



GlobELT

GlobELT 2018 Conference

An International Conference on Teaching and Learning English as an Additional Language
10-13 May 2018, 88 Rooms Hotel, Belgrade - Serbia

Keynote Speakers



Steve Walsh
Newcastle University



Enrica Piccardo
University of Toronto



Esim Gürsoy
Uludag University

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An International Conference on Teaching and
Learning English as an Additional Language
May 10-13, 2018, 88 Rooms Hotel, Belgrade - Serbia

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From the President of the Conference

Greetings to all GlobELT friends!

It is a great pleasure for me to welcome you to the GlobELT 2018 conference, organized with great success for the fourth time, collaboratively by private sector and academics in the field of English Language Education.

I am very proud to announce that the conference on ***Teaching and Learning English as an Additional Language*** has succeeded to attract diverse participant profiles of academics from different parts of the world. 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. Steve Walsh from Newcastle University, Enrica Piccardo from University of Toronto, and Esim Gürsoy from Uludag University are the tastes of this year's conference with their remarkable and outstanding speeches.

The main focus of GlobELT conferences is upon ***"best practices in teaching and learning English as an additional language"***. The sub-themes to discuss during the work of the conference cover but not limited to such topics as *English Language Teacher Training, Current Trends in ELT, Learning- Teaching- Assessment in EFL / ESL contexts; Content and Language Integrated Learning (CLIL), Multicultural and Plurilingual Profile of Learners and Users of English and Interdisciplinary Practices in English Language Education.*

As has been the case in the past four years, the GlobELT 2018 brings together researchers and practitioners from different countries to share their ideas, researches and experiences. In this way, we hope very much to be able to contribute to bridging the gap between research, practice and dissemination.

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

With very best wishes,

Prof. Dr. İsmail Hakkı Mirici



Language Learning and Acquisition

The relations of pause-making in English sentence types in spoken English for English majors: A demonstration by computer

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Pausings, phonemically called “juncture phonemes,” are basically suprasegmental phonemes which signal borderlines or transitions between or among the words in forms of short or long pauses in the flow of speech. The typology of juncture phonemes come up as plus (or open), close, rising, falling, rise-to-fall, and fall-to-rise types each of which is able to change the meaning of utterances. The subject matter of this article is the sustained juncture phoneme, which is indicated by / → /sign, shows pauses between or among the words and in its phonemic structure the voice pitch neither rises nor falls by staying at a flat level, occurring before silence. It is a phoneme because it is able to change the meaning of words or sentences. For example, a sentence like “Students who study efficiently are usually successful” means that “Not all of the students are successful”, whereas if the same sentence is indicated with a comma, which corresponds to sustained juncture as “Students, who study efficiently, are usually successful” /Students → who study efficiently → are usually successful,” boil down to mean that “All of the students studying sufficiently are usually successful. Additionally, it is often used to indicate that you have not ended your thought or you have something more to say even if you prefer not to express them. The sustained juncture domain is highly related to the other suprasegmental properties such as rhythm, tone, stress and pitches. Therefore, the usages of sustained juncture must be specially unearthed in the training of non-native language teachers. In this presentation, all of the meaning changing cases that are created by sustained juncture will be demonstrated from the voice of native speakers through computer applications.

Keywords: plus juncture; close juncture; rising juncture; falling juncture; rise - to-fall juncture; fall-to-rise juncture



Teacher Training and Education

**Mirror, Mirror on the Wall:
Clinical Supervision as a Model to Develop Reflective Practice**

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Reflective teaching has been a piping hot topic in the field of education for quite a long time after Dewey propounded 'reflective thinking', and has been in the center of teacher education ever since. With the current discussion of 21st century skills that are required for students to adapt to and compensate with the new societal and economical changes, development of critical thinking and problem-solving skills have gained even more importance. Reflective thinking as a part of critical thinking process is an important asset for teachers' professional development. There is no doubt that reflective practice has the power to better the teachers' skills and thus improve learning outcomes. The teacher education process should equip prospective teachers with the pedagogical knowledge and skills to cope with the 21st century requirements and enable them to empower their future students with ways to become creative, cooperative, communicative, and critical thinkers. Teaching practice during teacher education can provide prospective teachers with ample opportunities for reflection, on condition that it is conducted systematically with supervisors who are knowledgeable about the observation, data collection, data analysis and reflection processes. Although the teaching practice in Turkey has become more systematic following a project to develop national education via HEC and the World Bank in 1997, there are still some unidentified features of the process such as how to provide feedback, conduct two/three-way conferences, collect data during observations, and help prospective teachers to develop their action plans. Clinical Supervision Model (CSM) is one of the models to provide systematic teaching practice. The CSM cycle constitutes five stages: pre-conference, observation and data collection, data analysis, post-conference, and reflection. In this talk, the speaker will discuss Clinical Supervision Model as an alternative and a systematic way to implement teaching practice to create room for reflective practice.

Keywords: reflective teaching; teaching practice; Clinical Supervision Model



Language Policy

Exploring the Hidden Part of the Iceberg: The New CEFR Companion Volume and the Action-oriented Approach

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Two decades after the publication of the Common European Framework for Reference for Languages (CEFR), the Council of Europe website hosts a new milestone in language education, the CEFR Companion Volume (CEFR/CV). This provides a wealth of new descriptors scales for aspects that had not been (fully) developed in the CEFR 2001 that have become particularly relevant in our increasingly linguistically and culturally diverse societies and educational contexts. In this timespan, the seeds of pedagogic innovation have started to germinate with an increasing interest in and implementation of the Action-oriented Approach, which is at the core of the CEFR philosophy.

This presentation will provide an overview of the tenets of the Action-oriented Approach, highlighting both their theoretical underpinnings and their classroom implications. In doing so it will discuss the shift in pedagogy that the Action-oriented Approach calls for and the way its constitutive elements can provide scaffolding and coherence to both teaching and learning.

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Keywords: CEFR; action oriented approach; language education



Conference Programme

1 st Day – 10 th May 2018 (Thursday)		
Hours	Event / Venues	
09:00-10:00	Registration	
10:00-11:00	Opening Speech / Room: Rooftop Conference Room A İsmail Hakkı Mirici	
11:00-12:00	Opening Plenary / Room: Rooftop Conference Room A Mehmet Demirezen The Relations of Pause-making in English Sentence Types in Spoken English for English majors: A demonstration by Computer	
11:00-11:20	Coffee Break / Main Lounge	
Concurrent Session I (11:25-12:25)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Mehmet Demirezen	Arif Sarıçoban
11:25-12:25	Mehmet Demirezen Identification of Sentence Types for Writing Skills in Teacher Education	Arif Sarıçoban, Özkan Kırmızı ELT and ELL Students Translation Process for Academic Texts: A Think-Aloud Protocol Approach
	Züleyha Tulay Perceptions of EFL Learners about Using a Virtual Wall and Collaborative Space as a Brainstorming Tool for Academic Writing	Bengü Aksu Ataç Beyond Boundaries: Foreign Language Teaching in Inclusive Education
	Jirawoot Sararit, Saiwaroon Chumpavan Collocation Instruction through Communicative Activities to Enhance 10th-Grade Students' English Writing Ability	Xiaojia Lyu Hidden Curriculum of ELT Listening Materials in Universities in Canton: Students' Attitudes Towards EIL Pronunciation
12:25-13:25	Lunch	
Concurrent Session II (13:30-14:30)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Hüseyin Öz	Hacer Hande Uysal
	Hüseyin Öz, Nihan Bursalı The Relationship between L2 Motivational Self System	Hacer Hande Uysal, Okan Önalın



13:30-14:30	and Willingness to Communicate in Learning English as a Foreign Language	A Comparison of Students' and Instructors' Perceptions of Teaching Pronunciation
	Andrea Dimitroff, Ashley Dimitroff, Rebekah Nash-Alhashimi Student Motivation: A Comparison and Investigation of ESL and EFL Environments	Sara Lai-Reeve How does the pronunciation of a teacher affect young learners' interest in learning English?: A case study in a Hong Kong kindergarten school
	İlknur Pamuk The Efficacy of Written Corrective Feedback and Language Aptitude on EFL Learners' Writing Accuracy	Zekiye Özer, Ramazan Yetkin An Investigation of Academic Procrastination Behaviors and Academic Self-Efficacy Beliefs of Pre-Service ELT Teachers

Concurrent Session III (14:35-15:45)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Nuray Alagozlu	İsmail Fırat Altay
14:35-15:45	Arif Sarıçoban, Özkan Kırmızı The Relationship between EFL Teachers' Locus of Control and Academic Self-efficacy	Mehmet Demirezen Designing a Model to Teach Problem-Causing Vocabulary Items by Computer
	Austin C. Morgan, Patrick Cody English Language Learning Motivation in Ankara: An Investigation of Higher Level Language Center Students	İsmail Fırat Altay & Ayşe Altay A Review of Studies on Blended Learning in EFL Environment
	Nuray Alagozlu Engagement strategies for Unknown Vocabulary in L2 texts: Idioms	Aizhan Iskakova, Aaron Davis Lexical enrichment through vocabulary notebooks
15:45-16:05	Coffee Break / Main Lounge	



Concurrent Session IV (16:05-17:05)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Bengü Aksu Ataç	Ceyhun Karabiyik
16:05-17:05	Bengü Aksu Ataç, Hatice Özgan Sucu, Merve Bulut, Barış Eriçok The Identification of Difference between Achievement Levels of Optional and Compulsory English Preparatory Class Students	Hacer Hande Uysal English Language Spread in Academia and Its Effects on Turkish and English Academic Writing Instruction
	Nuray Okumuş Ceylan Student Perceptions of Difficulties in Academic Writing Courses	Ceyhun Karabiyik The Relationship between Foreign Language Learning Effort and Achievement
	Şevki Kömür, Büşra Çandırılı Exploring the Relationship between the Use of Metacognitive Strategies and Successful Reflective Writing: Actual Practices of Pre-service English Teachers	Sabriye Şener, Didem Erkan The Effect of Songs on Primary School Students' Motivation
Workshop Sessions (17:10-17:55)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
17:10-17:55	Valerie S. Jakar Learners' Lives as Curriculum: Research in Action	Okan Önalın Language Testing, Evaluation and Feedback: TOEFL® Primary Tests
	Opening Cocktail	

2nd Day – 11th May 2018 (Friday)	
Hours	Event / Venues
08:30-09:00	Registration
09:00-10:00	Plenary / Room: Rooftop Conf. Room A Esim Gürsoy Mirror, mirror on the wall: Clinical supervision as a model to develop reflective practice
10:00-10:20	Coffee Break / Main Lounge



Concurrent Session I (10:20-11:20)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Eylem Perihan KİBAR	Özlem Atalay
10:20-11:20	<p>Ozlem Khan The Coverage of Vocabulary Learning Strategies in Locally Produced English Textbooks in Turkey</p>	<p>Seda Aydan An Evaluation of High School ELT Curriculum in Turkey in Terms of Students' Opinions</p>
	<p>Diana Fernanda Luna Celis, Cristian Edgardo Navarro Arana, Olga Lucía Uribe Enciso Dealing with Attention Deficit Hyperactivity Disorder in an EFL Classroom: Teachers' Strategies and Students' Engagement</p>	<p>Özlem Atalay An Evaluation of a Mentoring Program for In-Service Teachers of English</p>
	<p>Eylem Perihan KİBAR Translation as a Language Learning Strategy: Do teacher candidates use it as a strategy?</p>	<p>Umit Boz, Lena Barrantes, Gregory Tweedie, H.Douglas Sewell Second Language Socialization in Tertiary Academic Language Programs</p>
Concurrent Session II (11:25-12:25)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Eylem Perihan Kibar	Onur Köksal
11:25-12:25	<p>Brian Poole Using Poetic Texts to Promote Lexical Competence</p>	<p>Onur Köksal, Arif Bakla Digital Formative Assessment Tools in Language Instruction</p>
	<p>Eylem Perihan Kibar Assessment Literacy of English Language Teachers: Teachers' Assessment Practices in Language Classrooms</p>	<p>Mehmet Kılıç, Emrah Cinkara Critical incidents in ELT teacher identity construction</p>
	<p>Esra Çelik Soydan Extra/co-curricular language development activities in a</p>	<p>Yazid Basthomi, Suyono (Yono), Lely Tri Wijayanti,</p>



	university context: “What to offer?” and “How to promote”?	Maria Hidayati When Expectations Are Not Expected
12:25-13:25	Lunch	
Concurrent Session III (13:25-14:25)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	İrfan Tosuncuoğlu	Gökçe Kurt
13:25-14:25	Lu Wang Chinese University EFL Writing Teachers’ Beliefs and Practices of Assessment for Learning	Işıl Gamze Yıldız, Muhlise Cosgun Ögeyik The Impact of the Level of Learners’ Self-esteem on Communication Skills
	Nur Cebeci, Muhlise Coşgun Ögeyik The Reflections of Freshman Students towards Extensive Reading Project	Bin Shen The Effects of Peer Assessment on Learner Autonomy – An Empirical Study in China’s College English Writing Class
	İrfan Tosuncuoğlu Importance of Assessment in ELT	Gökçe Kurt, Okan Önalın Pre-service EFL Teachers’ Conceptions of Creativity
Concurrent Session IV (14:30-15:30)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	İsmail Fırat Altay	Ceyhun Karabıyık
14:30-15:30	İsmail Fırat Altay & Fulda Karaazmak The Evaluation of English Instructors’ Views on the Usage of Semiotics in English Classrooms	Ceyhun Karabıyık The Relationship between Ideal L2 Self and Foreign Language Learning Effort
	Ensar Agirman, Tanja Stampfl Filling a Gap in English for Specific Purposes: Intermediate Practice Readers	Mehmet Bardakçı, Emrah Cinkara Boredom, boredom coping strategies and achievement in ELT classes
	Sinem Güral Akgül, Betül Tunçyürek Beyond the Bubble Sheet	Fawzi Al Ghazali The Linguistic Variation in English as a Lingua Franca
15:30-16:00	Coffee Break & Poster Presentations / Main lounge	



15:30-16:00	<p style="text-align: center;">Guido Rings, Faris Allehyani Personality Traits as Indicators of the Development of Intercultural Communication Competence</p> <p style="text-align: center;">Gloria Vickov, Eva Jakupčević Discourse marker clusters in EFL teacher talk</p> <p style="text-align: center;">Jian Xu Modelling the Relationships among Test-taking Motivation, Listening Metacognitive Awareness and EFL Listening Test Performance: An Examination of Direct and Indirect Effects</p>	
Workshop Sessions (16:05-16:50)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
	<p style="text-align: center;">Stella Saliari, Yasemin Arşın Assessing academic speaking skills using a holistic rubric</p>	<p style="text-align: center;">Begüm Kut Error Pools for Better English</p>

3 rd Day – 12 th May 2018 (Saturday)		
Hours	Event / Venues	
08:30-09:00	Registration	
09:00-10:00	Plenary / Room: Rooftop Conf. Room A Enrica Piccardio Exploring the hidden part of the iceberg: the new CEFR Companion Volume and the Action-oriented Approach	
10:00-10:20	Coffee Break / Main Lounge	
Concurrent Session I (10:20-11:20)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Hüseyin Öz	Özlem Kaşlıoğlu
10:20-11:20	<p style="text-align: center;">Barry Bai Self-Regulated Learning Strategy use and Self-Efficacy in L2 Writing: A study with EFL learners in Hong Kong</p>	<p style="text-align: center;">György Nagy Towards Intercultural Competence: Models and Frameworks for Developing ESOL Learners' Intercultural Competence in Ireland</p>
	<p style="text-align: center;">Nihan Bursalı, Hüseyin Öz The Role of Goal Setting in Metacognitive Awareness as a Self-Regulatory Behavior in Foreign Language Learning</p>	<p style="text-align: center;">Ufuk Keleş Representation of Non-Western Cultures in U.S. 9th Grade Social Studies Textbooks: The Case of Turkey</p>
		Özlem Kaşlıoğlu, Pinar Ersin



