GlobELT

GlobELT 2017 Conference

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

18-21 May 2017, Ephesus, Selçuk, İzmir - Turkey

Conference Programme
&
Book of Abstracts

www.globeltconference.com

GlobELT

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

May 18-21, 2017, Ephesus, Selcuk, İzmir- Turkey

Palm Wings Ephesus Hotel

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GlobELT

GlobELT 2018 Conference

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

10-13 May 2018, Belgrade - Serbia

www.globeltconference.com

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Welcome

From the President of the conference

Dear GlobELT friends!

This is another and a wonderful opportunity to welcome you to the GlobELT 2017 in one of the World Heritage Sites of our beautiful country. Ephesus dates his history back to Hellenistic and Roman settlements, and comprises a major place of Christian pilgrimage, the house of the Virgin Mary. At this point it is safe to claim that during the conference period we, as educators, have the unique chance to visualize the past of the humanity while discussing the future of education with an effort to create a multicultural, plurilingual, respectful, peaceful and civilized society.

I am proud to see that the GlobELT 2017 conference on Teaching and Learning English as an Additional Language has attracted quite a big number of participants from all over the world this year again despite ongoing social and political problems such as civil wars and refugees in our region due to their sincere effort to build and maintain a sustainable and peaceful world for our future generations. The most effective way to build and maintain a sustainable and peaceful world is to set up better communication, and the key to set up better communication is to develop a higher level of multicultural and plurilingual identity in our students. We can contribute to solving today's social and political problems when we develop realistic strategies for providing better educational facilities for all regardless of gender, race, culture or age.

The GlobELT 2017, as usual, aims to attract attention to and increase awareness about the need of teaching English as an additional language, providing a highly qualified academic platform for the dissemination of relevant researches and ideas or personal experiences through presentations and person to person contacts. I also feel honored to mention that, as is always done, our distinguished keynote speakers are invited among the most commonly valued academics in the world. Brian North, Hacer Hande Uysal, Alastair Henry, and Steve Mann's remarkable and outstanding speeches are the tastes of this year's conference.

This year's conference has been organized as a joint event with an EU project conference on teaching English to young learners. This is a unique opportunity to attend two conferences at one time. The presentation topics of the conference are not limited to but cover English Language Teaching Methodology, Linguistics, Literature, and the allied sub fields of the ELT pertaining to learning, teaching, assessing English as an additional language, training teachers, designing curriculum, developing materials, and so on.

The GlobELT 2017 is an achievement of a collaborative effort again with some of the leading members of the private sector in Language Education, as well as many distinguished academics in the field of English Language Teaching as it was in the previous years. In this sense I would like to express my gratitude to those who made this conference an attractive, informative, and memorable one for all of us. The host organization INFORMASCOPE, the sponsors YDS Publication, YDS Academy, INTESOL Turkey, American National ELT, BTCE Exams provided us with various resources and support for the success of the conference. Hacettepe University, Gazi University, University of Latvia, Adam Mickiewicz University, and Florida State University have contributed greatly to the academic structure. I also would like to express my appreciation to BILKON for this wonderful organization.

I would like to express my deepest thanks to my dear colleague friend, Prof. Dr. Ismail Hakkı Erten for his great job in designing the conference program, to my dear colleagues from Hacettepe University ELT Department for their support, to our dear research assistants for their invaluable efforts. And last but not least, I would like to extend my special thanks to you, our dear colleagues, for your contribution via your active participation in the GlobELT 2017.

On behalf of the Organization Committee, I sincerely hope the GlobELT 2017 contributes to the field and bridges the gap between research and practice, and helps you gain enthusiasm to implement some new ideas into your teaching practice and research.

Enjoy your stay in Ephesus and very best wishes,

Prof. Dr. İsmail Hakkı Mirici

Committees

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Programme Chair

İsmail Hakkı Erten	Hacettepe University, Turkey

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Kadriye Dilek Akpınar	Gazi University, Turkey
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Yasemin Bayyurt	Boğaziçi University, Turkey

Keynote Speakers

Brian North
Council of Europe

Keynote Title: Mediation and the CEFR: Descriptors for an undervalued concept
Hall: Convention
Date: 18 May 2017, Thursday
Hour: 11:30 - 12:30

Short Bio

Brian North has spent his career at the interface between research, practical implementation of innovation in language teaching, and quality management. As a result he combines developmental, investigative and statistical skills with management and coordination expertise. He has extensively collaborated with the Council of Europe as a project coordinator and consultant. He spent most of his long career at Eurocentres, an official NGO to the Council of Europe since 1968, which teaches languages where they are spoken. There he developed an integrated approach to curriculum, assessment and certification and implemented it across languages. In his PhD thesis he developed the levels and descriptors for the CEFR. After coordinating the 1991 intergovernmental Symposium that recommended the CEFR, he co-authored the CEFR itself, the prototype European Language Portfolio, the Manual for relating examinations to the CEFR, Eaquals' Core Inventories for English and French, and the European Profiling Grid for language teacher competences (EPG). He was Chair of Eaquals from 2005 to 2010. His most recent publications are The CEFR in Practice, CUP, 2014 and "Putting the Common European Framework of Reference to good use," Language Teaching, 2014. Currently he is coordinating the Council of Europe project to extend the CEFR descriptors.

Hacer Hande Uysal
Gazi University - Turkey

Keynote Title: The critical pragmatic approach to academic writing in English
Hall: Convention
Date: 19 May 2017, Cuma
Hour: 09:15- 10:15

Short Bio

Hacer Hande Uysal is currently an associate professor and the director of the Academic Writing and Research Center at Gazi University, Ankara, Turkey. She received her master's degree on English Education and her Ph.D. in Foreign Language/ESL Education from The University of Iowa. Her research interests are second language writing, intercultural rhetoric, academic discourse, early language teaching, and language planning and policy..

Keynote Speakers

Alastair Henry
University West, Sweden

Keynote Title: Small lens, big insights: Ushioda's agenda for researching L2 motivation in context
Hall: Convention
Date: 19 May 2017 - Friday
Hour: 13:45 - 14:45

Short Bio

Alastair Henry is an associate professor in language education at University West, Sweden, and has a PhD from the University of Gothenburg. His research focuses on motivation in second language learning and he has a particular interest in complex dynamic systems and multilingual motivation. With Zoltán Dörnyei and Peter MacIntrye he is the co-editor of "Motivational Dynamics in Language Learning" (Multilingual Matters, 2015), and with Zoltán Dörnyei and Christine Muir he is the co-author of "Motivational Currents in Language Learning: Frameworks for Focused Interventions" (Routledge, 2016). He is currently working on a large-scale ethnographic study of motivation in L2 English classrooms.

Steve Mann
University of Warwick, UK

Keynote Title: Video-based pedagogic practices in language teaching and teacher education: Establishing a reflective dimension
Hall: Convention
Date: 20 May 2017 - Saturday
Hour: 09:15 - 10:15

Short Bio

Steve Mann (Associate Professor) currently works at the Centre for Applied Linguistics at University of Warwick. He previously lectured at both Aston University and University of Birmingham. He has experience in Hong Kong, Japan and Europe in both English language teaching and teacher development. He has published various books including 'Innovations in Pre-service Teacher Education' (British Council). His most recent book is titled 'The Research Interview: Reflexivity and Reflective Practice in Research' Processes. He can be contacted at steve.mann@warwick.ac.uk

Conference Programme

Day 1 - 18 May 2017 -Thursday			
Hours	**Events / Venues**		
08:30-10:30	Registration / Lobby Hall		
10:30-11:15	Opening ceremony / Room:		
11:15-11:30	Coffee break / Main Lounge		
11:30-12:30	Opening Plenary / Room: Convention: – Moderator: Ismail Hakkı Mirici **Brian North** *Mediation and the CEFR: Descriptors for an undervalued concept*		
12:30-13:30	Lunch / Dining Hall		
Concurrent session I (13:30-14:30)			
Room	Agora	Odeon	Celcus
Chair	Rayenne Dekhinet	Kaine Gülözer	Arda Arıkan
13:30-14:30	**Mesut Kuleli, Yusuf Şen** *Use of plural in spoken English in an EFL context*	**Şule Yüksel Ertuğrul Seçer, Nadir Çeliköz** *Investigating the effect of essay writing course, given along with comprehension-based instruction, on the writing skill development of high school students*	**Janet Enever** *Taking stock of global primary ELT: A meeting of International relations theory with applied Linguistics?*
	Merve Kiymaz, Mesut Kuleli *The use of "can" in spoken English by EFL students*	**Nihal Göy** *An action research on the development of self-regulated writing strategies of Turkish EFL students*	**Elif Sezen İrican** *A comparative study on Finland and Turkey's basic education curricula in foreign language teaching*
	Yusuf Şen, Merve Kıymaz *The emergence and development of present progressive aspect in Turkish learners' interlanguage*	**Agnes Ada Okpe, Martha Ada Onjewu** *Difficulties of learning essay writing: The perspective of some adult EFL learners in Nigeria*	**Ufuk Keles** *Language policies of a Turkish state university presented on its Turkish- and English-medium official website: A comparative case study on De Jure Policies versus de facto practices in a virtual linguistic landscape*

Conference Programme

Day 1 - 18 May 2017 -Thursday			
Concurrent session II (14:35-15:35)			
Room	Agora	Odeon	Celcus
Chair	Birsen Tütüniş	Harun Serpil	Mehmet Bardakçı
14:35-15:35	**Abdul Wahed Al Zumor** *CLIL in Saudi higher education: A Linguistic shift from AMI to EMI*	**Andrea Dimitroff, Ashley Dimitroff** *New beginnings: Trials and triumphs of newly hired teachers*	**Şeyma Kökcü, Deniz Ortaçtepe** *Turkish EFL learners' interpretation of metaphors: A study on conceptual socialization*
	Gulcin Cosgun, Bahar Hasirci *The impact of English medium instruction (EMI) on students' language abilities*	**Mustafa Sarioğlu, Mehmet Saraç** *Perceptions and needs of Turkish in-service teachers from various subject areas about in-service training courses within the context of FATIH Project*	**Ümran Üstünbaş** *Metaphorically speaking: Pragmatic routines as the first aid kit for language learners*
	Anita Tjan *The ecological approach in language to facilitate 21st century skills of university students in a listening and speaking course*	**Sevcan Bayraktar Çepni** *Exploring teachers' self-efficacy for teaching, motivation to teach and foreign language anxiety in relation to years of experience*	**Gunes Tunc, Deniz Ortactepe, Patrick Hart** *Investigating academic discourse socialization of undergraduate English language and literature students through literature circles*
15:35-16:00	Coffee Break		

Conference Programme

Day 1 - 18 May 2017 -Thursday			
Concurrent session III (16:00-17:00)			
Room	Agora	Odeon	Celcus
Chair	Yusuf Şen	Öznur Semiz	Janet Enever
16:00-17:00	**Evelina Jaleniauskiene** *EFL students' attitudes towards learning English in the problem-solving context*	**Mustafa Çoban** *The use of hedging devices in spoken discourse by Turkish university students*	**Şule Yüksel Ertuğrul Seçer, Nadir Çeliköz** *Investigating the effect of kindergarteners' perceptions of school on their attitudes towards school*
	Suzan Kavanoz, Sarin Akbaş *EFL teachers' conceptualizations and instructional practices of critical thinking*	**Kadriye Dilek Akpınar, Zekiye Müge Tavil** *How do EFL learners process discourse markers?*	**Seda Arda** *Analysis of young learners' and teenagers' attitudes to English language learning*
	Özlem Khan *Investigating the impact of a teaching certificate program on non-ELT major students' attitudes towards the communicative approach*	**Fawzi Al Ghazali** *Awareness of critical discourse analysis underpins learners' sociolinguistic competence and language use*	**Serhat İnan, Hacer Hande Uysal** *Identifying the functions of native language used by teachers in young learner EFL classrooms*
Concurrent session IV (17:05-17:45)			
Room	Agora	Odeon	Celcus
Chair	Donika Elezkurtaj Bërveniku	Olcay Sert	Anne Wiseman
17:05-17:45	**Kadriye Aytaç** *Usage of speech like expressions in students' written works*	**Jaeuk Park** *Multimodality as an interactional resource for classroom interactional competence (CIC)*	**Chris Edwards** *Grammar strategies for academic reading comprehension (WORKSHOP)*
	Irina Rets *Eliciting ELT students' understanding of plagiarism in scientific writing*	**Elif Taşkın** *Vocabulary explanations in meaning and fluency contexts: A conversation analysis perspective*	
20:00-22:30	Welcome cocktail - TBA		

Conference Programme

Day 2 - 19 May 2017 - Friday				
9:15-10:15	Plenary / Room: Convention: - Moderator: Birsen Tütüniş **Hacer Hande Uysal** *The Critical Pragmatic Approach to Academic Writing in English*			
Concurrent session I (10:20-11:20)				
Room	Agora	Odeon	Celcus	Smyrna
Chair	Irina Rets	Züleyha Ünlü	Öznur Semiz	Arda Arıkan
10:20-11:20	**Aynur Kesen Mutlu, Yonca Ozkan** *Cultural considerations in English language teaching*	**Özgür Şahan, Salim Razi** *Investigating rater cognition: How do teachers think while assessing writing?*	**Meruyert Seitova** *The EPOSTL (European Portfolio for Student Teachers of Languages) promotes professional development: ELT in-service teachers views*	**Sabriye Şener, Derya Bostan** *Using posters in EFL classroom: An elementary school case*
	Özge Aksoy, Zekiye Müge Tavil *Translation of culture-specific items in media website texts: A study on tendencies towards constitution or substitution*	**Geraint Brown** *Authenticity of writing: Triangulating IELTS Academic Task 2, EAP pre-sessional and Masters' tasks*	**Recep Şahin Arslan** *An investigation of the professional competencies of student teachers of English*	**Hamide Nur Ünal** *Using drama to boost confidence and reduce anxiety in EFL classrooms*
	Messaouda Ladjini *The Place of Translation as a Teaching/Learning Strategy in EFL Classes: Translation Reconsidered*	**Ebru Melek Koc** *Development of a genre-based online academic writing course for graduate students (VIRTUAL)*	**Agnes Ada Okpe, Martha Ada Onjewu** *Self-development strategies for the enhancement of EFL teachers*	**Hatice Gülru Yüksel, Suzan Kavanoz** *Quest for new pedagogies: Webquest in literature courses*
11:20-11:40	Coffee break & Poster Presentations - Main Lounge (3 posters)			
	Hajrulla Hajrullai *Influencing factors on further development of bilingual education Macedonia* **Natalia Aleksandrovna Komisarenko** *Creative approaches and methods in English language teaching: A practical view* **Erkan Yüce** *Designing a writing examination based on the CEFR principles at Waystage (A2) level at vocational school: A case study*			

Conference Programme

Day 2 - 19 May 2017 - Friday

Concurrent session II (11:40-12:40)

Room	Agora	Odeon	Celcus	Smyrna
Chair	Sabriye Şener	Rayenne Dekhinet	Erkan Külekçi	Aynur Kesen
11:40-12:40	**Şeyma Aktaş, Recep Şahin Arslan** *An evaluation of explicit oral communication strategy training*	**Zehra Savran, Aysel Şahin Kızıl** *The integration of corpus into EFL instruction: A study of learner attitudes*	**Ayşegül Yurtsever** *Differential effects of motivational tasks on students' motivation*	**Gizem Akçor** *BRING THE ACTION! Involving technical preparatory students in EFL reading classes: An action research study*
	Ramazan Yetkin *Research into pronunciation learning strategies of pre-service English teachers*	**Yelda Orhon, Demet Kulaç, Emine Güzel** *A corpus linguistic study on the use of however in British academic spoken and written English*	**Mehmet Abi** *Interaction effects between self-efficacy, academic self-concept, attributions and perceived success of high school students*	**Hülya İpek** *Do foreign language reading lessons shape our students' world knowledge?*
	Erdal Ayan, Elif Demirel *Analyzing research tendencies of ELT researchers and trajectory of English language teaching and learning in the last five years*	**Maide Yılmaz, Zeynep Özdem Ertürk** *A contrastive corpus-based analysis of the use of reporting verbs by native and non-native ELT researchers*	**Özge Selçuk** *A display of patterns of change in learners' motivation: Dynamics perspective*	**Emel Tozlu Kilic, Zeynep Yildiz Çelebi** *A comparative study on the effect of technology on students' L2 reading motivation*
12:40-13:45	Lunch / Dining Hall			
13:45-14:45	Plenary / Room: Convention- Moderator: Ismail Hakkı Erten **Alastair Henry** *Small lens, big insights: Ushioda's agenda for researching L2 motivation in context*			

Conference Programme

Day 2 - 19 May 2017 - Friday

Concurrent session III (14:50-15:50)

Room	Agora	Odeon	Celcus	Smyrna
Chair	Kadriye Dilek Akpınar	Hatice Gülru Yüksel	İsmail Hakkı Erten	Suzan Kavanoz
14:50-15:50	**Aynur Kesen Mutlu, Yesim Kesli Dollar** *Intercultural competence through the eyes of Turkish university students*	**Hyun Kyung Miki Bong, Bohyon Chung** *A study on perception of Korean-accented English*	**Maide Yilmaz** *The effect of data-driven learning on EFL students' acquisition of lexico-grammatical patterns in EFL writing*	**Meral Öztürk** *Multiple meanings in the EFL lexicon*
	Hatice Kübra Koç *The current positions of intercultural communication in secondary school course books in Turkey*	**Esim Gürsoy, Madina Hüseyinoğlu** *ELT teacher trainees attitudes toward the pronunciation skill and their awareness of its features*	**Donika Elezkurtaj Bërveniku** *The art of argumentation: A sociolinguistic approach to developing thesis statements (the case of Kosova high school students)*	**Mehmet Bardakçi, Emrah Cinkara** *Two aspects of vocabulary knowledge: Breadth and Depth*
	Öznur Semiz, Özlem Salman *The factors determining the motivation to participate in Erasmus program for Turkish EFL students*	**Ömer Eren, Mehmet Kılıç, Erdoğan Bada** *Pausing patterns within a cross-linguistic context*	**Fatma Tanriverdi-Köksal, Ayşegül Daloğlu** *Explicit instruction of paragraph writing to practice the writing strategy of organizing ideas*	**Filiz Mergen, Gülmira Kuruoğlu** *A comparison of Turkish-English bilinguals' processing of emotion words in their two languages*
15:50-16:15	Coffee Break & Poster Presentations - Main Lounge (3 posters)			
	Hajrulla Hajrullai *Influencing factors on further development of bilingual education Macedonia* **Natalia Aleksandrovna Komisarenko** *Creative approaches and methods in English language teaching: A practical view* **Erkan Yüce** *Designing a writing examination based on the CEFR principles at Waystage (A2) level at vocational school: A case study*			

Conference Programme

Day 2 - 19 May 2017 - Friday

Workshop (16:15-17:15)

Room	Agora	Odeon	Celcus	Smyrna
Chair	Burcu Koç	Sezen Arslan	Anne Wiseman	Funda Ölmez
16:15-17:15	**Özge Günel, Seden Karadeniz, Gökçe Akgül** *An ESL book writing journey & ilustrator's hands workshop*	**Yasemin Arşın** *Using integrated tasks in assessing academic writing skills*	**Stephen Kuntz** *"Put it in your own words": Pitfalls and perils of paraphrasing for the L2 student*	**Bilin Üçüncü Özoğul** *Vitalizing language detectives: Investigating the use of songs for language awareness from the learner training perspective*

Concurrent session IV (17:20-18:00)

Room	Agora	Odeon	Celcus	Smyrna
Chair	Hatice Gülru Yüksel	Olcay Sert	Ufuk Balaman	Seher Balbay
17:20-18:00	**Harun Serpil** *An analysis of augmented reality applications in world language education*	**Gökçe Hilal Sincer** *Inquiring 'what to teach' and 'how to teach' in EVP classes: A general overview on English teaching for vocational purposes in Turkey*	**Rayenne Dekhinet** *EFL pre-service teachers' perceptions on group work*	**Samar Sami Hammadi** *Turkish and Iraqi students: A cross cultural study on performing request speech act*
	Mehmet Şahin, Şeyda Eraslan, Gazihan Alankuş, Özge Altıntaş, Damla Kaleş, Yiğit Can Parıltı, Yasin Sinan Kayacan, Mert Künan *Transcending limitations of interpreter education with the help of virtual worlds*	**Aybüke Demet Ören, Ali Öztüfekçi, Ahmet Cihat Kapçık, Ayten Kaplan, Çiğdem Yılmaz Uzunkaya** *Building awareness of world Englishes among university preparatory students*	**Burtay Hatice İnce** *A deeper insight into perceptions of pre-service teachers on different modes of peer feedback and its impact on their teacher efficacy beliefs*	**S. Gaye Özyaka** *Intercultural competence in teaching business English: A schema theory approach*

Conference Programme

Day 2 - 19 May 2017 - Friday				
Concurrent session IV (17:20-18:00)				
Room	Agora	Odeon	Celcus	Smyrna
Chair	Hatice Gülru Yüksel	Olcay Sert	Ufuk Balaman	Seher Balbay
17:20-18:00	**Yeliz Yazici** *Movieoke in language learning classes*	**Mahdjouba Chaouche** *An investigation of the implementation of differentiating instruction in EFL classes in an Algerian context*		
20:00-23:00	Social Programme I - TBA			
Day 3 - 20 May 2017 - Saturday				
08:30-9:15	Registration / Main Hall			
09:15-10:15	Plenary / Room: Convention- Moderator: Hacer Hande Uysal **Steve Mann** *Video-based pedagogic practices in language teaching and teacher education: Establishing a reflective dimension*			
Concurrent session I (10:20-11:20)				
Room	Agora	Odeon	Celcus	Smyrna
Chair	Şevki Kömür	Søren W. Eskildsen	Arzu Şarlanoğlu Vural	Birsen Tütüniş
10:20-11:20	**Mehdi Solhi Andarab, Aynur Kesen Mutlu** *The effect of spatial intelligence-based metalinguistic written corrective feedback on the linguistic errors of EFL learners in writing*	**Emel Küçükali** *Teacher identity and transnational experience: A case of an EFL teacher from Georgia teaching in Turkey*	**Gokhan Cepni** *A corpus-driven analysis of theses at Master and PhD level: What they suggest for professional development for language teachers in Turkey?*	**Naima Bouyakoub Bouabdallah** *The ESP teaching and learning situation in the Algerian universities with reference to psychology students at Tlemcen University*

Conference Programme

Day 3 - 20 May 2017 - Saturday

Concurrent session I (10:20-11:20)

Room	Agora	Odeon	Celcus	Smyrna
Chair	Şevki Kömür	Søren W. Eskildsen	Arzu Şarlanoğlu Vural	Birsen Tütüniş
10:20-11:20	**Ayten Kayacan, Salim Razi** *Digital self and peer feedback in EFL writing at a Turkish high school*	**Mehmet Durmaz, Nur Yiğitoğlu** *Being another or the other: Issues and challenges in the professional identity development of alternatively-certified English language teachers (in an EFL context)*	**İsmet Öztürk** *Rhetorical organisation of the sub-sections of research article introductions in applied linguistics*	**Kaine Gülözer** *Engineering students' needs in English for specific purpose*
	Erdal Ayan, S. Sadi Seferoğlu *Using Etherpad for online collaborative writing activities and learners with different language learning strategies*	**Anne Wiseman** *Only time will tell: An analysis of the long term impact of professional development programmes on teachers' lives*	**Özge Aksoy, Zekiye Müge Tavil** *Direction effects of translational norms on the translations of website articles*	**Amel Zine** *The situation of ESP in EFL economics classes*
11:20-11:40	Coffee break			

Concurrent session II (11:40-12:40)

Room	Agora	Odeon	Celcus	Smyrna
Chair	Erkan Külekçi	Hacer Hande Uysal	Maria Vanessa	Recep Şahin Arslan
11:40-12:40	**Şevki Kömür, Şeyda Selen Çimen** *Exploring pre-service English teachers' course expectations and their realization levels through portfolios*	**Kadriye Dilek Akpınar, Asuman Aşık, Arzu Şarlanoğlu Vural** *How to present new vocabulary? Corpus based contextual guessing, dictionary use, and online instruction*	**Zehra Özkahya** *Exploring the effects of gender and proficiency levels on Turkish EFL learners' beliefs about language learning: A cross-sectional study*	**Emrah Cinkara, Mehmet Bardakçı** *EFL teachers' views and actual use of digital components of coursebook packages*

Conference Programme

Day 3 - 20 May 2017 - Saturday				
Concurrent session II (11:40-12:40)				
Room	Agora	Odeon	Celcus	Smyrna
Chair	Erkan Külekçi	Hacer Hande Uysal	Maria Vanessa	Recep Şahin Arslan
11:40-12:40	**Elif Bozyigit, Burcu Koc** *How competent are you? Pre-service language teachers' perceptions of their teaching competencies*	**Irina Rets** *Vocabulary retention and concordance-based instruction in L3 acquisition*	**Bahar Hasirci, Gulcin Cosgun** *Investigating the perceived factors affecting students' level of English proficiency during their studies in a university with English-medium instruction: A phenomenological study*	**Arda Arikan** *The most and least beneficial activities offered in primary school English language coursebooks*
	Şeyda Selen Çimen, Ayşegül Daloğlu *Dealing with in-class challenges: Pre-service English teacher cognitions*	**Kübra Örsdemir** *The effectiveness of implicit and explicit cognitive processing in incidental vocabulary acquisition*	**Seher Balbay, Selcan Kilis** *Instructors' perceptions of the use of a course-specific YouTube channel when teaching academic presentation skills*	**Sezen Arslan** *An investigation into gender representations in A Turkish EFL textbook*
12:40-13:40	Lunch / Dining Hall			

Conference Programme

Day 3 - 20 May 2017 - Saturday				
Colloquium Presentations (13:40-14:40)				
Room	Agora		Odeon	
Chair	Şevki Kömür		İsmail Hakkı Erten	
13:40-14:40	**Maria Vanessa aus der Wieschen, Søren W. Eskildsen** *Classroom interaction and young learners: How do teachers achieve understanding and create learning moments?*	**Signe H. Jensen** *Extra-mural English: What is it and how does it affect young learners' proficiency?*	**İsmail Hakki Erten, Arzu Kanat-Mutluoglu** *"Public speaking is like a roll-neck jumper, suffocates if not prepared"*	**Funda Ölmez, Dilara Somuncu** *Through the student teachers' lenses: Sources of anxiety while speaking publicly*
	Olcay Sert, Ufuk Balaman, Safinaz Büyükgüzel *On the role of extra-mural English in Turkey: Young learners and teacher education*	**Maria Vanessa aus der Wieschen, Ufuk Balaman, Safinaz Büyükgüzel, Søren W. Eskildsen, Signe H. Jensen, Olcay Sert, Johannes Wagner** *Using extra-mural English to design teaching materials*	***Dilara Somuncu, Kadriye Aksoy*** *Emotional strategies employed by student teachers in public speaking course*	**Kadriye Aksoy, İsmail Hakki Erten** *"I am just shy and timid": Student teachers' explanations of their performances in their presentations*
	Fiona Copland *Discussant*		**Arzu Kanat-Mutluoglu, Funda Ölmez** *"Of course, from the teachers": Student teachers' preferences of feedbacks in public speaking course*	
15:00	Free Hour (Sightseeing)			
20:00-23:00	Social programme II - Gala Dinner			

