GlobELT 2023: 9th INTERNATIONAL CONFERENCE
ON TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE
https://globets.org/globeltconference

GlobELT 2023

8-11 September 2023

CONFERENCE PROGRAM
&
ABSTRACT BOOK

From the President of the Conference,

Dear GlobELT 2023 participants,

This year our conference is organized as an onsite event after a long period of distance conferences due to the pandemic. We all worked very hard to make 2023 conference safe and fruitful for all of us keeping the high academic standard of GlobELT conferences as usual.

This year, two sister conferences, GlobELT and GLOBETS 2023 are scheduled in the same venue on the same dates. And this year, our opening speech is delivered by John Silver, the Regional English Language Officer for Mission Türkiye. Our keynote speakers, as usual, are all very well-known scholars in their countries and internationally. Birsen Tütüniş from İstanbul Kultur University in Turkey, Tanya M. Tarbutton from Concordia University in the USA, Lori Doyle from Concordia University in the USA, Meruyert Seitova from Khoja Akhmet Yassawi University in Kazakhstan, Elçin İbrahim from Azarbaijan University of Languages in Azarbaijan and Burhan Reshat Rexhepi from UBTCollege in Kosovo. The keynote speeches are on diverse topics which, I am sure, are all of your interests.

GLOBETS Ltd, our conference organization company this year, has set up an academic platform with great care about our comfort in a smooth conference period. The GLOBETS team have coordinated the preparation, correspondence, as well as the strategies of the 2023 conference program professionally, with patience and true dedication.

GlobELT 2023 organization committee members have worked on the conference preparations in a warm and friendly atmosphere. They are now definitely satisfied and feel great relief because you, our dedicated GlobELT friends have supported them via your kind messages and friendly attitude till the last moment of the conference preparation tasks. As you know there is a real team work behind the success of every single GlobELT event.

As the chair of the GlobELT 2023 conference, I express my gratitude to our honorable guests, our distinguished keynote speakers, the GLOBETS Ltd, our ambitious and successful team, and surely to you our dedicated and invaluable participants. We, very much hope to see you in the 10th GlobELT Conference in 2024.

Kindest regards.

Prof. Dr. Ismail Hakki Mirici
President of GlobELT 2023

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- Onur Köksal - Selcuk University, Turkey
- Philip Glover - Süleyman Demirel University, Turkey
- Zennure Köseman - İnönü University, Turkey

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LIST OF PARTICIPANTS

PARTICIPANTS	PARTICIPANTS
• Abdurrahman Kilimci	• H. Gülru Yüksel
• Adnan Biçer	• Hacer Kaçar
• Ahmet Cihat Yavuz	• Hamide Çakır Sarı
• Andy Mering	• Hasan Bedir
• Arda Kaval	• Haticetül Kübra Er
• Arzu Bilhan	• İrem Çakır Gömek
• Aslıhan Akın	• İrfan Tosuncuoğlu
• Bengü Aksu Ataç	• İsmail Fırat Altay
• Betül Özcan Dost	• İsmail Yaman
• Birsen Tütüniş	• Kübra Er
• Buket Demirbüken	• Lori Doyle
• Burçay Burcu Karadayı	• Mehmet Demirezen
• Burcu Yaldız Durmuş	• Mehmet Galip Zorba
• Burhan Reshat Rexhebi	• Mehmet Gazan
• Büşra Dağdemir	• Meral Servi
• Büşra Nur Çiftçi Aksoy	• Meruyert Seitova
• Büşra Ulu	• Meryem Akçayoğlu
• Ebrahim Khezerlou	• Özge Gümüş
• Elçin İbrahim	• Özkan Kırmızı
• Emel Küçükali	• Özlem Khan
• Emel Kulaksız	• Şeyda Bediz
• Emine Demir	• Şeyda Sarı Yıldırım
• Emine Güzel	• Süheyla Demirkol Orak
• Esen Genç	• Suna Karakaş Şakar
• Esra Harmandaoğlu Baz	• Tanya M. Tarbutton
• Fatih Ünal Bozdağ	• Tolunay Ekiz
• Fatma Melike Eşdur	• Tuğçe Temir
• Figen Yılmaz	• Tunay Taş
• Gülden Tüm	• Ümran Üstünbaş
• Gülsen Pulatsü	• Zübeyde Sinem Genç

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GlobELT 2023

CONFERENCE PROGRAM

8-11 September 2023
Ankara, Turkey

1st Day: 8th September 2023, Friday		
Hours	**Events**	
10:00 - 12:00	**Opening Speeches**	**Prof. Dr. İsmail Hakkı Mirici /** Conference President Hacettepe University
		John Silver Regional English Language Officer for Mission Türkiye U.S. Embassy
		Ayhan Saraçoğlu Elsevier Regional Director
12:00 – 13:30	**LUNCH**	
13:30 - 14:30	**First Keynote Speaker** **Meruyert Seitova**- Khoja Akhmet Yassawi University, Kazakhstan *Chair:* Özge Gümüş	
14:30- 15:00	**COFFEE BREAK**	
Day 1 Session 1 *Chair: Özge Gümüş*	**Presenters**	**Titles**
15:00 – 15:20	Bengü AKSU ATAÇ	Striking a Balance Between the Efficiency of AI-Driven Tools and The Irreplaceable Human Touch in Language Instruction

15:20-15:40	Arda KAVAL	Investigation of Repair Practices in a Screen-Recorded Adult EFL Classroom
15:40-16:00	Mehmet DEMİREZEN & Ebrahim KHEZERLOU	Awareness Raising on the Intonation of Compound Sentences by Sound-scripting Model, Tonic Stress, and Audacity Software
16:00-16:20	Emel KULAKSIZ & Özge GÜMÜŞ	Diversity of Extracurricular Activities and their Relations with EFL Learning Outcomes: A Higher Education Investigation
16:20-16:40	Tuğçe TEMİR & Fatma Melike EŞDUR	Improving Tertiary-level L2 learners' reading skill: A needs Analysis-based study
16:40-17:00	Aslıhan AKIN	A Reflection of Reflective Teaching Practices
CLOSING THE FIRST DAY		

2nd Day: 9th September 2023, Saturday		
Hours	**Events**	
Day 2 Session 1 *Chair: Gülsen Pulatsü*	**Presenters**	**Titles**
10:00 - 10:20	Gülsen PULATSÜ	A Textbook Evaluation for a Better Implementation in an English Language Teaching Curriculum
10:20- 10:40	Mehmet Galip ZORBA	English Language Learners' Perceptions and Attitudes Toward Sustainable Development Goals: Implications for Higher Education

10:40-11:00	Büşra Nur ÇİFTCİ AKSOY	The Impact of Web 2.0 Tools on the EFL Learners' Listening Skills in Higher Education
11:00 - 11:20	**COFFEE BREAK**	
11:20 - 11:40	Şeyda BEDİZ & İsmail Hakkı MİRİCİ	The Effects of Different Corrective Feedback Methods on Improving Writing Skills of Teenage EFL Students
11:40 - 12:00	Süheyla DEMİRKOL ORAK	A Glance to the Place of the Grammar Instruction in the 21st Century Classrooms
12:00 - 12:20	Ümran ÜSTÜNBAŞ	Free Online Machine Translation Tools in Language Learning: EFL Learners' Perceptions and Use
12:20 - 13:30	**LUNCH**	
13:30 - 14:30	**Second Keynote Speaker** **Birsen Tütüniş –** İstanbul Kultur University, Turkey *Chair:* İsmail Fırat Altay	
Day 2 Session 2 Chair: *İsmail Fırat Altay*	**Presenters**	**Titles**
14:40 - 15:00	Süheyla DEMİRKOL ORAK	A Proper Bilingual Education Model for Syrians' Adaptation
15:00 - 15:20	Mehmet GAZAN	Cultural Bias in Language Testing: A Scoping Review
15:20 - 15:40	İsmail Fırat ALTAY, Buket DEMİRBÜKEN & Büşra ULU	A suggested culture integration lesson plan for pre-intermediate preparatory students of English
15:40 - 16:00	**COFFEE BREAK**	

16:00 - 16:20	Hamide ÇAKIR SARI	Enhancing Language Skills through ChatGPT Integration in ELT
16:40 - 17:00	Betül ÖZCAN DOST	The Role of Education Courses in the Curricula of English Translation and Interpreting and Translation Studies Departments: The Case of Universities in Turkey
17:00 - 17:20	Tolunay EKİZ, Emine DEMİR & Meryem AKÇAYOĞLU	Embedding Values Education into the ELT Prep Class Curriculum: A Descriptive Analysis of the Values Education Projects at Tertiary Level
	CLOSING THE SECOND DAY	

3rd Day: 10h September 2023, Sunday		
Hours	**Events**	
10:00- 11:00	**Third& Fourth Keynote Speakers** **Tanya M. Tarbutton& Lori Doyle** Concordia University, USA *Chair:* Tunay Taş	
Day 3 Session 1 *Chair: Abdurrahman Kilimci*	**Presenters**	**Titles**
11:00 - 11:20	Arzu BİLHAN	A Corpus-Based Comparative Study of Simple Past Tense Use in Turkish and Spanish EFL Learners', and Native Speakers' Argumentative Essays
11:20 - 11:40	Fatih Ünal BOZDAĞ & Abdurrahman KİLİMCİ	Lexical Complexity and Language Proficiency: An Investigation of Indices Across CEFR Levels
11:40 - 12:00	Abdurrahman KİLİMCİ & Fatih Ünal BOZDAĞ	Syntactic Complexity in Second Language Acquisition: A Machine Learning Approach to Measurement Indices and Their Relationship with Proficiency Levels
12:00 - 12:20	Meral SERVI, Burçay Burcu KARADAYI & Hasan BEDİR	Education for Sustainable Development in Turkey: Perceptions of Educators

