



Glob**ELT** 2016 Conference

An International Conference on Teaching and
Learning English as an Additional Language

14-17 April 2016, Antalya - Turkey

WOW Kremlin Palace Hotel

Conference Programme & Book of Abstracts

Procedia
Social and
Behavioral
Sciences

Conference proceedings will be published in Elsevier's
Procedia - Social and Behavioral Sciences (ISSN: 1877-0428)

www.globeltconference.com



GlobELT

An International Conference on Teaching and
Learning English as an Additional Language
14-17 April 2016, Antalya - Turkey
WOW Kremlin Palace Hotel

Copyright 2016©



GlobELT 2017 Conference

An International Conference on Teaching and Learning English as an Additional Language
18-21 May 2017, Ephesus, Selçuk, İzmir - Turkey

Keynote Speakers



Marion Williams



Brian North



Sarah Mercer



Hacer Hande Uysal

www.globeltconference.com

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Table of Contents

Welcome message from the conference president	1
Committees	2-4
Keynote Speakers.....	5-6
Conference Programme.....	7-17
Day 1 - Concurrent Session I.....	18-25
Day 1 - Concurrent Session II.....	26-32
Day 1 - Concurrent Session III.....	33-40
Day 1 - Concurrent Session IV	41-45
Day 2 - Concurrent Session I.....	46-53
Day 2 - Concurrent Session II.....	54-60
Day 2 - Concurrent Session III.....	61-72
Day 2 - Workshops.....	73-74
Day 3 - Concurrent Session I.....	75-82
Day 3 - Concurrent Session II.....	83-89
Day 3 - Concurrent Virtual & Oral Presentations III.....	90-96
Day 3 - Poster Presentations	97-105
Day 3 - Concurrent Session IV	106-112
Day 3 - Workshops.....	113-116
Day 4 - Concurrent Session I.....	117-121
Day 4 - Concurrent Session II.....	122-128
Day 4 - Concurrent Session III.....	129-133
Author Index	134
Collaborators	138

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Welcome

From the President of the conference

Warmest greetings to all GlobELT friends!

It is a great pleasure for me to welcome you to the GlobELT 2016 conference, organized for the second time, collaboratively by private sector and academics in the field of English Language Education.

I am very proud to announce that the conference on Teaching and Learning English as an Additional Language has succeeded to attract diverse participant profiles from teachers at schools to academics from universities in different parts of the world. During the conference period this year it is aimed to scatter some cultural and recreative activities in to the program in order to provide a participant friendly atmosphere for those who also feel themselves under the pressure of daily life stress and workload at their institutions. For this purpose, an art exhibition of paintings with a theme of “language and woman” during the opening reception; a symphony concert at the City Hall; and a recreation session in collaboration with Turkish Sport for All Federation have been included as the social activities in the program.

The main focus of the conference is upon “dissemination of relevant researches and discussion of best practices in teaching English as an additional language”. The sub-themes to discuss during the work of the conference cover such topics as English Language Teacher Training, Current Trends in ELT, Learning- Teaching- Assessment in EFL / ESL contexts; Content and Language Integrated Learning (CLIL), Multicultural and Plurilingual Profile of Learners and Users of English and Interdisciplinary Practices in English Language Education.

As was the case last year, the GlobELT 2016 brings together researchers and practitioners from different countries to share their ideas, researches and experiences. In this way, we hope very much to be able to contribute to bridging the gap between research, practice and dissemination.

On behalf of the Organization Committee, I wish you an enjoyable stay in Antalya, and achieve new ideas, new perspectives, and enthusiasm to carry into your teaching practice and/or research settings.

With very best wishes,
Prof. Dr. İsmail Hakkı Mirici



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Committees

President

İsmail Hakkı Mirici	Hacettepe University, Turkey
---------------------	------------------------------

Programme Chair

İsmail Hakkı Erten	Hacettepe University, Turkey
--------------------	------------------------------

Organisation Committee

Anna Matysiak	Adam Mickiewicz University, Poland
Chi Cheung Ruby YANG	The Hong Kong Institute of Education, Hong Kong
Dagmar El-Hmoudová	University of Hradec Kralove, Czech Republic
Erdal Zorba	Turkish Sport For All Federation
Filomena Capucho	The Portuguese Catholic University, Portugal
Gholam Hassan Khajavy	Ferdowsi University of Mashhad, Islamic Republic of Iran
Gülcan Erçetin	Boğaziçi University, Turkey
Hüseyin Öz	Hacettepe University, Turkey
Ilze Ivanova	University of Latvia, Latvia
Irena Vodopija-Krstanovic	University of Rijeka, Croatia
Iveta Kovalcikova	Presov University, Slovak Republic
Jessica Kimmel	San Antonio University, USA
József Horváth	University of Pécs, Hungary
Mehmet Demirezen	Hacettepe University, Turkey
Olçay Sert	Hacettepe University, Turkey
Rebecca Galeano	Florida State University, USA

Conference Secretariat

Arzu Kanat	Hacettepe University, Turkey
Funda Ölmez	Hacettepe University, Turkey
Kadriye Aksoy	Hacettepe University, Turkey
Ufuk Balaman	Hacettepe University, Turkey

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Committees

International Scientific Board

Abdurrahman Kilimci	Çukurova University, Turkey
Abdülvahit Çakır	Gazi University, Turkey
Andrea DeCapua	New York University, United States
Anna Matysiak	Adam Mickiewicz University, Poland
Arda Arıkan	Akdeniz University, Turkey
Ardith J. Meier	University of Northern Iowa, United States
Arif Sarıçoban	Hacettepe University, Turkey
Aylin Köyalan	Izmir University, Turkey
Ayşe Akyel	Yeditepe University, Turkey
Belma Haznedar	Boğaziçi University, Turkey
Bengü Aksu Ataç	Nevşehir Hacı Bektaş Veli University, Turkey
Binnur Genç İlter	Akdeniz University, Turkey
Birsen Tütüniş	Kültür University, Turkey
Cem Can	Çukurova University, Turkey
Chi Cheung Ruby YANG	The Hong Kong Institute of Education, Hong Kong
Christopher Kennedy	University of Birmingham, United Kingdom
Çiler Hatipoğlu	Middle East Technical University, Turkey
David Little	Trinity College, Ireland
David Newby	University of Graz, Austria
Derin Atay	Bahçeşehir University, Turkey
Didem Koban	Hacettepe University, Turkey
Dinçay Köksal	Çanakkale Onsekiz Mart University, Turkey
Ece Zehir Topkaya	Çanakkale Onsekiz Mart University, Turkey
Eda Üstünel	Muğla Sıtkı Koçman University, Turkey
Edit Hegybíró Kontra	Eötvös Loránd University, Hungary
Ekrem Solak	Amasya University, Turkey
Erdoğan Bada	Hakkari University, Turkey
Feryal Çubukçu	Dokuz Eylül University, Turkey
Filomena Capucho	The Portuguese Catholic University, Portugal
Gholam Hassan Khajavy	Ferdowsi University of Mashhad, Iran, Islamic Republic of
Gonca Yangın Ekşi	Gazi University, Turkey
Gölge Seferoğlu	METU, Turkey
Gülcan Erçetin	Boğaziçi University, Turkey
Hacer Hande Uysal	Gazi University, Turkey
Hasan Ansary	Shiraz University, Iran, Islamic Republic of
Hatice Sofu	Çukurova University, Turkey



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Committees

Hayo Reinders	Anaheim University, USA
Hsien-Chin Liou	Feng Chia University, Taiwan, Province of China
Hüseyin Öz	Hacettepe University, Turkey
Ilze Ivanova	University of Latvia, Latvia
Iveta Kovalcikova	Presov University, Slovak Republic
İskender Hakkı Sarıgöz	Gazi University, Turkey
İsmail Fırat Altay	Hacettepe University, Turkey
İsmail Hakkı Erten	Hacettepe University, Turkey
Jessica Kimmel	San Antonio University, USA
József Horváth	University of Pécs, Hungary
Kadriye Dilek Akpınar	Gazi University, Turkey
Karim Sadeghi	Urmia University, Iran, Islamic Republic of
Kees de Bot	The University of Groningen, Netherlands
Kenan Dikiltaş	Gediz University, Turkey
Kimiko Tsukada	Macquarie University, Australia
Leyla Harputlu	Dokuz Eylül University, Turkey
María Jesús Sánchez Manzano	The University of Salamanca, Spain
Marion Williams	University of Exeter, UK
Mehmet Demirezen	Hacettepe University, Turkey
Mehmet Uysal	Süleyman Demirel University, Turkey
Metin Timuçin	Kocaeli University, Turkey
Muhlise Coşgun Ögeyik	Trakya University, Turkey
Murat Hişmanoğlu	Uşak University, Turkey
Mustafa Kurt	Near East University, Turkish Republic of Northern Cyprus
Mustafa Zülküf Altan	Erciyes University, Turkey
Olca Sert	Hacettepe University, Turkey
Ömer Şekerci	Süleyman Demirel University, Turkey
Philip Glover	Süleyman Demirel University, Turkey
Rebecca Galeano	Florida State University, USA
Recep Şahin Arslan	Pamukkale University, Turkey
Samira ElAtia	The University of Alberta Edmonton, Canada
Selami Aydın	Balıkesir University, Turkey
Sumru Akcan	Boğaziçi University, Turkey
Şevki Kömür	Muğla Sıtkı Koçman University, Turkey
Turan Parker	Pamukkale University, Turkey
Victor Der-Long Fang	National Kaohsiung Normal University, Taiwan
Vincent Shieh	National Kaohsiung Normal University, Taiwan
Yasemin Bayyurt	Boğaziçi University, Turkey

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Keynote Speakers

Norbert Schmitt

University of Nottingham

Keynote Title: Assessing vocabulary

Hall: Alexander

Date: 14 April 2016 -Thursday

Hour: 11:30 - 12:30

Short Bio



Norbert Schmitt began his career as an EFL teacher in Japan and quickly became interested in how language learners acquire their second (or more) languages. During his Masters study, he began researching how they learn vocabulary in particular. He continued this research into vocabulary acquisition while doing his PhD at the University of Nottingham. Upon completion of the PhD in 1997, he joined staff at Nottingham as a full time lecturer. He has since developed the Vocabulary Research Group at the university, as a part of CRAL (the Centre for Research in Applied Linguistics). He has supervised a number of outstanding PhD students, who are now making significant contributions to the field, including Thomas Tseng, Phil Durrant, Anna Siyanova, Ron Martinez, Suhad Sonbul, and Hilde van Zeeland. His current students are continuing this tradition, with publications in journals like Language Teaching Research (Melodie Garnier) and ITL International Journal of Applied linguistics (Laura Vilkaite, Beatriz Gonzalez Fernandez). Professor Schmitt's interests have broadened to all aspects of lexical study, including vocabulary testing, phraseology and formulaic sequences, corpus-based research, and the interface between vocabulary knowledge and the ability to read and listen in English. Most of his research is freely downloadable at (www.norbertschmitt.co.uk)

Tony Green

University of Bedfordshire

Keynote Title: Assessment: The skill that teacher training forgot

Hall: Alexander

Date: 15 April 2016 - Friday

Hour: 09:00 - 10:00

Short Bio



Anthony Green is Professor of Language Assessment and Deputy Director of the Centre for Research in English Language Learning and Assessment at the University of Bedfordshire, UK. He is President of the International Language Testing Association (ILTA) and has extensive practical experience as a language teacher, lecturer in applied linguistics and as an examiner, item writer and test validator. His main research interests concern relationships between language assessment, teaching and learning. His most recent book *Exploring Language Assessment and Testing* (Routledge, 2013) provides trainee teachers and others with an accessible introduction to the field. Other recent books include *Language Functions Revisited* (2012) and *IELTS Washback in Context* (2007), both published by Cambridge University Press.



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Keynote Speakers

David Little

Trinity College Dublin

Keynote Title: The European language portfolio: Time for a fresh start?

Hall: Alexander

Date: 15 April 2016 - Friday

Hour: 13:30 - 14:30



Short Bio

David Little retired in 2008 as Associate Professor of Applied Linguistics and Head of the School of Linguistic, Speech and Communication Sciences at Trinity College Dublin. His principal research interests are the theory and practice of learner autonomy in second language education, the exploitation of linguistic diversity in schools and classrooms, and the use of the Common European Framework of Reference for Languages to support the design of second language curricula, teaching and assessment. Starting in 1998, he played a leading role in the development and implementation of the European Language Portfolio, and he remains a member of several Council of Europe expert groups.

Derin Atay

Bahcesehir University

Keynote Title: English as an additional or international language? A real quandary in the Turkish context

Hall: Alexander

Date: 16 April 2016 - Saturday

Hour: 09:00 - 10:00



Short Bio

Derin Atay (Ph.D) is a professor in the Department of Foreign Language Education at Bahçeşehir University, Istanbul, Turkey. She holds a BA degree in English Language and Literature, MA and PhD degrees in English Language Education. Her research interests include teacher research, culture in language education, pre- and inservice teacher education and critical thinking in education. She has authored numerous articles in indexed journals and book chapters.

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Conference Programme

14 April 2016 -Thursday

Hours	Events / Venues			
8:30-10:30	Registration / Lobby Hall			
10:30-11:15	Opening ceremony / Room: Alexander			
11:15-11:30	Coffee break / Main Lounge			
11:30-12:30	Opening Plenary / Room: Alexander: – Moderator: Ismail Hakkı Erten Norbert Schmitt <i>Assessing vocabulary</i>			
12:30-13:30	Lunch / Stolitsa Restaurant			
Concurrent session I				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	İsmail Hakkı Erten	Hüseyin Öz	Mehmet Demirezen	Kadriye Dilek Akpınar
13:30-14:30	Burcu Şentürk <i>Self-regulation strategies and vocabulary size of EFL Turkish university students</i>	İsmail Hakkı Mirici, Ali Göksu <i>Increasing awareness about language teaching focused ERASMUS+ projects</i>	Özgül Özönder <i>Pre-service EFL teachers' receptive vocabulary size</i>	Matthew Andrew <i>L2 writers' attitudes to outlines in a first-year university writing course in the UAE</i>
	Csaba Z Szabo <i>Exploring the mental lexicon of the multilingual: Testing vocabulary knowledge and cognate recognition in the L1, L2 and L3</i>	Ilze Ivanova, Rita Skara Mincane <i>Development of professional identity during teacher's practice</i>	Fatma Ünveren Gürocak <i>Learning vocabulary through text messages: Help or distraction?</i>	Forough Kasiri, Ali Mohammad Fazilatfar <i>The impact of task complexity on cognitive processes of L2 writers and writing quality: The case of writing expertise, L1, and lexical retrieval</i>
	Nuray Caylak, İsmail Hakkı Erten <i>The relationship between foreign language reading attitude and motivation and L2 vocabulary development</i>	Nafiye Çiğdem Aktekin, Hatice Çelebi <i>University school partnership: ELT student teachers in new times</i>	Sinem Aydoğan, Senem Yıldız <i>Task orientation and vocabulary knowledge type: How do they relate to collocational knowledge?</i>	Ece Sevgi <i>A comparison of the cognitive processes involved in L2 learner's writing process when they are composing in English and in their L1</i>



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent session II				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Binnur İltter	Fatma Özlem Saka	Hacer Hande Uysal	Selami Aydın
14:35-15:35	Samar Ihmuda Diaab <i>Role of faulty instructional methods in Libyan EFL learners' speaking difficulties</i>	Seyda Sarı, İsmail Hakkı Erten <i>Willingness to communicate in real l2 acquisition context</i>	Nuray Okumus Ceylan <i>Using short stories in reading skills class</i>	Ciler Hatipoğlu <i>Language assessment policies in Turkey: Pre-service ELT's perspective</i>
	Nihan Erdemir <i>An action research: Teaching compensation strategies and speaking skills. Does it really make a difference?</i>	Mehmet Asmalı <i>Willingness to communicate of foreign language learners in Turkish context</i>	Kate Tindle <i>Preparing low level foundation students for academic reading</i>	Mehmet Demirezen, Özgül Özönder <i>Turkish English teachers' professional self as one of the possible selves</i>
	Cigdem Karatepe <i>Indirectness in requests in complaint letters to the faculty by Turkish EFL university students</i>	Ayfer Su Bergil <i>The influence of willingness to communicate on overall speaking skills among EFL learners (virtual)</i>	Burcu Varol, Gülcan Erçetin <i>The effect of gloss content (lexical vs. topical) and working memory on vocabulary learning and text recall</i>	Zubeyde Sinem Genc <i>More practice for pre-service teachers and more theory for in-service teachers of English language</i>
	Coffee Break			
Concurrent session III				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Jafar Pourfeiz	Dagmar El-Hmoudova	Ece Zehir Topkaya	Mehmet Bardakçı
15:50-16:50	Mehmet Demirezen, Esmâ Kot <i>Collegial reactions to faulty pronunciation of teachers in relation to English language teaching</i>	Levent Uzun <i>Schools out virtual worlds in: Improving English through exposure to language in second life digital environment</i>	Cigdem Gunes, Hacer Hande Uysal <i>The relationship between the Turkish EFL teachers' burnout and organizational socialization levels</i>	Çağla Atmaca <i>Error analysis of Turkish EFL learners: A case study</i>
	Emel Kulaksiz <i>Using tongue twisters for teaching pronunciation</i>	Lydia Saxona Deakin, Rosanna Islas <i>Your class dot com</i>	Seda Altiner <i>The impact of engagement with research on EFL pre-service teachers</i>	Elif Tokdemir Demirel <i>Error corpora of EFL students' academic essays</i>
	Sahar Rezaei <i>Investigating English vowel reduction in pronunciation of EFL teachers of high schools in Iran (case study: Ilam City)</i>	Yelda Orhon, Recep Şahin Arslan <i>The impact of blogging on EFL learners' self-assessment of their language skills</i>	Hüseyin Öz <i>Metacognitive awareness and academic motivation: A cross-sectional study in teacher education context of Turkey</i>	Meruyert Seitova <i>Error analysis of written production: The case of 6th grade students of Kazakhistani school</i>

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent session IV				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Ilze Ivanova	Ekrem Solak	Oktay Eser	Zübeyde Sinem Genç
17:00-17:40	Mustafa Dolmacı, Abdullah Ertaş <i>Developing a textbook-based academic Turkish wordlist</i>	Sibel Tanriverdi Canbaz <i>Effects of teacher immediacy behaviors on students' motivation towards language learning</i>	Dagmar El-Hmoudova <i>E-support tools for professional English courses specialised in financial management</i>	Tutku Başöz <i>Pre-service EFL teachers' attitudes towards language learning through social media</i>
	Abdullah Ali Alghamdi <i>Teachers' beliefs and practices in teaching difficult words</i>	Sibel Çağatay, Fatma Ünveren Gürocak <i>Is CEFR really over there?</i>	Handan Celik, Ece Zehir Topkaya <i>Evaluation of the methodology of a reading skills course for pre-undergraduate medical students: Outsider perspective</i>	Selami Aydın <i>A Turkish version of foreign language anxiety scale: Reliability and validity</i>
20:00-22:30	Welcome cocktail & Art Exhibition "Language and Woman" (Painter: Ayla Seyman) - Moscow Ballroom			

15 April 2016 - Friday

8:30-9:00	Registration / Main Hall
9:00-10:00	Plenary / Room: Alexander: - Moderator: Gölge Seferoğlu Tony Green <i>Assessment: The skill that teacher training forgot</i>

Concurrent session I

Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Olçay Sert	Çiler Hatipoğlu	Hacer Hande Uysal	Hüseyin Öz
10:15-11:15	Elena Spirovska Tevdovska <i>Literature in ELT setting: Students' attitudes and preferences towards literary texts</i>	Daniela Kirovska-Simjanoska <i>Do ESP students prefer face-to-face instruction over digitally embedded instruction? Blogs vs. reports? Debates vs. online discussion?</i>	Vjosa Vela <i>The effect of keeping vocabulary notebooks on vocabulary acquisition and learner autonomy</i>	Esra Yataganbaba, Rana Yıldırım <i>Teacher interruptions and limited wait time in EFL young learner classrooms</i>
	Mira Mounir Alameddine, Hala Ahwal <i>Inquiry based teaching in literature classrooms</i>	Basri Asip Saliu <i>Best practices in the English for specific purposes classes at the language center</i>	Tuğçe Köse, Eda Çimen, Enisa Mede <i>Perceptions of EFL learners about using an online tool for vocabulary learning in EFL classrooms: A pilot project in Turkey</i>	Mehzudil Tuğba Yıldız Ekin <i>Opinions from young learner classrooms: The effectiveness of online teaching materials</i>



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

10:15-11:15	<p>Mina Heidari, Ali Jamali Nesari, Nabieh Feilinezhad, Zahra Abbasi</p> <p><i>Iranian EFL teachers' attitudes towards lesson planning based on their teaching experience and their teaching place</i></p>	<p>Birjees Fatima</p> <p><i>English language learning issues of the Saudi female novices: A study of associated factors</i></p>	<p>Mohammad Ham Alshehab</p> <p><i>The effect of using mobile in students' ability in translation from Arabic into English at Jadara university in Jordan</i></p>	<p>Aylin Köyalan</p> <p><i>How digital natives force experienced teachers to change: Ideas from teachers and students</i></p>
11:15-11:30	Coffee break			
Concurrent session II				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Steve Walsh	Çiler Hatipoğlu	Irina Rets	Aylin Koyalan
11:30-12:30	<p>Pınar Vatansever, Talar Kaloustian</p> <p><i>Task-based language teaching and kindergarteners: A compatible union</i></p>	<p>Gonca Yangın Ekşi, Ceylan Yangın Eranlı</p> <p><i>Language learners' ambiguity tolerance and contextual guessing in receptive skills</i></p>	<p>Arta Toci</p> <p><i>English borrowings in the Albanian language media</i></p>	<p>Susanne Maria Reiterer</p> <p><i>"Talent and teaching, pronunciation and musicality": A large-scale interdisciplinary research project on the (neuro)-cognitive bases of accent imitation ability</i></p>
	<p>Merve Bozbiyık</p> <p><i>Discourse markers in task-based university lecture</i></p>	<p>Pınar Kahveci</p> <p><i>EFL learners' reactions to constructivist listening tasks</i></p>	<p>Jeta Rushidi</p> <p><i>Contrastive analysis of English nominal compounds and their correspondents in Albanian language: A case study with ESP law students</i></p>	<p>Mehmet Demirezen</p> <p><i>Perception of nuclear stress in vocabulary items in teacher education in terms of shadow listening</i></p>
	<p>Evren Gürkaynak</p> <p><i>MOS preparation is not a torment but fun</i></p>	<p>Demet Kulaç</p> <p><i>The effect of contextual inferencing strategies on EFL learners' attitudes towards reading</i></p>	<p>Davut Peaci</p> <p><i>The problematic interaction between the mother tongues, the national language and foreign language instruction in Turkish higher education</i></p>	<p>Karamullah Pallizban</p> <p><i>Analysis of English phonological errors of boy senior school students of Sirvan township</i></p>
12:30-13:30	Lunch / Stolitsa Restaurant			
13:30-14:30	Plenary / Room: Alexander- Moderator: Ismail Hakkı Mirici David Little <i>The European Language Portfolio: Time for a fresh start?</i>			
14:30-15:00	Alexander- Moderator: Erdal Zorba <i>Recreational Activity with Turkish Sport for All Federation</i>			
15:00-15:15	Coffee break			

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent session III				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Gölge Seferoğlu	Sümeyra Bağatur	Nurdan Kavaklı	Fatma Büşra Yıldırım
15:15-17:15	<p>Steve Walsh <i>Classroom interactional competence: Present challenges and future opportunities</i></p>	<p>Mehtap Bademcioğlu, Hakan Karataş, Atilla Ergin <i>The investigation of university students' foreign language speaking anxiety in terms of different variables</i></p>	<p>Majid Elahi Shirvan, Pinar Karahan, Anahita Ahangar <i>Towards an ecological understanding of general English university students' anxiety in light of sociocultural perspective</i></p>	<p>Ferhat Yılmaz <i>An institutional perspective into professional development of English teachers: A case of schools of foreign languages (virtual)</i></p>
	<p>Natalia Evnitskaya, Olcay Sert, Cristina Escobar Urmeneta <i>L2 classroom interactional competence in CLIL and EFL contexts: A comparative perspective</i></p>	<p>Muhammad Sheeraz, Atoofa Najeeb <i>Negotiating cultural loss: New indexicalities of the indigenization of English in Pakistan (virtual)</i></p>	<p>Da Liu <i>The reform and innovation of English course: A coherent whole of MOOC, flipped classroom and ESP (virtual)</i></p>	<p>Esmail Jadidi, Razieh Alipoor <i>On the relationship between EFL teachers' reflection and their cognition on vocabulary teaching (virtual)</i></p>
	<p>Li Li <i>Classroom interactional competence (CIC) and teacher expertise</i></p>	<p>Svetlana Pitina, Anna Taskaeva <i>Realization of heroic paradigm in English and Russian (virtual)</i></p>	<p>Nagwa A. Soliman <i>Teaching English for academic purposes via the flipped classroom approach (virtual)</i></p>	<p>Michael Owusu Tabiri <i>Teaching Francophone learners English vocabulary without resorting to the use of L1 and L2 (virtual)</i></p>
	<p>İpek Kuru Gönen, Asuman Aşık <i>Pre-service EFL teachers' reported perceptions on their development through SETT experience</i></p>	<p>Martha Ada Onjewu, Agnes Ada Okpe <i>The influence of American English on the mastery of English as a foreign language among some Students in Kaduna, Nigeria (virtual)</i></p>	<p>Montserrat Iglesias <i>Language travel supply: The language learning program (virtual)</i></p>	<p>Nuray Alagozlu <i>Pre-service EFL teachers' professional self-concept: English teaching efficacy, self-reported English proficiency and pedagogical strategies: a case study in Turkish context(virtual)</i></p>
	<p>Gözde Balıkcı, Gölge Seferoğlu <i>Teachers as reflective practitioners: CA-informed pedagogy in practicum</i></p>	<p>Sladana Živković <i>A model of critical thinking as an important attribute for success in the 21st century (virtual)</i></p>	<p>Nathaly Gonzalez-Acevedo <i>Technology-enhanced-gadgets in the teaching of English as a foreign language to very young learners. Ideas on implementation (virtual)</i></p>	<p>Amin Neghavati <i>Deep learning skills in teacher training programmes (virtual)</i></p>



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Workshop				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Kadriye Aksoy	Dilara Arpacı	İhsan Ünal	Ekrem Solak
17:30-18:15	Sarp Erkir <i>Using QR codes as a resourceful ICT tool in the ELT classroom</i>	Susan Esnawy <i>ESL/EAP Reading and research essay writing using jigsaw</i>	Mehtap Bademcioğlu, Hakan Karataş, Atilla Ergin <i>Analysing university English preparatory class students' self-regulation strategies and motivational beliefs using different variables</i>	Aylin Ünal <i>What does our B2 mean?: Assessment of written Academic English in English-medium universities</i>
20:00-23:00	Social Programme I - SYMPHONY CONCERT (Antalya Symphony Orchestra)			

16 April 2016 - Saturday

8:30-9:00	Registration / Main Hall			
9:00-10:00	Plenary / Room: Alexander- Moderator: Ayşe Akyel Derin Atay <i>English as an additional or international language? A real quandary in the Turkish context</i>			
Concurrent session I				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	İsmail Hakkı Erten	Fatma Özlem Saka	Nuray Okumus Ceylan	Lumturie Bajrami
10:15-11:15	Rawan Hamdi Haddad <i>Developing learner autonomy in vocabulary learning in class room: How and why can it be fostered?</i>	Binnur İter <i>How do mobility programs increase foreign university students' intercultural awareness?</i>	Kadriye Dilek Akpınar <i>How do Turkish EFL learners detect idiomatic phrases?</i>	Mira Mounir Alameddine, Hanadi Said Mirza <i>Teaching academic writing for advanced level grade 10 English</i>
	Nesrin Oruç Ertürk <i>Language learner autonomy: Is it really possible?</i>	Lazura Kazykhankyzy <i>Kazakh EFL learners' level of learning autonomy and its relationship with intercultural communicative competence</i>	Tuba Demirkol <i>How do we say 'No' in English?</i>	Maide Yılmaz <i>Improving Turkish EFL learners' writing accuracy: Effects of written languaging and languaging Type</i>
	Ece Zehir Topkaya, Handan Çelik <i>Non-native English language teachers' perceptions of professional development: Implications for career stages</i>	Seval Doğan, Buse Aral, Benjamin Warren Oliver <i>To be more accurate: A study to investigate the importance of explicit teaching in monolingual language classroom settings</i>	Burcu Koc, Ali İlyas <i>Exploring pre-service language teachers' perceptions and actual practices of giving feedback in micro-teaching practices</i>	Akbar Azizifar, Shele Amiri <i>Comparing the effect of task-based approach and traditional approach on academic writing of Iranian EFL students</i>
11:15-11:30	Coffee break			

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent session II				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Ece Zehir Topkaya	Binnur İlter	Gonca Yangın Ekşi	Hatice Ergül
11:30-12:30	Emel Kulaksiz, Melike Kübra Taşdelen Yayvak <i>Statistical literacy among second language acquisition researchers: A replication</i>	Fatma Özlem Saka <i>What do teachers think about testing procedure at schools?</i>	Michel Riquelme Sanderson <i>What should I have known? Exploring EFL student-teachers' experiences on their practicum</i>	Mahdjouba Chaouche <i>Exploring culture in the EFL classroom through literature</i>
	Chiew Yen Dwee, Elizabeth M Anthony, Berhanuddin Mohd Salleh, Robijah Kamarulzaman, Zulida Abd Kadir <i>Creating thinking classrooms: Perceptions and teaching practices of ESP practitioners</i>	Suhair Eyad Al Alami <i>Diagnostic assessment in the English classroom</i>	Ekrem Solak <i>English teacher training programs in Denmark, Sweden and Turkey</i>	Sezen Arslan <i>An analysis of two Turkish EFL books in terms of cultural aspects</i>
	Irina Rets <i>Teachers' perceptions on using popular culture when teaching and learning English</i>	Akbar Azizifar, Elahe Shaikhmoradi <i>Investigating Iranian EFL teachers' beliefs about assessment</i>	Evelina Jaleniauskiene <i>Revitalizing foreign language learning in higher education using PBL curriculum</i>	Betül Bal Gezegin <i>A corpus-based investigation of metadiscourse in academic book reviews</i>
12:30-13:30	Lunch / Stolitsa Restaurant			
Concurrent Virtual & Oral Presentation III				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Li Li	Ufuk Balaman	Funda Ölmez	Arzu Kanat-Mutluoğlu
13:30-14:30	Oktay Eser, Kenan Dikilitaş <i>Learners' perceptions of translation in English as the medium of instruction (EMI) at university level</i>	Mirela Alhasani Dubali, Florian Alhasani <i>An issue of pedagogical concern: Why does it take so long to Albanian students to develop English communicative fluency? (virtual)</i>	Ellie Boyadzhieva <i>Learner-centered teaching and learner autonomy: Issues of contention from a cultural perspective (virtual)</i>	Nuray Alagozlu <i>Cultural thought patterns and speech acts of solving conflicts (virtual)</i>
	Hüseyin Evcim, Iryna Sekret <i>Identifying the content of a good translator's competence from the students' perspectives</i>	Giovanna Carloni <i>Corpus-based English academic writing courses (virtual)</i>	Feryal Cubukcu <i>The correlation between teacher trainers' and pre-service teachers' perceptions of autonomy (virtual)</i>	Ilknur Eginli <i>Relationship among acculturation stress, perceived social self-efficacy, and social support of international students in Turkish private universities (virtual)</i>



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

13:30-14:30	<p>Shair Ali Khan <i>The distinction between term and word: A translator and interpreter problem & the role of teaching terminology</i></p>	<p>Agnes Ada Okpe <i>The abolishment of teachers' training colleges and its implications on ELT in Nigeria (virtual)</i></p>	<p>Esmail Jadidi, Narges Kamkar <i>Exploring the relationship of Iranian EFL learners' critical thinking and self-regulation with their reading comprehension ability (virtual)</i></p>	<p>Summaira Sarfraz, Zahida Mansoor, Raheela Tariq <i>Analysis of grammatical interference and its social acceptability in Pakistani context (virtual)</i></p>
14:30-15:15	Coffee Break & Poster presentations			
Poster Presentations				
Main Lounge - Moderator: Ufuk Balaman				
14:30-15:15	<p>Kobra Derakhshan <i>Revitalizing language classes through humour</i></p> <p>Cihat Atar, Cahit Erdem <i>The attitudes towards Geordie dialect of English and RP among Turkish L2 speakers of English</i></p> <p>Jolita Horbacauskienė, Ramune Kasperaviciene <i>Writing assignments as a way of enhancing foreign language proficiency at university studies</i></p> <p>Lütfiye Cengizhan <i>Do students have problems with listening in EFL classes?</i></p> <p>Nicole Baumgarten <i>L2 English academic speaking development: Insights from a multilingual university context</i></p> <p>Saulė Juzelėnienė, Saulė Petronienė <i>The translation of proper names from English to Lithuanian in „S. Jobs's biography” by Walter Isaacson</i></p> <p>İsmail Hakkı Mirici, Sinem Hergüner <i>Developing learner and teacher autonomy via European portfolios such as the ELP and the EPOSTL</i></p> <p>Ismail Hakki Erten <i>Playing hidden objects: Exploring potentials and opportunities for implicit vocabulary learning and practice</i></p> <p>Sarka Hubackova <i>Feed back in on-line foreign language teaching</i></p>	<p>Michel Riquelme Sanderson <i>Teachers' attitudes toward CLT: The case of EFL Chilean teachers</i></p> <p>Hajrulla Hajrullaji <i>The application of 4-A Scheme in the context of higher education in Macedonia</i></p> <p>Farzaneh Mahmoudi, Yonca Ozkan <i>Practicum stress of pre-service language teachers and coping strategies</i></p> <p>Merita Ismaili <i>Promoting students autonomy to enhance speaking skills of elementary level students</i></p> <p>Hüseyin Öz <i>The importance of personality traits in students' perceptions of metacognitive awareness</i></p> <p>Jafar Pour Feiz <i>A cross-sectional study of relationship between attitudes toward foreign language learning and academic motivation</i></p> <p>Sarka Hubackova <i>Geocaching as a motivation to learn foreign language</i></p> <p>Lumturie Bajrami <i>The role of video materials in EFL classrooms</i></p>		

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent session IV				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Asuman Aşık	İpek Kuru Gönen	Berna Güray	Kadriye Dilek Akpınar
15:15-16:15	Cihat Atar <i>The sequential organization of teachers' other-initiation of repair and the management of epistemic gaps</i>	Nihan Yılmaz <i>Attention, attendance please!: The effect of absenteeism on success</i>	Nina Daskalovska, Biljana Ivanovska, Marija Kusevska, Tatjana Ulanska <i>The use of request strategies by EFL learners</i>	Aslı Özlem Tarakçıoğlu <i>TBLT applications for secondary education: A sample case –PETALL</i>
	Ufuk Balaman <i>Confirmation checks for maintaining mutual orientation in online task-oriented L2 talk</i>	Jelisaveta Safranđ <i>Logical/mathematical intelligence in teaching English as a second language</i>	Ece Zehir Topkaya, Ali Erarslan <i>Developing a scale to evaluate the primary school 2nd grade English language program</i>	Elizabeth Ann Arias <i>Action research on the impact of student grouping</i>
	Harun Serpil <i>Pragmatic implications of naturally-occurring conversations between native and non-native speakers of English</i>	Akbar Azizifar, Farideh Beigmohamadian <i>The effect of relationship between parents and English teachers on achievement of Iranian high school students in English</i>	Berna Güray <i>The relationship between learning styles and perceived self-regulation levels</i>	Richard Ayobayowa Foyewa <i>English: The linguistic alpha and omega in Nigeria</i>
Workshops				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Steve Walsh	Aslı Özlem Tarakçıoğlu	Lütfiye Cengizhan	Nicole Baumgarten
16:30-17:10	Paul Miller, Olcay Sert <i>Video enhanced observation: Facilitating professional development of EFL teachers using a mobile application</i>	Kubra Saygılı, Esra Saygılı <i>Improvisation with the lexical approach</i>	Nouf H. Al Behairi <i>Schoolology: Leading your classroom through the world of technology</i>	Mehtap Bademcioğlu, Hakan Karataş, Atilla Ergin <i>Examination of university students' foreign language classroom anxiety in terms of different variables</i>
Social programme II				
20:00-23:00	Gala Dinner			



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

17 April 2015 – Sunday

8:30-9:00	Registration / Main Hall			
Concurrent session I				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Hüseyin Öz	Ahmet Başal	İsmail Hakkı Mirici	Mehmet Demirezen
09:00-09:40	Irina Rets <i>Teaching neologisms in English as a foreign language classroom</i>	Hatice Ergul <i>Pre-service language teacher education for teaching English to young learners</i>	Serpil Uçar, Yeliz Yazıcı <i>The impact of portfolios on enhancing writing skills in ESP classes</i>	Akbar Azizifar, Leila Heidaiasl <i>Investigating politeness strategies among Iranian EFL Learners in English and Persian</i>
	Cemal Cakir <i>TESOL Plus TELOS: Teaching English as a language of Open Sources (TELOS)</i>	Gülten Koşar <i>A study of EFL instructors' perceptions of blended learning</i>	Sevcan Bayraktar Çepni <i>A replication study: Oral corrective feedback on L2 writing; two approaches compared</i>	Salim Razi, Özlem Karaağaç Tuna <i>Integrating culture into ELT classes: What, why, and how</i>
Concurrent session II				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Elif Tokdemir Demirel	Aylin Ünalı	İsmail Hakkı Erten	Olca Sert
09:45-10:45	Mohammad M. Etedali, Amal Al-Hunaidi <i>Learners' autonomy across colleges: A Kuwait university study</i>	Ahmet Başal, Talat Ayta, İbrahim Demir <i>Effectiveness of graphic novels in vocabulary teaching</i>	Jafar Pour Feiz <i>Metacognitive awareness and attitudes toward foreign language learning in teacher education context of Turkey</i>	Dilara Arpacı, Mehmet Bardakçı, İhsan Ünalı <i>Psychometric analysis of Turkish adaptation of early teacher identity measure</i>
	Mehmet Demirezen <i>Perceptual identification and perception of sibilants of English language by Turkish English majors</i>	Vesile Gül Yılmaz, Philip Durrant, Berna Çöker <i>A taxonomy of vocabulary learning strategies: A cross contextual point of view</i>	Gülin Balıkcıoğlu, Tuba Efe <i>The role of metacognitive activities on university level preparatory class EFL learners' reading comprehension</i>	Arzu Kanat Mutluoğlu <i>Examining the interaction between ideal L2 self and intercultural communicative competence</i>
	İsmail Hakkı Mirici, Nurdan Kavaklı <i>The effectiveness of the CEFR as a course in M.A. programs of ELT departments</i>	Zeynep Özdem Ertürk <i>The effects of glossing on EFL learners' incidental vocabulary learning in reading</i>	Funda Ölmez <i>Exploring the interaction of L2 reading comprehension with text- and learner-related factors</i>	Zahra Akbari <i>A study of EFL students' perceptions of their problems and concerns over learning English: The case of MA paramedical students</i>
10:45-11:00	Coffee break			

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent session III				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Mehmet Demirezen	İsmail Hakkı Mirici	Olca Sert	Jafar Pourfeiz
11:00-11:40	Erkan Yüce <i>Foreign language learning motivational orientations of Turkish EFL students at the faculty of economics and administrative sciences</i>	Ceyhun Karabıyık <i>Self-efficacy, student engagement and gender as predictors of English exam grades</i>	F. Büşra Yıldırım <i>A study on the validation of grammaticality judgment tasks in SLA</i>	Sümevra Bağatur <i>The perceptions of EFL prep school students on their listening skills: A quantitative study</i>
	Areej Ali Alhudairy <i>The Libyan EFL teachers' role in developing students' motivation</i>	Akbar Azizifar, Alizaman Fatahi <i>The relationship between Iranian EFL teachers' empowerment and teachers' self-efficacy</i>	Kadriye Aksoy <i>Investigation of tasks in terms of spoken interaction in second language teaching</i>	Zahra Abbasi, Mina Heidari, Nabieh Feilinezhad, Ali Jamali Nesari <i>The relationship between using supplementary books and the improvement of Iranian high school EFL learners performance on reading skill</i>
11:40	Closing Remarks Room: Alexander / Moderators: İsmail Hakkı Mirici & İsmail Hakkı Erten			

GlobELT



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session I

14 April 2016 -Thursday

Hours	Events / Venues			
8:30-10:30	Registration / Lobby Hall			
10:30-11:15	Opening ceremony / Room: Alexander			
11:15-11:30	Coffee break / Main Lounge			
11:30-12:30	Opening Plenary / Room: Alexander: – Moderator: İsmail Hakkı Erten Norbert Schmitt <i>Assessing Vocabulary</i>			
12:30-13:30	Lunch / Stolitsa Restaurant			
Concurrent session I				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	İsmail Hakkı Erten	Hüseyin Öz	Mehmet Demirezen	Kadriye Dilek Akpınar
13:30-14:30	Burcu Şentürk <i>Self-regulation strategies and vocabulary size of EFL Turkish university students</i>	İsmail Hakkı Mirici, Ali Göksu <i>Increasing awareness about language teaching focused ERASMUS+ projects</i>	Özgül Özönder <i>Pre-service EFL teachers' receptive vocabulary size</i>	Matthew Andrew <i>L2 writers' attitudes to outlines in a first-year university writing course in the UAE</i>
	Csaba Z Szabo <i>Exploring the mental lexicon of the multilingual: Testing vocabulary knowledge and cognate recognition in the L1, L2 and L3</i>	Ilze Ivanova, Rita Skara Mincane <i>Development of professional identity during teacher's practice</i>	Fatma Ünveren Gürocak <i>Learning vocabulary through text messages: Help or distraction?</i>	Forough Kasiri, Ali Mohammad Fazilatfar <i>The impact of task complexity on cognitive processes of L2 writers and writing quality: The case of writing expertise, L1, and lexical retrieval</i>
	Nuray Caylak, İsmail Hakkı Erten <i>The relationship between foreign language reading attitude and motivation and L2 vocabulary development</i>	Nafiye Çiğdem Aktekin, Hatice Çelebi <i>University school partnership: ELT student teachers in new times</i>	Sinem Aydoğan, Senem Yıldız <i>Task orientation and vocabulary knowledge type: How do they relate to collocational knowledge?</i>	Ece Sevgi <i>A comparison of the cognitive processes involved in L2 learner's writing process when they are composing in English and in their L1</i>

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Opening Plenary
11:30 - 12:30

Alexander
Chair: İsmail Hakkı Erten

Assessing vocabulary

Norbert Schmitt

There have been numerous vocabulary tests published recently, and it seems almost like a cottage industry. However, very few of them have been validated to any degree and most seem to be a 'one-size-fits-all' variety, with no indication of how they should be used, or how their scores should be interpreted. We have been developing a 'next generation' vocabulary test at the university of Nottingham, and this presentation will discuss some of the issues involved in creating this test. These include questions like:

1. What is the best item format to use?
2. Should we still be using word families as the counting unit?
3. Vocabulary has typically been bundled into 1,000-word bands (i.e. 1st 1,000, 2nd 1,000, 3rd 1,000 etc.). Is this the optimum method?
4. How should the scores be interpreted so that they are useful for learning, pedagogy, and research?
5. What kinds of validation evidence should be provided to support the test?

