GlobELT 2020 Conference

6th International Conference on Teaching and Learning English as an Additional Language
28-31 October 2020

Globets 2020 Conference

3rd International Conference on Education, Technology and Science
28-31 October 2020

CONFERENCE PROGRAM & ABSTRACT BOOK

Keynote Speakers

Jelena Vranješević
University of Belgrade
Serbia

Hilal Peker
Bilkent University
Turkey

Martin Luxton
British English Board
UK

Irena Vodopija-Krstanović
University of Rijeka
Croatia

Yağmur Çerkez
Near East University
N.Cyprus

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GlobELT & GLOBETS 2020

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**CONFERENCE PROGRAM
&
ABSTRACT BOOK**

From the Presidents of the Conferences,

Dear GlobELT & GLOBETS 2020 participants,

This year our conferences have to be organized as a virtual event due to the COVID-19 pandemic. We all worked very hard to make the conferences a big success, and to keep the high academic standard of GlobELT conferences. This year, the presentations of two sister conferences, GlobELT and GLOBETS 2020 are in the same program in separate sections.

This year, our opening speech will be delivered by Prof. Dr. Mazhar Bagli, the former rector of Nevsehir Hacibektaş Veli University, and the keynote speakers, as usual, are all very well-known scholars in their countries and internationally. Jelena Vranješević from University of Belgrade, Serbia; Hilal Peker from Bilkent University, Turkey; Martin Luxton from British English Board, UK; Irena Vodopija-Krstanović from University of Rijeka, Croatia; and Yagmur Cerkez from Near East University, Northern Cyprus have speeches on diverse topics which, I am sure, are all of your interests.

BILKON, our conference organization company from the first one on, this year, has set up an online platform with great care about our comfort in a smooth conference period. The BILKON team have coordinated the preparation, correspondence, as well as the strategies of the 2020 conference program professionally, with patience and true dedication.

GlobELT and GLOBETS 2020 organization committee members have been working on the conference preparations in a stressful atmosphere. They are now definitely satisfied and feel great relief because you, our dedicated GlobELT and GLOBETS 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 and GLOBETS event.

Dr. Semra Mirici and I, as the chairs of the GlobELT and GLOBETS 2020 conferences, express our gratitude to our honorable guests, our distinguished keynote speakers, the BILKON, our ambitious and successful team, and surely to you our dedicated and invaluable participants. We wish a fruitful and memorable conference period and hope to conduct the 2021 conferences in a venue which you will be more than happy to attend and engage with colleagues from all around the world as it has happened in the past five GlobELT / GLOBETS conferences.

Kindest regards.

Prof. Dr. Semra Mirici   Prof. Dr. Ismail Hakki Mirici
President of GLOBETS 2020   President of GlobELT 2020

GlobELT 2020 and GlobETS 2020
CONFERENCE PROGRAM

1st Day: 28th October 2020, Wednesday		
10:00 - 10:15	**Opening Speeches**	**Prof. Dr. İsmail Hakkı Mirici** / Conference President / Hacettepe University
10:15 - 11:00		**Prof. Dr. Mazhar Bağlı** – Karatay University
11:00 - 12:00	**First Keynote Speaker** **Jelena Vranješević** - University of Belgrade - Teachers as knowledge creators: emancipatory potential of teacher leadership	
12:00 - 12:40	Break	
Day 1 Session 1	**Presenters**	**Titles**
12:40 - 13.00	Nidal Alajaj - Mehmet Bardakçı	The Relationship among Willingness to Communicate, Self-perceived Communication Competence, and Communication Apprehension
13:00 - 13:20	Valeriya Merentsova	Coping with dyslexia via warm-up activities
13:20 - 13:40	Gulcin Cosgun - Derin Atay	Fostering critical thinking, creativity and language skills in the EFL classroom through problem-based learning
13:40 - 14:00	Daria Bobkova	"English Lounge": Is the Format of a Speaking Club Acceptable in Teaching English for Academic Purposes?
14:00 - 14:20	İsmail Hakkı Mirici	Contemporary EFL Implementations in Turkey
14:20 - 14:40	Break	
14:40 - 15:40	**Second Keynote Speaker** **Hilal Peker** - Bilkent University - Imagining a Non-Victimized Balanced Self in the Era of Refugee and Immigrant Traumas	
Day 1 Session 2	**Presenters**	**Titles**

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15:40 - 16:00	Svetlana Rakhmankulova	A Cognitive Linguistics Approach to Teaching English Syntax to Russian EFL Learners
16:00 - 16:20	Esin Akyay Engin	A Comparison of language awareness for the first and the second year elt students' academic needs
16:20 - 16:40	Duygu Taşer	The role of focus on forms instruction in teaching the gerund and infinitive forms

2nd Day: 29th October 2020, Thursday		
10:00 - 11:00	**Third Keynote Speaker** **Martin Luxton** - British English Board - Five Important Steps for Teachers in the Future	
Day 2 Session 1	**Presenters**	**Titles**
11:00 - 11:20	Arzı Eren - Çise Çavuşoğlu	Multilingual Classrooms and Refugee Children's Education in Turkey: English Language Teachers' Beliefs, Attitudes and Practices
11:20 - 11:40	Bengü Aksu Ataç	The Use of Authentic Materials for Effective Listening Skills in ELT Classes
11:40 - 12:00	Hayriye Sakarya Akbulut - Ismail Fırat Altay	Motivational Differences between Turkish Students and International Students for Learning English at a University Context
12:00 - 12:40		Break
12:40 - 13:40	**Fourth Keynote Speaker** **Irena Vodopija-Krstanović** - University of Rijeka - English-medium instruction: Global trends and local realities	
Day 2 Session 2	**Presenters**	**Titles**
13:40 - 14:00	Michael Owusu Tabiri - Ivy Jones-Mensah	Analyzing the use of subjunctive mood among university students in Ghana
14:00 - 14:20	Vasfiye Geçkin	Does L1 transfer persist in End State L2 English?
14:20 - 14:40		Break
14:40 - 15:00	Ceyhun Karabıyık	The relationship between attitudes of preservice English teachers towards the teaching profession and their academic motivation
15:00 - 15:20	Fatima Zahid - Zahida Mansoor	Using Rubrics for Evaluating English Essays in the Pakistani Public Sector Schools