		Pre-service Teachers' Beliefs about Literature Integration in English Language Teaching Classrooms
Concurrent Session II (11:25-12:25)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Seher Balbay	Özlem Canaran
11:25-12:25	Seher Balbay, Gökçe Erkan Perceptions of Instructors on using Web 2.0 tools in Academic English Courses	Özlem Canaran, İsmail Hakkı Mirici Contemporary Continuous Professional Development Practices for EFL Teachers
	Nuray Okumuş Ceylan Thoughts on Learner Autonomy in a Computer Assisted Language Learning Program	İlknur Bayram, Fatma Bıkmaz Lesson Study: A Professional Development Model for EFL Teachers
	Meruyert Seitova A Literature Review on the Effect of EPOSTL	Mehmet Durmaz Vocabulary Matters: A Comparative Study on the Lexical Errors of Beginner and Intermediate Students
12:25-13:25	Lunch	

Concurrent Session III (13:25-14:25)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Mehmet Durmaz	Nimet Copur
13:25-14:25	Niki Christodoulou Delineating the Appreciative Component in the C.A.R.E. Model of EFL Teachers Reflective Development	Katalin Beck, Wendy Win How ESP Pedagogy in International Virtual Collaboration Contributes to the Authenticity of the Learning Process: A Case Study
	Mehmet Durmaz The Impact of VOCAP on Student Achievement and Teacher Professional Development	Nimet Copur, Cihat Atar A micro-analytic investigation into teacher-initiated humour as a repair initiator in L2 classroom contexts



	<p>Hande Serdar Tülüce Resilience in Foreign Language Learning: A Study on Pre-Service Teachers' Language Learning Experiences</p>	<p>Seher Balbay, Selcan Kilis Educational Analytics on the Online Open Courseware of an Academic Speaking Skills Course</p>
Concurrent Session IV (14:30-15:30)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Zekiye Özer	Nuray Okumuş Ceylan
14:30-15:30	<p>Zekiye Özer & İsmail Fırat Altay Integrating culture into language classroom: A sample lesson plan</p>	<p>Yazid Basthomi, Lely Tri Wijayanti, Maria Hidayati From Genre to Meta-genre: Intimating Undergraduate Thesis Writing in the Indonesian Context</p>
	<p>Mehrdad Hosseinpour Ozanbulagh, Farhad Jafari Basmenj Effects of Storytelling in teaching grammar on the speaking accuracy of EFL students</p>	<p>Nuray Okumuş Ceylan Thoughts on Brain-based Learning in a State University English Prep School</p>
	<p>Hülya Gir Korkmaz, Deniz Özmak Investigating the Effectiveness of the Reading Materials in an English Language Coursebook: A Case from Turkey</p>	<p>Derya Iğın Yaşar Using Edpuzzle to Get the Most out of Videos</p>
15:30-15:50	Coffee Break / Main Lounge	
Workshop Sessions (15:50-16:50)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
	<p>Michael F. McMurray ELT Reading Instruction: The Way Forward at a Critical Time</p>	<p>Seher Balbay Increasing Linguistic Awareness Through Context-focused Textual Analysis</p>



4 th Day – 13 th May 2018 (Sunday)		
Hours	Event / Venues	
08:30-09:00	Registration	
10:00-10:20	Coffee Break / Main Lounge	
Concurrent Session I (10:20-11:20)		
Room	Rooftop Conf. Room A	Rooftop Conf. Room B
Chair	Zekiye Özer	Ceyhun Karabıyık
10:20-11:20	Esra Saka Contribution of Translation Courses to Academic Studies of the 4 th Grade English Language and Literature Students at Bulent Ecevit University: An Assessment of Students' Attitudes	Emel Ültanır, Yusuf Gürcan Ültanır The Emergence of European Common Teacher Training Idea and Its Impacts in Turkey
	Hatice Ergul A reflective study on pre-service teachers' perceptions of micro-teaching practices in educating language teachers to teach in young learner classrooms	Marnie Jo Petray-Covey, Rebecca Shapiro, Gladys Vega Foundations of Linguistics and Identity in L2 Teaching and Learning
		Ayşegül Takkaç Tulgar Student Views on the Importance of Peace Education in Glocal Second Language Setting
11:20-12:00	Closing Session / Room: Rooftop Conference Room A İsmail Hakkı Mirici	



Teacher Training and Education

Identification of Sentence Types for Writing Skill in Teacher Education

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This research aims to explore the ability of English majors to identify the four basic types of sentences. English language has four types of sentences, each kind of sentence for different kinds of messages. Sentences are combinations of words that express complete thoughts. Sentences are basic building blocks of writing and communication; therefore, breaking our ideas into sentence types is essential for academic growth, excellence, clear communication, clear expression of ideas, and effective writing. In traditional grammar, the four basic types of sentence structures are the simple sentence, the compound sentence, the complex sentence, and the compound-complex sentence, whose identification by the non-native student teachers may be problematic. It's crucial that English majors recognize word order and sentence types in English to improve their academic writing skills, and hence the identification of four types of sentences by English majors is a must. In this research 35 English majors with pre-intermediate background will be given a pretest to measure their initial success at the beginning. After 6 hours of intense sentence structure recognition studies they will be given a posttest to determine their final success on the perception of simple, compound, complex sentences, and compound-complex sentences.

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Keywords: sentence identification; simple sentence; compound sentence; complex sentence; compound-complex sentences



Multimedia and ICT in English Education

Perceptions of EFL Learners about Using a Virtual Wall and Collaborative Space as a Brainstorming Tool for Academic Writing

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Incorporating technology in language classrooms has been discussed in the field of language teaching with the plethora of alternatives which have yielded efficient outcomes as learning and teaching tools for learners and teachers. Many studies have been conducted to demonstrate the positive correlation between using technology and increased student performance and engagement. However, relatively little research has been done on facilitating the process writing approach via the use of online tools. A comprehensive needs assessment study aimed at collecting feedback from the students who are enrolled in various departments of the university where the study was carried out revealed that nearly 90% of the students have little, some or a lot of difficulty with writing. The purpose of this study is to investigate the effects of a virtual wall that is best identified as an online bulletin board, on improving the writing skills of Turkish EFL students enrolled in a preparatory program at a foundation university in Istanbul, Turkey. Class observations, questionnaires, interviews and online student posts were used to identify learners' perceptions of the virtual wall. The qualitative data demonstrated that the online bulletin board contributed to learners' motivation and engagement with academic writing. The questionnaire also yielded positive outcomes in terms of learner involvement, collaboration and critical thinking. Integrating user-friendly online tools into writing classes may enhance the opportunities for brainstorming and collaboration while facilitating peer learning and formative feedback.

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Keywords: brainstorming, idea generation, essay writing, collaboration



Approaches and Methods in English Education

**Collocation Instruction through Communicative Activities to
Enhance 10th-Grade Students' English Writing Ability**

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This research was designed to investigate the effectiveness of collocation instruction through communicative activities. Two classes of 30 students studying in Grade 10 in a school in the remote area of Thailand were randomly selected to participate in the study. The experimental group received collocation instruction through communicative activities, whilst the control group received regular collocation instruction. Two tests, a 30-item multiple-choice collocation test and a paragraph-writing test, were administered before and after the instructions. A five-scale questionnaire was also used to obtain the students' attitudes towards the collocation instruction. Data from post-test administration were analyzed by using *t*-test to determine whether there are significant differences between test scores of the students in both groups. A one-tailed Spearman's rho correlation coefficient was also employed to investigate whether scores on the Collocation Test and those on the Writing Test were positively correlated. The results showed that students' scores on both tests improved after the instructions. However, with the aid of communicative activities, students in the experimental group obtained significantly higher scores than those in the control group on both tests. Positive correlations between the test scores on collocation and writing were also found. Data retrieved from the questionnaire were analyzed for descriptive information. It was found that students in both groups had positive attitudes towards collocation instructions. The results of this research provide an alternative to teaching writing. Collocation instruction can be employed to promote students' writing ability. In addition, the incorporation of communicative activities into the instruction is applicable and highly recommended to motivate students to pay more attention to not only the lecture they attend, but also the activities they do.

Keywords: collocation instruction; English writing; communicative activities



Translation Studies & Language Teaching

ELT and ELL Students Translation Process for Academic Texts:

A Think-Aloud Protocol Approach

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As is known translation is a tool that functions as a steel bridge between the language and its culture. In this study its function between the academic language and the related culture will be scrutinized in terms of the ELT and ELL students' academic cultural text processing strategies in their field of studies at tertiary level. To achieve this task, a think-aloud protocol will be administered to the volunteer participants. Besides, the transcriptions of the voice recordings will be classified according to The Coding Scheme of Students' Statements in the Think Aloud Transcripts by Janssen, Braaksma and Rijlaarsdam (2006:40). The results will show what kinds of translation strategies are the most commonly used ones by those participants. In addition, last but not the least of course, possible causes of the results to be obtained will be discussed regarding not only the importance of cultural knowledge but also the linguistic knowledge that includes the grammatical, lexical competences as well.

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Keywords: translation; academic language and culture; think-aloud; strategy use



Language Policy

Beyond Boundaries: Foreign Language Teaching in Inclusive Education

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The United Nations Convention on the Rights of Persons with Disabilities (CRPD) in 2008 recognized that children with disabilities have the right to the full range of educational opportunities. Turkish Ministry of National Education, General Directorate of Special Education Guidance and Counseling Services has defined inclusive education as students in need of special education having education with the educationally and socially normal non-handicapped students together. In English Language Teaching settings, where the inherent diversity of most of the learner characteristics are expected and used as a pedagogical tool, disabilities and different learning needs of the students are believed to create a natural inclusive atmosphere. This study aims to develop an understanding of how prospective teachers are prepared for the inclusive classroom, and to recommend changes to the present system that would further promote inclusiveness in ELT. Throughout the study, the origins of inclusive education in Turkey have been discussed before answering the research questions; how does ELT training in Turkey approach the issue of inclusion, and what are the opinions of ELT prospective teachers about teaching English to the students who have disabilities or learning difficulties? In seeking answers to the research questions, a survey and face to face interviews have been used to collect data. According to the results of the study, inclusion in ELT will only be effective if teachers are able to respond to the needs of the students and this could be achieved through school-based intervention and regulations in the educational system.

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Keywords: inclusive education; language teaching; prospective teachers



English as an international language

Hidden Curriculum of ELT Listening Materials in Universities in Canton: Students' Attitudes Towards EIL Pronunciation

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Since English has become lingua franca, people begin to recognize that English belongs to anyone who uses it. Therefore, there is a growing need to incorporate EIL (English as an International Language) into ELT (English language teaching).

The study seeks to uncover the hidden curriculum (Philip Jackson, 1968) of ELT listening materials in universities in that hidden curriculum exerts great effect on students' subconsciousness. It was carried out targeting the listening materials used in universities in Canton, China. The criteria examined include whether materials of local varieties are used (Vivian Cook, 2001), whether international culture are represented (Cortazzi and Jin, 1999) and how many authentic materials are adopted (David Nunan, 2004). Research methods include documentation, content analysis, interview and questionnaire, in an attempt to investigate: (1) the hidden curriculum of the materials from EIL perspective; (2) the effects of hidden curriculum on students' attitudes towards EIL; (3) the effects of students' attitudes on pronunciation learning.

The findings reveal that: (1) only a few listening materials with local varieties are used, mostly Hindi English; Authentic materials are rarely used as well; Moreover, foreign cultures are centered on British and USA. (2) The hidden curriculum of materials results in students' preference to standard English and prejudice against varieties. (3) students' acceptability of English varieties training is low. Meanwhile, it is difficult for them to understand the local varieties. Given an international context, different varieties and cultures should be involved in EFL listening materials, which will improve effectiveness of intercultural communication of students.

Keywords: English varieties; authentic material; international culture; hidden curriculum



Language Learning and Acquisition

The Relationship between L2 Motivational Self System and Willingness to Communicate in Learning English as a Foreign Language

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In recent years the L2 Motivational Self System (L2 MSS) has become an influential motivational theory on second or foreign language (L2) learning. Consequently, the present study sought to find out the possible relationships between L2 MSS and L2 Willingness to Communicate (L2 WTC). Participants for the study were 105 university students enrolled in an English as a foreign language preparatory program at a private university in Ankara, Turkey. Data was collected using the Ideal L2 self, Ought-to L2 self, and Willingness to Communicate inside the classroom scales. Findings of descriptive statistics revealed that 32.4% of the participants had high, 40% had moderate, and 27.6% had low L2 MSS scores. Findings also indicated that the relationship between the Ideal L2 Self and L2 WTC was statistically significant; however, the relationship between the Ought-to L2 self and L2 WTC was not statistically significant. To further understand the relationship between Ideal L2 Self and L2 WTC a partial correlation was conducted, and the results indicated that even though the relationship lost its magnitude, it was still significant.

GlobeELT

Keywords: L2 Motivational Self System; Ideal L2 Self; Ought-to L2 Self; L2 Willingness to Communicate



Approaches and Methods in English Education

Student Motivation: A Comparison and Investigation of ESL and EFL Environments

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Student motivation is a multifaceted topic that English Language Teachers continually discuss and investigate. Differences of the learning environment and whether the student is in the ESL or EFL context are of special interest in the present paper. This paper presents the findings of a survey related to the topic of motivation that was given to students in both in the ESL (English as a Second Language) and EFL (English as a Foreign Language) contexts. Findings include observations about student motivation in each context, glimpses of classroom occurrences in each context, as well as student and teacher reflections from each context. Motivation in the ESL and EFL contexts is also discussed and differing factors of student motivation are considered. Implications for teaching that can be drawn out of this study are related to the student and teacher roles in the classroom, instructional design, and attention to intercultural communication.

GlobeELT

Keywords: motivation; ESL/EFL environment; technology; classroom practices



Language Learning and Acquisition

The Efficacy of Written Corrective Feedback and Language Aptitude on EFL Learners' Writing Accuracy

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Written corrective feedback (CF) has always been a topic of interest for both researchers and practitioners. Recent studies have shown that feedback on the errors second language learners make in their writing can improve the accuracy in their subsequent writing (Kang & Han, 2015; Shintani & Ellis, 2013). Moreover, there have been studies which examine the effectiveness of different types of written CF in improved accuracy of second language learners (Bitchener & Knoch, 2010). Despite a good number of studies which have evidenced the efficacy of written CF, few have attempted to explore whether individual difference factor can mediate its effect. As a replication of Sheen's (2007) study, the present study aims to investigate the effectiveness of written CF with its different types and mediating role of language aptitude in learners' accuracy in new pieces of writing. The study employed a pre-test, post-test and delayed post-test design with two treatment sessions. Turkish learners of English as a foreign language (N= 99) were assigned into three groups: direct feedback only, direct feedback plus meta-linguistic explanation and control. The results indicated a significant effect of written CF on learning English articles and considerably favored the direct meta linguistic group in longer term. Furthermore, it revealed high-level language aptitude benefited direct meta group in a greater extent than other treatment group. The study results imply a focused and direct written CF has a higher potential for EFL learners to develop L2 learners' writing accuracy.

GlobeELT

Keywords: written corrective feedback; writing accuracy; language aptitude



Approaches and Methods in English Education

A Comparison of Students' and Instructors' Perceptions of Teaching Pronunciation

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Pronunciation teaching has been neglected in both second language classroom teaching and research as it was often believed that formal instruction would have no effects on pronunciation accuracy. Recently, a revival in teaching pronunciation has taken place and the discussions started to revolve around whether segmental or suprasegmental features should be given priority in L2 classroom teaching. Although many studies support the positive effects of particularly suprasegmental focus on increasing both segmental and suprasegmental accuracy, studies on student perceptions revealed a tendency towards a more segmental traditional orientation. As pronunciation teaching should be based on learners' needs and expectations, and the pronunciation tasks teachers use should be congruent with students' views, this study aimed at investigating pre-service ELT students' and their instructors' views on the effectiveness of various types of pronunciation tasks mainly organized around segmental vs. suprasegmental features of pronunciation. The results revealed that although students and instructors agreed on some areas, they also differed in their preferences of certain pronunciation classroom tasks and procedures.