Conference Programme

Day 4- 21 May 2017 - Sunday			
Concurrent session I (09:30-10:10)			
Room	Agora	Odeon	Celcus
Chair	Irina Rets	Yusuf Şen	Arzu Kanat Mutluoğlu
09:30-10:10	**Zuleyha Unlu, Erkan Kulekci** *Combining theory and practice: Towards teachers' expertise*	**Seher Balbay, Selcan Kilis** *Students' perceptions of the use of a YouTube channel specifically designed for an academic presentations skills course*	**Burcin Kagitci Yildiz** *The effects of speaker's accent on listening comprehension tests*
	Nurdan Kavakli, Sezen Arslan *The role of AID model of effective feedback in pre-service EFL teachers' professional development*	**Nuray Alagözlü** *Metalinguistic knowledge and Metacognitive Awareness in Foreign Language Teacher Education (VIRTUAL)*	**Burcu Karakaya, Merve Selçuk** *The case of code- switching: The interaction of English and Turkish in ELT classrooms*
10:10-10:30	Coffee Break		
Concurrent session II (10:30-11:10)			
Room	Agora	Odeon	Celcus
Chair	Kadriye Aksoy	Ufuk Balaman	İsmail Hakkı Erten
10:30-11:10	**Merve Baykan** *Growth Mindset & Success*	**Suhair Al Alami** *Diagnostic assessment in the EFL classroom: Points to ponder (VIRTUAL)*	**Nuray Caylak** *A study into the interplay between L1 and L2 reading behaviour, L1 vocabulary and L2 vocabulary development*
	Cennet Altıner Willingness to communicate in Turkish English-as-a-foreign-language (EFL) classroom context (VIRTUAL)	**Nurdan Kavakli** *Utilizing European guidelines for establishing quality standards in language testing and assessment (VIRTUAL)*	**Zeynep Özdem Ertürk** *The effects of receptive and productive learning tasks on EFL learners' knowledge of collocation and meaning*
11:15-11:45	Closing Remarks - Agora		

Opening Plenary
11:30 - 12:30

Convention
Moderator: İsmail Hakkı Mirici

Mediation and the CEFR: Descriptors for an undervalued concept

Brian North

This presentation will give an overview of a 2014–6 Council of Europe project to develop CEFR descriptors for areas that were not covered in the original set of illustrative descriptors, namely mediation activities and strategies, online interaction, reactions to literature and art, and plurilingual and pluricultural competences. The approach taken to mediation is far broader than in some interpretations, including pedagogic and social mediation as well as conveying received meaning – the sense in which mediation was introduced in the CEFR in 2001. After an explanation of the context of the development, the methodologies used to develop and validate the descriptors will be outlined and their potential relevance different language learning contexts outlined.:

Concurrent Session 1
13:30 - 14:30

Agora
Chair: Rayenne Dekhinet

Use of plural in spoken English in an EFL context

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The aim of this study is to determine students' use of plural in speaking in an EFL context. To this end, 48 students' speaking exams, which were recorded during the oral exams in 2014-2015 academic year, were transcribed by the researchers and the students' use of plural was analyzed. It is important to note that not all input was obtained from only one exam, but rather a progressive use of plural in English was analyzed with data obtained from three different exams, the first of which was given in December 2014, the second in January 2015, and the last one in April 2015. As a result of the analysis, it was found that while students can use the plural appropriately with high-frequency words, they were found to use the singular form of an item in contexts where the plural form would be more appropriate. Considering the issue from a progressive perspective, it was found that this tendency did not persist in the long-run. However, it is just a rare occurrence that students make mistakes in plural with the nouns that follow numbers. While students from ELT department were found to use plural appropriately, beginner level students were found to use plural "s" with uncountable nouns in English, but this tendency vanished in the later stages of learning. It was concluded that students' L1 (Turkish) might interfere with their use of plural in the beginner level, but the effect of L1 diminishes in the advanced levels.

Keywords: Spoken English; Plural in English; EFL context; L1 interference.

Concurrent Session 1
13:30 - 14:30

Agora
Chair: Rayenne Dekhinet

The use of "can" in spoken English by EFL students

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This study investigates the sequential emergence of different uses of modal auxiliary "can" in the speeches of Turkish students learning English as a foreign language in Turkey. In this study, speeches of 48 tertiary level students, who were enrolled in intensive English program, were both video and audio recorded during speaking examinations, each of which took 5-6 minutes. The data of the study comprises the transcriptions of the speeches of the students, whose proficiency levels vary and who yield both controlled and simultaneous production. According to the analyses of the data, it was found that students can use modal auxiliary "can" just denoting ability at early stages of English learning. As they progress, the students begin using modal auxiliary "can" to express offers and requests, and at the last stages, they are able to use "can" meaning lack of permission in addition to other meanings. As a result of analyses, it was found that the different uses of modal auxiliary "can" denoting three different meanings are used by the students in a spiral nature and in accordance with the explicit instruction by either course book or classroom language triggered by the teacher. It is of great importance to note that the different uses of modal auxiliary "can" and developmental sequences of acquisition of them are snychronized with the explicit instruction and classroom language. Last but not least, a few overlapping uses of "can" are found in this study, which do not contradict with our general observations at all.

Keywords: modal auxiliary can; learner speech; classroom language

The emergence and development of present progressive aspect in Turkish learners' interlanguage

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This study looks at the emergence of present progressive aspect in the speeches of Turkish students learning English as a foreign language in Turkey. The data comprise the transcriptions of the speeches of 48 tertiary level intensive English program students during speaking examinations. Each speaking examination lasts about 4-6 minutes. Learners' speech used as data consist of both controlled and simultaneous production from students at different proficiency levels. In general, students are exposed to present progressive aspect early in their English learning experiences both in their coursebooks and through teacher use. Turkish Learners' speech corpus analysis show that early exposure leads to early manifestation of the form of present progressive aspect in learners' speech. The early use of present progressive is generally triggered by factors such as teachers' questions or the immediate previous use of copula BE. Sometimes an appropriate use of present progressive is followed by its extensive use at the expense of simple present. Although students can differentiate between the functions of progressive aspect and simple present early in more controlled contexts, the appropriate use of present progressive aspect in contrast to simple present form comes rather late in their language development.

Keywords: Present Progressive, Learner Speech, Interlanguage Development

Concurrent Session 1
13:30 - 14:30

Odeon
Chair: Kaine Gülözer

Investigating The Effect of Essay Writing Course, Given along with Comprehension-based Instruction, on the Writing Skill Development of High School Students

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This paper aims to analyze the effect of Essay Writing Course, given as specific writing skill instruction a long with comprehension-based instruction, on the writing skill development of high school students. The paper is based on a quantitative study conducted in true experimental design. According to the Comprehension Hypothesis (Krashen, 1994, 2003), a comprehension-based instruction with an emphasis on reading and listening practice as receptive skills, will eventually lead to students' improvement in writing and speaking as productive skills, and to their overall language development. Besides, specific writing skill instruction and effective writing practices have a proven record of success in enhancing students' writing (Graham, 2018). Within the scope of this study, in order to determine if there is a meaningful difference in between the writing skill development of the students who take Essay Writing Course and of those who do not take any rhetorical course, a part from the comprehension-based instruction, the first and final writing exam scores and achievement levels of two groups of students are compared by a series of paired sample and independent t-tests, analyzed in SPSS and discussed in the scope of the study. It can be concluded from the results of the analysis that the experimental group, given the Essay Writing Course as writing skill instruction is significantly more successful than the control group, not given any writing skill instruction a part from comprehension oriented instruction. Within the analysis, done in the study, it can be also claimed that Essay Writing Course has a positive impact over the writing skill development of high school students.

Keywords: writing skill; comprehension-based instruction; writing skill instruction

An action research on the development of self-regulated writing strategies of Turkish EFL students

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Writing is one of the most difficult tasks with multiple challenges for students learning a foreign language. An important element in helping students develop their writing ability is the identification of the problems they face while writing and the use of pedagogical interventions which raise their awareness and help them use their own learning strategies to handle. Zimmerman & Riesemberg (1997) suggest that high levels of self-regulation are important to skilled writing because composing is an intentional activity that is quite often self-planned and self-sustained. This study aims to explore the effectiveness of strategy instruction on foreign language learners' writing skills and self-regulation abilities through an action research perspective. The data were collected via learners' diaries, reflections, essays, questionnaires and checklists. The project was carried out in a classroom of 18 students within three cycles of action for three weeks, each cycle evolving on the previous one. In the first two cycles, students were given self-regulation strategy instruction and modelling, then assigned writing tasks. Their strategy use was investigated through a questionnaire, diaries and reflections. In the third cycle, students' errors and difficulties were the focus and their opinions were taken via reflection paragraphs. The results showed that strategy training could help students improve their writing skills but further instruction and feedback were needed as they used a small number of strategies and only a little improvement was seen in their writings.

Keyword: Self-regulation; writing skills; learning strategies; action research; strategy instruction

Concurrent Session 1
13:30 - 14:30

Odeon
Chair: Kaine Gülözer

Difficulties of learning essay writing: The perspective of some adult EFL learners in Nigeria

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Good essay writing skills are necessary for composing correspondences, reports, term papers, research papers, homework, examinations and lots more. Also, Essay writing provides the avenue for people to express themselves in a logical manner, the development of the writing skill, vocabulary and grammar. Hence its inclusion at all levels of the school curriculum of EFL teaching in Nigeria. However, contrary to the good intention of the curriculum planners, adult learners, after several years of being taught Essay Writing, still perform poorly in the exercise as well as similar write- ups and such a development is worrisome considering the predominant need for these skills in school and post school existence. The purpose of this paper was to determine the causes of the difficulties that adult learners encounter which result in their inability to write acceptable essays during assessments and post school life. The questionnaire was engaged for data collection and the conclusion of the findings is that students lack the basic motivation for understanding the topic due to non-realization of the importance of the topic. Recommendations proffered include the need by teachers to create the awareness of the relevance of Essay Writing among adult EFL learners prior to teaching them the topic as well as giving them topics that are specific to their courses rather than general essay topics.

Keywords: Essay writing; causes; difficulty; lack; motivation

Concurrent Session 1
13:30 - 14:30

Celcus
Chair: Arda Arıkan

Taking stock of global primary ELT: A meeting of international relations theory with applied inguistics?

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This paper focuses on policy implementation of English as an additional language from the start of compulsory schooling in Poland, Italy and Sweden. The paper adopts a socio-historical paradigm drawn from International Relations theory, adapting it to facilitate a critical examination of both the vertical and horizontal dimensions of power evident in the selected countries, within the context of a changing world order. Significantly, a critical approach is valuable in revealing both the origins of power relations, and the processes of change that may have occurred. The selection of these three countries, positioned in one region of the world (Europe), offers opportunities for an exploration of the diverse contextual features that have led to this large scale educational reform where, despite the contrasting conditions, English is now well embedded in each educational system.

Evidence drawn from each context highlights the varying positions adopted by each national language policy in relation to issues of foreign, regional and minority languages, responding dialectically to principles drawn from the open method of coordination which operates across the European Union as a tool for the convergence of language policies (Lange & Alexiadou, 2010). The contrasting economies of the three countries are also highlighted as factors affecting policy implementation, together with differing systems of governance. Against this background the paper concludes with a short discussion of language achievements, drawing on a range of published data to discuss the extent to which both vertical and horizontal dimensions of power may have contributed to these outcomes.

Keywords: primary; English; globalization; policy;

Concurrent Session 1
13:30 - 14:30

Celcus
Chair: Arda Arıkan

A comparative study on Finland and Turkey's basic education curricula in foreign language teaching

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This study aims to provide information for researchers and policy-makers targeting at improving foreign (English) language education in their countries by showing the differences between the curricula of Turkey and Finland. Finnish National Core Curricula and the new curricula launched by the Finnish National Board of Education in August 2016 were analyzed. Basic principles of these two countries' educational policies, distribution of English lesson hours, methods, approaches, and assessment types used in English lessons were analyzed in this study. Document analysis was used as a method, and necessary documents and links were provided by the Embassy of Finland in Ankara, the Finnish National Board of Education and Republic of Turkey the Ministry of National Education via e-mail and mail services and Amazon. This study is unique as the reform in Finland is a brand new issue, and it requires further research in terms of English Language Teaching.

Keywords: English language teaching policies; phenomenon-based learning (PBL); information and communication technologies (ICT); transversal competencies

A comparison of language policies of a Turkish state university presented on its Turkish- and English-medium official website: Ideologies and practices on virtual linguistic landscape

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English is "*the* 'global language' of commerce, trade, culture, and research in the contemporary world" (Reagan & Schreffler, 2005, p. 116). It increasingly dominates academic and scientific publishing, discourse and instruction (Burns&Coffin, 2001). The number of international students who wish to study abroad worldwide is on the increase (Jackson, 2010). Likewise, the number of international students in Turkey is also on a gradual rise (Cetinsaya, 2014).

This research study focuses on the official website of Yildiz Technical University. As one of the oldest state universities in Turkey, YTU offers EMoI to its students at a number of its departments, and accepts international students from all over the world. In alignment, YTU offers both Turkish (TR) and English (EN) content on its official website. The research question of this study is: "to what extent does *de facto* provision of online content both in TR and in EN reflect the *de jure* language policies of YTU within the borders of its virtual linguistic landscape?"

The aim of this presentation is reporting qualitative and quantitative findings of a comparative study of online contents provided in Turkish and English on YTU's website focusing on its language policies within its virtual linguistic landscape. The initial findings reveal the amount and quality of the online contents in TR version is more functional than the EN version. Although the mission and vision statements of the university express internationalization is an institutional goal, the analysis of the website indicates insufficiency to reflect this policy.

Keywords: Language Policy; Virtual Linguistic Landscape; university website; Internationalization in Higher Education

Concurrent Session II

Concurrent session II (14:35-15:35)			
Room	Agora	Odeon	Celcus
Chair	Birsen Tütüniş	Harun Serpil	Mehmet Bardakçı
14:35-15:35	**Abdul Wahed Al Zumor** *CLIL in Saudi higher education: A Linguistic shift from AMI to EMI*	**Andrea Dimitroff, Ashley Dimitroff** *New beginnings: Trials and triumphs of newly hired teachers*	**Şeyma Kökcü, Deniz Ortaçtepe** *Turkish EFL learners' interpretation of metaphors: A study on conceptual socialization*
	Gulcin Cosgun, Bahar Hasirci *The impact of English medium instruction (EMI) on students' language abilities*	**Mustafa Sarioğlu, Mehmet Saraç** *Perceptions and needs of Turkish in-service teachers from various subject areas about in-service training courses within the context of FATIH Project*	**Ümran Üstünbaş** *Metaphorically speaking: Pragmatic routines as the first aid kit for language learners*
	Anita Tjan *The ecological approach in language to facilitate 21st century skills of university students in a listening and speaking course*	**Sevcan Bayraktar Çepni** *Exploring teachers' self-efficacy for teaching, motivation to teach and foreign language anxiety in relation to years of experience*	**Gunes Tunc, Deniz Ortactepe, Patrick Hart** *Investigating academic discourse socialization of undergraduate English language and literature students through literature circles*

Concurrent Session II
14:35 - 15:35

Agora
Chair: Birsen Tütüniş

CLIL in Saudi higher education: A linguistic shift from AMI to EMI

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The medium of instruction in Saudi public schools is Arabic. English is taught as a subject from the 4th grade to 12th grade. School leavers usually have very limited knowledge and skills of English that they had learnt during their school education; and English generally does not enjoy favorable reputation among Saudi public school students. Yet, inevitably, it becomes their medium of instruction when they join university science majors including, medicine, engineering, computer science, IT, Physics, Mathematics, Chemistry, etc. Normally, Saudi universities provide their students with a compulsory one-year English preparatory program; upon its completion they can join the university majors of their choice.

The purpose of this study is to investigate this linguistic transition and how the students adapt with the new situation in which they have to master both content and language in order to be successful learners. CLIL approach has opened wide areas of research such as language-in-education policy, students and parents' attitudes, classroom discourse and negotiation of meaning, teaching and learning strategies, etc. This study aims at investigating classroom discourse, namely teachers' talk, students' talk and the meaning-construction strategies during the academic content lectures. The proposed method of data collection is direct observation and video/audio-recording followed by transcription and analysis. The findings of this research are likely to contribute to assessing the effectiveness of EMI in science majors and before that the effectiveness of the preparatory English program in preparing students to process English lectures with no comprehension barriers.

Keywords: CLIL; Arabic medium instruction; English medium instruction; Linguistic transition

The impact of English medium instruction (EMI) on students' language abilities

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Being a global lingua franca, English is increasingly recognized as an indispensable requirement in various fields including business, diplomacy, and academics, which led to an increase in the number universities providing English-medium instruction (EMI). Due to the popularity of the EMI programmes, there have been much qualitative research investigating the reasons, advantages, challenges of EMI and the needs of the students and instructors (Coleman, 2006; Kırkgoz, 2009; Kim 2002). However, there is a lack of empirical research on the actual language gain during the course of students' studies (Hu and Lei, 2014). Therefore, this paper aims to investigate English-medium university students' perceptions of the change in their language ability and provide statistical evidence for the difference between students' level of English proficiency when they start their departmental studies and in their 4th semester and onwards based on their proficiency exam scores. The research has a quantitative approach including a questionnaire to explore students' perceptions of the change in their language competence and a comparison of exam results of these students. Results revealed that 1) studying in an English-medium university improves students' reading, listening and overall English proficiency significantly 2) there is not a statistically significant change between student's pre and post writing scores 3) the empirical findings are in line with participants' perceptions of the impact of studying in an English-medium university on their language development. These findings suggest insightful implications for English-medium universities in Turkey and all around the world.

Keywords: English-medium instruction; EMI; language acquisition; language development

Concurrent Session II
14:35 - 15:35

Agora
Chair: Birsen Tütüniş

The ecological approach in language to facilitate 21st century skills of university students in a listening and speaking course

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This is a literature review of systems-oriented ecological approaches to foreign language teaching and foreign language learning. Haugen (1971) compared language ecology to "the study of interactions between any language and its environment". Van Lier viewed the ecology of language learning as where "context – physical, social and symbolic – is a central element in teaching and learning" and this drives the "creation of learning opportunities". His view prioritizes the growth and expansion of the learner's social self and identity (Van Lier, 2004, p.97). These ideas and found from literature review are used to address the question of how these perspectives can be used to increase teaching effectiveness in a foreign language pedagogy where 21st century skills are valued. The context is the university environment where the foreign language is not a dominant language in the host country. The course is one where listening and speaking skills and vocabulary are being developed. Pedagogical principles and examples at the practical level were also researched. From the research, one conclusion is that a language ecology perspective would bring in more holistic, dynamic and inclusive social and psychological ideas. Another conclusion is that ecological language perspectives take into account several elements: environment, culture, multiliteracies and multimodalities, all of which are not necessarily well represented at the practical level but offer potential for increasing teaching effectiveness.

Keywords: Second language acquisition, 21st Century skills, Multilingualism, Ecological approach

Concurrent Session II
14:35 - 15:35

Odeon
Chair: Harun Serpil

New beginnings: Trials and triumphs of newly hired teachers

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Successful integration into a new workplace is one of the challenges encountered by newly hired teachers. This program presents the findings of a survey of various teachers teaching after the completion of their TESOL MA or related masters programs. This qualitative data was gathered through the use of an online survey that included questions about participants' self-identified cultural backgrounds, teacher and/or educational training, work experiences, support networks, and adaptations in the workplace. Findings include challenges faced by teachers, modes of adaption, and practical tips for successfully integrating into the "new" work environment. Also included in the findings is the discussion of overall personal wellness and the potential effects wellness has on workplace performance. The practical applications of this program include how teachers can relate to their students in multicultural settings and how teachers can make the most of their first experiences in a new job or work environment.

Keywords: workplace integration; training; adaptation; challenges

Concurrent Session II
14:35 - 15:35

Odeon
Chair: Harun Serpil

Perceptions and needs of Turkish in-service teachers from various subject areas about in-service training courses within the context of FATIH project

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FATIH Project is one of the most inclusive ICT integration attempts in the history of Turkish education. This nation-wide project entails equipping each classroom with an interactive whiteboard and supplying each student with a Tablet PC. The in-service teacher training courses are by far the most crucial component of the project as teachers are the end-users of those facilities. Despite the abundance of studies on the opinions and attitudes of teachers towards the use of ICT technologies in general, to our knowledge, there exist no research study which specifically investigates whether the in-service training needs of teachers differ according to their distinct subject areas. With this in mind, this qualitative study aims to explore the perceptions and needs of 35 Turkish in-service teachers from different branches about in-service training courses within the scope of FATIH project. The study adopted a case study design. The research site and participants were selected purposefully. The data were mainly collected through questionnaires, and the accuracy of the data was validated through semi-structured interviews conducted with 30% of the participants. The collected data were analysed through the content analysis method. The research findings showed that many teachers are not satisfied with these in-service training programs even though they mostly have positive attitudes towards the use of ICT in education. The study also revealed a good deal of research evidence on the divergent training needs of teachers from various subject areas. Thus, it suggested that in-service training courses should be planned and organised as branch-specific.

Keywords: in-service teacher training; information and communication technologies (ICT); FATIH project; interactive whiteboard (IWB)

Exploring teachers' self efficacy for teaching, motivation to teach and foreign language anxiety in relation to years of experience

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Teachers' self efficacy for teaching, motivation to teach and foreign language anxiety have been topics to many research studies so far. However, when years of experience was taken into account, will there be differences in terms of the above mentioned variables or is there a correlation between these three variables are matters of question. Therefore, the study aimed to answer these questions. Participants consisted of 79 English teachers working at different levels of education (primary, secondary, high school and university). ANOVA results indicated that more experienced teachers feel less nervous while speaking English in their classes. The study also showed that teachers who are more experienced can control disruptive behavior more than those with less experience. In addition to this, teachers who have more than seven years of experience believe less that the social status of the teaching profession is encouraging. Pearson correlation results indicated that there is a positive significant correlation between self efficacy for teaching and motivation to teach. When education level was partialled out, this significance level decreased, which means that education level can be one of the factors that contribute negatively to the relationship of self efficacy for teaching and motivation to teach.

Keywords : Self efficacy, foreign language anxiety, motivation to teach.

Concurrent Session II
14:35 - 15:35

Celcus
Chair: Mehmet Bardakçı

Turkish EFL learners' interpretation of metaphors: A study on conceptual socialization

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The purpose of this study is to investigate Turkish English Language Teaching (ELT) pre-service teachers' conceptual socialization in terms of their interpretation of English metaphors. The similarities and differences between native speakers of English and Turkish EFL learners in their interpretation of metaphors will be analyzed by looking at the role of L1 conceptual and linguistic knowledge. Furthermore, the role of learners' familiarity with the metaphors and context in the expressions will be taken into consideration. The participants will be 25 Turkish advanced level EFL learners studying at the English Language Teaching department of a state university and ten native speakers of English from different backgrounds. In this quantitative study, data will be collected through three instruments which are 1) familiarity scale (FAMscale), 2) sentence level test (SLT) and 3) situation-based test (SBT). The metaphor tests will assess the interpretation of metaphors in three categories: a) conceptually and linguistically similar metaphors, b) conceptually and linguistically different metaphors, and c) conceptually similar, but linguistically different metaphors. The participants' responses will be analyzed descriptively by using the native speakers' responses as a baseline of correct meaning of metaphors to compare EFL participants' data accordingly. The performance of the participants in three different categories of metaphors will also be examined according to the context. This study will offer some pedagogical implications as examining learners' conceptual socialization in metaphors can help understand how learning about the target language culture and its social contexts influences learners' acquisition of pragmatic competence in the target language.

Keywords: conceptual socialization; conceptual metaphors; L2 metaphors

Metaphorically speaking: Pragmatic routines as the first aid kit for language learners

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In recent years, language education and branches of linguistics have been hand in hand since innovations in various areas have triggered the search for new ways of effective language teaching. Thus, benefitting from the knowledge of linguistics, language education has been in continuous development. One of the branches of linguistics from which language education has gained remarkable benefit is pragmatics as facilitating learning is among the aims of language programs. Therefore, this paper presents a study designed to examine the possible effects of teaching pragmatics through pragmatic routines to language learners. The paper also provides data on how these learners reflect on the learning experience regarding the effect of pragmatic routines metaphorically. As for the method of the study, it involves qualities of both quantitative and qualitative research designs. First, learners were divided into treatment and control groups and they were taught pragmatic routines which were found to be unfamiliar to them appropriately for their groups for five weeks. Consequently, students' achievement was determined by evaluating their use of expressions in speaking tasks and it was associated with the variables of the study. Finally, students were asked to write a metaphor related to how they regard pragmatic routines and their effects. The data revealed that learners used a range of comprehensive metaphors for pragmatic routines. Thus, this study provides findings to review a highly discussed issue in applied linguistics and offers further data employing an elaborate research method: using metaphors.

Keywords: Pragmatics; Language teaching; Metaphors.

Concurrent Session II
14:35 - 15:35

Celcus
Chair: Mehmet Bardakçı

Investigating academic discourse socialization of undergraduate English language and literature students through literture circles

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Academic discourse socialization can be described as a process in which people who are new to an academic community gradually become a legitimate member of it through taking part in its discourse. To explore academic discourse socialization of undergraduate literature students, small group discussions called literature circles can be used. The present study aims to explore the academic discourse socialization of undergraduate English language and literature (ELIT) students who study at Bilkent University through investigating their work in in-class and asynchronous literature circle discussions. Data will be collected through interviews with undergraduate students taking a first-year course called Critical Reading and ELIT faculty members. All the interviews will be audio-recorded and then transcribed. The first interview with the students will be held to understand to what extend they are knowledgeable about the practices and values of the ELIT academic community, their study habits, and previous experience of working in groups. The interviews with the ELIT faculty members will be conducted to learn about their expectations from ELIT undergraduate students to become successful. To gain insights into processes that students go through when being socialized into the ELIT academic community, students' literature circle discussions will be audio-recorded and transcribed. Towards the end of the semester another focus group interview with the students will be conducted to learn their ideas regarding literature circles and their discourse socialization at large. All collected data will be analyzed thematically using grounded theory. All English and American literature students and faculty members can benefit from this study.