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12:20 - 12:40	Emine GÜZEL	Embracing Roles of EFL Teachers in Supporting Repeat Students
12:40- 13:30	**LUNCH**	
Day 3 Session 2 *Chair: Tunay Taş*	**Presenters**	**Titles**
13:30-13:50	Mehmet DEMİREZEN & Suna KARAKAŞ ŞAKAR	Categorical Perceptions of the English Fricative Sounds in Aviation ESP Courses at University of Turkish Aeronautical Association (UTAA)
13:50-14:10	Özkan KIRMIZI & Haticetül Kübra ER	An Investigation of the Dynamics of Interaction Patterns in relation to Argumentative Voice in Collaborative Writing
14:10 – 14:30	Tunay TAŞ & Özlem KHAN	What Do Turkish Prospective Teachers of English Think about The Sapir-Whorf Hypothesis?
14:30 -14:50	İrem ÇAKIR GÖMEK & H. Gülru YÜKSEL	Examining Turkish University Students' Perceptions of English Accents Using the ELF Framework
14:50 - 15:10	Emine DEMİR & Hasan BEDİR	Advancing Greener and Digitally Embraced Future Teaching in Higher Education: Education for the Sustainable Development Goals
15:10 - 15:40	**COFFEE BREAK**	
15:40 - 16:00	Burcu YALDIZ DURMUŞ & Burçay Burcu KARADAYI	A case study on the conceptualisation of an effective teacher from the perspectives of a university and a high school teacher with PhDs.
16:00 - 16:20	Zübeyde Sinem GENÇ & Ahmet Cihat YAVUZ	The Impact of Retelling on Learners' Vocabulary Knowledge
16:20 – 16:40	Esen GENÇ	Motivational Strategies For Generation- Z Students In EFL Classes
16:40-17:00	Andy MERING	Mid-Atlantic English in the EFL Context: Research into the Linguistic Mixing of British and American English
CLOSING THE THIRD DAY		

4th Day: 11th September 2023, Monday	
Hours	**Events**
10:00 - 11:00	**Fifth Keynote Speaker** **Elçin İbrahim-** Azarbaijan University of Languages, Azarbaijan *Chair:* İrfan Tosuncuoğlu

Day 4 Session 1 *Chair: İrfan Tosuncuoğlu*	**Presenters**	**Titles**
11:00-11:20	İrfan TOSUNCUOĞLU & Özkan KIRMIZI	The Issue of Academic Writing
11:20-11:40	İrfan TOSUNCUOĞLU	Actual Foreign Language Teaching Policy of Turkiye
11:40-12:00	Esra HARMANDAOĞLU BAZ	Is Online Teaching Useful: Echoes From Turkish EFL Students
12:00-12:20	Figen YILMAZ & Gülden TÜM	Attitudes Of Learners Towards Shaping Intonation in regards to Communication Skills
12:20 - 12:40	İsmail YAMAN	An Overview of the Courses Offered at ELT Master's and PhD Programmes in Türkiye
12:40- 13:30	**LUNCH**	
Day 4 Session 2 *Chair: Hacer Kaçar*	**Presenters**	**Titles**
13:30-13:50	Hacer KAÇAR & Hasan BEDİR	An Investigation About EFL Teachers' Perceptions On 4cs As Innovation Skills

13:50- 14:10	Kübra ER, Büşra DAĞDEMİR & Emel KÜÇÜKALİ	Exploring The Language Assessment Literacy Of EFL Teachers In The Context Of Turkish Higher Education
14:10-14:30	Şeyda SARI YILDIRIM	A Bibliometric Analysis on Psycholinguistics and Second-Language Acquisition Studies: Examining Trends in Usage-Based and Pragmatic Language Processing and Learning.
14:30-14:50	Adnan BİÇER	Transcending Boundaries: The Interplay of Machine Translation and TEFL in the Digital Age
14:50-15:10	Adnan BİÇER	Bridging the Gap: Integrating Corpus Linguistics into TEFL and Translation Studies
15:30-16:30	**Sixth Keynote Speaker** **Burhan Reshat Rexhepi-** UBTCollege, Kosovo *Chair:* Hacer Kaçar	
	CLOSING THE CONFERENCE	

KEYNOTE SPEAKERS

KEYNOTE SPEAKER

Birsen Tütüniş

Birsen Tütünis, Ph.D. is a Professor currently teaching at Istanbul Kultur University. She has received her PhD from University of Sussex, UK. She has worked at several universities in Turkey holding positions as English instructor, senior lecturer and administrator. She has conducted research on a variety of topics like; Computer Assisted Language Learning, Language Learning Styles and Srategies, Teacher Education and Teacher Learning. Her recent interest lies on blended teaching and learning. She has written articles and books on different issues related to TEFL. She has been awarded Ist. Kultur University Scientific Award –BILSAP, 2018 and 2022. She contributed to the books" Learning Strategy Instruction in the Language Classroom" by Multilingual Matters and " Lessons from Good Language Teachers" by Cambridge University Press. She has been invited as a keynote speaker to international conferences like NTELT, ICRE, LIF, BETA, IATEFL,ALLT, TELLSI, KOTESOL. She has also been invited to national TV channels (Haberturk, CNN Turk) for interviews on foreign language learning. Prof. Tutunis has taken the role as the coordinator of Teacher Training and Education Committee (TTEd SIG) of IATEFL for several years. She is in the editorial board of the scientific journal "ELT Research Journal". She is the Honorary Member of AzETA in Azerbeijan.

KEYNOTE SPEAKER

Tanya M. Tarbutton

Tanya Tarbutton, Ph.D. is an Associate Professor of Education at Concordia University, Irvine where she serves as Program Director for MAEd; School Administration emphasis. Professor Tarbutton has worked as a supervisor and instructor at several higher education institutions in Southern California, mentoring and supporting new administrators and teachers. In this capacity she evaluated and prepared administrative candidates as well as teacher candidates for teaching and learning in the modern landscape. Before entering higher education, Dr. Tarbutton worked as a site based school administrator, resource teacher and general education teacher. She brings a unique perspective grounded in more than 25 years of career experience. Her areas of research are adult education, virtual learning, curriculum design and instruction, and school administration and leadership.

KEYNOTE SPEAKER

Lori Doyle

Lori Doyle, Ph.D. is Associate Professor of Education at Concordia University Irvine where she serves as Director of the Master of Arts in Educational Leadership: Social Emotional Learning, Character, and Ethics and Cognition, Motivation, and Development programs. She is also the Assistant Director of the Servant Leadership Institute. She is Subject Matter Expert for multiple courses in both programs and has worked on extensive curriculum development projects for the university. Working as an instructor keeps her mindful of relevant and changing trends in adult education. Lori has taught at several universities over the past twenty years, but her career began as a high school English and Theology teacher and curriculum writer. She holds a California Clear Credential in Secondary Education, MAEd in Curriculum and Instruction, and a PhD in Psychology with an emphasis in Cognition. Her areas of research interest are adult education, Biblical contexts, leadership, servant leadership, virtual learning spaces, and faculty mental health.

KEYNOTE SPEAKER

Meruyert Seitova

Meruyert Seitova, Ph.D. is currently an Assistant Professor and head of the Foreign Languages Teaching Department at Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan. She received her bachelor on Teaching English and master's degree on English Language and Literature from Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan. She conducted her Ph.D on English Language Education at Hacettepe University, Turkey. Her research interests are pre-service and in-service English language teacher education.

KEYNOTE SPEAKER

Elçin İbrahim

Elçin İbrahim, Ph.D. is an Associate Professor and is the Director of Center of Türkiye Research Center at Azarbaijan University of Languages in Baku. The chronological information about Associate Professor Elçin İbrahim is as follows:

He was born on March 15, 1985 in Nehrem, Naxcivan Autonomous Republic of Azerbaijan.

He completed his undergraduate studies at Baku State University, Faculty of Oriental Sciences, Department of Turkish Language and Literature in 2002-2006, and his master's degree at Kafkas University in 2006-2010.

Between 2013 and 2017, he became a research assistant at the Azerbaijan National Academy of Sciences, Nesimi Institute of Linguistics, Department of Turkish Languages, defended his doctoral thesis on "Common spelling and alphabet problems in the Turkic world". got the title.

In 2016-2021, he served as the editor-in-chief of the International Journal of Turcology, the publication of the Supreme Institution of the Azerbaijan National Academy of Sciences.

In 2018-2022, he was the director of the Turkish Languages Department of the Azerbaijan National Academy of Sciences, Nesimi Linguistics Institute.

Since 2022, he has been working as the director of the Turkish Studies Center of the Azerbaijan University of Languages.

E.İbrahim published 188 scientific articles on contemporary problems of Turcology, comparative linguistics, Turkish dialects, common Turkish, Common Spelling problems, and translated 4 books, 1 curriculum, and 6 works on various subjects. His published books are Azerbaijan People's Republic Language Issues - Azərbaycan Xalq Cümhuriyyəti: Dil Məsələləri (Baku, 2018), Common Alphabet, Spelling and Colloquial Language of Turkish Peoples - The common əlifba, orthography and ünsiyyət language of Turkish xalqs, (Bakü, 2018), Şeyyaxülislam Vocabulary of His Divan (Istanbul, 2019).

KEYNOTE SPEAKER

Burhan Reshat Rexhepi

Prof. Dr. Burhan Reshat Rexhepi is an academic at UBT College in Pristina, Kosovo. He completed his Master's degree in Faculty of Economics at the "University of Tetovo" in Tetovo and he completed his doctorate at the "Apollos University" in the USA. He is also a Certified Accountant and Certified Auditor both internal and external, IT Auditor, Licensed Business Appraiser and Certified Risk Manager at the IKAF Institute. He is in the editorial board of several reputable academic journals, such as Pegem Journal of Education and Instruction-PEGEGOG, Journal for Educators, Teachers and Trainers-JETT, Quality Access to Success- QAS-CALITATEA, International Online Journal of Education and Teaching- IOJET and International Journal of Education, Technology and Science- IJETS. He is the author of some published books, such as "Basics of Marketing", "Accounting Practice", "Money, Bank and Credit".