Concurrent Session 1
13:30 - 14:30

Bulgakov
Chair: İsmail Hakkı Erten

Self-regulation strategies and vocabulary size of EFL Turkish university students

Burcu Şentürk

Bülent Ecevit University, Zonguldak, Turkey
burcuak.senturk@gmail.com

In the past two decades, self-regulation has been the center of heated debate in educational psychology. The present study attempted to investigate the relationship between Turkish EFL learners' self-regulated learning components and vocabulary knowledge. This study also reports the results of a study investigating the receptive vocabulary size of English Language and Literature students and English preparatory students. The study also examined the relationship between the participants' proficiency level and vocabulary size. To fulfill this objective, a 150- item Schmitt vocabulary test (2000 word level, 3000 word level, 5000 word level, 10000 word level and the academic test) was administered to a sample of 149 male and female preparatory students at Hacettepe University and 30 English Language and Literature grade 1 students at Bülent Ecevit University. The Self-Regulation Questionnaire was administered to the same participants after they answered the vocabulary test. Descriptive statistics were conducted in order to measure the vocabulary size of the participants. In addition, MANOVA analysis was run to compare different proficiency levels and gender. Furthermore, correlation analysis was carried out in order to see if there is a correlation between students' vocabulary size and self-regulated learning components. The results indicated that the participants have a high level of vocabulary size for 2000 word level, 3000 word level, and academic word levels, a moderate level of vocabulary size for 5000 word level and a low level in 10000 word level. The participants were found to have a moderate level of self-regulated learning components. Furthermore, it is proved that advanced level learners have higher vocabulary size in relation with their proficiency levels. Finally, correlation analysis revealed that there is a strong positive correlation between high levels of self-regulation and high vocabulary size. The analysis of the data gathered by means of proficiency and vocabulary level test, also showed a highly positive correlation for Turkish EFL learners.

Keywords: EFL, self-regulated learning, vocabulary size, word level



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session 1

13:30 - 14:30

Bulgakov

Chair: İsmail Hakkı Erten

Exploring the mental lexicon of the multilingual: Testing vocabulary knowledge and cognate recognition in the L1, L2 and L3

Csaba Z Szabo

The Open University, UK

csaba.szabo@open.ac.uk

Recent empirical findings in the field of Multilingualism have shown that the mental lexicon of a language learner does not consist of separate entities, but rather of an intertwined system where languages can interact with each other (e.g. Cenoz, 2013; Szubko-Sitarek, 2015). Accordingly, multilingual language learners have been considered differently to second language learners in a growing number of studies, however studies on the variation in learners' vocabulary size both in the L2 and L3 and the effect of cognates on the target languages have been relatively scarce (Cenoz, 2013). This paper, therefore, investigates the impact of prior lexical knowledge on additional language learning in the case of Hungarian native speakers, who use Romanian (a Romance language) as a second language (L2) and learn English as an L3. The study employs an adapted version of the widely used Vocabulary Size Test (Nation & Beglar, 2007), the Romanian Vocabulary Size Test (based on the Romanian Frequency List; Szabo, 2014) and a Hungarian test in order to measure vocabulary sizes, cognate knowledge and response times in these languages. The findings, complemented by a self-rating language background questionnaire, indicate a strong link between Romanian and English lexical proficiency. In particular, it was found that participants' (N = 54) L2 lexical knowledge significantly correlates with L3 lexical knowledge (Pearson's $r = .592$, $p < .001$). Response times in the L2 and L3 also suggest that participants will respond faster to items in their more dominant language and the strong correlation (Pearson's $r = .762$, $p < .001$) indicates that response time in one language may 'predict' response time in another. Furthermore, regression analysis was conducted to explore the effect of cognate status, length and part of speech of test items and year of study of the participants. Finally, it is argued that the presented methodology can be used for exploring lexical knowledge in the case of multilinguals, which is essential, especially as proximate languages will have an effect on the interlanguage. In turn, learners can take advantage of their previously known languages and thus, understanding how the mental lexicon incorporates different languages becomes pressing.

Keywords: Vocabulary Size; Multilingualism; VST; L1, L2 and L3

The relationship between foreign language reading attitude and the motivation and L2 vocabulary development

Nuray Çaylak

Recep Tayyip Erdoğan University

nuray.caylak@erdogan.edu.tr

Assoc. Prof. Dr. İsmail Hakkı Erten

Hacettepe University

iherten@gmail.com

The purpose of this study was to explore the relationship between the vocabulary size and foreign language reading attitudes and motivation of adjunct degree learners of English at a state university situated in the Black Sea region of Turkey. To do this, firstly, The Foreign Language Reading Attitudes and Motivation Scale (FLRAMS) (Erten, Topkaya and Karakaya, 2010) and The Vocabulary Levels Test: Version 2 (Schmitt, Schmitt and Clapham, 2001) were administered to 312 adjunct degree students (Female=162; Male=150) from various departments. The data were analyzed both descriptively and inferentially. The data analysis indicated significant relationships between vocabulary size and intrinsic motivation ($r(269)=.190$, $p<.05$) and reading self efficacy ($r(296)=.305$, $p<.01$). A further multiple regression identified reading self efficacy as the only predictor of vocabulary size ($r^2 = .103$), explaining a total of 10% variance in the vocabulary size of the sample included in this paper. The study suggests that the learners who have high vocabulary knowledge have high reading self efficacy and the vocabulary, as a predictor of good reading, can be a predictor of reading motivation.

Keywords: vocabulary size; reading motivation; self efficacy; The Foreign Language Reading Attitudes and Motivation Scale (FLRAMS)

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session 1
13:30 - 14:30

Bunin
Chair: Hüseyin Öz

Increasing awareness about language teaching focused ERASMUS+ projects

Prof. Dr. İsmail Hakkı Mirici

*Hacettepe University
hakkimirici@gmail.com*

Ali Göksu, Ph.D.

*Gazi University
agoksu@gazi.edu.tr*

Erasmus+ program, providing many opportunities for over 4 million Europeans to study, train, gain work experience and volunteer through projects during 2014-2020, also promotes language learning and linguistic diversity and enhances notably the participants' foreign languages competence before and during their stay abroad. This is a descriptive study which aims to review the currently approved (eligible) European Union (EU) projects concerning language teaching and learning within the frame of Erasmus+ program. The data were collected from the official EU websites as well as the websites of some particular EU projects. The results have come across quite a big deal of information that has potential to increase awareness about various facts and clues concerning the eligibility features of EU projects. Moreover, this study reveals that there are also some special references to various eligible and approved EU projects in order to encourage and guide researchers, teachers and students to develop and submit projects related with the field of second/foreign language education in Europe.

Keywords: Erasmus+ program; European Union projects; project eligibility; language teaching across Europe

Development of professional identity during teacher's practice

Prof. Ilze Ivanova

*University of Latvia, Faculty of Education, Psychology and Art
ilze.ivanova@lu.lv*

Mag. paed. Rita Skara Mincane

*University of Latvia, Faculty of Education, Psychology and Art
rsm@lu.lv*

The presentation focuses on issues of the development of professional identity of English teachers-to-be in Latvia. This development is an on-going process which starts during teacher education. The presentation aims to examine indicators of professional identity and how the self-evaluation during teacher's practice done with the help of the EPOSTL facilitates professional development of student teachers. A specific attention is paid to the self-reflection on teacher practice experiences. It also deals with the ways how the EPOSTL can be used to improve students' awareness of their identity. The questionnaire, content analysis and case study methods were used during the research process. 110 prospective teachers took part in it. The data obtained during the research prove the usefulness of EPOSTL in the study process of teacher education.

Keywords: professional identity; self-evaluation; professional development



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session 1

13:30 - 14:30

Bunin

Chair: Hüseyin Öz

University school partnership: ELT student teachers in new times

Nafiye Çiğdem Aktekin

*MEF University
aktekinn@mef.edu.tr*

Hatice Çelebi

*MEF University
celebih@mef.edu.tr*

In the context of New Times (Gee 2000), teachers are expected to have fluid identities and be able to negotiate their positions in the workforce as “shape-shifters” (Gee 2004, Hallman 2015). The term New Times is characterized by the social, economic and technological changes in the current era. In the New Times, job security is reliant upon one’s shape-shifting portfolio: ‘the skills, achievements, and previous experiences that a person owns’ (Gee, 2004). Given the student teachers’ perspectives on practicums (Kroll 2004; Taskin 2006; Glenn 2006; Laker, Laker, and Lea 2008), and the need to meet the demands of the New Times, it is essential that teacher education programs provide alternative opportunities for student teachers to “‘try on’ different teacherly selves” (Hallman, 2015). This study illustrates how this is attained through partnership between the university and school by a structured research project assigned to first-year ELT student teachers. The aim of the study is to provide a context whereby student teachers are able to experience an “involvement” with a school. The study mainly consists of four stages: 1) read and discuss articles 2) observe classrooms 3) prepare a questionnaire and apply it online 4) analyze the results and write a report. While they are going through these stages, they also reflect on the “teacherly roles” they adapt to during the study. This experience enriches their competencies and knowledge as well as catalyzing formulation of their teacher identity as they reflect on a blog about “the selves” they find themselves in.

Keywords: New Times; teacherly selves; student teachers; teacher identity

Concurrent Session 1

13:30 - 14:30

Dostoyevski

Chair: Mehmet Demirezen

Pre-service EFL teachers’ receptive vocabulary size

Özgül Özönder

*Abdullah Gül University
cnozonder@gmail.com*

This study reports the results of a study investigating the receptive vocabulary size of Pre-service EFL teachers. The study also examined the relationship between the participants’ academic achievement (departmental GPA) and their receptive vocabulary size and the existence of any gender-related difference. The study was carried out in English Language Teaching (ELT) Department of a major state university in Turkey. A total of 104 undergraduate students (females: 76 and males: 28) enrolled in the department voluntarily participated in the study, took the Version 2 of the Vocabulary Levels Tests (Schmitt, Schmitt & Clapham, 2001) and responded to a survey investigating their GPA scores and genders. The results revealed that student EFL teachers has a high level of total receptive vocabulary capacity size in their foreign language ($M=103.82$). Learners’ academic achievement (GPA) is treated as an indicator of their language proficiency level in many studies of English Language Teaching (ELT) field. However, the results of this study revealed that there was not any statistically significant correlation between academic achievement (GPA) and their receptive vocabulary size. Although GPA may be a sign of academic achievement (GPA) and successful studentship, it may not readily one’s actual English language proficiency. The results also indicated that there was no significant difference between males and females regarding their receptive vocabulary size.

Keywords: receptive vocabulary size; Pre-service ELT teachers; gender; academic achievement.

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session 1
13:30 - 14:30

Dostoyevski
Chair: Mehmet Demirezen

Learning vocabulary through text messages: Help or distraction?

Fatma Ünveren Gürocak

*Gazi University, School of Foreign Languages
fatosunveren@gmail.com*

In foreign language learning, vocabulary is the initial move of the learners and teachers. Practitioners have made use of various techniques so as to teach words more effectively and long-lastingly. Mobile phones are part of this endeavour and their use evoked mobile learning. Today, teachers want to benefit from the time that students spend with their mobile phones. The effect of the mobile learning and learners' attitude towards this technology is researched in this study. To meet the purpose of this research, mixed-method design was followed. The study was carried out at a state university context and quantitative data was gathered by pre, post, recall tests and an attitudinal questionnaire from 60 learners of English. The participants also answered two open-ended questions for qualitative data. The findings of the t-tests indicated that mobile foreign language learning environment could expand the students' vocabulary knowledge and help the students to learn the target words more permanently. Moreover, participants of the study perceived vocabulary learning through text messages more resourceful, fun and motivating than printed version. Keywords: vocabulary learning, mobile learning, instructional technology.

Keywords: vocabulary learning; mobile learning; instructional technology

Task orientation and vocabulary knowledge type: How do they relate to collocational knowledge?

Sinem Aydoğan

*Fatih Sultan Mehmet Vakıf University
saydogan@fsm.edu.tr*

Senem Yıldız

*Boğaziçi University
senem.yildiz@boun.edu.tr*

Many researchers in the field of applied linguistics have emphasized the importance of collocations for second language learners (Brown, 1974; Carter & McCarthy, 1998; Conklin & Schmitt, 2008; Hill, 2000; Lewis, 2000; Nation, 2001; Schmitt, 2000; Webb & Kagimoto, 2009). However, task type effects on collocational knowledge has been a neglected area in the literature. This study aims to investigate the effects of input-oriented and output-oriented tasks on collocational knowledge and explore the differences among the gains in different types of collocational knowledge. The experimental group (P-group, $N = 22$) studied collocations through productive tasks, which included non-cued inference-making, sentence-construction and non-cued gap-filling. The control group (R-group, $N = 22$) studied collocations through receptive tasks, which included cued inference-making, sentence-half matching and cued gap-filling. An immediate post-test measuring participants' gains in different types of collocational knowledge was administered to both groups. The quantitative data were analyzed via an independent samples *t*-test to investigate the effects of task orientation on collocational knowledge and via a one-way repeated measures ANOVA to explore the differences among the gains in different types of collocational knowledge within the R-group and the P-group. The *t*-test results demonstrated that the groups did not statistically significantly differ in their collocational knowledge. The ANOVA results revealed statistically significant differences among the gains in different types of collocational knowledge both within the R-group and within the P-group. Based on these results, it was concluded that task orientation impact as well as recognition-recall hierarchy observed in vocabulary acquisition are washed away in the acquisition of collocations. However, it was also concluded that the difference between active recall and passive recall persists.

Keywords: collocation, task orientation, recall, recognition



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session 1

13:30 - 14:30

Turgenev

Chair: Kadriye Dilek Akpınar

L2 writers' attitudes towards outlines (both print-based and multimodal) in a first-year university writing course in the UAE

Matthew Andrew

The Petroleum Institute, Abu Dhabi, UAE

mandrew@pi.ac.ae

This presentation will discuss research findings that examine second language writers' (L2) attitudes towards writing outlines for essays in a first-year English Composition classroom. L2 writers often encounter problems with developing and organizing content for essays. Studies have shown that using a process approach that incorporates prewriting strategies can help learners with writing proficiency (Mahnam & Nejadansari, 2012; Akinwamide, 2012; Alhaisoni, 2012). However, students writing in English often appear to lack motivation for prewriting tasks, and prefer to write an essay at the last minute without taking the necessary prewriting steps, such as outlining, to help their writing become more organized and developed. This research project examines questionnaire and interview data of 49 undergraduate students taking an English Composition 2 course at a university in the UAE to investigate whether L2 writers enjoy doing outlines, and find them useful, and whether multimodal outlines using images, video, and text can enhance motivation and affect learners' perceptions of the usefulness of outlining. Preliminary data analysis suggests that students find both traditional print-based outlines, and multimodal outlines, useful for developing content and organizing information for an essay. Initial data also suggests that using images, video, and text can increase motivation for outlining.

Keywords: prewriting; outlining; multimodal; iBooks Author

The impact of task complexity on cognitive processes of L2 writers and writing quality: The case of writing expertise, L1, and lexical retrieval

Forough Kasiri

Yazd University

forughkasiri@yahoo.com

Ali Mohammad Fazilatfar

Yazd University

a.fazilatfar@yazd.ac.ir

There is a fundamental assumption that the cognitive complexity of written task is mediated by writers' expertise (Ruiz-Funes, 2015). To cast light on the issue, the study scrutinized the effect of task complexity on cognitive processes of L2 writers with respect to L2 writing expertise, speed of lexical retrieval, L1, and text quality. Seventy-two TEFL students with different writing expertise completed a computerized Written Productive Translation, as well as three L1 and L2 argumentative writing tasks, manipulated in regard to resource-dispersing (planning time and task structure) and resource-directing dimensions (perspective taking), followed-up by retrospective questionnaires and interviews. The texts were analyzed in terms of accuracy, fluency, Type-Token ratio, and syntactic complexity. Running MANOVA indicated the trade-off between generating idea and essay structure at planning stage, and thinking about language aspects and text structure at transcribing stage. Task complexity had no effect on fluency, accuracy, and syntactic complexity. However, the lexical variation and speed of retrieval were remarkably correlated with writer's expertise. Moreover, the L2 processes back-transferred to L1 in expert writers. The upshot essentially substantiated Cummins' (1978) Interdependence Hypothesis, and Kellogg's (1990) Overload hypothesis while laying a great stress on the rate of lexical retrieval for improvement of writing expertise.

Keywords: Planning time; Task structure; Metacognitive processes; Writing expertise

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session 1

13:30 - 14:30

Turgenev

Chair: Kadriye Dilek Akpınar

A comparison of the cognitive processes involved in L2 learners' writing process when they are composing in English and in their L1

Ece Sevgi

Yeditepe University, Istanbul

ece.sevgi@yeditepe.edu.tr

This research investigates whether advanced-level language learners use similar cognitive strategies when they are composing a paragraph in their L2 (English) and L1 (Turkish). More specifically, the cognitive processes under investigation were grouped under two categories: Planning and Content Generation, and the investigation was designed to observe if there was a tendency to use any of these categories more than the other one while composing in a particular language. A mixed method was used to investigate the issue. Qualitative data was collected through think-aloud protocols during the participants' written composition process, and quantitative data was obtained by calculating the indicators of planning and content generating strategies on the coded data. Chi-square tests were used to see whether the difference between the strategies used in the composing process for two languages was statistically significant. The results showed no statistically significant difference ($p=.03$), which suggested that the participants were making use of similar cognitive strategies when they were writing a paragraph in their L1 and L2. This leads to a further suggestion that instruction in written composition in one language might affect the composition process in another language.

Keywords: Writing; Think-aloud protocols; Planning; Content-generating

.....



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

Concurrent session II				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Binnur İlter	Fatma Özlem Saka	Hacer Hande Uysal	Selami Aydın
14:35-15:35	Samar Ihmuda Diaab <i>Role of faulty instructional methods in Libyan EFL learners' speaking difficulties</i>	Seyda Sarı, İsmail Hakkı Erten <i>Willingness to communicate in real 12 acquisition context</i>	Nuray Okumus Ceylan <i>Using short stories in reading skills class</i>	Ciler Hatipoglu <i>Language assessment policies in Turkey: Pre-service ELT's perspective</i>
	Nihan Erdemir <i>An action research: Teaching compensation strategies and speaking skills. Does it really make a difference?</i>	Mehmet Asmalı <i>Willingness to communicate of foreign language learners in Turkish context</i>	Kate Tindle <i>Preparing low level foundation students for academic reading</i>	Mehmet Demirezen, Özgül Özönder <i>Turkish English teachers' professional self as one of the possible selves</i>
	Cigdem Karatepe <i>Indirectness in requests in complaint letters to the faculty by Turkish EFL university students</i>	Ayfer Su Bergil <i>The influence of willingness to communicate on overall speaking skills among EFL learners (virtual)</i>	Burcu Varol, Gülcan Erçetin <i>The effect of gloss content (lexical vs. topical) and working memory on vocabulary learning and text recall</i>	Zubeyde Sinem Genc <i>More practice for pre-service teachers and more theory for in-service teachers of English language</i>

GlobELT

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session II

14:35 - 15:35

Bulgakov

Chair: Binnur İlter

Role of faulty instructional methods in Libyan EFL learners' speaking difficulties

Samar Diaab

*Assistant Lecturer of Applied Linguistics
Sebha University, Faculty of Arts, Sebha, Libya
amardiaab@gmail.com*

A body of research indicates that Arab EFL learners are incompetent in oral communication. This has been the case of the Libyan EFL learners who encounter great difficulties in speaking skills. Despite spending years in learning English, and building good linguistic knowledge, they fail to employ that knowledge in real communicative situations. This might be the outcome of inadequate teaching approaches that are employed by Libyan EFL teachers. Their overreliance on traditional methods that emphasize extensive linguistic input rather than communicative output result in what Wolff (2010) calls 'mute English learners', who can only read and write but are unable to speak. This paper aimed to investigate the Libyan EFL learners' speaking difficulties and the factors underlying this problem. Total 125 students, from Sebha University, Libya participated in the study. Questionnaires and interviews were deployed for gathering data. The questionnaires and interviews were designed to elicit information about the participants' learning experience, the way they were taught English and speaking difficulties. Data was analysed using SPSS and content analysis. The study revealed that Libyan learners face difficulties in oral communication due to linguistic and psychological barriers. The results also showed that insufficient exposure to the target language and frequent use of Arabic, inside and outside the classroom, were the main factors contributing to the Libyan learners' speaking difficulties. Lack of speaking activities and overemphasis on accuracy at the expense of fluency by the teachers were other contributing factors.

Keywords: Speaking difficulties; Instructional approaches; Speaking skills; Linguistic and psychological barriers

An action research: Teaching compensation strategies and its impact on speaking skills of EFL learners. Does it really make a difference?

Nihan Erdemir

*Kırklareli University
nihanerdemir@gmail.com*

Beginning with the importance given to behaviors and thoughts indicating how learners process information, language learning strategies have begun to be taken into consideration. Most of the studies have examined the differences among variables in strategy use and have ignored the impact of a specific strategy use on developing speaking skills. This study investigates the relationship between compensation strategy use and the development of students' speaking skills in an EFL classroom. It attempts to understand the impact of compensation strategy instruction on students' frequent communication problems, especially consulting to mother tongue in a language class promoting speaking activities. A total of 18 upper intermediate-level students learning English as a foreign language at the Preparatory School of Gazi University were involved in an action research. This action research first resorted to the practice of compensation, and then affective strategies. In the light of the results obtained through pre- and post- written reflections, classroom observations and an affective assessment tool, using compensation strategy instruction and the practice of strategies are strongly suggested to improve communication skills of learners of English. Unexpectedly, use of affective strategy was also required as well as compensation strategies during the cycle of the action research. The results revealed that affective factors such as anxiety, stress and motivation should be considered as well and the lack of importance given to affective factors prevents students from using compensation strategies effectively.

Keywords: learning strategies; compensation strategies; affective strategies; speaking skills



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

14:35 - 15:35

Bulgakov

Chair: Binnur İlter

Indirectness in requests in complaint letters to the higher institution by Turkish EFL university students

Çiğdem Karatepe

*Uludağ University Faculty of Education
cigdem.karatepe@gmail.com*

One of the defining characteristics of pragmatic competence is the ability to use appropriate lexico-grammatical and syntactic indirectness strategies (Blum-Kulka et al 1989) within a particular situation. Writing a complaint letter to an authority figure requires high pragmatic competence. However, even if learners have a good command of grammar, they fail to express and comprehend the intended illocutionary meaning.

This study aims to examine request forms used by Turkish learners of English and NSs of English in complaint letters. The NS informants (N: 38) are mainly teachers teaching in the city of Bursa, Turkey and learners are all Turkish ELT teacher candidates (N:295) studying at Uludağ University. Informants composed a letter where they asked the student registrar of Uludağ University to correct their grade which appeared to be incorrectly entered as FAIL into the electronic records.

Majority of NSs made 'conventionally indirect requests' (Blum-Kulka et al 1989) such as 'I'd be grateful if you re-check your records and amend this mistake'. Besides, quite many NSs did use the imperative form. But these are used to ask for notification about the result. On the other hand, NNSs used mainly three strategy types: Explicit Performative (I request from you to correct this mistake), Want Statement (I want you to correct control this mistake (please) and Suggestory Formula (If you can help in this matter, I would be really pleased). The results indicate that teacher candidates have difficulty in choosing the right verb form and using modal verbs to indicate indirectness appropriately.

Keywords: speech acts; formal requests; indirectness; language awareness

Concurrent Session II

14:35 - 15:35

Bunin

Chair: Fatma Özlem Saka

Interaction between willingness to communicate, academic achievement and L2 self guides

Seyda Sari

*Selcuk University
seydasari@hotmail.co.uk*

İsmail Hakkı Erten

*Hacettepe University
iherten@gmail.com*

The aim of this study was to investigate the relationship between willingness to communicate in L2, ideal L2 self, and speaking anxiety. To do this, three instruments were employed. These were Willingness to Communicate Scale (McCroskey, 1992); Ideal L2 Self Scale (Dörnyei & Taguchi, 2010); and Speaking Anxiety Scale (Huang, 2004). The data came from a total of 81 Turkish learners of English studying at a Vocational College at a large size state university located in central Turkey. The data analysis revealed moderate correlation coefficients between willingness to communicate scores and participants' Term GPA ($r_{(79)} = .316$; $p < .05$) and Ideal L2 Self scores ($r_{(78)} = .285$; $p < .05$). Speaking anxiety scores did not correlate to willingness to communicate scores at a significant level ($p > .05$). The relationship between the Term GPA scores and the willingness to communicate scores remained intact when the effect of ideal L2 Self scores was kept constant ($r_{(75)} = .234$; $p < .05$). However the relationship between Ideal L2 Self scores and willingness to communicate scores appeared to have lost magnitude and significance when the term GPA was kept constant ($r_{(75)} = .187$; $p = .10$), implying a much stronger impact of Term GPA on willingness to communicate. A multiple regression analysis confirmed the unique significant variance ($R = .24$; $p < .05$) explained by Term GPA in willingness to communicate but failed to identify Ideal L2 self as a significant predictor of the construct. The findings have implications for effective management of speaking classes and activities.

Keywords: Academic achievement; willingness to communicate; ideal L2 self; speaking anxiety

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session II

14:35 - 15:35

Bunin

Chair: Fatma Özlem Saka

Willingness to communicate of foreign language learners in Turkish context

Mehmet Asmalı

*Bandırma Onyedi Eylül University
asmalimehmet@gmail.com*

Willingness to communicate in target language is an important construct in determining the performance of communicative competence of a learner. Therefore, this study investigated willingness to communicate and its antecedents through a structural model with the participation of 251 freshmen studying in different departments of a state university in Turkey. The data were gathered by means of eleven different questionnaires. Quantitative data were analyzed via Partial Least Square - Structural Equation Modeling. According to the results, all hypotheses were accepted which means participants' attitude toward international community, their motivation to learn English, and their confidence in English communication were found to have direct significant positive effects on their WTC in English. Additionally, results also showed that participants' attitude toward international community positively influenced their motivation to use and learn English. Finally, participants' personality was found to influence their confidence in English communication. Therefore, students with higher self-confidence in English communication, with more positive attitudes toward international community, and with stronger motivation to learn English are the ones who are more willing to communicate in English in Turkish context.

Keywords: willingness to communicate; structural equation modeling; partial least square; motivation; attitude; personality

The influence of willingness to communicate on overall speaking skills among EFL learners



Ayfer Su Bergil

*Amasya University
ayfer_su@yahoo.com*

Due to the popularity of foreign language learning (FLL) and using the language meaningfully, the pedagogy of language learning has recently regarded the importance of willingness to communicate (WTC) in second and FLL and communication. Therefore, the present study aims to investigate the Turkish preparatory class students' WTC levels and the effects of individual differences on their WTC levels. 73 students, who are studying English as a foreign language (EFL) in the preparatory class in the foreign language department in Amasya University, serve as the participants of the study. The scale prepared by McCroskey (1992) is utilized to measure the students' WTC and some demographic information of students are gathered to make contributions to the relationship between their WTC and the other demographic variables such as proficiency level, length of studying, being abroad, and communicating with foreigners. Moreover, the students' WTC levels are related to their overall speaking skills defined by a 5 point likert-type scale ranged from "1= weak", "2=adequate", "3=good", "4=excellent" and "5= No idea because I didn't do such an activity.", filled by the speaking course instructors. In the statistical procedure, a series of independent samples t-tests and one-way ANOVAs were applied to provide the answers to the related research questions. The results show that preparatory class students have mostly weak and adequate overall speaking skills which can be related with the activities the instructors and the curriculum include for the course content or the ability of instructors' material adaptation. The importance of the present study lies in its theoretical contributions to the WTC research and the pedagogical implications for both teaching and learning process in EFL context.

Keywords: EFL context, Willingness to Communicate, Individual Differences, Foreign Language Learning.



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

14:35 - 15:35

Dostoyevski

Chair: Hacer Hande Uysal

Using short stories in reading skills class

Nuray Okumuş Ceylan
Bülent Ecevit University
nurayokumus@beun.edu.tr

Using literature to teach language has several advantages such as contributing to a better linguistic understanding, developing creative skills, and providing an authentic model of language use with its rich potential (Collie & Slater, 1987; Ramsaran 1983). Short story seems to be the most suitable one since it is short, and aims at giving a 'single effect', there is usually one plot, a few characters; there is no detailed description of setting. Also, research on short stories in EFL classrooms state that they can be a good indicator of increased motivation, increased interest in reading and improved reading skills (Pardede, 2011; Saka, 2014; Vural, 2013). This study aims to find out the thoughts and attitudes of Bülent Ecevit University English Language and Literature Department first year students towards the short stories covered in Reading Skills course. The data gathered via a questionnaire was analyzed using frequency tests. The results indicated that studying short stories has a number of benefits for the students such as broadening their perspectives, enabling them to think about the reasons rather than the result, showing them different life styles, providing them with a comparison between their own culture and other cultures, increasing their appreciation for literature and making them read more short stories.

Keywords: literature; short story; reading skills

Preparing low level foundation students for academic reading

Kate Tindle
Zayed University, UAE
Kate.Tindle@zu.ac.ae

As many foundation programs move towards an EAP approach, teachers in an EGAP (English for General Academic Purposes) context may find themselves challenged by the gap between the reading level of the learners and the difficulty level of the texts the learners need to read. This presentation describes some of the challenges with regard to reading faced by teachers and learners on a foundation program in the United Arab Emirates as the program transitioned to an EAP curriculum. Based on classroom experience rooted in sound principles derived from the literature, practical ways in which weak readers can be supported in an EGAP context will be outlined.

Keywords: Reading; foundation program; low level students

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session II

14:35 - 15:35

Dostoyevski

Chair: Hacer Hande Uysal

The effects of gloss content (lexical vs. topical) and working memory on vocabulary learning and text recall

Burcu Varol

*Boğaziçi University
burcuunalvarol@gmail.com*

Gülcan Erçetin

*Boğaziçi University
gulcaner@boun.edu.tr*

Current computer technologies can provide resources for the reader to employ both lexical and topical knowledge through glosses. As the reader is engaged in processing the text, s/he can easily access definitions of words or get more information about the topic through hyperlinks. However, there is little consensus regarding the effects of these resources especially on reading comprehension. Given the role of working memory (WM) in reading comprehension, the effects of these text resources may be mediated by WM capacity. As such, the current study, through a between groups experimental design, aims to compare the performance of low-knowledge readers on vocabulary and recall measures when they are exposed to glosses providing lexical information versus topical information. It also aims to examine whether WM mediates the effects of gloss content. Upon determining the participants' WM capacity through a backward digit span task, they were randomly assigned to one of the experimental groups which were exposed to an expository text with either vocabulary glosses or topical glosses or to the control group which received no glosses. After reading the text, the participants were given recall and vocabulary measures. Preliminary findings yield robust effects of annotation type.

Keywords: L2 reading; working memory capacity; incidental vocabulary learning

Concurrent Session II

14:35 - 15:35

Turgenev

Chair: Selami Aydın

Language assessment policies in turkey: Pre-service English language teachers' perspective

Çiler Hatipoğlu

*Middle East Technical University
ciler@metu.edu.tr*

The values and world views of different nations are reflected in their educational systems (Barnwell 1996; Spolsky 1995). The methodologies they use to train language teachers and to assess language proficiency not only mirror and reinforce general attitudes about language and language learning but also create closed systems that are usually highly resistant to change and innovation (Locastro 1990). Language teachers' experiences as testees shape their beliefs about assessment, inform their teaching and play a central role in how they plan and implement classroom assessment practices (Bliem & Davinroy 1997; Craig et al. 2013). Therefore, the current study, first, presents the sociocultural and historical context of how English is taught and tested in Turkey and then, it presents the beliefs and views of pre-service teachers related to assessment of English in Turkey.

The views and beliefs of pre-service teachers have been gathered using questionnaires and interviews. Both qualitative and quantitative analyses of all sets of the data have been performed so that a more detailed, more representative picture is created.

The results of the study not only present how language assessment policies shape and reshape teaching beliefs and practices in the country but also reveal how pre-service teachers' views about assessment could be situation-specific, hence difficult to understand once placed out of context.

Keywords: language assessment policies in Turkey; pre-service English language teachers' beliefs related to testing and assessment; context specific testing and assessment; relation between language testing and language teaching



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

14:35 - 15:35

Turgenev

Chair: Selami Aydın

Turkish English teachers' professional self as one of the possible selves

Mehmet Demirezen

*Hacettepe University
md49@hacettepe.edu.tr*

Özgül Özönder

*Abdullah Gül University
cnozonder@gmail.com*

This study reports the results of a study exploring Turkish English teachers' professional self in relation to teacher education. The study also examines the relationship between the participants' educational background, teaching experience and their professional self. The study was carried out in Ankara, Turkey. The participants of the study were English language instructors of Hacettepe University, School of Foreign Languages. A total of 43 English instructors (females: 36 and males: 7) voluntarily participated in the study, responding to a questionnaire composed of 40 items regarding teacher professional self. The results of the Professional Self Questionnaire revealed that the rate of Turkish English teachers' professional self was very high (81%, $M=4.09$). Also, there was a significant difference in participants' professional self depending on their educational background. The results indicated that the participants' professional self did not differ significantly in relation to their teaching experience.

Keywords: teacher education; teacher professional self; educational background; teaching experience

More practice for pre-service teachers and more theory for in-service teachers of English language

Zübeyde Sinem Genç

*Uludağ University, TURKEY
z.sinem.genc@gmail.com*

Professional development in pre-service teacher education include practicum where teacher candidates have the opportunity for teaching experiences in cooperating schools. For that, an effective cooperation and collaboration need to be established between schools and pre-service teacher education programs, and between in-service teachers serving as mentor teachers and pre-service teachers as well as between teacher educators and in-service teachers. During this complex interaction, we need to rely on in-service teachers as experienced mentors and their pedagogical content knowledge while making judgements on pre-service teachers' competencies in language teaching. For mutual professional development, pre-service teachers need to receive helpful feedback from more experienced teachers while in-service teachers, in turn, are encouraged to act as mentors for inexperienced teachers. This paper investigates the needs of both pre-service and in-service teachers in order to provide solutions for the problems both parties might have during this symbiotic collaboration. The study adopted qualitative research design. The data were collected through reflective journals and semi-structured interviews with in-service and pre-service teachers. Content analysis of the data illustrated that pre-service teachers had problems mainly with classroom management, appropriate feedback, time management, and teaching strategies. In-service teachers had serious challenges in establishing theoretical background for their comments and needed more guidance in mentoring. The findings suggested that pre-service teachers need more practice opportunities in their way to becoming a language teacher whereas in-service teachers definitely need to improve and update their theoretical knowledge base on current developments in the field.

Keywords: practicum; pre-service teacher education; in-service teacher development; professional development for language teachers

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session III

Concurrent session III				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Jafar Pourfeiz	Dagmar El-Hmoudova	Ece Zehir Topkaya	Mehmet Bardakçı
15:50-16:50	Mehmet Demirezen, Esmâ Kot <i>Collegial reactions to faulty pronunciation of teachers in relation to English language teaching</i>	Levent Uzun <i>Schools out virtual worlds in: Improving English through exposure to language in second life digital environment</i>	Cigdem Gunes, Hacer Hande Uysal <i>The relationship between the Turkish EFL teachers' burnout and organizational socialization levels</i>	Çağla Atmaca <i>Error analysis of Turkish EFL learners: A case study</i>
	Emel Kulaksiz <i>Using tongue twisters for teaching pronunciation</i>	Lydia Saxona Deakin, Rosanna Islas <i>Your class dot com</i>	Seda Altiner <i>The impact of engagement with research on EFL pre-service teachers</i>	Elif Tokdemir Demirel <i>Error corpora of EFL students' academic essays</i>
	Sahar Rezaei <i>Investigating English vowel reduction in pronunciation of EFL teachers of high schools in Iran (case study: Ilam City)</i>	Yelda Orhon, Recep Şahin Arslan <i>The impact of blogging on EFL learners' self-assessment of their language skills</i>	Hüseyin Öz <i>Metacognitive awareness and academic motivation: A cross-sectional study in teacher education context of Turkey</i>	Meruyert Seitova <i>Error analysis of written production: The case of 6th grade students of Kazakhistani school</i>

GlobELT



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session III

15:50 - 16:50

Bulgakov

Chair: Jafar Pourfeiz

Collegial Reactions to faulty pronunciation of teachers in relation to English Language Teaching

Mehmet Demirezen

*Hacettepe University
md49@hacettepe.edu.tr*

Esma Kot

*Bülent Ecevit University
esma_kot@yahoo.com*

The aim of this study was to explore the collegial reactions of teachers to faulty pronunciation in relation to English Language Teaching. Some vowel and consonant sounds of English language are problematic for Turkish English teachers because they do not exist in Turkish inventory of sounds. The pronunciation of these English sounds usually results in fossilized mistakes for the Turkish teachers of English and teacher trainees. The aim of this presentation is to explore the reactions of the fellow-teachers to the other English language teachers who have faulty pronunciation. In this respect, a questionnaire with 21 items and three subheadings, 'reactions in terms of profession-wise', 'professional efficiency of non-native teachers' and 'reactions in terms of collegial friendship', was developed by the researchers of this research. The data were collected from 30 Turkish teachers of English who worked at different state universities in Turkey. The data were gathered via a five-point Likert scale and were analyzed through Independent Samples T-test and ANOVA. The results demonstrated that participants found their colleagues with faulty pronunciation harmful to the profession and to their future pronunciation development. 26, 6 % of the participants stated that teachers with faulty pronunciation were harmful to the profession, and in terms of professional ethics, 30% of the participants responded that colleagues with faulty pronunciation were harmful to their future pronunciation development.

Keywords: fossilized pronunciation errors, teachers' collegial reactions, faulty pronunciation, professional ethics

Using tongue twisters for teaching pronunciation: A replication

Emel Kulaksız

*Gazi University
ekulaksiz@gazi.edu.tr*

The aim of the study is to figure out to what extent English instructors find using tongue twisters beneficial for teaching pronunciation and the assessment of pronunciation and whether their ideas about the usefulness of it correlate with their frequency of using tongue twisters. Because accurate pronunciation has been a challenge for non-natives, it is necessary to analyze how to teach it. The participants of the study consist of 30 EFL instructors. The data collected through a questionnaire consisting of 5 parts were computerized and analyzed by applying one-way ANOVA and pearson correlation through SPSS 22. The study reflected that the participants' frequency of making use of tongue twisters significantly correlate with the extent to which they find tongue twisters useful. It is also found that the higher the instructors' academic levels are, the more importance they give to the use of tongue twisters and the more frequent they make use of them with the purposes of teaching pronunciation and for the assessment of pronunciation. Hence, more emphasis should be put on using tongue twisters in language classrooms and in course books for teaching pronunciation more effectively.

Keywords: tongue twisters; pronunciation

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session III
15:50 - 16:50

Bulgakov
Chair: Jafar Pourfeiz

Investigating English vowel reduction in pronunciation of EFL teachers of high schools in Iran (case study: Ilam City)

Sahar Rezaei

*M.A Student of TEFL, Islamic Azad University, Ilam Branch
paniasahar@gmail.com*

One of the prerequisites of speaking in a foreign language having its own difficulties is correct pronunciation. English is not an exception to this rule and one of the challenging parts of this language is the process called vowel reduction which has always been problematic for language learners. The current investigation has been conducted to study observing of English vowel reduction in pronunciation of EFL teachers of high schools in Ilam, Iran. For this purpose, this study examines the effects of gender, experience and academic degree on the observing of vowel reduction in derivative and function words. The participants of the study were 60 EFL teachers with B.A., M.A., and PhD degrees teaching English in high schools of Ilam, Iran, 30 being male and 30 female. They ranged from 1 to 30 years of teaching experience. The instrument used in the study was a checklist comprising of 30 sentences containing derivative and function words in which the vowel reduction occurs. After completion, the data were analyzed using SPSS. The results showed that there was a meaningful relationship between gender of the participants and vowel reduction in general and vowel reduction in derivative words but not with function words. Males performed better than females in pronouncing the reduced vowels. Also, there was a meaningful relationship between teaching experience and vowel reduction in general, vowel reduction in derivative words and in function words. The group with 16 to 20 years of teaching experience had the highest mean. The second highest mean belonged to the group of 21 to 25 years of experience. The results also showed that until 20 years of teaching experience, the means of pronunciation increase and after that decrease gradually. Moreover, there was a meaningful relationship between academic degree and vowel reduction in general, vowel reduction in derivative words and in function words. The PhDs had the highest mean and did better than the MAs and BAs. Furthermore, there was a meaningful relationship between academic degree and vowel reduction in general, vowel reduction in derivative words and in function words. Based on the findings of the study it can be concluded that Ilami EFL teachers did not generally perform vowel reduction as it was expected. In fact vowel reduction is neglected to a great extent in the high schools of Ilam.

Keywords: vowel reduction; derivative words; function words; Ilami teachers

.....