Keywords: Academic discourse socialization; Literature circles; English language and literature; EAP

Concurrent Session III

Concurrent session III (16:00-17:00)			
Room	Agora	Odeon	Celcus
Chair	Yusuf Şen	Öznur Semiz	Janet Enever
16:00-17:00	**Evelina Jaleniauskiene** *EFL students' attitudes towards learning English in the problem-solving context*	**Mustafa Çoban** *The use of hedging devices in spoken discourse by Turkish university students*	**Şule Yüksel Ertuğrul Seçer, Nadir Çeliköz** *Investigating the effect of kindergarteners' perceptions of school on their attitudes towards school*
	Suzan Kavanoz, Sarin Akbaş *EFL teachers' conceptualizations and instructional practices of critical thinking*	**Kadriye Dilek Akpınar, Zekiye Müge Tavil** *How do EFL learners process discourse markers?*	**Seda Arda** *Analysis of young learners' and teenagers' attitudes to English language learning*
	Özlem Khan *Investigating the impact of a teaching certificate program on non-ELT major students' attitudes towards the communicative approach*	**Fawzi Al Ghazali** *Awareness of critical discourse analysis underpins learners' sociolinguistic competence and language use*	**Serhat İnan, Hacer Hande Uysal** *Identifying the functions of native language used by teachers in young learner EFL classrooms*

Concurrent Session III
16:00 - 17:00

Agora
Chair: Yusuf Şen

EFL students' attitudes towards learning English in the problem-solving context

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In educational practice, there has been a growing interest in applying problem-solving contexts to learning. Such a complex educational environment was developed and implemented in the English as a Foreign Language (EFL) classroom for computer science students at a technical university. The purpose of the study was to investigate their attitudes towards such problem-oriented learning environments for learning English. Qualitative data was collected using two sources of data that included semi-structured interviews and focus groups. Data analysis revealed that this environment is productive and efficient in terms of the students' motivation and engagement to develop communicative competence in English as well as the development of collaborative problem-solving skills. The findings of this study are expected to raise awareness among EFL educators of the appropriateness of the aforementioned learning environment.

Keywords: EFL; communicative competence; attitude; problem-oriented learning environment

EFL teachers' conceptualizations and instructional practices of critical thinking

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Developing students' critical thinking has been a central concern in a number of educational settings worldwide. The literature on foreign language teaching echoes the need to incorporate critical thinking into English language pedagogy (Davidson & Dunham, 1996; Tung & Chang, 2009). Despite the fact that research on critical thinking highlights the importance of teachers who can enhance students' critical thinking skills (Choy & Cheah, 2009; Stapleton, 2011), little attention has been given to how EFL (English as a Foreign Language) teachers conceptualize critical thinking. This qualitative study, conducted with five EFL teachers at a high school, aims at investigating in-service EFL teachers' conceptualizations of critical thinking as well as the strategies they use to infuse critical thinking into their EFL courses. The data collected through interviews and observations were inductively analyzed. The findings indicate that participating teachers have adequate knowledge about critical thinking and they incorporate a variety of techniques to cultivate critical thinking among language learners. We recommend that there should be more focus on exploring critical thinking conceptions and practice among EFL teachers working at different levels.

Keywords: critical thinking, problem solving, EFL teachers, EFL instruction

Concurrent Session III
16:00 - 17:00

Agora
Chair: Yusuf Şen

Investigating the impact of a teaching certificate program on Non-ELT major students' attitudes towards the communicative approach

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The purpose of this study is to explore the attitudes of non-English Language Teaching (ELT) major students who are enrolled at a teaching certification program towards the communicative approach and communicative language teaching (CLT). CLT seems to be a leading paradigm of research and theory as well as the preferred teaching methodology by the decisions-makers in the education field. It has found its way to the curricula designed by the Boards of Education and the textbooks selected for the language courses. Teachers are encouraged to create a learner-centered classroom which favors spontaneous communication and the use of the foreign language for the students' linguistic, intellectual and social development. Consequently, teaching education programs as well as teaching certification programs highlight the principles of the CLT in training their students to meet the demands of a communicative classroom. The researcher aims at measuring the non-ELT major students' initial attitudes towards the CLT and the impact of the 7-week teaching methodology course and practicum on their attitudes. A scale developed by Karavas-Doukas (1996) was administered before the certificate program started and also when the program ended with a span of 8 weeks. The preliminary results indicate that the participants held a relatively favorable attitude towards the communicative approach when they started the certification program but did not hold the same positive attitude at the end of the program.

Keywords: Communicative Approach; Teaching Certificate Programs; Attitudes towards the Communicative Approach

Concurrent Session III
16:00 - 17:00

Odeon
Chair: Öznur Semiz

The use of hedging devices in spoken discourse by Turkish university students

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This research sought to investigate Turkish university students' use of hedging devices by revealing their attitude and consciousness level as regards to the function and meaning of the hedges. The devices researched in this study were 'I mean', 'sort of/kind of', 'just', 'like', 'I think', 'I guess', 'I don't know', 'you know', 'or something/or something like that'. A total number of 17 senior university students from the English Language Teaching (ELT) department of a major university in Turkey contributed to this study as participants. A questionnaire including three main sections was administered to the participants in order to disclose their attitudes and awareness of hedging devices in spoken texts. The questionnaire consisting of open and close ended questions provided the quantitative and qualitative data. With the help of this data corroboration, some dichotomies were detected. As such, the findings showed that the ELT students were not actually aware of the function of hedging devices in spoken contexts although they mentioned to use them frequently both in L1 and L2 in the quantitative section of the questionnaire. This might refer to the deficiencies in the pragmatic aspects of English language teaching instruction in Turkey and the content of EFL course books. Furthermore, this article provides insights into the pedagogical implications for language teacher education programs by building on the relevant literature.

Keywords: Hedging devices; Pragmatics; EFL context; Turkish university students

Concurrent Session III
16:00 - 17:00

Odeon
Chair: Öznur Semiz

How do EFL learnes process discourse markers?

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Among the various disciplines, such as sociology, psychology, linguistics, semiotics and anthropology; discourse analysis has built a significant foundation for itself in Descriptive and Applied linguistics (McCarthy, 1991). This paper mainly focuses on identifying discourse patterns in an argumentative text by Turkish foreign language learners majoring in English Language Teaching. They were given a cohesion test in which they identified grammatical and lexical cohesive devices after an instruction of Discourse Analysis using Halliday and Hasan's (1976) classification system. The common features and errors of the participants while identifying cohesive devices were analyzed by the frequency percentages using SPSS 20.0. Besides the descriptive analysis methods (frequency, mean and standard deviation), for the comparison of quantitative data; Ttests and One-Way ANOVA were used. Results indicated that there were significant differences between the identification of some sub-categories of grammatical cohesion (ellipsis-substitution and conjunction) and lexical cohesion (superordinate-hyponym and repetition).

Keywords: cohesive devices, discourse analysis, ellipsis, grammatical cohesion, lexical cohesion

Awareness of critical discourse analysis underpins learners' sociolinguistic competence and language use

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As a special approach in discourse analysis, Critical Discourse Analysis (CDA) aims to study the discursive conditions and consequences of power abuse practised by dominant groups or institutions (van Dijk, 1995). It contributes to raising awareness of the discursive strategies employed by elite groups in order to control the minds of minor ones. It permits them to free themselves from the compulsions and limitations that deprive them of their right to think critically and have the freedom of choice. In the discipline of language learning, learners' awareness of CDA enables them to read critically and produce language in more logical manner. It is one way to empower them with adequate reading and writing strategies and enhances their consciousness of using speech acts in meaningful context. This paper analyses a text following the framework of text analysis proposed by Fairclough (1992). The authentic text was selected reflecting one aspect of the British culture that does not have the common agreement of the ruling parties in the British community. It holds significant debate between representatives of the Conservative Party and the Labour Party that was taking over at that time. The analysis shows how the lexical and syntactic connotations reflect the attitudes of each Party and the newspaper publishing this article as well. The paper provides insights into how CDA can enhance learners' sociolinguistic competence and language use.

Keywords: Linguistic Competence; Critical Discourse Analysis; Social Power; Textual Patterning

Concurrent Session III
16:00 - 17:00

Celcus
Chair: Janet Enever

Investigating the effect of kindergarteners' perceptions of school on their attitudes towards school

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The purpose of this paper is a) to investigate kindergarteners' perception of "school" through the impressions and images and b) to find out the effect of these perceptions on their attitudes towards school in cooperation with kindergarten teachers. This qualitative study is based on metaphor technique; the data of which is derived from kindergarteners' perceptions of "school", researcher's own observation of kindergarteners, and focus group interview with these kindergarteners' teachers. The research group for metaphors consists of thirty five kindergarteners from two different classes in a state kindergarten in Bursa. Thirty three relevant, twenty one different metaphors are collected from the data. These metaphors are grouped under six different conceptual categories according to their common features. In addition, several interviews are carried out with the kindergarteners' teachers to determine the effect of these perceptions on kindergarteners' attitude towards school. According to the analysis of the data collected from metaphor study, kindergarteners mostly perceive "school" as a 'homelike' place to live in comfortably and happily beside learning new things and playing games. Only five kindergarteners regard "school" negatively, and are detected to have attitudinal and disorientation problem. Determining the ways to cope with the negative attitudes of these five kindergarteners to school can be the focus of a further study.

Keywords: metaphor technique in education research; preschool education; kindergarten

Analysis of young learners' and teenagers' attitudes to English language learning

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Attitudes take place in all phases of life, beginning to occur with the child's birth and developing with the effects of his/her parents, peers, and the environment he/she is living (Brown, 1994). Along with that, the attitudes have a significant effect on how much language learners become interested in learning (Inal & Evin, 2006). That's to say, each language learner has a potential to develop different kinds of attitudes towards language learning and this greatly influences their learning process. The present study focused on the attitudes of Turkish young learners and teenagers towards English Language Learning (ELL). It aimed to find out whether the attitudes, interests and feelings of young learners change when they begin to be teenagers and if the results are correlated with the assumptions. If they are correlated, the possible reasons behind that were tried to be named for these changes. The study was conducted with the administration of two different questionnaires on twenty five 3rd grade students and twenty five 7th grade students in a private institution in Istanbul, Turkey. Apart from quantitative data collection tools, some qualitative ones such as interviews were used in this study. Moon (2011) claims that compared to young learners, teenagers are inclined to lose their desire and enthusiasm for language learning and they could be less motivated for this learning process. In line with the statement of Moon (2011), the current study displayed that teenagers began to develop more negative attitudes towards ELL, losing their enthusiasm, motivation, eagerness or desire for ELL for variable reasons opposed to the young learners. The implications of these results on education settings in Turkey were considerably discussed and commented at the end of the paper.

Keywords: Language attitudes; Motivation; English language learning; Young learners; Teenage learners

Concurrent Session III
16:00 - 17:00

Celcus
Chair: Janet Enever

Identifying the functions of native language use by teachers in young learner EFL classrooms

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The place of native language in EFL classrooms has always been debated. In this enduring debate, most of the time the view against native language use has been stronger (Butzkamm, 2003). It is only recently that the ideas of researchers, suggesting a judicious use of students' native language, have attracted attention in academia (Cook, 2001). In this discussion, whether to use native language and understanding the real classroom practices of teachers regarding native language use are of utmost importance. Nevertheless, the number of studies investigating native language use in young learner classrooms is very few (Inbar-Lourie, 2010). Considering this, the present study aims to provide a comprehensive description of the functions of teachers' native language use in young learner EFL classrooms. Therefore, this study is conducted at primary schools Ankara, Turkey. In the present study, the participants are composed of 25 EFL teachers. Overall, 50 lesson hours in these teachers' classes were audio recorded to identify the functions of native language used by these teachers. In the analysis of data, the categories revealed in the previous studies (Macaro, 2001; Üstünel, 2017) are used. The native language used in classrooms mainly belongs to three categories; Classroom Management, Academic, and Socio-Affective. The results of the study is useful suggesting teachers a purposeful rather than spontaneous inclusion of native language in their teaching.

Keywords: bilingual education; native language use; judicious use of L1; monolingual approach; young learners

Concurrent Session IV

Concurrent session IV (17:05-17:45)			
Room	Agora	Odeon	Celcus
Chair	Donika Elezkurtaj Bërveniku	Olcay Sert	Anne Wiseman
17:05-17:45	**Kadriye Aytaç** *Usage of speech like expressions in students' written works*	**Jaeuk Park** *Multimodality as an interactional resource for classroom interactional competence (CIC)*	**Chris Edwards** *Grammar strategies for academic reading comprehension (WORKSHOP)*
	Irina Rets *Eliciting ELT students' understanding of plagiarism in scientific writing*	**Elif Taşkın** *Vocabulary explanations in meaning and fluency contexts: A conversation analysis perspective*	

Concurrent Session IV
17:05 - 17:45

Agora
Chair: Donika Elezkurtaj Bërveniku

Usage of speech like expressions in students' written works

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The present study investigates the usage of speech like expressions in written works of Turkish learners of English. It also aims to find out the differences between advanced and intermediate level learners in terms of the frequency and types of speech like expressions. Speech like expressions were identified based on previous literature. To illustrate some of them, Tannen (1984) claimed that spoken language includes the usage of but, and, so, and because instead of more formal expressions such as in addition, therefore, and since. In addition, Cullen and Kuo (2007) indicated that phrasal chunks such as sort of, kind of, stuff like that, and I mean are also regarded as a feature of spoken English. The participants in this study were 21 intermediate and 33 advanced level students at a state university in Turkey. For this study, students' writing assignments were collected. For the frequency analysis, manual counting of the words was used. For the types of speech like expressions, the data were divided into different groups of speech like expressions based on the framework of previous studies. The analysis of the data showed that intermediate level learners use speech like expressions much more commonly than advanced level learners. In addition, there were also some differences in terms of the types of the speech like expressions used by advanced and intermediate level learners. This study offers some pedagogical implications for language teachers to provide more emphasis on the features of written and spoken language in the syllabus of English courses.

Eliciting ELT students' understanding of plagiarism in scientific writing

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Given that the term 'plagiarism' is open to multiple interpretations, resulting in confusion among students and teachers alike, research that investigates the current state of empirical evidence and sheds light on students' ability to define and detect this notion has important pedagogical implications. The present study examines undergraduate students' understanding of plagiarism in scientific writing through such data collection tools as a questionnaire and think-aloud protocols. After the focus group filled in a questionnaire, they were exposed to two sets of texts each containing an original and a plagiarized copy. The copy in the first set was plagiarized mainly in terms of unacknowledged copying while the copy in the second set – in terms of unattributed paraphrasing and the students were asked to assess the copies regarding their acceptability. Later the results of the questionnaire and students' ideas in think-aloud protocols were compared revealing discrepancies in how the students view plagiarism in theory and in practice.

Keywords: plagiarism; scientific writing; paraphrasing and unacknowledged copying; think-aloud protocols; undergraduate research experience.

Concurrent Session IV
17:05 - 17:45

Odeon
Chair: Olcay Sert

Multimodality as an interactional resource for classroom interaction competence (CIC)

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This paper of action research discusses the emergent progress of multimodality in the classroom interaction (Walsh 2006; Sert 2015). Despite the pivotal role of multimodality in interaction in the foreign language classroom, little attention has been paid to how embodied behaviours are used as a resource by students in relation to Classroom Interactional Competence (CIC). Based on previous studies, the study evaluates multimodality, assesses how the embodied behaviour influence learning from learner's perspectives, and suggests how instructors might make changes to their teaching practices in the classroom. The data for this study is based on the video-recording of an English grammar lesson for adult learners in a pre-intermediate multilingual class. Drawing on a CA approach to look into the interactional unfolding of multimodality in classroom interaction, this study uncovered the potential impact of multimodality on interaction in a foreign language classroom. A range of multimodal behaviours such as gaze, bodily movements, gesture and nodding were used and found to serve various purposes, either creating or taking away learning opportunities. The findings have significant implications for research on CIC and language teacher education.

Keywords: Classroom Interactional Competence, Learning, Multimodality, CA

Vocabulary explanations in meaning and fluency contexts: A conversation analysis perspective

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In the field of foreign and second language education, there is great deal of research on vocabulary teaching and learning. However, there is relatively limited research dealing with the vocabulary explanations during ongoing classroom interaction. This article aims to provide vocabulary explanation sequences in meaning and fluency context. To this end, a foreign language education classroom including 13 students was recorded for a classroom hour, and the interaction in the classroom was transcribed. The transcriptions were analyzed by using conversation analysis methodology, and vocabulary explanation examples were collected. As a result of the analysis, two vocabulary explanation sequences are provided in meaning and fluency context based on the students' response. Results show that when the students display understanding in their native language, the teacher asks follow –up questions before closing the turn; however, when they display understanding in the target language, the teacher closes the turn without asking further questions.

Keywords: conversation analysis; vocabulary explanation; classroom interaction

Concurrent Session IV
17:05 - 17:45

Celcus
Chair: Anne Wiseman

Grammar strategies for academic reading comprehension

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To strengthen their reading comprehension abilities, students in pre-university Intensive English Programs (IEPs) need to improve their use of reading strategies. Academic texts are typically composed of long sentences that use more complicated grammatical constructions such as passive voice and nested phrases and dependent clauses. This workshop presents an instructional technique for helping students develop their comprehension through: (1) explicit instruction on the function of phrases and clauses, (2) extensive practice noticing these structures in authentic texts, and (3) guided practice in using grammatical knowledge to repair comprehension breakdowns.

Keywords: grammar; reading; EAP; IEP

Concurrent Session I

Day 2 - 19 May 2017 - Friday				
9:15-10:15	Plenary / Room: Convention: - Moderator: Birsen Tütüniş **Hacer Hande Uysal** *The Critical Pragmatic Approach to Academic Writing in English*			
Concurrent session I (10:20-11:20)				
Room	Agora	Odeon	Celcus	Smyrna
Chair	Irina Rets	Züleyha Ünlü	Öznur Semiz	Arda Arıkan
10:20-11:20	**Aynur Kesen Mutlu, Yonca Ozkan** *Cultural considerations in English language teaching*	**Özgür Şahan, Salim Razi** *Investigating rater cognition: How do teachers think while assessing writing?*	**Meruyert Seitova** *The EPOSTL (European Portfolio for Student Teachers of Languages) promotes professional development: ELT in-service teachers views*	**Sabriye Şener, Derya Bostan** *Using posters in EFL classroom: An elementary school case*
	Özge Aksoy, Zekiye Müge Tavil *Translation of culture-specific items in media website texts: A study on tendencies towards constitution or substitution*	**Geraint Brown** *Authenticity of writing: Triangulating IELTS Academic Task 2, EAP pre-sessional and Masters' tasks*	**Recep Şahin Arslan** *An investigation of the professional competencies of student teachers of English*	**Hamide Nur Ünal** *Using drama to boost confidence and reduce anxiety in EFL classrooms*
	Messaouda Ladjini *The Place of Translation as a Teaching/Learning Strategy in EFL Classes: Translation Reconsidered*	**Ebru Melek Koc** *Development of a genre-based online academic writing course for graduate students (VIRTUAL)*	**Agnes Ada Okpe, Martha Ada Onjewu** *Self-development strategies for the enhancement of EFL teachers*	**Hatice Gülru Yüksel, Suzan Kavanoz** *Quest for new pedagogies: Webquest in literature courses*
11:20-11:40	Coffee break & Poster Presentations - Main Lounge (3 posters)			
	Hajrulla Hajrullai *Influencing factors on further development of bilingual education Macedonia* **Natalia Aleksandrovna Komisarenko** *Creative approaches and methods in English language teaching: A practical view* **Erkan Yüce** *Designing a writing examination based on the CEFR principles at Waystage (A2) level at vocational school: A case study*			

Plenary
09:15- 10:15

Convention
Moderator: Birsen Tütüniş

The critical pragmatic approach to academic writing in English

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English is now the lingua franca of scientific writing and global knowledge dissemination. However, written academic discourse in English is highly standardized and embedded in Anglo-American cultural rhetoric, which does not allow deviations from its strict linguistic and rhetorical norms. Recently, this imposition of English rhetorical norms on nonnative speakers of English has raised the issues of linguistic and cultural hegemony. The diffusion of powerful Anglo-American rhetoric through writing instruction has been a major concern as a threat to other cultural rhetorics in the world. Although effective instruction into English rhetorical and scientific conventions is needed for participation in the Anglo-centric discourse community, more critical pedagogical approaches have recently been suggested involving awareness-raising about the complexities and socio-political issues surrounding English academic writing and code-mixing with L1 writing for rhetorical creativity and diversity instead of rhetorical homogeneity (Canagarajah, 2006a, b; Lillis &, Curry 2010; Harwood & Hadley, 2004). Yet, not much is known about the actual implementations and consequences of these critical approaches in academic writing instruction. Therefore, this paper discusses the advantages and disadvantages of these new approaches and possible pedagogical implications for academic writing classes.

Concurrent Session I
10:20 - 11:20

Agora
Chair: Irina Rets

Cultural considerations in English language teaching

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The relationship between culture and language has long been popular among researchers and scholars in the field of English language learning/teaching. The role of English as an international language highlights the need to raise intercultural awareness in English language teaching. Owing to the fact that the role of English as a worldwide language (lingua franca) is increasing, it seems crucial for the language teachers to integrate intercultural awareness, activities, skills, and knowledge that would help language learners to become intercultural speakers. Adapting teaching as to tailor students' needs to become interculturally competent requires appropriate teaching strategies and skills as well as the awareness of intercultural communicative competence and its role in teaching English. This study aims to explore nonnative English teachers' perception of (1) intercultural communicative competence, (2) the importance of intercultural communicative competence objectives in the EFL curriculum, and (3) their own teaching practice pertaining to including intercultural communicative competence elements in their own language classrooms. The participants of the study were 50 NNESTs teaching at college level. As to search into teachers' perceptions, both a survey and semi-structured interviews were utilized by the researchers. Quantitative data were analyzed under the SPSS program and the qualitative data were analyzed through content analysis. Findings imply that majority of the NNESTs seemed to acknowledge the world language status of English; however, they were unable to come to a consensus with regard to cultural integration in English language teaching. While some mostly practiced target culture in their classrooms, others focused on only their home culture in ELT context. However, they were all enthusiastic about inserting intercultural point of view in their curriculum and syllabus. The study has also some implications for material developers, curriculum designers, and English language teachers.

Keywords: Global English; native/nonnative English speaking language teachers; perception.

Concurrent Session I
10:20 - 11:20

Agora
Chair: Irına Rets

Translation of culture-specific items in media website texts: A study on tendencies towards constitution or substitution

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Translating culture specific items of any text is a challenging task for a translator as these items differ due to cultural diversities. Many strategies are employed to transfer them in a clear and comprehensible way. The extent of constitution or substitution of culture specific items reveals the possible state of translated text to be either 'a representation of a source text' or 'a valid text in itself' (Aixela in Alvarez & Vidal, 1996). Approaching with the target-oriented view of descriptive translation studies, this study aims to identify and discuss the state of most frequent translation strategies used for the translations of culture specific items in the articles of the BBC website. The texts of this media organization website were intentionally selected as it is globally known and read by many. The study was designed with a qualitative method and the data were triangulated with source texts, target texts and a translator interview. The findings showed that the translator had the tendency to show the existence of culture specific items identified in the source texts and mostly constitutes them by using repetition, orthographic adaptation, extra textual and intra-textual gloss. This implied that the Turkish translations of the BBC website articles were the representations of their English originals.

Keywords: translation studies; cultural transfer; culture-specific items; the BBC

The place of translation as a teaching/learning strategy in EFL classes: Translation reconsidered

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For a long time, there was a firm rejection of the practice of translation in language teaching. It was even "politically somewhat incorrect to speak in its favour" (Witte 2009). However, a significant change recently took place, that is: the re-evaluation of translation in language teaching. It "is no longer seen as a harmful tool in language learning and its interference tends to be positively valued as a way to enrich rather than harm learners' competence and performance" Leonardi (2010). This work attempts to investigate the use of translation in teaching FL learners. It aims at reflecting on teachers and students attitudes towards the use of translation in teaching and investigating the way translation is actually put into practice in the Algerian EFL classes. This study hypothesizes that teachers have negative attitudes towards translation. To give consistency to the study, an evaluation of one the Algerian textbooks has been carried out to examine the treatment of translation in it. Additionally, classroom observations of three classes in different high schools were carried out and two questionnaires were submitted to teachers and students so as to collect data related to translation use. Findings of the present paper reveal that translation is a favoured strategy among the vast majority of teachers and students. Findings also indicate that the textbook does not give importance to translation. To conclude, it can be said that if implemented reasonably, translation would play an effective role in EFL classrooms.

Keywords: Translation; Strategy; Teaching; EFL classrooms

Concurrent Session I
10:20 - 11:20

Odeon
Chair: Züleyha Ünlü

Investigating rater cognition: How do teachers think while assessing writing?

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Given the complexity of writing skill, scoring scales alone cannot capture the multifarious nature of aspects such as grammar, content, lexical usage, and coherence into simple scale points. As such, scoring scales may not be sufficient to understand the essential attributes of students' writing performance and may hinder the rich and multi-faceted interpretations of human raters. Therefore, understanding the rater's cognition and how it relates to the rater's decision-making process is important. In this sense, raters should not simply be treated as a bridge between the text and the scoring criteria; rather, it should be noted that they engage in a constructive operation akin to a problem-solving activity while evaluating an essay. This study aims to understand whether EFL raters display similar decision-making patterns while assessing essays analytically especially considering their level of prior rating experiences. The research was conducted at the English Preparatory Program of Bursa Technical University. Having clear assessment protocols and policies, the institution provides instructors with regular norming sessions before scoring high-stake exams such as end of term exams and proficiency tests. A total number of 10 raters were given five essays to score analytically while thinking-aloud. The verbal protocols were transcribed and analyzed by using content analysis for recurring themes. The results showed that raters made their evaluations mostly in their first language—Turkish—and employed various reading styles while scoring the same essays. Finally, the findings of the study underscore the importance of institutional assessment policies and practices on ensuring fair judgements.

Keywords: decision-making strategies; EFL writing assessment; fairness; rater cognition

Authenticity of writing: Triangulating IELTS academic task 2, EAP pre-sessional and masters' tasks

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This study analysed the assessed writing tasks set at IELTS Academic Writing Module Task 2, on a university pre-sessional course, and at post-graduate level. It used an existing framework to establish the 'dimensions of difference' (Moore and Morton, 2007) between both university entrance pathways and the type of tasks that will be expected at Master's level across one university.