GlobeELT

Keywords: Pronunciation teaching, prosodic features, L2 teaching, second language education, teacher education, ELT



Early English Education

How does the pronunciation of a teacher affect young learners' interest in learning English?: A case study in a Hong Kong kindergarten school

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This study probes into the effects of a local kindergarten teacher's pronunciation on her students' interest in English language learning. It also examines the teacher's own perceptions of pronunciation competency as a language professional. In Asia, many non-native L2 teachers suffer from the 'native-speaker fallacy' due to our historical and colonial backgrounds. A huge inferior complex element is deeply entrenched in our cultures. This study aims to explore how we can change this unhealthy and misperceived self-worth in language teachers and tap into the rich resources from our L1 & L2 learning experiences into teaching experiences. A kindergarten teacher with 11 young learners were interviewed. Though the initial results show the non-native pronunciation of the teacher negatively affected students' interest in learning, this study has raised an awareness to address the generally non-RP standards of kindergarten teachers in Hong Kong. Further studies are suggested to investigate how language educators can help develop kindergarten teachers as language professionals through teacher training programmes.

GlobeELT

Keywords: pronunciation; teachers; learners' interest; kindergarten



Teacher Training and Education

An Investigation of Academic Procrastination Behaviors and Academic Self-Efficacy Beliefs of Pre-Service ELT Teachers

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Recently, researchers have shown an increased interest in academic procrastination and they have tried to find out the factors explaining procrastination behavior. Much of the current literature on academic procrastination pays particular attention to relationship between academic procrastination and academic self-efficacy. A number of studies highlighted academic procrastination behavior among university students and also factors that are associated with their procrastination behavior. However, especially in Turkey, there are very few studies focusing on academic procrastination behaviors and academic self-efficacy beliefs of pre-service English language teachers. Therefore, this study is conducted to scrutinize the relationship between academic procrastination behaviors and academic self-efficacy beliefs of prospective English language teachers. This study also seeks to explain whether gender and grade level of the participants have an effect on their academic procrastination behavior and academic self-efficacy beliefs. The sample of this study consists of (N=98) pre-service English language teachers studying at the English Language Teaching Program. There were 32 male and 66 female participants in the study. The most obvious finding to emerge from this study is that there was strong positive correlation between academic self-efficacy and academic procrastination. Furthermore, the findings of partial correlation analysis indicated that the correlations between academic procrastination and academic self-efficacy still intact when students' satisfaction level with their department is controlled. The research has also shown that the factors such as gender and grade levels of students have no significant effect on participants' academic procrastination behaviors. However, it was found that these factors impact academic self-efficacy beliefs of candidate teachers.

Keywords: academic procrastination; academic self-efficacy; ELT



Teacher Training and Education

The Relationship between EFL Teachers' Locus of Control and Academic Self-efficacy

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This study tries to explore the relationship between EFL teachers' locus of control and academic self – efficacy in Turkey. For the purpose of the study, the quantitative data of the research will be obtained through *Multidimensional Locus of Control Scale* developed by Levenson (1974) and adapted to Turkish by Kiral (2012). The scale, consisting of 24 items (6 point Likert type), simply examines the internal and the external locus of control of EFL teachers, who teach in the schools of foreign languages at different Turkish state and foundation universities. It measures (a) internal locus of control (8 items), (b) locus of control based on others (6 items), and (c) locus of control based on chance (5 items). The Cronbach Alpha coefficient for this scale is .77. As to the Academic Self-efficacy Scale, *College Academic Self-Efficacy Scale* was adapted from Owen & Froman (1988), consisting of 33 items measuring male and female ELT students' academic self-efficacy beliefs as a whole. The Cronbach Alpha coefficient for this scale is .83. The scale is a 5-point Likert scale ranging from 'very little' (1) 'quite a lot' (5). It is assumed that the higher the locus of control of EFL teachers, the higher level of academic self-efficacy is. At the end of the study, considering the results, some recommendations will be made for language instructors at these institutions.

GlobeELT

Keywords: locus of control; academic self-efficacy; EFL; state and foundation universities



Language Learning and Acquisition

***English Language Learning Motivation in Ankara:
An Investigation of Higher Level Language Center Students***

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Motivation is like the engine that drives language learning. For this reason, understanding what motivates students is extremely valuable to the language teacher. Dörnyei's motivational self system inspired this research about the motivation of English language students in Ankara, Turkey. This study investigates 119 language school students who were surveyed in order to gain better insight into what motivates higher level English students. All the students surveyed were studying at the same language school and were enrolled in courses designed for students who were at B2 level or above according to the Common European Framework Reference (CEFR). The survey included twenty likert scale questions covering four categories of motivation that included entertainment, social/cross-cultural interaction, job/employment, and academics. Most of the students indicated that they were more motivated by being able to interact with English media than by English tests or academic advancement. The second highest motivating category was social/cross-cultural interaction. These results lead to important implications for English teachers and their ability to connect with the motivation of their students. In addition, it adds insight into the motivation of higher level students to continue to study English in Ankara, Turkey.

GlobeELT

Keywords: language learning motivation; Turkey; EFL; language courses



English as an International Language

Engagement strategies for Unknown Vocabulary in L2 texts: Idioms

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Vocabulary researchers generally point out three strategies that learners apply in order to find out the meanings of unknown words on their own (Graves, 2006; 2007). The use of context, word parts, reference materials ((e.g. dictionaries, glossaries, thesauruses, both print and online) **in-text definition/explanations, synonyms, examples, antonyms/contrasts, analogy have been added to these three ways (Gu and Johnson, 1996)**. The meaning of an idiom can be predicted by cashing in on world knowledge of the reader as it is not randomly constructed or an arbitrary assignment. In the depth of many idioms may lie a metaphor or an assumption, for example, to predict the meaning of an idiom like “the ball is in your court” may prerequisite the assumption that we play a game or the metaphor that life is a game. In the same way, one may find the meaning quite transparent if s/he has some encyclopedic assumptions about the type of activity, sport or game which the expression alludes to, and the ability to derive implications using these assumptions. Taking the predictability of the meaning of an idiom as idiom transparency, readers may also infer the meaning of an idiom by establishing relevance with their background experience and knowledge (Moreno, 2017). Taking all above into account, the present paper has a two-fold aim: It first aims to unveil vocabulary engagement strategies of L2 students in decoding word meaning in general at tertiary level in state university in Turkey. Secondly, the way how the meanings of idioms are determined in the text is explored as the conflict between literal meaning and idiomatic expressions emerges as one of the challenges before the learners of foreign languages. With this aim, an already-prepared literature-based list of strategies were presented to the participants who are all college students after they were delivered the texts with unfamiliar vocabulary. Unfamiliar vocabulary also contained idioms that are transparent and opaque in meaning. The list contained strategies such as surrounding language cues, word parts, contextual cues, compositional meaning of the words, idiom-inherent features, and relevance to background knowledge and experience. The participants were also asked to describe their own way of deciphering unfamiliar word. It is expected that such an exploration of vocabulary engagement strategies will contribute to teaching vocabulary in foreign/second language teaching.

Keywords: Vocabulary Learning strategies, Idioms, Foreign Language Learning



Teacher Training and Education

Designing a Model to Teach Problem-Causing Vocabulary Items by Computer

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Many teachers are concerned about how to teach new vocabulary items effectively and memorably. Newly learned words have to be introduced in such a way as to capture the students' attention and place the words in their long term memories. Due to certain internal segmental and suprasegmental shifts in the structure of words, some noun-adjective-verb-adverb forms of polysyllabic words are perceived hardly by the learners. In the vocabulary teaching literature, there is a great need of a model to teaching problem-causing words for non-native learners of English. In this paper, a new vocabulary teaching model in relation to lexical approach called, Morphological Pairing Model (MPM), is designed by the researcher. The rationale of this model signals the fact that there is almost no easily available model in the arena of teacher training that combines speaking vocabulary items with Text-to-Speech products of internet to handle the problem-causing vocabulary items. This paper undertakes the creation of a brand-new vocabulary teaching methodology, called, MPM can be administrated to the learners with no cost of money. Even though it requires a lot of time, it costs no expense. As it will be shown as a demo, it utilizes authentic texts escorted by the voices of native speakers along with authentic pronunciation and intonation.

GlobeELT

Keywords: morphological pairing model; internal sound changes; Text-to-Speech Labs; Audacity program; problematic vocabulary items



Multimedia and ICT in English Education

A Review of Studies on Blended Learning in EFL Environment

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With the growing popularity of integrating technology into the classroom, therefore with the embracement of institutions these new technologies, conducting learning through internet physically at a distance has started to gain attention in language classes. Of relevance to this increase in demand of integrating new technologies, blended learning has also grasped the attention of researchers for years.

Blended learning has played an important role both in English as a Second Language (ESL) and English as a Foreign Language (EFL) learning field around the world for years. However, no systematic review of literature has been conducted on blended learning in EFL environment. Thus the aim of this study is to review blended learning studies conducted in EFL context to draw a general picture of blended learning studies in EFL environment, to evaluate the current literature as well as to guide future research studies. A systematic review of 10 research articles published between January 2010 and March 2015 investigating blended learning and EFL were analyzed. To understand the common themes, main results and implications/suggestions parts of the articles were analyzed using the content analysis. Three common themes generated are benefits of blended Learning in EFL environment, problems/challenges encountered in blended learning environment, and implications and suggestions for blended learning in EFL environment.

GlobELT

Keywords: blended learning; literature review; content analysis; English as a Foreign Language



Approaches and Methods in English Education

Lexical Enrichment through Vocabulary Notebooks

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In this action research study, we seek to provide a solution to some of the weaknesses in current vocabulary instruction by introducing the use of vocabulary notebooks as a supplement to traditional techniques. Our study attempts to bridge the gap between technique and overall improvement in vocabulary retention and productive skills in a group of test subjects as well as bolster the students' confidence and willingness to self-study. Through exhaustive research, we have identified key areas of focus to include in our notebooks such as affixes, direct dictionary definitions, synonyms, collocations, semantic mapping, pronunciation, derivatives, translations, the use of words in context and creating visual representations of the target vocabulary. We discuss the reasoning for incorporating these sections and what effect they could have on the learners. We also have an understanding that the format of the notebook is important and pay close attention to its layout as to make the book easy to use. In order to consolidate the introduced words, we conducted vocabulary activities which covered all sections of the vocabulary notebook and, consequently, helped to shift receptive words to active use. In the end, we conclude that the use of our vocabulary notebooks in conjunction with other vocabulary teaching techniques can be an effective tool to aid students in vocabulary enrichment. Improving students' ability to learn and produce more vocabulary words can lead to better reading comprehension, improved speaking, more expressive writing skills as well as an ability to grasp and interpret listening at a higher rate.

Keywords: vocabulary notebook; vocabulary activities; vocabulary; NIS



Language Learning and Acquisition

The Identification of Difference between Achievement Levels of Optional and Compulsory English Preparatory Class Students

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The purpose of the study is to identify the difference between achievement levels of students in optional and compulsory English preparatory classes at the School of Foreign Languages at Nevşehir Hacı Bektaş Veli University. In accordance with this purpose, it is examined whether there is a significant difference between optional and compulsory preparatory students in terms of their English achievement levels, their departments and attitudes towards learning English. In line with this objective, it is also aimed to find the reasons of this difference through views of the English instructors.

The study is both qualitative and quantitative research using the survey and interview model. The population of the study consists of 170 students who are studying at the optional English preparatory class in the School of Foreign Languages in 2017-2018 academic year and 550 compulsory English preparatory class students in 2014-2015 academic year. The data used in the study were collected by the questionnaire consisting of two parts. The first part is composed of demographic questions and the second part includes the attitudes scale of learning English. The qualitative data about the views of the English instructors were gathered through semi-structured interviews conducted to 25 instructors. Frequency and percentage distributions of descriptive statistical techniques were used to determine the demographic characteristics of the study group and analyze the semi-structured interviews. Besides, content analysis method was used to analyze some of the questions or the semi-structured interviews. Kruskal Wallis H and Mann Whitney U tests were also used to analyze some of the variables because the data was nonparametric. As a result, reasons of difference were discussed and suggestions were put forward in accordance with the research findings.

Keywords: optional and compulsory preparation class; English achievement levels; attitudes towards learning English



English Language Curriculum and Teaching Materials

Student Perceptions of Difficulties in Academic Writing Courses

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Among the four language skills, writing is considered as the most challenging and difficult skill for most of the foreign language learners (Reid, 2002). Since the development of students' L2 writing can be influenced by multiple factors such as L1 writing ability, L2 proficiency, and writing experiences in both languages (Kobayashi & Rinnert, 2008; Kubota, 1998). As Asadifard and Koosha (2013) support, there is a high degree of reluctance among students towards writing activities; they are perhaps among their last choices, or they try not to engage themselves in writing unless they have to. It is probably due to the fact that they cannot overcome the difficulties they face in their writing process. These problems may be related to organizing ideas and arguments, using appropriate styles of writing, and expressing thoughts clearly in English (Bitchener & Basturkmen, 2006; Dalsky & Tajino, 2007). Lee and Tajino (2008) suggest that many students claimed a high degree of difficulty with their learning tasks because they had limited knowledge of academic writing. The starting point of this study was the difficulties students face in their writing process observed during the in-class writing tasks in Writing Skills I-II courses, and it aims to find out students' perceptions of difficulties they come across. The results suggest that they are not willing to write due to their prior negative experiences, they find it difficult. They find the oral and written feedback provided insufficient. Moreover, they need to have personal relationship with the teacher and his/her encouragement.

GlobeELT

Keywords: writing skills; feedback; student perception; problems in writing



Applied Linguistics and Language Education; Language Testing and Evaluation;
Teacher Training and Education

Exploring the Relationship between the Use of Metacognitive Strategies and Successful Reflective Writing: Actual Practices of Pre-service English Teachers

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Strategy use plays a very important role in every aspect of education as well as EFL learning. Integrating strategy use into language skills, predominantly reading and writing in English, has also received considerable attention in educational research, applied linguistics, and EFL learning/teaching. Thus, the present study aimed to investigate the relationship between metacognitive strategies pre-service English teachers used in writing tasks, namely content-based writings as an in-class activity, and their success in reflective writing. The participants were third graders/junior students studying English Language Teaching (ELT) at a state university in Turkey and one of the registered must courses titled "Teaching Language Skills II" was the setting/place for participants to perform aforementioned writing tasks. The data obtained from three reflective writing documents of each participant were qualitatively analyzed in order to explore and classify which metacognitive strategies were used. In order to explore the relationship between the use of metacognitive strategies and successful reflective writing, each paper which the pre-service English teachers submitted as an in-class content-based/reflective writing was assessed after the participants were given written feedback regarding the content, organization and use of language by the researchers. The findings revealed that there was a positive relationship between the use of metacognitive strategies in reflective writings of pre-service English teachers and their level of quality in successful writing. The findings also gave valuable insights about pre-service English teachers' awareness of using metacognitive strategies in reflective writing and further implications for both EFL instructors and researchers in the field.

Keywords: reflective writing; metacognitive strategies; pre-service English teachers; assessing writing



English for Academic Purposes; Language Planning

English Language Spread in Academia and Its Effects on Turkish and English Academic Writing Instruction

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This study examines Turkish macro-level state policies of scholarly publishing from the 1980s when publications were mainly in Turkish, to the present when Turkish has lost its significance with regulations mandating that international publications be written in English as a prerequisite for academic promotion. Second, a field study explores the influences of the state publishing policies on both Turkish and English academic writing instruction in two major universities in Ankara (one Turkish- and one English-medium), focusing on three sub-policies of language-in-education policy implementation: access, curriculum, and materials and methodology.