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15:20 - 15:40	Gulcin Coşgun	Investigating the perceptions of students on the use of L1 in departmental courses in a Turkish EMI university
15:40 - 16:00	Talip Gönülal	The Effectiveness of Podcasts and Vodcasts on Second Language Listeners' Metacognitive Awareness
16:00 - 16:20	Muhlise Coşgun Öğeyik	Do student teachers gain teaching experiences via microteaching?
16:20 - 16:40	Sultan Mıcık - Filiz Rızaoğlu	Video-Based Shadowing Experiences in an EFL Context

3rd Day: 30th October 2020, Friday		
Hours	**Event / Venues**	
10:00 - 11:00	**Fifth Keynote Speaker** **Yagmur Cerkez** - Near East University - Reflections of Perfectionism in Educational Settings: Reasons, Effects and Precautions	
Day 3 Session 1	**Presenters**	**Titles**
11:00 - 11:20	Mohamed Leghdaf Abdellahi	Pre-service Teachers Perceptions of Tutoring Program: A Case of Teacher College Model in Mauritania
11:20 - 11:40	Sezen Ertan - Semra Mirici	The effect of teaching mitosis and meiosis subjects with computer-aided teaching materials on academic success
11:40 - 12:00	Fatma Nur Koca – Semra Mirici	Preparation of Epoxy Material of *Tenebrio molitor* L. Insect in Teaching the Concept of Metamorphosis
12:00 - 12:20	Michael Owusu Tabiri - Ivy Jones-Mensah	Review of Literature on Coherence and Cohesion in Text Quality Among ESL Students
12.20 – 12.40	Mehmet Demirezen	Problems of Turkish English majors on some English short vowels versus diphthongs
12.40 – 13.00	Aydin Balyer	Trust in Male and Female Leaders: Teachers' Views
13.00 – 13.20	Aydin Balyer	**Change Fatigue among Administrators and Teachers**
13.20 – 13.40	Aydin Balyer	A Flexible Employment Policy at Higher Education: Adjunct Faculty Members
12:40 – 13:00	Closing Speech	İsmail Hakkı Mirici - Conference President

Keynote Speaker
Jelena Vranješević
University of Belgrade, Serbia

Bio: Jelena Vranješević holds BA, MA and PhD degrees from the Faculty of Philosophy of the University of Belgrade, Department of Psychology. She is an Associate Professor at the Faculty of Philosophy in Belgrade where she teaches Developmental Psychology and Psychology of Education. Her fields of expertise are child development, child rights (especially child participation), teacher professional development and promotion of human and children's rights through education for social justice and intercultural education. Professor Vranješević is an author of four monographies and numerous papers and articles published in relevant journals and scientific conference proceedings. She coauthored and coordinated national and international projects on social justice/education for diversity, non-violent communication and alternative dispute resolution techniques (mediation and negotiation), intercultural education and children's rights, and she also wrote reference books on these topics. Professor Vranješević participated in research projects dealing with different aspects of improving the quality of education: parents' participation in education, inclusive education and teacher professional development.

Teachers as knowledge creators: emancipatory potential of teacher leadership

Different from the centralized system where teachers are visible only as transmitters of readymade knowledge, teacher leadership assumes that teachers should be visible as knowledge creators and agents of change. Through teacher-led development work (TLDW) teachers are taking the initiative to improve practice, acting strategically with colleagues to embed change, gathering, and using evidence in collaborative processes and contributing to the creation and transfer of professional knowledge. Teacher leadership improves the quality in the system by enhancing professionalism, e.g. capacity for self-evaluation and professional accountability (Frost, 2010). It enables teachers to gain more professional self - esteem and autonomy and to become ready for gradually changing their role: from the executing and implementing the

ideas of others to initiating and creating innovations in education. Benefits from teacher leadership are many: for teachers - achieving professional pride, satisfaction and fulfillment, for educational institution - becoming open for change, and for education in general - policy is influenced by professional knowledge created by teachers and professional knowledge that is strongly grounded in practice. Since teacher leadership assumes comprehensive changes in way the process of learning/education is perceived, as well as changes in the teacher's role, and the corresponding educational policies, the implementation of the idea assumes various kinds of support. This presentation discusses the concept of teacher leadership, as a way to expand teachers' role in the education process thus closely related to the quality of education.

The relationship among willingness to communicate, self-perceived communication competence, and communication apprehension

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The main objective for the vast majority of learners of a second or a foreign language is to be able to communicate in that language. The complex construct of willingness to communicate (WTC) and its affecting variables play a vital role in this field. Previous studies have shown that the processes of initiating a conversation or contributing to an ongoing interaction in a second language involve a wide variety of factors. Some of which can be linguistic, others include educational, psychological, and communicative variables whose interplay can be quite complex. The English Language Teaching (ELT) world needs more in-depth research studies that investigate the effects of the various factors on potential teachers' levels of L2 WTC. This descriptive research that follows a quantitative approach aims at assessing Gaziantep University ELT students' levels of WTC, self-perceived communication competence (SPCC), and communication apprehension (CA) in English. Moreover, it investigates any potential differences in these constructs that are related to the participants' gender, grade level at university, and whether they have attended a language preparation year at university or not. Furthermore, the study seeks to get a deeper understanding of the relationship among these constructs and propose some suggestions to enhance ELT students' willingness to communicate in English.

Coping with dyslexia via warm-up activities

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ESL warm-up activities are indispensable in the English classroom. Students may be weary after other lessons or have other thoughts in their heads and plunging straight into a new class can be quite complicating, in particular, when we teach students with dyslexia. The present study reports on the findings of an investigation into the impact of the special short warm-up exercises on improving reading comprehension of English as a foreign language (ESL) learners. The participants of the research included about 50 learners from 8 up to 16 years old studying in a public school in Russia. Data were collected using EFL learners' reading videos and the attitudes towards exercises questionnaire. Findings of the research reveal a significant increase in learners' reading abilities. The participants' answers to survey along with the open-ended questions also indicated that they not only improved in reading in English, but also noticed increased stress resistance; it became easier to learn in general. Overall, findings suggest that these exercises can help to raise the productivity and effectiveness of education.

Fostering critical thinking, creativity, and language skills in the EFL classroom through problem-based learning

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Although problem based learning (PBL) approach in L2 classrooms might enhance students' critical thinking and creativity while contributing to their language development, its role in these classrooms has not been fully explored. Therefore, adopting a mixed method approach, this study aimed at exploring the changes in 68 Turkish tertiary-level EFL students' critical thinking and creativity in addition to their language abilities before and after participating in a PBL program. Quantitative data gathered through the 21st century skills scale and pre and post language tests were analyzed through both descriptive and inferential analysis for comparison while the qualitative data gathered through an open-ended questionnaire analyzed through a constant comparative data analysis method. The findings indicate a statistically significant increase in the level of critical thinking and creativity and improvement in the students' language scores. This paper might provide a model for English teachers to integrate PBL in their classrooms to promote their students' language skills as well as their critical thinking and creativity.