ABSTRACTS

ENGLISH LANGUAGE TEACHER EDUCATION POLICY AND PRACTICES AT KHOJA AKHMET YASSAWI UNIVERSITY, KAZAKHSTAN

Meruyert Seitova
Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan
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Abstract

Teacher education has always been one of the most discussed and criticized issues in the world. This paper aims to deal with the English Language Teacher (ELT) Education Policy and Practices at Khoja Akhmet Yassawi International Kazakh-Turkish University. The University started to prepare English teachers from 1995. Foreign Languages Teaching department is responsible for implementing the Educational Program "English Language Teacher Education". The Educational program of the speciality is considered as the main document of specialist training. The educational program is developed in accordance with the Classifier of areas for training personnel with higher and postgraduate education, State Compulsory Education Standards of the Republic of Kazakhstan, the professional standard "Teacher" and other regulatory legal acts of the sphere of higher and postgraduate education and as well as the Academic Policy of the University. It includes: passport of the educational program, competence profile, matrix of correlation of competencies and generated results training in the general education program, description of disciplines, organization of the educational process, technological map of the educational program, criteria for evaluating learning outcomes. The EP is developed taking into account the opinions of stakeholders.

SELF EVALUATION VIA REFLECTION DURING PRE-SERVICE EDUCATION

Birsen Tütüniş
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Abstract
In Turkish context, studies conducted in reflective thinking of pre- service teachers are scarce. Student teachers take "how to teach" courses on the third year and they go out to schools for practicum on the 4th year, for 6 hours per week.Turkish teacher education courses do not supply the grounds for reflective thinking since the teaching practice period spared for practicum is less than the theoretical courses. Given the hypothesis, a pilot study on reflective practices of pre-service teachers was conducted at English Language Teaching and Pre-school Teaching. Departments of two foundation universities in Istanbul. Based on the quantitative results elicited through using semi-structered questions, we claim that the number of the practical courses and the time spent at schools is not sufficient to train them for a life long reflective practice. This paper displays the results of the pilot study on the pre-service student teachers' self evaluation and reflective practices.The results of the pilot study displayed that pre-service teachers talked about their concrete experiences, but there was no sign of inference for future work. Such a result inspired the researchers to do further research on this issue, Based on the results of the pilot study, a survey was prepared. The approval of the ethical committee was received. The survey for the new study will be conducted in March, and 200 pre-service teachers from four different universities will participate on voluntary basis. This paper will also display the results of the survey.

INTERRELATIONSHIP AMONG EDUCATION AND THE LARGER ARENA OF THE SOCIAL SCIENCES

Tanya M. Tarbutton & Lori B. Doyle

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Abstract

K-12 and higher education professionals can benefit from understanding how the field of education fits into the larger arena of the social sciences. Theoretical and conceptual connections allow a practitioner opportunities to contribute to the body of knowledge on topics of individual, organizational, and global importance. Using language acquisition as one specific area of focus, the keynote presenters will demonstrate why practitioners should care about theoretical foundations and why researchers should consider practical implications. A pragmatic approach to establishing a pathway to new discoveries will be shared using Bruner's interactionist theory of language acquisition as the primary theoretical foundation for establishing social presence in the virtual learning space. Opportunities for theory-to-practice publishing and presenting will be discussed based on the speakers' expertise as theoretical researchers and their experience as directors of online graduate-level leadership and administration programs.

LANGUAGE POLICY IN THE INDEPENDENT TURKIC REPUBLIC

Elçin İbrahim,
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Abstract

Alphabet and language policy played an important role in the process of constructing the national identities of the Turkic Republics, which gained their independence with the dissolution of the Soviet Union. The language, which was instrumentalized for the purpose of nationalization and nationalization, has started to move away from its function in the first stage of independence in the multi-ethnic structures of the republics. In parallel with the authoritarianism of political regimes, the language policies pursued began to move away from democratic principles and practices. In the first years of independence in the Turkic republics, it was not possible to erase the traces of the Soviet Union, especially Russia, on the contrary, even some regulations bearing the traces of the old period were made. Again in this period, the state language, national language, language policy, a common written language with other Turkic republics and common alphabet issues and discussions came to the agenda. In this study, the language policies implemented by the Turkic republics after the proclamation of independence and the point reached today in these policy implementations were tried to be evaluated. In our study, the activities related to the alphabet, the language-implementation decisions taken in Azerbaijan and Turkmenistan in 1991, 1995 and 2001, the Latin alphabet that is still in use, the language policies applied, also the problems of switching to the new Latin alphabet started in Kazakhstan in 2017. Then, the language policies implemented in Turkic republics today, such as the decision to pass the Latin alphabet in Kyrgyzstan and Uzbekistan, were mentioned in detail.

STRIKING A BALANCE BETWEEN THE EFFICIENCY OF AI-DRIVEN TOOLS AND THE IRREPLACEABLE HUMAN TOUCH IN LANGUAGE INSTRUCTION

Bengü AKSU ATAÇ

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Abstract

The integration of artificial intelligence (AI) applications in language teaching classrooms has emerged as a transformative and innovative approach to foreign/second language education. AI technologies, such as natural language processing and machine learning, have revolutionized language instruction by offering a range of interactive tools and resources. Intelligent language assessment systems utilize AI algorithms to provide instant feedback on grammar, vocabulary, and pronunciation, enabling learners to target specific areas for improvement. Furthermore, AI-powered chatbots and virtual language tutors facilitate authentic conversational practice, simulating real-life language interactions and promoting learner autonomy.

AI also broadens the horizons of language learners by providing real-time language translation, breaking down language barriers and promoting cross-cultural communication. Additionally, AI applications assist educators in tracking student progress and performance through data analytics. This data-driven approach enables instructors to identify learning patterns, areas of difficulty, and trends, allowing for timely interventions and instructional adjustments. Collaborative AI platforms encourage communication and cooperation among students, fostering a supportive learning community both within and beyond the physical classroom.

However, the integration of AI in language teaching is not without challenges. Concerns over data privacy, the potential for replacing human instructors, and the need for comprehensive teacher training must be addressed. In conclusion, the infusion of AI applications in language teaching classrooms signifies a paradigm shift in language education. This study explores the multifaceted roles that AI plays in enhancing language learning experiences, promoting personalized instruction, and optimizing pedagogical methodologies. As technology continues to evolve, further research and exploration are necessary to unlock the full potential of AI in reshaping the landscape of language instruction.

INVESTIGATION OF REPAIR PRACTICES IN A SCREEN-RECORDED ADULT EFL CLASSROOM

Arda KAVAL

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Abstract

This study has investigated the repair types used by EFL teachers and students in online multilingual adult English as a Foreign Language (EFL) classes by referring to Seedhouse, Sert and Walsh's classroom interactional competence (2004), repair organization and L2 learning studies. The research method has adopted screen-based multimodal conversation analysis (Sidnell & Stivers, 2013). In order to accomplish the research objectives, a total of six teaching hours from two B1-level EFL classes at a higher education English preparatory school were screen-recorded. The data were collected from 60 students and one teacher in total; 45 of these students are international students who are Arabic or Somali L1 speakers, while the teacher and the rest of the class are Turkish L1 speakers. The findings illustrate that recasting, metalinguistic clues, and the use of L1 are utilized as repair and correction in classroom interaction. In conclusion, the study might have significant implications to spur researchers and teacher candidates to improve their error correction practices in the classroom discourse.

Keywords: repair, code-switching, conversation analysis, classroom interactional competence

AWARENESS RAISING ON THE INTONATION OF COMPOUND SENTENCES BY SOUND-SCRIPTING MODEL, TONIC STRESS, AND AUDACITY SOFTWARE

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Abstract

In languages, sentences are everywhere. Without them, language doesn't really work. Mastering their intonation can greatly enhance the ability of non-native speakers to convey meaning, emotions, intentions, and moods accurately. So, intonation is crucial as it helps to engage the learner and convey our message in sentences effectively. There's a better model for the non-native learners to acquire practices of intonation through sentence examples. The name of this model is known as Sound-scripting Model with tonic stress. Sound-scripting model is a method of bolding key content words and capitalizing the most important words chosen for the best emotional impact. Additionally, tonic stress refers to the syllable in a word which receives the primary stress phoneme in the intonation units of sentences. As for audacity software, it is s an easy-to-use, multi-track audio recorder and editor which is used to capture the tonic stress of speakers in sentences and paragraphs. In the application of the Sound-scripting Model, tonic stress and Audacity Software are collectively used. The sentence utterances of native speakers are first recorded, and then the most prominent syllables bearing the tonic stress phoneme are selected and marked in the compound sentences. In this presentation, the intonation difficulties of the compound sentences will be demonstrated by the collective application of Tonic Stress and Audacity software in the Sound-scripting Model so as to solve the intonation learning difficulties of complex sentences.

Keywords: tonic stress, primary stress phoneme, sound-scripting intonation teaching model, compound sentences

DIVERSITY OF EXTRACURRICULAR ACTIVITIES AND THEIR RELATIONS WITH EFL LEARNING OUTCOMES: A HIGHER EDUCATION INVESTIGATION

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Abstract

An expanding body of scholarly investigation posits that extracurricular engagements can wield considerable value as a complementary adjunct to conventional classroom pedagogy for individuals engaged in the acquisition of English as a Foreign Language (EFL). Such extracurricular pursuits furnish learners with supplementary occasions wherein they can engage with the language in a purposeful manner, thereby fostering enhanced practice and application (Coşkun, 2016; Fabjanović, 2017). These activities hold the potential to engender improvement in linguistic proficiency, motivation, and cultural awareness among learners. The present study investigated the interrelationship existing between the diversity of extracurricular activities and the resultant outcomes in EFL learning within the context of tertiary-level EFL classrooms. A cohort comprising 81 participants was drawn from the preparatory segment of an English language teaching department situated within a state university in Turkey. The participants duly completed a composite survey instrument devised to gauge their extracurricular activities (Lai, Zhu, & Gang Gong, 2014), the outcomes of their linguistic undertakings, as well as their capacities for self-directed language learning beyond the classroom, encompassing regulatory attitudes, goal commitment, metacognitive faculties, requisites for resources, and the necessitated interpersonal connections (Lai & Gu, 2011). The findings emanating from the investigation did not evince any statistically significant correlation between the diversity of extracurricular activities and the quantum of time allocated thereto, with the subsequent outcomes in EFL learning. Nonetheless, female participants demonstrated a marginal proficiency differential when juxtaposed with their male counterparts, as pertains to the regulation of resource requisites, the management of social interaction prerequisites, and the overall mean cumulative scores. These findings posit that the multiplicity of extracurricular pursuits does not manifest as a substantial predictor of EFL learning outcomes. However, it is inferred that gender-based distinctions could potentially factor into self-regulatory comportment, thereby eliciting an indirect influence on the outcomes within the purview of EFL learning. The implications of this study's findings extend to the enrichment of comprehension regarding the constituents underpinning language learning outcomes, concurrently proffering insights germane to the structuring of language learning initiatives that strive to optimize the advantages accruable from extracurricular undertakings.