The results indicate that despite some conflicting micro-level planning and practices with state policies, the macro-level state policy has largely influenced the academic literacy practices at these universities as more courses aimed at developing English academic writing skills and Anglo-American research traditions are offered while academic writing in Turkish is neglected. English has gained a higher status and hegemony in scientific literacy, especially in the English-medium university, yet both Turkish and English writing instruction need to improve in quality.

GlobeELT

Keywords: global spread of English; Turkish language policy; scholarly publication; academic writing instruction



Language learning and acquisition

The Relationship between Foreign Language Learning Effort and Achievement

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This study strived to explore the relationship between foreign language learning effort and achievement. To do this the Foreign Language Learning Effort Scale (Karabiyik & Mirici, 2016) was administered to 610 B-level students studying at the English preparatory school of Atılım University in Ankara. The scale consists of 17 items and is scored on a 5-point Likert Scale. The analysis ascertained acceptable alpha coefficients (overall= .78 and alpha coefficients larger than .71 for all subscales). Achievement (mean= 69.66, SD= 11.23) was obtained through a self-report item asking students to note down their mid-term English exam grade. Data analysis showed that students were mostly engaged in substantive effort behaviors (mean= 23.63, SD= 5.58) followed by procedural effort (mean= 11.81, SD= 2.18), and focal effort (mean= 11.21, SD= 1.99). The low non-compliance scores (mean= 4.69, SD= 1.50) reported by students was a pleasing result to observe. Gender differences were only evident for non-compliance and procedural effort dimensions with male students reporting significantly ($p < .05$) higher levels of non-compliance (female mean= 4.56, SD= 1.47; male mean= 4.96, SD= 1.52) and female students reporting significantly ($p < .05$) higher levels of procedural effort. (female mean= 12.02, SD= 2.03; male mean= 11.36, SD= 2.42). Achievement negatively correlated with non-compliance ($r = -.16$, $p < .01$) and positively correlated with procedural effort ($r = .24$, $p < .01$), substantive effort ($r = -.28$, $p < .01$), and focal effort ($r = .32$, $p < .01$). A multiple regression analysis specified only substantive effort and focal effort as predictors of achievement. The findings will be discussed in light of the relevant line of literature.

Keywords: foreign language learning effort, non-compliance, procedural effort, substantive effort, focal effort, achievement



Language Learning and Acquisition

The Effect of Songs on Primary School Students' Motivation

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In language classes music and songs have been used for many years. Many studies have pointed out that the students can take advantage of music in classes in terms of grammar, pronunciation and vocabulary. This study aims to explore the role of using songs on the students' motivation in primary level. The dominant/sequential design of the mixed method approach was applied to the study. The quantitative data were elicited by employing a quasi-experimental design and qualitative data were collected by means of observations. The quantitative part of the study is more dominant than the qualitative part and both parts sequentially follow each other. The data were collected from the students of a state elementary school in a rural area of Denizli city during the winter term of 2017-2018 education year. The participants include 25 5th graders, 17 girls and 8 boys. Microsoft Excel was used to analyze the quantitative data. Descriptive analyses were used to form frequencies and percentages. The data obtained during observations were revised first and a matrix was created in Microsoft Word to calculate the average scores of three dimensions of motivation, participation, interest and attention. The perceptions of the observers were elicited and analyzed by means of content analysis. The results of the research showed that the students were more motivated and eager to participate into the activities when songs were used in English classes. The perceptions of the students and teachers were similar.

Keywords: Motivation, songs, young learners



Approaches and Methods in English Language Education

Learners' Lives as Curriculum: Research in Action

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What began as a research study exploring EFL learning experiences of a group of immigrant/refugee youths (from Ethiopia and Sudan) in a Hebrew-speaking school, became a materials development project using students' personal stories and reflections as the subject matter for promoting EFL literacy. The project, conducted by a multilingual teacher (D'Agostino, 2015) who engaged in ongoing action research, gave rise to further research in areas related to sociocultural and socio-psychological issues such as language learner identity, cultural congruence, social justice (Hastings and Jacob, 2016), and the roles, motives and drives of NNESTs (non-native English speaking teachers) (see Canagarajah, 2000).

In this workshop, the project and its antecedents will be presented by examination of texts produced and interactive engagement with issues that arose during and after the initial action research cycle. The project was inspired by the work of Weinstein, 2006, who had originally created an English (ESL) literacy teaching model for new immigrants in the U.S.A. Subsequently, Weinstein engaged with EFL learners and their teachers in countries in the Middle East and Eastern Europe, developing units of study based on the writings and reflections of the participants, in an effort to create multilingual, multicultural learning communities across and beyond borders.

Thus there developed a range of "Learners' Lives" teaching programs which were created due to her energy and drive influenced more than one generation of teachers who care about social justice and community development.

Activities during this session will include brainstorming, in-group and multi-identity group discussions, problem posing and solution-finding, and reflection through poetry and prose.

Keywords: Learner-Centered EFL Education, Learner and Teacher identity, Social Welfare, Action Research



Language Testing and Evaluation

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Global Testing

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21st Century skills highlight creativity in language teaching. As a vital part of educational design, assessment should reflect current views of communicative language use and offer descriptive performance feedback to teachers and learners. Today, we need more creative and new forms of valid and reliable assessment tools to support learning-oriented assessment. To address this need, the TOEFL Primary tests are designed to measure the skills of younger students who are in the early stages of learning English as a foreign language (EFL). The situations, contexts, and levels of language displayed on the TOEFL® Primary tests come from studies of curricula from around the world as well as pilot testing in diverse settings in multiple countries. This workshop by Dr. Okan ÖNALAN (as a part of the Global Testing team) presents overall information in order to become more familiar with the TOEFL® Primary tests and learning materials as contemporary and creative means of assessment as well as tools for constructive feedback. The creative hands-on activities and ideas of the workshop can also be used in classrooms to strengthen English-language skills and abilities needed by autonomous young learners in order for teachers create their own successful, collaborative and creative English-language teaching and learning experiences.

GlobeELT

Keywords: Language Testing; Creativity; TOEFL; Primary



English Language Curriculum and Teaching Materials

The Coverage of Vocabulary Learning Strategies in Locally Produced English Textbooks in Turkey

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Learning vocabulary is an important undertaking in the course of additional language acquisition for learners yet daunting given the sheer breadth of what it is to be learned. The revival of interest in the recent years in vocabulary teaching suggests that even though classroom environments can be conducive for some explicit vocabulary teaching, it largely remains an individual endeavor. A majority of words make great candidates for incidental vocabulary learning (IVL) which can occur by being exposed to language input. IVL is slower and more gradual and might not be consistent across learners. One approach to facilitate IVL is to train learners to build and use vocabulary learning strategies (VLS). Teachers have the initiative on strategy training and the textbooks can offer some guidance in the process. This paper investigates the coverage and frequency of the VLS in locally produced textbooks in order to determine the extent of which they support VLS training. Four books currently used in various middle schools were selected and evaluated following the VLS taxonomy proposed by Schmitt (1997). The preliminary results indicate that even though VLS are integrated in the content, they are not adequately highlighted. Teachers carry the burden to make the strategies visible and useful for the learners. Furthermore, the distribution of the VLS is quite skewed towards the pictorial discovery and memory strategies leaving cognitive and metacognitive strategies scarce and unattended. The paper also offers some suggestions for the teachers to integrate VLS in their classroom materials in a principled way.

GlobeELT

Keywords: vocabulary learning strategies; locally produced textbooks



Approaches and Methods in English Education

Dealing with Attention Deficit Hyperactivity Disorder in an EFL Classroom: Teachers' Strategies and Students' Engagement

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This case study analyzes the impact that the strategies used in an EFL second-grade class at *Instituto de Problemas de Aprendizaje* (IPA) have on the level of engagement of four 8-10-year-old children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). The investigation was carried out in Colombia and the participants were a female teacher and her 15 students: four with ADHD, one girl and three boys, and 11 with other pathologies. The sampling of this investigation was specifically the four children with ADHD and the teacher. We applied a questionnaire and an interview to the teacher that contained close and open ended, short answer questions regarding beliefs and strategies that deal with ADHD. Additionally, we observed five English classes to identify the teacher's strategies and the level of students' engagement. By using a mixed method and documentary research, we found two significant aspects. First, students' level of engagement was high in the three classes and medium in two. Second, the teacher implemented the strategies that we discovered in the literature, and had a positive impact on the four ADHD students, by helping them get focused and active during the five EFL classes. Nevertheless, more observational sessions and further research are needed as there might be other possible influences on the four children's engagement.

Keywords: Attention Deficit Hyperactivity Disorder (ADHD); Special Educational Needs (SEN); Students with Learning Disabilities (SLD); strategies



Language Learning and Acquisition

Translation as a Language Learning Strategy: Do teacher candidates use it as a strategy?

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Throughout the process of learning a second language, nearly all of the learners employ strategies to help them accomplish the learning goal. In the very first sentence of their book, O'Malley and Chamot define learning strategies as "the special thought or behaviors that individuals use to help them comprehend, learn, or retain new information" (O'Malley & Chamot, 1990, p.1). Translation, which is used by most of the language learners, has begun to be regarded as a language learning strategy by language educators. This study aims to find out teacher candidates' using translation as a learning strategy, and in order to reach that aim Translation as Learning Strategy questionnaire was used as the data collection tool. 77 first year students studying at the department of English Language Teaching of a state university participated in the study. The results showed that there was moderate level of using translation as a learning strategy between first year teacher candidates of English (M=2,88). No significant difference was found between male and female students, and whether they study at prep school doesn't create any significant difference, too. According to results half of the participants stated that they were bilingual (N=38), and it is found that there is significant difference between bilingual and non-bilingual students. Students with two languages were found using translation as a language learning strategy less (M=2,72) than those who are not bilingual (M=3,04).

GlobELT

Keywords: translation; learning strategy; strategy use; language learning



English Language Curriculum and Teaching Materials, Language Policy

An Evaluation of High School ELT Curriculum in Turkey in Terms of Students' Opinions

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Importance of an effective curriculum has long been acknowledged and appreciated by all sides of education such as teachers, supervisors, administrators, politicians, parents and students. In Turkey, designing and developing such a curriculum is monopolized by the ministry of education at K12 level. This standard curriculum makes English classes obligatory starting from the primary school level and aims to build enough English language skills to climb up in CEFR until the end of high school. However, it is disappointing to see that majority of students are not able to acquire enough of English language skills and have to attend English preparation school to study in an English medium university. This study has been inspired from the urge to dig out the curriculum aspect of this problem with the evaluation conducted by students. Rather than collecting data from teachers, parents, administrators or supervisors, this study explores the students' experiences to evaluate the state high school curriculum from a different perspective, to identify possible problems and to shed light on future improvements. Students have been chosen as they are the subjects of this curriculum and got most affected from it. The data of the study has been collected from elementary and intermediate level students of an English medium university in Ankara through a questionnaire designed by the researcher of this study. In the questionnaire, students are asked to evaluate the various aspects of the curriculum with the help of a Likert scale and also to state their opinion by responding to two open-ended questions. The results of the study indicate several problems related to components of English curriculum such as insufficient planning, and lack of materials to teach all the skills, and also some other important issues that affect the curriculum like valid and reliable testing. The results of this study have potential to guide the amendments that can be done in high school curriculum. Also, by taking students' ideas stated in this research into consideration more student participation in ELT classes can be achieved and issues that have not been raised before can be acknowledged.

Keywords: Curriculum Evaluation; Evaluation of Students; Problems of High School Curriculum; Centralized Curriculum



Teacher Training and Education

An Evaluation of a Mentoring Program for In-Service Teachers of English

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Mentoring as a form of teacher training, stands out as one of the most effective, powerful and satisfying learning and development methods for all individuals involved (Klasen and Clutterbuck, 2002). Although there are numerous evaluation studies of mentoring programs, there seem to be almost none that include the mentors as well in the evaluation process. This case investigated the effectiveness of a mentoring program at an EMI institution in Turkey. The participants of the study were newly employed mentees (n=25), mentors (n=11) and teacher trainers (n=2) at Middle East Technical University, English Preparatory School. The study made use of Kirkpatrick's (1998) Four Level Evaluation framework: Reaction, Learning, Behavior and Results. Level 1, examines the reaction of the stakeholders, which are in this case the mentees, mentors, and teacher trainers. Level 2, inspects learning as perceived by the mentees and mentors, and Level 3, behavior, is based on self-perceptions, and level 4, results, are revealed via the perceived benefits of the program to the mentees, mentors and the institution. The findings suggest that mentoring was beneficial in terms of adaptation to the organizational culture, achievement of learning goals and changes in behavior in both the mentees and the mentors.

GlobeELT

Keywords: teacher education; mentoring; professional development; teaching



Applied Linguistics and Language Education

Second Language Socialization in Tertiary Academic Language Programs

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Academic language programs play a critical role in the success of internationalization efforts implemented across many Canadian universities. To this end, an observable trend has been toward the delivery of post-enrolment English language support (POST-ELS) to international students in the form of discipline-specific academic language programs rather than through pre-enrolment (PRE-ELS) models as traditionally provided. Unlike the peripheral nature of PRE-ELS models, POST-ELS models provide increased opportunities for learners to be exposed to, and participate in, L2-mediated social and academic interactions within the larger school community. While both type of models contribute to these students' academic language development, little is known about how these students develop their sociolinguistic competence while they study in such programs at the higher education level.

Focusing on social and linguistics aspects of L2 development, this study examines the development of sociolinguistic competence among PRE-ELS and POST-ELS program students as a result of their second language socialization in a tertiary institution. Participants' speech act performance—elicited through Discourse Completion Tasks (DCTs) specifically designed for academic settings—provided insights into their developing sociolinguistic competence. Additionally, semi-structured interviews were conducted to uncover social and contextual factors shaping students' L2 socialization practices. Taken together, the study presents implications for inquiry into the process of how sociolinguistic competence develops among PRE- and POST-ELS learners, and the means by which both groups navigate their L2 socialization experiences.

Keywords: L2 socialization; sociolinguistic competence; speech acts; DCTs



Culture and Literature in English Education

Using Poetic Texts to Promote Lexical Competence

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Research in lexical competence owes much to scholars such as Paul Meara and Batia Laufer. For example, Meara (1996) describes lexical competence largely in terms of two dimensions: size and organization. Teachers in the fields of English as a Foreign Language (EFL), English as a Second Language (ESL) and English for Academic Purposes (EAP) have tended to focus on vocabulary size, relying on word lists in textbooks and works of reference to guide them on what words and phrases should be taught at particular stages (such as beginner, lower intermediate, upper intermediate, advanced and so on). Often less attention is paid to helping learners to acquire a more organized target language lexicon, in which individual words and phrases are linked to, or differentiated from, others in terms of such features as nuances of meaning or collocational behaviour. This paper uses the poem 'Evans' by R.S. Thomas to illustrate how well-chosen poetic texts can be used with higher intermediate or advanced learners to create the conditions in which such learning might occur. A particular focus of the paper are the adjectives 'bare', 'bleak', 'stark' and 'gaunt' which all occur in the poem. Suggestions are provided on how learners can be assisted in increasing their awareness of these words and their connotations and subtle semantic differences.

GlobeELT

Keywords: poetic texts; lexical competence; word meaning; collocation



Applied Linguistics and Language Education

Vocabulary Matters: A Comparative Study on the Lexical Errors of Beginner and Intermediate Students

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Studies focusing on lexical errors committed in writing have always attracted teachers and researchers (e.g. Ander & Yildirim, 2010; Duran, 2009; Hemchua & Schmitt, 2006; Pillar & Llach, 2011) in language teaching settings as Gonlual (2012) argues that lexicon is one of the main elements of a language, and L2 lexicon is an important indicator of an individual's communicative strength in that foreign language. Moreover, conducting studies on this issue have the potential to provide guidance for learners and teachers in terms of addressing underlining causes and finding solutions for the lexical errors of in students' writing pieces. Considering these, this study focuses on the lexical errors committed by eight beginner and eight intermediate students in their writings in a both descriptive and contrastive manner. The data were obtained from 32 paragraphs written by the students and they were analyzed through content analysis and item frequency analysis. The results revealed the students in both levels have major lexical problems with different causes such as L1 interference, confusion regarding parts of speech and collocations. The existence of errors across different levels signals that there needs to be more emphasis on teaching and practicing vocabulary in both groups. The results of the study contribute to the language learning and teaching field in terms of providing guidance for both EFL learners and prospective and in-service teachers by increasing awareness about lexical errors and how to benefit from them. Moreover, it has some practical implications and suggestions for the context the study was conducted.