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"English lounge": is the format of a speaking club acceptable in teaching English for academic purposes?

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The topic of English for academic purposes (EAP) has long been in the spotlight. Such researchers as J. Flowerdew, M. Peacock, L. Hamp-Lyons, K. Hyland internationally, Ir. Korotkina, S. Bogolepova in Russia, and many others devoted their works to studying its related issues. It is universally accepted that communication in the academic context encompasses various academic situations and pursues respective, "situation-bound" purposes. In order to succeed, one needs to have general knowledge of English as well as to use specific terms and collocations characteristic of the English language scientific discourse. However, one should not underestimate the importance of so-called "publication conventions", such as text organization or reference style. In this respect, Russian scientific community faces a dual problem. There is not only the historically conditioned need for mastering general English skills but also the necessity to study the EAP metalinguistic component. The article discusses a possible solution, which is organizing the EAP study in the form of a speaking club. The format is rather innovative in teaching EAP, so the purpose of the current study is to analyze its efficiency, possible advantages and disadvantages and to give recommendations regarding the possibility of its further use. The article shows that though naturally having few drawbacks, the format proved to be quite effective.

Contemporary EFL Implementations in Turkey

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Due to socio-economic reasons as well as developments in transportation and technology, importance of being competent in English, as the most commonly used lingua franca, has become a natural requirement. English language proficiency is now perquisite in most of the area in our social life, from career planning to pursuing post graduate education. Consequently, private sector in education, aim at offering the best English language facilities at their capacity in order to attract more students. Some of these institutions are schools some are higher education institutions. Especially, schools are in serious and multidimensional-multinational search for the best educational practices in teaching English as an additional language. Among FLES, FLEX and IMMERSION models, they prefer to offer DUAL IMMERSION (BILINGUAL) English language program in their system. In addition, the language education policy in Europe has been adopted and the related documents are utilized. This presentation focuses on the EFL practices observed in different private schools in Turkey.

Keynote Speaker
Hilal Peker
Bilkent University, Turkey

Bio: Hilal Peker completed her B.A. degree in English Language Teaching at Middle East Technical University (2007) and M.A. degree in Foreign Language Education at the University of Texas at Austin as a Fulbright Scholar (2013). Then, she received her PhD degree in Education/TESOL from the University of Central Florida where she was also teaching a variety of ESOL courses while working as a Research and Teaching Assistant. After completing her PhD degree, she worked as an Assistant Professor of Foreign and Second Language Education at Florida State University in Tallahassee, Florida, for two years. She joined her current workplace, the Graduate School of Education at Bilkent University, in the Fall of 2018. She has been authoring multiple peer-reviewed papers, presenting her research studies at many national and international conferences, and providing her services as an editor and manuscript reviewer of peer-reviewed journals. She received several research and teaching awards in the field, including TESOL International Professional Development Award, Sunshine State TESOL Research Award, and Excellence in Teaching Award. Her research interests include Early Language Learning and Teaching, Second Language Motivational Self System, Bullying Victimization of English learners (ELs), EL identity, simulation technology, and teacher training.

Imagining a Non-Victimized Balanced Self in the Era of Refugee and Immigrant Traumas

Factors affecting language learners' motivation and identity have been explored in second language (L2) learning contexts (Csizér & Dörnyei, 2005; Dörnyei, 2005, 2009; Gardner & Lambert, 1972; Norton, 2000, 2001; Polat & Schallert, 2013; Ushioda, 2009); however, research examining L2 motivation and identity under the effect of bullying victimization is rare although language learners, especially immigrants and refugees, are one of the populations that are physically and psychologically affected from bullying. Bullying is defined as aggressive, repeated and intentional harm doing as a result of imbalance of power among individuals (Olweus, 1993). Both traditional bullying and cyberbullying towards language

learners, specifically minorities and refugees, increased immensely as a result of recent political events all over the world (Peker, 2016). Language learners are the most exposed victims of bullying due to language barriers in responding to bullies, which affects their identities, as they adapt to and settle in their new community. Bullying also causes a series of traumas throughout their lives. However, little research has addressed the bullying victimization of racial and ethnic minority students, although 54% of Asians and 34% of Latinos have been bullied in classrooms compared to 31% of White students (National Center for Education Statistics, 2016). There is more bullying-victimization research in Europe compared to the other parts of the world; however, raising an awareness of this situation may create a butterfly effect for the other parts of the world populated by refugees and immigrants such as Turkey and the U.S. In this talk, using a unique perspective by merging and reconceptualizing L2 motivational self system, L2 identity, and bullying concepts under social ecological framework of human development (Bronfenbrenner, 1979), the speaker will provide the details of the study she conducted all over the U.S. and refer to statistics related to bullying victimization and L2 motivation, while offering some strategies and solutions for such traumatic incidents as bullying.

A cognitive linguistics approach to teaching English syntax to Russian EFL learners

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Learning grammar in Russia is typically associated with great effort and time costs. To supplement traditional structural and communicative approaches this paper offers a cognitive linguistics approach to teaching English syntax to Russian EFL learners. The novelty of the proposed approach lies in handling a simple sentence as a representer of a propositional concept assigned to this sentence type in native speakers' minds. Teaching syntax in this approach is aimed at helping students assimilate propositional schemes of structuring reality represented by English sentence patterns and then develop skills of employing them in speaking. Implementation of the approach required a combination of methods. Structural and conceptual analyses were employed to define propositions represented by the English sentence; a system of exercises was designed to develop students' sentence patterns usage skills within the approach; psychological methods – interviews and use of a questionnaire helped determine students' evaluation of the proposed way of learning syntax and changes in their attitude to learning English syntax. 60 EFL students of a state university took part in the study. The results suggest that the use of the proposed approach makes students feel more confident when making up an utterance in English and enhances interest for the English language and the way it structures reality. Further long-term experiments and language skills tests will show to what extent exactly the approach helps diminish native language interference in syntax and acquire better grammar skills.