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session III

15:50 - 16:50

Bunin

Chair: Dagmar El-Hmoudova

Schools out, virtual worlds in: Improving English through exposure to language in the second life digital environment

Levent Uzun

Uludag University

ulevent@uludag.edu.tr

The present study investigated the educational options and opportunities that the Second Life (SL) platform provides as a 3D multiuser interactive digital environment. The current work was a pilot study for a bigger scale international project that is going to be carried out in cooperation with different educational institutions and schools within the European Union. The participants were 20 university students and 40 secondary school students who were guided, supported, and supervised by their lecturers (N=7). The university students were given role-plays to act as foreign persons of different nationalities, a fact which was not known by the secondary school students. The persons from the two groups were to meet in the virtual campus that was created as an English language learning and practicing village. The SL platform was used as the base of the educational digital environment, which was filled appropriately with materials that were in parallel with the 7th grade secondary school English as a Foreign Language (EFL) curriculum of the Turkish Ministry of National Education. The study was applied in the spring semester of the 2014-2015 educational year. Therefore, the topics of the course units that had been predetermined by the Council of National Education for the spring semester were covered in the study. The participants interacted and collaborated with one another through their unique avatars, which necessitated activating their vocabulary and grammatical knowledge as well as the four skills (i.e. writing, reading, speaking, and listening). The communications and actions that took place in the virtual campus were recorded and qualitatively analyzed in addition to the face-to-face and online interviews that were realized with the participants. Results suggested that the SL digital platform holds a strong potential to serve as an educational tool, specifically for foreign language education, but also for other purposes. The content and discourse analyses that were carried out on the data obtained from the present study revealed that the participants were highly motivated during communicative activities, in a way which was not exactly the same as the one-way interaction with the web-based materials. Therefore, it is possible to confidently postulate that the SL digital platform surpasses the web in every aspect regarding the scope, necessities, and philosophy of education.

Keywords: foreign language education; Second Life; digital platform; virtual environment.

Your class dot com

Lydia S. Deakin

English Language Programs

lydiasdeakin@gmail.com

Rosanna Islas

English Language Programs

rosannaesl@gmail.com

We live in a high-tech world where even in remote areas the ubiquity of the Web is often evident. So why not use it to our advantage as educators? Beatty (2003) states that “any process in which a learner uses a computer and, as a result, improves his or her language” (p. 7) can be considered computer assisted language learning (CALL). Hubbard (2009) further defines “improvement” as the betterment of learning efficiency, institutional efficiency, learning effectiveness, access to content and materials, convenience, or motivation. This teaching practices presentation will provide anecdotal evidence of how simple teacher-created websites can serve as a course management system (CMS) and thus improve student access to materials and resources, increase convenience for teachers and students, and assist instructors in saving time and organizing materials. We will present examples of teacher-created websites for undergraduate-level courses from two Turkish universities, discuss their use in and out of the classroom setting, and provide commentary from students who have used these websites.

Keywords: technology; CALL; website; course management system

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session III
15:50 - 16:50

Bunin
Chair: Dagmar El-Hmoudova

The impact of blogging on EFL learners' self-assessment of their language skills

Yelda Orhon

*Pamukkale University, School of Foreign Languages
yyelmer@pau.edu.tr*

Recep Şahin Arslan

*Pamukkale University, Department of English Language Teaching
receparslan@hotmail.com*

With the advent of technology-supported language classrooms, the use of blogs has become popular in the field of language teaching in the last decade. The research available about blogging mostly focuses on developing language skills. It is mostly the teacher who evaluates whether the language skills of the students have improved or not. However, the purpose of this study is to investigate the effect of blogging on a group of EFL students' self-assessment of their language skills, namely listening, reading, writing, and speaking. Twenty pre-intermediate prep-class students were asked to keep personal blogs for ten weeks, where they posted all their language-related works like essays, vocabulary studies, book reviews, and the videos they watched, while they received feedback both from their instructor and peers on their posts. Students self-assessed their language skills before and after the study through a likert-type Self-Assessment Checklist, adapted by the researchers from the Common European Framework of Reference for Languages. In addition, post-interviews on the contributions of blogs were conducted with the students. Findings of the study revealed that there was a significant difference in the learners' self-assessment levels after the blogging process. When the students' answers to the items regarding the listening, reading, writing, and speaking skills on the checklist were separately examined, it was found out that students self-assessed each of their language skill as improved at the end of the ten-week blogging process. The post-interviews also indicated that the blogging application especially contributed to the students' writing skills, communication skills, and vocabulary knowledge. As a result, the study suggests that the practice of blogging be an effective tool to foster learners' language skills while learning a language.

Keywords: blogging; language skills; self-assessment

.....



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session III

15:50 - 16:50

Dostoyevski

Chair: Ece Zehir Topkaya

The relationship between the Turkish EFL teachers' burnout and organizational socialization levels

Çiğdem Güneş

Mehmet Akif Ersoy İlkokulu

cigdem.gunes@hotmail.de

Hacer Hande Uysal

Gazi University

uysalhande@yahoo.com

Various work-related obstacles burden teachers and complicate their process of organizational socialization, which may have an impact on teacher burnout. However, despite the numerous studies focusing on either teacher burnout or teacher socialization separately, studies comprising these two factors in relation to each other is scarce, particularly concerning language teachers. Therefore, this study aims to investigate the existence of any relationship between the Turkish EFL teachers' burnout and organizational socialization levels by employing Richmond, Wrench and Gorham's (2001) Teacher Burnout Scale and Erdoğan's (2012) Organizational Socialization Scale as quantitative tools. The surveys were distributed to 507 EFL teachers working in state schools in Turkey through professional ELT groups on facebook, and then the levels of four organizational socialization dimensions (task, colleagues, organization, roles) were determined by descriptive statistics and correlated with the four different burnout levels (few, strong, substantial, and severe) by using Pearson Correlation test. Moreover, any demographic factors playing role in either organizational socialization or teacher burnout were also investigated through ANOVA and t-test. The results revealed that teachers had a low level of burnout and a high level of organizational socialization, and there is a moderate negative correlation between teacher burnout and organizational socialization. The results point out the need for additional pre- and in-service support for teachers to successfully socialize and to prevent early burnout.

Keywords: teacher burnout; organizational socialization; teacher education; novice EFL teachers

The impact of engagement with research on pre-service English teachers

Seda Altiner

Izmir University

seda.altiner@izmir.edu.tr

Can new movements to enhance teacher education be consolidated with preservice teacher engagement with research? More specifically, what does reading research rather than doing research contribute to preservice teachers? As the literature on engagement and research is largely on "in" rather than "with", this paper aims to fill in this gap by examining 18 prospective English teachers studying in English Language Teaching Department in a private university in İzmir and more importantly develop critical consciousness of their department as Freire (1970) in his "Critical Pedagogy" suggested that a learner needs to "read the world" rather than "read the word". For the study, three sets of qualitative data (article reflection papers, semi-structured interview and extended field notes) were gathered through 5 weeks. In order to analyze the data qualitatively, Ushioda's (2006) I-statement was used. The findings indicated that EFL preservice teachers perceived research reading as a valuable source to function in different teaching context, and they also activated what they gained from research papers (mostly discipline-based glossary) into other courses. Therefore, it is of great importance to have EFL teachers read published journal articles on the current issues in language teaching and to train them how to engage with research as well as how to benefit from research evidence.

Keywords: pre-service teachers, research engagement, critical pedagogy, teacher education,

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session III
15:50 - 16:50

Dostoyevski
Chair: Ece Zehir Topkaya

Metacognitive awareness and academic motivation: A Cross-sectional study in teacher education context of Turkey

Hüseyin Öz

Faculty of Education, Hacettepe University, Ankara 06800, Turkey
hoz@hacettepe.edu.tr

Metacognitive awareness has been shown to have a significant role in second or foreign language (L2) learning (Anderson, 2002; Lam, 2009; Ohata & Fukao, 2014; Oz, 2007, 2014; Thompson, 2012; Uneputty, 2014; Zenotz, 2012). The present study investigated the role that metacognitive awareness plays in the enhancement of academic motivation among prospective English teachers in a Turkish context. A total of 104 students participated in the study. Data were collected using the Metacognitive Awareness Inventory (Schraw & Dennison, 1994) and the Academic Motivation Scale (AMS; Vallerand et al., 1992). Findings showed a statistically significant relationship between metacognitive awareness and academic motivation. The analysis of moment structures (AMOS) and multiple squared correlations revealed that knowledge of cognition (KOC) and regulation of cognition (ROC) as the two major components of metacognitive awareness appeared as significant predictors of academic motivation, explaining 44% of the variance in the academic motivation of prospective English teachers. These findings underscore the importance of metacognitive awareness, and fostering construction of new knowledge, regulating and monitoring cognition would contribute to the creation of a supportive environment for promoting academic motivation among students, more specifically in teacher education programs. It is further concluded that metacognitive training can motivate students to improve their metacognitive knowledge and strategy use in learning an L2.

Keywords: Metacognition; metacognitive awareness; academic motivation, amotivation, ELT; teacher education

Concurrent Session III
15:50 - 16:50

Turgenev
Chair: Mehmet Bardakçı

Error analysis of Turkish EFL learners: A case study

Çağla Atmaca

Gazi University
caglaatmaca90@gmail.com

What foreign language learners can do and cannot do could reveal important messages to language teachers about what is happening in their interlanguage. Therefore, this study aims to find out the types and frequency of learners' written errors in the final examination of the English course at a state university research center. The participants are 32 elementary level students who participated in English courses for three months. They were taught certain lexico-grammatical structures in each unit and were given a writing assignment in each unit related to the vocabulary and grammatical structures taught. In the final exam, there were 3 different topics and the students were expected to choose one of them and write a paragraph. The participants' errors in the final examination as well as the interview data questioning their feelings about their errors and the feedback sessions were identified and analyzed with content analysis while demographic variables were analyzed with SPSS 16. The error categories include prepositions, verbs, articles, sentence structure, punctuation, gerunds, pluralism, possessives and word choice. In addition, the categories were divided into sub-categories like omission, overuse and misuse. The results offer important insights into what kind of errors learners make and their attempts to make inferences about the target language. Interview results also promote various perspectives for English language teachers how to treat learner errors.

Keywords: error analysis; interlingual transfer; intralingual transfer; written corrective feedback; English language teaching; second language acquisition



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session III

15:50 - 16:50

Turgenev

Chair: Mehmet Bardakçı

Error corpora of EFL students' academic essays

Elif Tokdemir Demirel

*Karadeniz Technical University,
Department of English Language and Literature
elif6171@gmail.com*

The present study aims to explore EFL students' major writing difficulties by analyzing the frequent writing errors in academic essays. Accordingly, the study examined errors in a corpus of 150 academic essays written by EFL students studying at the department of English Language and Literature. The essays were written on assigned topics as take home exam or assignments in the context of a first year academic writing course. The corpus consisted of essays of various length ranging from 500 word essays to 1500 word essays. While writing their longer essays, the students were required to research a general discussion topic: "Education is the most important factor in national development." and give citations following APA style. Each essay consisted of approximately 1000-1200 words. The essays were compiled into a corpus and analyzed by using AntConc Concordancing program. The essays were also checked for plagiarism using Plagiarism Detector software and plagiarized essays were excluded from the analysis. Errors were identified and classified into three main categories: such as style, grammar and language use. Errors in the major categories were hand coded, counted and compared. The error analysis revealed that most commonly made errors were related to style, word choice, verb form, agreement, spelling, articles and prepositions. A range of recommendations for future research are discussed in order to provide feedback for both the teachers and the students. Among the suggestions is the need for providing more writing practice to students in order to improve their academic writing skills.

Keywords: academic writing; corpus linguistics; error analysis

Error analysis of written production: The case of 6th grade students of Kazakhstani school

Meruyert Seitova

*Ahmet Yesevi University PhD student
seitovameruyert@gmail.com*

The present study tries to investigate the errors in a corpus of 32 compositions and translations written and translated by Kazakh and Russian speaking Kazakhstani learners of English. All the participants of the study are the 6th grade students of 'Arman' school, Almaty, Kazakhstan. The instrument used for this study was participants' written compositions and translations. All errors from the data were identified and classified into different categorizations. The results show that the most common error types are seven. They are: pluralization, subject-verb agreement, omission or misuse of articles, wrong choice of words, omission or misuse of prepositions, spelling, misuse of like+ V ing form.

Keywords: error analysis; transfer; interlingual; intralingual

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session IV

Concurrent session IV				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Ilze Ivanova	Ekrem Solak	Oktay Eser	Zübeyde Sinem Genç
17:00-17:40	Mustafa Dolmacı, Abdullah Ertaş <i>Developing a textbook-based academic Turkish wordlist</i>	Sibel Tanrıverdi Canbaz <i>Effects of teacher immediacy behaviors on students' motivation towards language learning</i>	Dagmar El-Hmoudova <i>E-support tools for professional English courses specialised in financial management</i>	Tutku Başöz <i>Pre-service EFL teachers' attitudes towards language learning through social media</i>
	Abdullah Ali Alghamdi <i>Teachers' beliefs and practices in teaching difficult words</i>	Sibel Çağatay, Fatma Ünveren Gürocak <i>Is CEFR really over there?</i>	Handan Celik, Ece Zehir Topkaya <i>Evaluation of the methodology of a reading skills course for pre-undergraduate medical students: Outsider perspective</i>	Selami Aydın <i>A Turkish version of foreign language anxiety scale: Reliability and validity</i>
20:00-22:30	Welcome cocktail & Art Exhibition "Language and Woman" (Painter: Ayla Seyman) - Moscow Ballroom			

GlobELT



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session IV

17:00 - 17:40

Bulgakov

Chair: Ilze Ivanova

Developing a textbook-based academic Turkish wordlist

Dr. Mustafa Dolmaci

Selçuk University

mustafadolmaci@gmail.com

Assist. Prof. Dr. Abdullah Ertaş

Atılım University

aertas@gmail.com

Vocabulary knowledge is solid bedrock, upon which other language skills can be built. Wilkins (1972) asserted that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Since the pioneering research of Michael West (1953), in which he presented a list of roughly 2000 words called The General Service List, there have been many attempts to make up different corpora like the British National Corpus, Corpus of Contemporary American English, Bank of English or Australian Corpus of English. Similarly, many academic or general wordlists have been published in English or in other languages. On the other hand, the lack of an Academic Turkish Wordlist which meets the academic criteria such as being collected from a valid corpus has made this research necessary in the field of teaching Turkish as a foreign language. This study aims to investigate the academic vocabulary that any Turkish language learner should have before starting to study at undergraduate programs offering Turkish medium instruction. An academic corpus derived from fifty-seven textbooks was formed so as to discover the Academic Turkish Wordlist. There were 4.032.442 tokens in the academic corpus and various computer software programs some of which were written for the current study were used in order to acquire the academic wordlist. Lemmas, or the groups of lexical forms with the same stem that belong to the same word class, (Francis & Kucera, 1982) were used for the creation of the Academic Turkish Wordlist. Moreover, the most frequent 11000 words from Turkish National Corpus were used to make a list of words to be excluded from the academic corpus and the final version of the Academic Turkish Wordlist contained 1010 lemmas excluding function words. The Academic Turkish Wordlist covered 32% of the academic corpus and it is evident that knowing the words in the academic wordlist will help undergraduate foreign students studying Turkish improve their academic language skills, especially reading comprehension. Practitioners could utilize the Academic Turkish Wordlist developed in this study in various ways: 1) to check out language learning materials in order to find out how many low/high frequency words they contain to find out the appropriateness of the material for the vocabulary level of their students 2) to compare students’ writings in terms of how many academic words they are able to use 3) to prepare proficiency exams 4) to revise their language program in order to include more academic words to prepare their students for undergraduate programs.

Keywords: academic wordlist, corpus, lemma, Turkish vocabulary

Teachers’ beliefs and practices in teaching difficult words

Abdullah Ali Alghamdi

Technical and Vocational corporation (TVTC)

linguist_abdul@yahoo.com

This paper reports on the findings of a short-term case study regarding the beliefs and practices of English for Specific Purposes Teachers (ESPTs) and Content Area Teachers (CATs) when they teach English difficult words (e.g., technical vocabulary, low frequency words) in a leading Saudi Arabian industrial college known as Yanbu Industrial College (YIC). The central motive of this work is twofold: (a) the question of which vocabulary teaching strategies practitioners believe should be used to facilitate learning these words; (b) to what extent practitioners’ beliefs about these teaching strategies match their actual classroom practices.

Methodologically, six ESPTs and six CATs in four subjects (electrical, electronics, mechanics and management) were pre-observation interviewed, observed and post-observation interviewed over almost a full semester at the college. The results indicated that difficult words teaching is more challenging to ESPTs than CATs. It was also found that both parties teach directly and indirectly, and overlap in the strategies they use to teach difficult words. Although ESPTs and CATs view ETV teaching as being reciprocal and value the collaboration between the two parties, CATs believe that they are more responsible for this task. Finally, both congruence and tensions were found between the beliefs and practices of both parties due to a wide range of contextual factors. The study concluded by recommending further scrutiny about this under-researched topic.

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session IV

17:00 - 17:40

Bunin

Chair: Ekrem Solak

Effects of teacher immediacy behaviors on students' motivation towards language learning

Sibel Tanrıverdi Canbaz
sibeltanriverdi09@gmail.com

This study seeks to reveal the efficacy of teacher immediacy behaviors on students' motivation according to gender and level of proficiency of the students as the behaviors of the teacher during the learning process has an important role. The sample of the study consists of the students studying at the Preparatory Department of Foreign Languages School, Cyprus International University.

Data were collected through the implementation of two questionnaires: The Teacher Immediacy Behaviors Questionnaire and The Student Motivation Questionnaire prepared by Aynur Kalburan Geçer. Based on their score on the Teacher Immediacy Behaviors Questionnaire, the participants were divided into two groups: Group 1 consisting of students with lower scores and Group 2 consisting of those with higher scores.

The results of the data analysis revealed that there is a significant difference between the motivation scores of the students in group 1 and those of group 2. The results also demonstrated that there is a significant difference between female and male students' motivation scores in group 1 and group 2; both male and female students were influenced positively from teacher immediacy behaviors. However, in the light of the data analysis, there is no significant relation between students' perception of teacher immediacy and their levels of proficiency. According to the findings, in most schools, teacher immediacy behaviors can be studied and emphasized more in the future.

Keywords: Teacher Immediacy Behaviors; Motivation

Is CEFR really over there?

Sibel Çağatay
Middle East Technical University
osibel@metu.edu.tr

Fatma Ünveren-Gürocak
Gazi University
fatosunveren@gmail.com

Common European Framework of Reference for Languages (CEFR) is a comprehensive guideline for teachers with respect to the processes of planning, learning, teaching and assessing and it has brought standardization, transparency, coherence and consistency across different countries. Despite its popularity, reputation and wide spread approval, CEFR -based English language teaching is far from effective implementation in Turkey. This study aims to reveal this problem-if any- by referring to English language instructors' perceptions regarding their current teaching practice on the basis of CEFR and CEFR based curriculum at the tertiary level. An adapted Likert Scale was administered to 18 instructors from private university and 36 instructors from state institution. The data gathered from the survey were analyzed quantitatively using SPSS version 17 and descriptive statistics were performed. The findings of the study shows that although their perceptions do not vary on the knowledge about the CEFR and the necessity of CEFR-based curriculum development, there is a significant difference between instructors working at a state university and private university regarding their CEFR based experiences. One striking result is that in-service training they have received exerts an enormous impact on the practices of English language instructors at the private university. Another finding is that both groups desire to have more projections of CEFR on the curriculum and teacher training services. These results imply that both pre-service and in-service training should educate teachers on CEFR and raise their awareness on how to use the reference for foreign/second language teaching in a more effective way ranging from setting objectives, materials development to evaluation.

Keywords: Common European Framework of Reference; teacher training, Council of Europe ; university instructors



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session IV

17:00 - 17:40

Dostoyevski

Chair: Oktay Eser

E-Support tools for professional English courses specialised in financial management

Dagmar El-Hmoudova

University of Hradec, Kralove
dagmar.el_hmoudova@uhk.cz

The last few decades have seen growth in the use of technology for language learning and teaching purposes. The implementation of Blackboard LMS at the Faculty of Informatics and Management and consequently the demand for e-courses innovation has urged the need to improve the computer-based language competences. Besides, our students have been provided with general English language courses not following their field of study. Our aims were threefold; to detect our students learning style preferences by means of Felders ILS inventory, to structure exercises in e-courses accordingly, and to assess our students' proficiency in English with respect to their study field. Before structuring and innovating the existing e-course in Blackboard we distributed a questionnaire to our bachelor students of Financial Management raising relevant questions. Assessment was realised mainly by CB tests in the e-course. The results of our research proved that diversified professional English language e-course which respects the learning styles and study field of our students is highly appreciated both, by students and teachers. Students generally improve their language competences in cyber environment if the instruction is well designed and reflects the students' needs. We can conclude that all obtained data confirmed the inevitable need for further differentiation within the Professional English language courses at the Faculty of Informatics and Management. It is obvious that our students appreciate face-to-face lessons in language instruction, nevertheless, they welcome differentiation and specification depending on their study fields.

Keywords: Blackboard LMS; e-course tools; learning style; diversification

Evaluation of the methodology of a reading skills course for pre-undergraduate medical students: Outsider perspective

Handan Çelik

Trakya University
handancelik@trakya.edu.tr

Ece Zehir Topkaya

Çanakkale Onsekiz Mart University
ecetopkaya@yahoo.com

English for specific purposes (ESP) focuses on responding to the needs of specific groups of learners by adopting a distinguishable teaching methodology. In this regard, finding the most appropriate methodology and assuring its effectiveness in fulfilling course objectives and learners' needs is important. Therefore, this study examined the methodology undertaken for a compulsory, assessed, intensive reading course at a Turkish University for pre-undergraduate students who were going to study Medicine in Bulgaria. An implicit, outsider evaluation was conducted through a structured observation checklist which was followed by a post-observation interview with the practitioner. The observation checklist consisting of three sections to uncover *teaching approaches & methods*, *teaching style of the practitioner*, and *type of feedback* was also used as a semi-structured interview tool to triangulate the data. The data revealed that the dominant methodology was text-based and lexical. The practitioner adopting the role of facilitator through immediate feedback used activities focusing on text analysis such as paraphrasing, text transformation, and summarizing. Although teaching of lexicon and translation of texts might sometimes be criticized, post-observation interview with the practitioner showed that the methodology matched to the learners' needs. Thus, although course evaluation seems to be a less taken road compared with needs analysis, this study suggests that finding out the most appropriate methodology is vital in ESP.

Keywords: ESP; course evaluation; teaching methodology; implicit evaluation

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session IV
17:00 - 17:40

Turgenev
Chair: Zübeyde Sinem Genç

Pre-service EFL teachers' attitudes towards language learning through social media

Tutku Başöz

*Balıkesir University, Necatibey Education Faculty, Balıkesir 10100, Turkey
tutkubasoz@hotmail.com*

The present study aims to investigate pre-service EFL teachers' attitudes towards language learning through Social Media. The study also seeks to determine whether independent variables such as gender, grade and frequency of Social Media use affect their attitudes towards language learning through Social Media. Additionally, the study aims at exploring the role of Social Media in their language learning experience. The study was conducted with the participation of 120 pre-service EFL teachers (33 males and 87 females) enrolled in the English Language Teaching Department of a state university in Turkey in the academic year of 2014-2015. The data were collected through a questionnaire which involves an attitude scale containing 22 items in a five-point Likert type and aims to measure the participants' attitudes towards language learning through Social Media. The quantitative data obtained from the questionnaires were analyzed descriptively. The results of the study revealed that pre-service EFL teachers have positive attitudes towards language learning through Social Media and that they regard Social Media as a regular component of their foreign language learning experience. In the light of the results, it was recommended that pre- and in-service teacher training programs include certain elements regarding how to use Social Media as a tool to promote interaction and communication among students and between students and teachers. As the utilization of Social Media in the language classroom depends on teachers' effort, they should be trained on how to integrate Social Media into their instructional practices.

Keywords: language learning; Social Media; pre-service EFL teachers; attitudes

A Turkish version of foreign language anxiety scale: Reliability and validity

Selami Aydın¹, Leyla Harputlu², Serhat Güzel¹, Şeyda Savran Çelik¹, Özgehan Uştuk¹, Deniz Genç¹

¹Balıkesir University

Associate Professor, saydin@balikesir.edu.tr

Research Assistant, serhatguzel@balikesir.edu.tr

Research Assistant, seydasavran@balikesir.edu.tr

Research Assistant, oustuk@balikesir.edu.tr

BA Student, deniz-genc@hotmail.com

²Dokuz Eylül University

Prof. Dr., leylaharputlu@gmail.com

It is evident that some factors such as learners' language proficiency levels, cultural elements, differences regarding teaching and learning contexts may affect the results obtained from the English version of Foreign Language Anxiety Scale (FLAS) (Horwitz, 1986). In addition, the number of factors in the scale administered in different languages does not show a consistence. What is more, the number of those studies on the translated and adopted versions of FLAS is too limited to draw conclusions in terms of English as a foreign language (EFL) context in Turkey. Thus, this study aims to develop a Turkish version of FLAS. Five independent Turkish translations were made and used to develop a single Turkish version. After identifying the discrepancies between English and Turkish versions, the Turkish version was altered accordingly and reached a satisfactory agreement. The FLAS scale in both English and Turkish was administered to 85 EFL learners at advanced level. Results showed that both versions obtained reliability regarding their internal consistency, while the Turkish version seemed to have a higher level of reliability coefficient than the English version had. It was also concluded that both versions obtained construct validity. It was recommended that the Turkish version of FLAS is an appropriate instrument to measure the levels of foreign language anxiety among Turkish EFL learners.

Keywords: Foreign language anxiety scale; translation; Turkish, reliability; validity



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session I

15 April 2016 - Friday

8:30-9:00	Registration / Main Hall			
9:00-10:00	Plenary / Alexander - Moderator: Gölge Seferoğlu Tony Green <i>Assessment: The skill that teacher training forgot</i>			
Concurrent session I				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Olcay Sert	Çiler Hatipoğlu	Hacer Hande Uysal	Hüseyin Öz
10:15-11:15	Elena Spirovska Tevdovska <i>Literature in ELT setting: Students' attitudes and preferences towards literary texts</i>	Daniela Kirovska-Simjanoska <i>Do ESP students prefer face-to-face instruction over digitally embedded instruction? Blogs vs. reports? Debates vs. online discussion?</i>	Vjosa Vela <i>The effect of keeping vocabulary notebooks on vocabulary acquisition and learner autonomy</i>	Esra Yataganbaba, Rana Yıldırım <i>Teacher interruptions and limited wait time in EFL young learner classrooms</i>
	Mira Mounir Alameddine, Hala Ahwal <i>Inquiry based teaching in literature classrooms</i>	Basri Asip Saliu <i>Best practices in the English for specific purposes classes at the language center</i>	Tuğçe Köse, Eda Çimen, Enisa Mede <i>Perceptions of EFL learners about using an online tool for vocabulary learning in EFL classrooms: A pilot project in Turkey</i>	Mehzudil Tuğba Yıldız Ekin <i>Opinions from young learner classrooms: The effectiveness of online teaching materials</i>
	Mina Heidari, Ali Jamali Nesari, Nabieh Feilinezhad, Zahra Abbasi <i>Iranian EFL teachers' attitudes towards lesson planning based on their teaching experience and their teaching place</i>	Birjees Fatima <i>English language learning issues of the Saudi female novices: A study of associated factors</i>	Mohammad Ham Alshehab <i>The effect of using mobile in students' ability in translation from Arabic into English at Jadara university in Jordan</i>	Aylin Koyalın <i>How digital natives force experienced teachers to change: Ideas from teachers and students</i>
11:15-11:30	Coffee break			

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Plenary
09:00 - 10:00

Bulgakov
Moderator: Gölge Seferoğlu

Assessment: The skill that teacher training forgot

Tony Green

University of Bedfordshire

Training programmes for language teachers usually either ignore assessment or treat it as an afterthought. Because of this, teachers often lack the skills required to assess student learning effectively. Teachers urgently need better language assessment training to help them to motivate, support and evaluate student learning.

Teachers' Assessment Literacy Enhancement (TALE) is a three-year EU funded initiative involving experts from five European countries that is attempting to meet this need. The project aims to:

- Develop innovative online assessment training materials and resources that can be freely accessed by teachers working around the world.
- Exchange and disseminate language assessment expertise between educational contexts
- Build cooperation between disciplines and training sectors in order to foster efficient and meaningful assessments suitable for language learners in both primary and secondary education.

The project was launched at the end of 2015 and is now in its first phase. This involves an extensive needs analysis consultation with teachers and their students to ensure that the training course will meet their needs. What types of assessment do teachers use? How do they believe that assessments impact their work and the lives of their students? What changes would they like to see? The emerging findings are providing us with an in-depth understanding of the assessment needs of teachers and their students. This will help to identify assessment priorities and allow us to develop contextually appropriate assessment training strategies. This presentation will share emerging results and discuss the implications for assessment training courses.

.....

Concurrent Session I
10:15 - 11:15

Bulgakov
Chair: Olcay Sert

Literature in ELT setting: Students' attitudes and preferences towards literary texts

Elena Spirovska Tevdovska, PhD

South East European University, Republic of Macedonia

e.spirovska@seeu.edu.mk

This study analyses the importance and the role of literary texts in EFL (English as a Foreign Language) learning and teaching contexts. The study focuses on the theoretical assumptions and practical implications of using literary texts in the context of teaching and learning English as a foreign language. The study discusses the pedagogical benefits and potential drawbacks of using literary texts and it includes a survey of students' attitudes towards using literary texts. The target population is a group of 53 students of English language and literature, who are non-native speakers of English and whose future career is teaching English as a second or foreign language. The survey examines students' attitudes towards the criteria for text selection in EFL contexts, including the most appropriate genre and text type, the language used of literary texts, the relevance of literary texts and the impact on students' beliefs and personal life, as well as representations of culture presented in literary texts. In addition, the survey also focuses on the aspects of the literary texts which present difficulties for the students. The analyses of the findings indicate that the majority of language learners prefer prose to poetic texts. It can be concluded from the findings that topics relevant to students also increase their interest and engagement. The study presents suggestions and recommendations related to text selection. The study offers recommendations related to teaching procedures and opportunities for language learning provided by the text.

Keywords: literary texts, text selection, students' attitudes, foreign language teaching



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session I

10:15 - 11:15

Bulgakov

Chair: Olcay Sert

Inquiry based teaching in literature classrooms

Mira M. Alameddine

LWIS- City International School-Downtown (LWIS-CiS, DT)
alameddine.mira@gmail.com

Hala W. Ahwal

LWIS- City International School-Downtown (LWIS-CiS, DT)
Hala.ahwal@cisdowntown.edu.lb
hala.ahwal@lau.edu.lb

Nowadays, education is no longer to provide information to students, but rather to prepare learners to become active 21st Century critical thinkers (UNESCO, 1998). The need to communicate is instinctive (Stegmaier, 2011) and from this instinctive need, language developed (Pinker, 1996). Language supports and enhances our thinking and understanding for it permeates the world in which we live. It also plays a vital role in the construction of meaning (International Baccalaureate Organization, 2011). Language empowers learners and provides them with an intellectual framework to support their conceptual development and critical thinking. To acquire language, learning through inquiry has emerged as a means that allows for smoother and more effective communication (International Baccalaureate Organization, 2011). Teaching language through inquiry is becoming more prevalent (International Baccalaureate Organization, 2014). More specifically, teaching English as a second language, whether language or literature, using inquiry based method facilitates the learners' ability of acquiring the new language.

To carry out this ongoing research, data will be collected from language and literature tests that learners will sit for after having followed strategies that incorporate inquiry-based techniques. The tests are designed by the teachers and will be carried out during the scholastic year to assess the learners' acquisition of material. The participants are the learners of Grades 10- levels 1 and 5 in the school where the researchers teach. The researchers hypothesize that the participants' performances and their critical thinking skills will improve. Based on the findings, recommendations will be given.

Keywords: English; inquiry; teaching method; language acquisition

Iranian EFL teachers' attitudes towards lesson planning based on their teaching experience and their teaching place

Mina Heidari

Ilam University
mfilinezhad@yahoo.com

Ali Jamali Nesari

jamalinesari@yahoo.com

Nabieh Feilinezhad

mfilinezhad@yahoo.com

Zahra Abbasi

jamalinesari@yahoo.com

Lesson plan plays an important role in supporting teaching-learning process at schools and institutes. According to the literature available, unfortunately few studies have been conducted on these issues in the context of Iran. Therefore the effect of EFL teachers' attitudes towards lesson planning on improving teaching process seems to be neglected to some extent. Taking this existing gap, the main aim of this study is to describe English teachers' attitudes towards lesson plan based on their teaching experience and teaching place. Attitudes of 93 teachers in Ilam and Eyvan, Iran will be gauged by means of Modified Questionnaire adopted from Ramaila et al. (2014). A Modified Questionnaire was used to measure teachers' attitudes towards lesson planning and differences in teachers on teaching experience and teaching place were also examined. Data analysis was done by utilizing descriptive statistic, T-test and One-Way ANOVA. No significant difference was observed between teachers' views concerning the given variables. Because of the importance of lesson plan, holding special workshop may provide information for developing better course plans.

.....

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session I

10:15 - 11:15

Bunin

Chair: Çiler Hatipoğlu

Do ESP students prefer face-to-face instruction over digitally embedded instruction? Blogs vs. reports? Debates vs. online discussion?

Daniela Kirovska-Simjanoska

South East European University – Language Center

d.kiroska@seeu.edu.mk

This paper is a part of the PhD study carried at the South East European University in Macedonia. So far, no relevant research has been done with the students at the SEEU regarding their expanding preferences for both in-class learning and technological resources for learning English.

The author has attempted to determine how the technology can be optimally used to improve students' English language learning and increase their motivation and participation. In order to conduct this research and gather useful results, combined qualitative and quantitative methods of data collection were used, such as classroom assignments, student questionnaires and structured interviews with randomly selected students. For the purpose of conducting the research one class of ESP students with compare-contrast of types of digital literacy was used.

The idea was for the author to create tasks that are similar but means to learning is different.

This paper will focus on students' preferences in writing in-class reports vs. online blogs and in-class discussions vs. online discussions done in the SEEU's LMS. Instructors can provide the most beneficial learning environment for their students if they understand whether students prefer a digital learning environment, either in some situations, not at all, or always. The expected conclusions of the proposed study are as follows:

1. It is difficult to prove a statement that digital learning is always as effective as in-class instruction is.
2. The digital learning depends a great deal on students' initiative and motivation.

Keywords: face-to-face instruction, digital instruction, technology, ESP students

“Best practices in the English for specific purposes classes at the language center”

Basri Saliu

South East European University

b.saliu@seeu.edu.mk

South East European University is an Institution, established in 2001 by few International Stakeholders with the aim of introducing new teaching techniques and approaches in education. Special curriculums and courses were designed as an innovation in higher education. One of these courses is the English for Specific Purpose course, aimed for more advanced students in English Language. This course was introduced around 2005 for the first time and since then has been constantly part of every study program. Thus, with this research, we will describe in general the process of creating English for Specific Course (ESP) and in particular highlight the best practices occurring in these courses from the students' point of views. The findings from the research are set out to contribute in the sharing of the best practices in the ESP classes with teachers of ESP from other Institutions. The research methodology to figure out the best practices from ESP classes will be surveying. A set of questions will be agreed to be answered by students of ESP in order to collect information about their attitudes and their general view of the best practices in ESP classes. Our hypothesis from the research was that students view ESP as a very useful course, which helps them reach higher communicative competence in their field of study and as a result higher job opportunities in the labor market of Macedonia a country aspiring for integration in international organizations such as NATO and EU. The outcome of the research strongly affirmed that, and students indicated that the course was effective.

Keywords: ESP, Best Practices, Benefits,



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session I

10:15 - 11:15

Bunin

Chair: Çiler Hatipoğlu

English language learning issues of the Saudi female novices: A study of associated factors

Birjees Fatima

*English language Instructor
ELC, Jazan University, KSA
birjeesfatima88@gmail.com*

The aim of the present paper is to highlight the factors that impede the Saudi female learner's way to achieving the expected level of English language. By opening a good number of universities and private English language Institutions, the Saudi government has proven that females can play an important role in social as well as technological domains on national level, if they are well equipped with the English Language. This paper studies the hurdles the Saudi female learners faces in learning English language at level one and level two (PYP). A flux of English language as a foreign language can be seen everywhere in Saudi Arabia. Saudi government's promotion of English language among Saudi females is indeed a topic of academic debate and discussion. Hiring the teachers from different parts of the world to provide the female learners an exposure and allocation of different kinds of stipends in colleges and Universities for level one and level two female novices, is a highly commendable attempt towards empowerment of the target learners.

Keywords: Saudi female novices, English language, factors, technological domain,

.....

Concurrent Session I

10:15 - 11:15

Dostoyevski

Chair: Hacer Hande Uysal

The effect of keeping vocabulary notebooks on vocabulary acquisition and learner autonomy

Vjosa Vela

*South East European University
v.vela@seeu.edu.mk*

Recent vocabulary teaching literature advocate that keeping a vocabulary notebook is an effective tool that promotes vocabulary acquisition as well as learner autonomy. This paper attempts to support to these claims, by analyzing the effect of vocabulary notebooks on EFL students' vocabulary acquisition and students' responsibility of their own learning. Teachers have various perspectives and styles when it comes to teaching. Some are more authoritative and tend to control student behavior while others have a more democratic approach and promote autonomy and democracy in the classroom. Sharing power and supporting learner autonomy by using vocabulary notebooks is effective and motivates students to learn. The participants of this study are three groups of Intermediate level students from the South East European University Language Center. Over a four week period students followed the same course material and syllabus. One group acted as the treatment group and kept vocabulary notebooks and the remaining two groups were control groups and didn't keep vocabulary notebooks. Scores from the vocabulary tests reveal that that the treatment group results were significantly more successful than the control groups. These findings led to a conclusion that vocabulary notebooks are an effective tool that can be implemented in an EFL classroom.

Keywords: vocabulary notebooks, learner autonomy, vocabulary acquisition, vocabulary activities

.....

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session I

10:15 - 11:15

Dostoyevski

Chair: Hacer Hande Uysal

Perceptions of EFL learners about using an online tool for vocabulary learning in EFL classrooms: A pilot project in Turkey

Tuğçe Köse

*Şehir University, Istanbul, Turkey
tugce.kose@stu.bahcesehir.edu.tr*

Eda Çimen

*Şehir University, Istanbul, Turkey
eda_cimen@windowslive.com*

Enisa Mede

*Bahçeşehir University, Istanbul, Turkey
enisa.mede@gmail.com*

The purpose of this study was to investigate the effects of Quizlet, an online website, on the vocabulary development of Turkish EFL learners enrolled in a language preparatory program at a private university in Istanbul, Turkey. The participants were a total 43 students at the pre-intermediate and intermediate levels of proficiency. The study lasted for a whole teaching module consisting of 7 weeks. Within this process, for three weeks students studied and practiced the target words without using the online tool Quizlet. For the last four weeks students were weekly assigned with exercises from the online tool covering the units that they had covered in the previous three weeks. In addition, vocabulary quizzes were administered to the participants before and after the application of the treatment and the results were compared for the two participating groups. Classroom observations, interviews and student records were also used so as to identify the students' perceptions towards the use of the online tool. The findings of the study will be discussed in relation to vocabulary development in foreign language education further in the research.

Keywords: online L2 vocabulary learning; L2 vocabulary development; EFL

The effect of using mobile in students' ability in translation from arabic into English at Jadara University in Jordan

Dr. Mohammad Alshehab

*Jadara University, Jordan
Jordan_1948@yahoo.com*

The policy of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) ensures the utilization of mobile device, where possible, in educational resources, curricula, and plans. By using the mobile devices, students and teachers can get more benefits as they own this device more than any other technological ones.

The current study aims at examining the effect of using mobile method in improving students' translation from Arabic into English. The sample of the students was chosen randomly from the English Department at Jadara University in Jordan. The sample consisted of 30 translation students. It was divided into two similar groups, experimental, and control. The experimental students were asked to use their mobiles in translating English or Arabic vocabularies into their equivalences through their lectures, while the control group of students translated without using mobiles. T-test 'for independent samples' was used to compare between the two groups at pre and posttests. The results revealed the higher level in translation for the benefit of experimental group. It revealed also statistical differences between pre and post tests for the experimental group. The study recommended for using mobile in translation because it is more motivated and available between students' hands. On the other hand, the study suggested conducting more researches dealing with this subject.

Keywords: translation, Jadara university, students' ability, mobile method.



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session I

10:15 - 11:15

Turgenev

Chair: Hüseyin Öz

Teacher interruptions and limited wait-time in EFL young learner classrooms

Esra Yatağanbaba

Hitit University

esrayataganbaba@hitit.edu.tr

Rana Yıldırım

Çukurova University

ranayil@cu.edu.tr

In human interaction, change of speakership becomes natural at certain points in utterances called Transition Relevance Places (TRPs), and if a listener steps in at a point that is not a TRP, an interruption, and thus a potential trouble may emerge. In an EFL classroom, a teacher can create learning opportunities by managing interaction successfully, with awareness of TRPs and potential interruptions. Lack of this awareness, conversely, may lead to teacher interruptions and limited student participation. This paper attempts to show how teachers' interruptions and limited wait-time practices affect learner participation and learning opportunities in EFL young learner classrooms. The data consists of transcriptions of video recorded classroom interactions that come from three fifth grade intermediate level classrooms. The findings revealed that teachers' interruptions and limited wait-time obstructed learner participation and learning opportunities in both form-and-accuracy and meaning-and-fluency contexts (Seedhouse, 2004). The results demonstrate that teachers' use of language and their Classroom Interactional Competence (CIC, Walsh 2006) are crucial for providing sufficient learning space and facilitating learner engagement. Implications are discussed for teacher education and teachers' CIC.

Keywords: conversation analysis, teacher interruption, transition relevance place (TRP), limited wait-time

Opinions from young learner classrooms: The effectiveness of online teaching materials

Mehzudil Tuğba Yıldız Ekin

Uludag University

metuy76@uludag.edu.tr

Recently there has been a growing interest in online language teaching materials, especially for young learners. However, the effectiveness of these materials can be questioned as these materials are produced primarily for commercial purposes. The present study aims to investigate the effectiveness of these online self-study materials for young learners. Fifty students, aged 8 and 9, and five teachers of English have participated in the study. A questionnaire was given to the young learners in order to investigate and identify their attitudes towards online teaching materials. In addition to the student questionnaire, a semi-structured interview was conducted with the participated teachers. The results of the presents study have indicated that both teachers and learners had positive attitudes towards online self-study teaching materials. The skills-based activities, particularly listening activities have been considered effective by the teachers as these materials give the pupils a chance to be exposed to English outside the classroom. According to the results of the questionnaire, most of the young learners (90%) were happy with the activities and materials that included games. Considering the results of the present study, it can be concluded that online self-study materials can be very effective tools when specific inclusion of games is incorporated within the curricula of young learner language education programmes.