Keywords: out-of-class activities, self-regulation, EFL learning contexts, language learning outcomes

IMPROVING TERTIARY-LEVEL L2 LEARNERS' READING SKILL: A NEEDS ANALYSIS-BASED STUDY

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Abstract

This study aims to explore the needs of tertiary level L2 students in reading skill at a foundation university. The presentation will display how a needs-analysis procedure for improving reading skill component of an integrated curriculum was designed and implemented during an academic year. A mixed-method research design was applied in this study. The quantitative data were collected from a needs-analysis questionnaire designed specifically for the reading skill and given to 338 students from 3 different levels, and a focus group interview was done with 3 curriculum and testing office members to generate the qualitative. All the interviews were transcribed and analyzed through thematic content analysis. The findings and some practical implications for curriculum development and adaptations will be given in the presentation.

A REFLECTION OF REFLECTIVE TEACHING PRACTICES

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Abstract

Professional development practices play important role for teachers to boost their teaching skills for enhancing students' learning by creating data based self- awareness in instructional practices, classroom management, and continuous learning. Reflective teaching practices as professional development implementations enable improvement in instruction of both novice and experienced teachers who would like to tailor their teaching styles after questioning assumptions and conducting experiments with new approaches. In this context, the purpose of this study is to reflect the perception of teachers towards the organized reflective teaching practices. Participants of the study are the instructors who participated in the practices as a part of continuous professional development program at a private university. This study focuses on three dimensions: (1) the implementation way of reflective teaching practices, (2) the teachers' perceptions towards practices, (3) the recommendations to improve the implementations in the light of the teachers' perceptions.

A TEXTBOOK EVALUATION FOR A BETTER IMPLEMENTATION IN AN ENGLISH LANGUAGE TEACHING CURRICULUM

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Abstract

The present study was conducted to determine whether the textbook, which has been being used in a English Language Preparatory Program at a foundation university in Turkey for three years, should continue to be applied in the following years. The aim of this study was to find out whether the findings of the retrospective evaluations of the coursebook that they have been currently using matched with the predictive evaluations made three years ago by the same English instructors before started using the textbook. In an overall research design, a demographic inventory and a textbook analysis checklist were used to collect quantitative data. Descriptive analysis was conducted to analyze the frequencies related to the data. The findings showed that the coursebook packages mostly met the teachers' expectations. After analyzing the descriptive statistics, it was concluded that the coursebook was meant to serve as a framework within which classroom instructors and content creators could make necessary adjustments as the situation demands.

Keywords: Textbook analysis, material evaluation, checklist method

ENGLISH LANGUAGE LEARNERS' PERCEPTIONS AND ATTITUDES TOWARD SUSTAINABLE DEVELOPMENT GOALS: IMPLICATIONS FOR HIGHER EDUCATION

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Abstract

The Sustainable Development Goals (SDGs), endorsed by the United Nations (UN), aim to address significant environmental, economic, and societal challenges to create a sustainable world for future generations. Education is recognized as a crucial means of promoting global awareness and understanding of the SDGs across all segments of society. Official documents emphasize the role of higher education institutions and foreign language learning programs in equipping learners with the necessary awareness, knowledge, and skills to achieve these goals, as they necessitate substantial changes in social behaviors. In Turkey, many higher education institutions actively encourage the integration of the SDGs into their courses. In such a case, understanding learners' perceptions and attitudes becomes essential in designing curricula that effectively teach and promote the SDGs. This study focuses on investigating the perceptions and attitudes of English language learners (ELLs) toward these goals. In doing this, both quantitative and qualitative data were collected from ELLs enrolled in Akdeniz University's English Language and Literature Department. Quantitative data were analyzed through the SPSS software, whereas thematic content analysis was employed to analyze qualitative data. The findings highlight the strengths and weaknesses of learners' awareness and attitudes regarding the SDGs. Based on these findings, this study presents pedagogical implications and suggestions for future research.

THE IMPACT OF WEB 2.0 TOOLS ON THE EFL LEARNERS' LISTENING SKILLS IN HIGHER EDUCATION

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Abstract

Web 2.0 technologies provide rich resources and environments for both educators and students in English learning and teaching processes. In this context, this paper aims to investigate the impact of Web 2.0 Tools on developing listening skills in Higher Education in an EFL context of a state university in Turkey. The participants' level is B1, and the name of the course is 'Listening.' The study had 40 participants from the Erzurum Technical University Computer Engineering Department. Respondents were randomly divided into the experiment (N:20) and control (N:20) groups. The experimental group received treatment through web 2.0 tools, whereas the control group received traditional productive skills teaching procedures. The current study adopted a quantitative design, and the treatment process lasted for ten weeks. Data from the study were collected through Listening Exam Scores (Pre-test and Post-test for both Experimental and Control groups). A pre-test was administered at the beginning of the first week for both groups. After the treatment process, for ten weeks, a post-test was administered for groups to see the treatment's effectiveness. The current quantitative data was analyzed through the Independent and Paired T-test. As the study findings suggested, the group that received the treatment of Web 2.0 tools outscored the control group, and Web 2.0 tools that are used as the support of traditional educational processes in the classroom can help students significantly improve listening skills.

Keywords: Web 2.0 tools; Listening skills; EFL

THE EFFECTS OF DIFFERENT CORRECTIVE FEEDBACK METHODS ON IMPROVING WRITING SKILLS OF TEENAGE EFL STUDENTS

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Abstract

This study aims to investigate the effects of different corrective feedback methods on improving writing skills of teenage EFL students, and it adopted a mixed method research design. 45 teenage low level (A1-A2) 11th graders, selected through convenient sampling, participated in this study. In the process, the participants were provided with written corrective feedbacks based on google translate, self-revision, teacher indirect feedback. The data were collected through picture story focused texts produced by the participants, a Likert type questionnaire, an interview form, and teacher observation logs. The obtained quantitative data were analyzed using Pearson Chi-Square, Fisher's Exact Test and Continuity Correction Tests, One Way ANOVA analysis, LSD post hoc tests, the Paired Sample T Test. The qualitative data were analyzed via a thematic analysis. The results obtained from all data collection tools were triangulated and revealed that SR method is not effective in developing writing skills of the target group whereas indirect teacher feedback method is a trusted and possibly an effective indirect teacher feedback method is a trusted and possibly an effective method, and GT can be an effective method with correct implementations.

Keywords: writing skills, written corrective feedback, machine translation, self-revision, google translate, teacher indirect feedback

A GLANCE TO THE PLACE OF THE GRAMMAR INSTRUCTION IN THE 21ST CENTURY CLASSROOMS

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Abstract

The present research study aimed to explore the opinions of ELT teachers around the world in terms of the role of teaching grammar in EFL/ESL classrooms and whether an optimal divergence in the concerned opinions is under the effect of various parameters such as gender, country, seniority, and educational background of the participants. To bring a response to the addressed research questions, a comprehensive questionnaire from the literature consisting of 46 items was utilized on a group of 304 participants from 22 countries who were voluntarily involved in the research study via enrolling the snowball sampling method. Descriptive statistical methods were run for intact data analysis. The results showed out that the participants had positive and constructive attitudes towards grammar teaching regarding the importance of grammar instruction, and were in unanimous agreement that good grammatical competencies enabled the faster acquisition of proficiency in the second language. The participants reached an agreement that grammatical mistakes and immediate correction were detrimental to students' self-confidence levels and considered unnecessary interruptions. These point of views highly influenced teaching methods and classroom practices. A noticeable majority preferred an inductive and explicit approach to grammar teaching. It was concluded that while statistical differences in age, gender, and educational background did not influence the participants‟ perspectives, seniority and country of origin played a significant role in these attitudes. After due evaluation of these findings, a comprehensive discussion of the pedagogical implications and recommendations has been presented in the study.

FREE ONLINE MACHINE TRANSLATION TOOLS IN LANGUAGE LEARNING: EFL LEARNERS' PERCEPTIONS AND USE

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Abstract

Developments in technology and the digital world have led to integration of various online tools into language learning. With this regard, free online machine translation tools such as Google Translate have been used by language learners for decades. On the other hand, there is a concern about whether they use it in ethical terms or not. Therefore, this study aims to investigate what EFL learners think about the use of the tools for their studies and how they really use them. Another aim of the study is to examine if proficiency level affects their perceptions and use. For this purpose, the study was designed as mixed-methods research. The quantitative data were collected from 104 EFL learners with pre- and upper intermediate levels through a questionnaire on their perceptions while the qualitative data were collected through records of the participants' online translation tools and stimulated call interviews with them. Data analyses revealed that the participants found the tools useful, but they did not thoroughly rely on them, which highlights several implications.

