Corrective Feedback on the Turkish EFL Learners' Development of Present Simple Tense

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The effectiveness of written corrective feedback (WCF) has been a controversial issue in the field of second language acquisition research. This study investigated the differential effects of focused and unfocused WCF on the syntactic development of 51 university students in present simple tense in Turkish EFL context. There were three groups of participants; focused group (n=17), unfocused group (n=17) and control group (n=17). One treatment session was provided through a narrative writing task to explain a picture story to all the groups. To have a better understanding of learners' prior and later knowledge, a pre-test and post-test consisting of two parts, grammar and narrative writing were administered.

The results of the study demonstrated that all groups gained grammatical accuracy during the study, which suggests the importance of writing practice itself in the acquisition of grammar. Besides, unfocused group achieved the highest increase between the pre-test and post-test. However, the difference among groups was not statistically significant according to the mixed design ANOVA analysis, which revealed that written corrective feedback does not have a significant effect at least on the grammatical accuracy of present simple tense for Turkish EFL learners.

Key words: written corrective feedback, grammatical accuracy, present simple tense

Oral Presentation

Pre-service and In-service EFL Teachers' Preferences of the Elective Courses in ELT Departments

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The Council of Higher Education (CoHE) has defined the teaching programmes and updated their curriculums recently by enhancing the percentage of the elective courses in ELT departments. As a part of this current regulation, the CoHE formed an elective course pool. This study aims at revealing the

pre-service and in-service EFL teachers' preferences of "Subject Area Knowledge" and "General Knowledge" elective courses and the reasons behind their preferences. Mixed method sequential exploratory research design was used. Having analyzed the curriculums of all 42 state universities, the researchers made an elective course pool out of the most frequent electives in these curriculums, and designed a questionnaire. This questionnaire was formed as an online survey and conducted with 1093 participants all around Turkey by means of snowball sampling. Combining the electives suggested by CoHE in 2018 with the most frequent electives opened by the state universities, 24 courses were listed as "Subject Area Knowledge" and 28 courses were listed as "General Knowledge". Findings indicated participants prefer subject area knowledge elective courses for their professional development and general knowledge ones for their needs and interests. While "Current Trends in Language Teaching" was the most preferred subject area knowledge elective, "Diction" was the most preferred general knowledge elective among the participants. Significant differences were found in participants' preferences based on their genders and service status. Bearing the findings of the study in mind, some implications were drawn about the elective courses to be taught at the ELT Departments.

Key words: Pre-service and in-service EFL teachers' preferences, subject area knowledge elective courses, general knowledge elective courses.

Oral Presentation
The Interplay Between Academic Motivation and Academic Achievement of Teacher Trainees

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The purpose of this study was to investigate the interaction between academic motivation and academic achievement as measured by the GPA. In this respect, the Academic Motivation Scale (Vallerand et al, 1992) was administered to 195 teacher trainees at the English Language Teaching department of a foundation university in Ankara. The scale has 28 items scored on a 7-point Likert scale. The Cronbach's alpha coefficient for the overall scale was .86 whereas the reliability coefficients of the seven subscales were all higher than .74. GPAs (M= 2.51, SD= .50) of the participants were procured via a self-report item in the participant background questionnaire. Analysis of the descriptive data revealed that teacher trainees were mainly extrinsically motivated (M= 5.32, SD= .87), followed by intrinsic motivation (M= 5.16, SD= .96). Besides they had quite low on amotivation scores (M= 2.92, SD= 1.32). Significant gender differences were observed in introjected regulation (female M= 5.27, SD= 1.11; male M= 5.06, SD= 1.37) and intrinsic motivation for accomplishment (female M= 5.09, SD=.99; male M= 4.84, SD= 1.30) with female teacher trainees reporting significantly (p < .05) higher levels on both facets. GPA correlated negatively with amotivation (r = -.25, p < .01) and positively with intrinsic motivation for knowledge (r = .17, p < .05). The multiple regression analysis revealed amotivation to be the only predictor of GPA. The results of the study will be discussed in light of the related line of literature.

Key words: motivation, intrinsic motivation, extrinsic motivation, amotivation

Oral Presentation
Interaction Between Academic Resilience and Academic Achievement of Teacher Trainees

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This study aimed to explore the interaction between academic resilience and GPA as a measure of academic achievement. In order to do this, the Academic Resilience Scale (Cassidy, 2016) was administered to 198 teacher trainees studying at the English Language Teaching department of a foundation university in Ankara. The scale has 30 items scored on a 5-point Likert scale. The reliability coefficient for the overall scale was .79 and the Cronbach's alpha coefficients for the three sub-scales were higher than .70. Student GPAs (M= 2.50, SD= .51) were elicited via a self-report item in the participant background questionnaire. Descriptive analysis revealed that participants scored higher on reflecting and adaptive help-seeking (M= 3.77, SD= .58) followed by perseverance (M= 3.44, SD= .41), and negative affect and emotional response (M= 2.90, SD= .69). GPA correlated positively with both perseverance (r= .20, p <.05) and reflecting and adaptive help-seeking (r= .37, p<.01). The multiple regression analysis revealed. The multiple regression analysis revealed reflecting and adaptive help-seeking to be the only predictor of GPA. The results of the study will be discussed in light of the related line of literature.

Key words: academic resilience, perseverance, reflecting and adaptive help-seeking, negative affect and emotional response, achievement

Oral Presentation
"We Find Ourselves Incorporating More Games into Lessons": Genre-Based Explorations into Structural and Linguistic Representation of Reflection in Teacher Researcher Writing

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Hyland (2000) states that the norms and expectations of the discourse community for which the text is produced call for context-dependent strategies to achieve the communicative purpose of the genre. In line with this, as an emerging genre in writing, 'teacher researcher reflective writing' requires the ability to put research experiences into words reflectively in order that the writers can produce a communicative and critical piece of writing. The study investigates a teacher research corpus totalling 180,000 words with two major focuses: (1) integrating a move analysis in order to describe the discourse structure with generic moves as well as (2) identifying the writing practices and language choices contributing to conveying idiosyncratic perspectives of teacher researchers reflectively.

With an exploratory nature of this research, we adopted an inductive approach towards understanding the dynamics and dimensions of a corpus of teacher research writing based on ''systematic intentional inquiry'' (Cochran-Smith and Lytle, 1992, p. 36). The data consisted of the very first versions of 70 writing samples written as a part of a professional development of teacher training, analysed through Nvivo 11 qualitatively to identify the potential moves within this particular genre and LancsBox 3.0

quantitatively to determine the frequency of authorial stance (i.e. lexical hedging, self-mentions and attitude markers).

The overall investigations revealed that the teacher researchers tended to write relatively less critical and reflective, evidenced with lack of self-projection of the authors in the process, sounding rather certain about the statements and creating hyperboles in relation to drawing conclusions. At micro level, the results also suggested that the authors did not seem to follow a line of self-critical and self-reflective statements highlighting reflexive gains. More specifically, the teacher researchers closed up the process of reflective writing without reflecting how they have been influenced while doing the research and writing it up. At macro level, the authors appeared to fail to announce and/or reannounce the aim/goal of their research, answer the initially inserted research questions. The results and implication of the study will be integrated into the training programme for teachers in order that they can develop their knowledge on the rhetorical demands of the teacher research writing.