Keywords: young learners; language teaching materials; online self-study

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session I

10:15 - 11:15

Turgenev

Chair: Hüseyin Öz

How digital natives force experienced teachers to change: Ideas from teachers and students

Aylin Köyalan

*İzmir University Department of English Language Teaching
aylin.koyalan@izmir.edu.tr*

Educators have been more and more concerned with the term ‘Digital Natives’ since the beginning of the millennium. Digital Natives were born after 1980 (Palfrey & Gasser, 2013) and have access to the digital world since the day they were born. They are said to be born with the skills to use digital technologies. As Palfrey and Gasser (2013) have mentioned, they sometimes amaze us with their skillful and quick problem solving abilities using technology but sometimes annoy us when they have difficulty dealing with pen-and-paper work we used to do when we were their age.

As experienced teachers, we are faced with such challenges almost every day. Sometimes we appreciate what they do but at other times we have difficulty sympathizing with them. However, over the years, teachers have found new ways to cater for the aims and needs of ‘Digital Native’ learners. In this research, firstly, university instructors with ten or more years of experience have been interviewed with the aim to get their ideas about their approaches, methods, techniques, and behavior they have had to change. Based on the interviews, a questionnaire has been prepared for university students. The aim was to explore if the students were aware of these changes and if they were really happy with them. While teachers shared their thought-provoking, amusing and annoying stories, student questionnaires displayed “interesting” results. One of the common features mentioned by the teachers was the difficulty of convincing students to take notes. All teachers allow their students to take photos instead

.....



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

Concurrent session II				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Steve Walsh	Çiler Hatipoğlu	Irina Rets	Aylin Koyalan
11:30-12:30	Pınar Vatansver, Talar Kaloustian <i>Task-based language teaching and kindergarteners: A compatible union</i>	Gonca Yangın Ekşi, Ceylan Yangın Ersanlı <i>Language learners' ambiguity tolerance and contextual guessing in receptive skills</i>	Arta Toci <i>English borrowings in the Albanian language media</i>	Susanne Maria Reiterer <i>"Talent and teaching, pronunciation and musicality": A large-scale interdisciplinary research project on the (neuro)-cognitive bases of accent imitation ability</i>
	Merve Bozbıyık <i>Discourse markers in task-based university lecture</i>	Pınar Kahveci <i>EFL learners' reactions to constructivist listening tasks</i>	Jeta Rushidi <i>Contrastive analysis of English nominal compounds and their correspondents in Albanian language: A case study with ESP law students</i>	Mehmet Demirezen <i>Perception of nuclear stress in vocabulary items in teacher education in terms of shadow listening</i>
	Evren Gürkaynak <i>MOS preparation is not a torment but fun</i>	Demet Kulaç <i>The effect of contextual inferencing strategies on EFL learners' attitudes towards reading</i>	Davut Peaci <i>The problematic interaction between the mother tongues, the national language and foreign language instruction in Turkish higher education</i>	Karamullah Pallizban <i>Analysis of English phonological errors of boy senior school students of Sirvan township</i>
12:30-13:30	Lunch / Stolitsa Restaurant			

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session II

11:30 - 12:30

Bulgakov

Chair: Steve Walsh

Task-based language teaching and kindergarteners: A compatible union

Pinar Vatansever

*M.A. student, English Language Teaching, Yeditepe University
pinar06.ozkan@gmail.com*

Talar S. Kaloustian

*Asst. Professor, English Language Teaching, Yeditepe University
talarsk@gmail.com*

Task-Based Language Teaching (TBLT) is a language teaching method that aims to create real-life contexts in which learners must engage in meaningful communication to complete given tasks. While the effectiveness of this approach has been supported by numerous studies (Ellis, 2003; Ogilvie & Dunn, 2010; Vilches, 2003), few studies have looked specifically at young learners learning a foreign language through TBLT (Butler & Zeng, 2013). Thus, the current study aimed to investigate the effectiveness of TBLT with Turkish kindergarten students learning L2 English at a private school in Istanbul. In keeping with Calvert and Sheen's (2015) task model, three phases – pre-task, main task, post-task – constituted the design of this experimental study, with one kindergarten class of 23 students serving as the control group, and another class of 24 as the experimental group. Data collection tools included a pre-test before the study began and a post-test that was administered five weeks later, during which the control group was taught using the traditional lecture and grammar translation method, and the experimental group was instructed by the TBLT approach. The language feature of focus was the modal verb “can” and its usage in describing ability; therefore, the pre and post-tests contained six questions revolving around the target feature. Findings revealed that the experimental group performed better on the post-test than did the control group. The significant difference between these groups, particularly in terms of lexical gains, supports the literature that favors TBLT as an effective language teaching method (Butler & Zeng, 2013). Thus, this study is a call for increased TBLT use with young learners. This presentation describes the study, provides examples of TBLT teaching materials, and presents qualitative data of teacher and student experiences.

Keywords: TBLT; young learners; foreign language education; language teaching

Discourse markers in task-based university lecture

Merve Bozbiyik

*Ufuk University
merve.bozbiyik@ufuk.edu.tr*

This study examines how a combined corpus linguistics and conversation analysis methodology can reveal new insights and investigates the frequent and multifunctional use of discourse markers of non-native speakers by comparing them with those used in native speakers' spoken discourse. While discourse markers (DMs) are significant items in spoken discourse of native speakers, they are also necessary and guiding for non-native speakers. The study was based on two specific corpora. First, a research data were drawn from a 19,128-word corpus at a task-based university lecture of English Language Teaching (ELT) program in Turkey. To compare the data, transcripts of native speakers were attained with the help of BASE (British Academic Spoken English). In this study, the combined methodology proposes a fuller, richer description of task-based university lecture. The results indicate that non-native speakers mostly utilize referentially and cognitively functional discourse markers whereas native speakers are found to use discourse markers for a wider variety of pragmatic functions. Moreover, the intonation of discourse markers plays an important role in changing their functions for both native and non-native speakers. This study also discusses some possible pedagogical implications over awareness of the combined methodology and issue of discourse markers in terms of scrutinizing the lecturer instructions in task-based university lecture.

Keywords: Corpus Linguistics, Conversation Analysis, discourse markers, spoken discourse



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

11:30 - 12:30

Bulgakov

Chair: Steve Walsh

Preparation for central common examination is not a torment but fun

Evren Gürkaynak

Us Academy Schools

evren.gurkaynak@gmail.com

The major goal of this study is to sweep away the bias that an exam preparation process is a torment in which the candidates focus on only the acquisition of exam topics and particular techniques to solve the multiple-choice tests in a barren atmosphere. For this purpose, the study aims at finding ways to increase motivation by decreasing test anxiety over English tests by providing an “enjoyable” preparatory stage for exam candidates. To enlighten our way, students’ attitude towards English language and tests, their present competencies in language skills, their reason to learn English and their best motivating activities were learned using an “attitude scale” and a “multiple-choice questionnaire”. Our participants were nineteen 8th grade students preparing for Central Common Examination (CCE) in Turkey in which the candidates are examined in all school subjects including English countrywide. The “attitude scale” has shown that most students have positive attitude towards learning English but negative to English tests. The questionnaire revealed that the students feel the most competent in receptive skills and the least in productive ones. Among the possible motivating activities, songs, games and movies are found most motivating by the students. Using the data, the preparatory lessons and materials were planned in a task-based fashion. To screen the process and its results all pilot exams and real CCE results were put on record. These have proven that the students can be prepared for CCE pretty successfully by simply “having fun”.

Keywords: Motivational Needs in ELT; Task-based Language Learning and Teaching; Task-based Exam Preparation, English Language Tests

Concurrent Session II

11:30 - 12:30

Bunin

Chair: Çiler Hatipoğlu

Language learners’ ambiguity tolerance and contextual guessing in receptive skills

Gonca Ekşi

Gazi University)

goncayangin@gmail.com

Ceylan Yangın Ersanlı

Ondokuz Mayıs University

ceylanyangin@gmail.com

Intolerance for ambiguity assumes that individuals tend to perceive ambiguous material or situations as threatening. Contextual guessing is considered as a desirable and effective strategy in reading and listening skills. This study aims to explore the tolerance for ambiguity of language learners using Tolerance for Ambiguity Scale (TAS) by Herman, Stevens, Bird, Mendenhall, Oddou, (2010) and compare the results with their success and frequency of contextual guessing in reading and listening skills. To this end, the TAS has been used to measure ambiguity tolerance levels of 60 EFL learners. The learners have been assigned reading and listening tasks. The frequency and accuracy of their guessing unknown vocabulary from context have been recorded to investigate a probable correlation. The results appear to indicate a relationship between higher tolerance for ambiguity and successful contextual guessing.

Keywords: tolerance for ambiguity; contextual guessin; reading; listening; receptive skills

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session II

11:30 - 12:30

Bunin

Chair: Çiler Hatipoğlu

EFL learners' reactions to constructivist listening tasks

Pınar Kahveci
Sinop University
pnrkhvc@gmail.com

Listening has been the Cinderella skill in EFL classrooms (Nunan, 1997) despite its essential role in foreign language learning. Traditional listening tasks are generally product-oriented. They tend to test learners' listening proficiency rather than teach them how to listen. For these reasons, learners may develop a negative attitude towards EFL listening tasks. This situation necessitates redesigning listening tasks to make them more authentic, which is a gap in the literature. This study suggests redesigning traditional listening tasks from a constructivist perspective. Constructivist listening tasks are purposeful and meaningful with a greater emphasis on how learners listen and construct meaning in their minds. This study aims to understand whether constructivist listening tasks make a difference in learners' reactions to listening tasks or not. Survey research method was used in the study. Questionnaire on EFL Learner's Reactions to Listening Tasks was used as the research instrument. The results indicated that constructivist listening tasks changed learners' reactions to listening tasks in a positive way. As for teaching implications based on the results of the study, teachers can choose, design or adapt listening tasks with longer warm-ups that build up the schemata for listening. Similarly, learners should be allowed to interact with the listening text and construct their own interpretation rather than merely listen in silence and try to decode the speakers' messages. It is possible to conclude that EFL listening tasks should be designed in accordance with constructivist principles to foster positive attitudes towards listening.

Keywords: listening skill; learner reactions; constructivist listening tasks

The effect of contextual inferencing strategies on EFL learners' attitudes towards reading

Demet Kulaç
Bülent Ecevit University, Zonguldak, Turkey
demetkulac@hotmail.com

This experimental study investigated pre-intermediate level Turkish EFL (English as a Foreign Language) learners' attitudes towards reading in English, the effect of their attitudes towards unknown words in reading texts on their attitudes towards reading in English in general and the effect of explicit strategy instruction in contextual inferencing strategies on pre-intermediate level EFL students' attitudes towards reading in English. The study was carried out at Bülent Ecevit University, School of Foreign Languages, with the participation of 82 pre-intermediate level EFL learners and two instructors. Data were collected through questionnaires and interviews in two phases: pre- and post-treatment. An "Attitudes towards Reading in English" questionnaire was used to find out the students' pre-training attitudes towards reading. Data from the pre-questionnaire and pre-interviews provided information about the effect of the students' attitudes towards unknown words in reading texts on their attitudes to reading in English. After a three-week explicit strategy training period and a two week interval, the students were given the same questionnaire and interviews were held. The analyses of the pre-training data revealed that the students' attitudes towards reading in English were neutral, and their negative attitudes towards unknown words in reading texts had a negative impact on their attitudes towards reading in English. The comparison of the pre- and post-treatment data indicated that explicit instruction in contextual inferencing strategies had a positive effect on the low attitude students' attitudes towards reading.

Keywords: contextual inferencing strategies; foreign language reading; strategy training; attitudes towards reading



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

11:30 - 12:30

Dostoyevski

Chair: Irina Rets

English borrowings in the Albanian language media

Arta Toci

*South East European University
Tetovo, R. of Macedonia
a.toci@seeu.edu.mk*

Language used in the media is the language used by journalists, politicians, presenters, and other public people, and it has a great impact on everyday communication. As a result of globalization, there is an alteration in all languages, in Albanian language as well. The study aims to spot the English borrowings in the Albanian electronic media and perceive how they differ from one language to the other. It also aims to identify the reasons for the use of English words in the Albanian context. The study was carried out for a month by analyzing and observing different TV programs in Albanian language launched in state and private televisions in Albania, Kosovo and Macedonia. It was concluded that the electronic media in Albania is the leader in the use of English borrowings.

Keywords: interference, borrowings, media, globalization

Contrastive analysis of english nominal compounds and their correspondents in Albanian language: A case study with ESP law students

Jeta Rushidi

*South East European University
jeta.rushidi@seeu.edu.mk*

Foreign language teaching applies various methods, approaches and techniques in transmitting the knowledge from instructor to learner which entails the ability to comprehend the similarities and dissimilarities between a learner's mother tongue and the foreign language. Contrastive Analysis (CA) is one of the methods which compares languages by paying attention to differences and similarities between languages being compared. This paper focuses on investigating the identities, differences and similarities of English nominal compounding patterns and their correspondents in Albanian by manner of formation and meaning through CA. Nominal compounds (N + N, V + N, Aj + N, Av + N) are the main focus in this paper since these patterns are very productive in Legal English. This paper will also pinpoint the most common errors EFL students make whilst identifying patterns of nominal compounds and translating them from English to Albanian and vice versa. Results from the data collected from English and Albanian grammar books and a test run questionnaire, showed that English and Albanian are similar in terms of N+N, Aj + N, Av + N compounds however they are different in V + N compounds by the manner of formation. Regarding meaning, there are dissimilarities between English and Albanian N + N compounds. Consequently, the most common errors made by EFL students whilst translating compounds occur with Aj + N compounds. All these results give insightful indications regarding implications in teaching and learning nominal compounds in an ELT legal context.

Keywords: contrastive analysis; compounds; English; Albanian; ESP

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session II

11:30 - 12:30

Dostoyevski

Chair: Irina Rets

The problematic interaction between the mother tongues, the national language and English language instruction in Turkish education

Davut Peaci (William Samuel Peachy)

*Düzce University, Faculty of Education
wspeachy@yahoo.com williampeachy@duzce.edu.tr*

In Turkey, results of school and university students in English language learning have been generally poor. The recent (2013) British Council TEPAV project, “Turkey National Needs Assessment of State School English Language Teaching” reported many underlying problems.

First, it is clear that more than a quarter of the 80,000,000 Turkish citizens and foreign residents speak a non-Turkic or non-standard Turkish language as their native tongue. Second, English is not their second potential language, but a third or fourth. This paper aims to ascertain the weaknesses in the current system in light of this phenomenon and link them to the poor results in English language learning. These facts and deficiencies have been neglected in curriculum planning and instructor and instructional materials selection for teaching English as a foreign language.

The research method is logical analysis. First, the author’s own extensive experience over 57 years as a language student and instructor is related. Second, relevant academic and popular literature on the failure of English and other language programs in Turkey and other countries with similar multilingual populations is evaluated and compared with that experience. Third, inductive and deductive conclusions are drawn.

Conclusions include the need to recognize that the national language of Türkçe cannot be the sole medium of instruction to teach English. Suggestions begin with teaching Türkçe as a second language for those whose mother tongue is not Türkçe. It is also suggested that English be taught as an additional language and methods and materials be chosen and developed to further that goal.

Keywords: Instructional Medium Problems, Native Language, National Language, English Language Teaching

Concurrent Session II

11:30 - 12:30

Turgenev

Chair: Koyalın

“Talent and teaching, pronunciation and musicality”: A large-scale interdisciplinary research project on the (neuro)-cognitive bases of accent imitation ability.

Susanne Maria Reiterer

¹ *Department of Linguistics, Unit for Language Learning and Teaching Research, University of Vienna, Austria,*

² *Centre for Teacher Education, University of Vienna, Austria*

Susanne.Reiterer@univie.ac.at

In previous large scale interdisciplinary research including linguistic, cognitive, psychological and neuroscientific levels of measurement, we identified various neuro-functional, neuro-anatomical and psycho-cognitive markers of language aptitude. We isolated musicality, amongst others, as one of the leading psycho-cognitive predictors for pronunciation / speech imitation ability in second language learning. Within musicality the ability to sing was the strongest correlate. Hence, we took a closer look at the common ground between singing and speech imitation. In follow up studies, we focused on whether good singing performance predicts successful pronunciation in foreign languages and which are the exact subcomponents of musicality and singing that contribute. The results indicated that singing performance is indeed a good indicator for aptitude in speech imitation, better than general musicality and far better than expertise in instrument playing. Our findings point to a relation between song and speech through articulatory flexibility and enhanced proprioception skills, particularly important for teaching pronunciation in foreign languages. Results are discussed in the light of cognitive neuroscience/brain imaging and have implications for incorporating more music elements into foreign language classes on an applied educational level.

Keywords: L2 pronunciation; language aptitude; musicality; individual differences in L2 learning



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

11:30 - 12:30

Turgenev

Chair: Aylin Koyalan

Perception of nuclear stress in vocabulary items in teacher education in terms of shadow listening

Prof. Dr. Mehmet Demirezen

Hacettepe University, Turkey

md49@hacettepe.edu.tr

Words are made up of syllables in all languages. Some of these syllables are made loudest by bearing a primary stress phoneme which carries the highest prominence among in louder forms the surrounding syllables. The stressed syllable with a primary stress is an innate property of the word is called nuclear stress, which is also known as tonic stress. The syllable with primary word-stress is most prominent because it is automatically placed upon the related syllable, drawing attention to native uses of pronunciation and intonation. Recognizing a stressed syllable requires us to perceive its prominence, which is actually an auditory signaling that the hearer's attention is centered upon it. Perception of the nuclear stress escapes from the attention of Turkish prospective students and English majors especially in longer words. This research will investigate the perception of the place of tonic stress in English words by the first year students in the English Language Education Department of Faculty of Education in one of the leading universities in Turkey. In the pre-test, the participants listened to 15 words given from a computer in audio forms and then were asked to single out the tonic syllable in a five-alternative multiple choice test. After the evaluation of the results of the pre-test, the participants were taught 3 hours on the inspection of tonic stress in words. Two weeks later, the same pre-test was administrated as post-test to the participants. While overall rate of success was 17.47% in the pre-test, it increased to 52.4% in the post-test: this result indicated that the ability of perception on the nuclear stress in vocabulary items can be beneficial in terms of listening comprehension.

Keywords: stress perception, primary stress, tonic stress, nuclear stress, stress blindness

Analysis of english phonological errors of boy senior school students of Sirvan Township

Karamullah Pallizban

PhD candidate of General Linguistics, Tehran Payame Noor University,

Center for Postgraduate Educations

pallizban@gmail.com

One of the significant specifications of learning a foreign language is the skill of speaking being among the challenges faced by senior school students of Iranian Educational System to which considerable time and energy have been allocated. However, students have not progressed in this regard suitably. Such a problem is more aggravated in areas where the student's mother tongue is not Standard Persian. The current study has been conducted aiming at analyzing phonological errors of senior school students of Sirvan Township in Ilam Province.

The research method is descriptive-analytical one which has been conducted by direct observation of the linguistic behavior of the participants to collect the data. The statistical population of the research was 52 Kurdish-speaking senior school students of Janbazan Senior School in Karazan village in Sirvan Township of Ilam, Iran who were chosen randomly. The type and number of errors committed by students were determined by analyzing the data as follows: 1. phonological errors, 2. syllable structure errors, 3. spelling pronunciation errors, and 4. errors related to pronouncing silent letters. Errors related to interlanguage involving 590 errors (69.73 %) had the highest frequency; whereas those of intralanguage which were 256 (30.27%) had the lowest frequency of the total number. This shows that the students' mother tongue is the main cause of committing errors. Based on the findings of the study it can be concluded that negative transfer is the main cause of errors committed by learners whose mother tongue is Kurdish.

Keywords: phonological errors; interlanguage errors; intralingual errors; Ilami Kurdish

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



13:30-14:30	Plenary / Room: Alexander - Moderator: Ismail Hakkı Mirici David Little <i>The European Language Portfolio: Time for a fresh start?</i>			
14:30-15:00	Room: Alexander - Moderator: Erdal Zorba <i>Recreational Activity with Turkish Sport for All Federation</i>			
15:00-15:15	Coffee break			
Concurrent session III				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Gölge Seferoğlu	Sümeýra Bağatur	Nurdan Kavaklı	Fatma Büşra Yıldırım
15:15-17:15	Steve Walsh <i>Classroom interactional competence: Present challenges and future opportunities</i>	Mehtap Bademcioğlu, Hakan Karataş, Atilla Ergin <i>The investigation of university students' foreign language speaking anxiety in terms of different variables</i>	Majid Elahi Shirvan, Pinar Karahan, Anahita Ahangar <i>Towards an ecological understanding of general English university students' anxiety in light of sociocultural perspective</i>	Ferhat Yılmaz <i>An institutional perspective into professional development of English teachers: A case of schools of foreign languages (virtual)</i>
	Natalia Evnitskaya, Olcay Sert, Cristina Escobar Urmeneta <i>L2 classroom interactional competence in CLIL and EFL contexts: A comparative perspective</i>	Muhammad Sheeraz, Atoofa Najeeb <i>Negotiating cultural loss: New indexicalities of the indigenization of English in Pakistan (virtual)</i>	Da Liu <i>The reform and innovation of English course: A coherent whole of MOOC, flipped classroom and ESP (virtual)</i>	Esmail Jadidi, Razieh Alipoor <i>On the relationship between EFL teachers' reflection and their cognition on vocabulary teaching (virtual)</i>
	Li Li <i>Classroom interactional competence (CIC) and teacher expertise</i>	Svetlana Pitina, Anna Taskaeva <i>Realization of heroic paradigm in English and Russian (virtual)</i>	Nagwa A. Soliman <i>Teaching English for academic purposes via the flipped classroom approach (virtual)</i>	Michael Owusu Tabiri <i>Teaching Francophone learners English vocabulary without resorting to the use of L1 and L2 (virtual)</i>
	İpek Kuru Gönen, Asuman Aşık <i>Pre-service EFL teachers' reported perceptions on their development through SETT experience</i>	Martha Ada Onjewu, Agnes Ada Okpe <i>The influence of American English on the mastery of English as a foreign language among some Students in Kaduna, Nigeria (virtual)</i>	Montserrat Iglesias <i>Language travel supply: The language learning program (virtual)</i>	Nuray Alagozlu <i>Pre-service EFL teachers' professional self-concept: English teaching efficacy, self-reported English proficiency and pedagogical strategies: a case study in Turkish context (virtual)</i>
	Gözde Balıkcı, Gölge Seferoğlu <i>Teachers as reflective practitioners: CA-informed pedagogy in practicum</i>	Sladana Živković <i>A model of critical thinking as an important attribute for success in the 21st century (virtual)</i>	Nathaly Gonzalez-Acevedo <i>Technology-enhanced-gadgets in the teaching of English as a foreign language to very young learners. Ideas on implementation (virtual)</i>	Amin Neghavati <i>Deep learning skills in teacher training programmes (virtual)</i>



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Plenary
13:30 - 14:30

Alexander
Moderator: Ismail Hakkı Mirici

The European Language Portfolio: Time for a fresh start?

David Little
Trinity College Dublin
Ireland

The Council of Europe developed the concept of a European Language Portfolio (ELP) in parallel with the Common European Framework of Reference for Languages (CEFR). The idea was that by supporting the development of learner autonomy, intercultural awareness and plurilingualism, the ELP would help to communicate the CEFR's defining ethos to language learners. The ELP was enthusiastically received by many language educators in the Council of Europe's member states and beyond. Between 2001 and 2010, the ELP Validation Committee validated and accredited 118 ELPs developed in 32 different countries and by 6 INGOs/international consortia. This reads like a success story, and yet the ELP has never been used on a large scale in national education systems.

In my presentation I will first discuss some of the reasons for the ELP's relative failure. I will then argue that it is time to reconsider the potential of the ELP to breathe new life into language learning and teaching. I will describe what I believe to be the preconditions for its successful implementation in national education systems and will suggest some of the ways in which the ELP itself might usefully be modified.

.....

Concurrent Session III
15:15 - 17:15

Bulgakov
Chair: Gölge Seferoğlu

Classroom interactional competence: Present challenges and future opportunities

Steve Walsh
Newcastle University
steve.walsh@newcastle.ac.uk

In the first paper in the proposed colloquium 'L2 CIC' I present an overview of the construct 'Classroom Interactional Competence', defined as 'teachers' and learners' ability to use interaction as a tool for mediating and assisting learning' (Author 2011: 158). Using data from language classrooms from around the world, I will first outline the various features of CIC and problematize its description, using an applied conversation analytic methodology. Secondly, I will endeavour to demonstrate both its value for understanding learning and learning processes and its usefulness for teacher education/development. The present challenges of both describing and promoting CIC will then be discussed, to include its positioning vis-à-vis socio-cultural theory, its complexity and context specificity, issues relating to description and development. In the second part of the paper, I offer some thoughts on likely future developments, focusing especially on CIC in teacher education programmes and CIC as a tool for both promoting reflection and enhancing dialogic learning environments.

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session III

15:15 - 17:15

Bulgakov

Chair: Gölge Seferoğlu

L2 classroom interactional competence in CLIL and EFL contexts: A comparative perspective

Natalia Evnitskaya

*Universidad Autónoma de Madrid
natalia.evnitskaya@uam.es*

Olca Sert

*Hacettepe University
sertolca@yahoo.com*

Cristina Escobar Urmeneta

*Universitat Autònoma de Barcelona
cristina.escobar@uab.cat*

Recent years have witnessed a more data-led and reflective approach to teacher education, and in particular to L2 teacher education. Furthermore, understanding classroom interaction and revealing teaching/learning practices in action may further our understanding of different strategies used by EFL (English as a Foreign Language) teachers and CLIL (Content and Language Integrated Learning) teachers to facilitate student participation and engagement in classroom interaction. Based on data collected from CLIL Science lessons in Barcelona and EFL classes in Ankara, our research focuses on how pre-service teachers in these two different contexts develop Classroom Interactional Competence (CIC, Walsh 2006) over time. Both the CLIL database built in Spain and the EFL dataset compiled in Turkey include a micro analytic investigation of video recorded and transcribed lessons taught during internship as well as self reflective reports. A Conversation Analytic approach to data combined with ethnographic insights revealed how the student-teachers who had been initially unable to promote student participation progressed toward using a more learner-convergent language and achieved higher student engagement. The findings therefore indicate how the student-teacher's CIC developed over the course of the academic year due to the reflective circle of recording, transcribing, and reflecting on one's own teaching practice.

Keywords: CIC; CLIL; EFL; teacher education

Classroom Interactional Competence (CIC) and teacher expertise

Li Li

*University of Exeter
li.li@exeter.ac.uk*

Classroom interactional competence (CIC) is central to knowledge understanding and learning. CIC is concerned to account for learning-oriented interaction by considering the interplay between complex phenomena which include roles of teachers and learners, their expectations and goals, the relationship between language use and teaching methodology, and the interplay between teacher and learner language. CIC manifests itself in classroom in different ways from a teacher's perspective.

Expertise is a key element of effective teaching and important factor influencing teachers' decision making and is constantly referred to as an important research agenda in researching teacher cognition. Research in teacher expertise has suggested its close relationship with the teacher knowledge and teacher classroom practice. One aspect of developing expertise is to examine CIC. Drawing on video-recorded interactions in English language classrooms in China, this paper examines the differences between novice and expert teachers in the following aspects of CIC: How do teachers differ in CIC? Is there a relationship between CIC and expertise? The analysis was carried out using the principles of Conversation Analysis. The findings show that CIC is central in developing teacher expertise, that teachers can prompt CIC in different ways and have strong implications in teacher education and development.

Keywords: CIC; teacher expertise, EFL; teacher cognition



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session III

15:15 - 17:15

Bulgakov

Chair: Gölge Seferoğlu

Pre-service EFL teachers' reported perceptions on their development through SETT experience

İpek Kuru Gönen

Anadolu University

ipekkuru@anadolu.edu.tr

Asuman Aşık

Gazi University

asuman.asik@gazi.edu.tr

Classroom interaction has gained significance as it has a crucial role in understanding the dynamic nature of the language classrooms. In this sense, teacher talk has received increased attention to foster more pedagogically appropriate interaction in the language classroom. This study aims at investigating EFL teachers' perceptions on their use of teacher talk by using a specific instrument called SETT. The data were collected from reflective diaries and semi-structured interviews of 23 pre-service teachers in Turkish EFL context. Based on the purposes of the study, all participants received training on the analysis of their own talk by using SETT, which was designed to assess the relationship between language use and pedagogic purpose. The pre-service teachers recorded snapshots of their teaching and analysed different interactional features of their talk. Moreover, they discussed each other's language use and wrote reflective diaries upon this experience. The data collected were analysed qualitatively using the Constant Comparison Method by two raters. Findings yielded that the SETT experience contributed to increase awareness on what pre-service teachers did and how they used language in classroom environment. The study proposes valuable implications for the analysis of teacher talk and its effects on the development of classroom interaction.

Keywords: classroom interaction; teacher training; teacher talk; reflection

Teachers as reflective practitioners: CA-informed pedagogy in practicum

Gözde Balıkcı

Middle East Technical University

gozdebalicki2@gmail.com

Gölge Seferoğlu

Middle East Technical University

golge@metu.edu.tr

The main aim of the study is to explain the integration of conversation analysis into school experience course offered to the candidate teachers of English in Turkey. With the advent of CA-for-SLA movement, conversation analysis (CA, hereafter) is argued to be a suitable method for tracking students' language development (Markee, 2008). In addition, Seedhouse (2004) puts forward that language classrooms are based upon a specific interactional architecture oriented by the pedagogical focus which can be explored by analytic tools of the CA. In this sense, CA is also thought to offer important tools for language teachers to analyze classroom discourse and reflect on their teachings to facilitate student learning. (Walsh, 2012; Sert, 2010). Walsh (2006) suggested classroom interactional competence referring to the ability to use interaction as a tool for mediating and assisting learning. Based on the CIC theory, CA-informed school experience course was designed to teach fourth year students to analyze the classroom discourse and reflect on their teachings to develop and improve as a language teacher. Seventeen trainee teachers were instructed about the CA and its relevance to language teaching and learning. In the practicum, they did four teachings and the teachings were recorded via video cameras. Throughout the course, they watched, transcribed their recorded teachings and reflected on them with a micro-analytic eye. In addition, they were required to watch their group members' teachings and sent feedback to them. This presentation will focus on the course and materials design and the pre-service teachers' opinions about the observation and feedback cycle.

Keywords: CIC; reflective teacher education; EFL; pre-service TE

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session III

15:15 - 17:15

Bunin

Chair: Sümeyra Bağatur

An investigation into university students' foreign language speaking anxiety

Hakan Karataş

*Yildiz Technical University, Faculty of Education, Department of Educational Science
hkaratas@yildiz.edu.tr*

Mehtap Bademcioğlu

*Yildiz Technical University, Graduate School of Social Sciences
mehtapb@yildiz.edu.tr*

Atilla Ergin

*Istanbul Technical University, Faculty of Mechanical Engineering
aergin@itu.edu.tr*

How anxiety affects the learning a foreign language is a focus in the current studies such as Horwitz (1986), and Macintyre and Gardner (1994). Taking into consideration this focus, the aim of this study is to identify whether the students' foreign language speaking anxiety demonstrate significant differences in terms of their gender, language level, receiving English preparatory training, and the kind of high school they graduated from. The research group included 320 male (65.6 %) and 168 female (34.4 %) English preparatory students at Istanbul Technical University. Foreign Language Speaking Anxiety Questionnaire developed by Horwitz, Horwitz and Cope (1986) and adapted in Turkish by Saltan (2003) was used as the data collection tool. Data were analysed using independent samples T-test and one-way ANOVA. According to T-test results, it was seen that female students' score is higher than male students'. Also, it could be reported anxiety of students who have received English preparatory training is lower based on T-test results. Moreover, ANOVA results indicated the students' language level and the kind of high school do not affect their speaking anxiety. In a nutshell, the foreign language speaking anxiety is affected by gender and receiving English preparatory training.

Keywords: Speaking Anxiety; Foreign Language Learning.

Negotiating cultural loss: New indexicalities of the indigenization of English in Pakistan

Muhammad Sheeraz

Department of English.

International Islamic University, Islamabad.

m.sheeraz@iiu.edu.pk

Atoofa Najeeb

Department of Humanities.

Air University, Islamabad.

atoofa28@gmail.com



At the time of independence of Pakistan, English was adopted as a "compromise candidate" (Haque, 1993, p. 14) to serve as the official language of the country, with the hope that the Urdu language would be developed to replace it. However, the dream of lifting Urdu to the elitist position in the linguistic hierarchy of the country could not materialize against the force of the linguistic globalization that propelled the English language to assume the charge of being the lingua franca of the world. This resulted in the widespread use of English in Pakistan, particularly among its educated globalized middle classes. It also resulted in the concern for the "cultural loss" (Saleemi, 1993, p. 34) that would happen as a result of the language shift. This is where the process of the indigenization of English gains legitimacy. In this paper, apart from exploring the forms and functions of the indigenization of English in Pakistan, we attempt to figure out the indexicalities of this process. The data has been collected from two leading Pakistani newspapers in English: Dawn and The News for the analysis of which the study draws upon the frameworks developed in the fields of World Englishes and Postcolonial englishes.

Keywords: English in Pakistan, Indigenization, World Englishes, Language shift



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session III

15:15 - 17:15

Bunin

Chair: Sümeyra Bağatur

Realization of heroic paradigm in English and Russian



Svetlana Pitina, Anna Taskaeva^{1*}

Chelyabinsk State University, Br. Kashirinykh St., 129, Chelyabinsk, 454021, Russia

Teaching cross-cultural communication is in the centre of second language learning. Universal characteristics and national peculiarities of language and cultural concepts are viewed in the article as an important means of forming professional competence of future specialists. It is proved that 'hero' concept is one of the basic concepts in both English and Russian languages. 'Hero' concept is a part of heroic paradigm, an open complex system reflecting social, economical, ideological and cultural levels of a concrete society. The important role of English in Russian heroic paradigm development is stated. The authors suppose that comparative study of heroic paradigm is intended to cover major issues pertaining to cross-cultural communication. Heroic paradigm teaching is based on mythological, historical, cultural examples, illustrations from fiction to reveal similarities and differences of its realization in English and Russian.

Keywords: hero; heroic paradigm; cross-cultural communication; English; Russian

The influence of American English on the mastery of English as a foreign language among some students in Kaduna, Nigeria

Agnes Ada Okpe

Department of Languages

Kaduna Polytechnic

agnesokpe@yahoo.com

Martha Ada Onjewu

Department of Languages

Kaduna Polytechnic

monjewu@gmail.com



The mastery of English language in Nigeria is an imperative for obvious reasons being that it is the language of governance, official language of communication, and transition to tertiary level education among others. The English Language orientation which is recognised is the British. However, over time, American English has emerged alongside it. The problem is that most learners of English as a foreign language do not seem able to clearly differentiate between the two and at times mix them up within the same context whether formal or informal. The purpose of this paper is to explore the causes of the confusion as a means to evolve the strategies to minimise them. The methodology engaged is the administration of an Essay containing fill in the gaps with options from both British and American English and an unstructured interview. The procedure used for data analysis is interpretation of the test score and context analysis of the responses to the interview. The conclusion is that the learners are definitely confused between the two varieties of English Language resulting to American English being a distraction to the British variety. The recommendations made include organizing a workshop solely to discuss the problem among teachers, to learn strategies to improve the situation and be made to avoid mixing up the two varieties of English themselves.

Keywords: British; American; confusion; distraction

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session III
15:15 - 17:15

Bunin
Chair: Sümeyra Bağatur

A Model of critical thinking as an important attribute for success in the 21st century

Sladana Živković,

*College of Applied Technical Sciences & Faculty of Civil Engineering and Architecture,
University of Niš, Serbia
sladjanazivkovic.ni@gmail.com*



The aim of this paper is to suggest a specific teaching approach which employs a critical thinking model, as well as to show the possibilities for structuring professional knowledge and enhancing learning efficiency.

Entering the world of global competition, the emphasis is on the need to prepare students to be communicative, collaborative, creative, innovative, to think critically and analytically, and to be able to effectively solve real-world problems. With higher-order thinking skills, which are essential for absorbing knowledge as well as for work performance, students will become effective communicators, critical and dynamic thinkers, competent problem solvers and career experts. By utilizing innovative pedagogy to support teaching and learning goals, students will be more likely to achieve their full potential and have their voices heard.

The paper focuses on critical thinking for undergraduate ESP engineering students. Those students need strong critical thinking skills which are essential to get to the root of problems and find reasonable solutions. A model of critical thinking is designed to help those students to develop their thinking skills and prepare for a global, complex society.

Keywords: critical thinking; ESP; engineering

Concurrent Session III
15:15 - 17:15

Dostoyevski
Chair: Nurdan Kavaklı

Towards an ecological understanding of general english university students' anxiety in light of sociocultural perspective

Majid Elahi Shirvan

*English Language Department, University of Bojnord, Iran
elahimajid64@gmail.com*

Pinar Karahan

*Department of English Language Teaching, Faculty of Education, Anadolu University Eskişehir, TURKEY
pinarkarahan@anadolu.edu.tr*

Anahita Ahangar

*University of Bojnord, Iran
anahita.ahangar@gmail.com*

A large number of research studies have been carried out focusing on the role of anxiety in the process of English language learners' development. However, the multifaceted nature of anxiety needs to be explored from an ecological perspective which can shed more lights and provide a better understanding of the different aspects influencing English language learners' anxiety. This paper takes advantage of Vygotskian sociocultural theory, and activity theory and genetic approach in particular, as a conceptual framework to explore General English university students' anxiety in the classroom. To do so, data from 21 General English university students at University of Bojnord, Iran, were collected via semi-structured interviews, classroom observations over three months, and journals recorded by the students. The results of qualitative content analysis based on sociocultural theory indicated that, microgenetically, the types of activities, assignments, teachers' behaviors and peers' effect influence students' anxiety in the community of classroom. In addition, rules, rooted at the cultural-historic span, in terms of the assessment criteria, curriculum development and classroom syllabus underpin the anxiety experiences of the students. The functions of mediators and the objectives of the classroom regarding the ebbs and tides of students' anxiety are also discussed.

Keywords: Anxiety, Ecology, General English, sociocultural perspective



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session III

15:15 - 17:15

Dostoyevski

Chair: Nurdan Kavaklı

The reform and innovation of English course: A coherent whole of MOOC, flipped classroom and ESP

Da Liu

*University of Science and Technology Liaoning, Anshan, China
zhuomuniaodolly@163.com*



ESP (English for Specific Purposes) is prevailing in China nowadays, but with the traditional teaching model, its development has been blocked by the limitation of the traditional teaching. Researchers are exploring the new model for English teaching, they combine ESP with MOOC (Massive Open Online Courses) and “Flipped Classroom”(a reversal of traditional teaching) theoretically instead of practically. With the theory of constructivism, the paper focuses especially on the implementation of the new model. The new model is taken into practice with the combination of ESP, MOOC and “Flipped classroom”. According to Tyler, the father of the curriculum theory, the paper shows the new model in four parts: Purpose, content, teaching organization and teaching evaluation. The new model has been implemented for a term, the author collects students objective and subjective feedback and makes the quantitative and qualitative analysis of the effects of the new model with the software SPSS. The paper makes the conclusion of three advantages of the new model and gives suggestions to the education of English in the future. .

Keywords: MOOC; Flipped classroom English; ESP

Teaching English for academic purposes via the flipped classroom approach

Nagwa A. Soliman

*The British University in Egypt
nagwa.soliman@bue.edu.eg*



Teaching English for Academic Purposes via the Flipped Classroom has evolved into an undeniable popular pedagogy, driven by the momentum of many teachers across the world who have embraced the idea. These passionate educators are making a meaningful difference in how students learn, and enhancing learning outcomes in the process. This evolution has also been made possible because of the unprecedented capabilities of modern digital technology, the Internet and the World Wide Web. Upon this framework, an ever-expanding array of powerful software has been made available. Moreover, in the current decade, mobile technologies like Tablets and Smartphones have fundamentally altered the ease and convenience with which students and teachers can access digital content. This workshop will show how the Flipped Classroom approach could be used to teach English for Academic Purposes. It will illustrate how the Flipped Classroom Pedagogy could be implemented, the benefits of this type of delivery, the challenges that may appear and students and teachers role inside and outside of the classroom. The workshop will include information based on real teaching experience using this flipped model of teaching

Keywords: flipped; discussion; interaction; challenges

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session III
15:15 - 17:15

Dostoyevski
Chair: Nurdan Kavaklı

Language travel supply: The language learning program

Montserrat Iglesias

EUHT CETT-UB, University of Barcelona, Spain
montserrat.iglesias@cett.cat



A systematic review of literature up to date reflects great scholarly interest in the impacts of study abroad (SA) sojourns on foreign language learners' communicative competence. This paper provides an overview on gains in sociolinguistic and pragmatic competences drawing upon research carried out in this field in the last decades, which in broad terms supports the belief that both types of competences are effectively developed in SA stays. This article also offers an original, detailed account of one of the main constituents of the language tourism product: the language learning component, encompassing the educational input and the language learning complements. Thus, a key aspect of the language tourism market system will be depicted from the perspective of the supply. The model offered in this exploratory study aims at constituting the underlying conceptual framework for subsequent research on the role within the language tourism experience of different SA program design characteristics, such as the educational setting, the student-teacher ratio, the participants' demographic characteristics, the course timing, the learning focus, the accreditation purposes, the classroom activities, the resources used and various assessment-related issues. Therefore, the taxonomy and underpinning concepts resulting from the categorization of the above-mentioned features may be considered the starting point for future investigations on SA program planning, implementation and evaluation.

Keywords: language tourism; study abroad; foreign language learning

Technology-enhanced-gadgets in the teaching of English as a foreign language to very young learners. ideas on implementation.

Nathaly Gonzalez-Acevedo

PhD program in Education and Research Group on Plurilingual Interaction and Teaching.
Universitat Autònoma de Barcelona
nathaly_gonzalez@hotmail.es



This research¹ is based on sociocultural authentic inquiry research (Konstatinos, 2015) and action research methodology. An early years teacher of English as a Foreign Language (EFL) explores technology-enhanced-gadgets that can be of use to teach meaningful lessons to very young children. The paper aims to outline theoretical uses of technology-enhanced-gadgets in the teaching of EFL to very young learners. It describes possible uses of technology grounded on the importance given to media competence and new literacies (The New London Group, 1996) in 21st century societies, in which children are digital natives (Prensky, 2001). As such, children show a multimedial and multimodal preference for learning. Given such preference and the envisioning of a technology-mediated prosumer society (Kotler, 1986) learning content, including in ESL, has to be adapted to new dynamics. The findings show a variety of uses for technology-enhanced-gadgets (e.g. ipads, robots...) (Burnet, 2010; Guth & Helm, 2012; Hill, 2010; Lynch & Redpath, 2014) that are appropriate for very young children and that promise to engage students in the learning of EFL while creating an interactive environment and developing autonomy. The conclusions suggest that the use of technology-enhanced-gadgets can aid in the creation of attractive and cooperative lessons that promote meaningful learning.