Keywords: EFL, free online machine translation, perceptions, proficiency

A PROPER BILINGUAL EDUCATION MODEL FOR SYRIANS' ADAPTATION

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Abstract

The history of humanity has witnessed a plethora of immigration waves all around the world cause of various reasons ranging from economic and political reasons to educational reasons. While the need (most probably obligation) of learning a second language is broadly aroused from changing the homeland, sometimes it happens without changing the place physically cause of the invasions. Invasions have also brought the need of learning a second language in some lands. In the case of Syrian refugees, political reasons and civil war can be counted among the reasons for the immigration from Syria to all around the world. According to the statistics, Turkey has an enormous number of refugees in comparison to other countries (Ferris and Kirişçi, 2015). It is stated by the European Commission of Humanitarian Aid and Civil Protection (ECHO) in 2016, apart from the other refugees; there are more than 3.1 million refugees from Syria and Iraq who are officially registered in Turkey. As the number of refugees is really high, it has brought many challenges with it to the stage; and the most important and challenging one is education. The aim of this study is to develop the most suitable bilingual education model for Syrians in Turkey by relying on the evaluation of the applied bilingual education models in other countries. All of these countries together with Turkey adopt the 'Melting Pot' metaphor and applies submersion programs for Syrian refugees (Baker,1988). However, the bilingual education model for Syrians should place also Arabic to a certain degree apart from Turkish. Additionally, it is beneficial to keep in mind educational integration goes hand in hand with cultural and social integration, and at this step it is advisable to adopt Tikly's language education frame.

CULTURAL BIAS IN LANGUAGE TESTING: A SCOPING REVIEW

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Abstract

Language assessment tests may inadvertently favor or hinder certain groups of test-takers due to biases related to factors such as ethnicity, religion, age, and gender. However, no comprehensive research study has yet synthesized the existing literature on cultural bias in language testing. To address this gap, the present article undertakes a scoping review approach to provide a thorough examination of research conducted on cultural bias in language testing from 1985 to 2023. The primary objectives of this review were to assess the extent of research activities within the bias framework in testing and evaluation literature and to synthesize the findings of these studies. The search process involved identifying relevant articles using four title keywords across seven databases. A total of 51 journal articles were retrieved through this search, and after applying a set of inclusion criteria, 22 articles were selected for further analysis. These articles were thematically organized to facilitate the synthesis and summary of their respective aims and results. They were categorized into empirical studies (n=10) focused on speaking, reading, writing skills, and global language tests, and theoretical studies (n=12) exploring bias-reducing strategies. Notably, this scoping review represents the first attempt to synthesize the available knowledge on cultural bias studies within the field of English Language Teaching.

A SUGGESTED CULTURE INTEGRATION LESSON PLAN FOR PRE-INTERMEDIATE PREPARATORY STUDENTS OF ENGLISH

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Abstract

Culture teaching is considered as a crucial aspect in language teaching, and it helps to improve the understanding in the target language by bridging a context and providing a deeper understanding between languages. Accordingly, teaching a language irrespective of culture may sound as if driving without some wheels as such culture constitutes a foremost part of the language and lightens the learning process by providing a background context. This paper aims to increase awareness on the significance of culture integration into language classes and how to implement it by referring to the literature (Alptekin, 2002; Hyde, 1998; Widdowson, 1998). It also emphasizes cultural sensitivity and culture barriers (Hyde, 1998) to underline the need for understanding about the significance of being tolerant and sensitive about cultural differences by avoiding bias, prejudices and stereotypes. It suggests a sample culture-integrated lesson design including activities for reading and vocabulary teaching focusing on gestures and mimics, aiming to set a sample for teachers and researchers. The participants for the lesson design are preparatory students aged 18-20, and three stages of reading which are pre- , while and post- reading are employed in the design. The paper also presents a comprehensive literature review about how cultural aspects are adopted in language classrooms along with its implications and possible conclusions.

Keywords: culture sensitiveness, culture integration, culture teaching

ENHANCING LANGUAGE SKILLS THROUGH CHATGPT INTEGRATION IN ELT

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Abstract

Computer-assisted language learning (CALL) is an approach that integrates computer technology into language education and learning. With the integration of technology, language education has undergone a transformation, offering innovative tools and resources to enhance language learning. One significant advancement in this area is the development of ChatGPT (Chat Generative Pre-trained Transformer), a sophisticated language model that generates human-like responses based on input. In the context of language education, ChatGPT can serve as a valuable tool to enhance language practice and engage learners in interactive conversations. This paper explores strategies for utilizing ChatGPT effectively to improve language skills in ELT. There are not many studies on the use of ChatGPT in the field of language learning. This study aims to fill this research gap by examining the potential of ChatGPT to enhance language skills in English Language Teaching (ELT).

The ability to listen and speak effectively in a target language is crucial for language learners to become proficient communicators. Interactive conversations play a vital role in language learning, but traditional teaching methods often struggle to provide personalized practice opportunities and timely feedback. Additionally, finding suitable language partners for conversation practice can be challenging due to scheduling conflicts and matching language skills. The voice feature of ChatGPT addresses these challenges by offering users the ability to engage in back-and-forth conversations at their convenience, regardless of location and time. This flexibility empowers learners to extensively practice their language skills and eliminates the barriers associated with finding language partners. ChatGPT simulates interactive conversations and generates human-like responses, making it a promising solution in this regard. Another notable aspect of ChatGPT is its adaptability to different language proficiency levels. By adjusting the language level, the conversation can be tailored to the user's readiness. If the responses' vocabulary or complexity is too challenging or too simple, users can request simpler or more complex language accordingly. Furthermore, ChatGPT can also contribute to improving listening and pronunciation skills as it has the capability to read stories aloud.

The implementation techniques in this study are anticipated to provide insights for educators and researchers on effectively utilizing ChatGPT to enhance listening and speaking skills in ELT. The recommendations and strategies presented can contribute to ongoing discussions on integrating technology in language education and offer practical guidance for incorporating ChatGPT in ELT classrooms.

Keywords: ChatGPT (Chat Generative Pre-trained Transformer), AI (Artificial Intelligence), Computer-assisted language learning (CALL), English Language Teaching (ELT)

THE ROLE OF EDUCATION COURSES IN THE CURRICULA OF ENGLISH TRANSLATION AND INTERPRETING AND TRANSLATION STUDIES DEPARTMENTS: THE CASE OF UNIVERSITIES IN TURKEY

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Abstract

There are many departments providing foreign language-based undergraduate education in Turkey. These departments have many common points both in terms of curricula and the fields of work of their graduates. It is possible to turn this situation into an advantage by preparing comprehensive teaching programs. The same is true for Translation and Interpreting and Translation Studies departments. Since translation is an inclusive field and its nature is suitable for interdisciplinary studies, it seems possible to do this in translation departments. Students graduating from translation departments can work both as freelance translators and as in-house translators. On the other hand, the fields of work of graduates are not limited to these options. Some of the graduates of these departments prefer to work as academicians or become teachers by taking formation courses. It may be useful to take all these possibilities into consideration when preparing teaching programs. Thanks to the programs prepared by considering all possibilities, it may be possible to educate versatile students and ensure that they are prepared in advance in different business lines. Based on this thought, this study aims to determine whether there are courses related to education in the curricula of 4-year English Translation and Interpreting and Translation Studies departments within the faculties or colleges of universities in Turkey, and if so, how often and in which semesters they are offered, and which field of education they are related to. Within the scope of the study, the curricula of English Translation and Interpreting departments in 53 universities and the curricula of Translation Studies departments in 2 universities were examined. Based on the data obtained, it is aimed to have information about the general situation of the courses related to education in these departments and to suggest ideas while preparing or updating the curricula in these departments.

EMBEDDING VALUES EDUCATION INTO THE ELT PREP CLASS CURRICULUM: A DESCRIPTIVE ANALYSIS OF THE VALUES EDUCATION PROJECTS AT TERTIARY LEVEL

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Abstract

Values education has been a popular research topic in the literature for a long time. Values are usually defined as moral, cultural or spiritual beliefs about what is right, what is wrong, and what is acceptable by the society that have the aim of standardizing human thinking and behaviour for an ideal social life. Together with globalization and the rapidly developing technology, tomorrow's generation is believed to be losing their values; as a result, different levels of schools have undertaken the mission of values education in order to help the young build their characters and continue the social values. There have been studies mostly into role of teachers in values education, the attitudes of pre-service teachers towards values education or their opinions about it. However, studies comparing the views of teachers and students on the values education materials and projects implemented at language teaching institutions at tertiary level have not been encountered. Therefore, this study aims to explore the opinions of language instructors and ELT prep students about values education materials and projects implemented in the School of Foreign Languages in a southern state university in Turkiye and to contribute to the literature by providing insights into how to embed values education into English language curriculum.

Keywords: values education, English language curriculum, tertiary level, ELT students

A CORPUS-BASED COMPARATIVE STUDY OF SIMPLE PAST TENSE USE IN TURKISH AND SPANISH EFL LEARNERS', AND NATIVE SPEAKERS' ARGUMENTATIVE ESSAYS

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Abstract

The aim of this corpus-based study was to investigate the simple past tense use of Turkish and Spanish EFL undergraduates in their argumentative essays in comparison to the native speakers' essays. The Turkish learner sub-corpus TICLE (The Turkish International Corpus of Learner English), the Spanish learner sub-corpus SICLE (The Spanish International Corpus of Learner English), and the native English speaker sub-corpus LOCNESS (The Louvain Corpus of Native English Essays) were used to achieve this goal. Following corpus normalisation, it was discovered that there was a significant difference between the frequency of simple past tense use in TICLE, SICLE, and LOCNESS. According to the findings, both Turkish and Spanish students underuse the simple past tense in their essays. Furthermore, as the most common error type, they both use simple past tense instead of simple present or present perfect tense. The use of simple past tense instead of infinitive, Ving, or V3 forms of verbs was discovered to be the second most common error in essays. In TICLE, errors were listed as Tense of Verb, Incorrect Verb Form, Unnecessary Verb, and Derivation of Verb Form, and in SICLE, errors were listed as Tense of Verb, Incorrect Verb Form, and Inflection of Verb. Mother-tongue interference and interlanguage use by learners were discussed in connection with error types. Some implications and recommendations were made for English language teachers.