61 post-graduate writing tasks were obtained from courses chosen most frequently by pre-sessional students across six university Colleges, which were compared to 20 IELTS Task 2 items, and 15 pre-sessional question rubrics according to the four dimensions: genre, information source, rhetorical function, and object of enquiry.

At a writing domain level, there were found to be genre similarities between IELTS and pre-sessional tasks, however there was less resemblance between post-graduate tasks and IELTS. The study also revealed some interesting and complex distinctions between the tasks set across the university's disciplines, leading to the identification of prominent features and differences within the three writing domains.

Additionally, this appears to be the first study of its kind that uses data from one British university's pre-sessional and post-graduate programmes to triangulate data with IELTS to provide a panorama of task prompts' authenticity and validity.

The paper then proposes some changes that could be made to pre-sessional courses to better bridge the gap between IELTS and post-graduate level study, and could therefore be of interest to curriculum designers, task-setters, practitioners of English for Academic Purposes, pre-sessional coordinators and their collaborators in university Colleges.

Keywords: academic writing; university assessment; question rubrics; task authenticity

Concurrent Session I
10:20 - 11:20

Odeon
Chair: Züleyha Ünlü

Development of a genre-based online academic writing course for graduate students

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Most of the graduate students have difficulty in basic writing skills. Also, they donot get enough academic support related to writing academic writing genres such as dissertations and research articles. Due to the inadequate support, academic writing has become one of the most important problems of graduate students. Therefore, the aim of this research is to investigate the needs of graduate students during dissertation writing and develop a genre-based online academic writing course which will assist them during their dissertation writing process. In the first phase of the study, the participants' needs in relation to academic writing are investigated. Then, a genre-based approach is used when constructing the units of the online course. The units focus on the parts of an academic text (abstract, introduction, methodology, discussion and conclusion). Each unit has pre, during and after sessions. After the course , the participants are asked to evaluate the course . They have indicated that the course content has been very organized and informative. On the other hand they have mentioned that the nonexistence of an instructor's feedback on their written products is a pitfall of the course, which has affected their improvement of academic writing skills. The results of the present study provide a deeper understanding of the academic writing skills of graduate students. It provides the English Language Centers or academic writing centers with necessary information to design a course specific to graduate students' needs as well.

Keywords: academic writing, genre-based writing, graduate students

Concurrent Session I
10:20 - 11:20

Celcus
Chair: Öznur Semiz

The EPOSTL (European Portfolio for Student Teachers of Languages) promotes professional development: ELT in-service teachers' views

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Both in pre-service and in-service teacher development, portfolios are used for variety of purposes mainly ranging from teacher education to development, stimulators for reflection and tools to plan and monitor competency and personal development. And the European Portfolio for Student Teachers of Languages (EPOSTL) provides a tool for reflection and self-assessment for student teachers during their initial teacher education. It should further assist curriculum development and course planning. Thus, the study tries to investigate the ELT in-service teachers' views on the use of the EPOSTL to promote professional development at Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan. Upon the implementation of the EPOSTL at the ELT department, seven in-service teachers of English were interviewed through the questions prepared. The data taken from interview were analyzed through thematic analysis. The findings indicated that teachers found the use of the EPOSTL beneficial in terms of self-assessment and self-reflection. According to the findings, it is suggested that EPOSTL is not useful only for pre-service teachers but also it is very effective for in-service teachers, too.

Keywords: portfolio,EPOSTL (European portfolio for student teachers of languages), in-service teachers, professional development, self-assessment, self-reflection.

Concurrent Session I
10:20 - 11:20

Celcus
Chair: Öznur Semiz

An investigation of the professional competencies of student teachers of English

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It's a life long process for teachers of English to excel in their professional expertise. Along this process pre-service education plays a major role in giving student teachers the necessary knowledge and skills in the field. In their final year before graduation, as part of the compulsory Practicum course, all student teachers in English Language Teaching (ELT) departments in Turkey attend state schools in order to gain experience in teaching English in real contexts. Such a practice is also likely to make them realise their competency in teaching English as a foreign language. The European Portfolio for Student Teachers of Languages (E-POSTL), a document developed for the European Centre for Modern Languages of the Council of Europe containing categories and sub-categories for language teachers with competency desciptors, can be used to make student teachers realise their professional competency in various categories of English language teaching. In this particular study 16 student teachers responded to the competency descriptors in the E-POSTL during their practice teaching in the 2015-2016 academic year. This paper, therefore, reports on the participants' self-reports as to their competency levels in seven general categories outlined in the E-POSTL such as context, methodology, resources, lesson planning, conducting a lesson, independent learning, and assessment of learning. The participants generally reported poor or average level of competency in most categories at the beginning of their practicum period; however, their competency in many of these categories increased towards the end of the teaching practice since they were likely to gain more confidence in their professional knowledge having had the teaching experience in real teaching contexts. The study suggests that all student teachers need to be given chances to reflect on their own professional competence prior to graduation from ELT departments. The practicum period and the E-POSTL are two excellent means to this end.

Keywords: English language teaching; student teachers; practicum; E-POSTL

Self-development strategies for the enhancement of EFL teachers

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The study is a follow-up to two earlier empirical searches conducted on the state of EFL in Nigeria but with a global relevance. It is born out of a passion to provide impetus to teachers and a transformation in the state of EFL in Nigeria in particular and the world in general; in view of the lackadaisical disposition observed among many teachers of English. UNESCO (2014:9) declares that an educational system is only as good as its teachers. Hence professional self-development (PSD) is germane to the process of promoting excellent English language learning. The paper explicates the concept of PSD , the different strategies such as self-mentoring, peer-coaching, critical incidents, action research, teaching portfolios, teacher support groups, journal writing, among others; beams a searchlight on the challenges of PSD like economic downturn and unfriendly work environment, provides counsel to EFL teachers by enumerating the benefits of PSD which include deep rooted satisfaction and confidence, respect and honour, relevance and growth with its attendant intellectual and material gains. It concludes that PSD is a composite act that enhances not only the teacher but also the learners, learning, the language and the world.

Keywords: Self-development; Strategies; Teachers; EFL

Concurrent Session I
10:20 - 11:20

Smyrna
Chair: Arda Arıkan

Using posters in EFL classroom: An elementary school case

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As vocabulary learning is one of the main parts of learning and teaching a foreign language, teachers should know how to facilitate this process. Although vocabulary knowledge is a vital part of foreign language learning process, the number of conducted research about the effect of posters is limited (Çetin and Flamand, 2013; Badri et al, 2015). The present study aims to determine the effect of posters on the vocabulary learning of students, without any teacher direction or instruction. It also aims to explore gender differences. The participants of the study were 54 forth graders, 27 females and 27 males, studying at Dumlupınar Elementary School in Muğla. The study was carried out during the winter term of 2015-2016 academic year. A quasi-experimental design was benefited. The data were gathered by means of a vocabulary test containing 30 items. The same test was used as a pre and post-test. Data analysis showed that the existence of posters in language classrooms (without direction) helped vocabulary learning process of students. The vocabulary test scores of the experimental group have increased from M=6.72 to M=14.24. When the gender differences were examined, a significant difference between the scores of females and males were determined. Independent sample t-test of pre and post-test for experimental group showed that the post-test scores of females (M= 16.15) and males (M=12.69) were significantly different. It can be concluded that in foreign language classrooms utilizing from posters can be beneficial.

Keywords: Posters; without teacher direction; peripheral learning; vocabulary

Using drama to boost confidence and reduce anxiety in EFL classrooms

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Teaching speaking is quite challenging compared to the other three skills especially in an EFL country. The learners may not have enough confidence to express themselves in a foreign language. The main aim of this study is to help students gain confidence in speaking English and to reduce their speaking anxiety in the classroom by using drama techniques. This study has focused on adults as it can be more difficult to help them obtain some confidence in speaking. The research has adopted the one group pretest-posttest design. The experimental group consists of 6 adults, and their ages range from 22-35. The triangulation of the data was established through pre and post-tests, semi-structured pre, mid-study, and post-interviews, and learners' reflection papers. There has been a thirty-hour drama treatment between the pre and post-test. Also the learners wrote six reflection papers throughout the study. It can be said that they experienced a lack of confidence and high level of anxiety while speaking in English at the beginning of the study. The results of the post-test have shown that using drama activities have contributed to the learners' confidence in terms of speaking. It can be said that the speaking anxiety of the learners can be decreased by making use of drama games and role-play activities.

Keywords: speaking anxiety; using drama techniques in EFL; reduction of speaking anxiety, speaking confidence

Concurrent Session I
10:20 - 11:20

Smyrna
Chair: Arda Arıkan

Quest for new pedagogies: Webquest in literature courses

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Over the last three decades, owing to changes in technology, pedagogy and attitudes to language study we observed tremendous changes within the field of ELT. In line with these developments, we witnessed a series of attempts to restructure language programs from primary to tertiary level. Within this frame, ELT programs have been reformed twice, and yet little has been done with respect to the structure, content and pedagogical emphasis of literature courses. English Literature courses offered as part of ELT curriculum are a valuable means to increase students' language awareness and help personal enrichment, however, previous experience in teaching this course suggested that most students experience difficulties in participating class discussions and find the course challenging, demotivating and sometimes irrelevant to their profession. This intervention study was conducted in order to investigate the effects of Webquest use on students' attitudes and perceptions. In this quasi-experimental research, data was collected through a questionnaire and focus-group interview. The results indicate that the students perceived WebQuest more effective and useful than lectures, and agreed on the positive contribution to develop better attitudes toward their learning experiences, and understand and apply recently learned concepts.

Keywords: attitude; literature; perception; Webquest

Poster Presentations
11:20 - 11:40

Main Lounge

Influencing factors on further development of bilingual education in Macedonia

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Macedonia has implemented bilingualism in schools for more than a decade. However, this bilingualism has been realized in a step by step program in the Macedonian schools by introducing minorities to bilingual programs first starting from primary, then secondary and lately tertiary education in mother language of minorities. This approach was originally thought to help minority students learn the majority language and in that way find their way in the market economy. In practice, bilingual programs in Macedonian schools as well as teacher training programs in the state universities have limited view of what it means to have bilingual education, professional bilingual teachers and how these teachers should teach bilingual students. This paper explores how political, social, and economic developments in one country influences by further developing or limiting bilingual education in all levels in Macedonia and how bilingualism in schools can be misused for the purpose of the government to keep the minorities oppressed. This paper will overview the major political and educational events that took place in Macedonia that concern and seriously affected further development of bilingual education in the country.

Keywords: bilingualism; bilingual education

Poster Presentations
11:20 - 11:40

Main Lounge

Creative approaches and methods in English language teaching: A practical view

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The article deals with the creative approaches and methods in English language teaching. Recently, most teachers pose a question which approach in teaching a foreign language would be the best. They should select the communicative approach because its main focus is training in interactive cooperation all the participants of the learning process. In this context, the Department of Foreign Languages at Uman National University of Horticulture organizes seminars for teachers of higher educational establishments, of secondary schools and for students every year. The last one was devoted to creative approaches and methods in English language teaching and it included several sections and combined both practical and theoretical issues.

The seminar consisted of four sessions. The first one «Alternative Teaching Activities for the Classroom» was focused on organizing junior students' activities. The second session called «Accelerated Learning» stated that an educator is responsible for creating conditions under which the learning process will be possible and productive. The theoretical session «Student Governance» came to the conclusion that classrooms need to be managed effectively to maximize students' learning. The contemporary trend in managing classrooms is shifting from controlling students towards supportive, nurturing relationships and opportunities for self-regulation. Participants of the session «Interactive Methods of English Teaching» were offered different alternatives of interactive activities.

Keywords: interactive methods of learning1; communication2; ways of language learning3; creative approaches4

Designing a writing examination based on the CEFR principles at waystage (A2) level at vocational school: A case study

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The aim of the current study is to provide an alternative examination tool to the traditional mid-term and final examinations of ESP courses carried out at Vocational School of HBVU in Nevşehir. Firstly, the researcher prepared a specifications table which gives background information related to the students such as age, department, and gender. Secondly, the researcher prepared a rating scale which used the test criteria based on the CEFR principles. Thirdly, an alignment chart including the test criteria and their CEFR correspondences was prepared; then, the controlled writing examination, titled "How do you make a cocktail?", was applied to the students. Lastly, the students' writing examination samples were scored according to the scale prepared before and the results were reported. In conclusion, this case study of writing examination, designed as a part of an integrated final examination and based on the CEFR principles, presents an alternative way to test students' writing skills at ESP courses at vocational schools.

Keywords: The CEFR; ESP; writing skill; integrated examinations

Concurrent Session II

Day 2 - 19 May 2017 - Friday				
Concurrent session II (11:40-12:40)				
Room	Agora	Odeon	Celcus	Smyrna
Chair	Sabriye Şener	Rayenne Dekhinet	Erkan Külekçi	Aynur Kesen
11:40-12:40	**Şeyma Aktaş, Recep Şahin Arslan** *An evaluation of explicit oral communication strategy training*	**Zehra Savran, Aysel Şahin Kızıl** *The integration of corpus into EFL instruction: A study of learner attitudes*	**Ayşegül Yurtsever** *Differential effects of motivational tasks on students' motivation*	**Gizem Akçor** *BRING THE ACTION! Involving technical preparatory students in EFL reading classes: An action research study*
	Ramazan Yetkin *Research into pronunciation learning strategies of pre-service English teachers*	**Yelda Orhon, Demet Kulaç, Emine Güzel** *A corpus linguistic study on the use of however in British academic spoken and written English*	**Mehmet Abi** *Interaction effects between self-efficacy, academic self-concept, attributions and perceived success of high school students*	**Hülya İpek** *Do foreign language reading lessons shape our students' world knowledge?*
	Erdal Ayan, Elif Demirel *Analyzing research tendencies of ELT researchers and trajectory of English language teaching and learning in the last five years*	**Maide Yılmaz, Zeynep Özdem Ertürk** *A contrastive corpus-based analysis of the use of reporting verbs by native and non-native ELT researchers*	**Özge Selçuk** *A display of patterns of change in learners' motivation: Dynamics perspective*	**Emel Tozlu Kilic, Zeynep Yildiz Çelebi** *A comparative study on the effect of technology on students' L2 reading motivation*
12:40-13:45	Lunch / Dining Hall			

Concurrent Session II
11:40-12:40

Agora
Chair: Sabriye Şener

An evaluation of explicit oral communication strategy training

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It is clear from the literature that some specific use of communication strategies, verbal or nonverbal, enables learners to deal with their problems, breakdowns and disruptions in everyday communication (Dörnyei, 1995, Nakatani 2010). The aim of the study is to investigate the effect of an oral communication strategy training on students' oral communication performance in English. The study was conducted during the 2015-2016 academic year at the English Preparatory Program at Pamukkale University. A total of 32 students participated in the training program. 16 of the students were in the experimental group and the rest 16 were selected as the control group. The design of this study was structured in an experimental form in which a group of learners were trained in terms oral communication strategies while another group received no training. The pretest and posttest performances of the experimental and control groups were scored and analyzed according to Oral Communication Assessment Scale developed by Nakatani (2002) at the end of an-8-week process of strategy training. The results of the study showed that the students in the experimental group performed better than the control group. Also, it was found out that the experimental group had higher scores in the posttest than they did in the pretest. Moreover, the interviews with the experimental group revealed that they regarded the training as beneficial. In conclusion, the study is of importance as it raises awareness towards explicit teaching of oral communication strategies.

Keywords: Language Learning; Oral Communication; Oral Communication Strategies

Research into pronunciation learning strategies of pre-service English teachers

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Pronunciation, as being one of the core components of a language, plays key roles in language learning and language use. Many studies have already been conducted regarding pronunciation learning and its importance; yet, satisfactory attention has not been given to strategies and strategy use until recently. In line with this objective, this study aims to reveal pronunciation learning strategies of EFL learners in comparison with variables such as gender, age, grade level and years of learning English. A total of 27 pre-service EFL learners took part in the study. A strategic pronunciation learning scale was used to use most frequently use strategy types and strategy groups as well as effects of individual variables. Descriptive analysis was used to investigate the results. It was striking to see that there is a significant difference of pronunciation strategy use based on gender, and females use strategies more frequently. Another important factor was to see that even if there is statistically no difference, length of time for learning English can have a positive effect on pronunciation learning strategies.

Keywords: pronunciation learning strategies; strategy use; gender; age; EFL learners

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

Concurrent Session II
11:40-12:40

Agora
Chair: Sabriye Şener

Analyzing research tendencies of ELT researchers and trajectory of English language teaching and learning in the last five years

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In accordance with the new advances in language teaching methodologies and integration of high technology tools as well as web applications, there are many scientific research published on English language teaching (ELT) and learning (ELL) in recent years. However, on the one hand, it is still a significant question to research that exactly what types of research topics are mostly studied among the researchers from different countries. What are the leading research groups on the world? Even though there are noteworthy studies to clarify mostly studied topics and trajectory of the researches on ELT by means of literature reviews, and there are very few studies to compare research tendencies of the researchers over text/content mining methodology. In fact, the papers reviewing literature are mostly limited in terms of depicting a broad understanding the scope of such studies. On the other hand, a corpus detection based methodology, which may illuminate those research tendencies and trajectory, and come up with very informative descriptive results in the field, is actually missing. In sum, the current research aims at finding out the most frequent research contexts and topics in the last five years through analyzing research papers published in leading academic journals in the field, and compare tendencies of the researchers from different institutions and countries in terms of selecting their research context and topics, and to figure out the trajectory for future studies. In this study, the researchers hypothesize that there may be different tendencies among the researchers in terms of their selecting research contexts and topics, which should be revealed for future researches. Researchers use a corpus-based detection methodology in this study, which is composed of storing variable data in .txt files and analyzing variables over the concordancer. Corpus-based detection method defines process of gathering textual data mentioned in the variables and analyzing them by means of a concordancer, named AntConc. The corpus-based data from the variables are analyzed by means of a statistical software, known as JASP in order to clear out potential differences among the researchers. A short analysis of the data indicates that the researchers still focus on the key words such as explicit learning and knowledge, implicit learning and knowledge as well as age and bilingualism. It is also observed that meta-analysis is an important topic in the studies conducted lately. Further results of the study could be beneficial for all followers including researchers and learners inside and outside the field of ELT and help people focus less frequently studied contexts and topics.

Keywords: Research Tendencies, Trajectory of ELT, ELT/ELL, Corpus-based detection

Concurrent Session II
11:40-12:40

Odeon
Chair: Rayenne Dekhinet

The integration of corpus into EFL instruction: A study of learner attitudes

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Recent years have shown a growing interest in using corpora in language instruction, enhancing data-driven learning (DDL) pedagogy by promoting the use of tools and techniques of corpus linguistics in language classrooms. Many studies have tested the impact of corpus tools in EFL writing or vocabulary instruction; however, little attention has been paid to the integration of corpus tools into EFL speaking instruction. This paper describes a study of corpus use in enhancing English speaking performance of EFL learners with a focus on their attitudes towards web-based concordancing. Drawn in accordance with convenience sampling procedures, the participants of the study were forty university level EFL learners. Data collected through a post-instruction perception questionnaire were analysed using descriptive statistics. Results indicated that students benefited from concordance based learning activities, and also hold positive attitudes towards using it in learning speaking. The findings also point out some challenges to overcome while using web-based concordancing in EFL instruction.

Keywords: EFL learners; data-driven learning (DDL); web-based concordancing; learner attitudes

A corpus linguistic study on the use of however in British academic spoken and written English

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Corpus studies shed light on academic discourse in terms of genre, lexicon, and grammar. In order to expand grammatical knowledge, this corpus-based study takes as an evidence based approach and focuses on however, a single adverb reported as being one of the most commonly used linking adverbials in academic discourse, and analyses the uses of however in British academic spoken and written English. Analysis of British Academic Written English (BAWE) and British Academic Spoken English (BASE) Corpus provided comprehensive linguistic information on the use of linking adverbial however in terms of its frequency, positional distribution in clauses, collocations and clusters. The findings indicated that contrary to common pedagogic academic writing and ESL/EFL grammar books, however has various functions in British academic English. Furthermore, usages of however differ in written and spoken academic discourse. It was revealed that however is mostly used in initial position followed by medial and final positions, respectively in BAWE, it is used a lot more commonly in written language, and its collocations and clusters differ in written and spoken language. Based on the findings, practical implications were given for designing syllabus and materials particularly for ESL/EFL students on the use of however in written and spoken academic English. It can be suggested that the traditional presentation of however without providing any information and practice regarding multiple semantic functions and positions of it in clauses be replaced with corpus based practice/tasks and data driven learning activities.

Keywords: however, conjunction, academic discourse, BAWE, BASE

Concurrent Session II
11:40-12:40

Odeon
Chair: Rayenne Dekhinet

A contrastive corpus-based analysis of the use of reporting verbs by native and non-native ELT researchers

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Reporting verbs are one of the crucial components in academic writing. Although there have been many studies comparing native and non-native researchers, a few studies have been on the use of reporting verbs by Turkish EFL researchers. The purpose of this study is to investigate (1) the most frequently used reporting verbs by native and non-native researchers in ELT and functional and positional differences in the use of these reporting verbs, (2) if there are any overused reporting verbs in non-native ELT research articles with reference to native ELT research articles and (3) if there are any differences between native and non-native ELT research articles in terms of the syntactic patterning of the first three overused reporting verbs. To shed light on these research questions, two corpora composed of 160 ELT research articles published in peer-reviewed, international journals in the field of language teaching were compiled and analyzed. Out of these 160 research articles, 80 of them were written by non-native researchers and the other 80 articles were written by their native counterparts. The findings indicated that some reporting verbs, like "revealed", are overused by non-native researchers. Also, there are some differences in the use of reporting verbs in terms of syntactic patterning between the two corpora.

Keywords: reporting verbs; corpus; Academic Writing; native & non-native ELT research articles

Concurrent Session II
11:40-12:40

Celcus
Chair: Erkan Külekçi

Differential effects of motivational tasks on students' motivation

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In order to have a motivational classroom, the necessity of good connection between teacher and students, and effective teaching practices has been emphasized in literature (Dörnyei, 2001; Kubanyiova, 2014; Coyle, 2014). Therefore, research about motivation conducted by teachers will be helpful in showing the effectiveness of motivational activities in language classroom. This action research study aims to identify and compare the effect of different motivational classroom activities on in-class student behavior. As part of a master's thesis study on language classroom motivation, different motivational activities from Hadfield and Dörnyei's book (2013) were implemented over 8 weeks in English lessons. The participants included 46 students from 9th grade of a vocational high school in Turkey. Learner behavior and teacher's motivational practice were examined through Motivational Orientation of Language Teaching (MOLT) Observation Scheme which was developed by Guilloteaux and Dörnyei (2008). Results suggested that students' motivational behavior varied according to different activities. In the activities that focused on signposting and pair work students had higher participation, alertness and volunteering values, whereas in the activities that focused on more active task performance and required creative skills, student behavior did not have high values. Overall, challenging activity design and organization did not have a motivating effect on the participants. High school students in the target population displayed higher values in individualized tasks accompanied by a little teacher or peer help, while in product tasks or group work tasks, such values were not at a desired level.

Keywords: Foreign Language Motivation; Motivated Behavior; Motivational Tasks

Concurrent Session II
11:40-12:40

Celcus
Chair: Erkan Külekçi

Interaction effects between self-efficacy, academic self-concept, attributions and perceived success of high school students

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Today researchers are seeking new ways of improving the quality of education in classroom environments. In this process, reaching a deeper understanding of psychological issues plays a great role. Because it is generally accepted that the more students are known, the easier it becomes to offer optimized learning conditions which will increase the efficiency. In this respect, motivational components have been getting the interest of the researchers a lot in recent years. This study, which was conducted with 491 high school students in Milas, in Turkey, aims at finding interaction effects among some key motivational concepts (self-efficacy, self-concept and attributions). The data which were obtained after the application of questionnaires were analyzed in two stages. In the first stage, it was found out that self-efficacy, academic self-concept and success levels significantly correlate with students' achievement attributions and each affects students' attributions in a way, the interaction effects they could have on attributions were sought in the second stage of the study. It was found out that there was an interaction effect between students' academic success, their academic self-concept levels and their ability attributions. It was observed that an increase in successful students' self-efficacy levels resulted in a sharp rise in their ability attributions. It can be said that there is an interaction effect between students' age, their perceived achievement levels and their attributions. In terms of task difficulty, 12th grade successful students tend to ascribe their achievement to task difficulty less than unsuccessful 12th graders.

Keywords: Self-Efficacy, Academic Self-Concept, Attributions, Perceived Academic Success, Interaction Effect between Motivational Concepts.

A display of patterns of change in learners' motivation: Dynamics perspective

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Getting to understand patterns and causes of motivational changes experienced by language learners while studying a foreign language can be of significant value. This paper aims to explore patterns of such fluctuations at the tertiary level. Through a dynamic systems perspective, this study employed Retrodictive Qualitative Modelling to generate the learner prototypes. The data were then collected from two distinct cases that represent different motivational prototypes. While the first one manages to have a highly intense goal-directed motivation (Directed Motivational Currents- DMC), the second one does not seem to have DMC. Data concerning ebbs and flows of learners' motivation over six weeks and affective states in the classes were collected through self-plotted motigraphs. The results showed significant difference between the motivational patterns of the two learners. The first one with an identifiable DMC displayed a more stable pattern on the motigraph and the other one got drifted aimlessly without a clear focus. The findings of this preliminary study will be discussed in relation to dynamic theories of motivation. Suggestions for further research will be offered.

Keywords: Directed Motivational Currents; Motigraph; Motivational Dynamics

Concurrent Session II
11:40-12:40

Smyrna
Chair: Aynur Kesen

BRING THE ACTION! Involving technical preparatory students in EFL reading classes: An action research study

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During my two-year teaching experience in a university setting one of the biggest problems I faced was to motivate my students at a private (mostly) technical university for the reading classes. It is an undeniable fact that reading classes require EFL learners to have enough skill, confidence, and motivation. However, this requirement is hard to be fulfilled especially for many EFL technical students because their exposure to English is very limited and they have difficulty in meeting some necessary requirements of reading such as critical thinking and use of some strategies and techniques. Consequently, I had the idea of conducting an action research to involve my technical preparatory students in EFL reading classes. Through this study, I also aimed to develop a deeper and better understanding of my teaching and grow professionally. The question guiding this study was: What happens to my students' attitudes towards reading classes when I integrate visuals, hands-on activities, and competitions into my lessons? After planning the procedures, the action research process involved a pre-test, 4-week intervention, and a post- test to measure the improvement. The statistical data did not show any significant difference in their achievement, but qualitative data taken from observation, field notes, and interviews revealed that integration of visuals and interactive activities into reading classes motivated the students and engaged them more in the classes.