Key words: teacher research writing, reflective writing, genre analysis

Oral Presentation
The Comparison of English Language Teacher Trainees' Professional Agency in Practicum in Turkey, Poland and Portugal

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Teacher agency is a field of research which attempts to explain teachers' intended actions, decisions and choices in an instructional setting. Since practicum is a fundamental part of language teacher education, it has a leading role in shaping language teachers' professional agency. Considering the importance of practicum in language teacher agency, this study aims to compare English language teacher trainees' professional agency in three different practicum contexts in Turkey, Poland and Portugal. A questionnaire including 18 Likert-type items was administered to 91 teacher trainees on the basis of descriptive research design. The main findings indicate that English language teacher trainees significantly differ in terms of their professional agency in practicum. Also, there is a significant difference among teacher trainees in three countries in terms of collective efficacy, reflection and positive interdependency. This study not only describes teacher trainees' professional agency in practicum settings but also provides a comparative view of teacher agency in practicum in three countries: Turkey, Poland and Portugal.

Key words: teacher agency; teacher trainees; practicum.

Effective Foreign Language Teaching: ELT Students' and Instructors' Beliefs

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This study aims to find out the beliefs about language learning of 3rd and 4th grade Turkish ELT students and 10 ELT instructors at Trakya University, TURKEY. The primary purpose of the study is to investigate the differences between the beliefs of ELT students and instructors considering different aspects of language learning such as culture, computer-based technology, grammar teaching, error correction, target language use, communicative language teaching strategies and assessment. Data will be collected using a 24-item questionnaire originally developed by Brown (2009). To compare the ELT students' and instructors' beliefs, a two-sample, independent group t-test will be analysed. At the end of this research, it is aimed to find out whether there are differences between the ELT students' and instructors' beliefs and determine the most effective procedures in language learning. Discussion and implications for further research will also be mentioned regarding the findings of the study.

Key words: effective language teaching, instructors' beliefs, ELT students' beliefs

A Study on Professional Development Awareness across Teachers of Different Majors

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In the current era of information and speed where accessing to rich amount of knowledge is only one click away, nothing stands still. To put it simply, only the professions and those professionals who stand the test of 'professional development' can survive. That is, regardless of profession, professional development is no longer a luxury, but a must.

No matter which subject matter, today's teachers have been facing radical changes and transformations in terms of taken for granted professional requirements, skills, competencies, educational paradigms, technological advances, and student profiles. Professional development activities help teaching professionals keep up-to-date thereby fulfilling the professional requirements and expectations that are transformed and reshaped in the present century.

The current study investigated Professional development awareness in practicing teachers of different subject matters. The data for the study were collected through a questionnaire and focus group interviews. The researcher will present the preliminary findings of the study.

Key words: Professional development awareness

Oral Presentation

Reliability, Validity and Fairness Issues in EFL Writing Performance Assessment: A Turkish-Universities Perspectives

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The purpose of writing assessments depends on the goals of the courses and the educational policy of the universities in Turkey. Administering a high-stake writing test with a high level of validity and reliability is fundamental for a university or college EFL program. In an institutional assessment context, when students are enrolled in English Language Departments (e.g., English Language and Literature, English Language Teaching, English Linguistics), they take an English proficiency test at the beginning of the first semester, which aims to measure their English performance. Within the criterion-referenced test framework, each student's score on the test is interpreted relative to a predetermined performance standard. Only students who have met the standard are placed in freshman classes. Those who fall below the standard are placed in preparatory classes, where they are required to take intensive foundation courses (e.g., composition, reading comprehension, speaking skills courses) for a year. There are other contexts where EFL students' performances are measured (e.g. classroom-based performance assessment and student selecting for ERASMUS programs). This paper discusses the reliability, validity and fairness issues of performance assessment. Specifically, standardization of assessment, the role of rater calibration, rubric use, and experience.

Key words: language assessment, reliability, fairness

Oral Presentation

Metaphorically Speaking: How Do Teacher Candidates Use Metaphors and Similes to Express Their Professional Experiences?

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Composition scholars, linguists and philosophers have long examined the relationships between metaphorical language and thinking (e.g., Glucksberg, 2001; Harris, 1995; Lakoff & Johnson, 1989). For instance, Lakoff and Johnson (1980) demonstrated that metaphors, as convenient linguistic forms, not only add "poetic imagination and the rhetorical flourish" (p. 3) to enrich verbal communication, but also embody culture-specific thoughts and actions. Richardt (2005) further explored ways in which disciplinary genres and metaphors are intertwined. Drawing on such conceptual lenses, this research focused on how a group of teachers created metaphors and similes to captivate their professional dispositions and experiences, which in turn helped them conceptualize and articulate the purpose and questions for their capstone thesis projects. Specifically, the research site was a liberal arts college located in the Northeast of the United States. The participants were 16 master's students (most of whom are teacher candidates) from a graduate research methods course, and the primary data sources included the metaphors and similes these students generated in their research journal writing, intended as a planning tool to help the students develop their thesis research proposals. The results show a remarkable level of diversity and complexity in their participants' lived experiences, which subsequently led them to pursue different research projects. The findings point to the potential

of using metaphorical language as a research tool. Such research may also encourage other educators to explore these metaphorical forms as part of teacher narratives.

Key words: metaphors and similes, teacher narratives, research methods

Oral Presentation
Conceptualization and inclusion of diversity in the context of an ELT program

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For pre-service teacher education practices to be successful, one criterion can be set as the exposure of prospective teachers to as many diverse practices and settings as possible so that they are better prepared for their initial years in profession. Even though attempts are made to introduce them to a variety of contexts throughout the ELT programs, they receive a uniform training and experience teaching only in practicum before they start teaching at primary, secondary and tertiary educational institutions. ELT practicum, on the other hand, can only provide prospective teachers with experience in a very small fraction of what might actually happen in their future careers regarding the school types, educational levels, sociocultural environment, students' backgrounds, etc. Within this perspective, this case study aims to understand how teacher educators and prospective teachers define and conceptualize diversity, what value they attach to introduction of diversity, and what their current practices and suggestions are in preparing prospective teachers for the diverse educational settings they may encounter in their initial years. For these purposes, semi-structured interviews were conducted with eight teacher educators experienced in practicum. Also, a qualitative survey was given to 40 prospective teachers taking practicum courses. The data were analyzed through qualitative content analysis to identify recurring themes. The analyses show that teacher educators and prospective teachers have varying views and attitudes regarding the importance of diversity in practicum. The study provides implications for teacher education research and practice and offer suggestions for preparing teachers for diverse educational situations and contexts.

Key words: ELT practicum, diversity, pre-service teacher education.

Oral presentation
Authentic Assessment On Writing Skill Of Preparatory Class Students In English Language Teaching Department

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Since English language teaching has been of great significance recently, there have been lots of language teaching methods, approaches and techniques to teach it effectively. However, assessment of learners has also vital importance for both language learners and teachers in English language learning. The use of different assessment techniques makes learning process more meaningful for language learners. Accordingly, this research aims to explain the application of authentic assessment that is a

kind of assessment requiring learners to display language skills, knowledge and attitudes on the real-world context. As for the application, writing skill was determined as the basic concept. The research was conducted at a state university in Turkey. The subjects of the study were forty-eight preparatory class students in English Language Teaching Department. In this qualitative research, the researcher used several techniques and instruments in applying authentic assessment to evaluate learners' writing skill: (a) attitude assessment (observation), (b) knowledge assessment (written test and assignment), (c) skills assessment (product assessment). And the results on the effectiveness of those techniques were determined via observation and semi-structured interviews. The findings show that learners could see their language learning progress in a well-designed process and they could easily recognize their errors or mistakes while writing in English in a meaningful context thanks to authentic assessment techniques. However, the researcher had some problems on the application of authentic assessment techniques because of the limited duration and the complexity of the assessment procedure.