A comparison of language awareness for the first and the second year ELT students' academic needs

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EAP students are mostly higher education students who learn English for their present or future academic careers. Therefore, EAP courses focus on the needs and aims of students. In this sense, needs analysis is an important stage in determining what students expect to obtain from the instructional program. Thus, their language awareness for academic purposes is important in accurately establishing their wants and expectations. This study aims to find out whether ELT students' language awareness for academic purposes has increased after they began to take methodology courses. In Turkish Universities ELT departments, students take language based (skill based) courses in their first academic year. In the second year, students begin to take methodology courses. In this sense, by applying academic needs analysis questionnaire designed by the researcher, it is aimed to identify whether the second-year students' language awareness has increased for academic purposes as compared with the first-year students.

The role of focus on forms instruction in teaching the gerund and infinitive forms

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Focus on forms is associated with the traditional teaching of discrete points of grammar whereas focus on form can be described as a method that primarily focuses on communication and meaning while drawing students' attention to form incidentally (Allwright & Bailey, 1991) This research is mainly an experimental study that attempts to explore the impact of focus on forms instruction and form-focused instruction on learner outcomes. An experimental and control group, consisting of eleven students, were provided with pre- and post- tests to measure the level of the students. In the control group, the students completed the structured exercises and followed the coursebook entirely without receiving extra handouts or worksheets. The experimental group, on the other hand, learned the same forms using an inductive approach. The teacher employed communicative activities to teach the grammar points and avoided explicit grammar instruction. The results of the study revealed that although the two groups had similar scores on the pre-test, the control group, which gave more importance to forms, had a higher success rate on the post-test than the experimental group.

Keynote Speaker
Martin Luxton
British English Board

Bio: Martin Luxton is a writer and educator with extensive teaching and training experience in the TEFL sector. He also works on content strategy with startups and B2C companies. This gives him has a unique insight into the relationship between education and the business world. He is currently Education Outreach Manager (EMEA) for British English Board.

Five Important Steps for Teachers in the Future

We are living in the Age of Disruption. Futurologists are predicting millions of traditional jobs will be lost in the next 10 years. Jobs that didn't even exist 10 years ago are now in high demand. Teachers are being bombarded by shiny new technology that we are told will soon replace them. But is that true? Will there be a teaching singularity event any time soon?
In this thought-provoking session, we will be looking at the 5 steps teachers can take to "futureproof" themselves and yes, even outperform technology!

Multilingual classrooms and refugee children's education in turkey: English language teachers' beliefs, attitudes, and practices

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The present study explores the issues of teaching English in multilingual and multicultural classrooms in Turkey where Syrian refugee students are present. With the outbreak of the war in Syria in 2011, Turkey has become the country that accepted the largest number of Syrian refugees on its territory. The recent policies oriented at the integration of Syrian refugee children into the Turkish educational system has led to the significant increase of Syrian refugee students in the mainstream classrooms thus putting the issues of multilingual education high on the agenda in the country. In this study, we focus on English as a foreign language (EFL) teachers' language teaching practices in multilingual classrooms, as well as their beliefs and attitudes regarding teaching English to refugees. Our data derive from two related ethnographic studies, one – conducted in April, 2018 and another – between September – March 2019-2020 in mainstream classrooms in Turkey. The data were collected through audio-recordings of naturally occurring conversations in English language classrooms and participant observations as well as interviews and informal conversations with the EFL teachers. Among our major findings regarding language teaching practices is the extensive use of and heavy reliance on Turkish by EFL teachers, which appear to make the course content inaccessible to the refugee children in the classroom. In this regard, the Syrian students are in a disadvantaged position in the EFL classrooms in comparison to their Turkish peers. The research findings open a new platform for discussion of issues not only related to the teaching of EFL in multilingual classrooms in Turkish public schools but also with EFL teaching in Turkey on a wider scale.

The use of authentic materials for effective listening skills in ELT classes

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In the past few years, with the development of various technologies, English Language Teaching professionals have witnessed a big change, offering more opportunities for language teachers to apply authentic materials in language classrooms. According to Mishan (2005), it is much more possible for language teachers to use authentic materials in the classroom currently than it was twenty years ago primarily because of the increased availability of the authentic materials via various means of technology especially the Internet. Due to the increased accessibility of the authentic materials, recently the use of authentic language input has been considered as a norm in language classes especially for listening comprehension courses (Burns, 1987). Besides, listening, though being a widely used but less taught skill in FL classes, used to be seen as a simple skill, in fact nowadays it is accepted as a complex and intricate process in itself and enables us to understand spoken language.

The main aim of this study is to investigate the opinions of prospective language teachers on the effects of using authentic listening materials in foreign language listening classes. The results of the study underlines that most of the participants agree on the idea that authentic materials that are not created or prepared for teaching purposes reflect the examples of natural language used in real life in a certain context and they are effective in developing students' listening skills in foreign languages. Based on this result, it is considered that disseminating of authentic materials is an important necessity in formal and non-formal language teaching environments where students have limited options to experience English outside the school or classroom environment.

Motivational differences between Turkish students and international students for learning English at a university context

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As suggested by many researchers, students bring a lot of individual differences, including motivation, language aptitude or learning styles, as well as experiences regarding language learning to the class (Dörnyei, 2005). Therefore, the present study aims to investigate if there was a motivational difference between Turkish students and international students for learning English at a prep-school of a state university in Turkey in terms of attitude, integrative orientation, instrumental orientation, altruistic motivation and parental encouragement. This study was also carried out to find out if there was a relationship between the students' motivational level and their performance in English. For these purposes, 20 Turkish students and 16 international students participated in this study. The data was collected through a questionnaire adapted from the Attitude/Motivation Test Battery (AMTB) (Gardner, 2004) and Watt and Richardson's original FIT-Choice (Factors Influencing Teaching Choice) Survey (2007). Additionally, the students' mid-term exam results were obtained and grouped as a sign of their performance in English. After the quantitative data were analyzed by using descriptive statistics, the results of Independent Samples T-test revealed that although both groups had high mean scores on the AMTB, the mean of the Turkish students' motivational level for learning English was lower than the mean of the international students. It was also found out that while there was a statistically significant difference regarding integrative orientation and altruistic motivation between the Turkish students and the international students, there was no statistically significant difference regarding attitudes towards learning English, instrumental orientation and parental encouragement. In addition, the Pearson Correlation did not disclose a significant correlation between the Turkish students' scores in their mid-term exams and their mean scores on the AMTB. Another purpose of the study was to discover what motivated and demotivated Turkish and international students most in English courses. Minute papers were conducted for this purpose and the findings obtained through content analysis showed many motivating and demotivating factors that could not be uncovered via the questionnaire for both groups in English courses. Based on the results, some of the implications were presented and discussed.