LEXICAL COMPLEXITY AND LANGUAGE PROFICIENCY: AN INVESTIGATION OF INDICES ACROSS CEFR LEVELS

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Abstract

The concept of lexical complexity pertains to the comprehensive scope and intricacy of the terminology utilized in both written and oral communication. The degree of lexical diversity and sophistication is assessed, encompassing the utilization of infrequent terminology, idiomatic phrases, and jargon related to specific fields. The level of lexical complexity plays a significant role in the process of acquiring a second language and teaching/learning a foreign language regarding the assessment of language proficiency, evaluating, and enhancing learners' communication, reading comprehension, and writing skills. Furthermore, it is of paramount importance for learners' awareness of cultural understating of the target language as understanding the nuances of vocabulary can provide insights into the culture of the people who speak the language. Nonetheless, like other means of complexity construct such as syntactic complexity or discourse level complexity, there is no commonly accepted one-for-all method or index to measure lexical complexity. Therefore, various studies have suggested different means or statistics to compute the degree of lexical complexity. However, one major problem which is not explicitly addressed so far is the validity or applicability of suggested ways for different proficiency levels. Therefore, this study investigated the correlation between lexico-semantic complexity indices and different Common European Framework of Reference for Languages (CEFR) levels, particularly A1-A2 and B1-B2. It included modern NLP tools and widely accepted machine-learning statistics to gauge how different indices interact with different proficiency levels.

SYNTACTIC COMPLEXITY IN SECOND LANGUAGE ACQUISITION: A MACHINE LEARNING APPROACH TO MEASUREMENT INDICES AND THEIR RELATIONSHIP WITH PROFICIENCY LEVELS

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Abstract

The concept of syntactic complexity pertains to the extent and intricacy of sentence structures employed in a given written or spoken output. The measurement of such complexity involves the effective use of language i.e., utilization of diverse types of clauses (e.g., relative, subordinate, independent), an array of sentence types (e.g., declarative, interrogative, imperative, exclamatory), and the application of various grammatical constructions (e.g., passive voice, conditional sentences). The construct is a significant factor in second language acquisition and foreign language teaching/learning, impacting the cognitive development of learners, language proficiency and assessment, and the design of materials. Its role is critical in understanding how learners acquire language and how to effectively teach them. Therefore, it is essential to consider the construct in language education to ensure successful language learning outcomes. Given such a crucial role, numerous studies, particularly quantitative analyses, have suggested various indices to measure complexity in learner language. Nonetheless, there is no common ground on how to accurately measure and evaluate, resulting in a vast number of different models with divergent indices. Thus, there is a need for exploration further if these indices are valid for different proficiency levels. Considering such an issue, this study scrutinized the EF-Cambridge Open Language Database (EFCAMDAT), consisting of written samples from a wide range of proficiency levels (A1-C2), through Linguistic Feature Toolkit (LFTK) Python package. Focusing on the data of the learners who successfully reached C1 from A1 level and employing two different machine learning statistics, LASSO L1 Regulation and Random Forest, the study attempted to reveal the relationship between complexity indices and the predicted CEFR levels. Additionally, the study conducted feature selection to observe the weight of different indices for predicting the target level.

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN TURKEY: PERCEPTIONS OF EDUCATORS

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Abstract

Sustainable development (SD) presents a global challenge that necessitates education for sustainable development (ESD) to cultivate a society where individuals lead sustainable lifestyles. Limited research exists on the perceptions and beliefs of teachers and academics in Turkey regarding ESD. This study examines the knowledge, attitudes, and preferred instructional techniques of 50 participants from public universities and state-run schools in Turkey. A questionnaire was administered to gather data on their perceptions, attitudes, and beliefs about sustainable development (SD) and ESD.

The results reveal the overall findings as well as the distinct perspectives of teachers and academicians. Despite working in different institutions and instructing students at various levels, both groups share common knowledge, attitudes, and beliefs concerning SD and ESD. They acknowledge barriers to sustainable development, such as a lack of staff expertise, perceived irrelevance, institutional structure, and limited learning and teaching resources within their subject discipline.

Despite these challenges, teachers and academics demonstrate positive attitudes towards education for sustainable development. The study underscores the importance of providing increased support and training to effectively integrate SD and ESD into curricula and pedagogy. Institutional policies and incentives are crucial for addressing the identified barriers and fostering the adoption of ESD. Further research is needed to explore the impact of ESD on student outcomes and behaviors within the unique contexts of teachers and academics in Turkey.

Keywords: Education for Sustainable Development (ESD), Sustainable Development Goals (SDGs), attitudes towards ESD, teachers, and academics

EMBRACING ROLES OF EFL TEACHERS IN SUPPORTING REPEAT STUDENTS

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Abstract

This instrumental case study investigated the roles of EFL instructors in supporting students repeating English language preparatory programs at a state university in Turkey. The data was obtained through one-to-one in-depth interviews conducted with six EFL instructors who taught various groups of repeat students during an academic term. The interviews were conducted to explore the EFL instructors' experiences with repeat students and the strategies they employed to overcome the challenges faced by these students. As a result of the transcription of the interviews followed by manual content analysis; themes regarding the common problems of the repeat students were identified as lack of motivation, inadequate study skills, limited exposure to English, lack of self-directed learning, poor learning strategies, anxiety and fear of making mistakes, inadequate support systems, difficulty with language structure, ineffective preparation for assessment, lack of persistence, and attendance problems. In order to support these learners, strategies frequently used by the instructors were found as using student-centered approaches, building rapport and trust, setting clear expectations, providing feedback and support, using differentiated instruction, scaffolding, encouraging collaborative learning, and providing resources and tools. Based on the findings, suggestions and implications for practitioners teaching in similar contexts are given to overcome challenges caused by repeat students' negative mindsets and beliefs about their language learning abilities. Referencing established literature, practical suggestions given in this paper are goal-setting project, language buddy program, focus group on learning strategies, growth mindset workshops, self-efficacy building activities, individual counseling or mentoring, positive affirmations and visualization exercises.

Keywords: Repeat students, EFL teachers' roles, tertiary students

CATEGORICAL PERCEPTIONS OF THE ENGLISH FRICATIVE SOUNDS IN AVIATION ESP COURSES AT UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION (UTAA)

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Abstract

Accurate hearing and production of speech sounds are crucial in some professions. For example, aviation and English language teaching are only two of these professions. Specifically speaking, fricative sounds, namely /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/ and /h/ play an important role in aviation communication. As these sounds bear hissing and hushing acoustics with noise, aircraft pilots, air traffic controllers (ATCs) and some other aviation personnel experience challenges when communicating with each other on the job. Therefore, communication problems in aviation may result in fatal accidents. The reason for misperception and mispronunciation of these fricatives for the Turkish Aviation learners may be the absence of such fricatives /θ/ and /ð/ in Turkish, substitution /ð/ for /d/, or confusion such fricative sounds /θ/ with /ð/, /s/ with /z/, and /ʃ/ with /ʒ/. In this context, the main aim of this study is to investigate the perception and production of English fricative sounds for Turkish Aviation learners by focusing on the challenges they face, intervening with targeted trainings and enhancing their perception and pronunciation skills in aviation context. In this research, to find out the challenging problems, the pre and post-test method and the instructional intervention were applied to the 35 Turkish aviation students who are getting trained to be pilots and ATCS at a private university in Ankara, Turkey. Consequently, according to the results, Turkish aviation students achieved to perceive and produce English fricative sounds with much greater skill after they were educated an hour per week for four weeks after the pretest on minimal pairs activities, several pronunciation drills, listening drills, and original real-life dialogues.

Keywords: Aviation English, fricatives, affricates, sibilants, English majors

AN INVESTIGATION OF THE DYNAMICS OF INTERACTION PATTERNS IN RELATION TO ARGUMENTATIVE VOICE IN COLLABORATIVE WRITING

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Abstract

The present study investigates the interaction patterns in relation to argumentative text quality in collaborative writing at advanced level undergraduate L2 writing. A total of 95 undergraduate learners participated in the study, who formed 37 collaborative groups. They wrote one collaborative task and recorded their collaborative writing (CW) sessions. The participants were grouped into collaborative, expert-novice, dominant-passive, and dominant-dominant groups based on the frequency of interaction patterns. To categorize the participants into these groups, we used the scheme employed by Li and Kim (2016), which includes language functions such as agreeing, disagreeing, elaborating, or eliciting, to mention some of them. Hence, the data in the present study were collected from students' recordings in addition to (1) Analytic Voice Rubric (Zhao, 2013), which includes three dimensions. The dimensions are ideational dimension, the affective dimension, and the presence dimension. The findings indicated that collaborative groups produced texts that are much better in terms of voice in general.

Keywords: Collaborative writing, interaction patterns, voice in L2 writing, argumentative voice

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WHAT DO TURKISH PROSPECTIVE TEACHERS OF ENGLISH THINK ABOUT THE SAPIR-WHORF HYPOTHESIS?

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Abstract

The Sapir-Whorf hypothesis suggests that languages a human being speaks, to a varying extent, affect their way of thinking. This study investigates the thoughts and perceptions of Turkish prospective teachers of English about two versions of this hypothesis: linguistic relativity and linguistic determinism. 50 participants, having been instructed about the claims of the hypothesis, have been surveyed about whether they find any of the versions of the Sapir-Whorf Hypothesis credible and reasonable. The qualitative data have been analysed through axial coding to determine the participants' orientations on the continuum of linguistic relativity and linguistic determinism. Findings show that linguistic relativity has been found to be more credible by the majority of the participants, revealing that they take a more cautious stance as to how languages affect one's thinking. Implications are discussed in terms of the extent to which such a stance could affect prospective teachers' instructional practices in their future English classes.