Keywords: action research; reading; EFL; motivation

Do foreign language reading lessons shape our students' world knowledge?

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The world knowledge or background knowledge of students is valued highly in reading comprehension lessons because such knowledge aid reading comprehension and language learning (Henry, 1999; Hedge, 2000; Hirsch, 2003). In addition, topics that students are interested in are preferred in reading lessons because they affect the motivation and consequently the comprehension of the students (Arikan, 2008). Considering that various topics are covered in reading comprehension lessons, these topics may later become a part of the world or background knowledge of the students. This study investigates whether the content of an English as a Foreign Language (EFL) reading course contributes to the general or world knowledge of students. 48 EFL students at an English Language Preparatory School at the beginner and elementary level participated in the study. The data were collected through open ended questions concerning the topics in the reading books used in the reading lesson. Participants were asked questions on the topics covered prior to reading the texts and a 2-3 days after reading the text. The results revealed that students already have some general knowledge on certain topics before taking the reading course and that most of the topics in the reading lesson added to the students' general knowledge of the students. It can be suggested that the reading lessons in EFL classes not only serve the aim to enhance language learning but also shape the world knowledge of the students. Furthermore, such world knowledge can be valuable in any field of study and not only in language learning.

Keywords: reading comprehension, world knowledge, general knowledge

Concurrent Session II
11:40-12:40

Smyrna
Chair: Aynur Kesen

A comparative study on the effect of technology on students' L2 reading motivation

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Integrating technology into language learning may be a beneficial motivator for students especially for digital natives who respond well to technology-infused activities due to their familiarity with technology (Prensky, 2001). Yet, the meaningful integration of a technological application (Edmodo) into a subskill of language may need more consideration in Turkish context. Moving from that point, this study was conducted to explore the effects of a technological application on students' L2 reading motivation. Dividing seventy- two non-native students of English in A2 proficiency level into experimental and control group, a quasi-experimental research design was pursued. In order to explore the participants' L2 reading motivation levels, the type of motivation dominantly favoured by each group, and their extrinsic and intrinsic motivation levels; the Foreign Language Reading Attitudes and Motivation Scale (FLRAMS) developed by Erten et al. (2010) was conducted in the pre-and post-sessions. Data gathered from the pre-and post-tests were analyzed statistically, and it revealed that both extrinsic and intrinsic motivation increased significantly in both groups considering the pre-and post-tests results. Yet, the increase in the rate of intrinsic motivation was observed to be higher than that of extrinsic motivation. On the other hand, the extrinsic motivation was found to be superior to intrinsic motivation in pre and post-tests of the both groups. Thus, the general findings can be practical for language teachers in terms of heightening their awareness of the positive effects of technology on fostering L2 reading motivation in order to make the reading process more motivating for their students.

Keywords: technological application, L2 reading motivation; extrinsic motivation; intrinsic motivation

Concurrent Session III

Day 2 - 19 May 2017 - Friday				
13:45-14:45	Plenary / Room: Convention- Moderator: Ismail Hakkı Erten **Alastair Henry** *Small lens, big insights: Ushioda's agenda for researching L2 motivation in context*			
Concurrent session III (14:50-15:50)				
Room	Agora	Odeon	Celcus	Smyrna
Chair	Kadriye Dilek Akpınar	Hatice Gülru Yüksel	İsmail Hakkı Erten	Suzan Kavanoz
14:50-15:50	**Aynur Kesen Mutlu, Yesim Kesli Dollar** *Intercultural competence through the eyes of Turkish university students*	**Hyun Kyung Miki Bong, Bohyon Chung** *A study on perception of Korean-accented English*	**Maide Yilmaz** *The effect of data-driven learning on EFL students' acquisition of lexico-grammatical patterns in EFL writing*	**Meral Öztürk** *Multiple meanings in the EFL lexicon*
	Hatice Kübra Koç *The current positions of intercultural communication in secondary school course books in Turkey*	**Esim Gürsoy, Madina Hüseyinoğlu** *ELT teacher trainees attitudes toward the pronunciation skill and their awareness of its features*	**Donika Elezkurtaj Bërveniku** *The art of argumentation: A sociolinguistic approach to developing thesis statements (the case of Kosova high school students)*	**Mehmet Bardakçi, Emrah Cinkara** *Two aspects of vocabulary knowledge: Breadth and Depth*
	Öznur Semiz, Özlem Salman *The factors determining the motivation to participate in Erasmus program for Turkish EFL students*	**Ömer Eren, Mehmet Kılıç, Erdoğan Bada** *Pausing patterns within a cross-linguistic context*	**Fatma Tanriverdi-Köksal, Ayşegül Daloğlu** *Explicit instruction of paragraph writing to practice the writing strategy of organizing ideas*	**Filiz Mergen, Gülmira Kuruoğlu** *A comparison of Turkish-English bilinguals' processing of emotion words in their two languages*

Plenary
13:45 - 14:45

Convention
Moderator: Ismail Hakkı Erten

Small lens, big insights: Ushioda's agenda for researching L2 motivation in context

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Traditionally, L2 motivation research has been concerned with mapping learner attitudes, goals and reasons for learning at the group-level. However in recent years there has been a steady growth of studies where qualitative methods are used. Generally drawing on narrative data, in these studies focus is directed primarily to the person-in-context, rather than persons-in-contexts. This presents something of a quandary. While it is now commonplace to read that L2 is motivation is dynamic, situated and emergent, empirical work that can shed light on the interpersonal interactions within which motivation emerges is almost entirely lacking. Arguing that it is at the localised level of the L2 learning experience that the greatest potential for the generation of motivation might exist, Ushioda (2016) suggests that inquiry into L2 motivation needs to be scaled down and to "focus on the local and particular rather than the general" (p.19). Taking up Ushioda's call for "small lens" research, in this talk I present findings from a large-scale study in Sweden where over 250 ethnographic observations were carried out in the classrooms of 16 teachers of English with a motivationally effective practice. Using these examples, I will suggest that use of a small lens can generate big insights in revealing how motivation arises in interactions between teachers, students and activities.

Concurrent Session III
14:50 - 15:50

Agora
Chair: Kadriye Dilek Akpınar

Intercultural competence through the eyes of Turkish university students

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With increased globalization over the last few decades, the status of English has been recognized an international language; and thus, the need for an intercultural focus in foreign language teaching has become crucial. Many researchers, concerned with intercultural awareness, intercultural competence, intercultural communicative competence and the integration of intercultural competence into English language teaching, conducted studies in different parts of the world. However, the number of Turkish studies on intercultural competence needs to be increased and the scope of the studies should be broadened as most of the studies focus on teacher perceptions on intercultural competence. This mixed-method study examines the perceptions of intercultural communicative competence by 300 English language learners at tertiary level. The study specifically searches into learners' perceptions of efficiency of English language courses with regard to intercultural awareness and competence. For the data collection purposes, a questionnaire, a semi-structured interview and focus-group interviews were conducted. The quantitative data were analyzed using the SPSS (Statistical Package for the Social Science) and the qualitative data were analyzed using content analysis. Findings of the study indicate that English language learners are aware of the importance of intercultural competence; however, they expect to be exposed more to intercultural aspects of English in their English courses. The study reveals that in designing the curriculum and choosing the activities, intercultural aspects should be emphasized more and the teacher should have an active role in helping the learners become aware of intercultural competence. The study also implies that teachers should be involved in in-service teaching programs which aim to (1) provide necessary background on intercultural competence and (2) help teachers integrate their theoretical and practical knowledge on intercultural competence into in-class activities.

Keywords: intercultural communicative competence; culture and language teaching; learner perception

Concurrent Session III
14:50 - 15:50

Agora
Chair: Kadriye Dilek Akpınar

The current positions of intercultural communication in secondary school course books in Turkey

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In a foreign language teaching, both cultural elements and communicating with others in a cultural environment are some of the indispensable requirements for language learners. In this sense, intercultural communication can be seen as a keystone concept for English language teaching and learning. However, it is known that in order to improve intercultural communication; some related materials, suitable activities and effective teaching instruments should be integrated into the teaching environment. For this reason, course books and any other teaching materials in English language teaching process should be designed via some basic elements that are based on intercultural communication. In this study, for the aim of determining the current situation on the contexts of course books which are related to intercultural communication, the course books developed by Ministry of National Education in Turkey are examined in terms of consisting activities or tasks which are based on intercultural communication. As for the grades of these course books; fifth, sixth, seventh and eighth grades are selected, since activities based on intercultural communication are begun to be adapted to young learners' course books after they are at least eleven because of their cognitive development. At the need of the study, the main themes, aims and scopes of the cultural elements that are used in these course books are discussed one by one as referring the related literature, and some suggestions which are aiming to improve intercultural communication skills of young learners are introduced for researchers and educators who are searching on English Education.

Keywords: Intercultural Communication, Secondary School Education, Young Learners, English Language Teaching

The factors determining the motivation to participate in Erasmus Program for Turkish EFL students

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This study aims to explore the factors determining the motivation to participate in Erasmus program for Turkish EFL Students. For the study, a questionnaire was conducted to comprehend students' perceptions and understand the reasons that lead them to be a part of this program. The study involved 287 (87 male, 200 female) students studying at the department of Language and Literature at Karadeniz Technical University. Results of the study showed that the desire to improve the language skills and to experience European culture were the most influential reasons for participants to study abroad. Results also showed that there are perceived barriers on their way hindering students from applying study abroad program. The most recurrent reasons for not participating in the program were family issues and the fear of the difficulty in adapting to the university in a foreign country. This study includes suggested implications for the universities to increase student participation in Erasmus program.

Keywords: motivation; study abroad; EFL; Erasmus program

Concurrent Session III
14:50 - 15:50

Odeon
Chair: Hatice Gülru Yüksel

A study on perception of Korean-accented English

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The aims of this talk are: (1) to investigate how students feel about using Korean-accented English (KoE), (2) to explore what types of disadvantages there are in using KoE, and (3) to illustrate how 'negative perspectives' are related to the internal and external factors such as accents of English teachers, learning stimuli and personal preference which have been claimed to be the main causal factors for the institutionally driven familiarity (Chung and Bong 2017). We conducted an experimental survey questionnaire which was designed by adopting a modified indirect approach to learners' perspectives with 121 Korean EFL learners. Simple frequency count and a one-way ANOVA were performed to analyze data. We have scrutinized all the responses to the experimental task on our negative inquires and found that the valid responses can be administered into seven disadvantage types: message conveyance, unsure, embarrassment, no disadvantage, devaluation of English proficiency, test scores, and job seeking. Discussing the results from the experiment, we argue that the more agreement in the shortcomings of using KoE, the more they agree with the view that the internal and external factors influence on forming the institutionally driven familiarity with a particular native variety of English accents, namely American English in Korea (Chung and Bong 2017). The findings indicate that Korean EFL learners bear somewhat negative perception toward KoE worrying that they would fail to deliver intended messages. This negative tendency was likely to allow students to agree that the internal and external factors affect the institutionally driven familiarity.

Keywords: Korean-Accented English; Negative Perception; Institutionally Driven Familiarity; Causal Factors

ELT teacher trainees' attitudes toward the pronunciation skill and their awareness of its features

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Having received the stamp of an "often neglected" element in second language teaching, opinions of ELT Teacher Trainees (TT) taking pronunciation as an explicit instruction course seem to be neglected in many research advocated in this field as well. Together with this, features of pronunciation (segmentals and suprasegmentals), contributing to the development of this skill are minimally approached in the limited number of studies. Thus the present study aims at revealing ELT TTs attitude toward the pronunciation skill and their awareness regarding the difficulty and importance of its features. Using a mixed-methods research design, quantitative data was collected via a questionnaire from 111 teacher trainees at a large state university in Turkey. Qualitative data was gathered via semi-structured interviews conducted with 11 participants for a deeper understanding of the phenomenon. The overall results revealed that all TTs have positive attitudes regarding the pronunciation skill and its explicit instruction. Freshmen were found to have significantly more positive attitudes than seniors. TTs' awareness of segmental and suprasegmental features was found to be different in some aspects: although participants consider suprasegmentals and segmentals important, they considered suprasegmentals more important than segmentals. However, their awareness of the difficulty of suprasegmentals is dubious, indicating TTs limited knowledge of such features. On the contrary, participants consider segmentals as an easy feature of the pronunciation skill. The outcomes of the study have implications for teacher trainers for the development and improvement of the pronunciation skill course.

Keywords: pronunciation skill; pronunciation instruction; ELT teacher trainees; segmentals; suprasegmentals

Concurrent Session III
14:50 - 15:50

Odeon
Chair: Hatice Gülru Yüksel

Pausing patterns within a cross-linguistic context

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Linguistic studies generally focus on the written records of the spoken language and linguists usually examine one aspect of the grammar in a text. This isolates the output from its producer and gives no account of the actual speech performance. However, speech is a dynamic process during which various factors interact with each other and it becomes a necessity to investigate this complex relationship within differing contexts. The dynamics of speech, the prosodic features in particular, can significantly contribute to underlying blueprint resulting from contextual differences. The duration of pauses in a continuing speech can show the effects of these differences. In this study, the researchers investigated the read and spontaneous speech pausing patterns of coordinating conjunctions with participants from Swahili, Hausa, Turkish and Arabic speakers of English. The pausing patterns were measured by using a speech recognition software and findings of the data were analysed by independent sampled t-test. Results show that regardless of their mother tongue, speakers pause longer preceding coordinating conjunctions in both read and spontaneous speech. In particular, these pauses are statistically significant in spontaneous speech.

Keywords: prosody, pause, cross-linguistic patterns, interlanguage

The effect of data-driven learning on EFL students' acquisition of

Concurrent Session III
14:50 - 15:50

Celcus
Chair: İsmail Hakkı Erten

lexico-grammatical patterns in EFL writing

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The present study investigated whether and to what extent data-driven learning (DDL) can improve the lexico-grammatical use of abstract nouns in L2 writing. A corpus composed of 40 graded readers was compiled to make the learners do concordance learning activities, and 30 Turkish English as a Foreign Language (EFL) students at Gazi University School of Foreign Languages were chosen based on convenience sampling and assigned to a control group or an experimental group evenly. At the prewriting stage, both the control group and the experimental group were given a list of ten abstract nouns and wrote stories without using dictionaries. Then, the errors they made while writing were underlined. While the experimental group was taught how to use a concordancing tool and studied on concordance lines from the corpus of graded readers to correct their errors, the control group just had dictionaries to consult and worked on their errors. Afterwards, both groups wrote their second stories using the same words given in the pre-test. The texts written in the pre-test and post-test were analysed and compared between groups. The results indicated that the experimental group, as compared with the control group, used a greater variety of collocational and colligational patterns and had fewer linguistic errors while using the abstract nouns. Finally, a questionnaire was administered to the experimental group and the results obtained from it showed that students were very positive about the use of DDL and concordance activities. Also, they were willing to use DDL activities in the future.

Keywords: Data-Driven Learning; Corpus; EFL Writing; Concordance

Concurrent Session III
14:50 - 15:50

Celcus
Chair: İsmail Hakkı Erten

The art of argumentation: a sociolinguistic approach to developing thesis statements: The Case of Kosova High School Students

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Living in a world of globalization, communication of various forms has become crucial. Should it be of a colloquial or formal use, language plays a vital role in our lives. As in every other area, communication is the "lifeblood" of academia as well (Becher and Trowler 2001). Academia cannot be separated from its discourse and could not exist without it. Therefore, argumentative discourse is of an essential nature to both scholars and students. This sociolinguistically oriented research study reports on Kosovan, high school students' problems in the process of argument building and the effectiveness of class activities that promote critical thinking and argumentation. Aiming for original and reliable results, corpus linguistics has been chosen as a means of collecting naturally occurring source corpora. The data obtained from two observed debates, 40 essay evaluations and a focus group, reveal that students are not aware of certain linguistic patterns present in spoken and/or written argumentation and that they do not feel comfortable when required to take a decision that demands systematic evaluation of their thinking in search for new answers. It is obvious from the study that in order for students to create warranted arguments, which is an inevitable skill in academia, Inquiry-based Learning should be integrated across the educational system in Kosova. The results have implications for syllabus and course materials.

Keywords: argumentation; critical thinking; sociolinguistics; corpus; syllabus

Explicit instruction of paragraph writing to practice the writing strategy of organizing ideas

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Students are required to employ varied complex set of operations in their writing process; thus, strategy training is necessary to help learners improve their writing. This study investigates the effect(s) of explicit instruction of paragraph writing on students' success in applying the writing strategy of organizing ideas. With this aim, an instructional unit, which consisted of eleven hours of instruction, was developed and implemented by the researchers at a state university, preparatory school. The target group of the instruction was an A1 level class (entry level) of 17 students. Before, during and after the implementation of the designed unit, the systems approach to instructional unit (Dick, Carey, & Carey, 2009) was adopted as the framework of the study. Following the adopted framework, the data analysis revealed that the intervention had positive effects on students' attitudes towards writing skill instruction and on their success in applying the writing strategy of organizing ideas. It is hoped that the findings of the study will shed lights onto and suggest crucial implications for writing skill instruction.

Keywords: instructional design; writing skill; explicit instruction; organizing ideas

Concurrent Session III
14:50 - 15:50

Smyrna
Chair: Suzan Kavanoz

Multiple meanings in the EFL lexicon

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The present study investigates the extent of multiple word meanings among the most frequent 9,000 words of the English language, which we refer here as the EFL lexicon. These include the high frequency vocabulary covering the most frequent 3,000 words as well as the mid-frequency vocabulary, which covers the subsequent 6,000 words in the 4,001 -9,000 frequency range. The meanings of 225 words randomly sampled from nine word frequency lists based on the British National Corpus were checked using the Oxford Learner's Dictionaries website. The results indicated that 64% of the words in the entire sample had multiple meanings. The percentage was much higher among the high frequency vocabulary (95%) but dropped to 48% in the mid-frequency vocabulary. The words had 2.49 meanings on average amounting to a learning load of over 22,000 meanings for the 9,000 words. The high frequency vocabulary had more meanings: 4 meanings per word, suggesting an even heavier load for lower proficiency learners for whom this vocabulary is a common first target. The extent of multiple meanings was greater in adjectives: there was a greater percentage of adjectives with multiple meanings (85%) and the number of meanings per word was also higher (2.93 meanings) warranting special pedagogic attention.

Keywords: multiple meanings; EFL; frequency; word class

Two aspects of vocabulary knowledge: Breadth and depth

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Vocabulary knowledge plays great role in foreign language comprehension and in recent years, it has been a topic of discussion. There has been much research investigating vocabulary knowledge and reading comprehension, listening comprehension, inferencing, speaking etc. Many studies have reported that vocabulary knowledge is stronger predictor of reading skill and they conclude that L2 readers lack in reading not because of reading strategies but insufficient vocabulary knowledge (Nation, 1990; Haynes & Baker, 1993; Laufer, 1996; Qian, 1999). Breadth and depth of vocabulary knowledge have also been discussed in many ways. The present study aimed to investigate the effects of breadth and depth of vocabulary knowledge on learners' vocabulary profiles. Parallel with the previous research, the results showed that both of them have significant effects on the learners' vocabulary profiles; however, the depth of vocabulary knowledge is a stronger predictor of learner vocabulary profiles.

Keywords: Vocabulary knowledge, vocabulary profile, breadth and depth.

Concurrent Session III
14:50 - 15:50

Smyrna
Chair: Suzan Kavanoz

A comparison of Turkish-English bilinguals' processing of emotion words in their two languages

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There is much evidence showing that, in monolinguals, emotional stimuli are processed differently in the brain, a view supported by studies conducted with verbal stimuli. In bilinguals, on the other hand, emotional processing is thought to be influenced by two factors, age of language acquisition and proficiency.In this study, participants were forty-eight simultaneous / early bilinguals, who acquired both languages from birth, and have high proficiency in their two languages. A lexical decision task, i.e., distinguishing real words from non-words, was used to test the participants on how they processed visually presented emotion words in Turkish and English. Reaction times and the accuracy of their answers were recorded via SuperLab software program and were statistically analyzed. Shorter response times and higher accuracy rates were found for real words compared to non-words in both languages. Also, shorter response times were found for positive compared to than negative and neutral words in both languages. An analysis of the accuracy rates revealed no statistically significant differences among emotion words in Turkish, whereas, for English, positive words had higher accuracy rates than those of negative and neutral words. These results have been interpreted in the light of psycholinguistic models of lexical processing.

Keywords: Bilingualism; Lexical Processing; Lateralization; Emotion Words

Workshop

Day 2 - 19 May 2017 - Friday				
Workshop (16:15-17:15)				
Room	Agora	Odeon	Celcus	Smyrna
Chair	Burcu Koç	Sezen Arslan	Anne Wiseman	Funda Ölmez
16:15-17:15	**Özge Günel, Seden Karadeniz, Gökçe Akgül** *An ESL book writing journey & ilustrator's hands workshop*	**Yasemin Arşın** *Using integrated tasks in assessing academic writing skills*	**Stephen Kuntz** *"Put it in your own words": Pitfalls and perils of paraphrasing for the L2 student*	**Bilin Üçüncü Özoğul** *Vitalizing language detectives: Investigating the use of songs for language awareness from the learner training perspective*

Workshop
16:15 - 17:15

Agora
Chair: Burcu Koç

An ESL book writing journey & illustrator's hands workshop

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Teaching English is hard work! Unless you have superpowers, you could probably use the help of a textbook. A great ESL textbook can be a wonderful asset to help maximize the class time. It will help you brainstorm effective activities, set up games, create targeted lesson plans and give specialized assistance to different types of students.

As learning English has become vital in today's World, we are aware that there is an abundance of resources for teaching English to school-aged children and adults. However, due to the fact that foreign language is best acquired at early ages, the demand for learning English as a second language in pre-school has grown in popularity leading to the need for further resources suitable for kindergarteners.

Struggling to provide our students with age-appropriate materials, we, teachers found that the materials available were not fulfilling their needs and that we still had to spend precious time creating our own materials and searching for audiovisuals from animated stories and songs to interactive games.

Having all these in mind, we designed an intensive kindergarten ESL curriculum using a thematic approach and wrote TEDdy's Ready A&B based on the curriculum.

Thus, the TEDdy's Ready series has become very popular among teachers and students all over Turkey. Understanding the changing characteristics of the generation Z pupils who are more global, visual and technological, we made some minör changes and revisions.

TEDdy's Ready meets the needs of an English teacher in all terms.

Do you want to explore the journey to the emergence of TEDdy?

And also experience TEDdy character design workshop by TEDdy's own illustrator Gökçe Akgül?

Keywords: ESL Book; Curriculum; Teaching material; Illustration

Workshop
16:15 - 17:15

Odeon
Chair: Sezen Arslan

Using integrated tasks in assessing academic writing skills

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It is believed that the right approach to teaching authentic communication is by integrating skills in the classroom. Therefore, to create positive backwash it should become common to include integrated skills in language assessments as well, which is still relatively uncommon. In this interactive session, participants will analyze a sample integrated writing task taken from the TOEFL iBT® test. The task requires students to use their listening, reading and writing skills within a single task, instead of assessing each skill separately. Following this approach, language proficiency can be measured in an authentic way by simulating real-life academic settings. Participants in the workshop will have a chance to explore an integrated task and also see sample student responses. Using the holistic scoring rubrics, participants will collaborate to identify the scores of five benchmark responses. The implications for the classroom will be discussed since the learning objectives underlying the tasks can also be used to design classroom activities and assessments. A short presentation of useful teaching resources will follow.

Keywords: Assessment; writing; integrated-skills; EAP

Workshop
16:15 - 17:15

Celcus
Chair: Anne Wiseman

"Put it in your own words": Pitfalls and perils of paraphrasing for the L2 student

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University students are informed about paraphrasing source information, frequently being told to put things in their own words, cite correctly, and avoid plagiarism. Often presented and received with apparent transparency, such communication can be confusing and demanding for any student and may be particularly challenging for L2 learners of English, as well as their instructors. The result is that their written work frequently is accused of some form of plagiarism (often "patchwriting"). Further complicating things is that acceptable paraphrasing can vary from one instructor to another as well as one discipline to another, both within and outside the academy. The goals of this workshop are to highlight some of the complexities involved in producing acceptable paraphrases and to reconsider and gain insight into our own practices and explication of paraphrasing and plagiarism. Ultimately, I conclude that we need to do more showing than telling, through problematizing and acknowledging, informing and educating, and skill building and integrating when it comes to teaching proper paraphrasing and avoiding the pitfalls of plagiarism.

Keywords: paraphrasing; plagiarism; patchwriting

Workshop
16:15 - 17:15

Smyrna
Chair: Funda Ölmez

Vitalizing language detectives: Investigating the use of songs for language awareness from the learner training perspective

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Current studies have shown that there has been a considerable growth in the number of researchers who are interested in learner autonomy and life-long learning yet most of the studies in the area focus on teenagers or adults. The aim of this study is to train especially the young learners in the light of learner training since the younger the learners are, the more successful they will be to implement the most effective ways of learning in their lives. Since there is an ever-changing education system in Turkey and since our students are mostly used to spoon feeding system because of our culture, we need to train our students for the sake of their future in their education. During the implementation of this study, language awareness strategies were taught with the use of songs and the research was completed through a qualitative design where journal writing and guided interviews were used. The findings of this study indicate that language awareness instruction has positive impacts on EFL students' attitudes, motivation and success. The major concern of this study was to indicate how learner training strategies can work as a triggering issue in order to have independent, inquisitor and effective learners who know how to examine and reach solutions that will enlighten them somehow and sometime in their path of learning.