Keynote Speaker
Irena Vodopija-Krstanovic
University of Rijeka, Croatia

Bio: Irena Vodopija-Krstanović is an Associate Professor in TESOL and serves as the Vice Dean for Education and Student Affairs at the Faculty of Humanities and Social Sciences of the University of Rijeka. As a visiting professor, she taught in the English Department at the University of Klagenfurt. Irena received a Ph.D. from the University of Klagenfurt, an M.A. from SIT Graduate Institute in Vermont, and a B.A. from the University of Zagreb. She has presented at more than 30 international conferences, published numerous research papers, co-edited two books, and is the co-author of the book Uncovering English-medium instruction: Glocal issues in higher education (Peter Lang, 2017). Irena has collaborated on several national and international projects on internationalization of higher education and English-medium instruction. Currently, she is working on the "Transnational Alignment of English Competences for University Lecturers" Erasmus+ project and the TAEC EMI Teacher Handbook. Irena also runs a Language Support for Teachers in EMI lifelong learning program. For more than 15 years, she has been actively involved in EFL teacher education at both the pre-service and in-service levels, and is a member of the Croatian EFL Teacher Certification Board. Among her research interests are English-medium instruction, (inter)cultural issues in ELT, teaching English as an international language, EFL teacher education, and non-native English language teachers.

English-medium instruction: global trends and local realities

In the new global economy, English-medium instruction (EMI) is a rapidly growing educational phenomenon, and more and more institutions in non-English-speaking countries are introducing EMI. Consequently, universities which do not adopt EMI risk being left behind in the international arena. Among the reasons why EMI is gaining momentum are the numerous benefits it brings to both universities and stakeholders. EMI is praised for enhancing the international profile of institutions, boosting rankings, raising institutional visibility, attracting international students,

increasing mobility and helping universities gain a competitive edge on the global market. It is then hardly surprising that EMI has become a top strategic priority for universities in the European Higher Education Area (EHEA). However, in the race to internationalize academia and offer programs in English, rather than in the local language, it should be borne in mind that considerable challenges are involved in teaching academic subjects through English. Paradoxically, one of the major selling points of EMI – the English language – is also one of its weaknesses, as the medium of instruction can have negative implications on students, teachers, and learning. Along with the growth in EMI, there is also increasing concern about the quality of instruction. In this presentation, I will first provide a brief overview of the key aspects of EMI within the context of current developments in the internationalization of higher education. I will then examine the benefits and challenges of using English as a medium of instruction, and present a summary of the findings from a series of studies on EMI conducted in the Croatian context. Finally, I will look at the measures that can be taken to address these challenges, and offer practical suggestions and guidelines for an effective implementation of EMI.

Analyzing the use of subjunctive mood among university students in Ghana

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This is a qualitative study that analyzed the problem of subjunctive mood in English among Level 400 students in two Ghanaian universities. The data used for the analysis comprised students' written exercise. This study adopted the contrastive analysis to analyze common errors or learners' difficulties in using subjunctive mood in English (L2). From this, a total of 1020 wrong use of subjunctive mood were identified. Four categories of wrong use of subjunctive mood expressing a desire or a wish(weresubjunctive), wrong use of subjunctive mood expressing a requirement or necessity, wrong use of subjunctive mood expressing suggestions and wrong use of subjunctive mood expressing hypothetical situations were identified. The results show that the subjunctive mood expressing suggestions recorded the highest form of error with 360 out of 1020 representing 35% out of the total number followed by the subjunctive expressing a requirement or necessity which recorded 300 errors representing 29% while wrong use of subjunctive mood expressing a desire or a wish (were-subjunctive) and subjunctive mood expressing hypothetical situations recorded 180 errors for each of them depicting 18% respectively. The work seeks to uncover the difficulties students of English usually encounter in the use of subjunctive mood. The study revealed that students face difficulties of identifying and writing all the types of the subjunctive mood such as formulaic subjunctive, mandative subjunctive, were-subjunctive and words that express hypothetical situations or improbable condition (type 2) in English (L2). Based on the findings of the study, three main causes of students' wrong use of subjunctive mood were found to be language interference, ignorance of rule restrictions and unlearning on the part of teachers and learners.

Does L1 transfer persist in end state L2 English?

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Empirical research has attributed the inability to attain native-like proficiency in a second language (L2) to the complexity of linguistic properties at the syntax, semantics, morphology or phonology interface. This case study investigates the role of first language (L1) prosody in the speech production of the English definite article, the, which rests at the syntax/phonology interface. One possible transfer effect from L1 is having longer article durations, in other words, over-stressing articles, which are actually non-stressed elements in English. To test whether the definite article carries stress in L2 English, two end state speakers coming from two different L1 backgrounds and a control monolingual Australian English (AE) speaker took part in a self-paced reading task and a sentence imitation task after taking a language exposure and dominance questionnaire (LEAP-Q) and a vocabulary test (PPVT IV). Utterances containing the definite article, the, were extracted and analyzed using the software PRAAT. A Factorial ANOVA analysis was conducted to compare the main effects of language (Turkish vs Spanish vs English), task (self-paced reading vs sentence imitation) and context (article + noun vs article + adjective + noun constructions) on definite article durations. The main effect for the language yielded an F ratio of F (2, 132) = 20.68, p<.001, indicating a significant difference between the article durations of the three speakers coming from three different first language backgrounds. The interaction effect between task and context proved nonsignificant with an F ratio of F (1, 132) =.61, p=44. Two explanations can be offered to account for the possible overstressed use of the definite article in L2 English in the tasks reported in this paper. First, the absence of the voiced interdental fricative in Turkish and Spanish might have led to difficulty in speech production, and second, the bilinguals might have lengthened the vowel sound in the definite article. In conclusion, the study offers evidence that L1 transfer persists among end state L2 speakers of English.

The relationship between attitudes of preservice English teachers towards the teaching profession and their academic motivation

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The aim of this study was to analyze the relation between attitudes towards the teaching profession and academic motivation. To this end, a demographic information form, the Attitudes Towards the Teaching Profession Scale (Renthlei & Malsawmi, 2015), and the Academic Motivation Scale (Vallerand et al, 1992) were administered to the undergraduate students studying at the English Language Teaching program at a foundation university in Ankara, Turkey. The sample size consisted of 232 students 171 of which were females and 61 of which were males. Descriptive analysis of the data showed that preservice teacher trainees had favorable attitudes towards the teaching profession. Moreover, they were principally externally motivated, followed by intrinsic motivation. Besides they had quite low on amotivation scores. Significant gender differences were observed only in intrinsic motivation to experience stimulation with female teacher trainees reporting significantly higher levels. Attitudes towards the teaching profession correlated negatively with amotivation and positively with all dimensions of academic motivation. The results of the study will be discussed in light of the related line of literature.