Keywords: prospective teachers; linguistic relativity; linguistic determinism; the Sapir-Whorf hypothesis; English language teaching

EXAMINING TURKISH UNIVERSITY STUDENTS' PERCEPTIONS OF ENGLISH ACCENTS USING THE ELF FRAMEWORK

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Abstract

English is the most widely used language for communication today. People who speak English as a second or foreign language have outnumbered native speakers (Brumfit, 2001). Eighty percent of verbal interactions do not include native speakers of English as an interlocutor (Beneke, 1991). Nonetheless, most English learners regard inner-circle accents as a status indicator and perceive having other accents as a problem to be solved (Timmis, 2002). This study aims to examine Turkish university students' perceptions of English accents through the framework of ELF. Language anxiety caused by this perception can impair learners' ability to develop communicative competence (MacIntyre et al., 1998). When speaking like a native English speaker is not the primary goal, English learners can develop more effective communication strategies (Seidlhofer 2004). Thus, understanding how English learners in Türkiye perceive outer and expanding circle accents is critical. This study aims to investigate Turkish university students' perceptions of speakers with outer and expanding circle accents. Participants include 674 students enrolled in preparatory education at a Turkish state university. Data was gathered through the Turkish EFL Students' Perceptions towards ELF Scale (Geçkinli, 2020), Turkish EFL Students' Perceptions towards the Pedagogical Implications of ELF Scale (Geçkinli, 2020) and a Verbal Guise Test by DeMeerleer (2012). The verbal guise test contained recordings of two inner, one outer, and one expanding circle speaker reading the same text. Participants were asked to listen to them and respond to ten questions which inquire about their perceptions of the accents, using a six-point Likert scale. The main findings showed that learners from Türkiye recognized the Turkish accent more easily, found it the most comprehensible and had the most positive feelings towards it. This could indicate that familiarity affects perception.

ADVANCING GREENER AND DIGITALLY EMBRACED FUTURE TEACHING IN HIGHER EDUCATION: EDUCATION FOR THE SUSTAINABLE DEVELOPMENT GOALS

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Abstract

Education research has overreached its aim of creating opportunities to promote inclusiveness and the engagement of youth in shaping their future. However, regarding the role of educational faculties in empowering young people's skills, there is a highlighted need for fostering teachers' expertise in terms of 21st-century necessities as well. Therefore, the study aims to present how literate and mindful EFL (English as a Foreign Language) instructors are in expanding their pedagogic knowledge about Sustainable Development Goals (SDGs) so as to have a highly competent classroom in the current era; considering the objectives of the implemented curriculum, what beliefs they possess about education for sustainable development (ESD), and to what extent they are attempting to broaden their teaching through ESD activities. Based on the principles of research, it was adapted a mixed-method research design, and a descriptive case study approach that quantitative data collected through an online questionnaire, and qualitative data were gathered via focus group interviews conducted with Exam Preparation and Evaluation Coordinatorship, Program Development, and Material Preparation Coordinationship units and randomly selected representatives of each level of the program instructed at our institution constructed according to CEFR (Common European Framework Reference). Findings indicated a strong belief among language instructors over the inclusion of ESD into the curriculum and promoting it through extracurricular activities. They attributed its vital importance in today's world as it enhances students' problem-solving abilities through practical engagement, though the scarcity of qualified staff remains a major obstacle.

A CASE STUDY ON THE CONCEPTUALISATION OF AN EFFECTIVE TEACHER FROM THE PERSPECTIVES OF A UNIVERSITY AND A HIGH SCHOOL TEACHER WITH PhDs

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Abstract

This case study, the framework of which is provided by Kelly's Personal Construct Theory, investigates how two female experienced language teachers with Ph.Ds structure their constructs on the qualities of an effective language teacher. Repertory grid, the cognitive mapping approach, based on Kelly's theory, was used as an elicitation technique in the study. The study focused on three main questions. These are how the participants conceptualized an effective language teacher, the meanings they attached to the constructs through which they portrayed an effective teacher, and the participants view of "Self" as a language teacher. The participants were interviewed to understand their constructs in depth. Both content analysis of Rep-grid and interview sessions enabled the data to be triangulated as well as providing a basis for discussion and a deeper understanding of the personal theories of the participants. The findings revealed that the personal constructs of the participants were highly different from each other. One of the teachers does not see herself as an effective teacher, while the other sees herself as both an ideal and effective teacher. Additionally, their high-priority constructs revealed that both teachers mainly focus on content knowledge.

THE IMPACT OF RETELLING ON LEARNERS' VOCABULARY KNOWLEDGE

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Abstract

This study investigated the potential impact of retelling technique on high school preparatory learners' vocabulary knowledge in a pretest and posttest experimental design. The aim of the study was to find out a different strategy from traditional explicit vocabulary practice based on an audiovisual text. Data were collected from 8-item Vocabulary Knowledge Scale (VKS) adapted from Wesche and Paribakht (1996). The lowest achieving participants were selected after the VKS was conducted in a group of 32 students. The selected sample (N=10) watched a short movie and did comprehension activities afterwards. To practice the vocabulary that come up in the video the control group (N=5) did a fill-in-the-blanks exercise with the target vocabulary items, while the retelling group (N=5) retold the story in the short movie to the teacher using the same vocabulary items. After both groups watched the video again, the VKS was re-administered. The results showed that there is a statistically significant difference in the control group (p=.028$<$.05) and in the retelling group (p=.002$<$.05). Moreover, although the difference is higher in the retelling, it is not significant when compared to that of the control group.

Keywords: Retelling, Pushed Output, Vocabulary Practice

MOTIVATIONAL STRATEGIES FOR GENERATION-Z STUDENTS IN EFL CLASSES

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Abstract

Today, the vast majority of students who are included in formal education are members of Generation Z. The term is used to refer people who were born after the year 2000 and are exposed to rapid development of technology and digital tools. Since their very early ages, they have been grown up with the opportunities of these developed technologies and accordingly their characters have been shaped in this frame. Research shows that the needs and expectations of the members of Generation Z are very different form their predecessors' in terms of both social and educational life. Although the curricula of formal educational institutions have been started to put more emphasis on integrating technology in foreign language courses, research shows that these modifications cannot be said to be motivating enough and cannot cope with the needs of these students. Therefore, it may be inferred that the strategies used in language learning classes which are composed of Generation Z students are expected to be both innovative and motivating. Over the years several motivational teaching practices have been employed to keep language learners motivated in class. Although most of these motivational practices are lack of a theory-based framework, researchers have proposed some motivational strategies for language classes. In this respect, this study attempts to seek for the most relevant and effective motivational strategies to be applied in language learning classes of Generation Z students.

MID-ATLANTIC ENGLISH IN THE EFL CONTEXT: RESEARCH INTO THE LINGUISTIC MIXING OF BRITISH AND AMERICAN ENGLISH

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Abstract

Because of massive linguistic Americanisation, the once predominant British variety in EFL contexts has been fast losing ground as the teaching model in the last 30-odd years. Due to this mainly extramural exposure to American English, EFL learners have tended to speak a hybrid form of British and American English, labelled as Mid-Atlantic English.

The aim of the present investigation was to explore to what extent especially non-native speakers in the EFL context but also UK native speakers acting as a 'reference group' are affected by American English at the four language levels. In addition, the study sought to identify informants' attitudes to both main varieties of English. EFL informants' exposure to mostly Americanised extramural English was also scrutinised. This quantitative multiple-choice questionnaire-based survey was carried out with a total of 306 informants from Germany, Switzerland and Great Britain. The EFL group of informants was comprised of school pupils, university students of English studies as well as English teachers and a UK native-speaker group of British residents and expats domiciled in Switzerland.

Overall, the results of this study revealed a clear trend towards a hybrid form of British and American English at all four language levels among all the surveyed informant groups. Furthermore, it elucidated that most EFL informants desire to acquire a native-like English accent and university students as well as English teachers predominantly acknowledge that their students will use English more with non-native speakers than native speakers.

The empirical outcome of the study suggests that several issues in EFL teaching practices need to be reappraised. Possible implications for EFL teaching might involve reviewing coursebooks in respect of the essentially multi-varietal nature of English. Other changes would include the dismissal of consistency and the singularity principle, both of which can no longer be promoted as expedient pedagogical practice. Instead, it is recommended to encourage conscious mixing as an important communicative strategy and thus ameliorating EFL learners' communicative expertise in international cross-cultural forums.

Keywords: British English, American English, Mid-Atlantic English, Consistency, Pluricentric Language, Varieties of English, Awareness of the diversity of Englishes, Multilingualism, Exposure to Diversity, Singularity Principle, Situational Adaptation Skills, Accommodation, Cultural Diversity, Cross-cultural Awareness, English as a Lingua Franca, English as an International Language, Euro-English Paradigm, Identity, Intelligibility

THE ISSUE OF ACADEMIC WRITING

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Abstract

Education is both the greatest power and the greatest need of our age. On the other hand language is the cornerstone of education. It is, in the most general definition, the system that allows people to share their feelings and thoughts in written or oral forms. In the language education process, it is very important to provide students with correct and effective writing skills. Teaching writing skills is known as a process that creates great difficulties for both students and teachers. An important reason why writing is seen as a difficult occupation is inadequate writing instruction during the language education period. Assessment and evaluation tools, applications such as written exams, taking notes from presentations, reading and summarizing the academic text, reporting an experiment in the laboratory environment, and creating a draft before the presentation are all usually carried out within the context of writing. For that reason learners find writing and academic writing activities difficult to perform. It was tried to shed light on academic writing in this paper.

ACTUAL FOREIGN LANGUAGE TEACHING POLICY OF TURKIYE

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Abstract

In our country, foreign language teaching and learning from nursery school to tertiary level has been on the agenda and under discussion a lot for a long time. All the same, it observed that foreign language teaching and learning are not yet at the desired competence t. For this reason, determining appropriate language teaching policies is of great importance in terms of solving the problems in this area. Foreign language teaching has also been a political part of Turkiye in order to enter the EU and act according to EU standards. Nevertheless, foreign language education has been painfully carried out since the beginning in parallel with the general education system in Turkiye. Although foreign language education has been carried out for years, it is a sad fact that individuals who graduate from the current system often do not reach proficiency in a foreign language even at the beginner level. The teacher and learner are not the only responsible for the inadequate components in this process. It is essential to look for the issues experienced in foreign language teaching in other places besides teachers, students.