Keywords: language awareness; learner autonomy; learner training; life-long learning

Concurrent Session IV

Day 2 - 19 May 2017 - Friday				
Concurrent session IV (17:20-18:00)				
Room	Agora	Odeon	Celcus	Smyrna
Chair	Hatice Gülru Yüksel	Olcay Sert	Ufuk Balaman	Seher Balbay
17:20-18:00	**Harun Serpil** *An analysis of augmented reality applications in world language education*	**Gökçe Hilal Sincer** *Inquiring 'what to teach' and 'how to teach' in EVP classes: A general overview on English teaching for vocational purposes in Turkey*	**Rayenne Dekhinet** *EFL pre-service teachers' perceptions on group work*	**Samar Sami Hammadi** *Turkish and Iraqi students: A cross cultural study on performing request speech act*
	Mehmet Şahin, Şeyda Eraslan, Gazihan Alankuş, Özge Altıntaş, Damla Kaleş, Yiğit Can Parıltı, Yasin Sinan Kayacan, Mert Künan *Transcending limitations of interpreter education with the help of virtual worlds*	**Aybüke Demet Ören, Ali Öztüfekçi, Ahmet Cihat Kapçık, Ayten Kaplan, Çiğdem Yılmaz Uzunkaya** *Building awareness of world Englishes among university preparatory students*	**Burtay Hatice İnce** *A deeper insight into perceptions of pre-service teachers on different modes of peer feedback and its impact on their teacher efficacy beliefs*	**S. Gaye Özyaka** *Intercultural competence in teaching business English: A schema theory approach*
	Yeliz Yazici *Movieoke in language learning classes*	**Mahdjouba Chaouche** *An investigation of the implementation of differentiating instruction in EFL classes in an Algerian context*		

Concurrent Session IV
17:20 - 18:00

Agora
Chair: Hatice Gülru Yüksel

An analysis of augmented reality applications in world language education

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To achieve its objectives by creating appealing learning environments, language education must be relevant to the new generation of digital native learners. Reviewing more than 100 peer-reviewed articles, this paper first describes the current status of using Augmented Reality (AR) in language education and ELT, followed by an overview of the recent implementations and research about the use of AR in the field of world language education. Based on the research findings and experiences from practice, the paper then discusses the potential of AR in language education. The EBSCOhost, Google Scholar, and ProQuest databases were searched to obtain articles published in the period of 2011-2017, each of which was then qualitatively analyzed. AR meshes well with the situated learning theory (Lave & Wenger, 1991) because participatory and metacognitive processes are scaffolded within a real-world social context designed to increase learner involvement. While most findings regarding the language-learning applications of AR are positive, especially in terms of boosting learner motivation, there are certain pedagogical and technological traps for practitioners and curriculum designers to be watchful and mindful of. Such pitfalls encountered during the recent implementations of AR, and drawbacks in applying AR with language learners, such as cognitive overload, limited interoperability, content obscurity, and privacy breaches are also discussed. Furthermore, specific location- and vision-based AR language tools available for teachers are demonstrated and successful practices in world language education, like Mentira and EcoPod, are exemplified. Introducing some useful AR resources, suggestions are made for language teachers and curriculum designers as well.

Keywords: Augmented Reality, language education, situated learning, multimedia

Transcending limitations of interpreter education with the help of virtual worlds

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Interpreter education requires a highly interactive teaching and learning environment with special emphasis on self-directed and situated learning. Preparing novice interpreters for as various contexts as possible through intensive practice with authentic texts and feedback can be possible with the use of new technologies, particularly three-dimensional virtual worlds. Based on successful examples of integration of virtual worlds in language education and recently in interpreter education, the ÇEV-VİR Project (a two-year scientific research project supported by TÜBİTAK - The Scientific and Technological Research Council of Turkey / Grant No: 114K718) designed and developed a virtual learning environment to overcome current shortcomings of interpreter education in Turkey, using Second Life as the main venue of teaching and learning supported by the ÇEV-VİR APP created by the project team. The project has already created innovative solutions to the limitations experienced in previous examples through customizations and is likely to offer a richer setting for T&I departments and professional interpreters.

This presentation will focus on the design and development of such an innovative teaching and learning environment through discussion on pedagogical and technical aspects of the design process. Users can have access to the virtual world anywhere with Internet connection and complete interpreting exercises (simultaneous, consecutive, and sight). Interpreting performances are recorded automatically on users' personal accounts and are accessible by both the user for self-assessment and by the instructor. The experiments conducted with both novice and professional interpreters suggest that virtual worlds have a considerable potential for interpreter education.

Keywords: interpreting; interpreter education; virtual worlds; technology

Concurrent Session IV
17:20 - 18:00

Agora
Chair: Burcu Koç

Movieoke in language learning classes

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Movies in language teaching are not new elements of teaching and learning classes. They are preferred for many reasons such as being authentic, interactive, effective and so on. There are studies carried in developing language skills especially reading (Wetzel, Radtke & Stern 1994; Opat 2008) and listening (İsmaili 2012). In this study, movies were used to learn Englısh language in foreıgn language lessons ın Sinop Unıversıty. In order to achieve this, movieoke method (Chicago Movieoke, 2014) was used in 10 freshmen students in Sinop University. Movieoke was introduced to students in presenting the subjects. Then students were asked to produce their own movieokes in video formats. The research method is both qualitative and quantitative. For the qualitative data students were applied an attitude form and for the quantitative data the tasks of the students were evaluated according to the CEFR criteria. In this study it is aimed to find answers for the effect of movieokes on language learnıng. It is also tried to define the attitudes of the students towards using movieoke for language learning via attitude questionnaire. The data gathered is to be analyzed using SPSS program.

Keywords: movieoke, language learning, language skills

Concurrent Session IV
17:20 - 18:00

Odeon
Chair: Olcay Sert

Inquiring what to teach and how to teach in EVP classes: A general overview on English teaching for vocational purposes in Turkey

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21st century made us witness a rise of Vocational Educational Training in Turkey. Millions of people in more than 1000 vocational colleges are being trained in almost 100 different vocations. As a result, English Language Teaching for Vocational Purposes has gained a great importance. But English for Vocational Purposes (EVP) is still a mystery to us. As the debates about what to teach and how to teach in the context of EVP are going on in the world, an inquiry into teaching English at a vocational training context becomes inevitable for us, too. We need to discuss the goals, contents and approaches of EVP and question if we are successful enough in terms of helping our students function well in a workplace at an international level. If English teaching in vocational colleges focus more on professionalization, practicability and specialization, we need to find an answer to the essential question: What is the best way to provide students with an English course integrated with vocational contexts? A study of theoretical views about EVP will help us inquire our practices of English teaching for vocational purposes in Turkey.

Keywords: English for Vocational Purposes; English for Specific Purposes; Vocational Educational Training; EVP; ESP; VET

Concurrent Session IV
17:20 - 18:00

Odeon
Chair: Olcay Sert

Building awareness of world Englishes among university preparatory students

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The increasing number of non-native English speakers in the world has led to the use of varieties of English. Today, the number of speakers of English in the expanding circle has exceeded the number of speakers in the outer and inner circles. This has given rise to the scrutiny of English as a Lingua Franca. In this regard, the research and studies in this particular area have increased over the last decades. The purpose of this action research was to build awareness of World Englishes among preparatory students at a private university in Turkey. The study was mainly concerned with acquainting the group with the term and raising consciousness about this subject matter. The research was conducted in a private university in İstanbul, Turkey to 20 preparatory students aged 18-21 with A2 level English proficiency. Adapted EFL materials including videos, dialogues, reading and listening texts were utilized in the study. The data were collected through questionnaires and reflective essays. With regard to the results, the students had an idea about the concept of WEs and they became aware of the varieties of English to some extent; specifically they displayed consciousness about the status of English across the world and sympathy toward WEs.

Keywords: World Englishes; ELF; expanding circle; lingua franca

An investigation of the implementation of differentiating instruction in EFL classes in an Algerian context

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Following the tradition of standards-based instruction, EFL instruction has become generalized and irrelevant to students' needs. For, such kind of instruction aims at covering the entire required curriculum in a given time frame and holds all students to the same standard. To investigate this situation, the present paper examines whether Algerian teachers' classroom practices support any differentiating pedagogy which aims at providing students with meaningful relevant teaching/learning experiences that take into consideration their different ability levels, skills and intelligences. It also examines the Algerian teachers' understanding of and attitudes towards the role of differentiating instruction and its effect on students' motivation and achievements in EFL classes. To this purpose, a review of related literature about differentiated instruction and its impact on students' motivation is first conducted. Secondly, to investigate how frequently and how effectively Algerian teachers use differentiated instruction with mixed ability students and to gain insight into the factors which affect teachers' choice of different types of teaching strategies, as well as the different challenges they face when adopting differentiated instruction, a questionnaire was administered to a sample of twenty EFL teachers at university of chlef, Algeria. The findings reveal lack of knowledge and practice on the implementation of differentiated instruction on the part of the teachers. They also reveal that though EFL teachers maintain that they are aware of the role of differentiating instruction in raising student's motivation, their teaching practices draw heavily on a limited set of strategies for different reasons.

Keywords: Differentiated instruction, EFL classrooms, mixed ability students, teaching strategies

Concurrent Session IV
17:20 - 18:00

Celcus
Chair: Ufuk Balaman

EFL pre-service teachers' perceptions on group work

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In Higher Education (HE), students are provided with the opportunity to develop their professional interactive skills through working in groups (Lopez-Real & Chan, 1999; Maiden & Perry, 2011). Such practice is no different in Bahrain Teachers' College (BTC) were EFL pre-service teachers are often tasked to do group projects because of its valuable learning benefits, but the issues that come with these group projects need attention. The aim of this action research is to shed light on the problems EFL teacher candidates are having when working together as well as to explore their abilities in solving these issues. A survey of three main open questions was administered to 26 pre-service EFL teachers answers of which were analyzed, quantified and classified under broad themes. Findings from data analysis revealed that (1) the lack of effective communication between group members and (2) the poor group organization skills are the two main issues pre-service EFL teachers encounter during this collaborative learning methodology. Interestingly, results also showed that most of these teacher candidates knew how to solve these issues and viewed an ideal group member as someone responsible, flexible, respectful and punctual. Conclusions drawn from this research emphasize the need to raise EFL teacher candidates' awareness on the pitfalls of working in groups by training them how to communicate effectively and how to set group rules and respect those rules to experience a successful trouble-free group work that will maximize their potential in developing interactive skills so needed in their teaching profession.

Keywords: Collaborative Learning; Group Work; Higher Education; Issues with Group Work; EFL Pre-service Teacher Education

A deeper insight into perceptions of pre-service teachers on different modes of peer feedback and its impact on their teacher efficacy beliefs

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Despite its high quality, the frequency of trainer or supervisor feedback is quite limited during pre-service teacher education. Given the right training, peer feedback holds a significant impact on pre-service teachers' efficacy beliefs. The purpose of this study is to identify the perceptions of pre-service teachers on different modes of peer feedback (i.e. written vs oral peer feedback) provided during Teacher Practice course. With this aim in mind a qualitative design was employed to realize a deeper understanding of the phenomenon. Twenty-six prospective ELT teachers who enrolled in Teaching Practice course in 2014-2015 spring semester at ELT department of Gazi University were included in the study. Data were collected through e-journals (n = 206) and semi-structured group interviews (n = 4) to get participants' overall reflections about the process and were analyzed through content analysis. The results revealed that both groups held high levels of positive attitudes towards peer feedback when compared to other types of feedback (i.e. supervisor feedback and cooperating teacher feedback) and identified it as being objective and reliable. However, both groups experienced concerns about delivery of negative feedback. Similar challenges were experienced throughout the process while similar benefits were pointed out about peer feedback by both written/oral peer feedback groups on their teaching and their efficacy beliefs.

Keywords: Peer Feedback; Pre-Service Teacher Education; Pre-Service Teachers' Perceptions; Qualitative Research Design

Concurrent Session IV
17:20 - 18:00

Smyrna
Chair: Seher Balbay

Turkish and Iraqi students: A cross cultural study on performing request speech act.

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In recent years, many studies (Kasper and Dahl, 1991; Bulm-Kulka and House 1989) addressed how non-native speakers understand and produce speech acts and how they require knowledge of second language. This study investigates one pragmatic competence of Turkish and Iraqi undergraduate students in English communication settings and attempts to find out whether there are differences between Turkish and Iraqi students in performing request speech act.

In order to carry out this research, the researcher applied the coding scheme for the questionnaire response analysis developed by Blum-Kulka et al. (1984) which is addressed undergraduate students of two universities (Iraqi and Turkish universities) with the same level of proficiency. The results show both quantitative and qualitative that, similarities have been found more than differences between Iraqi and Turkish students in performing request speech act due to some factors.

Keywords: Request; Speech acts; Cultural differences

Intercultural competence in teaching business English: A schema theory approach

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The presentation will be based on the significance of developing intercultural competence in teaching Business English at university level. Our aim is to signify the acquisition of culture based local values as well as international values via English as a global language in business. The author will base her argument on the notion of schema. According to schema theory, in instances of schema activation, due to cultural familiarity of the text presented, the readers who were familiar with the culture-specific content relied less on their systemic knowledge (Özyaka (2002) unpublished MA Thesis). On the contrary, when readers were neither culturally familiar with the context, nor possess the appropriate background information, then they depended more on systemic knowledge in comprehending the literary text. The results imply that foreign language educators should consider the significance of the notion of culture-specific schema in selecting texts. The author will discuss how teaching about cross cultural business scenarios through international texts might enrich the background knowledge of new generation managers and make communication more efficient. Consequently, building cultural familiarity and awareness are significant factors in global business encounters since imported management theories and techniques in a different culture might fall short in doing business. Building intercultural competence in English classes at university level for business students might prepare them better for global business. The presentation will cover theoretical and practical issues within the context of intercultural communication for educators, teacher trainers and international business coaches.

Keywords: business English teaching; schema theory; intercultural competence

Concurrent Session I

Day 3 - 20 May 2017 - Saturday				
09:15-10:15	Plenary / Room: Convention- Moderator: Hacer Hande Uysal **Steve Mann** *Video-based pedagogic practices in language teaching and teacher education: Establishing a reflective dimension*			
Concurrent session I (10:20-11:20)				
Room	Agora	Odeon	Celcus	Smyrna
Chair	Şevki Kömür	Søren W. Eskildsen	Arzu Şarlanoğlu Vural	Birsen Tütüniş
10:20-11:20	**Mehdi Solhi Andarab, Aynur Kesen Mutlu** *The effect of spatial intelligence-based metalinguistic written corrective feedback on the linguistic errors of EFL learners in writing*	**Emel Küçükali** *Teacher identity and transnational experience: A case of an EFL teacher from Georgia teaching in Turkey*	**Gokhan Cepni** *A corpus-driven analysis of theses at Master and PhD level: What they suggest for professional development for language teachers in Turkey?*	**Naima Bouyakoub Bouabdallah** *The ESP teaching and learning situation in the Algerian universities with reference to psychology students at Tlemcen University*
	Ayten Kayacan, Salim Razi *Digital self and peer feedback in EFL writing at a Turkish high school*	**Mehmet Durmaz, Nur Yiğitoğlu** *Being another or the other: Issues and challenges in the professional identity development of alternatively-certified English language teachers (in an EFL context)*	**İsmet Öztürk** *Rhetorical organisation of the sub-sections of research article introductions in applied linguistics*	**Kaine Gülözer** *Engineering students' needs in English for specific purpose*
	Erdal Ayan, S. Sadi Seferoğlu *Using Etherpad for online collaborative writing activities and learners with different language learning strategies*	**Anne Wiseman** *Only time will tell: An analysis of the long term impact of professional development programmes on teachers' lives*	**Özge Aksoy, Zekiye Müge Tavil** *Direction effects of translational norms on the translations of website articles*	**Amel Zine** *The situation of ESP in EFL economics classes*

Plenary
09:15 - 10:15

Convention
Moderator: Hacer Hande Uysal

Video-based pedagogic practices in language teaching and teacher education: Establishing a reflective dimension

Steve Mann
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Digital video plays an ever-increasing part in language teaching and teacher education. This talk argues that we need to be reflective about the role of digital video in harnessing its potential in classrooms, outside classrooms and in teacher education. The talk will feature data from two research projects. The first is called 'Video for All' and was aimed at language teachers. The second is 'Video in Language Teacher Education', funded by the British Council aimed at those working in language teacher education. This presentation will give an overview of these projects and introduce various video-based pedagogic practices such as the use of video in feedback and use of screen-capture software for the flipped classroom. It will argue for a more reflective approach to innovation and greater opportunities for sharing of practice.

Concurrent session I
10:20 - 11:20

Agora
Chair: Şevki Kömür

The effect of spatial intelligence-based metalinguistic written corrective feedback on the linguistic errors of learners in writing

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How to correct the learners' writing and give feedback to their linguistic errors has always been a controversial topic. Metalinguistic written corrective feedback (MWCF) (e.g., brief grammatical descriptions and error codes) refers to a type of feedback in which teacher provides some kind of metalinguistic clue as to the nature of the errors (Ellis, 2008). With its inclination toward understanding the shape, color, line, and form, the role of spatial intelligence, one of Gardner's intelligences, has always been significant in learning a language. Spatial intelligence-based MWCF refers to the integration of the colors as a type of corrective feedback to the linguistic errors of the learners. This type of feedback can be carried out though highlighting or underlining the linguistic errors of the learners, using the colorful stationery to attract their attention, sharpen their observation skills, and activate their imagination while giving feedback. In this study, an attempt was made to investigate the effect of spatial intelligence-based MWCF on the linguistic errors of EFL learners in writing. In so doing, the 35 pre-intermediate EFL learners' longitudinal accuracy in new pieces of writing was taken into close scrutiny. They were randomly selected and assigned into two groups. The learners in the first group (the experimental group) received spatial intelligence-based MWCF for their linguistic error in writing while the learners in the second group (the control group) only obtained MWCF for the linguistic errors. An independent samples t-test applied on the scores achieved from a posttest indicated a significant difference in scores of the control group and that of the experimental group. In other words, the first group of students who received spatial intelligence-based correction for their linguistic errors outperformed the second group students whose received written correction was only metalinguistic.

Keywords: metalinguistic written corrective feedback; spatial intelligence; spatial intelligence-based metalinguistic written corrective feedback

Concurrent Session I
10:20 - 11:20

Agora
Chair: Şevki Kömür

Digital self and peer feedback in EFL writing at a Turkish high school

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Although writing is considered as one of the most essential foreign language skills, its development is quite challenging. To overcome the problems that exist in writing classes, recently teachers consider the ways of benefiting from digital technology that they can integrate with the previous theories. In this line, self-monitoring and self-evaluation as sub-skills of metacognition, in addition to scaffolding might be beneficial in accordance with Zone of Proximal Development. Hence, both peer review and self-monitoring could be integrated with the digital platforms in language classrooms to improve writing performance and facilitate language learning. It is at this point that, the present quasi-experimental research study investigated the impact of providing self and anonymous peer feedback on writing assignments in a digital environment among Turkish EFL high school learners. The data were collected both quantitatively and qualitatively by means of open-ended questions and writing task scores through an analytic scoring rubric. Forty-six students in two intact classes provided both self and anonymous peer feedback a number of four writing assignments by means of Edmodo as a digital environment. The participants were categorized as good, moderate and weak in each group and each student provided self and peer review to four written assignments in reverse order. The findings of the study revealed that both self and peer feedback contribute to student authors to revise their papers as they scored significantly better in revised versions. Their writing scores indicated improvement at five major components namely, organization, content, grammar, vocabulary, and format. The participants also reported improvement mainly related to content, grammar and format and indicated positive attitudes towards digital self and peer feedback. As both digital self and peer feedback were found to be beneficial, EFL teachers should be encouraged to implement them in their writing classes.

Keywords: digital environment; Edmodo; EFL writing; peer feedback; self- feedback

Using etherpad for online collaborative writing activities and learners with different language learning strategies

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The current study is a research on the efficacy of online materials and platforms. There are lots of reports and research dealing with these platforms, the integration of technology and its use for online educational purposes. Many of them showed that online education is very new for the learners and there is little contribution to their learning process in terms of changing their traditional educational behaviors. Furthermore, the teachers are still focusing on using technology for their own sake but there is very little attention on in-class or out-class activities since most of the time, their in-service training including appropriate technological tools, syllabus integration and consultation are disregarded. It seems that there's very little interest on synchronous collaborative online writing by the language learners with different language learning strategies. Therefore, this study investigates how the learners with different language learning strategies behave in online platforms while they are using online materials and particularly writing over Etherpad. Voluntary participants could easily integrate into online platforms and spent remarkable effort and time to cooperate and complete all given tasks and especially synchronous online collaborated writing tasks. As a result of the research, it was observed that performance of two groups of participants with different language learning strategies have significantly differentiated, which suggested that such online writing activities can be implemented to diagnose such differences among the learners and be useful to manipulate their learning process in order to assist them to improve their certain learning skills and motivate them according to their needs.

Keywords: online learning, synchronous learning, language learning strategies, online collaborative writing

Concurrent Session I
10:20 - 11:20

Odeon
Chair: Søren W. Eskildsen

Teacher identity and transnational experience: A case of an EFL teacher from Georgia teaching in Turkey

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The article presents a case study of an experienced non-native EFL teacher with educational background and teaching experience from her home country Georgia, and with a present EFL teaching position in her host country Turkey. Based on interview and graphic elicitation data, the study explored the changes which her teacher identity had undergone after interaction between her Georgian background and new Turkish context. These changes were investigated from social constructivist perspective in terms of culture, professional development, reflectivity, motivation, theory-practice integration and collaboration. Data were analyzed through structural, in vivo, open and theory-driven coding. The results indicated three main changes involving the following themes: (1) intercultural competence, (2) teacher development (3) and collaboration. These transformations were identified with the development of three sub-identities respectively: intercultural, professional and social. The findings are consistent with multifaceted and dynamic nature of teacher identity. As for implementations, transnational teaching experience should be fostered by institutions and intercultural competency should be integrated into teacher education disciplines.

Keywords: intercultural context; social constructivism; teacher identity; transnational experience

Being another or the other: Issues and challenges in the professional identity development of alternatively-certified English language teachers (in an EFL context)

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The professional identity development of English language teachers has recently attracted the attention of many researchers (e.g. Abednia, 2012; Virta, 2015). However, such studies mostly focused on the professional identity development of teachers coming from pre-service English language teaching programs. Considering that there are also alternatively certified English language teachers (ACELTs) who are not graduates of such programs but of other related departments such as language and literature, it seems necessary to focus on the identity development of ACELTs in order to have a more comprehensive understanding of English teacher identity development. While previous research has documented the problems related to the alternative teacher certification (Taneri & Ok, 2014), the attitudes of ACELTs towards teaching profession (Tural & Kabadayı, 2014); very few, if any, investigated the identity development of ACELTs after these certificate programs. To address this gap in the literature, the present study explores the factors that affect the professional identity development of ACELTs. The data were collected by means of reflections, interviews and observations conducted with 12 ACELTs at an English-medium Turkish university. Results indicated that although participants responded positively on the programs' contents, and felt that the course contributed to their professional development, these programs did not have much effect on their teaching, due to an interplay of cultural, contextual and institutional constraints. Furthermore, ACELTs were found to adopt four main strategies to negotiate their identities: adapting, mediating, surrendering and compromising. Finally, the study disclosed divergences between the stated beliefs and observed practices of ACELTs.

Concurrent Session I
10:20 - 11:20

Odeon
Chair: Søren W. Eskildsen

Only time will tell: An analysis of the long term impact of professional development programmes on teachers' lives

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There is a limited amount of literature related to the long term impact of teacher development programmes on the participants themselves (Kennedy 2014, Bolitho 2012, Wedell 2000, Kiely 2012). Komorowska (2012) and Bardi (2012) have reviewed projects in Poland and Romania respectively from two decades ago, and Leather's 'Tracer Study' (2014) documents the effect of a large scale ELT teacher training project in Nepal, Pakistan and Kazakhstan over a three year period, focussing on the long term results of the programme. However, none of these studies focus on the impact of the programme on the participants themselves. This research fills the gap by returning to participants in a teacher trainer development programme which took place 15 years ago and investigates the impact of the programme on the trainers' professional lives.

The research methodology used was based on grounded theory (Glaser and Strauss 1967), using narratives and dialogic interviewing with the intention of a more collaborative input to the research. The interviews and stories were then analysed in three ways: structurally, cross cutting thematically and using Gee's (1986) poetic analysis approach of dividing the discourse into stanzas. Key themes were identified which informed the findings. The findings show negative, positive and unanticipated results. Among the implications is the need to listen to teachers' voices in the development of continuous professional development (CPD) programmes, and to be aware that there will be a number of unanticipated outcomes: professional, personal and emotional which may have a long term impact on teachers' lives.

Keywords: Continuous professional development; long term impact; poetic analysis; thematic analysis; dialogic interviewing

Concurrent Session I
10:20 - 11:20

Celcus
Chair: Arzu Şarlanoğlu Vural

A corpus-driven analysis of theses at master and PhD level : What they suggest for professional development for language teachers in Turkey?

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Professional development of language teachers has been considered to be one of the most important areas that needs to be taken into account due to reported failure of raising fully competent language learners after many years of teaching English. Many thesis at master and PhD levels have touched upon different aspects of language teacher training in Turkey, which have suggested different ways of improvement in their discussion and conclusion sections. To see the big picture, a corpus analysis was needed to summarize what all these studies suggest for possible improvement in professional development of language teachers in Turkey. Therefore, this study aimed to compile a corpus of theses that have been written about language teacher training in Turkey. Only discussion and conclusion sections of these theses were selected for the analysis. Two keywords "should" and "must" were selected for the analysis. Suggestions and necessities were reported and discussed in the results and discussion sections.

Keywords: corpus analysis, teacher training

Concurrent Session I
10:20 - 11:20

Celcus
Chair: Arzu Şarlanoğlu Vural

Rhetorical organisation of the Sub-sections of research article introductions in applied linguistics

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Since the introduction of genre analysis by Swales (1990; 2004), many studies have focused on the study of the organisation of different sections of research articles (RAs). The organisation of RA introductions has received most of the attention. However, the focus has generally been on the structure of the main part of an introduction. (By the term "main part" I refer to the section between the abstract and the first subsection of an introduction). The rhetorical organisation of the subsections of RA introductions has not received any attention. Therefore, the purpose of the present study is to investigate how the subsections of RA introductions in the field of Applied Linguistics are organised. The corpus used in the study consists of fifty RA introductions published in high impact applied linguistics journals with impact factor above 1, namely, Applied Linguistics, Studies in Second Language Acquisition, Language Learning, English for Specific Purposes and Journal of Second Language writing. 10 empirical articles from each journal were randomly selected and analysed by using Swales' (1990, 2004) CARS model. The findings show that subsections of RA introductions are not simply a review of the literature as argued by some researchers (e.g. Lin, 2014) but include moves and steps found in the main sections. This means that the rhetorical work involved in the organisation of the main sections of RA introductions applies to the subsections as well. In that sense, a more appropriate term to refer to RAs with subsections would be "extended introductions" rather than "introductions followed by literature review". The study has implications for teaching academic writing to postgraduate students and novice researchers.