Key words: authentic assessment, English language learning, writing skill.

Oral Presentation

Linguistically and Culturally Responsive Teaching: Pre-service ELT Teachers in the Turkish Context

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Turkey is a multiethnic, multicultural and multilingual country. In addition to existing linguistic and cultural variety of centuries, the current mass influx of refugees from Syria has increased this diversity. Considering current situation, quite a few school-age children living especially on the east part of the country, begin school with no or limited knowledge of Turkish. Moreover, since early childhood education is not compulsory yet in Turkey those children most of the time start primary education to learn Turkish and literacy skills in addition to various school subjects (Bayat, 2017). Moreover, English language teachers who may or may not share a similar linguistic and/or cultural background with their students try to teach English as a foreign language to those learners who are already under the pressure of learning the official language, literacy and other school subjects at a time. Therefore, the necessity of preventing "cultural discontinuity" (Irvine, 2003) and enhance culturally and linguistically responsive instruction is obvious. Consequently, the purpose of this study is to investigate the awareness and preparedness of English language (ELT) pre-service teachers with regard to culturally and linguistically responsive instruction. 80 ELT pre-service teachers at a state university in Turkey get a questionnaire (adaptation of The Language Attitude Scale (Byrnes et al., 1997) aiming to reveal the participants' awareness and preparedness of culturally and linguistically responsive instruction. Then semi-structured interviews are conducted with the volunteer participants to dig into the results. Suggestions are offered to ELT teacher education departments based on the results.

Key words: linguistically responsive teaching, culturally responsive teaching, pre-service ELT teachers.

Oral Presentation
The Relationship among Writing Critical Reflective Journals, Critical Thinking Skills and Writing Skills

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There have been several studies conducted on critical thinking skills and student achievements. However, there have been only a few studies investigating the relationship among writing critical reflective journals, critical thinking and academic writing skills in second language education. In so doing, this study will make use of a qualitative design. The participants will be freshman university students in an English Language Teaching Department. The participants will be instructed to critically analyze teacher-distributed articles and write critical journals on them by using a rubric provided to them. Afterwards, a focus group discussion will be conducted with ten students who are taking Writing Skills II Course. The journals and the interview will be analyzed thematically. Also, the interview will find out the advantages and challenges of the reading and writing journals critically in terms of critical reading, critical thinking and writing skills. The discussion and conclusions of the study will be presented with reference to the previous literature.

Key words: writing critical reflective journal, critical reading, writing skills

Oral Presentation
What does Classroom Management Mean to Pre-service ELT Teachers?

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Classroom management has always been one of the most important concerns for teachers. It can also be seen as the hardest challenge for them, whether they are experienced or novice, male or female. In order to deal with the classroom management problems they encounter, pre-teachers should know what classroom management is, what the problems can be faced in the classroom and what the classroom management strategies can be used in the class. For these reasons, this study aims to identify what classroom management means to pre-service English teachers, what their expectations of effective classroom management are, and the classroom management strategies they know. The research study employs a mixed research design. The participants include the pre-service teachers studied in English Language Teaching Department of Muğla Sıtkı Koçman University in 2018 – 2019 Academic Year. The quantitative data were gathered by means of Preferred Teacher's Management Styles. The qualitative data were collected from the volunteer pre-service teachers to get a deeper understanding of the issue by means of semi-structured interviews. The interview questions were developed after examining some research studies and getting the advice of the experts in the field. The quantitative data were analyzed by using the Statistical Package for the Social Sciences 20 (SPSS 20). The qualitative data were analyzed by using the content analysis method. In the light of the results, it was seen that pre-

service teachers are aware of the fact that classroom management is a vital issue and effective classroom management is important to ELT pre-service teachers.

Key words: classroom management, classroom management strategies, pre-service ELT teachers.

Oral Presentation

Developing a CALL-based Classroom: EFL Teachers' Attitudes and Perspectives

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Computer Assisted Language Learning (CALL) has played a crucial role in language learning; therefore, it has seized the spot light during the last two decades. Accordingly, researchers' traditional focal point has always targeted the way learners perceive CALL wherein this study aims at examining the attitudes and perspectives that EFL teachers have towards the implementation of CALL in order to obtain a closer view on what sort of benefits and drawbacks they encounter when integrating it in their language classrooms. The current investigation opts for an explanatory method of research whereby a structured interview was conducted with 50 EFL teachers at Badji Mokhtar University Annaba, Algeria. For the sake of an in-depth analysis, a questionnaire has been administered. The findings of this study indicate that the EFL teachers have positive attitudes regarding the use of CALL in their teaching practices in a way to overcome the so called traditional/lecture-focus method. In the light of the results, some pedagogical recommendations have been conferred.

Key words: CALL, language learning, EFL, teachers attitudes, language classroom

Oral Presentation
Comparison of Instructors' Attitudes Towards Professional Development

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Professional development has increasingly been the focus of teacher trainers, administrators and instructors as it is the component of the concept of lifelong learning embraced by the mentioned parties. It is equally prominent to investigate the attitudes of instructors about professional development activities they engage in. Thus, exploring instructors' attitudes may have far-reaching educational effects because their beliefs can influence their classroom practices and eventually student learning.

In line with this, a study is conducted in the fall term of 2018-2019 academic year in the Schools of Foreign Languages at Yıldız Technical University and Altınbaş University to investigate the attitudes of the instructors towards professional development. Another focus of the study is to compare the attitudes of these two instructor groups from Yıldız Technical University - a state university - with the ones employed at Altınbaş University - a foundation university -. Through the convenient sampling method, 5-point Likert type Professional Development Attitude Scale[*] (ASPD) consisting 31 items is used to collect data from the participants. The responses of the 156 voluntary participants will be analyzed quantitively through SPSS and the three dimensions of the attitude scale will be evaluated based on independent variables; gender, age, years of experience and department graduated. The study may have significant implications for the developers and planners of professional development activities for the instructors employed in higher education.
* Çetin, Filiz. Attitude Scale for Professional Development (2018). Mesleki Gelişime Yönelik Tutum Ölçeği (MGTÖ) Geçerlik ve Güvenirlik Çalışması. İnsan ve Toplum Bilimleri Araştırmaları Dergisi, Cilt:7, Sayı:2

Key words: professional development, instructor attitudes, higher education.

Oral Presentation
An Exploration on The Reflectivity of Prospective EFL Teachers

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Reflective practice has gained momentum after post-method era. Nowadays, every teacher tries to visualize her own practices in order to eradicate possible shortcomings and improve also each day practice. The aim of the present study is to unveil prospective teachers' actual level of reflectivity in ELT context.

In order to achieve this goal 9 participants were asked to write four reflective papers during fall semester. The data were collected during fall semester in which they were taking their practicum course. The data were codified, themes extracted based on "Reflective Thinking Pyramid" developed by Taggart and Wilson (1998) in which reflectivity levels are classified into three levels which are technical, contextual and dialectical level. The data were also codified by two other experts to check trustworthiness of the data. The findings indicated that the prospective teachers have to some extent level of reflectivity. The findings of this study can be applied in teacher training and professional development courses.

Key words: reflectivity, teacher training, professional development

Oral Presentation
MY TPACK

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The presentation is mainly focusing on real classroom practices for prep year college students as examples of transferring the knowledge into practices with the help of technology in order to use the 21st Century skills, which are Collaboration, Communication, Creativity and Critical Thinking.