Keywords: very young children; technology-enhanced-gadgets; digital natives and new learning dynamics; technology-mediated learning

¹I have received the support of the project 'Knowledge for Network-based Education, Cognition & Teaching (KONECT)' financed by Ministerio de Economía y Competitividad: Proyectos I+D del Programa Estatal de Fomento de la Investigación Científica y Técnica de Excelencia (EDU2013-43932-P)



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session III

15:15 - 17:15

Turgenev

Chair: Fatma Büşra Yıldırım

An institutional perspective into professional development of English teachers: A case of schools of foreign languages

Ferhat Yilmaz

*English Instructor in American College of the Middle East
yilmazferhat46@hotmail.com*



Throughout their teaching careers, teachers circulate in various learner groups and this means a need for new strategies or new approaches in order to satisfy the students and the institutions they are in. At this point; the need for this inevitable adaptation process arises. This adjustment is done by means of various professional development programs which become a necessity not for the fact that the training programs have insufficiencies but teaching situations and institutions are in a state of continuous change. In this study, point of views and attitudes of administrators of School of Foreign Languages to professional development activities will be discussed. When doing this, some open ended questions have been addressed to directors and vice-directors to find out their expectations and level of eagerness to join, organize or fund those activities. It is hoped that this specific study will serve as a tool and inspiration for future research in this field.

Keywords: professional development ELT, administrators, adaptation, insufficiency

On the relationship between EFL teachers' reflection and their cognition on vocabulary teaching

Esmail Jadidi, Ph.D

*Department of English, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran
Esmail.jadidi@yahoo.com*

Raziye Alipour, M.A

*Department of English, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran
Razialipour3@gmail.com*



Teaching vocabulary has often been secondary to structural and functional aspects of foreign languages in EFL classroom instruction. Relevant research findings, however, have highlighted the importance of lexicon in learners' language development. The present study, thus, aimed to discover the nature of relationship between EFL teachers' reflection and their cognition about vocabulary. In so doing, a pedagogical reflection questionnaire and a vocabulary teaching cognition scale were administered to 89 EFL teachers to determine their reflectivity and beliefs about vocabulary teaching respectively. The data gathered were then analyzed using SPSS software (version19). The results confirmed that there is a significant relationship between EFL teachers' reflection and their inclination towards function-based vocabulary teaching method. The results of the current study can pave the ground for devising teaching vocabulary techniques which are more in line with EFL teachers' capabilities and learners' needs.

Keywords: Teachers' Reflection, Vocabulary Teaching Cognition

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session III
15:15 - 17:15

Turgenev
Chair: Fatma Büşra Yıldırım

Teaching francophone learners English vocabulary without resorting to the use of L1 and L2.



Michael Owusu Tabiri, Lecturer
Ghana Technology University College, Faculty of Informatics,
mtabiri@gtuc.edu.gh

Teaching Francophone students English language without using their L1 or L2 is didactically significant. This article sought to propose proper pedagogical means of teaching vocabulary without resorting to the use of L1 (Francophone learners' Mother Tongue) or L2 (French language) when teaching Francophone learners English Language at all levels. It was revealed that adopting context clues or explanation techniques as well as concrete techniques in explaining new words or expressions was the most effective methodological approach in teaching vocabulary. Also, it has been uncovered andragogically and pedagogically that the more senses are used to comprehend a word, the greater the likelihood of learning being successful. Thus if learners see a word, (as real pictures), feel the word (touching the thing), taste the word (by the way of eating) as well as hear it used in a sentence to show meaning, it would lead to retention and memorization of the vocabulary. In short, teachers and lecturers of all academic disciplines must help learners to see, feel, taste and hear words in context particularly in language or linguistics environment so as to ensure proper comprehension and application of language teaching and learning.

Keywords: Vocabulary, Context Clues, Explanation Techniques, Concrete Techniques.

Pre-service EFL teachers' professional self-concept: English teaching efficacy, self-reported English proficiency and pedagogical strategies: A case study in Turkish context.



Nuray Alagözü
nurayalagozlu@gmail.com

This study touches upon one of the prominent problems in foreign language teacher education in Turkey: professional self-concept. Among the obstacles in growing competent language teachers and maintaining their quality are their self-perceptions regarding the efficacy of their teaching and their proficiency levels. Besides external factors like educational conditions, pre/in-service training, workplace facilities, teachers self-perceptions regarding their teaching efficacy and ability must be considered to improve teacher competencies. Teachers' beliefs in their efficacy are shown to have a role in their personal growth and professional success. To delve into Turkey milieu in depth, following Eslami (2008), the present study examines pre-service EFL teachers' perceptions of their teaching efficacy regarding their personal capabilities to teach English as a Foreign Language (EFL) and of their English language proficiency levels in Turkish context. For data collection, a modified version of the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) was used to assess perceived efficacy for classroom management, and instructional strategies. In addition, self-reported proficiency and pedagogical strategies scales used by Chacón (2005) were also used. The present study pinpoints that pre-service language teachers should be encouraged and informed through awareness-raising procedures to improve their self-image and self-confidence, which will in turn enhance their personal and professional growth.

Keywords: Language Teachers, Teacher Training, Self Concept,



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session III

15:15 - 17:15

Turgenev

Chair: Fatma Büşra Yıldırım

Digital deep learning skills in teacher training programmes



Amin Neghavati

British Council, Malaysia

neghavati@gmail.com

Fullan and Langworthy (2013) identified the eight Deep Learning Skills in 2013. Michael Fullan later focuses on the Key Future Skills or the 6 C's- Character Education, Citizenship, Communication, Critical Thinking and Problem-Solving, Collaboration and Creativity- which students need to know in order to live in the modern times. Public schools, worldwide, are gradually adding Deep Learning Tasks to their curriculum in order to prepare their students for modern life.

The main purpose of this paper is to investigate the effect of adding an online Learning Management System to a teacher training programme for language teachers who are not digitally as literate as their students to prepare these teachers to develop their students' Key Future Skills.

This study was conducted over a period of 9 months with 50 primary and secondary school English language teachers in a rural school in Malaysia on a project by the British Council for the Ministry of Education. The teachers' online behaviour was monitored and documented during this period. Qualitative data was collected through questionnaires (10 questions) at the end of the project and qualitative data through interviews 6 months after the end of the project. The results show that the teachers became more vigilant towards Deep Learning Skills and their significance for life in the 21st century and the application of technology in their own teaching context. On a positive note, their active online presence and collaboration with each other also helped them feel more confident in preparing their own students to develop their 6 C's independently.

Keywords: Deep Learning Skills; ICT; Key Future Skills; LMS; teacher training; Global Citizenship

Workshops

Workshops				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Kadriye Aksoy	Dilara Arpacı	İhsan Ünalı	Ekrem Solak
17:30-18:15	Sarp Erkir <i>Using QR codes as a resourceful ICT tool in the ELT classroom</i>	Susan Esnawy <i>ESL/EAP reading and research essay writing using jigsaw</i>	Mehtap Bademcioğlu, Hakan Karataş, Atilla Ergin <i>Analysing university English preparatory class students' self-regulation strategies and motivational beliefs using different variables</i>	Aylin Ünalı <i>What does our B2 mean?: Assessment of written Academic English in English-medium universities</i>
20:00-23:00	Social Programme I - SYMPHONY CONCERT (Antalya Symphony Orchestra)			

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Workshop

17:30 - 18:15

Bulgakov

Chair: Kadriye Aksoy

Using QR codes as a resourceful ICT tool in the ELT classroom

Sarp Erkir, PhD

American University of the Middle East

sarp.erkir@aum.edu.kw

As the incorporation of technology into language instruction becomes more prevalent, teachers and researchers look into ways of using mobile tools in the classroom. Using QR codes for language instruction is one example of successful incorporation of a mobile technologies, which allows educators to draw on the motivational value of technology while using tools that are fit for the purpose of effective instruction. QR codes are everywhere. Students see these codes everyday outside the classroom. They will be fascinated at the prospect of using this technology in the classroom. Similarly, teachers are eager to adopt new technologies, provided they are simple and efficient. And there is a reason why QR codes are everywhere: they are simple and efficient. This workshop aims at familiarizing participants with this very practical and efficient mobile tool that teachers can easily use at every level of language instruction. The presenter will first provide theoretical background explaining what QR codes are and how the use of QR codes enhances classroom instruction. This discussion will be followed by a hands-on training session where the participants will be guided through the steps of creating URLs and QR codes for classroom use. In the last part of the workshop, the presenter will share practical ideas on how these codes can be used in various ways including sample assignments and projects. The workshop will conclude with a discussion of the motivational value that the QR codes can bring to the classroom.

Keywords: QR codes; technology; foreign language teaching; effective instruction

Workshop

17:30 - 18:15

Bunin

Chair: Dilara Arpacı

ESL/EAP reading and research essay writing using jigsaw

Susan Esnawy

American University in Cairo

sesnawy@aucegypt.edu

The jigsaw technique, which was used by Aronson (2000) successfully to teach content subjects, has proved its success in enhancing learner autonomy, empathy and academic achievement (Aronson & Patnoe 1997; Tekbiyik 2015), and has also been used in teaching ESL (Shaaban 2006; Komiyama 2009; Zuo 2011; Sarobol 2012) due to its benefits for class dynamics and learning. Thus, in an integrated skills EAP class, the technique is used to enhance reading comprehension and introduce research essay writing as well as to promote participation, as each student has a role. The teacher/facilitator divides the class into expert groups which are given a reading text to analyze and identify the ways used for including and integrating information from sources, without plagiarism. Then, students are re-grouped into jigsaw groups, so that each student would explain a part of the text. Finally, the class summarizes the main ideas and citation methods in the text. This communicative technique promotes students' understanding of a text and of how paraphrase, quotations and citations are used in a research essay. After that, students write a research essay on another day. The audience will apply the technique to a model research essay (provided by presenter), as both expert and jigsaw groups, to experience its class application. They will also be invited to share ways of applying this technique in their teaching contexts, as it can be used in any ESL/EAP reading class and with different class sizes.

Keywords: EAP; Reading; Integration; Writing



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Workshop
17:30 - 18:15

Dostoyevski
Chair: İhsan Ünalı

Analysing university Englishpreparatory class students' self-regulation strategies and motivational beliefs

Hakan Karataş

*Yildiz Technical University, Faculty of Education, Department of Educational Science
hkaratas@yildiz.edu.tr*

Mehtap Bademcioğlu

*Yildiz Technical University, Graduate School of Social Sciences
mehtapb@yildiz.edu.tr*

Atilla Ergin

*İstanbul Technical University, Faculty of Mechanical Engineering
aergin@itu.edu.tr*

Learning English which is the most widely used foreign language has become a necessity in globalised world (Crystal, 2003). Yet, in Turkey, some problems exist about it thanks to lack of motivation and knowledge about self-regulation strategies (Solak & Bayar, 2015). This study aims to explore if the students' self-regulation strategies and motivational beliefs show significant differences in terms of gender, language level, receiving English preparatory training, and the kind of high school. The research group included 320 male (65.6 %) and 168 female (34.4 %) English preparatory students at Istanbul Technical University. Motivated Strategies for Learning Questionnaire developed by Pintrich and De Groot (1990) and adapted in Turkish by Üredi (2005) was used as the data collection tool. Data were analysed using independent samples t-test, one-way ANOVA and the Scheffe's post-hoc test. T-test findings indicated female students' cognitive strategies dimension score is higher. Yet, there are no significant differences in the students' self-regulation strategies and motivational beliefs according to receiving preparatory training. The ANOVA test's result demonstrated high school differentiation does not affect self-regulation strategies and motivational beliefs. However, the Scheffe's test results revealed the students' self-regulation, cognitive strategies and intrinsic motivation change over depending on language level.

Keywords: Self-Regulation Strategies; Motivational Beliefs; Foreign Language.

Workshop
17:30 - 18:15

Turgenev
Chair: Ekrem Solak

What does *our* B2 mean? Assessment of written academic English in English-medium universities

Aylin Ünalı

*Boğaziçi University, Faculty of Education
aunalı@boun.edu.tr*

As English language becomes the medium of instruction in increasing number of higher education institutions across the world, students' readiness in Academic English prior to their university studies and the assessment of writing proficiency are becoming important issues. Proficiency in Academic English, especially in written Academic English is essential for survival in English-medium university settings. However, judgments relating to necessary minimum adequacy in written academic English are far from being standard even among institutions in close proximity let alone the ones across countries and the globe. The present study aims at exemplifying a standard setting procedure for the assessment of written Academic English in an English-medium university. For this aim, randomly chosen 40 student essays written by the students who were being trained at the pre-session language school were subjected to the evaluation of a group of 18 experienced essay raters who rated the essays in terms of their adequacy for university study and provided extensive written feedback relating to the quality of them. The raters also used a scale developed by Cambridge ESOL on CEFR and therefore related the characteristics of the essays to a standardized evaluation scheme. Overall, the results showed that B2 is a generally accepted level for university study. However, B2 can be explained by various combinations of essay characteristics. Analysing different combinations of essay characteristics as case studies presented interesting insights as to the minimum requirements in Academic English.

Keywords: academic writing, English-medium university, CEFR

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session I

16 April 2016 - Saturday

8:30-9:00	Registration / Main Hall			
9:00-10:00	Plenary / Room: Alexander - Moderator: Ayşe Akyel Derin Atay <i>English as an additional or international language? A real quandary in the Turkish context</i>			
Concurrent session I				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	İsmail Hakkı Erten	Fatma Özlem Saka	Nuray Okumus Ceylan	Lumturie Bajrami
10:15-11:15	Rawan Hamdi Haddad <i>Developing learner autonomy in vocabulary learning in class room: How and why can it be fostered?</i>	Binnur İlter <i>How do mobility programs increase foreign university students' intercultural awareness?</i>	Kadriye Dilek Akpınar <i>How do Turkish EFL learners detect idiomatic phrases?</i>	Mira Mounir Alameddine, Hanadi Said Mirza <i>Teaching academic writing for advanced level grade 10 English</i>
	Nesrin Oruç Ertürk <i>Language learner autonomy: Is it really possible?</i>	Lazura Kazykhankyzy <i>Kazakh EFL learners' level of learning autonomy and its relationship with intercultural communicative competence</i>	Tuba Demirkol <i>How do we say 'No' in English?</i>	Maide Yilmaz <i>Improving Turkish EFL learners' writing accuracy: Effects of written languaging and languaging Type</i>
	Ece Zehir Topkaya, Handan Çelik <i>Non-native English language teachers' perceptions of professional development: Implications for career stages</i>	Seval Doğan, Buse Aral, Benjamin Warren Oliver <i>To be more accurate: A study to investigate the importance of explicit teaching in monolingual language classroom settings</i>	Burcu Koc, Ali İlyas <i>Exploring pre-service language teachers' perceptions and actual practices of giving feedback in micro-teaching practices</i>	Akbar Azizifar, Shele Amiri <i>Comparing the effect of task-based approach and traditional approach on academic writing of Iranian EFL students</i>
11:15-11:30	Coffee break			



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Plenary

09:00 - 10:00

Alexander

Moderator: Ayşe Akyel

English as an additional or international language? A real quandary in the Turkish context

Derin Atay

Bahcesehir University

The diverse sociolinguistic and sociocultural contexts, in which English is globally used, and the rapidly increasing number of non-native speakers all over the world have brought the need for people to develop the necessary knowledge and skills to cope with this variability. Globalization of English led to debates mainly on the validity of the division of English users based on the Kachruvian concentric circles and the replacement of “English” by “English as a lingua franca”, “English as an international language”, “English as an additional language” and “World Englishes”.

Yet, the whole debate seems to remain on the theoretical level; for the majority of English teachers it is not clear to what extent the new terms will provide norms for English teaching. How will these changes affect the materials they use and their test design? Unlike many countries, there is no nativized variety of English in Turkey, and English teachers mainly focus on native-like competence and on “native-sounding” norms. Most are unaware of the debate or even if they sympathize, they live in a very different reality from that of the researchers. Without any substantive models or materials available to offer them a viable alternative, how will they be able to change their approaches?

The present talk aims to discuss the relevant issue from the Turkish perspective; common misconceptions will be clarified and suggestions for practice will be presented.

Concurrent Session I

10:15 - 11:15

Bulgakov

Chair: İsmail Hakkı Erten

Developing learner autonomy in vocabulary learning in class room : how and why can it be fostered ?

Rawan Haddad

*Palestine Polytechnic University
rawan.ppu.haddad@gmail.com*

Vocabulary learning is one of the most challenging issues that EFL learners face. In the past the learners depended on their teachers but new teaching methodologies encourage learner autonomy. At the university level, learners should become more autonomous in learning foreign language vocabulary and try to find different ways of how to become more successful learners

English language learners in general believe that vocabulary learning is difficult and complicated. At the university level learners are forced to become autonomous and make conscious efforts to learn vocabulary outside of the classroom simply because exposure to target language is limited in university classes. Consequently, the autonomy of the learner play an important role in developing and enhancing their vocabulary. This paper aims at exploring the application of learner autonomy in the context of vocabulary learning for English language students. It also proposes the importance of learners' autonomy in vocabulary learning and learning strategies. Furthermore; it clarifies why teachers should enhance learner autonomy in vocabulary learning by exploring the role of both the teachers and learners, how teachers can promote learner autonomy in vocabulary learning and the expected effects of learner autonomy in vocabulary learning.

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session I
10:15 - 11:15

Bulgakov
Chair: İsmail Hakkı Erten

Language learner autonomy: Is it really possible?

Nesrin Oruç Ertürk
İzmir University of Economics
nesrin.oruc@ieu.edu.tr

Learner autonomy has gained momentum within the context of language learning in the last two decades. In order to qualify as an autonomous learner, one should independently choose his/her aims and purposes and sets goals; decides on the learning materials, methods and tasks; and purpose in organizing and carrying out the chosen tasks; and chooses the criteria for evaluation. Does that sound utopic? Definitely “yes” for some, maybe less so for others. After a little reflection, most of the teachers will recognize that they do a great deal of reading and thinking to prepare their lectures, plan effective activities and select appropriate texts for their students, while the students do relatively little. In most cases, the teachers are the most active learners in their classrooms. The reshaping of the traditional spoon-fed students in our culture into learners who take charge of their own learning and the conversion of teachers shifting their responsibility to learners is not an easy process. How ready are our students and teachers for this change? Is resistance inevitable? Even if we manage to change the teachers and the learners, will it be possible to foster learning for both parties in their new roles? This presentation may not be able to answer all these questions, but the researcher will shed light on these important questions by discussing possible interpretations of “autonomy”, “student autonomy” and “teacher autonomy”.

Keywords: Second language acquisition; autonomy; learner autonomy; teacher autonomy

Non-native English language teachers’ perceptions of professional development: Implications for career stages

Ece Zehir Topkaya
Çanakkale Onsekiz Mart University
ecetopkaya@yahoo.com
Handan Çelik
Trakya University
handancelik@trakya.edu.tr

Professional development as a constant issue in the research agenda of teaching profession is a path whereby teachers experience continuous cognitive, intellectual, experiential, and attitudinal growth. While travelling this path, teachers undergo different career stages through which they gain awareness to look for ways to improve themselves and their instructional practices. Driven from this understanding, this study explored professional development perceptions and practices of English language teachers from three career stages known as *survival*, *adjustment*, and *mature* (Burden, 1982). Six non-native teachers working at a private primary school were the source of the data gathered through semi-structured interviews and analyzed through qualitative content analysis. Findings for professional development were organized into two categories as; *use of various resources* and *use of skills and knowledge*. For professional development practices, they were; *attending formal courses and seminars*, *keeping up with professional publications*, and *collaborating with colleagues*. Although both the definitions and practices were limited to the traditional ways of skills development, the components of these categories showed that the teachers were aware of the fact that they needed to keep up with rapid progress and change in teaching and education. Having an overlap, the definitions and practices also indicated the extent to which the teachers, as practitioners and adult learners, conceptualized professional development and practices in relation to their needs and career stages. Therefore, schools should support teachers at various career stages. However, this support should not be top-down, instead it should be planned and implemented according to teachers’ needs and dispositions.

Keywords: professional development; perceptions and practices; career stages; teacher education



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session I

10:15 - 11:15

Bunin

Chair: Fatma Özlem Saka

How do mobility programs increase foreign university students' intercultural awareness ?

Assoc. Prof. Dr. Binnur Genç İltter

Akdeniz University

bgilter@akdeniz.edu.tr

Nowadays cross-cultural studies have been popular in language learning field. Mobility programs such as Erasmus and Mevlana generally change students' points of view positively..During these mobility programs students improve both their linguistic and cultural competences .Cultural differences increase the students' tolerance and broaden their perception. Being abroad makes the students more mature and open-minded. Recent studies have explained that students can improve their intercultural awareness by means of exchange programs. The main purpose of this research is to examine the foreign students' perspectives on mobility programs. This research is a qualitative study which contains a structured interview with 14 foreign students who joined Mevlana and Erasmus programs at Akdeniz University. In order to analyze foreign students' ideas, 5 questions were prepared for them. Structured questions were examined by 2 experts in the field of language learning .The foreign students stated that staying abroad helped them understand different culture and values and added that they became friendlier , problem- solver and communicative after having participated these programs.

Keywords:, Language Awareness, Cultural Awareness .Language Learning.

Kazakh EFL learners' autonomy level and its relationship with intercultural communicative competence

Lazura Kazykhankyzy

A.Yassawi International Kazakh-Turkish University

lazura-kazykhankyzy@gmail.com

Training learners on autonomy is an integral part of today's language-and-culture learning processes. Therefore, in teaching Intercultural Communicative Competence (ICC), teachers should focus on encouraging autonomous and independent learning skills in their students in order to succeed in any new situation that may arise. The current study aims to measure the level of Kazakh L2 learners ICC and then explore the relationship between their ICC and autonomy level, on the one hand, and between gender and the development of ICC, on the other. A test battery including the ICC questionnaire and A Learner Autonomy Questionnaire was administered to a random selection of 40 (M = 11, F = 29) undergraduate students' of Yassawi International Kazakh-Turkish University. The correlation results indicated that there is a strong, positive relationship between L2 learners ICC and their autonomy level. Meanwhile, t-test demonstrated that Kazakh female and male L2 learners did not possess different levels of ICC. These findings imply that the more autonomous a learner becomes, the more likely he/she achieves high level of ICC.

Keywords: Intercultural Communicative Competence (ICC); learner autonomy; level of autonomy;

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session I

10:15 - 11:15

Bunin

Chair: Fatma Özlem Saka

To be more accurate: A study to investigate the importance of explicit teaching in monolingual language classroom settings

Seval Doğan

*Istanbul Bilgi University
sevaldogan@bilgi.edu.tr*

Buse Aral

*Istanbul Bilgi University
buse.aral@bilgi.edu.tr*

Benjamin Warren Oliver

*Koc University
boliver@ku.edu.tr*

It has always been controversial whether explicit teaching has more advantages than implicit teaching in language learning process. The purpose of this experimental action research was to examine the effectiveness of explicit teaching in reducing the number of the mistakes made by Turkish foreign language learners at lower levels who have difficulty with the accurate use of “to be” in sentence structure. It was conducted by a team of 2 teachers on 40 students in two different classes at a private university in Istanbul, Turkey. Data was collected via the gross number of mistakes made on prompts given before and after the treatment and analysed with the help of SPSS and G-Power software. While found to be statistically insignificant because of a small sample size consisting of 26 students, the results of this study found that both implicit and explicit teaching methods were effective in teaching students. 13 students of the sample were in the control group and 13 students of the sample were in the experimental group. Because of the absence among participants, only 26 students participated. The results implied that implicit education is more advantageous to the student. In this way, this particular project should serve as a base for more statistically sound future research to explore the importance given to the usage of L1 and explicit teaching in monolingual language classroom settings.

Keywords: Explicit Teaching; Use of L1; Language Accuracy; State Verb “to be”

Concurrent Session I

10:15 - 11:15

Dostoyevski

Chair: Nuray Okumus Ceylan

How do Turkish EFL learners detect idiomatic phrases?

Kadriye Dilek Akpınar

*Gazi University
kadriyedilek@gmail.com*

Idioms, figurative expressions of language, are pervasively encountered in both oral and written discourse. Due to their figurative nature, their comprehension and production have been considered challenging for FL learners. The present study, first of all, attempted to investigate how FL learners identify and comprehend idiomatic phrases in context and what contextual reading cues and communication principles they utilize during the comprehension process. The study also tried to examine learners' attitudes toward learning English idioms. An Idiom Detection Task (IDT) and a 10 item questionnaire which was constructed following Liantas (2002) were administered to 51 (28 B1 and 23 B2 level) learners of English studying in ELT department at a large state university in Turkey during 2015-2016 academic year. Though the results of the questionnaire indicated a highly positive view toward learning idioms, the strategies they used while identifying and comprehending the idioms proved their need for helpful and facilitating learning strategies. Results also indicated significant differences in the choice of strategies and contextual cues while utilizing idioms in terms of learners' level of language proficiency.

Keywords: detection, comprehension, contextual reading, idiomatic phrases.



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session I

10:15 - 11:15

Dostoyevski

Chair: Nuray Okumus Ceylan

How do we say 'No' in English?

Tuba Demirkol

*Social Sciences University of Ankara
tuba.demirkol@asbu.edu.tr*

Refusing is a challenging act for both hearer and speaker even in interactions actualized in native language due to its intrinsically face threatening nature. Therefore it is thought to be a particularly difficult task in a second language in which learners may lack appropriate linguistic and pragmatic knowledge (Beebe, Takahashi, Uliss-Weltz, 1990). In order to appreciate how our learners develop their sources to fulfil refusals in English as the target language, we designed a longitudinal study that would track refusal performances of a group of EFL learners throughout an academic year to detect important shifts, if any, in terms of their politeness strategy choices. As the parameter of shift in pragmatic knowledge of EFL learners, politeness strategies have been chosen since they provide a concrete framework for observing and evaluating pragmatic performance of language users.

For the study, the data was collected from a group of Turkish EFL learners who were enrolled in a compulsory English preparatory program of a state university in Turkey. The researcher followed the course of the participants' refusal productions with regular intervals for an eight-month-period during which the participants were trained at four sequential language proficiency levels from starter to intermediate. As the data collection tool, DCTs and open role plays, which allowed both written and verbal data to be collected, were utilized. Though the data was qualitative in nature, it was arranged and represented in quantitative form to allow statistical analysis to be done. The findings of the study suggested that the participants' refusal productions did not indicate considerable shifts in terms of their preferences for politeness strategies. Plausible explanations as well as pedagogical implications related to the main findings will be discussed more in detail.

Keywords: Refusals; Politeness strategies; EFL learners; Pragmatic development

Exploring pre-service language teachers' perceptions and actual practices of giving feedback in micro-teaching

Burcu Koç

*Sakarya University
burcukoc@sakarya.edu.tr*

Ali İlyâ

*Sakarya University
ailya@sakarya.edu.tr*

Feedback has considerably been acknowledged as a significant component of language teaching. Although there are several studies on the effectiveness of giving feedback to pre-service language teachers to improve their teaching practices by their instructors or their peers (Kartal et al., 2012; Lee & Wu, 2006; Napoles & Bowers, 2006; Napoles, 2008), the actual feedback provided by them during their micro-teaching practices has not received adequate attention. Therefore, the aim is twofold: to investigate the perceptions of pre-service language teachers regarding their oral feedback providing practices during their micro-teaching implementations, and to carry out content analysis of their micro-teaching practices to determine the frequency and variety of the feedback provided by them during their micro-teaching practices. The study was carried out with 40 pre-service language teachers at Sakarya University. An open ended questionnaire with eight questions was employed in order to determine pre-service language teachers' perceptions. For the actual practices, pre-service language teachers were asked to video record their micro-teachings, and two researchers watched them. The findings of the study have not been finalized yet. With the current study, similarities and differences between pre-service language teachers' perceptions and their actual practices will be investigated.

Keywords: feedback; pre-service language teachers; micro-teaching practices; perceptions

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session I

10:15 - 11:15

Turgenev

Chair: Lumturie Bajrami

Teaching academic writing for advanced level grade 10 English

Mira M. Alameddine

City International School-Downtown (CiS)

mira.alameddine@cisdowntown.edu.lb

alameddine.mira@gmail.com

Handi S. Mirza

Lebanese University

handym@hotmail.com

Teaching academic English writing to high school learners is quite challenging. As a teacher, you need to consider the learners' background, and their knowledge of English with their strengths and weaknesses. Teachers need to adopt research based methods of L2 teaching since research based methods have been successful in helping L2 learners produce writing that is a satisfactory level of linguistic proficiency and mastery of academic writing. Moreover, teachers have to modify their classes according to their learners' various needs. Techniques vary and what works with one learner does not necessarily work for another. Yet, research also reveals that by following certain strategies, academic writing can be acquired more efficiently, particularly when learners have a high level of English proficiency. This study follows the qualitative research method since it is an action research. A template was developed for the learners to follow in order to teach them academic writing. The data is composed of the participants' pre- & post essays that were evaluated using the *Common Core State Standards Writing Rubrics*. The participants are the learners of Grade 10-advanced level, at LWIS-CiS, DT. The results reveal that following the designed "essay template" has improved the learners' academic writing and therefore, the researchers recommend using the template.

Keywords: English; academic writing; teaching strategy; writing template

Improving EFL learners' writing accuracy: Effects of written languaging and languaging type

Maide Yilmaz

Gazi University

maidey@hotmail.com

Since the term "languaging" which "refers to the process of making meaning and shaping knowledge and experience through language" (Swain, 2006, p.98) was firstly introduced, many research studies have been conducted on the effects of languaging on language learning. Although most of these studies have focused on oral languaging, this study, which is a replication of Suzuki's (2012) study, aims at finding the effects of written languaging on writing accuracy of Turkish EFL learners and fill the gap in the literature related to written languaging. As in Suzuki's study, the extent of participants' engagement in languaging and the effects of written languaging on improvement in accuracy are explored in this study. Also, it investigates the effects of the type of written languaging on immediate revision. The participants of the current study are 17 elementary level English as a Foreign Language learners studying at Gazi University. The participants wrote paragraphs in response to a prompt. Then, their errors were corrected directly. Afterwards, they saw the corrections and engaged in written languaging by making explanations in Turkish of the corrections. Finally, they were involved in immediate revisions. The results demonstrate that written languaging (especially grammar and lexis based written language episodes) about direct feedback on linguistic errors helped learners correct their errors in immediate revisions and improved their writing accuracy as in Suzuki's study. They support the arguments for the effectiveness of languaging on writing accuracy and show that languaging provides opportunities for language learning.

Keywords: languaging; error correction; L2 writing; written language episodes



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session I

10:15 - 11:15

Turgenev

Chair: Lumturie Bajrami

Comparing the effect of task-based approach and traditional approach on academic writing of Iranian EFL students

Akbar Azizifar

Islamic Azad University, Ilam Branch, Ilam, Iran

aazizifar2@gmail.com

Shoela Amiri

Islamic Azad University, Ilam Branch, Ilam, Iran

Akb1354@yahoo.com

This study aimed at investigating the effects of teaching academic writing according to task-based approach and traditional approach. 30 advanced EFL learners were selected to participate in this study. They were divided into two classes of 15. One class was the control group and the other the experimental group. Before training, pretests of academic writing were given. The students were asked to write introduction sections for three articles in the suggested subjects. The control group received training on academic writing based on traditional presentation, practice and production approach. The other class was trained based on task-based approach. After 8 sessions of instruction posttests were given. The writings of pretest and posttest were checked by two qualified raters. The writings were scored for organization of writing, mechanics and punctuation, content, cohesion and coherence. The results of Independent Samples T-Tests showed that the experimental group outperformed the control group in terms of writing organization, cohesion and coherence. But the two groups did not show differences in performance regarding Mechanics and punctuation, and writing content.

The findings of this study confirm previous findings that task-based approach to teaching of writing is effective and can improve writing competence of EFL learners to a great degree. The study has some pedagogical implications and suggestions for further research.

Keywords: academic writing, traditional approach, task-based approach, Iranian EFL learners

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session II

Concurrent session II				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Ece Zehir Topkaya	Binnur İlter	Gonca Yangın Ekşi	Hatice Ergül
11:30-12:30	Emel Kulaksiz, Melike Kübra Taşdelen Yayvak <i>Statistical literacy among second language acquisition researchers: a replication</i>	Fatma Özlem Saka <i>What do teachers think about testing procedure at schools?</i>	Michel Riquelme Sanderson <i>What should I have known? Exploring EFL student-teachers' experiences on their practicum</i>	Mahdjouba Chaouche <i>Exploring culture in the EFL classroom through literature</i>
	Chiew Yen Dwee, Elizabeth M Anthony, Berhanuddin Mohd Salleh, Robijah Kamarulzaman, Zulida Abd Kadir <i>Creating thinking classrooms: perceptions and teaching practices of ESP practitioners</i>	Suhair Eyad Al Alami <i>Diagnostic assessment in the English classroom</i>	Ekrem Solak <i>English teacher training programs in Denmark, Sweden and Turkey</i>	Sezen Arslan <i>An analysis of two Turkish EFL books in terms of cultural aspects</i>
	Irina Rets <i>Teachers' perceptions on using popular culture when teaching and learning English</i>	Akbar Azizifar, Elahe Shaikhmoradi <i>Investigating Iranian EFL teachers' beliefs about assessment</i>	Evelina Jaleniauskiene <i>Revitalizing foreign language learning in higher education using PBL curriculum</i>	Betül Bal Gezeğin <i>A corpus-based investigation of metadiscourse in academic book reviews</i>
12:30-13:30	Lunch / Stolitsa Restaurant			

GlobELT



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

11:30 - 12:30

Bulgakov

Chair: Ece Zehir Topkaya

Statistical literacy among second language acquisition researchers

Emel Kulaksız

Gazi University

ekulaksiz@gazi.edu.tr

Melike Kübra Taşdelen Yayvak

Gazi University

maliketasdelen@gazi.edu.tr

Although frequently ignored, statistical knowledge is fundamental for language researchers. Therefore, the purpose of the study was to explore the statistical knowledge, attitudes towards statistics and the statistical self-efficacy of the 76 MA and PhD students who study at the department of English language teaching or Teaching English as a foreign language and who can be called as second language researchers. With this aim, the participants were provided with a multiple choice questionnaire developed by Loewen, Lavolette, Spine, Papi, Schmidtke, Sterling and Wolff (2014). The obtained data was evaluated by calculating mean scores and applying Pearson correlation, one-way MANOVA and standard multiple regression ANOVA in SPSS 22. The findings revealed that the more successful the participants see themselves as researchers, the more likely it is that they feel more self-efficient in terms of quantitative analysis; those who have taken statistics course outperformed those who did not in terms of statistical knowledge, attitudes towards statistics and statistical self-efficacy; and the most significant predictor of knowledge about statistics is academic degree, followed by frequency of using resources for SPSS. It can be deduced that second language researchers should be provided with and encouraged to take statistics courses.

Keywords: teacher education; statistical knowledge; statistical self-efficacy

Creating thinking classrooms: Perceptions and teaching practices of ESP practitioners

Chiew Yen Dwee

Universiti Tun Hussein Onn Malaysia

dweeyen@gmail.com

Elizabeth M. Anthony

Universiti Tun Hussein Onn Malaysia

eliz@uthm.edu.my

Berhannudin Mohd Salleh

Universiti Tun Hussein Onn Malaysia

berhan@uthm.edu.my

Robijah Kamarulzaman

Universiti Tun Hussein Onn Malaysia

robijah@uthm.edu.my

Zulida Abd Kadir

Universiti Tun Hussein Onn Malaysia

zulida@uthm.edu.my

Critical thinking skills have been shown to enhance English language competency among learners. However, studies on what lecturers/teachers think of critical thinking skills and how they incorporate critical thinking skills in English language classrooms remain limited. This paper explores the perceptions and teaching practices of five English language lecturers/teachers teaching English for Specific Purposes (ESP) courses in a Malaysian university. In-depth data was obtained through semi-structured interviews as well as classroom observations. The study revealed that although lecturers/teachers observed a lack of critical thinking skills among students, there was a lack of emphasis on developing these skills among students in English language classrooms due to a number of factors. The results of this study may provide insights for educators to reflect on their own teaching practices and experiment with different approaches to integrate critical thinking skills with English language teaching.

Keywords: ESP; Critical Thinking Skills; Perception; Teaching Practices

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session II

11:30 - 12:30

Bulgakov

Chair: Ece Zehir Topkaya

Teachers' perceptions on using popular culture when teaching and learning English

Irina Rets

*Sakarya University, Education Faculty, Foreign Language Education
irinarets@sakarya.edu.tr*

This article describes the findings of two subsequent interdisciplinary research studies on popular culture conducted by the author. The first study was focused on revealing the features of popular culture by analysing a corpus of 2000 neologisms that appeared in English in the last few decades. The second study was aimed at eliciting university teachers' perceptions on the role of popular culture in English language classroom. This study was supported by the survey carried out in the framework of the research featuring 50 participants – instructors at university language teaching departments, their viewpoints on using popular culture in English lessons were evaluated and compared. The author argues that popular culture having global supra-national character, giving priority to fashionable uses of words and emotionalism might serve as a stronger encouragement of language acquisition. The article gives insight into such issues as language features of popular culture, its representation in English language classrooms on the tertiary education level and the awareness of teachers concerning the benefits of using materials on popular culture. The results outlined in the article have a potential to further motivate students towards learning English as well as improve their communicative and cultural competences.

Keywords: popular culture; fashionable usage of words; neologism; teaching strategy; language teaching

Concurrent Session II

11:30 - 12:30

Bunin

Chair: Binnur İlter

What do teachers think about testing procedure at schools

Assist. Prof. Dr. F. Özlem Saka

*Akdeniz University
ozlemsaka@akdeniz.edu.tr*

Testing is one of the important factors in foreign language teaching and learning process. Teachers use tests for different purposes such as evaluating their students' progress, diagnosing their weaknesses and strengths and helping them improve in foreign language, checking the efficiency of their teaching and determining their achievement level. In the educational system in Turkey, national exams including questions for foreign language take place and according to the school grades and the results of these exams students are guided to different schools. Therefore, the main purpose of the students and their parents is to get higher grades in the foreign language exams. This is a qualitative research that aims at learning the reflections of the teachers for the testing system at schools. 20 teachers from different state secondary schools joined the survey and they were given a structured open-ended questionnaire containing 8 questions about testing at state schools. With their answers the situation was analyzed from the perspective of the teachers. They generally agree that they pay attention to reading, writing, grammar and vocabulary in the exams they prepare although they believe that this type of exams fail to measure the real performance of the students. They also complain that the expectations of parents for higher grades in the exams have a negative effect on the foreign language learning and teaching process. As a result of the study, some suggestions were made to improve the foreign language teaching and testing system.

Keywords: Tests, Foreign language testing, National exams, Teachers



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

11:30 - 12:30

Bunin

Chair: Binnur İltter

Diagnostic assessment in the English classroom

Suhair Al Alami

*Al Ghurair University, Dubai
supaeg@yahoo.co.uk*

Seeking to emphasize quality education, the current presentation deals with how to conduct diagnostic assessment in the English classroom, in order to ultimately ensure quality education for all to learn and gain.

Diagnostic assessment is a strategy which comprises the systematic gathering of information about students' attainment, so that students' strengths and weaknesses are identified and used as a foundation for classroom activities. Diagnostic assessment provides instructors with a tool to cater for the individual needs of students to facilitate noticeable, measurable progress. In order for this tool to function effectively, the presenter will pinpoint a number of points to consider whilst conducting diagnostic assessment.

Below is a list of the questions to be addressed as well as points to be discussed throughout the presentation.

1. What does diagnostic assessment involve?
2. What are the different methods of diagnostic assessment?
3. Diagnostic assessment strategy development.
4. Key elements of diagnostic assessment.
5. Educational activities.
6. Suggestions for effective classroom management.
7. The cultural and social impact of diagnostic assessment.
8. Diagnostic test for university students: proposed specifications.

To exemplify a number of highly related issues, the presenter will give a short demonstration on how to conduct diagnostic assessment in the English classroom. In addition, the presenter will report on a research she is currently conducting at a private university in Dubai, highlighting diagnostic assessment impact on students' language performance. Last but not least, the attendees will be allowed sufficient time to reflect on what has been presented.

Keywords: Diagnostic Assessment; Language Performance

Investigating Iranian EFL teachers' beliefs about assessment

Akbar Azizifar

*Islamic Azad University, Ilam Branch, Ilam, Iran
aazizifar2@gmail.com*

Elahe Shaikhmoradi

*Islamic Azad University, Ilam Branch, Ilam, Iran
Akb1354@yahoo.com*

This study aimed at investigating Iranian EFL teachers' beliefs about assessment. The participants of the study were 102 teachers comprising of 33 males and 77 females. A 32-item questionnaire developed by Rogers, Cheng, and Hu (2007) was employed to collect the data. After implementation of the instrument the data were analyzed using SPSS. Independent Samples T-test and One-way ANOVA were employed to determine the differences between the teachers' age, gender, education level and teaching experience with their view about various aspects of assessment. According to the analysis, the teachers believed that most English teachers do not get enough training for the assessment of their students during their university programs. Many teachers in the current Iranian education system are not familiar with different assessment methods necessary for alternative assessment; and if any assessment is made, many teachers do not have a satisfactory level of knowledge to interpret the results. Education level, teaching experience and age of the teachers affect their understanding of and preparation for assessment. Gender did not significantly affect teachers' beliefs about assessment in general and various aspects of assessment. In general, education level was shown to affect teachers' beliefs about assessment. Also, teaching experience of the teachers proved to influence their beliefs about assessment in general. Further, age of the teachers did not affect their beliefs about assessment in general.

Keywords: beliefs, assessment, EFL teachers, Iranian context



Concurrent Session II

11:30 - 12:30

Dostoyevski

Chair: Gonca Yangın Ekşi

What should I have known? Exploring EFL student-teachers' experiences on their practicum

Michel A. Riquelme Sanderson

*University of Washington
miriquel@uw.edu*

Motivated by the limited research around EFL teacher preparation and its relation to professional practicum, this exploratory case study attempted to learn the types of knowledge that Chilean pre-service EFL teachers considered were necessary for their practicum at schools.