GlobELT

Keywords: lexical errors; vocabulary; beginner; pre-intermediate; writing



Language Learning and Acquisition

Extra/co-curricular language development activities in a university context: “What to offer?” and “How to promote”?

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In non-English speaking countries like Turkey students have limited opportunities of being exposed to English except their formal classes despite the ample time they have outside. Since outside-class study is claimed to be a contributor to learner autonomy and skill development (Pearson, 2004) as well as language development (Pickard, 1996), it is important that English preparatory schools offer effective extra/co-curricular language development activities. However, our knowledge regarding such activities is limited since researches mainly focus on in-class teaching and learning (Benson & Reinders, 2011; Pickard, 1996). To that end, this longitudinal study aimed at investigating the effectiveness of the extra/co-curricular language development activities offered by an English preparatory school in İstanbul, Turkey. The first phase of the study, together with the descriptive analysis of the number of participants, was the qualitative exploration of their effectiveness. Data was collected from the students through open-ended questionnaires and focus group meetings. Findings showed that although the students attending these activities reported them effective, most of the students were not fully informed of them and their content despite various channels these activities were promoted through. Following the first phase, necessary actions, such as changing the mode of promotion and adding variety to the activities, were taken. To evaluate the effectiveness of them, the replication of the first phase was completed one year later. The findings are expected to guide English-medium universities by demonstrating the types of activities to be provided and how to promote them effectively.

GlobeELT

Keywords: language learning; outside class study; co-curricular; extra-curricular



Language Testing and Evaluation

Digital Formative Assessment Tools in Language Instruction

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In the age of technology, assessing students and gathering data to guide instruction are getting easier and faster than ever. This could potentially play a key role in shaping instructional activities in language classes. Today new digital formative assessment tools have the potential to help teachers figure out how effective their lessons are, what students know, and whether they need to adjust their methods or reteach a skill. This study aims to provide a brief overview of digital formative assessment tools that could be used in language classes to collect real-time data about student learning. It also discusses the criteria that could be used to evaluate these tools. Based on these criteria and comparative data about various digital formative assessment tools, the researchers also put forward some general guidelines to help teachers make informed decisions while selecting and using digital tools for formative assessment.

GlobeELT

Keywords: formative assessment, digital tools, overview, guidelines for selection and use



Teacher Training and Education

Critical Incidents in ELT Teacher Identity Construction

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Constructivist approaches to learning stipulate that knowledge is socially constructed. Moreover, there is a growing body of research that supports the view that human identity is also socially constructed. In line with this proposition, it is claimed that teachers develop their teacher identities both as a result of the initial teacher training they receive and as an outcome of the social experiences they have in and out of the classroom. The current study, adopting a critical incident analysis perspective, attempts to figure out the nature of the critical incidents that 49 pre-service teachers of EFL have experienced throughout their English learning process. It also tries to uncover the effects of these critical incidents on their English learning and future teaching practice. The data for the research were collected using a critical incident form developed by the researchers based on the guidelines created by Flanagan (1954) and focus group interviews. The findings indicated that pre-service ELT teachers' early learning experiences included certain critical incidents. Inductive quantitative analysis of these incidents revealed that they are categorized into three themes: people, context, and outcome. Exploring the nature of critical incidents and their role in construction of English language teacher identity will hopefully be benefitted by teachers and teacher educators.

GlobeELT

Keywords: critical incidents; teacher identity; social constructivism



Applied Linguistics and Language Education

When Expectations are not Expected

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One point of the recent educational policies pertinent to higher education in Indonesia is the stipulation that an undergraduate student is to complete a thesis or final project, replacing the previous one in which writing a thesis was optional. Despite the option whether to write a thesis or a final project, it usually takes a uniform manifestation of requiring undergraduate students to do research resulting in thesis writing. This paper addresses some challenges around academic culture within the context of an Indonesian higher education institution. The challenges relate to the expressions of expectation in academic texts of undergraduate theses written in English (C-SMILE—Corpus of State University of Malang Indonesian Learners' English) and in Indonesian (CINTA—Corpus of Indonesian Texts in Academia). The identification of the expressions is geared towards the provision of informed basis for ways to better teach the writing of thesis encompassing other prerequisite courses of thesis proposal seminar. Additionally, the policy on meta-genre of writing style guide may also benefit from the findings. In view of these purposes, this paper talks about identification, using corpus techniques, of some conspicuous problems having to do with the practice of writing research reports which deal with language expressions of expectation. These expressions tend to be devoid of necessary evidence. This point constitutes a basis to help cultivate academic culture projected to better prepare Indonesian academic discourse community members to deal with the pressing demand for publications.

Keywords: academic writing; L1; L2; corpus



Language Testing and Evaluation

Chinese University EFL Writing Teachers' Beliefs and Practices of Assessment for Learning

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In English language assessment, there has been a paradigm shift from assessment of learning (AoL), which is designed for certifying competence, to assessment for learning (AfL), which emphasizes the improvement of learning and teaching. An increasing amount of research has offered advice on implementing assessment for learning (AfL) in writing in English as a foreign language (EFL) contexts. During assessment reforms, teachers' conceptions of assessment have been considered as a mediating force. Despite the importance, studies on university EFL writing teachers' conceptions of AfL are scarce. This study intends to fill this gap by investigating how university EFL writing teachers value different classroom assessment practices and how frequently they perceive they use these assessment practices. Drawing data from a questionnaire survey of 136 Chinese university EFL writing teachers, the study identified different practice-value gaps concerning AfL and assessment of learning (AoL) oriented strategies in the writing classroom. The levels of practice were found to be significantly lower than the levels of value for AfL oriented strategies in the subscales of making learning explicit and promoting learning autonomy. Reasons for these practice-value gaps were analysed, using the data gathered from eleven individual interviews of university EFL writing teachers. Practical implications for encouraging teachers to practice highly valued yet underused AfL strategies in the EFL writing classroom at tertiary level were also discussed.

GlobeELT

Keywords: assessment for learning; EFL writing; teachers' beliefs



Applied Linguistics and Language Education

The Reflections of Freshman Students towards Extensive Reading Project

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Reading in second language is generally given abundant importance in academic contexts; however, a key concern is how L2 reading ability can best be developed. Researches reveal that reading ability is only likely to develop progressively when L2 learners are continually exposed to various meaningful input or extensive reading. Extensive reading which is regarded as one of the most effective methods has been preferred by second language teachers as part of their reading instruction. Yet, it has some limitations since it is not easy to observe the benefits of extensive reading in the short term. This study tries to describe a 14-week extensive reading implementation within the Academic Reading and Writing Course I. The participants of the study are 32 Turkish freshman students at a university, Education Faculty, ELT department. The aims of the reading program and the procedure of the implementation, implications drawn for the successful implementation, the perceptions of students undergoing the implementation as well as the problems they faced during extensive reading process will be discussed.

GlobeELT

Keywords: academic reading; extensive reading; students' perceptions.



Language Testing and Evaluation

Importance of Assessment in ELT

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All educational institutions where students are assessed by means of exams. Exam tests to be evaluated are prepared by teachers or testing units. Teachers and students are important parts of the assessments. There has been an important interest of linguists for the assessment activities during foreign language teaching and learning. Assessments of foreign language teaching and learning in the area of education are performed for a wide range of purposes. The styles and forms of assessments have also changed. The main features of any assessment are considered to be; as authentic, reliable, and practical. According to Davies (1990), the effects of tests on teaching and learning is very strong and it is usually negative. Although tests have negative concept for students even for teachers, the use various assessment styles increases the positive effect of the tests. The main features of the assessments were analyzed with regard to students' language development in the study. Importance of assessment and the difficulties in the sphere of assessment were put forward and its value for language teaching and learning purposes were also asserted.

GlobELT

Keywords: assessment; teaching; learning; exams



Teacher Training and Education

The Impact of the Level of Learners' Self-esteem on Communication Skills

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Language learning development fundamentally depends on the capability of a learner in both comprehension and production skills in the target language. In language teaching process, learners are trained to use language for communication purposes; in other words, the goal is to prompt learners' communication skills. It is claimed that the level of self-esteem is positively correlated with the learner's performance in oral production; however, whether high self-esteem causes to language success or language success causes to self-esteem are debated in the literature. The aim of this research study, therefore, is to investigate the possible challenges learners face while using language. To gather data, Rosenberg's Self-Esteem Scale (RSES) is used to examine the degree of self-esteem of the participants. The findings of the scale administered on the participants are statistically analyzed and discussed so as to determine whether the possible challenges learners face in communication skills arise from low self-esteem or not.

GlobeELT

Keywords: self-esteem, interaction, speaking skill, language learners, communication



Approaches and Methods in English Education

The Effects of Peer Assessment on Learner Autonomy– An Empirical Study in China’s College English Writing Class

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The study reports on a one-semester-long intervention study of peer assessment in a university English writing class in China. The purpose of the study was to investigate the effect of peer assessment on learner autonomy by comparing autonomy level prior to and after the intervention study. A sample of 70 English major sophomores at Jinshan College of Fujian Agriculture and Forestry University participated in the study, who were randomly divided into two groups of 35 students each. Traditional teacher feedback was used in the control group while peer assessment was adopted for the study group. A questionnaire on learner autonomy was administered to both groups in the pre-test and post-test to assess their autonomy level change. A number of ANCOVA analyses were run to measure the effect of peer assessment on students’ learner autonomy. The results indicate that peer assessment enhances students’ learner autonomy; peer assessment significantly reduces learners’ dependence on teachers, and boosts students’ confidence in learning ability, while failing to make noticeable improvement in other aspects of learner autonomy.

GlobeELT

Keywords: peer assessment; learner autonomy; an English writing class; English major



Teacher Training and Education

Pre-Service EFL Teachers' Conceptions of Creativity

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In the last few decades, creativity has become a subject of heightened interest in the field of education (Plucker, Beghetto, and Dow, 2004). As a personal trait, creativity is associated with social, emotional, cognitive and professional advantages (Sternberg & Lubart, 1996). It is widely recognized that teachers have a pivotal role in promoting students' creative thinking by helping them develop knowledge, skills and attributes associated with creativity in educational settings (Andiliou & Murphy, 2010). According to research, teacher characteristics and behaviour influence the development of students' creativity (Amabile, 1996; Renzulli 1992). In other words, teachers who model creativity tend to develop students' creative thinking. Therefore, it is important to understand teacher creativity (Sawyer, 2011). Following a qualitative approach, the present exploratory study aims to understand Turkish pre-service EFL teachers' conceptions of creativity. More specifically, this study explores what pre-service teachers believe about creativity and how they define it; their understanding of creative teaching; and their perceptions of a creative student. Focus group interview has been conducted with eight randomly selected senior pre-service teachers of English enrolled in the four-year English Language Teaching program of a state university in Turkey. Data coming from the interview is analyzed by repeated reading to identify and report common patterns/themes and divergences within the data, following the procedure of Miles and Huberman (1994). The findings of the study are discussed by referring to the relevant literature.

Keywords: Creativity; Pre-service; EFL; Teacher Conceptions



Applied Linguistics and Language Education

The Evaluation of English Instructors' Views on the Usage of Semiotics in English Classrooms

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Semiotics is the scientific field dealing with the meaning making process via signs and symbols. This study primarily aims at investigating the opinions and preferences of English language instructors about the usage of semiotic elements such as mimics, gestures, body movements, posture, eye contact, and clothing in language teaching classrooms. Instructors' awareness of the unspoken interaction in the class, to what extent they are using the semiotic elements in their teaching style, whether they find these elements useful or not are among the aims of this study. Further aims include determining whether or not language instructors need training about the effective use of non-verbal communication and which semiotic elements they may need special training in. In the data collection process, a questionnaire involving 20 items in a Likert scale format is completed by 40 English instructors, who are currently working in a university preparatory school. The results of the study reveals English instructors' positive beliefs about the effective usage of semiotic elements in their teaching and the powerful effect of successful non-verbal communication to boost student achievement and motivation. Additionally, having previous training on non-verbal communication use is found to be influential on instructors' belief, which is interpreted as a need for training about the conscious use of semiotic elements in language teaching. Based on these findings, some pedagogical recommendations are proposed for further research.

Keywords: Semiotics; non-verbal communication; English language instructors



English for Specific Purposes

Filling a Gap in English for Specific Purposes: Intermediate Practice Readers

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General ESP readers and textbooks often fail to meet the specific needs of particular student groups (Hutchinson & Waters, 1986; Bocanegra-Valle, 2010). This study will share findings regarding specialized readers for Business and Finance, which make use of best practices in ESP teaching and facilitate active learning.

In line with established research (Hutchinson and Waters, 1986; Carter & Nunan, 2001; Falaus, 2014), these readers use authentic but simple texts about companies, which include both technical and general English terms and language, thus preparing students for a variety of communicative situations (Gatehouse, 2001).

Secondly, these readers advocate an active learning approach. The reading comprehension, vocabulary, and grammar exercises allow students to learn vocabulary and grammar not as distinct units, but rather as an aspect of discourse (Alcon, 2004). Moreover, Carter and Nunan, 2001) have illustrated that “recycling key-target language items” (Carter & Nunan, 2001) helps students to retain new vocabulary more effectively. These readers, therefore, include a variety of exercises that involve similar or the same words in different language contexts. Since all exercises are linked back to the original text for this section, the readers create a “learning spiral” (Wallace, 2001), where students get to learn, practice, and apply new concepts repeatedly within a familiar discourse.

Sharing the design and impact of these readers, we hope, will inspire others to create similar teaching materials to be used by students in non-English speaking countries as they work to bridge their gap in English between their secondary and post-secondary education.

Keywords: ESP; teaching materials; active learning; practice readers



Language Testing and Evaluation

Beyond the Bubble Sheet

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As Phan (2008) states communicative tests provide real life contexts in which learners use target language by practicing four skills in a meaningful way. Similarly, Barootchi and Keshavarz (2002) suggest that standard assessment might not reflect reliable results unless it is supported with alternative assessment. Upon this, learners' inability to communicate is mentioned in the 10th meeting of Directors of School of Foreign Languages (SoFL) in Turkey; therefore, it is realized that models of alternative assessment are needed in higher education. To bring a different perspective, a new model of alternative assessment will be analyzed and presented. In this study, the efficiency of Student Action Plans (SAP) and Production Activities (PA) as alternative assessment tools at Yasar University will be discussed. In SoFL program, these tools have been a component of the assessment system. SAPs are assigned in accordance with six strategies which are affective, social, cognitive, metacognitive, memorization and compensation whereas PAs are practiced as end of unit products regularly. During grading process, the instructor evaluates the activities and tasks in the light of clearly defined criteria on a rubric. As a result, they are able to obtain a more reliable learner outcome. According to the feedback gathered from students' and instructors' questionnaires, focus group meeting and testing department, standard and alternative assessment should go hand in hand. It is also deduced that the integration of assessment types are constructive in terms of learners' autonomy, commitment, self-esteem and motivation.