The approach for 21st Century teaching Technological Pedagogical and Content Knowledge- TPACK for short (Lee. S. Shulman's idea of the two domains of knowledge; Content and Pedagogical Knowledge https://www.wcu.edu/WebFiles/PDFs/Shulman.pdf was extended by Punya Mishra and Matthew J. Koehler as Technological Pedagogical Content Knowledge https://www.punyamishra.com/wp-content/uploads/2013/08/TPACK-handbookchapter-2013.pdf) - is going to be shared by the audience. After that, the presenter's TPACK Menu is shared with them.

This TPACK Menu includes technological tools/ apps which are currently used by the presenter at the school of Foreign Languages of a private university. Burcu Aybat's book 'Öğretmen 2.0' is recommended to the audience as a reference for their own TPACKs.

As the concluding part of the speech presenter's TPACK is completed with the reflection, which is presented as the improvement of teaching and learning process.

Key words: 21st Century teaching, TPACK, 4C's.

EFL instructors' perceptions on the effects of unannounced quizzes on EFL learners

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Unannounced quiz is one of the assessment tools widely used in foreign language education to assess learner achievement. Gazi University College of Foreign Languages started to implement unannounced quizzes in the 2018-2019 Fall semester. The aim of the present study is to explore EFL instructors' perceptions on the effects of unannounced quizzes on learners in terms of their study habits, test anxiety and attendance to classes by making the instructors compare unannounced quizzes with announced quizzes.

The participants of the study are 20 preparatory school instructors teaching English as a foreign language at Gazi University College of Foreign Languages. They are randomly chosen among the instructors who are familiar with the application of both announced and unannounced quizzes in the institution. Therefore, they are expected to be able to compare the effects of announced and unannounced quizzes on the learners on the aspects stated above.

To collect the data, a questionnaire is administered to the participants about their perceptions on the effects of announced and unannounced quizzes on the learners' study habits, test anxiety and attendance to classes. For data analysis, qualitative methods are used. The findings of the study demonstrate instructors' perceptions on how unannounced quizzes affect learners' study habits, test anxiety and attendance to classes compared to announced quizzes.

Key words: instructor perceptions, announced quizzes, unannounced quizzes.

Oral Presentation
The Effects of Writing Workshops on Feedback Process of University Instructors

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The evaluation of written exams is highly subjective. Therefore, instructors must be equipped with the set of guidelines and the criteria in form of rubrics. In addition, instructors should be trained in the usage of rubrics. Some problems might occur during the usage of rubrics such as instructor's inference of each scale on the rubric, utilization of rubrics effectively, each exam paper's uniqueness. It is obvious that writing workshops enable instructors to use writing rubrics effectively and in a standard way. Specially, writing standardizing workshops is crucial to be fair to all students in prep schools where a lot of students study.

This study was conducted to analyze the effectiveness of writing standardizing workshops on writing paper grading process of instructors at a private university in İstanbul. Twenty-eight prep school instructors and 842 writing exam papers of 421 students were involved in this study. The data were collected via quantitative and qualitative data collection instruments. Interviews with workshop conductors provided the qualitative data and writing exam evaluation results of first and second paper checks of instructors supplied us the quantitative data. First, rubrics were introduced to instructors and they were asked to grade papers, these results were compared with the ones that were collected from

instructors after taking writing workshops. Moreover, workshop conductors were interviewed after the sessions.

The results indicate that writing standardization workshops are highly effective on feedback process. Instructors started to use rubrics in a more efficient way and discrepancy between two papers graded by instructors lowered, fewer papers were sent to third check. The result of this study highlights the importance of writing standardizing workshops on feedback process of university instructors.

Key words: writing rubrics, writing workshops, assessment.

Oral Presentation
The Relationships between Learner Autonomy and Foreign Language Learning Anxiety

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In formal educational settings, learner autonomy implies learners' ability to take the responsibility of their own learning, their capacity for 'detachment, critical reflection, decision making and independent action' (Little, 1991, p. 4) and their intention to benefit from learning experience as a motivational element (Little, 2009). Foreign language learning anxiety usually refers to negative affective reactions associated with foreign language learning triggered by the stress and tensions of the learning environment. Learner autonomy and foreign language learning anxiety are related in the way that autonomy can help lessen the negative effects of anxiety. In order to act autonomously, learners need to set their own realistic goals, monitor their learning process, and self-evaluate learning which can all contribute to increasing learners' awareness of their strong and weak areas. This heightened awareness and self-reflection can relieve the feelings of anxiety as learners start to see their weaknesses as points for development. To this end, in this study we aimed to investigate the relationships between learner autonomy and foreign language learning anxiety, if any. Autonomy Perception Scale developed by Demirtaş (2010) and the Turkish version of the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Gürsu (2011) were used in relation to the effect of gender on these constructs as well as the relationship between them. The results of this study can provide important insights as to promoting learner autonomy not only for enabling the learners to assume a pro-active role in language learning but also for mitigating the effects of anxiety.

Key words: learner autonomy, foreign language learning anxiety, gender

Oral Presentation
University Students' Perceptions Towards Cheating

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Dishonesty is a complex-behaviour effected by multiple-situational, contextual, and individual issues, and this situation can erode education-system respectively. In this respect, cheating is a highly important matter in education systems in all the world as it is one of the most disturbing and problem in education. According to research, a significant number of students cheat on exams so it is the most serious student discipline problem for the 21st century generation. Cheating takes place in such cases that when a student wants to get more marks, obtain some privileges or for some other reasons. Cheating activities can be in many forms such as using mobile phones, interacting with other students, exchange their papers and etc., during the exams. In this study it is tried to find remedy for the question of why students have tendencies for cheating in terms of some variables such as gender, grade, education type. A survey was carried out in order to investigate the perceptions of the undergraduate students of the Department of English Language and Literature of Karabük University-Turkey, in Spring term of 2018-2019 Academic year. The survey was carried out on 130 students, and a quantitative research method was implemented. In the analysis of data obtained based on sub-problems, percentage, frequency, arithmetic mean, standard deviation and T-test methods were used.

Key words: attitude, cheating, English, student

Oral Presentation
The Potential of Automated Writing Evaluation to Support Students' Writing Improvement in Content Courses

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At higher education institutions where English is the medium of instruction (EMI), students are expected to learn content knowledge as well as develop their language competencies, including academic writing skills. However, in EMI contexts faculty members mainly deal with the subject matter rather than students' language development (Leki, 2006; Wilkinson, 2013). In such content-oriented EMI courses where learners' language issues are not equally addressed, it might be helpful to make use of automated writing evaluation (AWE) programs, which provide learners with autonomous language learning opportunities and facilitate their continuous language development.

At a Turkish EMI university, we aimed to explore the potential of an AWE program as an autonomous learning tool in content courses. 198 students enrolled in 10 classes at different disciplines had access to the AWE tool for all of their assignments throughout one semester. Faculty members followed one of the three strategies in their AWE integration: (a) no strategy, (b) a language criterion in the

assignment evaluation rubric, and (c) two bonus points for effective use of AWE. Students' first and revised drafts based on AWE feedback as well as their number of revision submissions were collected for each assignment. Our findings show that the AWE tool had the highest potential for students who were offered bonus points (71%), followed by those whose assignment evaluation rubric had a language criterion (32%), and no strategy (21%). Our study demonstrates the importance of teacher collaboration and an evaluation/reward system in the implementation of AWE as an autonomous learning tool.