Using rubrics for evaluating English essays in the Pakistani public sector schools

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Specified assessment criteria provides learners and instructors with information about the abilities and dimensions of the learning task which brings clarity about the expectations of a given task. Assigning marks has always been contentious in the Pakistani education system primarily due to the lack of clear marking criteria (Erfan, 2000). Students often complain about marks in their exams and class assessments as being unjust marking (Whitley et al., 2000). Lack of precise standards in the form of assessment criteria or rubrics and their marking elements not shared with the students adds to the discord (Khattak, 2012). This study investigated the need to establish the explicit standards of marking criteria for each learning outcome by using rubrics for checking essays in the Pakistani public sector schools. Thirty grade VIII students constituted the sample for the study. Data were collected through a Pretest followed by one-week treatment to provide rubric awareness, followed by a posttest. To score pretest and posttest a rubric was developed for a descriptive essay to gauge the effectiveness of the assessment criterion. Teacher's focus group interviews were conducted to gain an insight of teachers' perceptions about rubric assessment. Statistical analysis of the scores revealed that students' awareness of the categories and marking decisions showed improved performance in essay writing. Secondly, teachers found rubrics an effective system for justified grading that helped to eliminate the subjectivity in checking the essays. The study concluded that a rubric assessment not only benefited the students; it also helped the teachers to identify areas for improvement in the learners for better essays writing.

Investigating the perceptions of students on the use of L1 in departmental courses in a Turkish EMI university

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Since English has become the primary lingua franca of choice around the world in various fields including business, diplomacy, and academics, there has been an increase in the number universities providing English-medium instruction (EMI). Due to the popularity of the EMI programmes, there have been much qualitative research investigating the reasons for the popularity of EMI, the challenges associated with studying in an EMI context and students' perceptions of the impacts. However, there are few studies investigating students' views on the use of L1 in English medium instruction settings. Therefore, this paper reports on an investigation of Turkish English-medium university students' perceptions of the use of L1 in departmental courses in a Turkish foundation university, where the medium of instruction is English. It encompasses a mixed method approach to broaden understanding by incorporating both qualitative and quantitative research with the participation of a representative sample of 237 students from a foundation university in Turkey. Results revealed that 1) students think English-medium instruction should be adopted since it is fundamental to their career 2) both students and lecturers feel the need to resort to L1 during the lessons despite the language policy of English-only 3) although students believe that the medium should be English, they feel that using Turkish in EMI context can contribute to the learning of the subject matter. These findings suggest insightful implications for English-medium universities in Turkey and all around the world.

The effectiveness of podcasts and vodcasts on second language listeners' metacognitive awareness

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The present study attempted to investigate the impact of podcast- and vodcast-based extensive listening on the development of second language listeners' metacognitive awareness. A total of forty-nine college students majoring in an English Language Teaching program in Turkey participated in this year-long study. The students weekly listened to podcasts or vodcasts of their own choice and interest outside the classroom for about 28 weeks. Thirty-three students preferred podcasts whereas sixteen students made use of only vodcasts while doing the extensive listening practice. At the end of the intervention, the students completed a metacognitive awareness listening questionnaire (MALQ) adapted from Vandergift, Goh and Mareschal (2006), and Alm (2013). The adapted MALQ consisted of eighteen Likert-scale items, which were categorized into five sub-scales (i.e., person knowledge, problem solving, planning and evaluation, directed attention, and mental translation. Of the five sub-scales, the students scored considerably higher on directed attention, followed by planning and evaluation, and personal knowledge whereas they scored the lowest on mental translation strategies. In addition, although podcast-only group scored relatively higher on all subscales compared to vodcast-only group, the differences were not significant. Overall, the results indicated that the students learned to try out a variety of strategies thanks to the extensive exposure to aural input. The findings of this study shed bright light on the potential of podcast- and vodcast-based extensive listening.

Do student teachers gain teaching experiences via microteaching?

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Microteaching practice is assumed to be contributing to teaching experience in pre-service education process. Microteaching practices are teacher training activities that are also assumed to be providing student teachers with opportunities to practice teaching through observation and reflection on their own and others' teaching practices. However, microteaching applications may be labelled as daunting tasks by student teachers. Therefore, this study attempts to evaluate the opinions of the student teachers attending English Language Teaching Department on the aspects of teaching experience in microteaching sessions. In the study that is descriptive in nature, the diagnostic and treatment processes of the microteaching case are evaluated. The overall results of the study revealed that microteaching practices may boost professional development and consciousness and create ideal learning communities for student teachers to be professionally matured to some extent.

Video-based shadowing experiences in an EFL context

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There are not enough opportunities to practice oral skills outside the English classes for English as foreign language (EFL) learners in Turkey. Shadowing, a task whereby the learner listens to a model speaker and repeats the speech as simultaneously as possible with the minimum of delay, provides learners with the chance to practice English speech features wherever and whenever they want. The overarching aim of the study is to investigate to what extent shadowing improves participants' speaking features, such as pronunciation, intonation, stress, and speech rate and to what extent L2 speakers find the shadowing task helpful. The participants were 31 first-year undergraduate students studying English Language Teaching (ELT) at a state university. They practiced eleven video-based shadowing tasks outside the school hours for two terms. For each task, they recorded their final shadowing performance bi-weekly and submitted their recordings to be evaluated by the course instructor. Their attitudes towards shadowing practices were explored through an interview comprising 12 open-ended questions. Ten of the students agreed to participate in the interview. The interview data were transcribed and examined through content analysis. The most vocalized phrase by the interview participants was "pronunciation development" and all of them reported that receiving instructor feedback about their performance was beneficial for correcting their pronunciation mistakes. Though they stated that shadowing was difficult to carry out in the beginning of the study, they thought that shadowing is valuable for self-monitoring their pronunciation improvement.