Keywords: alternative assessment; student action plans; production activities



Language learning and acquisition

The Relationship between Ideal L2 Self and Foreign Language Learning Effort

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There has been a significant increase in the number of academic studies on motivation in learning foreign languages. This study sought to explore the relationship between the ideal L2 self and foreign language learning effort. Participants were 458 students studying at the English preparatory school at Ufuk University in Ankara. Data were collected via the Ideal L2 Self measure (Dörnyei & Taguchi, 2010) and the Foreign Language Learning Effort Scale (Karabiyik & Mirici, 2016). The analyses revealed good alpha coefficients for both the ideal L2 self measure ($\alpha = .89$) and the foreign language learning effort scale ($\alpha = .88$). Descriptive findings revealed that 34.7% of the participants had low, 31.2% had moderate, and 34.1% had high foreign language learning effort scores. On the other hand, 33.6% of the participants had low, 34.3% had moderate, and 32.1% had high ideal L2 self scores. Gender difference were observed only for foreign language learning effort with female students reporting significantly ($p < .05$) higher foreign language learning effort (female mean = 58.87, $SD = 9.68$; male mean = 56.06, $SD = 9.88$). The findings also revealed a significant correlation between the two constructs ($r = .29$, $p < .01$). The findings will be discussed in light of the relevant line of literature.

GlobELT

Keywords: Ideal L2 self, foreign language learning effort, higher education, EFL learners



Applied Linguistics and Language Education

Boredom, boredom coping strategies and achievement in ELT classes

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There are many factors affecting students' achievements such as motivation, attitude, learning styles, learning strategies, learning environment etc. Many studies have investigated emotional factors like anxiety (i.e. speaking anxiety, test anxiety), self-esteem; however, those studies focused on boredom and its coping strategies to a lesser extent. Recently, studies on boredom have increased in different fields of learning/teaching. The main purpose of this study was to investigate the boredom construct in an intensive English teaching context in a state university of Turkey. This study explored the boredom levels of the students regarding their English lessons, and further investigated the relationship between boredom in English lessons and academic achievement. Understanding the boredom concept, and students coping strategies in relations with success in English will provide insights for students, teachers, and teacher educators in similar contexts.

GlobELT

Keywords: Boredom, coping strategies, academic achievement



Applied Linguistics and Language Education

The Linguistic Variation in English as a Lingua Franca

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This study investigated the various linguistic, psychological, and sociocultural variables that contribute to the variation in English as a Lingua Franca among Arab siblings. It is a grounded theory research in which the variables are not predetermined, but rather are extracted from the participants' contributions and data. The siblings participated in this study (N=15) are university undergraduates, who are educated in the UAE schools, and are Arabs. Results showed that the existence of Chomsky's Language Acquisition Device is not evidence that siblings progress in language acquisition at the same rate. The discourse analysis showed noticeable variation between siblings in the same and/or other groups. Sibling pairs proved to have variation in their linguistic levels exhibiting dissimilar levels of accuracy, fluency, L1 interference, spontaneity, and automaticity of speech. The thematic analysis signaled three variables namely exposure to quality input and interaction opportunities, provision of quality education, and autonomy and independent activities. Eight of the fifteen participants attributed their deficiency in English to the inefficiency of the education system that did not facilitate sufficient exposure to linguistic input. Autonomy and independence proved to be effectual in creating the variation among siblings as well. The study provides practical evidences of participants' input and feedback. This present study provides insights and pedagogical implications for EFL teachers about how to reinforce the linguistic competence of students.

GlobeELT

Keywords: Linguistic Variation; LAD; Lingua Franca; Exposure and Language Use; Comprehensible Input



Intercultural Communication

Personality Traits as Indicators of the Development of Intercultural Communication Competence

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Prior research has mainly focused on measuring Intercultural Communication Competence (ICC) and on assessing the impact of studying abroad on the development of this competence (Deardorff, 2006, p. 245). Although van der Zee and van Oudenhoven (2013, p. 929) and Leung, Ang and Tan (2014, p. 489) have addressed the issue of psychological factors and have identified traits which help students effectively engage in intercultural communication, the issue of personality traits is significantly under researched. Thus, the present study intends to fill the gap in the area of ICC and expand the existing research. by exploring how far personality traits can support the development of international students' ICC. This research explores if specific personality traits of international students can enhance the success/failure of ICC development and in how far can specific personality traits influence the ability of international students to communicate effectively in an intercultural context. It presents a case study on 95 international undergraduates studying in Saudi Arabia. Based on the Five-Factor Model (FFM) of Personality, Assessment of Intercultural Competence (AIC) to measure participants' ICC and IPIP-NEO-120 to identify their personality traits of Neuroticism, Extraversion, Openness to Experience, Conscientiousness and Agreeableness, were administered to explore the relationship between personality traits and ICC. I then use the qualitative data gathered from semi-structured interviews to investigate which personality traits help students to cope with intercultural situations. It found that Extraversion, Openness to Experience, Conscientiousness and Agreeableness were significant predictors of the of ICC while Neuroticism was not.

Keywords: Intercultural Communication Competence; Personality Traits; Five-Factor Model



Applied Linguistics and Language Education

Discourse Marker Clusters in EFL Teacher Talk

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Discourse markers (DMs) have been recognised as central to successful interaction and a key element of fluent and natural speech (Fung and Carter, 2007; Hellermann and Vergun, 2007; Müller, 2005). In teaching contexts, they facilitate listening comprehension (Eslami-Rasekh and Eslami-Rasekh, 2007; Flowerdew and Tauroza, 1995; Jung, 2003;) and help in the structuring of classroom discourse (e.g., De Fina, 1997; Walsh, 2006). Therefore, there is a need for more research focused on FL teachers' use of DMs, as their language plays a crucial role as a source of language input for students and a tool for classroom interaction management (Ellis, 2008; Walsh, 2005). DM clusters are believed to aid comprehension by making transitions more salient and increasing available processing time (Aijmer, 2002; Flowerdew & Tauroza, 1995). The aim of this paper is to provide insight into teachers' DM use, specifically how they combine them to fulfil important communicative, interpersonal and organisational functions. The paper focuses on a study carried out on six English language teachers in Croatia, three native speakers and three non-native speakers of English. A mini-corpus consisting of the teachers' speech in lessons with advanced students was quantitatively and qualitatively analysed to identify instances of DM clusters and their functions in classroom discourse. Finally, a comparison was made between DM cluster use of native and non-native teachers.

GlobeELT

Keywords: discourse markers clusters; EFL teachers; native and non-native speakers



Language Testing and Evaluation

Modelling the Relationships among Test-taking Motivation, Listening Metacognitive Awareness and EFL Listening Test Performance: An Examination of Direct and Indirect Effects

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The present study investigated test-taking motivation in a large-scale and high-stake L2 listening testing context by applying Expectancy-Value Theory as the framework. Specifically, this study tested the mediating effect of listening metacognitive awareness between each test-taking motivation-related variables (expectancy, importance, interest and listening test anxiety) and listening test score in a mediation model (Model 1). Furthermore, the mediating effect of four factors of listening metacognitive awareness (direct attention, planning and evaluation, mental translation and problem-solving) between each test-taking motivation-related variables and listening test score in another mediation model (Model 2) was further explored. A sample of 723 Chinese English as a Foreign Language first-year undergraduate students participated in this study. Participants filled in the questionnaires in a self-reported manner, and structural equation modelling (SEM) and bootstrapping approach were used to examine the mediating effect. According to the results of Model 1, listening metacognitive awareness mediated the relationship between expectancy, importance, interest, and listening test score. Results of Model 2 showed that problem-solving mediated the relationship between expectancy, importance, and listening test score. Besides, mental translation mediated the relationship between importance, listening test anxiety, and listening test score. The empirical findings have implications on the linkage between L2 listening testing and learning. Moreover, the mediation mechanism with the influencing pathways provided insights into how to do an intervention by teachers in classroom settings to improve students' L2 listening performance. Besides, the present study will show how mediating effect is tested by using bootstrapping which is different from other commonly used statistical techniques in L2 studies.

Keywords: test-taking motivation; listening metacognitive awareness; listening test score; mediating effect



Language Testing and Evaluation

Assessing Academic Speaking Skills Using a Holistic Rubric

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The workshop will discuss the use of integrated tasks in English for Academic Purposes (EAP) speaking assessments and their possible scoring. Integrated tasks require students to use their listening, reading and speaking skills within a single task. Following this approach, English-language proficiency can be measured in an authentic way by simulating real-life academic settings. Apart from exploring such sample integrated task (based on an academic topic) participants will also discuss the holistic scoring approach in general. They will be engaged in reassembling fragments of the official *TOEFL iBT*[®] scoring rubric for the integrated speaking tasks and discover its key features, characteristics, and criteria. Afterwards, participants will experience using the rubric for rating real test taker responses. The workshop also aims to support teachers in understanding the differences between holistic and analytic scoring and in adapting rubrics for use with students in a classroom setting. It will also provide opportunity to share ideas about how simplified rubrics can be used in the classroom to monitor students' progress.

GlobeELT

Keywords: Speaking; assessment; English for academic purposes; holistic scoring



English for Academic Purposes

Error Pools for Better English

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The objective of this study is to investigate the common errors of L2 learners in an L1 university setting where they have to learn L2 and pass a B1 level exam in order to be faculty students. The study aims at identifying what types of errors the learners do, what the possible determining factors at the background are and how they can overcome these. The problem areas are analysed within 17 English paragraphs of 17 Turkish students. Errors have been described by Burt and Kiparsky (as cited in Hendrickson, 1976) as being of two types: local and global errors. So, the errors were identified and categorised at this stage. As Corder suggested (1974): sample collection, error identification, error description, error explanation, and error evaluation are the steps followed in this study. At the next stage, the errors were explained and analysed. The analysis of the writings showed that errors commonly occurred in areas of lexis, grammar, syntax and were the results of the differences between L1 and L2. As a solution, feedback study groups were formed and error logs were used in order to have the learners be aware of the origins of the problem areas and after the error correction, drafting was done to reflect the improvements in their writings by overcoming the problem of L1 interference.

GlobeELT

Keywords: error, error correction, feedback, error log, L1 interference



Language Learning and Acquisition

**Self-Regulated Learning Strategy Use and Self-Efficacy in L2 Writing:
A Study with EFL Learners in Hong Kong**

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This study investigated the effects of the use of self-regulated learning (SRL) strategies on students' self-efficacy in L2 writing in Hong Kong. Participants were 151 fifth graders from one primary school in Hong Kong. Questionnaires of SRL strategy use and self-efficacy in L2 writing were completed by students voluntarily. The results of multiple one-way ANOVAs indicated there were significant differences in the level of students' self-efficacy among students who had a high, medium, or low level of SRL strategy use. The findings suggest that students with more use of SRL strategies were found to be more likely to report greater self-efficacy in L2 writing. Most importantly, the results of structural equation modelling (SEM) show the use of SRL strategies had significant and positive relationships with students' writing self-efficacy. In particular, the use of planning and self-monitoring strategies was found to have the strongest correlations with students' self-efficacy in writing. This study opens a new window to understand how students' self-efficacy in L2 writing develops and concludes with practical implications for EFL teachers to promote their students' writing self-efficacy.

GlobeELT

Keywords: young learners, self-regulated learning strategies, English writing



Language Learning and Acquisition

The Role of Goal Setting in Metacognitive Awareness as a Self-Regulatory Behavior in Foreign Language Learning

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Metacognition, as an awareness of one's own cognitive processes in learning, is a crucial component of self-regulatory behavior that facilitates successful language learning. Therefore, the current study sought to find out the role of different types of goals in participants' metacognitive awareness. A total of 100 university students enrolled in an English Language Teaching program at a major state university voluntarily participated in the study. Data were gathered using Metacognitive Awareness Inventory (MAI) and Goals Inventory. Findings of descriptive statistics revealed that 49.5% of the participants had high, 26.8% had moderate, and 23.7% had low metacognitive awareness. Besides, significant correlation was found between mastery goals and metacognitive awareness, supporting the findings of the previous studies. These results revealed the importance of goal setting in metacognition, and can be useful for practitioners to include goal orientation to curriculum by emphasizing the necessity of learner engagement, agency, and self-regulation for successful language learning process.

GlobeELT

Keywords: Metacognitive Awareness; Metacognition; Self-Regulatory Behavior; Goals; EFL



Intercultural Communication

Towards Intercultural Competence: Models and Frameworks for Developing ESOL Learners' Intercultural Competence in Ireland

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Without the study of culture, second language acquisition is not complete (Kramsch, 1993). While teaching about culture raises learners' awareness of the target culture and their own home culture, it gives them an intercultural competence (Kramsch, 1997, p. 231). Due to the growing number of immigrants in Ireland (CSO, 23 August 2016), the migration crisis in Europe and the demographic changes that Brexit imposes on Ireland (Irish Independent, 30 August 2017), we will see more and more newcomer learners in the English for Speakers of Other Languages (ESOL) providers in Ireland. The successful integration of these learners into Irish society depends on the successful development of their intercultural competence and the successful development of their intercultural competence is subject to what is taught about Ireland and the Irish society to them. This paper aims to provide an insight into the models and theoretical frameworks for developing intercultural competence as being a fundamental element not only in the progress of ESOL learners' successful cultural integration into a society new to them but also in the process of their healthy identity construction. This presentation focuses on the application of the three Ps approach to culture (ACTFL, 1999) in developing intercultural competence as defined by Byram et al. (2002) and Deardorff (2006) in an Irish context. The paper wishes to contribute to the vibrant global conversation among professionals about the ways to develop intercultural competence but, more importantly, it intends to help teachers incorporate cultural elements into their teaching materials effectively and appropriately.

GlobELT

Keywords: English for speakers of other languages; teaching about culture; developing intercultural competence; teaching materials



Language and Peace Education

Representation of Non-Western Cultures in U.S. 9th Grade Social Studies Textbooks: The Case of Turkey

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The United States is a diverse country hosting people from different cultural and regional backgrounds. This diversity entails a cross-cultural dependence requiring constant understanding of multiculturalism including people, places, cultural products and politics from a global stance. While ESL/EFL textbooks have been closely scrutinized in accordance with their cultural representations, target cultures' textbooks whose audience is the young L1 speakers of English have not received enough attention. With an aim to fill in this gap, this exploratory case study investigates how Turkish culture is represented in 9th grade social studies textbooks adopted by a number of US states. Both being a Turkish citizen and an international student who pursues his PhD studies in the United States, I specifically focused on how persons, products, practices, and perspectives related to Turkey are represented in three selected textbooks. For this purpose, the related textbooks' content was critically examined, and samples were extracted and coded. Results revealed that Turkey is either misrepresented or underrepresented in the selected textbooks. More specifically, data indicated that the textbooks using negative linguistic signs, pictures and maps have erroneously depicted present-day Turkey. In the light of these findings, I argue that L2 learners' unidirectional cultural familiarity with English language may only cater to linguistic and cultural hegemony of English speaking countries. In order to achieve global citizenry and world peace, both the L1 speakers and L2 learners of English must be equipped with multicultural perspectives through their formal education.

GlobeELT

Keywords: Multiculturalism; World Peace; Cultural Representation; Global Citizenry



Teacher Training and Education

Pre-service Teachers' Beliefs about Literature Integration in English Language Teaching Classrooms

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In late 1990s, teacher cognition has emerged as an important field of inquiry as more and more research studies have demonstrated that teachers' cognitions influence their instructional decisions and activities (Borg, 2003). In the case of pre-service teachers, their beliefs are mainly influenced by their prior experience as learners, while these beliefs also act as a filtering mechanism to process and make sense of new information presented in teacher education programs (Borg, 2009). This study investigated changes in the beliefs about the use of literary texts in foreign language teaching of 65 pre-service teachers of English enrolled at the teacher education department of a state university in Istanbul, Turkey. The inclusion of literature in English Language Teaching (ELT) classrooms has long been viewed as a beneficial process as it contributes not only to students' linguistic development but also to their appreciation of different cultures and individual growth (Carter & Long, 1991). To that extent, ELT teacher education programs in Turkey have been offering courses to equip pre-service teachers with the knowledge and skills on how to integrate literature into language teaching. The present study explored prior experiences and beliefs of pre-service EFL teachers about literature integration and compared them with those formed after the completion of a two-semester course on teaching English through literature. Data were collected through open-ended questionnaires administered before and after the course and subjected to content analysis as suggested by Weber (1990). Results will be discussed by referring to the relevant literature on teacher beliefs and literature integration in ELT.