Keywords: rhetorical structure; research article; introductions; sub-sections

Direction effects of translational norms on the translations of website articles

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Translational norms of Toury are accepted as the acceleration of descriptive translation studies. These norms direct the translator during any translation process and are used to determine and describe the type and extent of equivalence between source and target texts (Toury, 1995). They govern the translator to deal with any translation problem. In translation studies, it is possible to describe the decisions of translators and reveal their source or target culture oriented approaches to translations by analysing some different types of texts such as literary texts, subtitling or dubbing texts. This study aims to analyse and describe the translational norms that direct and effect the translations and the translator during the translation process of some articles published on the BBC Website. For this aim, the study designed with qualitative research method and original articles, Turkish translations of these articles in the BBC Turkish Service website and an interview made with the translator were triangulated as data and analysed in the light of Toury' s translational norms within the frame of descriptive translation studies. The findings showed that the translations were mostly acceptable as the norms govern the translator to create target oriented translations. This study may guide some other studies to analyse similar kinds of texts through translational norms concept and to identify the strategies employed to translations to avoid loss of meaning and to increase comprehensibility.

Keywords: descriptive translation studies; translational norms; acceptability; adequacy

Concurrent Session I
10:20 - 11:20

Smyrna
Chair: Birsen Tütüniş

The ESP teaching and learning situation in the Algerian universities with reference to psychology students at Tlemcen University

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Language for specific purposes reveals some specificities quite complex to grasp and make use of, if not an explicit knowledge and an appropriate approach to the situation at hand is devoted to its teaching. This is why, it has been the study that goes back to the time of the ancient Greeks and Romans, and from its earliest days has caught the interest of the learned and the wise. Strevens (1977) says that the history of ESP teaching can go back to the 16th and 17th centuries. In fact, this was the period of new discoveries and experiments of new approaches to science which called for a language suitable for expressing accurately the new phenomena.

The main concern of the present research work is to give a clear picture of the ESP teaching and learning situation in Algeria. First, this study draws a quick sketch on the Algerian ESP project background, then, restates the major objectives of ESP teaching. Besides, it presents the Algerian ESP teaching situation, the difficulties and barriers that English teachers encounter when dealing with this area of English as well as the need for change which will allow the learners to use the foreign language in their specific fields. A case in point is the teaching/learning of ESP to 1st year psychology students at Tlemcen University. The problem is that Algerian university students, and especially those of the 1st year, who have received at least seven years of formal English teaching in the middle and secondary schools still find themselves unable to use the English language, let alone make an effective use of it for specific purposes.

Keywords: ESP - Teaching / learning situation - psychology learners' lacks - learners' expectations

Engineering students' needs in English for specific purposes

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The purpose of the study is to investigate English as a foreign language (EFL) university students' needs in ESP courses in terms of their perceptions of three subcategories of needs: needs, goals, and lacks. Total of 45 EFL senior students from the field of civil engineering, mechanic engineering, and electronics and communications in a public university were administered a questionnaire and a focus group interview. The findings of the mixed method research indicated that students had a range of variety of perceptions of needs and lacks in the different language skills taught in ESP courses. The findings also shed light on the students' perceptions of diverse goals for the three distinct fields. Finally, factors that determined students' future aspirations in ESP courses included long-term professional goals while needs depended more on the enrollment of a short term student exchange program in some other countries. Implications for language curriculum designers and material developers are discussed.

Keywords: English for specific purposes; instruction of English; needs analysis.

The situation of ESP teaching and learning in EFL economics classes

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ESP is defined as an approach to teaching English for any purpose that could be specified. It is concerned with what to teach in a context where learners are classified as homogeneous sharing a set of specific needs. Accordingly, The purpose of the present study is to explore the situation of ESP teaching and learning in a class of third year graduate students at the department of Economics, university of M' sila, Algeria. The investigator attemts to know whether the ESP approach to EFL teaching is applied in such a specific class. To this end, 49 students have been randomly chosen as a representative sample joined by their ESP teacher who is a specialist in the same department. Data has been collected through using two research instruments: a questionnaire for students, and a structured interview for the teacher. It has been, then, analyzed both quantitatively and qualitatively. The results revealed that students are exposed to a general English kind of teaching with much focus on learning economic terms and translating short texts into the mother tongue language (Arabic), and with little awareness of their academic as well as professional needs (once in a workplace). Additionally, the ESP teacher expressed his felt need for a specific "teacher training." The results could make the ESP teachers aware of what is really needed in this very context. Hence, ESP approaches should be applied to teaching English for different specialized subjects, each according to its needs.

Keywords: English for Specific Purposes (ESP); English for Academic Purposes; Needs Analysis; teacher training.

Concurrent Session II

Day 3 - 20 May 2017 - Saturday				
Concurrent session II (11:40-12:40)				
Room	Agora	Odeon	Celcus	Smyrna
Chair	Erkan Külekçi	Hacer Hande Uysal	Maria Vanessa	Recep Şahin Arslan
11:40-12:40	**Şevki Kömür, Şeyda Selen Çimen** *Exploring pre-service English teachers' course expectations and their realization levels through portfolios*	**Kadriye Dilek Akpınar, Asuman Aşık, Arzu Şarlanoğlu Vural** *How to present new vocabulary? Corpus based contextual guessing, dictionary use, and online instruction*	**Zehra Özkahya** *Exploring the effects of gender and proficiency levels on Turkish EFL learners' beliefs about language learning: A cross-sectional study*	**Emrah Cinkara, Mehmet Bardakçı** *EFL teachers' views and actual use of digital components of coursebook packages*
	Elif Bozyigit, Burcu Koc *How competent are you? Pre-service language teachers' perceptions of their teaching competencies*	**Irina Rets** *Vocabulary retention and concordance-based instruction in L3 acquisition*	**Bahar Hasirci, Gulcin Cosgun** *Investigating the perceived factors affecting students' level of English proficiency during their studies in a university with English-medium instruction: A phenomenological study*	**Arda Arikan** *The most and least beneficial activities offered in primary school English language coursebooks*
	Şeyda Selen Çimen, Ayşegül Daloğlu *Dealing with in-class challenges: Pre-service English teacher cognitions*	**Kübra Örsdemir** *The effectiveness of implicit and explicit cognitive processing in incidental vocabulary acquisition*	**Seher Balbay, Selcan Kilis** *Instructors' perceptions of the use of a course-specific YouTube channel when teaching academic presentation skills*	**Sezen Arslan** *An investigation into gender representations in A Turkish EFL textbook*

Concurrent Session II
11:40 - 12:40

Agora
Chair: Erkan Külekçi

Exploring pre-service English teachers' course expectations and their realization levels through portfolios

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Next to their role as an alternative assessment tool in language classroom, portfolios can act as a means of feedback for the course developers and teacher educators. It is clear that every individual course in ELT teacher education program has a distinguished place and contributes to the preparation of pre-service teachers for teaching profession. Of the courses, Teaching Language Skills I and II in the teacher education program in Turkey help preservice teachers prepare for teaching language skills individually and in an integrated way. The course is implemented as two components: theory and practice. While theoretical background of a specific language skill such as listening, reading, speaking and writing is given in theoretical component, preservice teachers in practice component conduct teaching practice of that specific language skill in the classroom. For the assessment of the course, the preservice English teachers were asked to keep a portfolio in the fall term of 2016-2017 Academic year. The portfolio consisted of both compulsory and optional tasks. In compulsory part one of the tasks for preservice students was to write an introduction to their portfolios at the very beginning of the term and the conclusion at the end.

The purpose of the present study is to explore the expectations of preservice English teachers at the beginning of the term and realization levels of their expectations at the end of the term as well as investigating the function of portfolios as an assessment tool from preservice teachers' points of view. The participants are 90 third-year preservice teachers, who took the Teaching Language Skills I and developed portfolios in Teaching Language Skills I during the fall term. The data come from the portfolios and semi-structured interviews. The study is a qualitative study and the data obtained will be analyzed by using content analysis technique. Upon the completion of the analysis, the findings will be presented and discussed in connection with literature in the field. Finally, the implications of the findings regarding the dual role of portfolios as an assessment tool and a feedback source for the improvement of course efficiency will be presented in conclusion.

Keywords: portfolio assessment; language teacher education; teaching language skills; course expectations; preservice English teachers

How competent are you? Pre-service language teachers' perceptions of their teaching competencies

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Teachers have been recognized as the key elements of maximizing the quality of education (Delandshere, 2001; Koksal, 2013; Seferoglu, 2004; Yuksel, 2014). And recently research in teacher education and teaching competencies has gained momentum among scholars. In line with the current trend, this study focused on determining the perceptions of pre-service language teachers regarding their general teaching competencies, and the relationship between independent variables, including gender, educational background, and current GPA, and general teaching competency levels of pre-service language teachers who were studying at four-year education faculties of two state universities in Turkey. The study was conducted with 150 third and fourth year students, who were attending Sakarya and Gazi Universities Faculty of Education Department of Foreign Language Teaching during the fall term of the 2015-2016 academic year, as a means of convenient sampling. The study was designed as a mixed method research design since the data were collected both qualitatively and quantitatively. "General teaching competencies self-assessment form" was employed as a data collection instrument for the first part of the study. In order to gain deeper understanding of pre-service language teachers' views regarding their teaching competencies, a semi-structured interview was conducted with 20 randomly assigned participants. The content analysis was carried out so as to analyze the data. The findings revealed a positive and meaningful relationship between pre-service teachers' educational background and current GPA, and their perceptions of general teaching competencies. Results are discussed and recommendations for educators and policymakers are put forward.

Keywords: Teacher education; pre-service language teachers; perceptions; teaching competencies.

Concurrent Session II
11:40 - 12:40

Agora
Chair: Erkan Külekçi

Dealing with in-class challenges: Pre-service English teacher cognitions

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This study explores cognitions of pre-service English teachers in relation to dealing with most commonly experienced in-class challenges in foreign language teaching and the influences that shape their cognitions. Adopting qualitative research design, a case study was conducted to provide an account of pre-service English teachers' cognitions. Data for this study were collected in two main stages. The first stage involved collection of the base-line data through a qualitative questionnaire with a view to identifying in-class challenges experienced by English teachers. The second stage of data collection included scenario-based interviews that took place before and after the practicum. Twenty English teachers working at public secondary schools and six pre-service English teachers enrolled in a four-year language teacher education program at a state university make up the participants of this case study.

In the analyses of each set of data, the framework provided by Miles and Huberman –that is data reduction, data display, and conclusion drawing/verification – was followed in order to have systematicity in the analyses. Results of the study reveal that (1) pre-service teachers generated various strategies to deal with in-class challenges in their pre-practicum cognitions, and post-practicum cognitions; (2) courses in teacher education program, own learning experiences, classroom observations, and practice teaching experiences emerged as influences that shape their cognitions in dealing with in-class challenges. It is thought that this study contributes teacher cognition literature by investigating a rarely studied aspect of English Language teaching: dealing with in-class challenges.

Keywords: Teacher cognition; pre-service English teacher; in-class challenges; practicum

Concurrent Session II
11:40 - 12:40

Odeon
Chair: Hacer Hande Uysal

How to present new vocabulary. Corpus based contextual guessing, dictionary use and online instruction

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The importance of vocabulary acquisition has been widely emphasized by the researchers throughout the world (Nation, 1993 and 2001; Wang, 2007; Blewitt, Rump, Shealy, & Cook, 2009 and Jordaan, 2011). The current study attempted to investigate the most effective vocabulary presentation modes on the vocabulary development of EFL learners' recall and retention. For this purpose, three presentation modes were tested and compared: i) Corpus Based Contextual Guessing; ii) Dictionary Use; and iii) Online Instruction. As for collecting data, a pre-test and two recall post tests were administered to the first grade learners of English Language Teaching Department. The data was analyzed through One-way ANOVA test. The results indicated that the Corpus Based Contextual Guessing was the most effective presentation mode for learning and storing new vocabulary, yet it was the least favored one for both developing their cognitive skills and affective factors.

Keywords: corpus based contextual guessing, dictionary use, online instruction, vocabulary presentation modes

Concurrent Session II
11:40 - 12:40

Odeon
Chair: Hacer Hande Uysal

Vocabulary retention and concordance-based instruction in L3 acquisition

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Vocabulary knowledge is considered to be key to language comprehension and speech production. Although there is considerable research literature on vocabulary learning, there is no consensus on which vocabulary teaching / learning strategy is most successful. The article describes the findings of an experimental research study aimed at analysing the effect of concordance-based instruction on L3 vocabulary acquisition and retention. L3 is understood in the present research as a chronologically third language acquired by a speaker (Hammarberg, 2014). The study features 48 participants learning German as a second foreign language subsequently to English who were divided randomly into experimental and control group. While the experimental group learnt words with the help of online concordance, the control group worked with conventional vocabulary worksheets. A pretest, posttest, and a delayed vocabulary recall test were conducted with both groups. The study showed that the experimental group outperformed the control group in both post- and delayed tests in the ability to make up sentences as well as build collocations with the given key words. The study also demonstrated the usability of concordance-based instruction with A1 language level students within the framework of L3 acquisition.

Keywords: concordance; corpus linguistics; vocabulary learning; L3 acquisition; data-driven learning.

The effectiveness of implicit and explicit cognitive processing in incidental vocabulary acquisition

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This article tends to investigate the lexical processing strategies adopted by 12 elementary level participants while doing reading-for-comprehension activities together with the effectiveness of these strategies on the retention of new vocabulary items in incidental vocabulary acquisition. The participants who took part in the research are currently studying at an English Preparatory School in Turkey. Through these procedures, incidental vocabulary acquisition via reading for-comprehension tasks is aimed to be investigated since the Input Hypothesis (Krashen, 1989) suggests that incidental learning of vocabulary can best be attained through reading. During the reading process, the adopted strategies are investigated by gathering introspective data. Later, the participants attended to a reading comprehension process and finally the participants participated in a post-test which is known to be the 'Vocabulary Knowledge Scale' (Wesche and Paribakht, 1996). Through this scale, the rate of retention of the participants for each vocabulary item is identified in accordance with related scoring procedures. The adopted strategies are then categorized in relation to the cognitive processing styles. Through this treatment the effectiveness of retention through implicit and explicit processing in incidental vocabulary acquisition is examined. The findings suggest that implicit processing strategies result to be more effective in terms of incidental vocabulary acquisition.

Keywords: Incidental Vocabulary Acquisition; Input Hypothesis; Lexical Processing Strategies; Retention

Concurrent Session II
11:40 - 12:40

Celcus
Chair: Maria Vanessa

Exploring the effects of gender and proficiency levels on Turkish EFL learners' beliefs about language learning: A cross-sectional study

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Language learners' beliefs about second language learning interact with their awareness, consciousness, attitudes towards learning, strategy choices and motivations (Buyukyazi, 2010). Delving into learners' beliefs provide an insightful view of learners' perceptions and actions about their education, which also help teachers to shape the language learning process with changing or adapting the methods and materials thereby reshaping the negative preconceptions of the learners about English language. To see the effect of the learners' gender and language proficiency levels, 24 female and 19 male preparatory school students from a private university contributed to the study with total number 43. The data are collected with a 34-item Likert Scale called as The Beliefs about Language Learning Inventory (BALLI) developed by Horwitz (1980). Independent samples test for gender and group variables alongside with multiple comparisons for proficiency levels are applied for the data analysis sections for this cross-sectional study. The findings reveal that while learners' gender has no significant effect on the learners' belief, their proficiency levels effect their beliefs about the nature of the language, foreign language aptitude, motivations and expectations from their second language learning procedures.

Keywords: language learner's belief; attitude; aptitude; preconception

Investigating the perceived factors affecting students' level of English proficiency during their studies in a university with English-medium instruction: A phenomenological study

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There has been a significant increase in the number of students studying in a university which provides English-medium instruction (EMI); therefore, it has become important to explore the growing trend at universities. There have been some studies focusing on the reasons for the popularity of EMI and the challenges associated with this phenomenon but there are not many studies on students' perceptions and preferences regarding the language development in an EMI context (Hellejaer &Westergaard, 2003; Klaassen & Graaff, 2001; Kim, Tatar & Choi, 2014). Therefore, this paper aims at investigating Turkish English-medium university students' perceptions of the change in their language ability, their preferences, and the factors affecting this change. This study undertakes a phenomenological approach and multiple interviews with different participants sharing similar experiences were conducted for an in-depth investigation of experiences and perceptions of undergraduate students on their language development in EMI context. Results revealed that 1) when students are highly exposed to English and are expected to use it productively for their studies, they perceive that there is greater development in their language skills and abilities 2) students think that corrective feedback plays a crucial role in helping them focus their attention on the form 3) speaking is perceived to be the weakest and the least improved skill over the years. These findings suggest insightful implications for English-medium universities in Turkey and all around the world.

Keywords: English-medium instruction; EMI; language acquisition; language development

Concurrent Session II
11:40 - 12:40

Celcus
Chair: Maria Vanessa

Instructors' perceptions of the use of a course-specific youtube channel when teaching academic presentation skills

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The nature of teaching environments has gained reformation by means of the advances in information and communication technology. In accordance with this, instructors' roles and duties have also changed in order to catch up these innovations. In this process, YouTube, as one of the most outstanding Web 2.0 tools has appeared in educational settings, especially in language education. The literature indicates a requirement for further research in the use of this public and free web tool especially when it comes to its uses in tailored playlists for specific courses. To that end, this case study aims to investigate the instructors' experiences and perceptions towards the use of a YouTube channel used to present input, provide, support and discuss course material. The study was conducted on instructors teaching Academic Presentation Skills, a must course offered to the students from varying disciplines in Middle East Technical University, Ankara, Turkey. The course is taught by 20 instructors based on the same curriculum and assessment tools, taught via similar instructional methods every semester. The instructors were asked to fill out an online survey via Google Forms at the end of the semester to reflect their perceptions on the drawbacks and benefits of the aforementioned YouTube channel. The data was analyzed based on both descriptive statistics besides deductive content analysis. The findings are highly expected to further lead language educators indicating the means of a YouTube channel as an online course material source.

Keywords: YouTube, tailor-made playlists, online videos, academic presentations, language education

Concurrent Session II
11:40 - 12:40

Smyrna
Chair: Recep Şahin Arslan

EFL teachers' views and actual uses of digital components of coursebook packages

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Coursebooks play an essential role in language teaching and therefore have been extensively investigated in EFL context. With the development of technology, coursebook packages have undergone certain changes to include the opportunities provided by emerging technologies. One of the significant inclusions in EFL coursebook packages is the classroom software to be used in computerised classrooms. This study aims to investigate EFL teachers' views on the necessity of these tools; their actual uses in teaching; and perceived advantages brought by these tools. For these purposes, three different data were collected through the Teacher Opinion on Digital Components of Coursebook Survey, classroom observations, and post-observation interviews. 67 participants were surveyed and 12 were observed while teaching and interviewed after. The results suggested that these tools were most commonly used in while teaching listening; and least in writing.

Keywords: EFL coursebooks; digital components; teacher views

Concurrent Session II
11:40 - 12:40

Smyrna
Chair: Recep Şahin Arslan

The most and least beneficial activities offered in primary school English language coursebooks

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Teaching is widely considered as a procedural activity including both cognitive as well as emotional processes that cannot be easily separated. This unified nature of teaching makes understanding teachers' side of the story rather complex. Apart from teachers' own articulations of their own teaching, developing effective English language teaching contexts for learners in primary schools necessitates understanding what actually happens while teachers aim to teach and students try to learn. Hence, various researchers have been trying to collect and understand teachers' and students' opinions on many aspects of English language instruction ranging from their knowledge, opinions, beliefs, feelings, and practices that affect their language learning and instruction. Owing to the fact that coursebooks remain as the single most important text used in English language classrooms in Turkey, the purpose of this study was to identify teachers' experiential knowledge of the activities given in the coursebooks in terms of their practical value as instructional materials. Data were collected through a structured interview checklist with the page and (or) activity numbers that make up the coursebook they are using along with a space for noting down to what extent each of these pages or activities worked in their classrooms. Data from 16 English language teachers, all graduates of faculties of education, revealed the most and least beneficial activities from the perspectives of the teachers. Results showed that teachers shared similar beliefs in regards to the nature of the beneficial activities offered in coursebooks and used in their English classrooms.

Keywords: Activity; task; coursebook; young learner

An investigation into gender representations in a Turkish EFL textbook

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Textbooks play an enormous importance role in foreign language teaching by providing a process of 'socialization', which means one can easily see and experience every walk of real life. Socialization is a process of becoming a society member (Atak, 2017) and as textbooks are the tools for socialization, they may reveal an abundance of morals, beliefs and norms related to any society. Regarding the issue of gender, textbooks may prescribe some behavior patterns and roles for men and women. This study investigates gender representations in a Turkish EFL textbook which is used for 9th grade at state high schools. Content analysis in which there are set categories (Yılmaz, 2012) is applied in order to give a clear description about a) presence of female & male characters, b) family role representations, c) jobs/occupations, d) distribution of free time activities and e) adjectives used to describe the two genders. The findings show that the presence of male characters is more dominant and that the jobs assigned to female characters are lesser and less-varied than male characters' jobs. However, there is not a quite significant difference in free time activities, household activities, adjectives and family roles which are ascribed to both genders.

Keywords: textbook analysis; gender representations; socialization

Colloquium Presentations

Day 3 - 20 May 2017 - Saturday

Colloquium Presentations (13:40-14:40)

Room	Agora		Odeon	
Chair	Şevki Kömür		İsmail Hakkı Erten	
13:40-14:40	**Maria Vanessa aus der Wieschen, Søren W. Eskildsen** *Classroom interaction and young learners: How do teachers achieve understanding and create learning moments?*	**Signe H. Jensen** *Extra-mural English: What is it and how does it affect young learners' proficiency?*	**İsmail Hakki Erten, Arzu Kanat-Mutluoglu** *"Public speaking is like a roll-neck jumper, suffocates if not prepared"*	**Funda Ölmez, Dilara Somuncu** *Through the student teachers' lenses: Sources of anxiety while speaking publicly*
	Olcay Sert, Ufuk Balaman, Safinaz Büyükgüzel *On the role of extra-mural English in Turkey: Young learners and teacher education*	**Maria Vanessa aus der Wieschen, Ufuk Balaman, Safinaz Büyükgüzel, Søren W. Eskildsen, Signe H. Jensen, Olcay Sert, Johannes Wagner** *Using extra-mural English to design teaching materials*	***Dilara Somuncu, Kadriye Aksoy*** *Emotional strategies employed by student teachers in public speaking course*	**Kadriye Aksoy, İsmail Hakki Erten** *"I am just shy and timid": Student teachers' explanations of their performances in their presentations*
	Fiona Copland *Discussant*		**Arzu Kanat-Mutluoglu, Funda Ölmez** *"Of course, from the teachers": Student teachers' preferences of feedbacks in public speaking course*	

Colloquium Presentations
13:30 - 14:40

Agora
Chair: Şevki Kömür

Parallel Worlds? Breaking down barriers between the EFL classroom and the outside world

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Recent reports from Sweden show that children gradually lose interest in English as school subject while maintaining a high degree of interest in using English in their everyday lives (Henry et al., 2014). The purpose of this panel, building on a recently established research network, is to investigate this discrepancy in Danish and Turkish contexts and to explore ways to exploit children's extra-mural English as a resource in early foreign language teaching and teacher education. The panel takes a bottom-up perspective to systematically investigate, for the first time, a four fundamental questions: 1) what does classroom interaction look like in early English teaching?; 2) what do children actually do when they engage with extra-mural English and how much do they do it?; 3) what kind of teaching material can be developed on the basis of extra-mural English; and 4) how do we educate language teachers to better equip them with the competences to handle and use extra-mural English resources pedagogically?

The panel consists of 4 talks that in turn illuminate classroom interaction in early EFL classes, uses of extra-mural English, and the potential for designing teaching materials drawing on extra-mural English. Rounding off the panel there will be a general discussion.

Classroom interaction and young learners: How do teachers achieve understanding and create learning moments?

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This paper investigates a variety of interactional practices where teachers and young learners co-achieve intersubjectivity and emergent learning opportunities. A key question for many teachers of English to young leaners is how and when to use English and the L1, respectively, and in this study we take a closer look at code-switching and translation practices and that may or may not lead to learning, and we will show an example of a seemingly very fruitful way on the part of a teacher to use rephrasing and gestures in the pursuit of understanding and teaching/learning moments. Finally, and leading up to the panel's discussion of extramural English, we will compare two different pedagogical uses of music and singing, one where a student has brought a favorite song to class and one where a teacher has brought a song to class. These practices result in very different learning and teaching trajectories, the former with a high level of pupil initiative, engagement, and control, and the latter with a high degree of teacher control. The data come from early English classrooms in Denmark.

Colloquium Presentations
13:30 - 14:40

Agora
Chair: Şevki Kömür

Extra-mural English: What is it and how does it affect young learners' proficiency?

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I investigate the quality and quantity of extramural contact with English for young Danish learners of English. The focus is on whether proficiency is affected by extramural use and whether this is consistent across age groups (1st thru 5th grade). I also investigate whether some extramural activities are more supportive of language learning than others, i.e. gaming, watching television, music, etc. The paper relates findings from a quantitative study on engagement with extramural English (EE) as well as an ethnographic interview study which explores how very young children engage with EE. Preliminary results indicate that it is necessary to take a holistic approach to engagement in extramural activities recognizing e.g. that for many it is the engagement in a variety of extramural activities on the same 'topic' (e.g. engagement in Minecraft both as a game and through YouTube videos) that leads to the perception of language learning affordances

On the role of extra-mural English in Turkey: Young learners and teacher education

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Currently, there is no tradition for invoking extra-mural English in a principled manner in the teacher education systems in Denmark and Turkey, but although language teacher education thus seems to be a traditional field, inherently classroom-based, we will argue that there is a potential for change in the direction of breaking down the walls between the two parallel worlds, the institutional world and the outside world. Three things are crucial in this respect: 1) that there are teachers in the educational system who wish to take steps in that direction; 2) that there are course modules in both education systems that would be compatible with such an initiative; and 3) that there are tangible materials to be used pedagogically. We know from experience that points 1) and 2) are already present while the tangible materials under point 3) are being developed; we, in the network, are researchers but also practitioners and educators who strive to bring the changes about, and the various course modules in foreign language pedagogy constitute a fertile ground for sowing the extra-mural seeds, as it were. It seems, then, that initiatives to bring in extra-mural resources in teaching and teacher education must be bottom-up. In this talk we propose ways in which to raise awareness of extra-mural English and how to incorporate it into early EFL classrooms and teacher education in Turkey.