Keynote Speaker
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Bio: Assoc. Dr. Yağmur Çerkez received her undergraduate degree from Psychological Counseling and Guidance Department of Eastern Mediterranean University. She completed her master's degree at Kingston University, Department of Applied Child Psychology with a thesis titled 'Perfectionism in Middle School-Aged Children: Its Relationship to Parental Authority and Self-esteem'. In 2014, she completed her Ph.D. program in Psychological Counseling and Guidance at the Near East University with her dissertation titled 'Investigation of the Frequency of Catharsis and Perfectionistic Personality Traits of University Students'. She started her career as a lecturer at Atatürk Teacher Academy in 2008-2009 academic year and has been working as a faculty member at Atatürk Faculty of Education at Near East University since 2010. She taught courses such as Guidance Services in Education, Child Development Theories, Learning - Teaching, Play Development and Education, Group Guidance, Individual Intelligence Tests, Principles and Techniwues in Group Counseling, Psychological Counseling with Children and Individual Counseling. In addition to authoring and translating book chapters, her research topics and publications include perfectionism in children and adolescents, parental perfectionism, psychological resilience, communication skills, and personality development. She is on the board of the Turkish Cypriot Psychological Counseling and Guidance Association and Social Research and Development Center.

Reflections of Perfectionism in Educational Settings: Reasons, Effects and Precautions

Perfectionism is often confused with the effort to do the best. However, there is a difference between trying to do your best in a healthy way and perfectionism. Actually, perfectionism is like a double-edged sword. Although it may seem like a positive feature at first glance, it means desperately trying to reach an unreachable goal. Those who strive to achieve the best will enjoy this effort to succeed or achieve their goals. Perfectionists, on the other hand, live in anxiety and doubts about themselves and their actions because they believe that mistakes should never be made

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under any circumstances. They often do not realize that they are harming themselves with their thoughts and behaviors. They think their desire to be perfect will give them success, approval, love and appreciation, but it is often the opposite; even though they are successful, the methods they use deprive them of the self-compassion and acceptance they desire. Perfectionist students tend to experience anxiety of success and this anxiety may affect their academic achievement and psychological wellbeing. They may also have difficulties in interpersonal relationships because of their high expectations. The most important point to be considered here is that individuals should know themselves well and be aware of their potential. As educators, we need to be aware of the characteristics of perfectionism, reasons that cause it, effects it may create and be aware that we need to take the necessary precautions when needed. A perfectionist educator who does not know himself well cannot be useful to his students; on the contrary, he can harm both himself and the students. In addition, in order to become a good educator, it is our duty to help our students set their own goals properly and help them know themselves well. In this presentation, we will discuss the factors that may cause perfectionism, its influences and the precautions to be taken.

Pre-service teachers' perceptions of tutoring program: a case of teacher college model in Mauritania

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The study was oriented to probe pre-service teachers' perceptions of tutoring programs provided at Teacher College Model (TCM) in Mauritania. A report in 2015 explained the education situation in the country and the decrease of students passing rate in national exams such as BEC and NBC. Studies from literature demonstrated that teachers inherit their teaching practices from the initial training process. Hence, teachers' attitudes and practices have an essential influence on students' achievement (Sina & Vathiya 2006; & Kruijer, 2010 & Palardy et al. 2008). A survey questionnaire and interviews were used to collect data from 80 pre-service teachers, 20 teachers and 2 mentors. Five-Likert scale ranged from 1(strongly disagree) to 5(strongly agree) was employed to measure participants' perceptions of tutoring program at TCM. Random sampling technique was applied to give chance to every pre-service and in-service teacher to participate in the study. Also, semi-structured interviews were employed to supplement quantitative results. Descriptive and inferential analyses were used to get numerical findings while transcription and coding process were used to summarize related themes from interviews. The study found that internship training has a significant impact to the development of preservice teachers, but due to the overload of theoretical course work, trainees of TCM do not get enough time for the internship training sessions. On the other hand, factors of mentors and management support were found to have insignificant role to the development of TCM trainees. Therefore, the study concluded that TCM is in a dire need to adjust levels of its tutoring program to meet the needs to develop pre-service teachers' practices and competency.

The effect of teaching mitosis and meiosis subjects with computer-aided teaching materials on academic success

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In this study, the effect of teaching mitosis and meiosis subjects using computer-aided teaching materials on academic success was investigated. The mixed method, which combines quantitative and qualitative research methods, and sequential explanatory design, one of the mixed method techniques, was used in the study. A pretest-posttest control group quasi-experimental research design was used in the study, and the data were determined using parametric and non-parametric analysis techniques. The experimental study of the research was carried out in the fall semester of the 2018-2019 academic year. 10th grade students of a private primary high school in Çankaya district of Ankara province participated in the study. While the computer-aided teaching material prepared by web design was applied to the experimental group, the control group was taught with the traditional expression method. While collecting the data in the study, "Biology Achievement Test" was prepared to measure the academic success of the students and this test was administered to the students as a pre-test and a post-test. The data obtained from the study were analyzed using the T-test in the SPSS (Statistical Package for Social Science) program. In addition, the opinions of the experimental group students about the applied computer-aided teaching material were determined. "Structured Written Interview Form" was applied to 5 students selected by random sampling method from the experimental group. The views of these students about the computer-aided teaching method were evaluated by determining themes with content analysis technique. According to the data obtained from the achievement test, there was no statistically significant difference between the computer aided teaching method and the traditional teaching method. According to the results obtained from the structured written interview form, it was understood that computer assisted education has advantages over traditional teaching for learning mitosis and meiosis. The highlights of these advantages; students' remembering the subject, envisioning abstract concepts related to the subject, preparation time for the exam, accessing the resources and repeating the subject.

Preparation of Epoxy Material of *Tenebrio molitor* L. Insect in Teaching the Concept of Metamorphosis

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In studies on the concept of metamorphosis, it has been found that living things transform into other creatures after metamorphosis, and the concept of metamorphosis is confused with process of change (Murat et al., 2010; Hürcan & Önder, 2012). Therefore, it is important to identify the insects that can be used in teaching the concept of metamorphosis. *Tenebrio molitor* L. insects show larval, pupal and adult development stages (Ravzanadii et al., 2012; Çalışlar, 2017). Their life span can vary between 9-12 months. The larvae hatch after 10-12 days and become adult larvae at the appropriate temperature (25 ° C) after 3-4 months. The length of the larvae varies between 20-32 mm and its weight is 130-160 mg. Adult life span varies between 2-3 months (Hill, 2002 and Çalışlar, 2017). *Tenebrio molitor* L. used within the scope of the study is thought to be an exemplary material for understanding both the potential of being an effective material in teaching the concept of metamorphosis and the role of a species described as "harmful" in the ecosystem from a different perspective (such as its use in human and animal nutrition). Within the scope of this study, a permanent teaching material that can be used in teaching the concept of metamorphosis was prepared by immersing the developmental stages of the *Tenebrio molitor* L. insect (wolf, pupa and adult) in an epoxy environment. The prepared material can be used in primary and secondary education science classes. In addition, students who experience fear or discontent with insects will have the opportunity to know and examine insects with this material. We continue to work on the effect of the teaching material prepared by students on their academic achievement and attitudes towards insects.