Keywords: pre-service teacher education; literature integration in ELT; teachers' beliefs



Multimedia and ICT in Education

Perceptions of Instructors on using Web 2.0 tools in Academic English Courses

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It is impossible to imagine a university instructor who does not make use of the internet today. The internet provides not only quick access to reliable research data but also certain programs that teachers can tailor to use in their own specific contexts and to interact with their students in practical ways. There might still be resistance to learning new technologies and adapting to them even in the most 'modern' work environments among even the younger teachers. The aim of this study was to explore the ELT instructors' perspectives on the use of Web 2.0 technologies in university level academic English skills courses in an English medium university, and to test whether a year-long regular training program made a difference in their perceptions and practice of the use of Web 2.0 tools in their teaching. 20 instructors from Middle East Technical University were offered regular training sessions on the practical uses of certain Web 2.0 tools such as, the Google Drive, Google Sheets, Google Slides, Google Docs, Kahoot, Mysimpleshow, Poll Everywhere, and Edpuzzle. To explore the instructors' knowledge of and attitude towards Web 2.0 tools, a pre and a posttest were administered before and after the series of training sessions to see if there were any significant changes. Also, follow-up interviews were carried out with the instructors who participated in the sessions to obtain a deeper insight into their perspectives. Both the questionnaire and the interview results revealed that there were changes in these instructors' perspectives on and use of Web 2.0 tools.

Keywords: teacher training, attitudes, online educational applications, Web 2.0 tools



English Language Curriculum and Teaching Materials

Thoughts on Learner Autonomy in a Computer Assisted Language Learning Program

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Autonomous people are intrinsically-motivated, perceive themselves to be in control of their decision-making, take responsibility for the outcomes of their actions and have confidence in themselves (Deci& Ryan, 1985; Bandura, 1989; Doyal& Gough, 1991). In our institution, Quartet (computer software program) was a part of the curriculum which provides the students with the opportunity to work on their own in order to develop their language skills. To what extent the learners benefit from the materials and the time provided for them mainly depends on students since as Dakin suggests (1973) “though the teacher may control the experiences the learner is exposed to, it is the learner who selects what is learnt from them” (p. 16). According to the observations of teachers, some, but not all students worked effectively in lab lessons. This paper aims to identify the students’ perceptions about themselves, the teacher, their peers and language learning to have an idea of their autonomy and their thoughts on computer assisted language learning. Data were gathered through a 46-item questionnaire. Frequency tests were used to determine the frequencies and percentages of each item to find out the perceptions of participants on learner autonomy and the usefulness of computer lab lessons. Though the students shoulder the responsibility of learning, most students need guidance of their teachers to set goals for their learning process.

GlobeELT

Keywords: learner autonomy; CALL; language learning; student perception



Teacher Training and Education

A Literature Review on the Effect of EPOSTL (European Portfolio for Student Teachers of Languages)

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The development of the European Portfolio for Student teachers of Languages (EPOSTL) turned out to be a good reflection tool which allows the future language teachers to reflect on different teaching language aspects and skills which are pre-requisite to teach languages. It also helps the future language teachers to evaluate the didactic teaching competences they acquired, and empowers them to track their professional development and record their experiences of teaching during the teacher education. Hence, the topic of the EPOSTL is worth to be discussed as a reflection instrument that provides an opportunity for student teachers to assess their competences to be aware of their strong and weak sides in terms of teaching. Consequently, this paper reviews the literature on the EPOSTL including various studies used to explain its effect in teacher education. The studies of Mehlmauer-Larcher (2009), Strakova (2009), Jimbo at el. (2010), Fenner (2011), Orlova (2011), Newby (2012), Mirici & Hergüner (2015) and etc. were considered in the paper.

GlobeELT

Keywords: portfolio; EPOSTL; reflection; self-assessment



Teacher Training and Education

Contemporary Continuous Professional Development (CPD) Practices for EFL Teachers

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Continuous professional development (CPD) for teachers has been discussed in the current literature on teacher professionalism as a remedy to respond to the requirements of the 21st century world. To meet these expectations, EFL teachers need to be active producers of knowledge and skills and engage in CPD practices which can transform them into reflective, questioning and collaborative inquirers and practitioners (Borg, 2015). Contemporary approaches on CPD underline that such practices should focus on teachers' individual needs, form a link between teachers and learners, encourage peer support, regard contextual factors and ensure sustainability (Borg, 2015; Mann, 2005; Richards & Farrell, 2005). Drawing on the current literature, this paper presents some contemporary continuous professional development practices, *action research*, *lesson study*, *self-observation*, *peer observation*, *student-led CPD*, *teaching portfolio*, *professional learning visits* for in-service EFL teachers and discusses their strengths and weaknesses with some practical suggestions for CPD programs in Turkey.

GlobeELT

Keywords: continuous professional development, action research, lesson study, self-observation, peer observation, student-led CPD, teaching portfolio, professional learning visits



Teacher Training and Education

Lesson Study: A Professional Development Model for EFL Teachers

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A well-established professional development model in Japan in the fields of math and science teaching (Fernandez & Yoshida, 2004), Lesson Study has recently started to be tested out in Turkey as well as in other parts of the world. In Lesson Study, a group of teachers get together to study curriculum and formulate goals to identify a topic of interest or a teaching or learning problem (Lewis & Hurd, 2011). They, then, collaboratively plan, teach, observe and analyze learning and teaching in 'research lessons' (Dudley, 2014). This study aims to present an overview of how lesson study is implemented in Turkey and whether it might be an alternative professional development model for EFL Teachers. The data used in this study comprises of all the literature accessed by the author regarding research conducted on Lesson Study in Turkey. This purposefully chosen data was analyzed through content analysis with the aim of reaching a general understanding of Lesson Study implementation in Turkey. Results show that the model is mostly used by math and science teachers in elementary and secondary education. Lesson Study, although incorporating many qualities of effective professional learning, seems to be unknown not only among English teachers but also in higher education, which highlights the fact that the model needs to be tried out and more research has to be conducted to evaluate the potential use of Lesson Study in the field of English Language Teaching.

GlobeELT

Keywords: lesson study, professional development, EFL teachers



Approaches and Methods in English Education; Teacher Training and Education

The Impact of VOCAP on Student Achievement and Teacher Professional Development

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The present study was conducted at the School of Foreign Languages of highly reputable Turkish university, where students who are not proficient enough to study in departments are systematically trained in writing, reading and listening within the framework of school curricula and content of English Proficiency Exam. Although “lexicon is central to academic development” (Pillar & Llach, 2007, p.2), there wasn’t any systematic approach to teach vocabulary separately from reading and grammar classes until the VOCAP (Vocabulary-oriented Classroom Activities Project) was introduced in beginner pre-intermediate classes. Considering the importance of systematic vocabulary teaching and learning and the students’ needs, the VOCAP was introduced as “vocabulary is one of the basic components of language when communication is regarded, and it is also a central part of language learning” (Ander & Yıldırım, 2010, p.1). Besides piloting and implementing the project, the VOCAP members conducted research in which the data were collected by means of questionnaires and interviews. The research carried out during the project revealed that the VOCAP created a positive impact on students’ attitudes towards vocabulary learning along with increasing their awareness on the importance of vocabulary learning. Moreover, the project contributed to instructors’ professional development through course design, material development and conducting research by participating in a community of practice (Beauchamps and Thomas, 2009; Lave & Wegner, 1991). In addition to these contributions, the project succeeded in creating a collaborative working environment geared towards collaborative teacher development (CTD) (Johnston as cited in Burns & Richards, 2009).

Keywords: vocabulary teaching; vocabulary learning; strategy training; autonomous learner; professional development



Teacher Training and Education

Delineating the Appreciative Component in the C.A.R.E. Model of EFL Teachers Reflective Development

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Although the importance of emotions is increasingly acknowledged amongst educators, research on second language teacher education reveals that very little attention is paid to *how* ELT teachers feel. More specifically, teachers of English as a Foreign Language (EFL) have become disillusioned with the lack of appreciation for the work they do. Although they are expected to deliver high quality language, EFL teachers are viewed as “second-class” citizens with little or no received pedagogical knowledge. This misconception has negatively affected the way EFL teachers perceive themselves and has hindered their ability to reflect on their practice. Few empirical studies illustrate the EFL teachers’ capacity to maximize their potential through reflection. In a 27-week doctoral study at a private university in Cyprus, five EFL teachers and the researcher systematically engaged in a reflective exploration of the ‘self’ and practice in an appreciative context. Using a variety of methods (journals, video-recordings, online chats, inquiry meetings and semi-structured interviews), the teachers engaged in dialogical and collaborative interactions in a non-judgmental environment where positive emotions were the primary catalyst for transformational learning and development. From the above study, the Collaborative, Appreciative, Reflective, Enquiry (C.A.R.E.) model of teacher development emerged. In this talk, I delineate the Appreciative component of the model as it is instrumental in the empowerment and positive self-image the teachers enjoyed at the end of the study. The Appreciative reflection in the model can be used by EFL teachers who aim to operationalize a cooperative development grounded in mindful interactions with others.

GlobELT

Keywords: appreciative reflection; positive emotions; teacher development



Language Testing and Evaluation

Assessment Literacy of English Language Teachers: Teachers' Assessment Practices in Language Classrooms

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Assessment and language teaching are closely related and affect each other. The way teachers perceive assessment and their mastery in assessment literacy can affect the way they teach language and their assessment practices. This study aims to investigate what teachers know about validity and reliability, two main principles of assessment, and how they apply these principles in their own assessment practices in language classrooms. Data collected for an ongoing study about language assessment was partly used for the study. English language teachers answered two open-ended questions about validity and reliability in classroom based assessment, and these answers were used to elicit information about teachers' assessment literacy. The answers of 17 teachers who teach English at primary, secondary or high schools were analyzed by using Constant Comparison Method (CCM) of qualitative analysis first suggested by Glaser (1965). The results show that most of the teachers are aware of such principles as validity and reliability; however, they are incapable of applying those in their own assessment practices. The teachers do not know how to ensure their assessment tools/practices to be valid and reliable, and they face with impeding conditions such as crowded classrooms.

GlobELT

Keywords: assessment literacy; language assessment; language teaching; classroom based assessment



Teacher Training and Education

Resilience in Foreign Language Learning: A Study on Pre-Service Teachers' Language Learning Experiences

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Investigating pre-service teachers' language learning experiences is essential as they have an impact on their learning during their departmental studies and their future teaching practices as they enter the teaching profession. Given the fact that there is a growing call for the development of resilience in teacher education programs, this qualitative study aims at exploring what resources pre-service English language teachers have relied on to overcome challenges and obstacles to learning English as a foreign language. To achieve this aim, data were obtained from a writing activity and a focus-group interview with 23 pre-service teachers enrolled in English Language Teaching Program at a university in Istanbul, Turkey. Data were analyzed using the thematic analysis approach (Braun & Clarke, 2006). Findings indicated that the participating pre-service teachers dealt with a variety of obstacles in their English language learning histories such as methodologies used by teachers, obstacles in language skills especially speaking and language barriers while staying in English-speaking countries. They demonstrated agency in the process of overcoming these obstacles and their resilience included personal protective factors such as autonomy and social/environmental protective factors such as peer, teacher, and family support.

GlobELT

Keywords: EFL; resilience; pre-service teachers; teacher education



English for Specific Purposes

How ESP Pedagogy in International Virtual Collaboration Contributes to the Authenticity of the Learning Process: A Case Study

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Given the rapid advances in information communication technology (ICT) and the increasing likelihood that, worldwide, students will be collaborating on cross-cultural teams in their future careers, creating opportunities to engage in collaborative writing projects across borders, and then observing the dynamics of international virtual online collaboration, have high pedagogical value, though studies are scarce. This research examines the learning process that occurred when engineering and computer science students from France and Germany were connected with business and technical writing students from the US to work on co-authored documents. As rhetoricians and technical writing specialists, the researchers were specifically interested in how students addressed the situational constraints (audience, purpose, medium, timing, and cultural factors) of the collaboration and how these constraints influenced students' choices of communication and collaboration tools. Two separate projects were assigned and each one employed reading, writing, "talking," and critical thinking components: the French/US groups conducted a genre analysis of a corporate annual report while the German/US groups prepared a proposal-writing project. Analysis of post-project survey data and the correlation of students' ICT choices revealed that students had to continually renegotiate their communication and collaboration technologies. Allowing students to make rhetorical choices resulted in cultural learning through hands-on experience with surface variables like time zones, academic schedules, privacy and security regulations as well as deep variables like motivation, concept of time/expediency, and personal/private spheres. The results from this study will be useful to ESP pedagogy in projecting how best to prepare students for international virtual collaboration.

Keywords: ESP pedagogy; international virtual collaboration; information communication technology; intercultural communication



Applied Linguistics and Language Education

A Micro-Analytic Investigation into Teacher-Initiated Humour as a Repair Initiator in L2 Classroom Contexts

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Classroom talk is full of humour, language play, and other acts of creative language use (Pomerantz and Bell, 2016, pp. 73-74). Much work on humour in L2 classrooms has widely focused on the roles, social functions, and the markers of humour in interaction whereas little attention is paid to the sequential mechanisms of humour (Lehtimaja, 2011, Reddington and Waring, 2015) and even less to the relationship between the repair mechanism and humour. This study investigates teacher-initiated humour as a repair initiator in naturally occurring interaction in L2 classrooms. 30 hours of video and/or audio recordings selected from Newcastle University Corpus of Academic Spoken English have been analysed under Conversation Analysis (CA) framework. The repair mechanism of CA is a significant tool in understanding how interlocutors deal with troubles in interaction and achieve intersubjectivity, a crucial aspect in understanding L2 classroom interaction (Markee, 2000). CA provides valuable opportunities for humour studies with its micro-analytical nature, which enables us to gain analytical grounding of what is oriented to by the participants as humorous (Reddington and Waring, 2015). In this ongoing study, initial findings illuminate how teachers integrate humour in repair sequences, which might be face threatening and demotivating for learners, and what actions are projected in subsequent turns. Thus, understanding humour in teachers' repair practices may yield in valuable implications for creating learning space (Walsh, 2011) as well as adding to the understanding of L2 classroom interaction.

Keywords: Humour, repair, L2 classroom interaction, CA



Multimedia and ICT in English Education

Educational Analytics on the Online Open Courseware of an Academic Speaking Skills Course

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Analytics as one of the recent fields in technology-based learning offers many benefits to educators, instructors, and administrators to improve the efficiency and quality of alternative educational materials through tracking and storing students' log data on web platforms over an extended period of time. This descriptive, quantitative study investigates students' log data retrieved from the open courseware specifically launched for a required academic English speaking skills course offered at Middle East Technical University in Turkey with the aim of enhancing the quality and efficiency of the materials available for the course. By understanding students' behaviors on this online courseware, this study also aims to provide useful practical hints to the instructors and guide them to act on future decisions. The analyzed data is based on learner behavior with a specific emphasis on average view duration, likes and dislikes, and comments. This study can serve as a starting point to guide and provide the instructors and administrators about the future of the aforementioned course which is also offered in a rotational hybrid learning format.

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Keywords: learning analytics, online video-based learning, academic speaking skills, open courseware



English Language Curriculum and Teaching Materials

Integrating Culture into Language Classroom: A Sample Lesson Plan

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There is a growing body of literature that recognizes the importance of integrating culture into language education. However, much less is known about how to integrate culture into real teaching context. In this regard, more recent attention has focused on the role of language teachers in the process of culture integration. In language classrooms, in order to create an intercultural classroom atmosphere, teachers should be a facilitator during the activities and learners should take an active role in all the learning process. It is essential for teacher to raise students' curiosity and allow learners to discover inquiry and explore by using authentic materials. As previously stated, although the existing body of research on cultural integration focuses on the importance of teaching culture and being interculturally competent learners, there is a relatively small body of literature that is concerned with what teachers do in a real classroom to facilitate intercultural competence in their students. This study highlights the ways to integrating culture into language classes by providing a sample lesson plan for teachers. The principle aim of the lesson plan is to increase students' awareness of British culture through British Royal Family and also to stimulate their curiosity about British Royal life. This work will generate fresh insight into cultural integration especially for novice teachers by providing different activities creating authentic classroom atmosphere to foster students' cultural knowledge. Overall, this study strengthens the idea that in language teaching process, culture should be included in curriculum and also teachers need to be sensitive in teaching culture.