Colloquium Presentations
13:30 - 14:40

Agora
Chair: Şevki Kömür

Using extra-mural English to design teaching materials

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In this talk we present on-going work to design teaching materials on the basis of children's actual use of extra-mural English as explored in our data and research. However, to get there and to counter the loss in interest in English on the part of the children by incorporating in a principled fashion aspects of the children's lifeworlds into the teaching practices, we must first begin to deconstruct the classroom, as it were; we need to bust the myth that the language classroom must be "a world away from the world" in order to function; most second/foreign language teaching is done in a materially mediated way, but the major materials such as course books are usually designed and used for institutional purposes. Course book themes are curricular rather than oriented to the children, and too often the books themselves are used in the tradition of the grammar-translation method of Latin classes in the 18th century (read out loud and translation). It therefore seems to us that a navigable way into this would be to develop locally adaptable materials, tangible as well as on-line/digital, that function as a template for drawing on extra-mural English. Doing that would arguably make the way easier seeing as we would build on one the traditional aspects of classroom teaching, namely the idea of using tangible materials (here, textbooks).

Followed by general discussion.

Colloquium Presentations
13:30 - 14:40

Odeon
Chair: İsmail Hakkı Erten

Through the student teachers' lenses: Sources of anxiety while speaking publicly

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Commonly experienced by almost everyone who speak publicly due to school or work requirements to some extent, public speaking anxiety can be regarded as an important fact of daily life. Teachers, who are on the stage in their classes as a part of their jobs every day, learn to cope with this anxiety starting from their pre-service teacher education. Coupled with the endeavor to express oneself in a foreign language, public speaking anxiety can be an even more demanding issue for student teachers of foreign languages. The present study aimed to examine public speaking anxiety of Turkish student teachers of English as a foreign language (EFL) and its sources from student teachers' perspective. The study further explored to what extent anxiety levels of highly performing student teachers in public speaking differed from those of the student teachers with a lower level of performance. Data were collected from a total of 91 sophomore student teachers of English (66 female; 25 male) studying at the English Language Teaching department of a state university in Turkey by means of a scale on public speaking anxiety for the EFL classroom context. Public speaking performances were evaluated through two independent instructors during the Public Speaking course. Statistical analyses of data showed that student teachers were moderately anxious about speaking publicly in English. Displaying a medium level at all four domains of public speaking class anxiety, participant student teachers' anxiety was dominated by (lack of) comfort in using English, communication apprehension, fear of negative evaluation and test anxiety respectively. Highly performing student teachers reported to have a significantly lower level of public speaking anxiety compared to those with a lower level of performance. Departing from the findings, the study concluded that public speaking anxiety can be alleviated with certain measures and anxiety management strategies, which may also result in better speaking performances. Further research can focus on such precautions and strategies.

Keywords: public speaking; public speaking anxiety; English as a foreign language; student teachers

Emotional strategies employed by student teachers in public speaking course

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The present qualitative case study investigates ELT students' use of emotional strategies to overcome their public speaking anxiety. The main aim of public speaking course is to convey practical skills for effective communication and fundamental stages of speech preparation and its delivery. As teachers are constant 'public speakers', this course may have an impact on prospective English language teachers' future careers. Therefore, the strategies that student teachers employ to manage their emotions may be key factors determining their success in this course, so in their future teaching profession. Drawing on these ideas, data were collected through a questionnaire asking student teachers to describe strategies that they use before/during their presentation to overcome anxiety and manage their emotions. Their descriptions were examined with a content analysis, and findings revealed various strategies like lowering your anxiety, encouraging yourself, and attending to emotional temperature. It was also found that some students benefit from cognitive and metacognitive strategies to manage their emotions while some believe that there is nothing to do to overcome their anxiety problem. This study has implications for public speaking course instructors in terms of creating awareness for student teachers to employ emotional strategies to overcome their public speaking anxiety.

Keywords: public speaking course; emotional strategies

Colloquium Presentations
13:30 - 14:40

Odeon
Chair: İsmail Hakkı Erten

"I am just shy and timid": Student teachers' explanations of their performances in their presentations

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As part of motivation research studies, causal attribution studies have an important role in predicting and improving academic performance since controllable and uncontrollable attributions have an effect on learners' future actions. In this regard, the present qualitative study investigates ELT students' attributions for their performances in Public Speaking Course. As a requirement of the course, the students had two presentations during one semester; one as an introduction to the topic and the other as a main presentation including introduction, main part and conclusion. A total of 81 second year ELT students scored themselves out of 10, and provided explanations for their performances in second presentations, and these data were used to understand their attributions. The analysis consisted of two phases: firstly, the students were divided into two groups(less successful and successful) according to their scores for performances, and secondly, their explanations were examined with content analysis. To start with, the findings show that 20 students scored themselves as less successful group and 61 students were grouped as successful. The qualitative analysis revealed that less successful group attributed their performances mostly to their "mood, personality, lack of effort, lack of strategy", all of which represent negative explanations. On the other hand, successful students provided partial explanations (both positive and negative) for their performances. Overall, they attributed to "effort, strategy" as positive aspects, and "lack of effort, lack of strategy" as negative aspects, yet they see themselves as successful learners. Many of them, interestingly, attributed their performances to their "mood" both as positive and negative aspect, consisting of feeling relaxed, self-confident or feeling nervous, anxious, unmotivated. This shows that students as public speakers mostly suffer from their "mood" which is an internal and uncontrollable attribution. To help them take control of this uncontrollable attribution for their performances, we, as public speaking course instructors, can train learners for affective strategies to overcome these negative feelings during their presentations.

Keywords: attribution theory; public speaking course.

"Public speaking is like a roll-neck jumper, suffocates if not prepared"

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As part of the teacher training curriculum followed at English Language Teaching department at Hacettepe University, this study aimed to explore perceptions of future teachers of delivering public speech and giving presentations. To do this, a group of 91 students were asked to generate metaphors for public speaking and giving presentations and provide explanations for their metaphors. Metaphors were analysed for recurring themes and frames. The thematic analysis of the data revealed that metaphors were of five major categories. These were giving presentations as a challenge, as an anxiety provoking experience, as fun, as a developmental journey, and as a part of their future self. A further analysis of attitudes of participants towards giving presentations indicated that although most of the participants reported positive attitudes towards giving presentations, there was a proportionally significant group of participants who manifested negative attitudes. The study concludes that a number of self concept building teaching strategies and endeavours towards introducing some affective strategies can be instrumental for professional development of future teachers.

Keywords: metaphors, public speaking, giving presentations

Colloquium Presentations
13:30 - 14:40

Odeon
Chair: İsmail Hakkı Erten

"Of course, from the teachers": Student teachers' preferences of feedbacks in public speaking course

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Public Speaking course is offered to sophomore students in English language teaching departments of almost all universities in Turkey. The main objective of the course is to develop prospective language teachers' skills of elocution (YOK, 2006). In order to reach this goal, student teachers in the English Language Teaching department in which this study was conducted were required to have two presentations during a semester. Each presentation was reviewed by both their peers and instructors through two types of feedback: written and oral feedback coming from their peers and instructors. The present study aims to explore the student teachers' preferences of feedback that they got during this course. 91 of 99 students who enrolled in the course participated in the study. Their opinions about the essentiality and effectiveness of feedbacks were collected through a questionnaire. They were also asked to express the reasons for their opinions. Data gathered from the questionnaire revealed that student teachers found instructor feedback more essential and effective. The thematic analysis conducted by the researchers on the reasons for student teachers' opinions indicated that they preferred instructor feedback to peer feedback in that they saw their instructors as experts in the field who provide more professional and constructive criticisms about their presentations. The study concluded that student teachers value the views of their instructors more than their peers, and that they need to get guidance and instructions beforehand to be able to give feedback to any presentations performed by their peers.

Keywords: feedbacks, student teachers' preferences, public speaking, elocution

Concurrent Session I

Day 4 - 21 May 2017 - Sunday			
Concurrent session I (09:30-10:10)			
Room	Agora	Odeon	Celcus
Chair	Irina Rets	Yusuf Şen	Arzu Kanat Mutluoğlu
09:30-10:10	**Zuleyha Unlu, Erkan Kulekci** *Combining theory and practice: Towards teachers' expertise*	**Seher Balbay, Selcan Kilis** *Students' perceptions of the use of a YouTube channel specifically designed for an academic presentations skills course*	**Burcin Kagitci Yildiz** *The effects of speaker's accent on listening comprehension tests*
	Nurdan Kavakli, Sezen Arslan *The role of AID model of effective feedback in pre-service EFL teachers' professional development*	**Nuray Alagözlü** *Metalinguistic knowledge and Metacognitive Awareness in Foreign Language Teacher Education (VIRTUAL)*	**Burcu Karakaya, Merve Selçuk** *The case of code- switching: The interaction of English and Turkish in ELT classrooms*

Concurrent Session I
09:30 - 10:10

Agora
Chair: Irina Rets

Combining theory and practice: Towards teachers' expertise

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In order to become successful and effective members of the field of ELT, language teachers need to learn new knowledge and skills, gain more positive and deeper perspective, and meet the needs of changing paradigms and teaching conditions (Bailey, Curtis and Nunan, 2001). Since sole experience may not help language teachers improve in their professions, problematizing different aspects of their teaching, reflecting on their practice, and drawing upon the disciplines that provide the theoretical insights are necessary (Widdowson, 2003, p.12). In this presentation, we will report on our reflective teaching practices in two ESL classrooms in a non-profit organisation in the USA that provides social and educational services to immigrants and refugees. The presentation consists of four main parts. First, we will highlight the importance of reflective teaching in the ongoing process of becoming an expert. Then we will provide some details about our particular research contexts and demonstrate how we combined theory and practice while problematizing our teaching practices in our classrooms. We will also briefly talk about the main themes we investigated in our classrooms in this process. Finally, we will list possible implications for ELT teachers and trainees in particular. The data collection methods included classroom fieldnotes with audio and video recordings, peer observation notes and interviews with students and experienced teachers.

Keywords: teacher development; teacher expertise; reflective teaching

The Role of AID model of effective feedback in pre-service EFL teachers' professional development

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This study aims to probe into the influence of Action- Impact- Desired Outcome (AID) model of effective feedback on the professional development of prospective EFL teachers. Eighteen EFL senior students from the department of English Language Teaching at a state university in Turkey participated in the study. The data gathered was composed of three subparts. The quantitative part was constituted by the peer feedback scores on the micro-teaching practices of aforementioned sample group in Teaching English to Young Learners course through an evaluation form of teaching practice by Turkish Ministry of National Education. These scores were laced with AID model of effective feedback session grounded upon the course instructor's observation on student-teachers' in-class teaching practices within the scopes of content knowledge, pedagogical-content knowledge, teaching-learning process, assessment and recording, and other professional competences. Following these, the students were taken to semi-structured interviews on their classroom teaching experiences and the role of AID model on the process. As a result, it was proposed by the findings that: (a) the student-teachers were well-aware of the fact that theory-oriented EFL teacher education program was not satisfactorily conformed with real-life in-class practices during the application process; (b) the AID model of effective feedback had a far better positive impact both on their teaching practices and professional development as the prospective EFL teachers; (c) however; the student-teachers were in need of a more practical curriculum for the teacher training program which they enrolled in, as they believed to hinder their actual potential, of necessity.

Keywords: AID model; effective feedback; professional development; pre-service teacher; EFL; teacher education.

Concurrent Session I
09:30 - 10:10

Odeon
Chair: Yusuf Şen

Students' perceptions of the use of a YouTube channel specifically designed for an academic presentations skills

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The advancements in information and communication technology have revolutionized the notion of teaching and learning in terms of strategies, context, methods, etc. One of the most remarkable tools used in teaching and learning in the 21st century is YouTube, especially in language education. The literature demonstrates the needs for elaboration of the use of YouTube in educational settings. Therefore, this mixed-method study aims to investigate students' experiences and perceptions towards the use of YouTube videos in a language education setting. The study was conducted on students taking the compulsory Academic Presentation Skills course offered to students from varying disciplines in Middle East Technical University, Ankara, Turkey. They were asked to fill out a survey at the end of the course on their perceptions on the drawbacks and benefits of the aforementioned YouTube channel. The data was analyzed based on both descriptive statistics and deductive content analysis. The findings are expected to further guide language educators indicating the ways to benefit from YouTube and other online video sources.

Keywords: YouTube, tailor-made playlists, online videos, academic presentations, language education

Metalinguistic knowledge and metacognitive awareness in foreign language teacher education

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It is commonly agreed that there is a natural connection between the study of language and language teaching. Therefore, most curricula for language teacher education contain linguistics courses as part of the theoretical knowledge base necessary for professional development of language teachers. However, how much benefit prospective language teachers get from them is a matter of inquiry. Metacognition is defined as " higher order thinking" that is also the "knowledge about cognition" and "control of cognition" Simply stating, it is how a learner thinks and learns as well as how s/he makes use of the knowledge (Flavell, 1979). Three components the psychologist offers are "Metacognitive knowledge" (also called metacognitive awareness) "what individuals know about themselves and others as cognitive processors"; "Metacognitive regulation" " the regulation of cognition and learning experiences through a set of activities that help people control their learning" and "Metacognitive experiences" " those experiences that have something to do with the current, on-going cognitive endeavor" Taking metalinguistic knowledge as " knowledge about language" this study probes into the connection between the study of the nature of language in its own right and from an interdisciplinary perspective and professional metacognitive awareness of prospective language teachers. In this quantitative study, specifically, the positive and negative impacts of metalinguistic knowledge on metacognitive awareness of pre-service language teachers were scrutinized. Data were gathered from PANAS Positive Negative Affect Scale and Metacognitive Awareness Inventory (MAI) by Schraw and Dennison (1994). Participants were approximately 150 sophomore and junior ELT students in Linguistics classes in a Turkish state university. It is expected that pre-service language teachers make the most of the knowledge about language for their professional career and have a higher level metacognitive awareness for effective language education.

Keywords: Metalinguistic knowledge; Metacognitive Awareness; Teacher Education.

Concurrent Session I
09:30 - 10:10

Celcus
Chair: Arzu Kanat Mutluoğlu

The effects of speaker's accent on listening comprehension tests

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Traditionally, native speakers have been considered as the most reliable source of linguistic data (Chomsky, 1965), although non-native speakers of English already outnumber the native ones (Kachru, 1994), and 80% of the English teachers in the world are non-native English speakers (Canagarajah, 2005). Today, there is a tendency towards including more varieties in the materials covered in the preparatory schools, but most of the students are unfamiliar with many accents when they come to university (due to the lack of access or exposure), which could cause a problem during their departmental or postgraduate studies when instructed by academics from different language backgrounds. This study was conducted with the purpose of investigating whether the speaker's accent affects students' performance on listening comprehension tests, and if yes, which accent (native speaker's or non-native's) leads to a higher (or lower) level of comprehension. In this study, 120 students with an intermediate level of English proficiency in a university preparatory programme were selected using stratified sampling based on their listening scores in the midterm exam and divided into six groups. Each group listened to 12 short texts from a TOEIC preparation book, rerecorded by three native (American, British and Australian) and three non-native (Turkish, Russian and African) speakers of English and answered 36 multiple-choice type questions, along with filling in a questionnaire that reveals their perceptions of varieties in English. The ANOVA analyses revealed significant results, which calls for more inclusion of English varieties in classes to prepare students better for the real world.

Keywords: accents; listening; assessment

The case of code- switching: The interaction of English and Turkish in ELT classrooms

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As the generation requires, almost everyone inevitably becomes second or third language speakers in time. Since the languages are in a continuous interaction, it becomes inevitable for the speakers that their native language interferes with their foreign language whether intentionally or unconsciously. In English as a Foreign Language (EFL) classrooms, this language interference is a case frequently experienced by students as language learners and by instructors as language teachers. Within the frames of linguistics, this case is named as code-switching which refers to the penetration of languages into each other: from L1 to L2 or vice versa (Valdes-Fallis, 1977). The related literature about code-switching in EFL classrooms reveals that both students and teachers make substitution between their L1 and L2 on the grounds that there are various reasons for the application of code-switching. This research, therefore, investigates the common reasons about why teachers and students code-switch. Following the mixed method research design, the data was collected through the questionnaire shared with 30 freshmen, 30 seniors and 5 EFL teachers in a language preparatory program at a state university in Turkey. Also, the observations which were obtained during a grammar session provided the qualitative evidence for this study. Following the data analysis, it has been found out that code-switching is seen as a natural and significant phenomenon in EFL classrooms so as to ease communication, learning, teaching and interaction.

Keywords: Code-switching; English language learning; EFL classrooms

Concurrent Session II

Day 3 - 21 May 2017 - Sunday

Concurrent session II (10:30-11:10)			
Room	Agora	Odeon	Celcus
Chair	Kadriye Aksoy	Ufuk Balaman	İsmail Hakkı Erten
10:30-11:10	**Merve Baykan** *Growth Mindset & Success*	**Suhair Al Alami** *Diagnostic assessment in the EFL classroom: Points to ponder* *(VIRTUAL)*	**Nuray Caylak** *A study into the interplay between L1 and L2 reading behaviour, L1 vocabulary and L2 vocabulary development*
	Cennet Altıner Willingness to communicate in Turkish English-as-a-foreign-language (EFL) classroom context (VIRTUAL)	**Nurdan Kavakli** *Utilizing European guidelines for establishing quality standards in language testing and assessment* *(VIRTUAL)*	**Zeynep Özdem Ertürk** *The effects of receptive and productive learning tasks on EFL learners' knowledge of collocation and meaning*

Concurrent Session 2
10:30 - 11:10

Agora
Chair: Kadriye Aksoy

Growth mindset & success

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As the Buddha puts it, 'what we think, we become'. Controversial as it may be, this thought gives us the freedom to shape and reshape who we are and how we learn. Theories of plasticity of the brain prove it neurologically and Dweck's teachings on the growth mindset tell us we can change by seeing challenge and failure not as evidence of unintelligence but as a springboard for growth. Dweck (2015), in her article Growth Mindset, Revisited, stated that "…students who believed their intelligence could be developed (a growth mindset) outperformed those who believed their intelligence was fixed (a fixed mindset)".1

Inspired by these ideas, I have set sail on a journey with my students whereby I have been trying to lead them to success by coaching them towards a learning realm where "if there is a will there is a way". The classroom research I have done aims to look into whether students have fully adopted a growth mindset and the effects of this new mindset on their success. I have worked with 2 different levels of students of English; real beginners and a more advanced group roughly at B1+ or B2 according to CEFR. Most data I have collected was qualitative and my methods were success journals, interviews and other regular written feedback tools. One major implication of this approach has been a remarkable increase on motivation levels and we will discuss how motivation and belief can and have changed student success.

Willingness to communicate in Turkish English-as-a-foreign-language (EFL) classroom context

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This study investigates willingness to communicate (WTC) in Turkish English-as-a-foreign-language (EFL) classrooms. The main goal of this study was to find out the predicting effect of classroom environment, motivation, and vocabulary size on L2 WTC. 106 EFL students who were registered in the one-year preparatory school at Usak University, Turkey participated in the study. Participants' WTC was measured by Willingness to Communicate Scale while Language Learning Orientation Scale was adopted to measure their motivation levels. Vocabulary Levels Test (VLT) was utilized for the measurement of their vocabulary knowledge. Descriptive statistics, correlations and multiple regression analysis were carried out to find out interrelated relationships among WTC, motivation, classroom environment and vocabulary size. Findings indicated that each of these variables were positively correlated with each other. The results of multiple regression analysis showed that motivation was the best predictor of L2 WTC. Classroom environment and vocabulary size had also significant predicting effects on L2 WTC, with classroom environment recording a higher beta value than vocabulary size. The findings of this study are useful in terms of emphasizing the role of motivation, classroom environment and vocabulary size in encouraging L2 learners' willingness to communicate.

Keywords: willingness to communicate; motivation; vocabulary

Concurrent Session 2
10:30 - 11:10

Odeon
Chair: Ufuk Balaman

Diagnostic assessment in the EFL Classroom: Points to ponder

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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: Language Assessment; Diagnostic Assessment

Utilizing european guidelines for establishing quality standards in language testing and assessment

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The purpose of this study is to frame the European guidelines for good practice in language testing and assessment. Herein, four types of international standards are taken into consideration in order to establish quality profiles for language tests. These are labelled as the standards of European Association for Language Testing and Assessment, the Association of Language Testers in Europe, International Language Testing Association and the Association for Educational Assessment-Europe, all of which get inspired by the implementation of the Common European Framework of Reference for Languages: Learning, Teaching and Assessment. The codes of practices within the framework of aforementioned standards are taken into thematic analysis in an effort to point the sub-components which are put forward separately. From that point of view, it is reported that the European guidelines embody the core components developed for test construction, test production, administration and logistics, marking and grading, test analysis, communication with stakeholders and item writing. For each component, unifiers as the integrative elements of each are defined and mentioned in detail. In the light of these, some practical recommendations are given for pursuing good practice in language testing and assessment practices, as well.

Keywords: testing; assessment; EALTA; ALTE; ILTA; CEFR.

Concurrent Session 2
10:30 - 11:10

Celcus
Chair: İsmail Hakkı Erten

A study into the interplay between L1 and L2 reading behaviour, L1 vocabulary and L2 vocabulary development

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The purpose of this study is to investigate the relationship between L1 vocabulary size, L1 reading motivation and habits, besides L2 reading motivation and habits, and L2 vocabulary at a state university situated in the Black Sea region of Turkey. The scales and tests that will be used in the study will be implemented in three sessions. In the first session, The Turkish Vocabulary Levels Test (Erten, 2009) and the Adult Motivation Reading Scale (Yildiz, et al., 2013) will be administered to the preparatory class students of School of Foreign Languages. In the second session, The Vocabulary Levels Test: Version 2 (Schmit et al., 2001), and The Foreign Language Reading Attitudes and Motivation Scale (FLRAMS) (Erten, Topkaya and Karakaya, 2010) will be administered to the same students. In the last session, students will be asked to write around 500 words long free composition and A levels test of productive vocabulary: Parallel Version 1 (Version C) (Laufer & Nation, 1997) will be implemented to the same students again. The composition data will be analyzed with an online programme VocabProfile, and SPSS version 21 and LISREL version 8.80 are to be used to analyze the data obtained from the tests and scales. In this study, the structural equation modelling will be used to explore the direct and indirect effects of L1 vocabulary knowledge, L2 reading motivation and habits, on L2 receptive and productive vocabulary knowledge.

Keywords: L1 vocabulary knowledge; receptive vocabulary, productive vocabulary, L1 reading motivation and habits; L2 reading motivation and habits

The effects of receptive and productive learning tasks on EFL learners' knowledge of collocation and meaning

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Collocations are one of the important components of native speaker competence. For this reason, there have been many studies investigating the effectiveness of explicit teaching methods of collocations. However, most of them did not focus on receptive and productive tasks independently and whether the collocations are learnt receptively or productively. This study aims to explore the effectiveness of receptive and productive vocabulary tasks on receptive and productive learning of collocation and meaning in an EFL setting. Turkish EFL learners participated in the study and they were randomly assigned to receptive task, productive task and control groups. Receptive task group read three glossed sentences for each of the 20 target collocations and the productive task group completed a cloze task. The results showed that both tasks were effective to lead to learning gains in collocation and meaning. Although the results were not significant, they were able to reach higher scores on receptive knowledge of collocation and meaning than on the productive ones.

Keywords: collocations; meaning; receptive and productive vocabulary tasks

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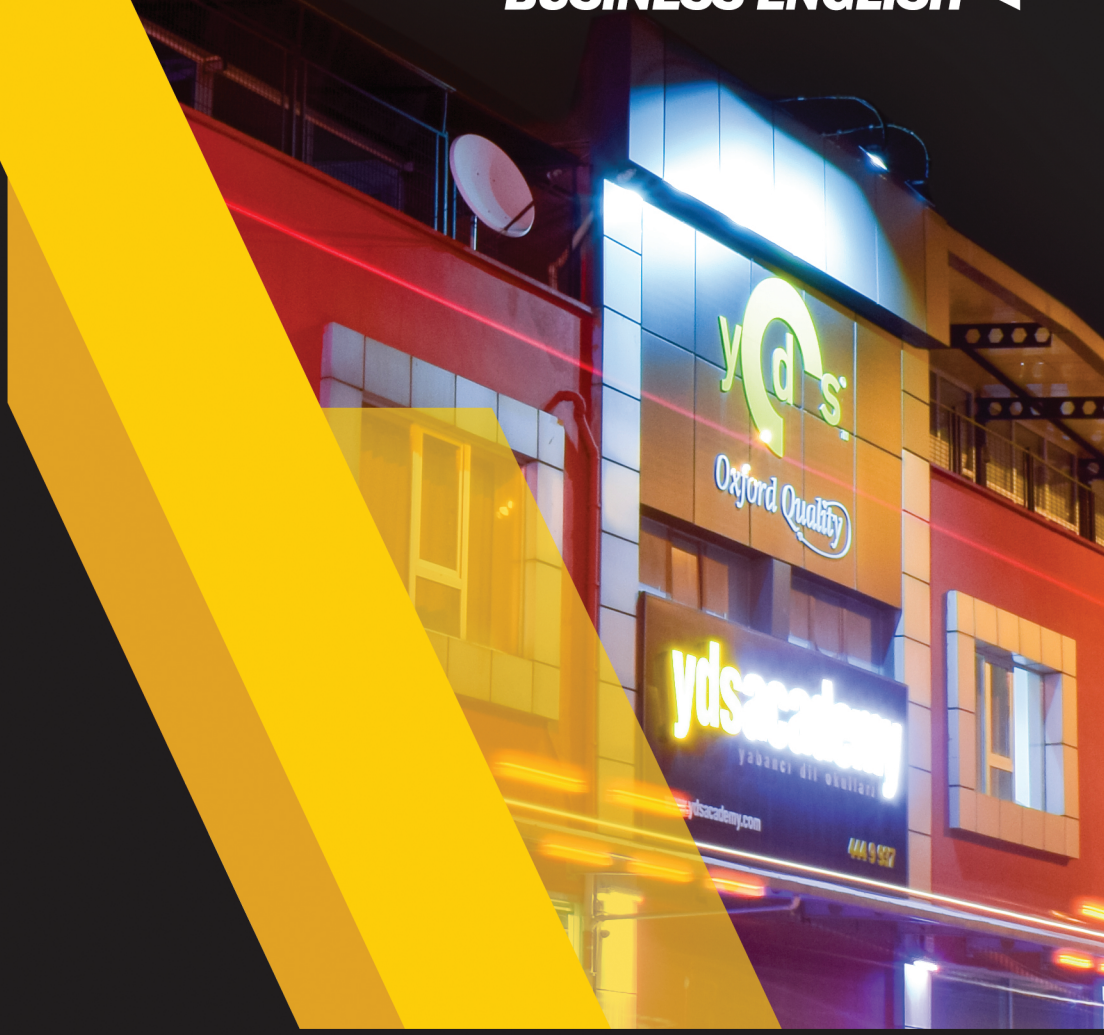

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