Drawn from the literature on EFL, ESL and general teacher knowledge, and studied from a sociocultural perspective, I created a framework with six interconnected and dependent dimensions that illustrate what teachers should know and which I used as my lens to analyze the data; these were content knowledge, pedagogical knowledge, curriculum knowledge, learner knowledge, context knowledge, and knowledge of self.

Eight pre-preservice teachers were interviewed. The participants informed that content knowledge, pedagogical knowledge, and learner knowledge were privileged over the others. They highly indicated that knowing the language, methods, and the student is crucial. Little was revealed about knowing the curriculum. Finally, participants did not address context knowledge or reflecting upon their own practices, experiences as learners, or their own personal or professional traits.

The implications of this study suggests to review the curriculum in EFL teacher preparation programs in Chile, the governmental policies on teaching EFL, and to learn from future teachers to improve the quality of education.

Keywords: teacher's knowledge; teacher training; pre-service teachers; Chile

English teacher training programs in Denmark, Sweden and Turkey

Ekrem Solak

*Amasya University
ekremsolak@gmail.com*

Teachers play one of the most important roles in reaching learning objectives. The qualifications of teachers in an education system reflect the potential of that system and directly influence the learners' achievement. Therefore, the purpose of this study is to compare Danish and Swedish English Teacher Training Programs with that of Turkey and to reveal the similarities and differences to shed light on English teacher training in Turkey. Danish and Swedish English teacher training programs are analyzed, because these countries are ranked at the top by the average level of English skills amongst adults according to English Proficiency Index. The study is qualitative in nature and document analysis method is used to collect data about the relevant countries' teacher training programs. The results of the study suggest that the duration for teaching practices and job-shadowing should be longer and start from the second grade at public schools in Turkey. In addition, graduation examination and submitting a project/thesis should be a requirement for the graduation.

Keywords: English teacher training; education in Sweden Denmark and Turkey; comparing teacher training programs; comparative education



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

11:30 - 12:30

Dostoyevski

Chair: Gonca Yangın Ekşi

Revitalizing foreign language learning in higher education using a PBL curriculum

Evelina Jaleniauskiene

Lecturer of the Department of Modern Languages and Intercultural Communication

PhD Student of the Department of Educational Sciences

Faculty of Social Sciences, Arts and Humanities

Kaunas University of Technology, Lithuania

evelina.jaleniauskiene@ktu.lt

Higher education is frequently criticized for inadequate preparation of students so that they could become successful in their studies, future life and careers. Students tend to lack higher-order thinking skills, in particular problem solving skills. What the new face of a university foreign language course might be is not simply learning languages but also integrating the development of the most important skills in the 21st century – higher-order thinking, problem-solving, self-directed learning, communication and collaboration with the ability to demonstrate these skills using a foreign language. Problem-based learning (PBL) is a unique approach that allows achieving this and therefore needs to be more increasingly implemented even in the field of foreign language education. There is much literature that explains curricular change in the field of PBL demonstrating the value of this approach to students, educators and institutions; however, there is little research to date that has explored PBL in foreign language education. Based on the scientific literature review method, this article addresses the issue of why PBL is a suitable approach to be implemented in foreign language education and suggests the ways of implementing it. PBL can help to revitalize foreign language learning in higher education since it can make meaningful and authentic communication central to the learning process, where language learning is coupled with learning how to solve ill-structured problems. Students move from reproductive to creative and meaningful language use, which undoubtedly may ensure meaningful learning and increase motivation.

Keywords: foreign language teaching; foreign language learning; problem-based learning; higher education

Concurrent Session II

11:30 - 12:30

Turgenev

Chair: Hatice Ergül

Exploring culture in the EFL classroom through literature

Chaouche Mahdjouba

Chlef University (Algeria)

mahchaouche@yahoo.fr

In the late 80's a new paradigm involving the integration of language and culture emerged and has developed throughout the 90-s. The debate about whether or not to include culture in a language classroom is long past; now the discussion points to a matter of method. But despite the fact that diverse methods have been proposed to teach culture in EFL classes, the difficulties have not been completely removed. The teaching of culture cannot be akin to the mere transmission of information about the people of the target community (Liddicoat, 2002). Otherwise, the EFL learners would be reduced to mere recipients of factual data that would prevent them from developing any critical thinking about cultural diversity. One possible method would be using literary works to teach the cultural issues to EFL learners. Thus, the objective of this paper is to elaborate on the importance and the effect of using literature in enhancing the EFL learner's cultural enrichment and to find ways to develop the learners' intercultural competence that would short-change neither their own culture nor the target culture, but would make them into cultural mediators. Our proposed pedagogic model for incorporating literature and culture in an English language class, at an Algerian University, draws on Rosenblatt's concepts of efferent and aesthetic readings as well as Byram's model for intercultural Competence. The findings demonstrate that foreign culture teaching can be fostered more effectively through the teaching of literature which provides the learner with a closer interaction with English speaking countries; for, it portrays the world in a contextualized situation and thus offers a representation of language within a certain cultural context.

Keywords: intercultural competence; EFL teaching; teaching literature; cultural awareness

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session II

11:30 - 12:30

Turgenev

Chair: Hatice Ergül

An analysis of two Turkish EFL books in terms of cultural aspects

Sezen Arslan
Yüzüncü Yıl University
sezenarslan@gmail.com

This study aims to investigate how culture is employed in English language textbooks which are used for 3rd and 4th grade students in state schools in Turkey. The study explores the cultural content and the usage frequency of elements related to native culture, target culture and international culture in the series of textbooks. In order to analyze the series of textbooks, descriptive content analysis is used. Quantitative data are gathered through Checklist and Item Frequency Analysis. The results of the study indicate that 3rd grade textbook has more cultural items than 4th grade textbook does in total. The findings also point out that there is an unbalance among culture related items, which means native culture items are less than target and intercultural items in both 3rd and 4th grade textbooks. Consequently, this study also makes suggestions about how cultural load may be presented in those textbooks by indicating a need for rich cultural content.

Keywords: textbooks; culture; teaching materials; intercultural

A corpus-based investigation of metadiscourse in academic book reviews

Betül Bal Gezeğin
Amasya University
betul.bal@amasya.edu.tr

Academic book reviews published in academic journals are expected to provide readers with both positive and negative evaluation of the book under review. This academic genre has recently been the focus of increasing number of studies due to its evaluative and interactional nature. The present cross-cultural study aimed to explore how interpersonal metadiscourse was used in Turkish and English book reviews. The corpus used in this study consisted of 150 published book reviews from different disciplines in English and Turkish. In order to understand how writers engaged in their reviews and interacted with their readers, Hyland's (2000) metadiscourse model was used to identify interpersonal markers in book reviews. With a focus of five common features from this model, hedges, emphatics (boosters), attitude markers, relational markers, and person markers were used as categories to be investigated. Relying on a quantitative data analysis followed by qualitative analysis, it was found that the total number of interpersonal metadiscourse features was considerably higher in the English corpus than in the Turkish corpus. Two languages showed variations particularly in the use of hedging devices which help writers to tone down their statements. Particularly learners in academic contexts can gain awareness of how various academic genres are realized in different cultures.

Keywords: academic book reviews, interpersonal metadiscourse, hedges



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Virtual & Oral Presentations III

Concurrent Virtual & Oral Presentation III				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Li Li	Ufuk Balaman	Funda Ölmez	Arzu Kanat-Mutluoğlu
13:30-14:30	Oktay Eser, Kenan Dikilitaş <i>Learners' perceptions of translation in English as the medium of instruction (EMI) at university level</i>	Mirela Alhasani Dubali, Florian Alhasani <i>An issue of pedagogical concern: why does it take so long to Albanian students to develop English communicative fluency? (virtual)</i>	Ellie Boyadzhieva <i>Learner-centered teaching and learner autonomy: issues of contention from a cultural perspective (virtual)</i>	Nuray Alagozlu <i>Cultural thought patterns and speech acts of solving conflicts (virtual)</i>
	Hüseyin Evcim, Iryna Sekret <i>Identifying the content of a good translator's competence from the students' perspectives</i>	Giovanna Carloni <i>Corpus-based English academic writing courses (virtual)</i>	Feryal Cubukcu <i>The correlation between teacher trainers' and pre-service teachers' perceptions of autonomy (virtual)</i>	Ilknur Eginli <i>Relationship among acculturation stress, perceived social self-efficacy, and social support of international students in Turkish private universities (virtual)</i>
	Shair Ali Khan <i>The distinction between term and word: A translator and interpreter problem & the role of teaching terminology</i>	Agnes Ada Okpe <i>The abolishment of teachers' training colleges and its implications on ELT in Nigeria (virtual)</i>	Esmail Jadidi, Narges Kamkar <i>Exploring the relationship of Iranian EFL learners' critical thinking and self-regulation with their reading comprehension ability (virtual)</i>	Summaira Sarfraz, Zahida Mansoor, Raheela Tariq <i>Analysis of grammatical interference and its social acceptability in Pakistani context (virtual)</i>
14:30-15:15	Coffee Break & Poster presentations			

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Virtual & Oral Presentation III
13:30 - 14:30

Bulgakov
Chair: Li Li

Learners' perceptions of translation in English as the medium of instruction (EMI) at university level

Oktay Eser

*Amasya University, Turkey
oktay.eser@amasya.edu.tr*

Kenan Dikilitaş

*Hasan Kalyoncu University, Turkey
kenandikilitas@gmail.com*

Translation can be used as a learning strategy by students who study at university in a language other than Turkish such as English. Literature emphasizes this approach to translation, too. The purpose of this study is to investigate the perceptions of students towards the use of translation in tertiary level courses offered in English at various departments. This qualitative research characterized as a case study consists of an interview which was developed to interpret how students relate translation to developing subject matter knowledge. The data were collected through written interviews with students of international relations, political science, international trade and marketing, and management. The data were analyzed using qualitative methods and suggest that most students turn to translation as a tool for both understanding the subject matter and learning new vocabulary; however, they were found to have limited knowledge of and even some misconceptions towards the potential uses of translation. The findings also provide implications for learning and researching through activities that involve translation, thus enabling learners to actively participate in the process of acquisition of content knowledge through active translation. The study concludes that translation could be integrated in such curricula in a way to support students' learning of both linguistic and content knowledge.

Keywords: Translation; Tertiary Education; English-mediated Courses; Learner Perceptions

Defining the content of the Turkish-English translator's competence: Correlational study of the experts' views and students' perspectives

Hüseyin Evcim

*Abant İzzet Baysal University
evcim_h@ibu.edu.tr*

Iryna Sekret

*Abant İzzet Baysal University
irenesekret@mail.ru*

Due to the increasing societal demand on professional Turkish-English translators in order to bring those cultures and economies closer, the problem appears in defining what an effective Turkish-English translator should be, and what pre-service translators should be trained for. In spite of the fact that a big number of studies concerning translators' competences have been already conducted, the problem of training Turkish-English translators remains urgent, considering significant pragmatic, cultural and ethical differences of the source and target languages. While the translators' training programs can differ in their courses, it is important to define the content of Turkish-English translator's competence as determined by the real conditions and demands of the profession. In order to outline necessary competences of the Turkish-English translator, and to tune the training programs respectively, the study is purposed to correlate the Turkish-English translation experts' views based on their professional experience in translation, with the students' perspectives on their future profession, and to compare the data with the educational norms and requirements. The data are obtained from the experts and students through the qualitative study aimed to identify constituents of the translator's competence in such categories as "most/least important in translation", "personal qualities of a good translator", "abilities of a good translator", and "most/least difficult in translation". The results of the study specify the content of the Turkish-English translator's profession and competences required. Based on the analysis of the data and their comparison with the current educational requirements a complex of recommendations is suggested in order to tune Turkish-English translation programs respectively.

Keywords: Turkish-English translation; competence; training program; translator



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Virtual & Oral Presentation III
13:30 - 14:30

Bulgakov
Chair: Li Li

The Distinction between term and word: A Translator and interpreter problem & the role of teaching terminology

Dr. Shair Ali Khan

*Assistant Professor, Department of Translation & Interpretation, Faculty of Arabic,
International Islamic University, Islamabad, Pakistan
shair.ali@iiu.edu.pk*

Human Language is a complex physiological activity influencing and influenced by a vast range of systems. It includes all linguistic systems, getting influenced by all social, natural, cultural sciences. The most important one is fixing a word for a specific meaning, attaching a cultural meaning to words, as called by Christina Nord "the message career". Here a translator & interpreter mentally gets confused, while doing his translational and interpretational job, in the selection of a proper term for a specific meaning. The role of teaching terminology in a translation class is visible that provides a clear image of term, word, terminology, terminologists, terminography and terminographists with the examples of a variety of examples. The article deals with the role of teaching terminology in filling the gap between the source language text, target language text by selecting equivalent substituent and the mind spaces of the translators and interpreters. It introduces the syllabus of teaching translation terminology, its contents and methodology, its effects on the terminological competencies of multilingual learners like (Pakistanis, Chinese, Arabs, Thais, Africans, Malis) Teaching terminology in a translation class is of immense importance in the sense of enriching translation students with a vast range of concept based terms, words and data. The outcom shows how teaching terminology in a translation class improve the terms comprehension skills leading the students towards faithful translation of various kinds of texts.

Keywords: terminology; terminography; teaching translation terminology; concept based

Concurrent Virtual & Oral Presentation III
13:30 - 14:30

Bunin
Chair: Ufuk Balaman

An issue of pedagogical concern: Why does it take so long to Albanian students to develop English communicative fluency?

Mirela Dubali Alhasani

*Epoka University Lecturer
malhasani@epoka.edu.al*

Florian Alhasani

Diplomatic Academy of Albania Lecturer



Despite attention being put to English language learning ever since elementary schooling in Albania, communicative English fluency remains a noticeable struggle even for the university students pursuing academic programs in English. This paper will examine the causal factors that negatively add to this current situation. It will argue that the roots of such fluency delay are closely related to the traditional teacher-centered grammar translation method applied in English language classes predominantly in Albania for decades in communism and early educational transition. Moreover, the paper will highlight and explain the importance of the interactive communicative approach as the sole way to successful and fast English language acquisition for academic purposes. Firstly, we ascertain and made the case of Albanian students finding hard to express themselves fluently and coherently in English academic requirements; afterwards, we emphasize and propose ways of utilizing interactive communicative approach in English language academic courses. We believe that only natural linguistic interaction driven by learner-centered teaching approach will prioritize the students' linguistic needs and their utter fulfillment.

Keywords: Teacher-centered approach, Albania, English interaction

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Virtual & Oral Presentation III
13:30 - 14:30

Bunin
Chair: Ufuk Balaman

Corpus-based English academic writing courses



Giovanna Carloni
University of Urbino
giovanna.carloni@uniurb.it

Recent studies have identified parameters conveying complexity in terms of elaboration and compression to subject-specific genres in English (Biber and Gray 2010; Biber and Gray 2013; Gray 2013; Biber 2013; Gray 2015). EAP (English for Academic Purposes) and ESP (English for Specific Purposes) instructors need thus to take into account these parameters while planning course-tailored activities.

The present study aims to show both how EAP and ESP instructors can carry out corpus-based investigations to identify the main lexico-grammatical features of discipline-specific genres focusing on elaboration and compression and how instructors can use the data thereby collected to devise technology-enhanced activities.

The Abolishment of teachers' training colleges and its implications on ELT in Nigeria



Agnes Ada Okpe
Department of Languages, College of Administrative and Social Sciences, Kaduna Polytechnic, Nigeria
agnesokpe@yahoo.com
Martha Ada Onjewu
Department of Languages, College of Administrative and Social Sciences, Kaduna Polytechnic, Nigeria
monjewu@yahoo.com

ELT like any other venture is confronted with diverse challenges globally. Effective training of personnel is the bedrock for success in any endeavour. Where there is dearth of trained hands, effective teaching of English, especially as a second language, can be grossly inhibited. This study is based on empirical data from questionnaires and interviews conducted among about 100 ESL teachers/educators who were randomly selected. The paper chronically explicates the conscientious training of teachers in Teachers' Colleges before the segment was abolished as against the current practice. The aim of the study therefore, is to show the difference between the performance of trained ESL teachers and those that are not; and the outcome of their performance. The research reveals a general decline in students' performance after the abolishment of teachers' colleges. The analysis among other things, shows that teachers who went through teachers' training colleges are better equipped and produce better students, show more commitment to duty, deliberately chose teaching English as a career, more innovative at teaching, more keen on personal development, and above all, more sensitive to learners' needs and more apt at providing solutions to those problems. Based on these findings, the paper recommends that for ESL to be effective in any region, the teachers must be consciously trained from the onset. Also, to tackle poor performance in English Language, those currently handling the course must be trained.

Keywords: Teachers' training, Teachers, Challenges, ELT/ ESL

.....



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Virtual & Oral Presentation III

13:30 - 14:30

Dostoyevski

Chair: Funda Ölmez

Learner-centered teaching and learner autonomy: Issues of contention from a cultural perspective

Ellie Boyadzhieva

South-West University "Neofit Rilski"

e.boyadzhieva@gmail.com



The presentation focuses on some issues of contention concerning the widely commented shift from a teacher-centered to a learner-centered approach in ELT. It is based on the premise of building learner autonomy [Holec 1981] that is expected to result in enhancing learners' motivation. However, practical observations show that the attempts to introduce the learner autonomy principle in Bulgarian education is only partly successful. This raises the question: "Why is it so?" The author suggests that a possible explanation may lie in the specifics of the Bulgarian national culture that does not comply with the methodological concept of learner autonomy. This leads to a more general question: "Are all cultures equally suited to allow the implementation of teaching and learning methods based on autonomy?" The issue is critically discussed by analyzing the Bulgarian national culture along the cultural dimensions in Hofstede's Theory of organizations and cultures. [Hofstede 2010] where culture is considered to be a kind of software of the mind that determines every individual's social behavior. The author analyzes the concept of autonomy along the lines of the Bulgarian cultural specifics that influence the relations between the teacher and the student as an archetypal social pair. In conclusion it is suggested that particular national cultures can either facilitate or seriously handicap the implementation of learner autonomy in the respective education system.

Keywords: culture, national culture, cultural dimensions, learner autonomy,

The correlation between teacher trainers' and pre-service teachers' perceptions of autonomy

Feryal Cubukcu

Dokuz Eylul University

cubukcu.feryal@gmail.com



Autonomy has been a very popular subject in language learning as of late. It can be defined as taking responsibility for one's own learning, as an ability to take charge of one's own learning (Holec 1981), as a personal agenda for learning (Little 1991) or awareness in language (Lier 1996) and as the learner's willingness and capacity to control or oversee her own learning (Dam 1990). People are qualified as autonomous when they independently choose aims and purposes and set goals; select materials, methods and tasks; exercise choice and purpose in organising and carrying out the chosen tasks; and set up criteria for evaluation. That is why the main aim of this study is to investigate the correlation between teachers' and pre-service teachers' perspectives of autonomy and to explore these perspectives by asking primarily what teachers' views of their roles and responsibilities are in language learning/teaching; secondly what they think of the roles of the students; thirdly, which opinions and evidence teachers have of their students' autonomous learning; fourthly, what teachers' attitudes are towards activities, both inside and outside the classroom, which are thought to help in the autonomy development; fifthly what teachers' and pre-service teachers' interpretations are of learner autonomy; sixthly what they think of the teacher autonomy and finally whether teachers believe the course curriculum helps or hinders the development of learner autonomy. 10 teachers and 60 pre-service teachers at the Faculty of Education participated in the study and they were administered the semi-structured interview and the questionnaire by Camilleri (1997). The results show that there is a correlation between the teacher trainers' and pre-service teachers' perceptions of learner autonomy, however, they have different perspectives in terms of teacher autonomy.

Keywords: learner autonomy; teacher autonomy; teacher training; curriculum

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Virtual & Oral Presentation III
13:30 - 14:30

Dostoyevski
Chair: Funda Ölmez

Exploring the relationship of Iranian EFL learners' critical thinking and self-regulation with their reading comprehension ability

Esmail Jadidi, Ph.D

*Department of English, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran
Esmail.jadidi@yahoo.com*

Narges Kamkar, M.A

*Department of English, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran
catch22_red@yahoo.com*



There has been a growing trend towards researching the effect of learner internal factors on learners' learning success. The purpose of this study was, therefore, to investigate the relationship of Iranian EFL learners' critical thinking and self-regulation with their reading comprehension ability. In addition, this study intends to investigate whether the relationships of Iranian EFL learners' critical thinking and self-regulation with their reading comprehension ability are significantly different across beginners, intermediate, and advanced levels of proficiency. To this end, 70 learners studying English language teaching and English literature who were selected through convenient sampling procedure completed the Critical Thinking dispositions questionnaire and self-regulation questionnaire. The findings indicated a statistically significant relationship between critical thinking and self-regulation of advanced and intermediate learners. There was also no significant relationship between self-regulation and reading comprehension ability except for the advanced group of learners. The study has implication for course designers, teachers and students.

Keywords: self-regulation- critical thinking- reading comprehension

Concurrent Virtual & Oral Presentation III
13:30 - 14:30

Turgenev
Chair: Arzu Kanat-Mutluoğlu

Cultural thought patterns and solving conflicts

Nuray Alagözlü

nurayalagozlu@gmail.com



Due to a variety of reasons, cultures are in contact nowadays more than in the past. With the growing need to comprehend other cultures so as to strengthen intercultural communication, communication styles of different cultures have become the center of attention among social researchers. Understanding the communication behind different languages is to discover their thought patterns, reasoning styles, and the perspectives towards the world. Within the scope of cultural thought patterns, hypothesizing that Turkish participants will be indirect in their communication just because Turkey is seen to be a part of the oriental world, this study probes into the language used to solve conflicts as performed by two groups of participants of different cultures. Opting for a qualitative approach, the data for the study were collected from Queens College, New York and a Turkish State University. 200 college students (100 American residents + 100 Turkish speakers of English as a foreign language) in total participated in the study. Data collection was made using a Discourse Completion Test with eight conflict situations where the respondents were required to write their verbal solutions to manage the conflicts described in the test. Those utterances were categorized according to Directness/Indirectness Scale modified from Hammer's (2005) "International Conflict Style Inventory (ICSI)" that classifies intercultural conflict resolution styles as high/low level of directness and high/low level of emotional expressiveness. It is believed that the study provides insight into intercultural communication as there are culturally generalizable (etic) and learned patterns of conflict resolution styles pertinent to different cultures (Ting Toomey, 1994; Hammer, 2009 p.223). The results are valuable in that they promote the delineation of the differences between Turkish and American conflict solving styles and illuminate whether stereotypes of collectivism and individualism already established are applicable.

Keywords: Intercultural Conflict Resolution, Turkish, American English



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Virtual & Oral Presentation III

13:30 - 14:30

Turgenev

Chair: Arzu Kanat-Mutluoğlu

Relationship among acculturation stress, perceived social self-efficacy, and social support of international students in Turkish universities



İlknur Eğinli

The globalization of the economy and society has had its impact on higher education institutions, particularly universities. Over the years the Turkish universities aims at intensifying globalization through increasing the number of international students. However, many international students struggle with adjusting to a new culture and face with acculturation stress. The role of self-efficacy and social support on international students play an important role for international students' adjustment problems, because international students encounter many academic and cultural challenges when they come to a foreign country. The purpose of this study was to examine the relationship among the reported Turkish language fluency, perceived social self-efficacy, and acculturation stress, and social support satisfaction of international students in Turkish universities, and hypothesis of the study was: higher levels of self reported Turkish language, social support satisfaction, and social self-efficacy will be significantly related with lower levels of acculturation stress. A total of 56 international students attending various Turkish universities completed a demographic questionnaire including a self-reported Turkish proficiency scale, perceived social self-efficacy scale, acculturation stress scale, and a social support questionnaire for international students. The results and implications of the findings were discussed.

Analysis of grammatical interference and its social acceptability in Pakistani context

Summaira Sarfraz

*FAST National University of Computer and Emerging Sciences Pakistan
summaira.sarfraz@nu.edu.pk*

Zahida Mansoor

FAST National University of Computer and Emerging Sciences Pakistan zahida.mansoor@nu.edu.pk

Raheela Tariq

*FAST National University of Computer and Emerging Sciences Pakistan
raheela.tariq@nu.edu.pk*



The paper aims to look into the first language grammatical interference in the written texts of the non native speakers of English language and its social acceptability in the Pakistani context. Pakistan is a country of bilinguals, therefore the influence of one's mother tongue on other languages especially English becomes crucial in this context. The linguistic outcomes based on the grammatical interference show the coining of new words with the combination of different borrowed grammatical features. The paper analyzes the grammatical interference and the factors that facilitate the social acceptability of the affected linguistic outcomes. For the purpose of study, one hundred English text samples of the undergraduate students who are non native speakers of English language were examined. It has been observed that due to strong language contact of Urdu (first language) with English (second language), the first language grammatical interference does affect the written expressions of the non native speakers of English language and encourage the coining of new words. This contact-induced process is further reinforced by the immense exposure to technology and the wide use of internet. The study indicates that borrowing grammatical features from one language and converting them in other not only encourage the coining of new words but also show that its social acceptability can lead to the emergence of a new language over the period of time.

Keywords: grammatical interference; social acceptability; contact-induced; technology

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Poster Presentations

14:30-15:15	Coffee Break & Poster presentations	
	Main Lounge - Moderator: Ufuk Balaman	
	<p>Kobra Derakhshan <i>Revitalizing language classes through humour</i></p> <p>Cihat Atar, Cahit Erdem <i>The attitudes towards Geordie dialect of English and RP among Turkish L2 speakers of English</i></p> <p>Jolita Horbacauskiene, Ramune Kasperaviciene <i>Writing assignments as a way of enhancing foreign language proficiency at university studies</i></p> <p>Lütfiye Cengizhan <i>Do students have problems with listening in EFL classes?</i></p> <p>Nicole Baumgarten <i>L2 English academic speaking development: Insights from a multilingual university context</i></p> <p>Saulė Juzelėnienė, Saulė Petronienė <i>The translation of proper names from English to Lithuanian in „S. Jobs’s biography” by Walter Isaacson</i></p> <p>İsmail Hakkı Mirici, Sinem Hergüner <i>Developing learner and teacher autonomy via European portfolios such as the ELP and the EPOSTL</i></p> <p>Ismail Hakki Erten <i>Playing hidden objects: exploring potentials and opportunities for implicit vocabulary learning and practice</i></p> <p>Sarka Hubackova <i>Feed back in on-line foreign language teaching</i></p>	<p>Michel Riquelme Sanderson <i>Teachers' attitudes toward CLT: The case of EFL Chilean teachers</i></p> <p>Hajrulla Hajrullaji <i>The application of 4-A Scheme in the context of higher education in Macedonia</i></p> <p>Farzaneh Mahmoudi, Yonca Ozkan <i>Practicum stress of pre-service language teachers and coping strategies</i></p> <p>Merita Ismaili <i>Promoting students autonomy to enhance speaking skills of elementary level students</i></p> <p>Hüseyin Öz <i>The importance of personality traits in students' perceptions of metacognitive awareness</i></p> <p>Jafar Pour Feiz <i>A cross-sectional study of relationship between attitudes toward foreign language learning and academic motivation</i></p> <p>Sarka Hubackova <i>Geocaching as a motivation to learn foreign language</i></p> <p>Lumturie Bajrami <i>The role of video materials in EFL classrooms</i></p>
14:30-15:15		



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Coffee Break & Poster Presentations

14:30 - 15:15

Main Lounge

Moderator: Ufuk Balaman

Teachers' attitudes toward CLT: The case of EFL Chilean teachers

Michel A. Riquelme Sanderson

*University of Washington
miriquel@uw.edu*

The presentation shows the results of a non-experimental survey research study aimed at learning the attitudes that EFL teachers working in Chilean schools have toward Communicative Language Teaching (CLT) and the impact of methodological courses offered by the Chilean governmental program English Opens Doors Program (EODP). This study emerged from the need to know the impact of the EODP courses in teachers and how they viewed the new approach to teach English in schools.

Fifty-eight secondary EFL teachers from public, private and subsidized schools participated answering a questionnaire (Karavas-Doukas, 1996) about five principles of CLT. The principles were group/pair work, error correction, role of the teacher, role of the learner, and importance of grammar. The results showed statistically significant differences in the attitudes toward error correction, in relation to the teachers who participated in the courses offered by the EODP; and also statistically significant differences in the attitudes toward the importance of grammar, where public school teachers favored it more than their colleagues in other types of schools.

In general, teachers showed positive attitudes toward only three principles of CLT, especially learner-centered. Thus, a generalization of the attitudes to the whole concept of CLT cannot be made, in part, as only some principles were measured. The positive attitudes might reveal that the teachers may be using CLT in their classroom, meeting the objectives of national English Curriculum. However, another study is needed to verify this information, and also to learn if using CLT affects the students' level of English.

Keywords: Teachers' attitudes; CLT; EFL teachers; Chile

Revitalizing language classes through humor

Kobra Derakhshan

*Islamic Azad University, at Central Tehran Branch
guitti.derakhshan@gmail.com*

Human beings are fun lovers by nature. We all remember our happy moments, almost with impeccable accuracy. If funny things can be remembered so well, why not use humor for teaching language? Humorous activities can be used for teaching all components of language; from vocabulary to grammar. Humor can also be exploited to enhance class dynamics, and stimulate learning. Facilitating vocabulary retention, developing visual memory, and improving the level of linguistic attainment are some other benefits of applying humor to language teaching and learning. By injecting humor and witticisms in a productive way, we can ensure that learners learn the new items on the spot, and in an enjoyable manner. The presenter intends to introduce different types of humor, and illustrate how they can be exploited to make learners learn any language in a lively context. The main focus of the presentation will be on practical aspects of using humor in teaching.

Keywords: Humor, Active and Passive Humor, Witticism, Constraints.

Feedback in on-line foreign languages teaching

Sarka Hubackova

*University of Hradec Kralove
sarka.hubackova@uhk.cz*

Feedback is an important element of eLearning. The term itself occurs in the connection with this new form of learning very early. The eLearning programme producers' mere interested in the level of users' satisfaction with their products. They were gaining and collecting user's both positive and negative criticism calling such information a feedback. The information course was running from a programme user to a programme author, designer or producer. In section one of this article we briefly review the contents of this concept in eLearning system from the historical point of view. Next section outlines the scope of feedback use at present. Section three brings some suggestions of feedback adaptation and lists some conditions of such and individualization. The conclusion of the article shows methodological resources of the individualization.

Keywords: feedback; on-line courses; foreign language

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Coffee Break & Poster Presentations
14:30 - 15:15

Main Lounge
Moderator: Ufuk Balaman

The application of 4-A Scheme in the context of higher education in Macedonia

Hajrulla Hajrullai
h.hajrullai@seeu.edu.mk

In the identity formation nations, the type of Balkan countries, minorities, minority rights and protection are always overlooked due to the “bigger” issues that these countries face. However, a measurement tool is needed to analyze the complex integration of minorities in all spheres of the society, including higher education. With this paper, we seek to find an answer to the overarching question: what is the best way to analyze the educational integration of minorities. What theories, approaches and methods can help these countries struggling to offer a better educational access to facilities, institutions and programs. There are vast amount of approaches to analyze and measure the rights to education, however, Katarina Tomasevski’s 4- A Scheme stands out as most appropriate defender of education as a human right. In this context, the paper aims to examine to what extent the 4-A Scheme is applied in the case of Albanian minority in Macedonian higher education. The results present factual information on the educational status of the Albanian minority in Macedonia. When the 4-A Scheme is applied in the context of higher education it provides an excellent framework for judging which country is more advanced in terms of right to education as a human right.

Keywords: higher education; 4-A scheme

The attitudes towards Geordie and RP among Turkish L2 speakers of English

Cihat Atar
Newcastle University
c.atar@newcastle.ac.uk

Cahit Erdem
Anadolu University
cahit.erdem@gmail.com

The aim of this paper is to find out the attitudes towards Geordie regional variety of English compared to Received Pronunciation (RP) among Turkish second language (L2) speakers of English. There is a recent trend in English as a Lingua Franca (ELF) studies which argues that there are different ‘Englishes’ and these Englishes have different attitude and prestige levels (Mesthrie and Swan, 2011). However, there are not many studies on the attitude of L2 speakers regarding the dialects of English in the UK. Therefore, this area needs more research.

This project offers a mixed-method approach. The first one is an attitude test preceded by two audio recordings prepared using matched-guise technique. Having listened to the audio recordings, participants fills in attitude rating scales consisting of 3 dimensions: social status, social attractiveness and linguistic features (Bayard *et al.*, 2001). In the second part, 10 participants are interviewed and what kind of associations they make about Geordie and RP is analyzed using Critical Discourse Analysis. The participants are 50 Turkish L2 speakers of English. The analysis compares and contrasts how a non-standard dialect, Geordie, and RP is perceived. The results have implications for ELF studies and the status of native speakers.

Keywords: ELF, Dialects of English, Geordie, Matched-guise technique



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Coffee Break & Poster Presentations

14:30 - 15:15

Main Lounge

Moderator: Ufuk Balaman

Writing assignments as a way of enhancing foreign language proficiency at university studies

Ramune Kasperaviciene

Kaunas University of Technology

ramune.kasperaviciene@ktu.lt

Jolita Horbacauskiene

Kaunas University of Technology

jolita.horbacauskiene@ktu.lt

Writing is often used as a tool in teaching a foreign language; its advantages and disadvantages are well known and have been widely discussed. Writing assignments are significant in teaching, testing and developing students' competences in non-native languages. However, becoming competent in writing is quite a difficult task to achieve because students have different levels of proficiency, motivations and goals for learning a foreign language. For teachers, writing assignment is considered a useful tool as it unifies language, content and context (Hyland, 2013).

Thus, the aim of the paper was to investigate to what extent writing assignments help to develop the ability to use foreign language professionally among university undergraduates of various study programmes. The obtained research data were investigated employing descriptive analysis and the qualitative method. The sample surveyed consisted of students majoring in either humanities and social sciences (N-145) or technological sciences (N-258) and language instructors (N-25). The results of the survey reveal that students majoring in humanities and social sciences tend to show more positive attitudes towards writing assignments than students of technological sciences. Problematic aspects include richness of vocabulary, ability to use complex grammatical and syntactical structures as well as text structure. In conclusion, it could be argued that writing assignments are a valuable resource for improving vocabulary, grammar skills and a way of practicing written communication in a foreign language.

Keywords: foreign language learning; writing assignment; university studies; EFL;

L2 English academic speaking development: Insights from a multilingual university context

Nicole Baumgarten

University of Southern Denmark

nicole.baumgarten@sdu.dk

Little is known about the development of second language (L2) capacities in L2 users located in multilingual environments where more than one language is a viable communication tool and users can decide which to use for which purpose. Adopting a socially-grounded perspective on L2 learning, this study explores L2 academic English development in a multilingual university context in Denmark through a longitudinal study of 10 students' L2 performance in the academic register 'oral presentation'. L2 performance data were sampled on three naturally occurring classroom occasions during the students' first, second and final year of undergraduate study. The presentations were analysed for students' use of recurrent multiword sequences as a measure of development of routinized discourse production. This analysis was complemented by an analysis of the students' language use habits and socialization patterns. The analyses revealed positive L2 English development between first and second but stagnant development between second and final year L2 performance. This language use pattern coincided with students' orientation towards L1-based socializing by the final year. These results call for a reconsideration of academic L2 English instruction in multilingual environments outside native English-speaking settings, where L2 development is susceptible to L2 users' overall language use habits.

Keywords: Academic speaking; Higher Education; lexical bundles; International English

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Coffee Break & Poster Presentations
14:30 - 15:15

Main Lounge
Moderator: Ufuk Balaman

Geocaching as motivation to learn foreign languages

Sarka Hubackova
University of Hradec Kralove
sarka.hubackova@uhk.cz

Geocaching is being used as a medium for identification of new places and for dwelling in nature, which might influence even the proper selection of a target destination. Its feature is not only regional. The basic principle is to seek and look for and eventually find that secret hiding device called cache. There stands an individual or a group of people on one side, who made the box. They hide it at an interesting place and register it on the internet with accurate coordinates.

When speaking about motivation towards geocaching, it is often mentioned possibility to learn new places, chance to meet new friends or opportunity to improve foreign language skills. The thing is that through geocaching cachers visit locations, they would not visit otherwise. Such places can be not only the main end of the journey, but also places they learn by altering previously planned trip to get a cache.

Keywords: geocaching; motivation; foreign languages

Practicum stress and coping strategies of pre-service English language teachers

Farzaneh Mahmoudi
Cukurova University, YADYO
farzaneh_mahmoodi2000@yahoo.com
Yonca Özkan
Cukurova University, ELT Dept.
yoncaca@cu.edu.tr

As the leading position of English as the world's primary language for international communication has evidently been continuing for several decades, English language teacher education is getting more and more important. One of the most major components of teacher education programs is the practicum course that requires senior English pre-service teachers to observe classes and do practice teaching before actual teaching profession. Recently, there has been increasing research focusing on identifying stress and coping with this stress at practicum in order to maximize the efficiency of practicum. This study investigated the sources of 16 pre-service language teachers' stress and the strategies that they used to cope with this stress at practicum. The data of the study was gained via classroom observation and face-to-face interviews. The qualitative data was analyzed through content analysis and the sources of stress and the coping strategies were discussed under four categories: supervisors and mentors, classroom management, school-related issues, and affective factors. The highest source of stress was associated with supervisors and mentors. In coping with practicum stress, the participants mostly utilized Web.2 tools in ELT context. It is suggested that stress generating factors and the strategies that pre-service language teachers employ should be discussed and reflected upon in pre-service language teacher education programs.

Keywords: pre-service language teacher education; practicum; stress; stress-coping strategies



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Coffee Break & Poster Presentations

14:30 - 15:15

Main Lounge

Moderator: Ufuk Balaman

The role of video materials in EFL classrooms

Lumturie Bajrami

High lecturer

l.bajrami@seeu.edu.mk

The rapid growth of technology has brought many innovations in education and especially in language teaching. In order to offer and create successful classes language teachers, especially English language teachers are using different audio-visual tools to facilitate the teaching process, besides textbooks and other interesting and engaging activities, which ensure student centeredness, autonomy, interaction and connectivity to a certain theme, and videos such as: movies, songs, power point presentations are widely used in EFL classrooms. This paper first attempts to explore the goals of using video material in EFL classrooms and the advantages of using video materials in EFL teaching, on the basis of which proposes a framework of teaching principles, strategies and specific tips which facilitate EFL teaching. Then will bring theories and practice related to the use of audio- visual tools in language learning especially in ESP classes at South East European University and why can videos be considered as valuable pedagogical tools, to facilitate the teaching process. The purpose of this study is to investigate the benefits that the language teachers and learners get in using audio-visual aids in teaching and learning the English language, as well as to show that by using the appropriate video material the teachers can improve and ensure student- centeredness, have their students interested and engaged in activities, be more active, motivated and confident in their communicative language competence. The research will be conducted with a section of ESP students, and will be used two types of data collection: questionnaire and a video review.

Keywords: language teaching, video material, EFL classroom, teaching strategies, audio-visual tools.

Promoting students autonomy to enhance speaking skills of elementary level students

Merita Ismaili

South East European University

merita.ismaili@seeu.edu.mk

Speaking skills is considered as one of the most essential means of effective communication. Teaching English speaking skills to elementary level students at the university is especially challenging. The most demanding issue for teachers is how to enable students apply the knowledge learned in the class to real life situations. In many researches students' speaking competences have been shown to be influenced by their exposure to the target language. Having this in mind, teachers should create and use activities that will be authentic, up to date, that will be fun and motivate students, so that they can actively be engaged in the learning process.

One of the speaking activities that promote the communication competences is information gap activities. In these activities, they have to use the target vocabulary to share the information. This paper aims at examining on the methodological strategies that information gap technique provides and its effectiveness to increase speaking competence. The paper will describe the implementation of information gap activities to the elementary level students and its impact to the students speaking performance. The information gap techniques are activities that are designed practicing on specific items of language and short sentence. The research results revealed that the use of information gap activities helped students improve their speaking skills. After the implementation of these activities students felt more confident to speak in English; they were enthusiastic in doing the activities and their motivation for learning and using the language improved.

Keywords: ELT; speaking skills; information gap, communication competences

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Coffee Break & Poster Presentations
14:30 - 15:15

Main Lounge
Moderator: Ufuk Balaman

The importance of personality traits in students' perceptions of metacognitive awareness

Hüseyin Öz

*Faculty of Education, Hacettepe University, Ankara 06800, Turkey
hoz@hacettepe.edu.tr*

This study sought to investigate the role of personality traits on metacognitive awareness among preservice English teachers in a Turkish context. A total of 102 students participated in the study. The International Personality Item Pool (IPIP; Goldberg, 2001) and the Metacognitive Awareness Inventory (MAI; Schraw & Dennison, 1994) were used to measure the participants' perceptions of their personality traits and metacognitive awareness. Findings revealed a statistically significant relationship between personality traits and metacognitive awareness. The analysis of moment structures (AMOS) indicated that personality traits have a strong predictive power in determining metacognitive awareness among the participants, accounting for 29% of the variance in the knowledge of cognition (KOC) component and 28% of the variance in the regulation of cognition (ROC) component. The scrutiny of multiple squared correlations further revealed that openness to experience and extraversion emerged as the strongest predictors of academic motivation, respectively. These findings are interpreted to provide a better understanding of the importance of personality traits, especially the Big-Five personality traits, in students' impressions of their metacognitive awareness in learning a second or a foreign language (L2).

Keywords: Personality traits; metacognition; metacognitive awareness; ELT; teacher education

Playing hidden objects: exploring potentials and opportunities for incidental vocabulary learning and practice

İsmail Hakkı Erten

*Hacettepe University
iherten@gmail.com*

Vocabulary is one of the greatest challenges language learners face when they learn a foreign language. The magnitude of the task is enormous when considered the fact that recent estimations of the required vocabulary size, for effective reading for example, point to a need to know at least 95% to 98% of all words in a text. Such figures in percentages correspond to a vocabulary size ranging from a minimum of 5000 word families (including proper nouns) to 8000 word families. Further, teachers cannot spend all the class time for vocabulary learning. The question then arises how can language learners can deal with this gigantic task when classroom time is scarce.

One possibility that is likely to assist language learners is playing Hidden Objects. Hidden Objects is an online game that offers opportunities for exposure to and practice of new vocabulary items within a context. Players are provided with online vocabulary tasks. They need to identify and find a list of objects that are embedded in a visual context to complete the task and to progress in the game. This poster presentation aims to demonstrate how such an experience can yield itself to incidental vocabulary acquisition and meaningful lexical practice. The paper also aims to offer some suggestions that might enrich and enhance vocabulary acquisition through playing Hidden Objects.