IS ONLINE TEACHING USEFUL: ECHOES FROM TURKISH EFL STUDENTS

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Abstract

The spread of COVID-19 has turned education into emergency remote teaching all over the world. During these times, all the teachers and students have found themselves with online teaching and unfortunately the background or readiness for this type of teaching hasn't been able to be thoroughly evaluated. Therefore, this research tries to indicate the preliminary findings related to the perceptions of seventeen voluntary participants about their foreign language II course curriculum as a mandatory freshman course at a state university in Turkey in 2022 via an instrument by Orhan (2016). Product, process, input and context dimensions of the curriculum are respectively found satisfying by the participants according to the findings. Product, input and context have a little higher satisfaction level and process has a low satisfaction level in terms of average values. The students have a medium level of satisfaction for the curriculum. In light of the results, it can be said that the students do not seem to have much satisfaction with a regard to such aspects as their needs and expectations, the duration of the programme, the presentation of the language skills and areas (context); uploaded videos, interesting materials and tests, the impact of videos on motivation (input); the connection problems, the instructor's performance and communication, the usage of materials and sources (process) and the level for attainment of course targets, learner needs and expectations and using different learning strategies (product). The possible reasons for these and pedagogical implications will be discussed.

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ATTITUDES OF LEARNERS TOWARDS SHAPING INTONATION IN REGARDS TO COMMUNICATION SKILLS

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Abstract

The study focuses on the facilities of teaching communication skills, putting IPA and intonation at the center of the activities organized to heal misunderstandings in communication, to facilitate speaking and listening skills and to improve discourse comprehension. In this respect, the attitudes of 60 students on the issue, attending a communication skills course at a higher institution in Turkey, will be analyzed and the specific activities that may have improved different communication skills of learners will be identified.

AN OVERVIEW OF THE COURSES OFFERED AT ELT MASTER'S AND PHD PROGRAMMES IN TÜRKIYE

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Abstract

English language learning has gained an unprecedented popularity in Türkiye in recent decades. The rising demand for English language teachers in both public and private sectors has led to a considerable increase in the number of English language teacher training programmes at both undergraduate and graduate levels at Turkish universities. While the main framework of the courses offered at the undergraduate level in the Faculties of Education is determined by the Council of Higher Education, the courses offered at graduate levels are determined by universities. That is why graduate students generally encounter different courses at different universities. This study aims to present a picture of the heterogeneous landscape concerning the courses offered at ELT master's and PhD programmes in Türkiye. The data gathered from the official websites of the relevant universities will be handled through content analysis; and then differing and overlapping courses will be specified though frequency analysis. The findings will be discussed with reference to relevant documents and studies.

AN INVESTIGATION ABOUT EFL TEACHERS' PERCEPTIONS ON 4Cs AS INNOVATION SKILLS

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Abstract

The twenty-first century sets a strong emphasis on education, recognizing the widespread effects of globalization and the necessity to enhance the role of information and technology in everyday life. To foster relationships between students not just locally but also globally, 4Cs innovation skills emphasize collaboration, communication, critical and creative thinking. This study provides an overview of the perspectives of EFL teachers regarding 4Cs as learning and innovative abilities in the field of English language teaching. The questionnaire was completed by 190 EFL teachers, and eight EFL teachers were interviewed using an explanatory sequential mixed method. The research also attempted to identify whether ELF teachers' perspectives differed based on gender, age, grade level they teach, year of job experience, as well as involvement in a professional development program. According to the results, except for teachers who had participated in a professional development program on 4Cs as innovation skills, all EFL teachers had very similar views. The importance of organizing professional development programs for EFL teachers have been demonstrated through offering critical implications for language instructors, designers of curriculum, textbook writers, and field researchers.

EXPLORING THE LANGUAGE ASSESSMENT LITERACY OF EFL TEACHERS IN THE CONTEXT OF TURKISH HIGHER EDUCATION

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Abstract

Assessment literacy for English teachers has traditionally been valued as a significant component of their effectiveness. Ng, Xie, and Wang (2018) defined assessment literacy as the degree to which educators are aware of the policies and procedures as well as the standards of an acceptable assessment, which is a crucial precondition in the educational system because it has a significant impact on students' learning. Weideman (2019) defined assessment literacy as the consciousness, awareness, and understanding of language teachers toward assessment. Assessment literacy for English teachers has traditionally been valued as a significant component of their effectiveness. However little is known to measure the Language Assessment Literacy of EFL instructors in Turkish Higher Education. To fill this gap, the current study explores the language assessment literacy of EFL instructors in the context of Turkish Higher Education. Participants are 54 EFL instructors from the context of the School of Foreign Languages. The current study adopted a quantitative approach and design; the data tool is the Questionnaire adapted from Karin Vogt & Dina Tsagari (2014) Assessment Literacy of Foreign Language Teachers. The questionnaire aims to elicit teachers' attitudes to their needs of training in assessment. The data was analyzed via Kolmogorov-Smirnov / Shapiro-WilkMann and Whitney U Test / Kruskal-Wallis H tests. As the findings of the study suggest there is no significant difference between native and non-native teachers and between teachers with different education levels in terms of their needs of training in assessment. Also, even though reporting higher interest in training, teachers who graduated from ELT/Applied Linguistics were not significantly different from teachers of other majors such as translation, and literature. However, significant differences were found between male and female, and between novice and experienced teachers. Male teachers reported higher interest in training about giving feedback and using the European Language Portfolio. The novice teachers reported significantly higher needs for training than more experienced teachers for preparing classroom tests, using the European Language Portfolio, and assessing integrated language skills. The results of this study may provide additional information on this topic, aid researchers and practitioners in evaluating the assessment literacy of EFL teachers, and assist in the formulation of ethical assessment decisions.

A BIBLIOMETRIC ANALYSIS ON PSYCHOLINGUISTICS AND SECOND-LANGUAGE ACQUISITION STUDIES: EXAMINING TRENDS IN USAGE-BASED AND PRAGMATIC LANGUAGE PROCESSING AND LEARNING

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Abstract

This chapter presents bibliometric analyses of emerging research trends in the field of psycholinguistics and second-language acquisition, specifically focusing on the pragmatic aspects of language processing and learning. There is a noticeable increase in the level of interest surrounding the pertinent themes, as evidenced by the examination of the co-occurrence of keywords within a shared body of literature and the bibliographic coupling observed between different bodies of literature. The utilisation of innovative experimental techniques, such as the integration of neuroimaging and machine learning methods in psycholinguistic studies, presents fresh avenues for investigating the pragmatic dimensions of language acquisition. This development also encourages further empirical investigations to substantiate existing theories and expand the scope of second-language acquisition research within real-world contexts.

TRANSCENDING BOUNDARIES: THE INTERPLAY OF MACHINE TRANSLATION AND TEFL IN THE DIGITAL AGE

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The advent of sophisticated machine translation (MT) technologies has instigated a paradigm shift in both the field of Translation and Teaching English as a Foreign Language (TEFL). This presentation, anchored in the empirical findings of Olohan (2014), explores the intricate dynamics of MT's influence on language learning and translation practices. We aim to dissect the opportunities and challenges presented by MT, offering a balanced perspective that navigates the intersection of technology, pedagogy, and linguistic accuracy. In the realm of TEFL, the incorporation of MT tools has become a double-edged sword. While facilitating instant translation, there is a looming concern regarding its impact on the holistic development of language skills. We delve into studies that employ the Cambridge Learner Corpus to analyze the implications of MT on learners' grammatical and phraseological competence, offering insights into the nuanced effects on language acquisition trajectories. The translation landscape, too, is undergoing a transformation, with MT augmenting human translation efforts. We reference the work of Pym (2013), who illuminates the role of MT in enhancing efficiency and consistency in translation, while also cautioning against potential pitfalls associated with over-reliance on automated systems. The presentation seeks to unravel strategies to optimize the benefits of MT while mitigating its limitations. In essence, we advocate for a harmonious integration of MT in TEFL and translation, where technology and human expertise coalesce to enhance linguistic and cultural competence. The presentation underscores the need for pedagogical adaptations that equip learners and translators with skills to critically engage with MT, fostering an environment where technology is a facilitator, not a replacement, of human linguistic prowess.

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BRIDGING THE GAP: INTEGRATING CORPUS LINGUISTICS INTO TEFL AND TRANSLATION STUDIES

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The integration of Corpus Linguistics (CL) into the realms of Teaching English as a Foreign Language (TEFL) and Translation Studies has opened avenues for enhanced pedagogical and translational precision. Drawing insights from McEnery and Wilson (1996), this presentation underscores the pivotal role of CL in augmenting the efficacy of language teaching and translation through empirical evidence. We delve into the utilization of corpora to facilitate a nuanced understanding of language patterns, enabling EFL learners and translators to attain proficiency and accuracy. In the context of TEFL, Sinclair's (1991) notion of the idiom principle underscores the importance of prefabricated language chunks. We explore how the integration of corpus data into EFL curricula fosters learners' phraseological competence, enhancing their ability to use language fluently and appropriately, as evidenced in studies utilizing the Cambridge Learner Corpus. Moreover, the presentation illuminates the role of CL in equipping translators with tools to analyze authentic language use, drawing on the pioneering work of Zanettin (2001) in parallel corpora. We further examine the intersectionality between CL and translation, highlighting the role of specialized corpora in enhancing translators' competency, as they navigate through the complexities of source and target texts. The dynamic nature of language, marked by continuous evolution, necessitates a data-driven approach to keep abreast of contemporary usage, idiomatic expressions, and terminological precision. In conclusion, this presentation advocates for a synergistic approach, integrating CL into TEFL and Translation Studies. We posit that such integration not only enriches the learning experience of EFL students but also empowers translators with empirical data, fostering accuracy, and cultural appropriateness in translation, thereby bridging the linguistic and cultural divides.

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