Key words: automated writing evaluation, language improvement, English as the medium of instruction

Oral Presentation
How to Teach English to Young Learners

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It is generally very difficult to motivate young learners in EFL classes and to keep them motivated because of their short concentration span. Language teachers have troubles while teaching to young learners as they face learners whose moods change easily in a minute. The first thing what a language teacher of young learners should do is to take their students' attention and to keep it during the class. To do this, language teachers should create an enjoyable atmosphere in class in which young learners study the language while they are enjoying themselves through games, songs, stories, art and craft activities.

This is a qualitative study which involves pre- test post- test design. For this study, it was planned to give a 3- month- language course for young learners out of curriculum in 3 classes in a state primary school. The courses were given by university students taking teaching English to young learners course. Before and after the language course young learners were given an oral test as pre and post-test. As a result, it was observed that the course including enjoyable activities increased not only their interests in English, but also their grades.

Key words: ELT, young learners, teaching English to young learners, motivation

Oral Presentation
Linguistic Landscapes: A Way to Increase Sociolinguistic Awareness of Pre-service EFL Teachers

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Written language surrounds us in our daily life: on shop signs, posters, traffic signs, menus, and many other contexts. Linguistic landscape, also known as linguistic market, linguistic mosaic, ecology of languages, refers to social context where languages exist. The use of a language or languages have history, society, culture, politics, economy, education-related factors and the goal of the present study

is to lay out the findings of an awareness-increasing study into linguistic landscapes with a group of pre-service EFL instructors.

The goal of the study was to facilitate a group of pre-service English language educators' (n= 36) awareness development in linguistic choices (Turkish as L1 or English as L2 or any other languages, non-linguistic input) surrounding the immediate life experiences (e.g. metro, shop signs, café menus, manuals, other instructions) and help them explain such choices through social, cultural, economic, historical perspectives. A post-study survey was handed out to gather detailed information in participants' perceptions of the scope of linguistic landscapes in the native and target language. The results of the study revealed pre-service EFL educators focused on different linguistic domains, came up with different functions and made connections between the linguistic choices that they observed and different types of lenses (e.g. socio-cultural, educational, economic). The choice of a language was not a random decision, as they found out, and this was the main take-home message that pre-service language educators took out of this study.

Key words: linguistic landscape, EFL, pre-service teacher education

Oral Presentation

Instruction Giving in EFL Classrooms

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Instruction giving is an inseparable part of teaching; however, it is often overlooked in EFL teaching programmes and classrooms. Following instructions given in the mother tongue is already difficult enough for learners, imagine its difficulty in a foreign language learning situations. A well prepared lesson fails when instructions are not properly delivered, thus making teachers the main actors in this indispensable subject. It is not enough for them to make the instructions clear, the way they present the instructions also affects the learners' eagerness and participation. The purpose of this paper, by way of introduction, is to discuss the importance of instruction giving for EFL learners. It will present the findings of a study conducted with thirty ELT students at Gazi University. The data collected from both qualitative and quantitate tests reveal to what extent the prospective teachers of English are competent in giving directions. It will also explore the effective techniques of delivering instructions with the participants.

Key words: instruction, learners, eagerness

An Investigation of University Students' Willingness to Communicate in English in a Turkish Context

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This explanatory sequential mixed-methods study reports a research paper carried out on EFL learners' willingness to communicate in English (WTCE) differences, and the reasons for these differences in the classrooms. There are some EFL learners whose WTCE is higher than others, and the reasons behind this issue is a subject that should be made clear to have EFL learners get the opportunity to practice speaking in English and to communicate in English verbally more in the English classrooms. To this end, 90 first-grade students studying at a private university in Ankara took part in this study.

The current study which has a mixed-methods design is composed of both quantitative and qualitative approaches. In order to collect the quantitative data, a questionnaire was used to investigate whether there were some differences among the participants' WTCE, whereas semi-structured interviews, and classroom observations were used to collect the qualitative data. For the analyses of the quantitative and qualitative data, statistical analyses via SPSS 23, and content analyses were performed, respectively.

The quantitative results of the study indicated that there were significant differences among the students' WTCE related to their English preparatory school backgrounds (attended or not), medium of instruction (30% English or 100% Turkish) and the total number of academic terms in their departments (four or eight). The qualitative results of the study suggested that the aims of the English lessons, students' prior English education, and the quality of speaking tasks in the course books were some of the reasons for such differences.

Key words: willingness to communicate in English, EFL learners

Teachers' Attitudes Towards Using Storytelling Technique in English Language Teaching to Young Learners.

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Teaching English to young learners will be challenging if the content is presented out of context. Besides, finding authentic texts and providing authentic input for young learners are difficult and limited for teachers. In order to teach English meaningfully, teachers should use authentic texts such as games, songs, and stories to make the learning contextualized.

This study emphasizes the importance of using stories in teaching English to young learners via story-based syllabi. This article presents the results of a study on attitudes and thoughts of teachers about story-based language teaching for young learners. Three different attitude tests were combined and adapted for the study. The subjects were 12 teachers teaching to young learners and working at primary or public schools in Ankara, Ordu, Denizli, Samsun, Şanlıurfa, and Kayseri.

Most of the teachers agree that storytelling provides learners meaningful context to learn English and they prefer to use this technique in the class.

Oral Presentation

Classroom Management

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Classroom management is the techniques teachers use to provide control in the classroom. It is highly crucial not only for teachers' efficiency but students' success as well. This paper aims to identify how English language teachers in high school promote classroom management. This study is a mixed study which quantitative data is collected by a questionnaire whereas the qualitative data is collected through an interview and classroom observation. The participants and the high school where the study is conducted have been randomly chosen. Through showing how high school language teachers manage the classroom, this research highlights the importance of the classroom management that every teacher needs to take into consideration.

Oral Presentation
Reflective Practices in an English Language Teacher Education Programme

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Video is expected to serve many useful purposes such as helping teachers and teacher candidates develop their professional visions, develop themselves professionally, reflect on their own teaching processes, examine interactions between teachers and students, etc. Although the use of video for teacher development has gained acceptance throughout the World, it has been rarely used in English Language teacher education programs, especially at the earliest stages of pre-service teacher education programs when students have not yet decided to pursue teaching careers. In spite of its rare use, there are a lot of advantages of using video in pre-service programs. In this study, a micro-teaching course which engages the prospective teachers in qualitative video analysis to encourage their reflective practice was examined. 20 prospective teachers working at a state university in Turkey participated in the study. The participants were asked to videotape their micro-teaching practices in the classroom and analyze the videos qualitatively. Data were collected and analyzed by in-depth video analysis. The results of the study showed that an in-depth video analysis Project can provide opportunities for pre-service English Language Teachers to build reflective practices. Through this approach prospective pre-service English language teachers can learn to identify subtle diff erences in student understanding and reflect on their growth as a teacher.

Oral Presentation
Learning Grammar with "Learning Through Teaching" Strategy From The Perspective of Learning by Doing Theory: An Analysis of Learner Autonomy and Learner Beliefs

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The present study, which was designed considering both qualitative and quantitative aspects of research, deals with the difficulties that non-native students come across as learning the grammar points in English an equivalent of which does not exist in their native language: Turkish. An experimental investigation was conducted to explore whether students learnt and conceptualized those grammar points better when they practiced them as using the strategy of having a responsibility to teach or explain them as though they were a kind of teacher or trainer. This way of practice is called "learning through teaching". Different from its previous versions, students were expected to "teach" in front of a camera like a youtuber or online trainer rather than the traditional way of peer tutoring or learning through teaching itself, which was thought to eliminate the problem of finding a suitable pair for each student and finding common time for them to work together. Moreover, it was believed to encourage students to be more autonomous. The study also provides the effects of the so-called way: "learning through teaching" as a strategy on students' attitudes towards studying the target language, and the target language itself. In order to collect data, pre and post-tests, surveys, and interviews were applied throughout a scheduled 2 months. The study has some startling outcomes in terms of the students' grammar attainment, and state of attitude. The study has gone some way towards enhancing our understanding of technology enhancement, strategy development, and autonomous learning.