Keywords: incidental vocabulary acquisition; online games; Hidden Objects



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Coffee Break & Poster Presentations

14:30 - 15:15

Main Lounge

Moderator: Ufuk Balaman

A Cross-sectional study of relationship between attitudes toward foreign language learning and academic motivation

Jafar Pourfeiz

*School of Foreign Languages, Hacettepe University, Ankara 06800, Turkey
jpourfeiz@hacettepe.edu.tr*

The current study examined the relationship between academic motivation and attitudes toward foreign language learning. A total of 102 prospective English teachers enrolled in an English as a foreign language (EFL) learning program from a state university in Ankara/Turkey participated in the study. Data were collected using Attitudes toward Foreign Language Learning Scale (A-FLL; Vandewaetere & Desmet, 2009) and the Academic Motivation Scale (AMS; Vallerand et al., 1992). Results revealed reciprocal correlations between attitudes toward foreign language learning and academic motivation. Specifically, behavioral and affective/evaluative components of attitudes toward foreign language learning appeared as the strongest predictors of academic motivations. In addition, while cognitive and affective/evaluative components were both positively related with the perceived intrinsic and extrinsic motivation, behavioral component was negatively associated with amotivation. From these findings, it can be concluded that attitudes and academic motivation are interrelated in learning a second or foreign language (L2). Results are discussed with the intent of highlighting the importance of attitudes toward foreign language learning and academic motivation in enhanced L2 learning experience.

Keywords: Attitudes; foreign language learning; academic motivation; amotivation; self-determination theory; teacher education

The translation of proper names from English to Lithuanian in "S. Jobs's biography" by W. Isaacson

Saule Juzeleniene

*Associated Professor, Kaunas University of Technology, Kaunas, Lithuania
saolute.juzeleniene@ktu.lt*

Saule Petroniene

*Associated Professor, Kaunas University of Technology, Kaunas, Lithuania
saule.petroniene@ktu.lt*

The translation of proper names is one of the most challenging activities every translator faces. All languages have particular personal names, some of which are deeply rooted in the culture of the speakers of the specific language; consequently, they can pose unique difficulties in the comprehension of culture-specific texts. It is interesting to note that some personal names have various allusions indicating sex, age, geographical belonging, history, specific meaning, playfulness of language and cultural connotations and omitting this implied information results in unacceptable translation.

The goal of this investigation is to draw attention to strategic choices for the translation of proper names in S. Jobs's Biography. S. Jobs stands as the ultimate icon of inventiveness and applied imagination, by connecting creativity with technology he started the era known as Computer age or Digital Age.

Findings and results: the paper first gives a short overview of the concept of proper names and of the techniques that are applied when translating them. Second, the translation strategies and principles provided by the translation theorists E. Davies and L. Venuti, used for this research, are explained. In addition, the principles of adaptation of proper names provided by the State Commission of the Lithuanian Language are presented. Then, the discussion proceeds to the quantitative analysis of the translated proper names with an emphasis on providing and explaining numerous examples. The emphasis is drawn to the strategies of localization, preservation, transformation and creation.

Keywords: translation strategies; proper names;

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Coffee Break & Poster Presentations
14:30 - 15:15

Main Lounge
Moderator: Ufuk Balaman

Do students have problems with listening in EFL classes?

Lütfiye Cengizhan
Trakya University
lutfiyecengizhan@trakya.edu.tr

Listening is a highly refined skill which includes a number of different cognitive, metacognitive and socio-effective strategies. It is not only the process of a unidirectional receiving of audible sounds but also a psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. This study aimed at investigating whether listening comprehension was a common challenge for learners of a second language, and if they had problems, what their reasons were and to develop some strategies to cure them. Therefore, mixed method research; both quantitative and qualitative methods were chosen as research design. The study was conducted at Preparatory Classes, Trakya University in 2013-2014 teaching term. From both English and German preparatory classes, forty students were given a questionnaire and twenty of these students were interviewed. In the investigation, as a result, both ESL (English as a Second Language) and GSL (German as a Second Language) students struggled with the listening comprehension lesson. They realized they needed to work on their listening comprehension, broaden their vocabulary knowledge and expose themselves to more listening texts on a variety of subjects.

Keywords: Listening; cognitive; socio-effective; metacognitive

Developing learner and teacher autonomy via European Portfolios such as the ELP and the EPOSTL

Prof. Dr. İsmail Hakkı Mirici
Hacettepe University
hakkimirici@gmail.com
Inst. Sinem Hergüner
Gazi University
sinemherguner@hotmail.com

In the past few decades in field of foreign language education learner autonomy has been one of the most significant educational principles to consider. Learner autonomy is known as a synonymous term of self-awareness about one's own strengths and weaknesses; taking one's own learning responsibility; and developing metacognitive learning strategies. In the same way, teacher autonomy also refers to the self-awareness of a person about her/his strong and weak sides as a teacher, which would contribute to her/his professional development as a successful lifelong learner. In this study the European Language Portfolio (hereafter ELP) and the European Portfolio for Student Teachers of Languages (hereafter EPOSTL) have been investigated in terms of their function as a tool to promote learner and teacher autonomy in foreign language education. As a result, it has been realized that in the light of the educational principles of the Common European Framework of Reference for Languages (hereafter CEFR) the Council of Europe introduced the ELP as a self-assessment tool for language learners/users to self-assess their linguistic and intercultural achievements and experiences via can-do descriptors so that they become self-aware learners and consequently they can take the control over their own learning. Likewise, the EPOSTL is European document developed for student teachers of languages to self-assess themselves in terms of their own professional outcomes via purposefully developed can-do descriptors. Thus, the use of the ELP and the EPOSTL are determined as two important standardized common European self-assessment tools to promote autonomous learning of students in language classes and the student teachers of languages in Teacher Training Departments.

Keywords: Language learners; Student Teachers of Languages; Learner autonomy; Teacher autonomy; EPOSTL; ELP.



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session IV

Concurrent session IV				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Asuman Aşık	İpek Kuru Gönen	Berna Güray	Kadriye Dilek Akpınar
15:15-16:15	<p>Cihat Atar</p> <p><i>The sequential organization of teachers' other-initiation of repair and the management of epistemic gaps</i></p>	<p>Nihan Yılmaz</p> <p><i>Attention, attendance please!: The effect of absenteeism on success</i></p>	<p>Nina Daskalovska, Biljana Ivanovska, Marija Kusevska, Tatjana Ulanska</p> <p><i>The use of request strategies by EFL learners</i></p>	<p>Aslı Özlem Tarakçıoğlu</p> <p><i>TBLT applications for secondary education: A sample case –PETALL</i></p>
	<p>Ufuk Balaman</p> <p><i>Confirmation checks for maintaining mutual orientation in online task-oriented L2 talk</i></p>	<p>Jelisaveta Safranč</p> <p><i>Logical/mathematical intelligence in teaching English as a second language</i></p>	<p>Ece Zehir Topkaya, Ali Erarslan</p> <p><i>Developing a scale to evaluate the primary school 2nd grade English language program</i></p>	<p>Elizabeth Ann Arias</p> <p><i>Action research on the impact of student grouping</i></p>
	<p>Harun Serpil</p> <p><i>Pragmatic implications of naturally-occurring conversations between native and non-native speakers of English</i></p>	<p>Akbar Azizifar, Farideh Beigmohamadian</p> <p><i>The effect of relationship between parents and English teachers on achievement of Iranian high school students in English</i></p>	<p>Berna Güray</p> <p><i>The relationship between learning styles and perceived self-regulation levels</i></p>	<p>Richard Ayobayowa Foyewa</p> <p><i>English: The linguistic alpha and omega in Nigeria</i></p>

GlobELT



Concurrent Session IV

15:15 - 16:15

Bulgakov

Chair: Asuman Aşık

The sequential organization of teachers' other-initiation of repair and the management of epistemic gaps

Cihat Atar

Newcastle University
c.atar@newcastle.ac.uk

The present study investigates teachers' other-initiation of clarification (CLA) as a repair in second language (L2) classroom settings. In the literature, there is not a study which solely focuses on CLA in L2 classroom contexts from Conversation Analysis (CA) perspective. Most of the earlier studies focus on clarification requests from a discourse-analytic perspective and these studies use quantitative tools and deduction (Ogino, 2012). Consequently, this study aims at unearthing the sequence organization and management of CLA in L2 classroom contexts.

The data consists of 12 hours of L2 classroom data taken from the Newcastle University Corpus of Spoken English (NUCASE) database. The participants are international students studying English to proceed to their departments. The data is transcribed using CA conventions and analyzed using CA by specifically looking at sequence organization and repair mechanism. In addition, the data is also analyzed to discover how CLA is managed.

Initial findings suggest that, sequentially, CLA consists of four phases and it is usually a post-expansion, but it may also be an insert expansion and this difference has interactional reasons. In addition, basically four types of CLA initiation by teachers are found: open class repair initiators, type specific questions, partial repetitions and checking candidate understanding. To manage CLA sequence, teachers use stronger forms, rephrasing and checking candidate understanding. A micro-analytic look into the data suggests that the resources used in initiation and management of CLA are linked to the nature of the problem and the epistemic gap (Heritage, 2012) between the interlocutors.

Keywords: conversation analysis; other-initiated repairs; clarification; epistemic gaps

Confirmation checks for maintaining mutual orientation in online task-oriented L2 talk

Ufuk Balaman

Hacettepe University
ubalaman@gmail.com

Confirmation checks have been mainly used as a coding category in cognitivist/interactionist SLA literature (Long, 1983) rather than being treated as an interactional resource used to restore the progressivity of talk in naturally occurring interaction. This study adopts conversation analysis methodology to analyze and describe confirmation checks that L2 learners employ in order to maintain mutual orientation during a stepwise hinting action that they undertake for task accomplishment purposes of a sequence of online emergent information gap tasks. Based on a dataset of 70 hours of screen recordings collected across 20 weeks, the instances that L2 learners exchange knowledge in order to minimize information gaps and accomplish the task have been examined to explicate the deployment of various interactional resources. The findings have shown that confirmation checks are among these resources that are employed especially for the purpose of mutual orientation (Jenks & Brandt, 2013). The learners are encouraged to engage in hinting and it sometimes unfolds with a combination of instructions that are delivered in a stepwise fashion. Due to lack of physical co-presence in online talk, they need to check the receipt of each step after it is delivered and these are the moments that confirmation checks are deployed. It is also observed in the data the use of confirmation checks increase across time which indicates a unit to track for the development of L2 interactional competence. To this end, this study will contribute to conversation analysis for second language acquisition (CA-SLA), epistemics in L2 interaction, technology-mediated task-based language teaching and learning, and computer-assisted language learning.

Keywords: conversation analysis; CALL; online talk; L2 interaction



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session IV

15:15 - 16:15

Bulgakov

Chair: Asuman Aşık

Naturally-occurring conversations between native and non-native speakers of English: Pragmatic implications for practice

Harun Serpil

*Anadolu University
hserpil@anadolu.edu.tr*

This paper focuses on face-to-face conversations between Native Speakers (NS) and Non-Native Speakers (NNS) of English. 2 questionnaires (one for the NNSs, one for the NSs) each with 11 questions were e-mailed to participants (17 NNS and 18 NSs) to ascertain their perceptions of NS-NNS conversations. The results were analyzed qualitatively by using NVivo software, yielding three major emerging themes subsumed under problems, communicative focus and feedback. Most frequent problems reported by the NSs involve pronunciation, grammar, vocabulary and pragmatic inappropriateness, whereas NNSs found idiomatic and fast speech problematic. While the NSs said they mostly pay attention to both the accuracy and content of their message, NNSs reported placing greater emphasis solely on their message. In addition, most NNSs do not shift their attention to the message across different contexts. 8 of the NNSs reported that the NSs change their language style when talking to them, and 11 of the NSs confirmed calibrating their English to NNSs' proficiency level. When asked whether they are corrected during their conversations by the NSs, 9 NNSs said that they are, and 6 said they are not. Only 2 NSs reported correcting NNSs' speech, while 12 said they do not unless they are asked to. Additionally, NNSs are not treated as language learners by the NSs (even by the native ESL teachers) outside the language classroom. Drawing on the findings, implications for designing ESL/EFL speaking courses are discussed, with specific suggestions on enhancing their communicative content.

Keywords: native speakers; natural conversation; nonnative speakers; speaking skill

Concurrent Session IV

15:15 - 16:15

Bunin

Chair: İpek Kuru Gönen

Attention, attendance please!: The effect of absenteeism on success

Nihan Yılmaz

*Hacettepe University
nihand@hacettepe.edu.tr*

When one looks at the syllabus of a course, especially the grade distribution part, one of the first elements that they see will be: Attendance and Participation. The reasons for taking attendance can be numerous, but one of the most well-known incentives is the research that emphasizes the importance of attendance on success, and the teachers' / professors' belief in it. To answer the question that arises at this point, "How much attendance can be tolerated in terms of success?", limits for absenteeism have been determined, depending on the duration of courses and/or the wish of teachers / professors. However, there is limited research in literature that focuses on the effect of absenteeism within the limitation by teachers / professors on success. Are students safe when they stay within the absenteeism limits, in terms of learning or should they try to attend every single session, because even within-limit attendance affects their success? Also, is absenteeism a level-bound issue, by which upper-level students will not be affected much? Is level or absenteeism more effective on success? This research tries to answer these questions, hoping to shed light on the real effect of absenteeism and its relationship with level achievement scores.

Keywords: absenteeism, attendance



Concurrent Session IV
15:15 - 16:15

Bunin
Chair: İpek Kuru Gönen

Logical/mathematical intelligence in teaching english as a second language

Prof. Jelisaveta Safranĵ, PhD

*University of Novi Sad, Faculty of Technical Sciences
savetas@uns.ac.rs*

Logical/mathematical intelligence is one of seven types of intelligence described in multiple intelligence theory (Gardner, 1983). People with significant logical/mathematical intelligence are often good at logical reasoning, problem-solving and scientific investigation. The paper presents the findings of the research which included two groups of mechanical engineering students attending an ESP course at Faculty of Technical Sciences. The first group of students was learning grammar on exercises based on deductive reasoning, detecting patterns, and logical thinking. Inductive approach, where learners find rules themselves from examples of the language, was included as well. In addition, problem-solving tasks were used as learners focused mainly on meaning, but through constant rereading of a text to solve the problem, they acquired a familiarity with the vocabulary and structures used. The teaching activity also included investigations and identification of relationships between different things as well as understanding complex and abstract ideas. The research findings show better results at learning grammar for the first group which was exposed to language teaching approach that was more suited to learners with strong logical/mathematical intelligence while the control group was learning ESP according to conventional language teaching practice. This specific language teaching approach improved their results at the achievement test at the end of the semester and their language learning motivation as well.

Keywords: MI theory, logical/mathematical intelligence, ESP, grammar

The effect of relationship between parents and English teachers on achievement of Iranian high school students in English

Akbar Azizifar

*Islamic Azad University, Ilam Branch, Ilam, Iran
aazizifar2@gmail.com*

Faride Baigmohamadian

*Islamic Azad University, Ilam Branch, Ilam, Iran
Akb1354@yahoo.com*

This study aimed at examining the effect of partnership between English teachers and parents on English achievement of students. The participants of the study were 40 English teachers and 40 parents, all from Ilam city, Iran. Two instruments were used in this study namely a questionnaire for teachers and another one for parents. After completion of the instruments; the data were analyzed using SPSS. The results showed that there were meaningful relationships between teachers' and parents' views about teacher-parent relationships and student scores. Also, there was no meaningful relationship between children's gender and their parents' cooperation with the school. There was a meaningful relationship between children's age and their parents' cooperation with the school. The female parents tend to cooperate with school more than male parents. Also, the parents of students at age range of 13-15 years old tended to cooperate more with the school.

Teachers of male students agreed more about interchange of idea and information between teachers and parents; and also regarding teacher-parent meetings. But, the level of satisfaction regarding teacher-parent relationships was not significantly different.

This study shows that there were significant positive relationships between parents' involvement and students' English achievement.

Keywords: teachers, parents, Iranian students, achievement.



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session IV

15:15 - 16:15

Dostoyevski

Chair: Berna Güryay

The use of request strategies by EFL learners

Nina Daskalovska, Biljana Ivanovska, Marija Kusevska, Tatjana Ulanska

Goce Delcev University

nina.daskalovska@ugd.edu.mk

biljana.ivanovska@ugd.edu.mk

marija.kusevska@ugd.edu.mk

tatjana.ulanska@ugd.edu.mk

Pragmatic competence is one of the elements that constitute language learners' communicative competence which is the primary goal of language teaching today. However, studies have shown that not much attention is paid to teaching and learning pragmatic functions that would enable learners to use the language appropriately in various situations. The aim of this study is to investigate the use of request strategies by English language learners in the Republic of Macedonia. The participants in the study are students of English at an intermediate level of proficiency. The testing instruments include role-plays and discourse completion tasks. The participants' responses are analyzed according to the classification of request strategies proposed by Blum-Kulka et al. (1989). The analysis shows that the most frequently used types of strategies in both formal and informal situations are query preparatories which belong to the group of conventionally indirect strategies. The findings demonstrate that the participants use only a limited number of request strategies without always taking into account the context and the distance between the interlocutors. This implies that providing opportunities for practicing the use of language in various social situations would improve learners' pragmatic knowledge and increase their pragmatic competence. This study is part of an ongoing project on the role of explicit instruction in developing pragmatic competence in learning English and German as a foreign language.

Keywords: pragmatic competence; request strategies; role-plays; discourse completion tasks

Developing a scale to evaluate the primary school 2nd grade English language program

Ece Zehir Topkaya

ecetopkaya@yahoo.com

Ali Erarlan

ali.erarlan@gmail.com

Since programs shape teaching, materials production and assessment procedures, objective evaluation of them in education is vitally important for enhancing the range and quality of pupils' learning. Thus, this study aims to develop and validate a scale, which evaluates the 2nd Grade English Language Teaching Program (ELTP) with respect to its general characteristics, aims, outcomes, content, teaching methods and materials. The scale was devised through the scale development steps offered by DeVellis (2003) in 2014-2015 academic year. The first steps helped to focus the study and generate an item pool for the scale that included conducting a literature review on evaluation studies and document analysis of the 2nd grade ELTP; applying a semi-structured questionnaire to a group of 15 primary school English language teachers to further reveal their perceptions about the program; and utilizing a semi-structured interview with 5 teachers to gather personal, rich, and experiential data for the scale. After drafting the items, the Likert scale method was chosen as the measurement format and this first version of the scale was presented to a panel of experts for review of both construct and face validity. After reductions and modifications, the new 85- item scale was piloted on a sample of 118 teachers and exploratory and confirmatory factor analyses were conducted. Items with factor loadings > 0.40 were retained. The analysis yielded a five-factor solution that explained the 61% of the variance in a 41-item scale. The subscales are "method and material", "program outcomes", "program's general characteristics", "program aims" and "program content". Coefficient alphas were 0,923; 0,859; 0,885; 0,929 and 0,926 for the five subscales, and 0.97 for the overall scale provide evidence of the reliability of the instrument. The results show that the scale is valid and reliable and ready to be used to evaluate 2nd grade ELTP, the results of which may help revise the program and shape the new ones.

Keywords: 2nd Grade ELTP, Evaluation, Program, 4+4+4 Education System

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session IV
15:15 - 16:15

Dostoyevski
Chair: Berna Gryay

The relationship between learning styles and perceived self-regulation levels

Berna Gryay

*Dokuz Eyll University, ELT Department
bernaguryay@gmail.com*

Recent English Language teacher education programmes place a great responsibility on learners to self-regulate their learning. Therefore, it is quite important to know pre-service English teachers' learning styles and perceived self-regulation preferences. This paper investigates the self-regulation strategies and learning styles of English Language Teaching students of a state university and aims at exploring whether there is any statistically significant relationship between learning styles and self regulation levels of these students. In the scope of this study, "Perceived Self Regulation Scale" (Arslan & Gelili, 2015) and "Learning Modality Inventory" (imek, 2002) were administered to 121 pre-service English Language teachers at university during the fall term of 2015-2016 academic year. Since it is an ongoing research, findings related to the relationship between the learning styles and perceived self-regulation levels of the teacher trainees will be discussed and its educational implications will be highlighted in the paper.

Keywords: Perceived self-regulation, learning styles, English Language Teaching

Concurrent Session IV
15:15 - 16:15

Turgenev
Chair: Kadriye Dilek Akpınar

TBLT applications for secondary education: A sample case –PETALL

Assoc. Prof. Dr. Al zlem Tarakciolu

*Gazi University
aslnoz67@gmail.com*

PETALL, Pan European Task Activities for Language Learning, is an LLP transversal KA2 project, funded by the European Commission (through the EACEA). Mainly, the project aims to encourage the use of ICT-based tasks in the language classroom by providing examples of good practices in technology-mediated TBLT that can be easily used in different languages and educational contexts. Composed of 10 tandems, each formed by a teacher training department and a junior or senior high school, the project outstands to encourage collaborative work between teachers in different countries and teacher trainers by setting up regional networks for the development of ICT-based tasks; to facilitate the access to technology-mediated tasks that travel well, securing the quality of the communicative exchange across cultural and geographic divides; to promote mutual understanding and awareness of linguistic and cultural diversity through ICT-based TBLT; to enhance the quality of teacher education in technology-mediated TBLT; and to develop the teachers' digital competence. At a methodological level, the project also explores the dynamics of transnational collaborative work between teachers in task design and management; the way evaluation tools can leverage both the quality of teacher education in technology-mediated TBLT and the effectiveness of task-based language learning; and the aspects that guarantee that the tasks proposed by the project travel well.

Keywords: task-based learning; ICT-based tasks; LLP transversal KA2 project



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session IV

15:15 - 16:15

Turgenev

Chair: Kadriye Dilek Akpınar

Action research on the impact of unconventional student groupings

Elizabeth Ann Arias

*Concordia University; Hertford County Schools
elizabethannarias@gmail.com*

There exists a lack of relevant literature by which educators can determine how they might effectively group beginning-level English language learners (ELLs) toward the end of language acquisition and social inclusion. Because of this gap in literature, educators often struggle in determining best practices in a multilingual classroom. This author has undertaken a study of unconventional ways to group ELLs in a mainstream classroom for maximum inclusion and language acquisition. In the study context, a rural public K12 district with comparatively low ELL population, established practice had been to pull ELLs out of English-only group classrooms in homogeneous home language groupings according to grade level. Due to low numbers of students classified as ELLs, groupings were small and rarely differentiated by literacy level. The author began the study by interviewing study students, families and affected teachers to determine actual and perceived effectiveness of the pull-out model for language acquisition and academic achievement as measured by local and state literacy assessments. After a review of interview data and commonalities in responses, this author undertook various grouping methods from individualized to small similar-language groupings to literacy level groupings inclusive of native-English-speaking peers. Student engagement and response to instruction was monitored for grouping-dependent changes. The study has found that inclusion of native-speaking peers with similar literacy levels had a positive impact on ELL engagement and achievement. Additional research on the effects of student grouping on language acquisition and social inclusion has the potential to benefit student experience and elevate ELL academic achievement levels.

Keywords: inclusion; language acquisition; student groupings; best practices

English: The linguistic alpha and omega in Nigeria

Richard Ayobayowa Foyewa

*General Studies Education Dept., English Lang. Unit.
Emmanuel Alayande College of Education,
Oyo. Oyo State – Nigeria.
foyewaayo@yahoo.com*

This paper observed the dominant role of English language in Nigeria. Various factors responsible for the spread and domination of the language in Nigerians' lives were observed. These include; the multilingual nature of the country; the inability of the country to select a national language from the three indigenous languages (Hausa, Igbo and Yoruba) or other minor languages; influence of the Western culture and attitudes of Nigerians towards the English language. The paper also discussed the various roles English language plays in Nigerian societies which make it dominates the indigenous languages in the country. English is both the official and the National language in Nigeria. It is the language of education, law, commerce and religion in the country. It is the language in which most activities are carried out. The writer concluded by recommending that the indigenous languages, especially the "three big", should be promoted to the status of National language. A credit pass at O level should be made a criterion for admission into higher institutions of learning in the country. Otherwise, the values attached to the indigenous culture and traditions will be eroded; the incoming generation will have no indigenous languages to inherit but the English language.

Keywords: English; Linguistic; Alpha; Omega

.....

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Workshops

Workshops				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Steve Walsh	Aslı Özlem Tarakçıoğlu	Lütfiye Cengizhan	Nicole Baumgarten
16:30-17:10	Paul Miller, Olcay Sert <i>Video enhanced observation: Facilitating professional development of EFL teachers using a mobile application</i>	Kubra Saygılı, Esra Saygılı <i>Improvisation with the lexical approach</i>	Nouf H. Al Behairi <i>Schoology: Leading your classroom through the world of technology</i>	Mehtap Bademcioğlu, Hakan Karataş, Atilla Ergin <i>Examination of university students' foreign language classroom anxiety in terms of different variables</i>
Social programme II				
20:00-23:00	Gala Dinner			

GlobELT



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Workshops

16:30 - 17:10

Bulgakov

Moderator: Steve Walsh

Video enhanced observation: Facilitating professional development of EFL teachers using a mobile application

Paul Miller

*Chief Executive, VEO, UK
paul.miller@veo-group.com*

Olcay Sert

*Hacettepe University, Turkey
sertolcay@yahoo.com*

Recent research on ELT teacher development shows that reflective practice (RP) based on video-recordings of EFL classroom interaction has positive outcomes for teacher development (Walsh 2006; Seedhouse 2008; Sert 2015). RP that is both evidence based and data-led (Walsh and Mann 2015) requires a dialogic approach that enhances collaboration among teachers as well as cooperation between mentors and mentees; therefore practical video-based tools that enable such collaborative talk and data-led feedback have potential to create learning opportunities for teachers. This workshop introduces a mobile app, VEO, a video tagging observation tool for continuous professional development. VEO combines rich qualitative video with quantifiable tag data and allows users to jump to key moments for convenient review and analysis. Subsequent online sharing encourages evaluation and improvement cycles at scale. We will particularly focus on a tag set designed for ELT classrooms that pays attention to variables like teacher feedback, language choice, question types, interactional troubles, and student engagement based on recent findings on L2 classroom interaction (Seedhouse 2004; Walsh 2006; Sert 2015). We will discuss how this observation tool can be conducive to developing effective peer feedback and mentoring practices, and thus may potentially serve in service and pre service teacher education.

Keywords: video; reflection; practice; collaboration

Workshops

16:30 - 17:10

Bunin

Moderator: Aslı Özlem Tarakçıoğlu

Improvisation with the lexical approach

H. Kubra Saygili

*İstanbul Şehir University
kubrasaygili@sehir.edu.tr*

S. Esra Saygili

*Silopi Anatolian High School
esra925@hotmail.com*

In this research, our main purpose is to attempt to promote the speaking strategies of prep students focusing basically on lexical chunks, personalizing communicative competence and amusing feature motivation by 'improvisation'. Teaching vocabulary within a contextualized situation is highly influential compared to current approaches, and integrating post-speaking activities with an acting is opted for more frequently, as learners are required to use implicitly acquired structures in another productive skill, with the philosophy 'language as a means'.

This study was conducted to look into the effects of improvisation on the speaking strategies and lexical competence of preparatory students in School of foreign languages at Istanbul Şehir University. It was designed as a both qualitative and quantitative method. The data was collected through the pre-test, post-test analysis by means of rubrics. With the help of those instruments, the effectiveness of improvisation so as to promote speaking strategies and lexical competence of students in pre-intermediate level was tested.

The other aim of the study is to find out if students' vocabulary knowledge could be improved through improvisation and the last aim is to find out students' attitudes towards improvisation in terms of lexical items.

In the light of the data analysis, the result and the analysis of the vocabulary and speaking rubrics revealed that participants succeeded in promoting their speaking strategies and lexical competence. Study result has revealed that students had positive impact toward vocabulary learning in the speaking process. Data results have also shown that, learners were actively participants.

Keywords: Improvisation, Speaking Strategies, Lexical Competence

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Workshops
16:30 - 17:10

Dostoyevski
Moderator: Lütfiye Cengizhan

Schoology: Leading your classroom through the world of technology

Nouf H. Al Behairi
Kuwait University
nouf.h.kuniv@gmail.com

Technological advances are taking a major role in every field of our life. Today, younger generation is more attached to technology, immersing it mostly for social purposes. Therefore, the importance of its existence can not be ignored. For that, it is the time for every mentor to apply technology into education. Only before that step, one must apprehend how to use technology to bring the best out of it. Instructors from different majors need to realize that integrating technology into education is a powerful tool that helps them moderate their course, but never a replacement to the existence of an instructor. This workshop's interest is to deliver a personal experience to other instructors on how to correctly use technology for educational purposes. One way of clarifying this point is to shed light on a very compelling application called Schoology. It is a LMS (Learning Management System) application that associates technology, learning and teachers' moderation and collaboration under one roof. Moreover, another considerable point is to show that technology is not the one that does the magic for you, but rather you the instructor and how you are going to use it is what really counts. One main question to rise at this point is whether students are going to be collaborative or not with their teacher in applying technology into education. There will be an anticipated approach from this workshop on Schoology, that is to reach an agreement that technology is essential and adds value to the educational material we have in hand. Great examples from my own data are going to be presented throughout the workshop to encourage others to predict new ways that can be added to my effort and others as well. Participants will also have the opportunity to be taken step by step on the sign up process, and create a course on Schoology. In addition, one important issue is going to be discussed, that is the possible technical issues and the achievable ways to solve them. The result hoped for after this workshop is to be able to answer any digital immigrants' questions and help them to be more confident with technology, also to start applying it to their own classroom. To polish off, participants are free to ask questions or give suggestions or simply comment on any point that was brought up previously in the workshop.

Keywords: Classroom Management; LMS; teaching and technology; CALL

.....



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Workshops
16:30 - 17:10

Turgenev
Moderator: Nicole Baumgarten

Examination of university students' foreign language classroom anxiety

Hakan Karatas

*Yildiz Technical University, Faculty of Education, Department of Educational Science
hkaratas@yildiz.edu.tr*

Mehtap Bademcioğlu

*Yildiz Technical University, Graduate School of Social Sciences
mehtapb@yildiz.edu.tr*

Atilla Ergin

*Istanbul Technical University, Faculty of Mechanical Engineering
aergin@itu.edu.tr*

Anxiety has been found to interfere with many types of learning. And, many researches such as MacIntyre and Gardner (1989) indicate there is a negative relationship between anxiety and second language learning achievement. In current study, it was aimed to determine whether the students' foreign language classroom anxiety (FLCA) display significant differences on the basis of gender, language level, receiving English preparatory training, and the kind of high school they graduated from. The research group included 320 male (65.6 %) and 168 female (34.4 %) English preparatory students at Istanbul Technical University. Foreign Language Classroom Anxiety Scale developed by Horwitz, Horwitz and Cope (1986) and adapted in Turkish by Aydın (2001) was used as the data collection tool. Data were analysed using independent samples t-test, one-way ANOVA and the Scheffe's post-hoc test. T-test results showed female students' FLCA score is higher. But, there was not a statistically significant relationship between FLCA and receiving preparatory training. ANOVA results indicated high school differentiation does not affect it. Yet, Scheffe's test findings demonstrated the students' FLCA change over depending on their language level. In other words, female students are more appropriate to suffer from FLCA and FLCA is affected by students' language level.

Keywords: Anxiety; Foreign Language Classroom Anxiety.

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session I

17 April 2015 – Sunday

8:30-9:00	Registration / Main Hall			
Concurrent session I				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Hüseyin Öz	Ahmet Başal	İsmail Hakkı Mirici	Mehmet Demirezen
09:00-09:40	Irina Rets <i>Teaching neologisms in English as a foreign language classroom</i>	Hatice Ergul <i>Pre-service language teacher education for teaching English to young learners</i>	Serpil Uçar, Yeliz Yazıcı <i>The impact of portfolios on enhancing writing skills in ESP classes</i>	Akbar Azizifar, Leila Heidaiasl <i>Investigating politeness strategies among Iranian EFL Learners in English and Persian</i>
	Cemal Cakir <i>TESOL Plus TELOS: Teaching English as a language of Open Sources (TELOS)</i>	Gülten Koşar <i>A study of EFL instructors' perceptions of blended learning</i>	Sevcan Bayraktar Çepni <i>A replication study: Oral corrective feedback on L2 writing; two approaches compared</i>	Salim Razi, Özlem Karaağaç Tuna <i>Integrating culture into ELT classes: What, why, and how</i>

GlobELT



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session I

09:00 - 09:40

Bulgakov

Chair: Hüseyn Öz

Teaching neologisms in English as a foreign language classroom

Irina Rets

*Sakarya University, Education Faculty, Foreign Language Education
irinarets@sakarya.edu.tr*

This article draws attention of English teachers to the increasing number of new words or neologisms that appear in the English language. It is argued that one can understand the culture by examining its new words, thereby neologisms should be integrated into the vocabulary material offered to English learners. After giving an overview on the current perspectives and theories on the notion of neologisms as well as eliciting the results of the survey aimed at estimating how well the English learners are familiar with this lexical group, the author proposes four strategies of teaching them in the classroom. The strategies outlined in the article are experimental and have a potential to further improve communicative and cultural competences of the English learners.

Keywords: neologism; language teaching strategy; vocabulary teaching; motivating students; English as a foreign language

TESOL plus TELOS: Teaching English as a language of open sources (TELOS)

Cemal Çakır

*Gazi University ELT Program Turkey
ccakir@gazi.edu.tr*

The turn of the twenty-first century witnessed dramatic changes in the ways people communicate and the technologies they use. This era called globalization has helped develop new curricula, materials and teaching techniques. In line with these, teaching English as an additional language has been re-perspectivised in various constructs such as World Englishes (WE), English as an International Language (EIL), and Translingualism (Kachru 1992; Matsuda 2012; Canagarajah 2013). While the printed course books and materials are still the core of teaching substance, the learner has the greatest freedom to choose English-medium materials via open access sources. These sources include YouTube videos; Facebook; DVDs; online newspapers, magazines, etc.; Twitter; and so on. Compared to the period before the Internet leap, the learner has a multitude of free and diverse English-medium materials for exposure. To describe this emergent phenomenon, my paper suggests labelling it as Teaching English to the Speakers of Other Languages (TESOL) Plus Teaching English as a Language of Open Sources (TELOS): TESOL Plus TELOS. TELOS has the capacity to provide TESOL, particularly in EFL contexts, with the long-awaited multimodal and multidimensional support. The pragmatic skills that can normally be only partly taught in traditional EFL classes can be more learnable and teachable by the affordances available from the aforementioned open sources. The circle of syntax-semantics-pragmatics can now be complete thanks to TELOS.

Keywords: language teaching materials; open sources; TELOS; pragmatics

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session I

09:00 - 09:40

Bunin

Chair: Ahmet Başal

Pre-service language teacher education for teaching English to young learners

Hatice Ergül

*Hacettepe Üniversitesi
hatice.ergul@me.com*

This study applies the language teacher education model developed by Sert (2015) in training pre-service English teachers for teaching English to young learners (TEYL). The model includes five steps: (1). introducing classroom interactional competence (CIC), (2). micro-teaching, (3). dialogic reflection, (4). actual teaching, and (5). teacher collaboration and critical reflection. While being a very innovative model for language teacher education, this model was not originally developed for training teachers for TEYL contexts. By applying this method in a TEYL context, this study aims at expanding this model with necessary adaptations if needed and also providing an empirical insight into training pre-service teachers for TEYL. Data collection consists of four steps. In the first step micro-teachings of 128 pre-service teachers were videorecorded during TEYL courses at Hacettepe University. Then, reflections of pre-service teachers on micro-teachings and the written feedback given by the lecturer were collected. Following the dialogic reflections, 128 preservice teachers were video-recorded during their actual teaching experiences at a nursery in Ankara. As a final step, written reflections of pre-service teachers on their actual teaching experience were collected. Video-recordings are analyzed using the ethnomethodological tool of Conversation Analysis. Preliminary findings suggest that micro-teachings in university settings with adult learners does not prove to be very effective in preparing pre-service teachers for actual young learner classrooms. Integrating video-recordings of real young learner classrooms in this language teacher education model is proposed to overcome some of the limitations of microteaching step.

Keywords: young learners, teacher training, conversation analysis

A study of EFL instructors' perceptions of blended learning

Gülten Koşar

*Social Sciences University of Ankara
gulden.kosar@asbu.edu.tr*

Tremendous advancements in technology, which have also penetrated into our everyday lives, have been taking place at an unprecedented pace in recent years. While there stands the obvious reality that it is highly unimaginable for a person to continue her life without technology, attempting to keep education away from it does sound unreasonable. English language teaching, like any discipline that can be subsumed under the umbrella term education, also necessitates the incorporation of technology into curriculum. Given the significance of ongoing interaction in English language learning, the crucial place occupied by technology could be better figured out. This can illuminate why blended learning needs to be taken into consideration as an approach worth integrating into English language teaching in that blended learning is defined as intertwining long standing face-to-face instruction with online learning.

The purpose of this study which is designed as a descriptive study is to uncover EFL instructors' perceptions of blended learning. The participants of this study include 35 EFL instructors working at four different state universities in Turkey. Of these 35 instructors, 22 are female and 13 are male. A questionnaire comprised of three open-ended questions and a semi-structured interview is the instruments used for collecting data. Content analysis will be employed in order for analysing the gathered data. This study is likely to contribute to the research on blended learning keeping in sight the paucity of studies exploring EFL instructors' perceptions of blended learning.

Keywords: Blended learning, face-to-face instruction, English language learning, online learning



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session I

09:00 - 09:40

Dostoyevski

Chair: İsmail Hakkı Mirici

The impact of portfolios on enhancing writing skills in ESP classes

Serpil Uçar

*Osmaniye Korkut Ata University
serpilucar@osmaniye.edu.tr*

Yeliz Yazıcı

*Sinop University
yaziciyeliz@gmail.com*

This study aimed to investigate the effect of portfolios on developing writing skills among 50 Turkish undergraduate learners in ESP classes. This study was carried out on two groups – experimental and control groups- each of which consists of 25 students. The learners were freshmen at the department of Sea and Marine Management at Vocational School of Higher Education, Sinop University. Before the treatment, a pretest was administered to both groups in order to investigate the writing performance and subskills of focus, elaboration, organization, conventions and vocabulary of learners of ESP. Throughout the study the experimental group was taught through portfolio assessment technique and the control group was taught through the conventional method. An Independent samples t-test was applied in order to see whether there was a statistically significant difference or not between the groups. Additionally, a Paired Samples t-test was used so as to compare differences within each group. The results obtained from the post-test demonstrated that there was a statistically significant difference between the experimental and control groups in terms of the type of treatment, which signifies that portfolios had a statistically significant effect on promoting writing performance and its subskills in ESP classes. After the treatment, the students in the experimental group were also administered an attitude questionnaire to elicit their thoughts about the effectiveness of using portfolios on augmenting writing abilities in ESP classes. The data collected from the attitude questionnaire was analyzed through descriptive statistics including the frequencies, percentages, means, and standard deviations etc. The results showed that students have positive attitudes towards using portfolios on improving their writing skills in ESP classes.

Keywords: portfolios, writing performance, English for specific purposes

A replication study: Oral corrective feedback on L2 writing; Two approaches compared

Sevcan Bayraktar Çepni

*Yıldırım Beyazıt University
sbayraktar@ybu.edu.tr*

Corrective feedback is defined by Ellis (2006) as responses to learner utterances containing an error' (p.28). No matter how simple the definition is, many questions arise on the implementation of corrective feedback sessions, which can help students improve their writing skills. Therefore, the interchange of feedback between the teacher and the student in the process of developing writing skill has attracted attention of researchers and teachers alike. Considering the body of research on written corrective feedback strategies, very few research studies focused on teacher–student conferences, peer-editing sessions, and the keeping of error logs (Ferris 2002). This study, which is a replication of Erlam et al. (2013) aims to fill this gap. Participants consisted of 14 (7 in graduated group and 7 in direct feedback group) students studying at English Language Teaching Department. Students in graduated feedback received feedback according to Socio-cultural Theory while students in direct feedback are corrected according to Cognitivist Interactionist Theory. The study focused on two structures; past tense verb forms and use of the indefinite 'a' and definite article 'the' with count nouns. The researcher conducted two conferencing sessions after students reconstructed two texts in 4 weeks. The results of the study showed that students in the Graduate Group self-corrected their errors more than those in the Explicit Group. The study also revealed that explicit feedback takes less time and energy on the part of the teacher than the graduated feedback.

Keywords: graduated feedback, explicit feedback, socio-cultural theory, cognitive interactionist theory

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session I

09:00 - 09:40

Turgenev

Chair: Mehmet Demirezen

Investigating politeness strategies among Iranian EFL learners in English and Persian

Akbar Azizifar

*Islamic Azad University, Ilam Branch, Ilam, Iran
aazizifar2@gmail.com*

Laila Haidariasl

*Islamic Azad University, Ilam Branch, Ilam, Iran
Akb1354@yahoo.com*

The present study aimed at investigating and describing negative politeness strategies among Iranian EFL Learners in English and Persian to shed light on points of similarity and differences between the two languages. This study would explain to what extent Iranian EFL Learners follow the same negative strategies employed by English speakers in the same situations and for the same purpose in order to indicate the universal and culture-specific aspects of politeness. The current study involves 60 subjects of M.A students consisting of 30 female and 30 male subjects. The subjects were chosen randomly to participate in this study. The data of this study was collected through a controlled elicitation method based on a questionnaire which is a modified version of "Discourse Compilation Test". Descriptive and inferential statistics such as T-Test have been used to show the meaningfulness of the differences between the performance of Iranian EFL Learners in English and Persian in terms of "Be Pessimistic", "Go on Record to Incur a Debt", "Question", "Be Indirect", and "Apology" as negative strategies. The results showed a meaningful difference regarding the performance of subjects in the two languages in terms of employed strategies.