Keywords: culture; culture teaching; foreign language teaching; intercultural competence



Approaches and Methods in English Education

Effects of Storytelling in Teaching Grammar on the Speaking Accuracy of EFL Students

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This paper focuses on effects of implementing oral storytelling in grammar focus lessons both in the presentation and production stage of the lesson on speaking skill accuracy of students at the preparatory school of the university. Although the EFL literature of YL abounds with storytelling as a means of teaching the foreign language (Ray & Seely, 1997; Wajnryb, 2003), this method of approaching English as a foreign language, and grammar in particular, in adult classrooms has drawn little or no attention. Storytelling, here, is defined as narrating an anecdote by the teacher in the presentation of a grammar lesson in order to introduce the grammar focus of the lesson. The story is visualized by an imaginary character who is serialized in a set of action-packed, light-hearted encounters with foreign characters. At the practice stage of the lesson, students are required to improvise an account prompted by a set of photos with the centrality of a local character, with a focus on the target grammar, and within the theme of the course book. The treatment is applied for a sequence of 4 weeks. This quantitative research studies the speaking scores of an experimental group comprised of 18 students and compares the results through t-tests with those of the control group. The data gleaned from the speaking scores of the students both before and after the treatment will illustrate if the treatment brings up a significant improvement in the accuracy of students.

Keywords: storytelling; speaking; accuracy; grammar



English Language Curriculum and Teaching Materials

Investigating the Effectiveness of the Reading Materials in an English Language Coursebook: A Case from Turkey

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The purpose of this study is to find out the reading materials in the Speakout coursebook used as an instructional material for EFL learners enrolled in a language preparatory program in Turkey. Specifically, the reading materials were examined in terms of text appropriateness, purpose of the materials, learner needs and vocabulary development taking emphasizing the perceptions and experiences of the Turkish EFL instructors. The participants of this study were 163 EFL instructors working at a foundation (non-profit, private) university in Istanbul, Turkey. The data was collected from a questionnaire, reflective essays and stimulated recall protocols. The findings revealed that the reading materials were satisfying in relation to length, level of the texts along with authenticity and introduction of target culture; however, certain modifications with regard to topics, genre, visuals, strategies, activities and word recycle were required to be addressed more closely. Based on the gathered findings, the reading materials were adapted in the existing program.

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Keywords: coursebook evaluation; reading materials; teachers' perceptions



Applied Linguistics and Language Education

**From Genre to Meta-genre:
Intimating Undergraduate Thesis Writing in the Indonesian Context**

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This paper presents some critical issues pertaining to the genre of undergraduate thesis writing in the Indonesian context and challenges around the creation of an enabling academic culture within the context of a university in Indonesia. Recent regulations demanding Indonesian academics to publish in international media, mainly scholarly journals, have been the source of concerns under study. These concerns have led to analyses of thesis writing practice and attempts to accommodate the results of the analyses in a project of revising a meta-genre of in-house writing style guide as an alternative step in the creation of an enabling academic culture. The analyses were carried out mainly using corpus techniques and the accommodation of the analyses results in the meta-genre was based on self-reflection of the first author through his involvement in the revision of the existing in-house writing style guide. The self-reflection indicates that some discourse community members at stake show some ambivalence regarding the position of L1 (Indonesian) cultural norms in advanced academic writing. Some argue that L1 cultural norms should be promoted, whereas the others contend that L1 cultural norms should submit to those of the target language (English) used in major international publications. Of these two sides, our attempt has been to cater for the needs of both sides by drawing on some insights gained from the analyses of some corpora of academic genre and put the crux of the issues in perspectives.

Keywords: genre; meta-genre; discourse community; writing style guide



English Language Curriculum and Teaching Materials

Thoughts on Brain-based Learning in a State University English Prep School

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The human brain with its 3-pound-weight and 100 billion nerve cells is a highly complex organ. The approach using the results of neurological research for a more effective teaching and learning is known as brain based learning in language learning field. Learning how brain works, teachers can design their lessons based on this information to smooth the learning path for the learners. As the related literature suggests, when the planning, presentation and gains of the lesson are in compliance with the working principles of the brain, positive contributions can be made to students' motivation, attitudes, and academic achievement (Godwin, 2000; Jensen, 2008; Kotulak, 1997; Sousa, 2006; Wolfe, 2002; Zadina, 2004; Zull, 2002). Moreover, as Duman (2010) indicates, BBL made positive contributions to the achievement both in the integrated whole-class activities and teaching activities. This study aims to find out whether teachers at Bulent Ecevit University English prep school are aware of the importance of brain-based learning. The result of the findings suggests that they are aware of the principles of brain-based learning; however, it seems that they do not have a deep understanding of the issue which might increase students' motivation, provide positive attitudes, and a higher academic achievement level in their language learning process.

GlobeELT

Keywords: brain-based learning; teacher perception; language learning; effective teaching/learning



Multimedia and ICT in English Education

Using Edpuzzle to Get the Most out of Videos

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In today's increasingly-digital world, using the latest technology to motivate students and thus foster learning both inside and outside the classroom has become vital. Teachers need to understand what opportunities Web 2.0 tools provide, what kinds of barriers they may encounter when using them, and how they can effectively implement them in their teaching.

The aim of this talk is to introduce a tool **that** teachers can use: Edpuzzle. Edpuzzle enables teachers to select videos from many channels such as YouTube or Ted Talks, to create questions with the selected videos, to crop them and to post the link for students to answer open-ended and multiple choice questions. It also provides teachers with a report which includes information about what students have or have not understood, how many times they have watched the video, or whether they have done their homework or not. The teachers can use this invaluable information to provide their students with feedback. Moreover, students can make and share their own videos with their classmates, which will harness their creativity.

A short survey was given to intermediate and upper-intermediate level students who watched videos prepared using Edpuzzle to understand whether they found this tool beneficial or not and to collect their ideas and comments about it. The results of the survey as well as the speaker's insights into this tool will be shared with the participants.

GlobeELT

Keywords: Technology; Edpuzzle; Videos



English Language Curriculum and Teaching Materials

ELT Reading Instruction: The Way Forward at a Critical Time

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Graves et al's *Teaching Reading in the 21st Century*, now in its 4th edition, offers in-depth guidelines that stress the need to include critical-thinking activities at the pre, during, and post-reading stages. Graves touches upon virtually every accepted current best practice in teaching reading, practices that his audience recognizes as both right and in wide use. And yet, despite the ubiquity of what is known and done in the field of reading, "Johnny" (with a nod to Flesch) here in the new millennium is reading not only less but also less well than at any other time previously. This fact derives from innovative instructional approaches implemented over the last half-century. I propose firstly in this workshop to demonstrate how reading instruction has sadly gone awry, having given in to pressures to engage students and thereby assure student/consumer satisfaction. I will argue that whichever reading approach (schema, bottom-up, meta-cognitive) underpins a program and that whatever language-acquisition method (grammar-translation, audiolingual, natural, communicative) is emphasized, grave miscalculations have been made in the areas of text design and content, instructional methodology, use and influence of technology, use of research, assessment styles and instruments, and application of principles of engagement. Evidence is culled from student work, instructor survey responses, and current texts. In the workshop portion of the session, I will guide attendees through current authentic lessons and elicit suggestions that will hopefully counter potential counter-productive results and that will moreover serve to actualise that increasingly elusive skill known as "real reading."

GlobeELT

Keywords: reading; technology; approach; engagement



Applied Linguistics and Language Education

Increasing Linguistic Awareness Through Context-focused Textual Analysis

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In its simplest form, language is a medium for communication within a given context, which is the main determining factor in comprehending how words function and what they mean. Sentences and words never exist alone and context matters most in deciphering their meaning to a much greater extent than how words are defined in isolation. Context (both linguistic and extra-linguistic) bears utmost importance when interpreting a written excerpt, since the reader has to manage with the already existing clues and cannot employ oral communicative strategies to ask for repair or recast. Hence, both language teachers and students have to develop their linguistic awareness through context-focused textual analysis'. This workshop addresses both teacher trainers and teachers, dwelling on strategies they can employ when leading students to develop their reading comprehension by referring to the implicit and explicit details in a text, such as what the previous sentences/ vocabulary reveal, what the following sentences/ vocabulary refer to, where or when the text is published, assumed and actual world knowledge of the reader, and phrases which enable coherence. Focusing on language and context rather than on content and organization can add depth to a language class and increase students' linguistic sensitivity. In this workshop we will apply this type of analysis to a short text in addition to discussing the classroom implications of this analysis.

GlobeELT

Keywords: linguistic awareness; context-focused reading; textual analysis



Translation Studies & Language Teaching

Contribution of Translation Courses to Academic Studies of the Fourth Grade English Language and Literature Students at Bülent Ecevit University: An Assessment of Students' Attitudes

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This study attempts to find out the contribution of the translation courses the students of fourth grade English Literature Department at Bülent Ecevit University took during their education on their academic studies and their attitudes towards these translation courses. The research especially focuses on Language Awareness, Reading Skills, Writing Skills, Vocabulary Acquisition by giving samples of related studies. Throughout the study it was hypothesized that the translation courses offered at the English Language and Literature Department may help students acquire language awareness on the differences between Turkish and English, enhance their basic language skills. A quantitative research was carried out to confirm or reject this hypothesis. A student perception questionnaire consisting 25 items with five point Likert scale answers varying from "completely agree" to "completely disagree" was used to gather the necessary data. The questionnaire was piloted with 45 third year English Language and Literature students to check its validity and reliability in the Spring term of 2016-2017 academic year. The real questionnaire was performed with 45 fourth grade students three weeks after the piloting. The results obtained from and the students' answers to the questionnaires indicated that the fourth grade literature students' at Bülent Ecevit University have a positive attitude towards the translation courses offered in their university and that they believe these courses contribute to their academic studies and success.

Key Words: Translation, Translation Studies, Literature, Language Awareness, Reading Skills, Vocabulary Acquisition, Writing Skills



Teacher training and education

A Reflective Study on Pre-Service Teachers' Perceptions of Micro-Teaching Practices in Educating Language Teachers to Teach in Young Learner Classrooms

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Microteaching was first developed in the early 1960s at Stanford University to provide pre-service teachers with opportunities to practice their teaching skills while recognizing the complexities of teaching process (Brent & Thomson, 1996). Allan and Eve (1968) defined microteaching as a system of controlled practice which enables pre-service teachers to focus on specified teaching behavior and to practice teaching under controlled conditions. Previous research on microteaching practices across the world widely focused on pre-service teachers' perceptions and attitudes about microteaching (Bekleyen, 2014; Benton-Kupper, 2001; Ekşi & Aşık, 2015; Eroz- Tuga, 2013; Fernandez and Robinson, 2006; Kuter et al., 2012; Orlova, 2009; Savaş, 2011, etc.). This study will contribute this line of research by analyzing a corpus of 130 pre-service teachers' answers to the reflective questions which they are required to answer based on video-recordings of 5 microteaching sessions and 5 real classroom practices based on their microteaching experiences. Preliminary findings of the thematic analysis carried out using Nvivo software have suggested that microteachings were perceived as valuable tools to educate pre-service language teacher; however, for teaching English in young learner classrooms microteaching practices have not provided sufficient understanding of real classroom teaching.

GlobELT

Keywords: microteaching; reflective practice; young learners



Teacher Training and Education

The Emergence of European Common Teacher Training Idea and Its Impacts in Turkey

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The joint progress in education in Europe and the development of common teacher education initiatives / policies that support it extend to Marc-Antoine Jullien (Jullien de Paris 1775 - 1848) of comparative education science, and there are dozens of academic societies working on European goals such as the Comparative Education Society. In the nineteenth century, the Ottoman Empire was strongly influenced by the French education system and went on to implement the reform movements in accordance with the European model both at different levels of education and in teacher education. Educational reform movements are linked to teacher education. In the twentieth century, PISA survey laid down by the OECD, Turkey is a member of the OECD to the country in which the member as 3 standard deviations from the arithmetic mean according to its internal in educational achievement distribution of OECD countries are located on the left side of the normal distribution curve ($X - 3 E$). Reform studies in all European countries have repeatedly been reviewed according to PISA results. The present study which is based on comparative educational sciences, aims to identify the similarities and the differences between the teacher training implementations in Turkey and Germany which depends on European context. As comparison elements, the political decisions taken in the teacher education and the integration activities between the field education and education science courses in teacher education were examined. As a sample group, the students who enrolled English language teaching program and Psychological counseling and guidance program were selected as participants, and their course output was discussed in harmony. As a comparison element, there are also teaching science lessons in which the teacher education in Germany is utilized. This study is planned within the EU harmonization strategies in Comparative Education Science.

Keywords: Comparative Education; Principles and Methods of Teaching; Philosophy of Education; Curriculum Development; Structural



Applied Linguistics and Language Education

Foundations of Linguistics and Identity in L2 Teaching and Learning

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Theoretical grounding in procedure, language, and identity are pedagogic elements of successful L2 teaching/learning, especially in frameworks that “promote synergies among knowledge, practice, and reflection” (Diaz Maggioli, 2014). We discuss three studies that endorse linguistic foundations as enrichment, differentiated instruction as engagement, and teacher identity as empowerment, theoretical constructs key to successful L2 teaching and learning in different US university programs.

Presenter 1 discusses a quantitative study of linguistics’ status in TESOL programs at 100 US institutions. Findings suggest that linguistics’ curricular presence is inconsistent and training for optimal impact in the L2 classroom is lacking. Given the discipline’s fundamental role in teachers’ understanding of L1 and L2 development, language structures, and sociolinguistic contexts (Fillmore & Snow, 2000; Lucas, Villegas, & Freedson-Gonzalez, 2008), such lapses leave candidates with insufficient pedagogic/analytic tools.

Presenter 2 profiles differentiated instruction in integrated classrooms to develop Creole ELLs academic writing and language skills. Research demonstrates that teachers should scaffold academic language and linguistic interventions targeted to struggling ELLs (Doolan, 2013). Project GLAD and other frameworks benefit ELLs exposed to socially-conscious strategies (P. Matsuda, 2006; Salvatori & Donahue, 2005; 2012). This presenter argues differentiated instruction is essential to language education, particularly for urban STEM students.

Presenter 3 reports on a qualitative study of an ESL Endorsement Program’s impact on the professional identity of urban in-service STEM teachers. Using The Douglas Fir Group’s transdisciplinary framework (2016), the presenter examines how the practicum transformed students’ identities as candidates incorporated L2 development and literacy strategies in content classes.

Keywords: L2 teaching and learning, linguistics, differentiated instruction, identity



Language and Peace Education

Student Views on the Importance of Peace Education in Glocal Second Language Setting

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The concept of peace has become a phenomenon receiving increasing attention in the field of education. However, this notion has not been much examined in the context of second language learning in which a glocal atmosphere can be maintained through the interaction between students coming from different parts of the world. Therefore, this study is intended to examine the views of foreign learners of Turkish receiving language education in Turkey regarding the concept of peace education and its importance in the glocal second language learning setting. The participants were 12 foreign learners of Turkish coming with different nationalities. The data were collected through open-ended questions. The results of content analysis revealed that the participants were aware of the importance of peace education integrated into the language learning process. In addition, they appreciated the available opportunities presented in the learning context promoting glocal understanding and appreciation. In the light of these results, some pedagogical implications are suggested related to the possibility of increasing the effectiveness of peace education in glocal second language setting.

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Keywords: peace education; glocalization



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