Key words: learning by teaching, strategy development, autonomous learning.

Oral Presentation
Radical and Plural Democracy in Language Teacher Education in Turkey?

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Turkey has been experiencing acute and chronic problems regarding not being able to teach English at expected levels. Therefore, language teacher education has been questioned and criticized in recent years. Issues such as language teacher proficiency, methods, approaches, cultural aspects and physical settings have been challenged. However, it seems that the broader perspective, the sociological one, has been ignored in this discipline in Turkey. Exclusion of pre-service teachers from forming curricula with ELT academics, alienation of rural English teachers from ELT departments and other teachers working in cities, absence of some subjects in ELT curriculum such as Critical Pedagogy, being unable to use participatory approach in language teacher education, avoiding discussing some topics such as gender diversity, religion, politics and ethnicity may be the pivotal reasons why language teacher education has difficulty making considerable progress. This study aims to focus on the problem of radical and plural democracy in language teacher education in Turkey. The methodology was phenomenological and hermeneutic in nature to unearth the views of the participants regarding the use of radical democracy in ELT departments. 15 pre-service teachers were involved in the study. Two data collection tools were used to elicit the participants' views. The first tool was semi-structured interview composed of 10 questions composed of certain themes adapted by the works of Paul Freire, Ernesto Laclau, Chantal Mouffe, Henry Giroux and Judith Butler. The second tool was the scenario technique composed of 10 dialogues and situations that helped the participants make comments on the scenarios created by the researchers in accordance with the paradigm of radical democracy. The results show that the participants were not involved in contributing to the preparation of the curricula in ELT departments at all. In addition, the participants emphasized that only anodyne topics were chosen to discuss in classroom settings. Furthermore, participatory approach was not stressed or reinforced while teaching methods and approaches. Another problem raised by the participants was that a partial disconnection between the pre-service teachers and ELT academics was experienced. The implications of this study can be that ELT departments in Turkey should develop a critical sociological perspective and that radical democracy should be promoted by including pre-service teachers into preparing curriculum and endorsing critical discursive practices between ELT academics and pre-service teachers.

Key words: radical democracy, critical pedagogy, language teacher education

Oral Presentation
An Exploratory Study of the Effects of Mindfulness on Teacher Motivation

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In recent years the need to create a better teaching climate for teachers by promoting their motivation and willingness to teach has become an important issue for educators (Zeid, Assadi & Murad, 2017). In Atkinson's (2000) discussion of relationship between students and their motivated and demotivated teachers, it was found that the disbelief and negative view of a demotivated teacher in students' abilities, progress and outcomes enabled him to feel the need to be in control and the difficulty to be enthusiastic about students. In contrast, motivated teachers reported enthusiasm about both teaching and students' work. Mindfulness as a brand new topic in Turkey has become a popular concept in education as it relates to issues like attention and well-being. Most mindfulness programs seem to focus on teaching students different ways of coping with attentional and emotional difficulties (Öz, 2017). In addition to this, Grant (2017) argues that "…mindfulness practices are also valued for teachers, and being a mindful teacher impacts the classroom environment." Within this context, this paper will focus on the role of 'mindfulness' as a powerful, complex and subjective tool that might facilitate foreign language teaching processes through promoting self-awareness and increasing teachers' motivation and desire for teaching.

In this research, it is assumed that English language teachers who go through mindfulness training will be more motivated and willing to teach as compared to those who do not go through a similar training. To be able to test this, the experimental group will take an online mindfulness course offered by an international university to be able to compare their pre-test and post-test results. Through this mindfulness training, the subject group will be expected to show more desire to teach and reach all students.

Key words: mindfulness, awareness, ELT, teacher motivation, burnout syndrome,

Oral Presentation
Effects of Different Musics on the Attention Levels of Individuals

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In this study, it was aimed to investigate the relationship between different types of musics with attention and meditation levels of individuals in terms of brain waves. The study is a quantitative research. The study was based on a semi-experimental single subject research design. An adapted alternating treatments design was used in the study. The sample was formed by convenience sampling model. In this study, different types of musics were individually given in one minutes in order to meet the requirements of the adapted alternating treatments design and attention and meditation levels of the participants were measured via brain waves during these presentations. In the study, brain waves and attention and meditation levels obtained from each measurement taken for different types of musics

from different age and occupational groups were analyzed as a percentage of frequency and whether there was a significant difference among the variables. Findings will be given in the full text. The findings will be discussed in the context of learning and education at thee end.

Key words: Music, Education, Learning.

Oral Presentation
Psychological Traits of Geniuses and Its Implications For Curriculums for Gifted Individuals

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Gifted individuals are the ones who become important part of human history. Without Newton, the industrial revolution might not happen or at least delayed to centuries after him, without al Khwarizmi, mathematics and algorithms might lost many valuable contributions. Therefore, it is important to investigate gifted individuals and their needs in the context of interdisciplinary perspective. Curriculums could be regard as the best medium for seeking the needs of gifted individuals and providing them with adequate educational settings. In this regard, it is important to take thee psychological foundations of curriculums for the development of gifted curriculums. Therefore, the psychological traits of geniuses come to fore for such a development process based on psychological foundations. Accorrding to the Three-Ring Conception of Giftedness, three interacting clusters of traits 1) Above Average but not necessarily superior ability as measured by cognitive ability and achievement tests, 2) Task Commitment, and 3) Creativity, and their relationship with general and specific areas of human performance (Renzulli, 1986).According to Moser-Welmann (2001) there are five styles for geniuses as The Seer, The Observer, The Alchemist, The Fool, The Sage. In this paper, it is aimed to investigate psychological traits of gifted individuals and the findings will be discussed in the context of gifted education.

Key words: gifted education, creative thinking styles, gifted curriculum.

Oral Presentation
Identifying the Foreign Language Learning Effort Levels of English, German and French Prep Class Undergraduate Students

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Foreign language learning effort levels of the students is a significant determiner of success in the field of language teaching and learning. Yet, this is an area which has not been investigated deeply. This study, which involved 175 English, German, and French prep. class undergraduate students, intended to test Foreign Language Learning Effort levels of the students in tertiary education, and investigated whether the level of effort students put forth in learning a foreign language differ based on the following criteria: (a) gender, (b) age, and (c) department students enrolled in. It is believed that the findings of the study will shed some light into the language teaching, and motivation studies in the area.

Key words: tertiary education, foreign language learning effort, motivation

Oral Presentation
Effects of Readers' Theatre on Oral Communication:
Classroom Action Research

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For most first-year students in English Language Teaching departments and English prep programs, speaking English is still a daunting task, and oral language correction is one of the greatest challenges for instructors. Some of the difficulties instructors face when teaching this student demographic are providing corrections, exposure to authentic language, and building confidence.

To address these issues, I propose using Readers' Theatre (RT). RT is when an English language learner practices and then reads out loud a theater script. Its goal, traditionally, is to enhance students' reading fluency and confidence by having them practice reading with a purpose. However, my intention is to use RT to provide authentic language for oral communication development in which learners practice intonation, word stress, and the use of appropriate expressions thus, reducing the instructors' need to correct errors, such as use of incorrect prepositions, word order and word choice. Purposeful repetition of the script can promote fluency and confidence which will transfer when speaking spontaneously.