Keywords: negative, politeness, strategies, Iranian EFL Learners

Integrating culture into ELT classes: What, why, and how

Özlem Karaağaç Tuna

*School of Foreign Languages, Pamukkale University
karaagacozlem@gmail.com*

Salim Razi

*Department of English Language Teaching, Çanakkale Onsekiz Mart University
salimrazi@gmail.com*

The lingua franca role of English has had significant contributions to developing foreign language teaching curriculums from an intercultural perspective. Related to this, the present study aimed to investigate how pre-service and in-service foreign language teachers consider the integration of culture into language teaching. In this respect, the participants' understanding of the cultural elements with regards to the ones that they think should be integrated more in the curriculum was in the focus of the study in addition to the any possible differences between the perceptions of pre-service and in-service teachers. The study was carried out with the 4th grade ELT students at the Faculty of Education, Pamukkale University –a state university in Turkey–, and the English instructors at the School of Foreign Languages, at the same university in the fall term of 2015/16 academic session. The data were collected both quantitatively and qualitatively via the inventory of cultural components and interviews. Totally, 43 instructors and 75 students responded to the inventory; and five students and four instructors were also interviewed. The inventory included 45 elements of culture under nine categories: 'intellectual values', 'lifestyles', 'behaviours', 'media', 'artistic values', 'family', 'minor values', 'major values', and 'formal values'. According to the results, both the pre-service and in-service teachers think that cultural elements should be integrated into language teaching from a wide range in order to enable the development of intercultural skills. The interview sessions revealed the reasons why they think culture should be integrated. The results are expected to contribute to the development of foreign language teaching curriculums that give importance to intercultural competence.

Keywords: Culture; cultural elements; English as a lingua franca (ELF), intercultural competence



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

Concurrent session II				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Elif Tokdemir Demirel	Aylin Ünalđı	İsmail Hakkı Erten	Olçay Sert
09:45-10:45	<p>Mohammad M. Etedali, Amal Al-Hunaidi</p> <p><i>Learners' autonomy across colleges: A Kuwait university study</i></p>	<p>Ahmet Bařal, Talat Aytan, İbrahim Demir</p> <p><i>Effectiveness of graphic novels in vocabulary teaching</i></p>	<p>Jafar Pour Feiz</p> <p><i>Metacognitive awareness and attitudes toward foreign language learning in teacher education context of Turkey</i></p>	<p>Dilara Arpacı, Mehmet Bardakçı, İhsan Ünalđı</p> <p><i>Psychometric analysis of Turkish adaptation of early teacher identity measure</i></p>
	<p>Mehmet Demirezen</p> <p><i>Perceptual identification and perception of sibilants of English language by Turkish English majors</i></p>	<p>Vesile Gül Yılmaz, Philip Durrant, Berna Çöker</p> <p><i>A taxonomy of vocabulary learning strategies: A cross contextual point of view</i></p>	<p>Gülin Balıkcıođlu, Tuba Efe</p> <p><i>The role of metacognitive activities on university level preparatory class EFL learners' reading comprehension</i></p>	<p>Arzu Kanat-Mutluođlu</p> <p><i>Examining the interaction between ideal L2 self and intercultural communicative competence</i></p>
	<p>İsmail Hakkı Mirici, Nurdan Kavaklı</p> <p><i>The effectiveness of the CEFR as a course in M.A. programs of ELT departments</i></p>	<p>Zeynep Özdem Ertürk</p> <p><i>The effects of glossing on EFL learners' incidental vocabulary learning in reading</i></p>	<p>Funda Ölmez</p> <p><i>Exploring the interaction of L2 reading comprehension with text- and learner-related factors</i></p>	<p>Zahra Akbari</p> <p><i>A study of EFL students' perceptions of their problems and concerns over learning English: The case of MA paramedical students</i></p>
10:45-11:00	Coffee break			

GlobELT

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session II

09:45 - 10:45

Bulgakov

Chair: Elif Tokdemir Demirel

Learners' autonomy across colleges: A Kuwait university study

Dr. Mohammad M. Etedali

Kuwait University, TESOL Kuwait, and University of Jyväskylä, Finland

etedali.mohammad@ku.edu.kw

etedali@hotmail.com

Amal Al-Hunaidi

Kuwait University

bsurvivor@gmail.com

As a fundamental theme, learners' autonomy is widely recognised in ELT (Smith, 2008). To promote learners' autonomy, it seems essential to delve into the learners' beliefs about what learners perceive as autonomy. Kuwait University language teachers usually complain students take few learning initiatives and are too dependent on them. This study intends to investigate the claim looking into the perception of KU students on autonomy. Students of the colleges of Engineering, Science, Arts, Education, and Business were included in the study. A survey asking students what they think they can do without teachers' help has been distributed among 319 students of English at the mentioned colleges. Respondents were required to assess their abilities by answering questions formulated based on the 8 key indicators involved with learning autonomy. Two students from each college (total 12) were selected to sit for semi-structured interviews. The data from the survey and from the interviews were collated to cater for a mixed method research design. Results show that students of the colleges named above believe they need much but varying levels of support to gain autonomy. It is hoped that the findings of this study can raise awareness among different educational stakeholders concerning the issue.

Keywords: Learners' autonomy; Cross-disciplinary behaviour; educational policymaking

Perceptual identification and perception of sibilants of English language by Turkish English majors

Mehmet Demirezen

Hacettepe University, Turkey

md49@hacettepe.com.tr

Sibilants of English are a combination of fricative and affricate consonants, which are produced by hissing /s, z /and hushing /ʃ, ʒ, tʃ, dʒ/ overtones, have a characteristically intense pitches in their articulations that require perceptual intensity. There is a critical role of the teeth in producing these sounds by creating an opening on the tongue as an obstacle to the airstream in the oral cavity. They are louder and their acoustic energy occurs at higher frequencies, which create some perception problems to Turkish English majors. The aim of this research is to explore whether Turkish English majors are able to perceive the articulatory distinction among the English sibilant sounds. The 11 questions of the pre-test included one of the 6 English sibilants as the correct choice. In a soundproof language lab, the pronunciation coach articulated the correct alternative three times. The correct answer was placed among the other four alternatives which were all fricatives and affricatives like [f, v, ɸ, β, θ, ð, s, z, ʃ, ʒ, tʃ, dʒ, ç, j, ɣ] in the same question. The English majors chose one of the alternatives as the correct answer. The pre-test results indicated that the participants had serious problems on the perception and recognition of English sibilants. After the pre-test, the English fricatives and affricative were intensively studied three hours by means of exercises. Fifteen days later, the same pre-test was administrated to the participants as a post test. The results of the two tests indicated that the participants improved their perception on the sibilant sounds of English.

Keywords: perceptive intensity; sibilants; pitches; strident.



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

09:45 - 10:45

Bulgakov

Chair: Elif Tokdemir Demirel

The effectiveness of the CEFR as a course in M.A. programs of ELT departments

İsmail Hakkı Mirici

Hacettepe University, ANKARA

hakkimirici@gmail.com

Nurdan Kavaklı

Hacettepe University, ANKARA

nurdankavakli@gmail.com

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment is the current reality of the ELT academic community as part of their field of study. Although it is labelled as “common” and “European”, the CEFR is an internationally recognized framework. In this sense, it is aimed within the scope of this study to uncover whether the CEFR, as a course in M.A. classes, has reflected certain degree of effectiveness in relation to students’ expectations. Herein, students’ self-reflection forms and achievement test-retest scores were analyzed. Accordingly, the mixed method laced with both qualitative and quantitative data was implemented. The learners’ test-retest scores as achievement criteria constituted the quantitative part of the study. On the other hand, the qualitative part was composed of the learners’ self-reflection forms for the course and discussion-based self-assessment reports. The results of the study revealed the fact that the CEFR as an M.A course was internalized better on condition that the lecture was followed by self-study, self-reflection, discussion-based self-assessment as a part of review process and test-retest practices respectively, when applied whole and complete.

Keywords: CEFR, M.A. classes, ELT, course design, self-reflection.

Concurrent Session II

09:45 - 10:45

Bunin

Chair: Aylin Ünalı

Effectiveness of graphic novels in vocabulary teaching

Ahmet Başal

Yıldız Technical University

ahmetbasal@gmail.com

Talat Aytan

Yıldız Technical University

talataytan@gmail.com

İbrahim Demir

Yıldız Technical University

idemir@gmail.com

Vocabulary knowledge is considered crucial in a foreign language. In this context, mastery of idiomatic expressions by the foreign language learners is often equated with the fluency of native speakers of that language. However, learning idiomatic expressions is one of the significant problems experienced by these learners. This 4 week-long quasi-experimental study conducted in an ELT department of a university in Turkey aimed to investigate the effectiveness of teaching idioms via graphic novel compared to teaching them via traditional activities. The most frequent 40 figurative idioms determined from Michigan Academic English Spoken Corpus (MICASE) were used in a script and the script was converted to graphic novel with the use of a computer software. The results revealed that participants in the experimental group who learned idioms with the graphic novel performed significantly better on the post test, indicating the efficiency of graphic novel in vocabulary teaching. The study also provides recommendations towards the use of graphic novels in teaching vocabulary.

Keywords: graphic novel; idioms; material development; vocabulary teaching

**This research has been supported by Yıldız Technical University Scientific Research Projects Coordination Department. Project Number: 2015-09-02-KAP01*

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session II
09:45 - 10:45

Bunin
Chair: Aylin Ünalđı

A taxonomy of vocabulary learning strategies: A cross contextual point of view

Vesile Gül Yılmaz
Dokuz Eylul University
vesilegul@gmail.com
Philip Durrant
University of Exeter
p.l.durrant@exeter.ac.uk
Berna Çöker
Dokuz Eylul University
berna.coker@deu.edu.tr

With the increasing trend of student-centred approaches in teaching, research in language learning has been dominated with studies on strategies. Vocabulary, being related to each of the four language skills and occupying a vital role in language learning in general, has also taken its share of the research effort going into language strategies. In this direction, the purpose of this research was to determine and to systematically classify vocabulary learning strategies from a cross contextual point of view. To this end, data were collected from 128 Turkish graduate students pursuing their master's or PhD education in the UK (N=49) and Turkey (n=79) via a questionnaire of frequency of use and perception of usefulness of 93 vocabulary learning strategies. Descriptive statistics indicated differences between the ESL and EFL contexts in the frequency of use and perception of usefulness of VLSs. To assess the emergent dimensions in the study data a factor analysis was run. Reliability of the five subcategories of the questionnaire ranged between .80 and .95, with a value of .97 for the overall questionnaire, as measured by Cronbach Alpha coefficient. The implications of the results to future research are considered.

The effect of glossing on EFL learners' incidental vocabulary learning in reading

Zeynep Özdem Ertürk
Niğde University
zeynepozdem@nigde.edu.tr

Glossing is a technique which is used to aid reading comprehension and vocabulary learning. The aim of the present study is to investigate the effect of glossing on incidental vocabulary learning of learners with low English proficiency. In addition to gloss and no-gloss comparison, different types of glosses, L1 and L2, were compared as well in terms of their effect on incidental vocabulary learning. For this comparison, no-glossed, L1-glossed and L2-glossed versions of a reading text were used. A total of 126 preparatory school students at Niğde University participated in the study and they were randomly assigned into one of the groups of L1 gloss, L2 gloss and no-gloss. After they read the text, they were given an immediate post-test, a multiple choice vocabulary test. They took the same test two weeks later as a delayed post-test. The participants also completed a student opinion questionnaire about their preference and usage of glosses. The results of the vocabulary tests indicated that, L1 gloss group significantly outperformed L2 gloss group and no-gloss group was significantly better than L2 gloss group. The survey results also indicated that participants preferred glosses in reading and they gave preference to L1 glosses. The results of the study may have some implications suggesting that L1 glosses were especially beneficial for learners with low English proficiency.

Keywords: glossing; gloss types; incidental vocabulary learning



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

09:45 - 10:45

Dostoyevski

Chair: İsmail Hakkı Erten

Metacognitive awareness and attitudes toward foreign language learning in teacher education context of Turkey

Jafar Pourfeiz

*School of Foreign Languages, Hacettepe University, Ankara 06800, Turkey
jpourfeiz@hacettepe.edu.tr*

The present study sought to investigate the impact of metacognitive awareness on prospective English teachers' attitudes toward learning English in a Turkish context. The participants were 104 prospective English teachers from a state university in Ankara/Turkey. Data were collected using the Metacognitive Awareness Inventory (Schraw & Dennison, 1994) and Attitudes toward Foreign Language Learning (A-FLL) developed by Desmet (2009). The findings indicated a statistically significant relationship between the participants' perceptions of metacognitive awareness and their attitudes toward foreign language learning. The analysis of moment structures (AMOS) demonstrated that metacognitive awareness was the strong predictor of attitudes toward learning an L2. Moreover, the analysis of multiple squared correlations revealed that Knowledge of cognition (KOC) and regulation of cognition (ROC) as the two major components of metacognitive awareness accounted for 35% of variance in the attitudes of prospective English teachers toward learning a second language. These findings suggest that metacognitive awareness and taking conscious steps to understand what is learned can influence L2 learners' attitudes and result in successful language learning.

Keywords: Metacognitive awareness; Metacognition; Attitudes; Foreign language learning; teacher education

The role of metacognitive activities on university level preparatory class EFL learners' reading comprehension

Gülin Balıkcıoğlu

*Başkent University
gbalikcioglu@baskent.edu.tr*

Tuba Efe

*Ministry of National Education
tuba.efehotmail.com.tr*

The aim of this study is to investigate the role of metacognitive activities on university level preparatory class EFL learners' reading comprehension. The research was conducted in one of the foundation universities in Ankara, Turkey in the fall term of 2015-2016 academic year. It was designed as an action research study to improve the efficiency of reading lessons in the institution, and two existing B level prep classes were taken as experimental (n:19) and control groups (n:14). In both groups, related vocabulary was introduced prior to giving multiple choice reading text consisting of ten questions, but in the experimental group the learners were also exposed to metacognitive strategies (Socratic circle and shape shifting) as pre-reading activities. Then, an interview study was conducted with 3 randomly selected students from the experimental group to learn how they felt during these activities. The data collected from the reading comprehension test was analyzed statistically and the results showed that the experimental group students slightly outperformed the control group students. This research concludes that significant results can be attained if metacognitive strategies as pre-reading activities are integrated more frequently into reading lessons.

Keywords: metacognitive strategies, reading comprehension, metacognitive activities, shape shifting, Socratic circle.

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session II
09:45 - 10:45

Dostoyevski
Chair: İsmail Hakkı Erten

Exploring the interaction of L2 reading comprehension with text and learner-related factors

Funda Ölmez
Hacettepe University
fundaolmez@gmail.com

As a complex cognitive skill involving a variety of processes working in concert, the ability to read along with the reading comprehension process and the factors affecting the nature of this process are continually drawing the attention of L2 researchers. The intricate nature of reading comprehension emerges evidently especially in foreign language settings, in which the readers endeavour to extract meaning from texts laden with textual and syntactic structures somewhat foreign to them. Reading comprehension in an L2 is characterized by its dynamic nature since it is affected by a combination of text-related and reader oriented variables. The present study aimed to examine L2 reading comprehension in relation to vocabulary knowledge, topic familiarity, perceived situational interest, sources of interest and strategic reading behaviours. The study was carried out at a major state university in Turkey in the fall term of 2015-2016 academic year. A total of 83 freshman students enrolled in the department of English Language Teaching participated in the research. Data were collected by means of a reading comprehension test, a vocabulary test, a topic familiarity scale, a perceived interest questionnaire, a sources of interest questionnaire, and a reading strategies inventory. The data gathered through these instruments were subjected to statistical analyses. Contrary to expectations, the study did not reveal any significant correlations between L2 reading comprehension and any of the aforementioned text- and learner-related factors. The study concluded that participants' limited lexical coverage might have built on the linguistic difficulty of the text and overridden the influence of other text- and learner-based determiners of reading comprehension. Reading comprehension especially in a foreign language is undoubtedly under the impact of different textual and learner oriented factors. However, the findings attained through this study could not provide any evidence for such an interaction and added on the inconclusive results of several previous studies.

Keywords: L2 reading comprehension; vocabulary knowledge; topic familiarity; situational interest; strategic reading

Concurrent Session II
09:45 - 10:45

Turgenev
Chair: Olcay Sert

Psychometric analysis of Turkish adaptation of early teacher identity measure

Dilara Arpacı
Hacettepe University
arpac.dilara@gmail.com
Mehmet Bardakçı
Gaziantep University
mbardakci@gmail.com
İhsan Ünalı
Gaziantep University
ihsanunalı@gmail.com

Investigating early teacher identity can reveal important implications vital for classroom practice in teacher education institutions. Therefore, a Turkish scale to measure pre-service teacher identity is needed. The aim of this study was to adapt Early Teacher Identity Measure (ETIM) by Friesen and Besley (2013) into Turkish by investigating this scale's psychometric properties. The sample of the study consisted of 449 students at teacher education programmes. After completing all necessary translation and linguistic equivalence processes, confirmatory and exploratory factor analyses were conducted in order to investigate ETIM's psychometric properties. The other adaptation analyses included the split-half reliability coefficient and the test-retest reliability of the scale, item discrimination analysis calculated through a comparison between the top and bottom 27% groups, and criterion validity analysis. All these analyses revealed that the adapted version of ETIM meets all the requirements of an adapted scale in another culture, and the total score can be used as 'ETIM score'.

Keywords: teacher identity, pre-service teacher identity, scale adaptation



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session II

09:45 - 10:45

Turgenev

Chair: Olcay Sert

Examining the interaction between ideal L2 self and intercultural communicative competence

Arzu Kanat-Mutluoğlu
Hacettepe University
kanatarzu@gmail.com

The present study focuses on ideal L2 self and intercultural communicative competence (ICC), each of which stands to be one of the domains of individual differences. As a replication study of Öz (2015), the current study aimed to find out the interaction between ideal L2 self and ICC by revealing the predicting effect of the previous concept on the latter. It was administered at one of the state universities in Turkey with the participation of English language learners. A total of 115 university-level learners of English were included in this quantitative study and they were asked to fill in two questionnaires related to ideal L2 self and ICC. The results of the study indicated that there was a statistically significant and positive interaction between ideal L2 self and ICC and moreover, ideal L2 self had a predicting effect on ICC. It could be concluded that one's high level of ideal L2 self would enable learner to gain higher cultural awareness and correspondingly, achieve high level of L2 competence.

Keywords: ideal L2 self, ICC, English language learning, predicting effect, regression

The study of EFL students' perceptions of their problems, needs and concerns over learning English: The case of MA paramedical students

Zahra Akbari, Ph.D
Isfahan University of Medical Sciences, Isfahan, Iran
akbari@mng.mui.ac.ir

Many English language courses in academic settings are based on the principle that language should be related to the purpose for which students are expected to use language after their studies. But the majority of the MA students are dissatisfied with the current ESP courses. Learning of English at MA level in Iran catches attention of few researchers especially when the issue is related to the classroom situations. Realizing the need for more investigation, this study aimed at exploring Iranian EFL students' perceptions of their problems, needs and concerns over learning English at the university context using a qualitative approach.

Data were drawn from a series of questions regarding what the students' English problems and their English educational needs are. The questions were administered to 69 English students in four intact nursing and midwifery groups. The data were enriched by arranging semi-structured interviews to fill in the gaps in answers. The main inhibition in learning English was the role of English in the society as a foreign language and attrition mainly due to intervals between phases of learning English and lack of free time to spend on learning English. The results also revealed that reading, translating and writing skills have been rated as the most important skills needed. Furthermore, the students indicated need for listening and speaking skills. Hence, there is an urgent need for revision and reconsideration of English instruction in the Iranian educational system in a way that help students fulfill their needs at MA level.

Keywords: paramedical students, MA students, needs, problems, ESP

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Concurrent Session III

Concurrent session III				
Room	Bulgakov	Bunin	Dostoyevski	Turgenev
Session Chair	Mehmet Demirezen	İsmail Hakkı Mirici	Olçay Sert	Jafar Pourfeiz
11:00-11:40	Erkan Yüce <i>Foreign language learning motivational orientations of Turkish EFL students at the faculty of economics and administrative sciences</i>	Ceyhun Karabıyık <i>Self-efficacy, student engagement and gender as predictors of English exam grades</i>	F. Büşra Yıldırım <i>A study on the validation of grammaticality judgment tasks in SLA</i>	Sümeýra Bağatur <i>The perceptions of EFL prep school students on their listening skills: A quantitative study</i>
	Areej Ali Alhudairy <i>The Libyan EFL teachers' role in developing students' motivation</i>	Akbar Azizifar, Alizaman Fatahi <i>The relationship between Iranian EFL teachers' empowerment and teachers' self-efficacy</i>	Kadriye Aksoy <i>Investigation of tasks in terms of spoken interaction in second language teaching</i>	Zahra Abbasi, Mina Heidari, Nabieh Feilinezhad, Ali Jamali Nesari <i>The relationship between using supplementary books and the improvement of Iranian high school EFL learners performance on reading skill</i>
11:40	Closing Remarks Moderators: İsmail Hakkı Mirici & İsmail Hakkı Erten			

GlobELT



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session III

11:00 - 11:40

Bulgakov

Chair: Mehmet Demirezen

Foreign language learning motivational orientations of Turkish EFL students at the faculty of economics and administrative sciences

Erkan Yüce

*Hacı Bektaş Veli University, Nevşehir/Turkey
erkanyuce@nevsehir.edu.tr*

This study tries to find out the foreign language learning motivational orientations of the students at the Faculty of Economics and Administrative Sciences in terms of gender and preparatory class education. A cross-sectional approach was used in this study. Data were collected by using quantitative methods. Motivational Orientations Scale, developed by Hirati (2010) and consisting of Likert-type items, was adapted to Turkish EFL context and administered to 209 participants studying at three different departments of Faculty of Economics and Administrative Sciences at Nevşehir Hacı Bektaş Veli University in Nevşehir, Turkey. The participants were chosen according to the purposeful voluntary bases. Independent samples t-test was carried out by using SPSS 20 program to analyze the data obtained from the participants and the results were reported. The analyses of the data revealed that male and female participants do not show a significant difference in their motivational orientations in terms of foreign language learning. Furthermore, the analyses showed that the participants do not show a significant difference in their motivational orientations of foreign language learning in terms of attending to or not attending to one-year of intensive preparatory class education. In the light of the results, the factors which may affect students' motivational orientations towards learning a foreign language at the faculty were discussed in the conclusion part.

Keywords: motivational orientations; gender; preparatory class education; foreign language learning

The Libyan EFL teachers' role in developing students' motivation

Areej Ali Ali

areej.agn@gmail.com

Motivation is an inseparable aspect in any foreign language teaching and learning and the role of EFL teachers is considered to be very crucial in motivating learners to learn the language. In this regard, this study investigated the Libyan EFL teachers' role in improving EFL students' motivation in learning English as a foreign language. The aim was to find out what strategies and techniques are used by the Libyan EFL teachers to motivate their students. Sixty Libyan EFL students and five Libyan EFL teachers from the department of English of the faculty of Arts, University of Sebha, Sebha, Libya, formed the investigating participants of the study. Classroom observation and students' questionnaires were used as data collection tools to gain insight into various aspects of the study from the students. The Libyan EFL teachers were also interviewed for gaining deeper understanding into their role and strategies used for motivating students. The results revealed that most of the Libyan EFL teachers use various strategies to motivate their learners. To conclude with the findings of the study show that Libyan EFL teachers play a significant role in developing students' motivation. Certain difficulties, encountered by the teachers were also recorded in the study.

Keywords: Second language acquisition; teachers' role; motivation; strategies



Concurrent Session III

11:00 - 11:40

Bunin

Chair: İsmail Hakkı Mirici

Self-efficacy, engagement and gender as predictors of English achievement

Ceyhun Karabiyik

Ufuk University

ceyhun.karabiyik@ufuk.edu.tr

Self-efficacy, engagement, and gender have been found to be significant predictors of English achievement in the foreign language learning context, yet the joint contribution of these three variables on students' English exam scores remains largely unstudied. Therefore, the present study attempts to make a unique contribution to the field of language learning and teaching by investigating tertiary level English preparatory school students' self-reported English achievement in relation to their self-efficacy beliefs in English, engagement in English language classes and gender. A total of 306 students (n= 148 females, n= 158 males) participated in the study, which were selected via the convenient sampling technique. The data were collected using the Self-Efficacy Scale for English (Yanar & Bümen, 2012), the Turkish version (Uğur & Akın, 2015) of the student Engagement scale (Mazer, 2013), and a self-report instrument for English exam scores and gender. Regression analysis revealed that the overall model was statistically significant. In the model only self-efficacy beliefs in English was found to make a significant contribution to the variation in tertiary level students' English achievement. More specifically, results showed a positive relationship between self-efficacy beliefs and achievement in English.

Keywords: Self-Efficacy beliefs, engagement, gender, English achievement

The relationship between Iranian EFL teachers' empowerment and teachers' self-efficacy

Akbar Azizifar

Islamic Azad University, Ilam Branch, Ilam, Iran

aazizifar2@gmail.com

Alizaman Fatahi

Islamic Azad University, Ilam Branch, Ilam, Iran

Akb1354@yahoo.com

The present study focuses on the relationship between teacher empowerment and teacher self-efficacy. The research is quantitative in nature, the sample consisted of 80 teachers in Ilam and Sirvan high schools. Participants in this study answered the School Participant Empowerment Scale (SPES) questionnaire (Short and Rinehart, 1992). The Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) was used to measure teacher self-efficacy and differences in teachers on age, gender, and years of teaching experience. Pearson Product -Moment correlation was computed to determine the relationship between teacher empowerment and teacher self-efficacy. The findings indicated significant positive correlation between teacher empowerment and teacher self-efficacy. Independent sample t-test revealed no statistically significant differences on empowerment or self-efficacy based on age and empowerment based on years of teaching experience or gender. In addition, a statistically significant difference was found between teachers' self-efficacy and gender. The results of this study can be useful for EFL teachers and administrators.

Keywords: Teacher Self-Efficacy, Teacher Empowerment, Iranian English as Foreign Language (EFL) Teachers.



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Concurrent Session III

11:00 - 11:40

Dostoyevski

Chair: Olcay Sert

A study on the validation of grammaticality judgment tasks in SLA

F. Büşra Yıldırım

Hacettepe University

f.busra.yildirim@gmail.com

Grammaticality judgment tasks are one of the ways through which researchers have elicited data about the linguistic knowledge representations of second language learners. However, as well as focusing on what learners have produced at the end of these tasks, exploring their judging processes also constitutes a remarkable source of information in validating the claims made based upon the judgments provided by the learners. The present study, a replication of a small-scale research by Ellis (1991), aims to figure out how to improve reliability in a grammaticality judgment task by considering methodological issues. Therefore, two weeks after the participants (N=23) completed a judgment test, 14 of the participants were asked to repeat a part of the test; but this time as a think-aloud task through which they were being recorded. As a result, there exists no statistically significant difference between the results of the two tests ($Z = -1.73$; $p < .05$). The qualitative analysis of the recordings also validates this consistency in judgments. Thus, it could be concluded that data gathered from grammaticality judgment tests are to be justified by re-administering the test or gaining introspective information about the learners' thought processes to obtain more reliable results.

Keywords: grammaticality judgment task; reliability; judging process; SLA

Investigation of tasks in terms of spoken interaction in second language teaching

Kadriye Aksoy

Hacettepe University

kadriyeaksoy@yahoo.com

As one of the off-springs of Communicative Language Teaching (CLT), task-based language teaching (hereafter TBLT) helps language learners to develop their second language proficiency. By the help of using tasks, L2 learners have the opportunity to develop L2 proficiency in order to communicate fluently and effectively. Thus, tasks have an utmost importance in second language teaching, and there has been many emphasis put forward by different scholars to employ task-based language teaching in the language classrooms. One crucial point that needs to be defined is what is meant by a task since this will have an impact on the type of the tasks used in the classrooms, and therefore, the type of outcome at the end. The aim of this paper is to discuss the most influential definitions provided by the researchers during the history of TBLT, the features of the tasks, and the effect of these on the type of outcome. The discussions will be supported by the studies conducted by using the tasks in order to investigate learners' spoken interactions.

Keywords: Task-based language teaching; tasks; second language teaching; interaction.



Concurrent Session III

11:00 - 11:40

Turgenev

Chair: Jafar Pourfeiz

The perceptions of EFL prep school students on their listening skills: A quantitative study

Sümeyra Bağatur

Hacettepe University

sumeyra.bagatur@gmail.com

Since the second half of the twentieth century the view of listening skills in English as a Foreign Language (EFL) has tremendously changed. There has been a constant move from a purely linguistic listening perception towards one which includes many aspects and facets in relation to the cultural constructs, topic familiarity, discourse clues and pragmatic conventions (Hinkel, 2006). This quantitative study was an attempt to discover the perceptions of the EFL prep school students of their Listening skills in English courses and if they have any impact on their learning process and whether they can be predictive for their academic success regarding their Listening course scores. The study group of this study consisted of 95 EFL prep school students (62 females, 33 males) in academic year of 2015-2016 fall term at Hacettepe University in Ankara. All students were Turkish, of similar cultural and linguistic background. The students were composed of levels B1 and B2+. For the collection of the data a 5-point Likert type questionnaire with 41 items developed by Lotfi (2012) was administered and the students were asked to write their biographical information like their age, gender, type of high school graduation and Listening scores. The statistical descriptives, MANOVA and Regression tests were run in this study to find out the answers to the research questions. The findings and the results are discussed and presented in the full paper along with the recommendations and limitations of the study.

Keywords: listening skills; English as a Foreign Language (EFL); student perceptions; EFL prep school students

The relationship between using supplementary books and the improvement of Iranian high school EFL learners' performance on reading skill

Zahra Abbasi

jamalinesari@yahoo.com

Mina Heidari

Ilam University

nfilinezhad@yahoo.com

Nabieh Feilinezhad

nfilinezhad@yahoo.com

Ali Jamali Nesari

jamalinesari@yahoo.com

Supplementary books have got a crucial status in education nowadays. They contribute their significant role alongside the national academic text book in the national education and have received great attention of the curriculum and material developers. This study aimed at investigating the effects of using supplementary text books on English as a foreign language (EFL) learners' Reading skill. Data from this study demonstrate a significant role of using supplementary text books in improving the reading skill of participants in the experimental group. The deployment of supplementary text books which have been tailored and adapted towards the ability level of the learners and their academic setting can be supported and enhanced by the educational managers and curriculum developers.

Keywords: Supplementary text books; reading ability; Iranian high school learners.



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Author Index

Abdullah Ali Alghamdi.....	42	Cemal Çakır.....	118
Abdullah Ertaş.....	42	Ceyhun Karabıyık.....	131
Agnes Ada Okpe.....	66,93	Ceylan Yangın Ersanlı.....	56
Ahmet Başal.....	124	Chaouche Mahdjouba.....	88
Akbar Azizifar.....	82,86,109,121,131	Chiew Yen Dwee.....	84
Ali Erarslan.....	110	Çiğdem Güneş.....	38
Ali Göksu.....	21	Çiğdem Karatepe.....	28
Ali İlya.....	80	Cihat Atar.....	107,99
Ali Jamali Nesari.....	48,133	Çiler Hatipoğlu.....	31
Ali Mohammad Fazilatfar.....	24	Cristina Escobar Urmeneta.....	63
Alizaman Fatahi.....	131	Csaba Z Szabo.....	20
Amal Al-Hunaidi.....	123	Da Liu.....	68
Amin Neghavati.....	72	Daniela Kirovska-Simjanoska.....	49
Anahita Ahangar.....	67	David Little.....	62
Anna Taskaeva.....	66	Davut Peaci (William Samuel Peachy).....	59
Areej Ali Ali.....	130	Demet Kulaç.....	57
Arta Toci.....	58	Deniz Genç.....	45
Arzu Kanat-Mutluoğlu.....	128	Derin Atay.....	76
Aslı Özlem Tarakcioğlu.....	111	Dilara Arpacı.....	127
Asuman Aşık.....	64	Ece Sevgi.....	25
Atilla Ergin.....	65,74,116	Ece Zehir Topkaya.....	44,77,110
Atoofa Najeeb.....	65	Eda Çimen.....	51
Ayfer Su Bergil.....	29	Ekrem Solak.....	87
Aylin Köyalan.....	53	Elahe Shaikhmoradi.....	86
Aylin Ünalı.....	74	Elena Spirovska Tevdovska.....	47
Basri Saliu.....	49	Elif Tokdemir Demirel.....	40
Benjamin Warren Oliver.....	79	Elizabeth Ann Arias.....	112
Berhannudin Mohd Salleh.....	84	Elizabeth M. Anthony.....	84
Berna Çöker.....	125	Ellie Boyadzhieva.....	94
Berna Güryay.....	111	Emel Kulaksız.....	34,84
Betül Bal Gezegin.....	89	Enisa Mede.....	51
Biljana Ivanovska.....	110	Erkan Yüce.....	130
Binnur Genç İlter.....	78	Esmâ Kot.....	34
Birjees Fatima.....	50	Esmâcil Jadidi.....	70,95
Burcu Koç.....	80	Esra Yatağanbaba.....	52
Burcu Şentürk.....	19	Evelina Jaleniauskiene.....	88
Burcu Varol.....	31	Evren Gürkaynak.....	56
Buse Aral.....	79	Faride Baigmohamadian.....	109
Çağla Atmaca.....	39	Farzaneh Mahmoudi.....	101
Cahit Erdem.....	99	Fatma Büşra Yıldırım.....	132

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



Fatma Özlem Saka	85	Kenan Dikilitaş	91
Fatma Ünveren Gürocak	23	Kobra Derakhshan	98
Ferhat Yılmaz	70	Laila Haidariasl.....	121
Feryal Cubukcu.....	94	Lazura Kazykhankyzy	78
Florian Alhasani	92	Levent Uzun.....	36
Forough Kasiri	24	Leyla Harputlu	45
Funda Ölmez.....	127	Li Li	63
Giovanna Carloni.....	93	Lumturie Bajrami.....	102
Gölge Seferoğlu.....	64	Lütfiye Cengizhan	105
Gonca Ekşi.....	56	Lydia S. Deakin	36
Gözde Balıkcı	64	Maide Yılmaz	81
Gülcan Erçetin	31	Majid Elahi Shirvan.....	67
Gülin Balıkcıoğlu	126	Marija Kusevska	110
Gülten Koşar.....	119	Martha Ada Onjewu.....	66,93
H. Kubra Saygılı	114	Matthew Andrew	24
Hacer Hande Uysal	38	Mehmet Asmalı.....	29
Hajrulla Hajrullai	99	Mehmet Bardakçı	127
Hakan Karataş.....	65,74,116	Mehmet Demirezen	32,34,60,123
Hala W. Ahwal	48	Mehtap Bademcioğlu.....	65,74,116
Handan Çelik	44,77	Mehzudil Tuğba Yıldız Ekin.....	52
Handi S. Mirza.....	81	Melike Kübra Taşdelen Yayvak	84
Harun Serpil.....	108	Merita Ismaili.....	102
Hatice Çelebi	22	Meruyert Seitova	40
Hatice Ergül	119	Merve Bozbiyık	55
Hüseyin Evcim	91	Michael Owusu Tabiri	71
Hüseyin Öz	39,103	Michel A. Riquelme Sanderson	87,98
İbrahim Demir	124	Mina Heidari.....	48,133
İhsan Ünalı.....	127	Mira M. Alameddine.....	48,81
İlknur Eğinli.....	96	Mirela Dubali Alhasani	92
Ilze Ivanova	21	Mohammad Alshehab	51
İpek Kuru Gönen	64	Mohammad M. Etedali.....	123
Irina Rets.....	85	Montserrat Iglesias.....	69
Iryna Sekret.....	91	Muhammad Sheeraz	65
İsmail Hakkı Erten.....	20,28,103	Mustafa Dolmacı	42
İsmail Hakkı Mirici.....	21,105,124	Nabieh Feilinezhad	48,133
Jafar Pourfeiz.....	104,126	Nafiye Çiğdem Aktekin	22
Jelisaveta Safranđ	109	Nagwa A. Soliman	68
Jeta Rushidi	58	Narges Kamkar	95
Jolita Horbacauskiene.....	100	Natalia Evnitskaya	63
Kadriye Aksoy	132	Nathaly Gonzalez-Acevedo.....	69
Kadriye Dilek Akpınar.....	79	Nesrin Oruç Ertürk	77
Karamullah Pallizban	60	Nicole Baumgarten	100
Kate Tindle	30	Nihan Erdemir	27



GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language

14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey

Nihan Yılmaz.....	108	Serpil Uçar.....	120
Nina Daskalovska.....	110	Seval Doğan.....	79
Norbert Schmitt.....	19	Sevcan Bayraktar Çepni.....	120
Nouf H. Al Behairi.....	115	Seyda Sarı.....	28
Nuray Alagözlü.....	71,95	Şeyda Savran Çelik.....	45
Nuray Çaylak.....	20	Sezen Arslan.....	89
Nuray Okumuş Ceylan.....	30	Shair Ali Khan.....	92
Nurdan Kavaklı.....	124	Shoela Amiri.....	82
Oktay Eser.....	91	Sibel Çağatay.....	43
Olca Sert.....	63,114	Sibel Tanrıverdi Canbaz.....	43
Özgehan Uştuk.....	45	Sinem Aydoğan.....	23
Özgül Özönder.....	22,32	Sinem Hergüner.....	105
Özlem Karaağaç Tuna.....	121	Sladana Živković.....	67
Paul Miller.....	114	Steve Walsh.....	62
Philip Durrant.....	125	Suhair Al Alami.....	86
Pınar Kahveci.....	57	Sümevra Bağatur.....	133
Pınar Karahan.....	67	Summaira Sarfraz.....	96
Pınar Vatanserver.....	55	Susan Esnawy.....	73
Raheela Tariq.....	96	Susanne Maria Reiterer.....	59
Ramune Kasperaviciene.....	100	Svetlana Pitina.....	66
Rana Yıldırım.....	52	Talar S. Kaloustian.....	55
Rawan Haddad.....	76	Talat Aytan.....	124
Raziye Alipour.....	70	Tatjana Ulanska.....	110
Recep Şahin Arslan.....	37	Tony Green.....	47
Richard Ayobayowa Foyewa.....	112	Tuba Demirkol.....	80
Rita Skara Mincane.....	21	Tuba Efe.....	126
Robijah Kamarulzaman.....	84	Tuğçe Köse.....	51
Rosanna Islas.....	36	Tutku Başöz.....	45
S. Esra Saygılı.....	114	Ufuk Balaman.....	107
Sahar Rezaei.....	35	Vesile Gül Yılmaz.....	125
Salim Razi.....	121	Vjosa Vela.....	50
Samar Diaab.....	21	Yelda Orhon.....	37
Sarka Hubackova.....	98,101	Yeliz Yazıcı.....	120
Sarp Erkir.....	73	Yonca Özkan.....	101
Saule Juzeleniene.....	104	Zahida Mansoor.....	96
Saule Petroniene.....	104	Zahra Abbasi.....	48,133
Seda Altiner.....	38	Zahra Akbari.....	128
Selami Aydın.....	45	Zeynep Özdem Ertürk.....	125
Senem Yıldız.....	23	Zübeyde Sinem Genç.....	32
Serhat Güzel.....	45	Zulida Abd Kadir.....	84

GlobELT 2016 Conference

An International Conference on Teaching and Learning English as an Additional Language
14-17 April 2016, WOW Kremlin Palace Hotel, Antalya - Turkey



GlobELT



GlobELT

Collaborators



University of Latvia



NEAR EAST UNIVERSITY



AMERICAN NATIONAL ELT





BTCE
THE BRITISH TEST
CENTRE FOR ENGLISH

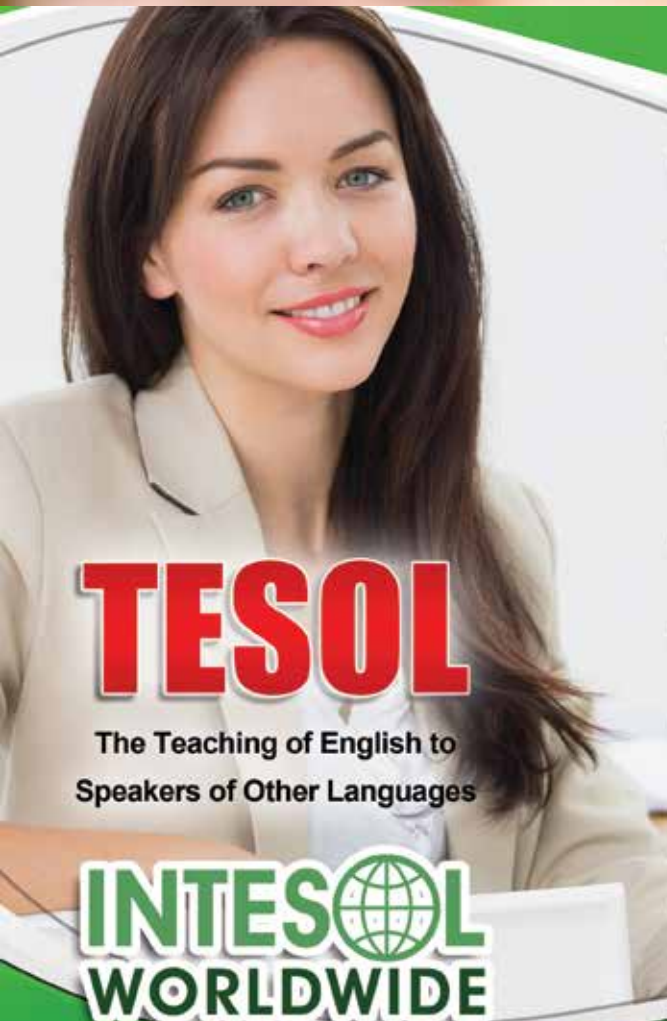


English Language Examinations
Based on CEFR

- ◆ Mixed Skills Exam (MSE)
- ◆ Speaking Exam (SE)
- ◆ Writing Exam (SE)
- ◆ Children's Exam (JE)
- ◆ Registered European Language Portfolio System

www.btce.org.uk

BTCE is an affiliate member of ALTE.



TESOL

The Teaching of English to
Speakers of Other Languages

INTESOL
WORLDWIDE

www.turkeytesol.com

Experience

21 years experience in the field of TESOL certificate programs

Accreditation

Internationally accredited, reliable training

Extensiveness

190 hour Level 5 course program according to NQF standards

Certification

Two certificates together (Intesol Worldwide and ALAP)

Privilege

Nr. 1 English Language Teaching certificate employers worldwide seek

Systematic

All-in-one package - theory, methodology and practice

Teaching Practice

Free-of-charge "Teaching Practice"

Specialization

Internationally certified exclusive training coaches for you

Online

Online education - training wherever and whenever you wish

Ministry of Ed. Accredited

Official accreditation from Turkey Ministry of Education and opportunity to be appointed as Teacher of English

Documentation

"Course Transcript" which you cannot find in any other course provider

INTESOL
WORLDWIDE



444 9 937

www.turkeytesol.com