Review of Literature on Coherence and Cohesion in Text Quality Among ESL Students

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Coherence in written text is a complex concept, involving a multitude of reader and text-based features. Thus, in language acquisition, testing and discourse competence requires communicative competence. The objective of this article explores coherence and cohesion in academic writing, with a particular emphasis on the use of cohesive devices, especially among ESL students. Thus, the emphasis is on the levels of skills relevant for using cohesive devices and the skills needed for using the devices in creating consistency in the text. Therefore, the article reviews current literature on coherence, defines coherence and cohesion in broad terms, and presents a three-lesson revision unit based on modern coherence principles. Conclusions are drawn about the success of this revision technique and the necessity for providing sequential exercises to improve communicative competence among ESL students. Finally, the relationship between the terms revealed that these are the connection and organisation of ideas in the sentences of the text to create a sense of unity between the topics discussed in the text.

Problems of Turkish English majors on some English short vowels versus diphthongs

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It's important to remember that long and short vowel sounds are completely different due to the fact that long vowels are not just longer versions of the short vowels. Vowel sounds in North American English (NAE) are created when air flows smoothly, without interruption, through the glottal and oral cavities. Short vowels, which are /ɪ, ɛ, æ, ə, ʌ, ɔ, ʊ, ɑ/, are hold in a shorter time period during articulation process, and therefore they are called short vowels. As opposed to this, diphthongs, which are /aɪ, aʊ, eɪ, oʊ, ɔɪ/ are hold longer period of time in the speech cavities during their articulation in NAE, hence are called long vowels. The /aɪ, aʊ, eɪ, oʊ, ɔɪ/ are called diphthongs because they represent the articulatory combination of two different vowel sounds. The aim of this study was to test the claims of 79 Turkish English freshmen majors who said that they always confused the perception of some short NAE vowels such as /ɛ, æ, ə, ʌ, ɑ/ and diphthongs such as /aɪ, aʊ, eɪ, oʊ, ɔɪ/. In order to check this claim, a test including 5 confused short vowels and 5 diphthongs were administrated to the participants in written form. After ten hours of inclusive practice in class, the same pre-test was applied to them two weeks later. According to the results, while the mean score of pre-tests was % 37, the post-test rate came up as %79. The percentage of overall success was 81%, which happened to be an acceptable rate of success. Yet the rate of the perception of /ɔɪ/ remained 44 % while /ɛ/ stayed as 53 %, which seem to require further practice.

Trust in Male and Female Leaders: Teachers' Views

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Leadership is defined as the sum of the knowledge, skills and abilities that mobilize a group of people around specific goals and mobilize them to achieve these goals. It is also known that there is a relationship between leadership and trust, which is a process of interaction between subordinates. The behavior of the leader against his subordinates determines their level of trust in their leaders. School administrators can maintain the effectiveness of institution, provided that they gain the trust of the assistant staff, especially teachers, students and parents. Although efforts have been made on leadership and trust, the issue of trust in male and female leaders has not been researched much. Therefore, this research aims to determine the factors that affect teachers' trust in male and female leaders. The study employed a qualitative research design. The data were collected with interview technique, which is called as semi-structured interview technique. In this regard, 25 teachers who are working at different school types were interviewed. The participants were determined with purposeful sampling method. The data were analyzed with inductive analysis method. Results revealed that teachers do not trust much in their administrators both male and female especially about keeping up with the pace of change. They also added that changes are hierarchically imposed, and their views are not considered. Also, not enough trainings are given how to implement the changing implementations. Finally, it was found out that this way of change causes fatigue, individual and organizational burnout among administrators and teachers in Turkey. It is recommended that school administrators should create a climate of trust in school.

A Flexible Employment Policy at Higher Education:
Adjunct Faculty Members

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With the post-fordist management policies, neo-liberal policies have started to differentiate employment policies at higher education institutions as well as other organizations. These differentiated employment policies resulted in flexible form of employment called as precariat. It used to be a main problem for blue-collars first, but then it started to be a problem for white collars as well. This new employment implementation has become a new and increasing form of employment policy for public and foundation universities as a result of seeking cost-cutting measures in balancing their annual budgets. As a result, universities have embraced hiring part time adjunct faculty members. The increase in use of the part-time adjunct faculty members has started to shift full time tenure academic workforce recently. As this may influence quality at universities in a negative way, this situation is considered an important problem with their work routines in field of higher education. In this regard, the workload of academic staff may increase, job-satisfaction and motivation may decrease, academic and scientific knowledge production may be ignored, which may influence academic quality for both academicians and students negatively. For this reason, the main purpose of this research was to determine if this new form of employment policy influence their work quality. The research was conducted qualitatively. The participants were 15 adjunct faculty members working at public and foundation universities in Turkey determined with maximum variation sampling method. The data were gathered with an interview technique and analyzed with content analysis technique. Results revealed that this form of employment policy caused organizational, personal problems academic concerns. As for organizational problems, it causes to prioritize financial points of views rather than academic expectations. Regarding personal problems, they were underpaid, overworked, ignoring academic and scientific knowledge production. Concerning students, it causes meeting low-profile students. It is recommended that this kind of employment policy should be reconsidered to make better policies.

Change Fatigue among Administrators and Teachers

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Change is an inevitable phenomenon for organizations. Although organizational change puts pressure on employees, it is a must for organizations to adapt to the changing world of work in order to meet increasing expectations raising from the society and business environments. When the field of education is considered, there has been numerous change initiations such as high school and university transition exams, curriculum change, FATİH project, giving incentives to private schools and so on. These change decisions are usually made without considering stakeholders' views analyzing and the results and effects of it are not planned well. It is considered that this situation may result in fatigue and burnout among employees. For this reason, this study aims to determine whether the way of current change process creates fatigue among school administrators and teachers. The study employed a qualitative research design. The data were collected with interview technique, which is called as semi-structured interview technique. In this regard, 20 school administrators and 20 teachers determined with purposeful sampling method were interviewed. The data were analyzed with inductive analysis method. Results revealed that school administrators and teachers could not keep up with the pace of change. They also added that changes are hierarchically imposed, and their views are not considered. Also, not enough trainings are given how to implement the changing implementation. Finally, it was found out that this way of change causes fatigue, individual and organizational burnout among administrators and teachers in Turkey.