In a study conducted with 75 first-year undergraduate students, I addressed the research question: Does Reading Theatre improve speaking fluency and student confidence? Students were provided with authentic language material in the form of a script, given instruction and guidance on fluent diction, and then performed the script. Students then took a self-assessment questionnaire comparing their fluency before and after the Reader's Theatre activity.

Key words: theatre, speaking, fluency.

Oral Presentation
The Relation of Listening Anxiety to Gender, Former Experience
and Self-study & Students Expectations from their Teachers

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This study investigated whether students Foreign Language Listening anxiety decreases after being exposed to listening comprehension training for 6 weeks. The results were analyzed in terms students' former listening and comprehension training and self-study. They were also asked about their expectations form their current teacher regarding the Listening and Pronunciation I course. The study was carried out with 56 voluntary First Year ELT students. Students were given the Foreign Language Listening Anxiety Scale (FLLAS) developed by Kim (2000) at the beginning and end of the term. At the beginning of the term, participants were asked 3 open ended questions to find out: a. their previous

listening comprehension training; b. what they do as self-study to improve their listening comprehension; c. their expectations from their current listening course teacher.

The results were analyzed quantitatively and qualitatively. Results of the FLLAS revealed a significant difference between the pre and post-test results. However, no difference was observed in terms of gender. There was also no difference in the pretest results considering former listening training and self-study. Concerning their former listening comprehension training, students mostly indicated that they were not exposed to such training in their previous language classrooms. Self-study included watching TV series, news or movies, etc. Among their suggestions for the course were: being exposed to various accents, watching movies or short clips in class, etc. The results have implications for teachers and program designers at all levels.

Key words: listening anxiety, foreign language learning, learner expectations

Oral Presentation

An Investigation of High School EFL Teachers' Oral Error Treatment Preferences With A Focus on Register From A Sociolinguistic Perspective

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Errors are significant in view of providing the teachers with an opportunity to reveal what learners know and need to know. Thus, the concept of error correction in language classrooms has attracted the attention of researchers and practitioners in the field. Because of the significant role of errors in the learning environment, this study focused on the treatment of language errors in EFL classrooms, particularly on the correction of oral errors. It approached the corrective feedback (CF) concept from sociolinguistic perspective with a focus on register. A qualitative study was conducted in order to gather data. The focus was on whether errors were treated or not, whether feedback on register was provided or not, what errors were treated through what kind of error correction techniques, and during which activities the errors were treated. In order to gather data five ELT teachers in Turkish state high schools were involved in the study. Each teacher was asked to record 2 hours of classroom audio using a smart phone, being 10 hours in total. The audio recordings were then transcribed for evaluation of the error treatment. The feedback types were identified based on the taxonomy of Lyster and Ranta (1997). The results demonstrated that recasts and explicit correction were the most widely used corrective feedback types. The majority of errors were concerned with the grammar or phonology, and the teachers provided error correction for these errors the most. It was also observed that the teachers did not consider the sociolinguistic perspective while they were treating the errors. However, the study revealed that fluency was encouraged especially in speaking activities.

Key words: errors, error analysis (EA), oral corrective feedback, EFL learners

In Search of Developing Practical Knowledge in Pre-service EFL Teachers: A Proposed Model

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This study aimed to explore the ways of helping EFL pre-service teachers gain and develop practical theories related to teaching EFL. For this purpose, the researcher devised a model primarily based on creating awareness on pre-service teachers related to basic methodological knowledge of teaching besides their strengths and weaknesses related to their classroom practice in search of helping them to form practical knowledge needed for teaching. The model aimed to support the student teachers' practical knowledge construction by creating micro-teaching sessions in which they could put their theoretical knowledge into practice, feedback sessions in which they could receive teacher evaluation, peer evaluation and engaging them into the process of self-reflection as well with the help of self-monitoring. The data were collected during 13 weeks in which every student teacher found 50- minute four micro-teaching session opportunities: two micro-teaching sessions for reading and two micro-teaching sessions for teaching listening. The data were collected from pre-service teachers' self-evaluation reports, peer evaluation rubrics, lesson plans and teacher evaluation documents in each micro-teaching sessions in order to see the development if there was any during 13 weeks. At the end of the process, the student teachers were also asked to express their views about the process of learning and it was found that the proposed model created awareness in them about the difference between theoretical knowledge and practical knowledge besides helped their practical knowledge construction.
Key words: practical knowledge, pre-service EFL teachers, theoretical knowledge.

Increasing EFL Students' Awareness of Commonly Mispronounced Words Through WhatsApp Practices

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Pronunciation practices play a crucial role in acquiring a new language and using it correctly. So, it is essential that foreign language learners acquire the correct pronunciation practice(s) of the target language vocabulary. Since many language learners acquire the pronunciation of the newly learned foreign vocabulary through interacting with their language teachers in classroom, promoting teachers' correct pronunciation of words becomes vital in language teaching process. To this end, this study aims to both putting forward an activity to promote correct pronunciation of foreign language learners and raise prospective English language teachers' awareness of commonly mispronounced words of the target language. 20 students at English Language Teaching Department of a large university in Turkey participated in the research. WhatsApp interactions with written and audio materials were carried out through individual and in-group WhatsApp contacts. The participants were provided with the most frequently used and the most commonly mispronounced words in context. They were asked to provide instant audio recordings in which they included their pronunciation of these words without getting help from any resources. Then, the participants were provided the correct version(s) of the pronunciation of

these most frequently used and most commonly mispronounced words. The data are in the process of analysis. After the analysis, focus-group interviews will be carried out in groups of five with all of the participants. The results will be discussed in line with research in the relevant literature.

Key words: Pronunciation, commonly mispronounced words, most frequently used words, WhatsApp interaction,

Oral Presentation
The Effects of Intensive and Extensive Recasts on Learning the Third Person Singular –s

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This study investigated the effects of intensive and extensive recasts on learning the simple present singular –s. To this end, this article presents the results of a quasi-experimental research study with a pre-test, treatment, immediate post-test, and delayed post-test design. Fifty-six beginner level English as a foreign language (EFL) learners were non-randomly assigned to one of three groups: a written intensive recast group (n=20), a written extensive recast group (n=17), and a control group (n=19). Participants engaged in two sentence writing and story writing tasks and also received recasts in response to their errors from their regular teacher. Three outcome measures were used as pre-, post-, and delayed post-tests: an untimed grammaticality judgment test (UGJT), a sentence writing test, a story writing test. The results indicated that the intensive recast group outperformed the control group on the UGJT as the first post-test and outperformed the extensive recast group on the UGJT as the second post-test. On the other hand, no significant difference was found among the groups on the sentence writing and the story writing tests in both the short and the long term. These findings show that the intensive recasts are more beneficial than the extensive recasts in the short-term development of the explicit knowledge of the target structure. Overall, these results suggest that the written recasts are of limited pedagogical value.

Key words: intensive recast, extensive recast, L2 acquisition.

Oral Presentation
An Examination of the Contribution of Corpus Use as a Data-Driven Learning Tool in Process Writing

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This study investigated the contribution of corpus use as a Data-driven learning (DDL) tool in process writing. The purpose of the study was to explore how corpus use as a Data-driven learning tool contributed to students' writing processes. Pre-experimental design was utilized in the study. In this vein, freshman students who have been studying at the Department of English Language Teaching participated in the study. Students were assigned four writing tasks. In the first two tasks, students revised their writings using conventional techniques. Then, students were introduced one of corpus tools (COCA) and they were asked to work on the target tool for two weeks in line with the purpose of the study. After the treatment, students were asked to revise their writings utilizing corpus as a DDL

tool in the last two writing tasks. The qualitative data collected through content analysis method. In this vein, students' each writing was analyzed to find out what kinds of errors students corrected utilizing conventional techniques and what kinds of errors students corrected utilizing corpus as a DDL tool. The findings revealed that students made more corrections utilizing corpus as a DDL tool when compared with conventional techniques. In addition, the findings indicated that students mostly utilized corpus when correcting their vocabulary and grammar errors.

Key words: corpus, data-driven learning, process writing.

Oral Presentation

Using appropriate meaning of modal verbs express obligation at teaching grammar explicitly/implicitly

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The recognition and proper use of the meanings underlying English modal verbs, express obligation, are problem for Turkish ELT students. The main problem is in associating the right modal with the right meaning. This study aims to investigate whether it will be better for learners to absorb the rules implicitly than through special exercises explicitly at teaching grammar. To see the difference of teaching modal verbs express obligation in grammar explicitly or implicitly, the study carried out within two groups (experimental group and control group) at the same proficiency level. The subjects are the students in English prep-program at Anadolu University, Turkey. There are 17 students in each group. Data analysis was done by taking the percentage of correct answers responded by the students. After taking each student's correct answer percentage, the average percentage of each group for pre and post-tests were calculated. The average percentage of experimental group for pre-test is 45 %, and for post-test is 55.6%. The average percentage of the control group is 40.3 % and for the post-test is 57.1%. The increasing percentage of each modal verb according to pre and post-tests, it can be said that both two groups had an improvement to use correct modal in appropriate context. Nonetheless, it cannot be claimed that teaching modal verbs, which express obligation in grammar explicitly, is more effective than teaching them implicitly.

Key words: modals of obligation, should, have to, must

Oral Presentation

Cultural Awareness of Kazakh Students in Learning Turkish Language in Target Country

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The connection between language and culture has always been a concern of foreign language teachers and educators. Thus, it is vital to investigate the cultural awareness of foreign language students about the target culture. This study was conducted with the participation of Kazakhstani students enrolling at the state universities in Turkey in fall semester 2014. A survey was conducted to find out

what Kazakhstani students in Turkey think about the effects of the target culture in learning Turkish as a foreign language class they attended in TOMER in the first year when they came to Turkey. A questionnaire divided into two parts was adapted and used by the researcher for the purpose of collecting data. The data-gathering instrument was implemented on 30 students and the results were analyzed with SPSS.

From the results gathered after the statistical analysis of the questionnaire applied in this study, it can be stated that most of the students who took part in the study have a positive attitude towards the inclusion of cultural components during their study of the Turkish language. Thus, in the light of the results, it can be concluded that Kazakhstani students want to learn about the target culture in Turkish language courses.

Key words: cultural awareness, Kazakhstani students, Turkish culture, foreign language learning

Oral Presentation
Exploring EFL Learners' Perceptions and Expectations about Classroom Assessment Quality

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Assessment quality in language classroom contexts has been hotly debated in recent years as it has been faced with newly emerging factors that could affect language learners' achievement. To provide a clear account of language assessment quality, language assessment scholars employed various tools and sources of data collection. However, one seemingly neglected issue in classroom assessment quality that can be directly employed in making decisions about language learners and interpreting their knowledge, skill, and ability concerns with the incorporation of language learners' roles, expectations, and perspectives in classroom assessment qualities. Having this in mind, this study attempted to unveil possible roles, perceptions, and expectations of EFL learners with different levels of language proficiency both qualitatively and quantitatively. To serve such a purpose, a self-reported questionnaire that was developed in the light of findings in the literature was administered to 300 EFL learners studying in a private university in Turkey. These language learners, randomly selected for the purpose of this study, belong to four proficiency levels. Moreover, 10 students studying at Basic English language program were also interviewed. The analyses of data showed that there is a significant difference in the roles, expectations, and perspectives of language learners across levels of language proficiency. It was also revealed that the higher the learners' expectations of the assessment quality, the more their responsibilities to achieve their learning objectives. The thematic analyses of the interviews showed that the learners' expectations and perspectives concerning the assessment quality are in line with the principles of formative assessment rather than those of summative ones. The review data also showed that the language learners were more keen to be familiar with their teacher assessment quality criteria in different stages of their language learning practices. The findings of this study can have potential implications to enhance language teachers' awareness of assessment quality, to

understand language learners' interests, and to reduce the tension between the school and students by mutual understanding of assessment quality.

Key words: assessment quality, classroom assessment, learner expectations, learner perceptions

Oral Presentation

Using Concept Map to Enhance Summarizing Ability of Short Stories of Iranian High-school EFL Students

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Many recent research studies have emphasized the significance and necessity of summary writing instruction in pedagogy in general and in EFL learning contexts in particular. They have also suggested instruction can have a positive effect on EFL learners' summary writing ability. However, few of them have scrutinized the impact of a kind of technique or strategy on summary writing of expository or narrative texts. The current study investigated the impact of concept mapping, as a technique of strategy, on EFL learners' summarizing of short stories. To this purpose, 38 grate-eight students, 18 in Class A and 20 in Class B, were selected as the sample of this study. Due to the existing conditions in the school, a random sampling was performed between the two classes and Classes A and B were randomly selected as the control and the treatment groups, respectively. They were assigned to summarize a short story, Drive into danger, in a maximum of 450 words for the first time, as the pretest. Next, the treatment group received concept mapping instruction for six sessions of one hour for six consecutive weeks, while the control group received no treatment at all. Then both groups were required to summarize the same story into at most a 450 word-text, once more, as the posttest. However, the treatment group was assigned to summarize it with the help of concept mapping. The summaries on pretest and posttest were assessed against four components of content, organization, vocabulary and language use. The results revealed that concept mapping instruction had a positive effect on enhancing the learners' overall summary writing performance of the short story in the treatment group. It was also found that the learners in the treatment group had improved in the two components of context and organization, but no statistically significant improvement was seen in vocabulary and language use. The learners' comments on the use of concept mapping in summary writing of short stories also supported the results.

Key words: concept mapping; EFL learners; summarizing; short story; writing

Oral Presentation

Code Switching in EFL Classrooms

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Code switching – switching from one language to another in the same discourse – is widely applied in multilingual communities, especially in language classrooms by the teachers and the students. For some researchers, the use L1 can be practical in language classes while some researchers claim that L1 should be avoided. This study aims at investigating teachers' and students' code-switching in different phases of the lessons in EFL classrooms. 4 teachers (2 novice and 2 experienced) and their 100 intermediate-level students took part in the study. Data were collected by using the analysis of classroom interactions through video-recording of the lessons of each teacher once a week over a period of three weeks. Video recordings of their lessons were transcribed. The data were analysed qualitatively by finding the functions of teachers' and students' code-switching in different phases of the lessons. The second aim of the study was to find any similarities and differences between novice and experienced teachers' code-switching functions. Results of the study revealed some similarities and differences among teachers' and students' functions of code-switching. The findings also showed similarities and differences between novice and experienced teachers' use of code-switching in classroom discourse. Based on the results, certain implications were drawn from the study in terms of the use of L1 in language classes.

Key words: EFL teaching; classroom interaction; code-switching.