The 9th International ELT Research Conference

"INTERDISCIPLINARY APPROACHES: BEYOND THE BORDERS OF ELT METHODOLOGY"

12-14 May 2016 / Çanakkale, TURKEY

Organized by Çanakkale Onsekiz Mart University,
Faculty of Education, ELT Department

CONFERENCE PROGRAMME
&
BOOK OF ABSTRACTS

http://eltresearchconference.com

In collaboration with
COMU School of Foreign Languages
UDEAD
ULEAD

Çanakkale Onsekiz Mart Üniversitesi Yayın No: 130

Page design by Tarkan Erdal Kara
Cover design by İsmail Kadıoğlu

.

Honorary President

Yücel Acer   Rector, Çanakkale Onsekiz Mart University, Turkey

President

Dinçay Köksal   Çanakkale Onsekiz Mart University, Turkey

Conference Chairs

Ece Zehir Topkaya	Çanakkale Onsekiz Mart University, Turkey
Aysun Yavuz	Çanakkale Onsekiz Mart University, Turkey

Organizing Committee

Abdülvahit Çakır	Gazi University, Turkey
Aysun Yavuz	Çanakkale Onsekiz Mart University, Turkey
Ayşegül Amanda Yeşilbursa	Uludağ University, Turkey
Belgin Aydın	Anadolu University, Turkey
Christian Abello Contesse	Seville University, Spain
Ece Zehir Topkaya	Çanakkale Onsekiz Mart University, Turkey
Feryal Çubukçu	Dokuz Eylül University, Turkey
Filomena Capucho	Catholic University, Portugal
Gölge Seferoğlu	Orta Doğu Teknik University, Turkey
Gül Durmuşoğlu Köse	Anadolu University, Turkey
Gülcan Erçetin	Boğaziçi University, Turkey
İsmail Hakkı Erten	Hacettepe University, Turkey
Leyla Harputlu	Dokuz Eylül University, Turkey
Nicos Sifakis	Hellenic Open University, Greece
Paşa Tevfik Cephe	Gazi University, Turkey
Salim Razı	Çanakkale Onsekiz Mart University, Turkey
Yasemin Kırkgöz	Çukurova University, Turkey

Conference Secretariat

Veysel Emir Eke	Çanakkale Onsekiz Mart University, Turkey
Sedat Beceren	Çanakkale Onsekiz Mart University, Turkey
Meryem Altay	Çanakkale Onsekiz Mart University, Turkey
Mustafa Tekin	Çanakkale Onsekiz Mart University, Turkey
Bora Demir	Çanakkale Onsekiz Mart University, Turkey
Kemal Erkol	Çanakkale Onsekiz Mart University, Turkey
Rümeysa Pektaş	Çanakkale Onsekiz Mart University, Turkey

FOREWORD

Welcome to the 9th biennial ELT Research Conference to be organised by the English Language Teaching Department of Çanakkale Onsekiz Mart University, on this occasion in collaboration with the International Association of Research in Applied Linguistics and Foreign Language Education. This event has become a tradition at our university and it is with great pleasure that we once again greet returning colleagues who have become like old friends, and hope for the opportunity to make new acquaintances amongst the first-time participants.

We have received a large number of proposals for papers, workshops and posters and over the next three days about 200 delegates will share their knowledge and research findings with us in more than 130 presentations. The delegates are drawn from a variety of countries and research or teaching contexts and we believe their presentations will stimulate discussion and questions, and possibly lead to collaborations for the future, all of which can help to further develop our understanding of our field. We are especially honoured to welcome three keynote speakers, Fred Dervin, Simon Borg and Graham Hall, all distinguished scholars who have accepted our invitation to share their expertise, and we anticipate that both the plenary speeches and the session papers will provide us with the opportunity to refresh and expand our professional knowledge.

The theme of this year's conference is "Interdisciplinary Approaches: Beyond the Borders of ELT Methodology". We feel that it is high time to venture outside our own discipline and collaborate and participate in interdisciplinary contexts, especially as the effects of globalisation have now become so widespread. The English language, and hence teaching and learning English, has such a significant role to play that it can no longer usefully be considered in isolation. Whether we have as individuals or institutions already taken any steps towards a more interdisciplinary approach, we hope that this conference will stimulate us to think and talk about such possibilities and point the way for our future research.

In conclusion, I would like to mention all those who have contributed in any way to the successful organisation of the conference: the Rector and other administrators of Çanakkale Onsekiz Mart University; the members of the Scientific and Organising Committees; all presenters and other delegates; the staff members of the ELT Department who have worked so hard to complete all the arrangements on time; the ELT students who have volunteered to undertake duties during the conference; and the sponsors who have been so generous and willing to support this academic event. I express my heartfelt thanks to you all and wish all participants an enlightening and informative conference.

Prof. Dr. Dinçay KÖKSAL

9th ELT RESEARCH CONFERENCE PROGRAMME

12 May 2016, Thursday	
08:00 - 09:00	**REGISTRATION** *Venue: TROIA KÜLTÜR MERKEZİ*
09:00- 10:00	**OPENING SPEECH** **DİNÇAY KÖKSAL – Dean of Faculty Education, Canakkale Onsekiz Mart University** **YÜCEL ACER – Rector, Canakkale Onsekiz Mart University**
10:00 – 10:50	**PLENARY 1** **Shaking Interculturality in ELF: The Need for 'Real' Interdisciplinarity** FRED DERVIN
10:50 - 11:05	**BREAK**
11:05 - 12:20	**SESSION 1 ROOM 1** *Session Chair:* TURGAY HAN *Venue: ROOM 1* • **Empowering Prospective Foreign Language Teachers as Digital Authors: Does it Improve their TPACK Level?** AHMET ÇEKİÇ • **Use of Webinars as English Language Teacher Education Tools: A Comparison of Face-to-Face and Online Education** BANU ÇİÇEK BAŞARAN, PERİHAN SAVAŞ
11:05 - 12:20	**SESSION 1 ROOM 2** *Session Chair:* YASEMİN KIRKGÖZ *Venue: ROOM 2* • **Integration of Teaching Speaking Skills into Flipped Classrooms: Student Teachers' Attitudes** ZEYNEP ÇETİN KÖROĞLU, ABDULVAHİT ÇAKIR • **Lifelong Learning with Virtual Classroom: Edmodo** MÜFİT ŞENEL, DEREN BAŞAK AKMAN YEŞİLEL • **EFL Teachers' Use of Information And Communication Technologies in Their Classroom Practice** BATUHAN SELVİ
11:05 - 12:20	**SESSION 1 ROOM 3** *Session Chair:* CEVDET YILMAZ *Venue: ROOM 3* • **Using an Online Vocabulary Memorization Tool versus Traditional Vocabulary Instruction** ARİF BAKLA, AHMET ÇEKİÇ • **ICT and Simulations in Primary Student Teachers' Education at Master Level** JEANNY PRAT • **Interactive Videos in EFL Classes: A New Gadget in your Toolbox** ARİF BAKLA

11:05 - 12:20	**SESSION 1 ROOM 4** *Session Chair:* ESİM GÜRSOY *Venue: ROOM 4* • **Task-Based Digital Teaching to Overcome Perceptions of Difficulty in English Learning** MUSTAFA BÜYÜKÇELEBİ • **Anonymous Digital Peer Feedback in Beginner EFL Undergraduate Writing** BURÇİN BAYTUR, SALİM RAZI • **The Use of or Code-based Interactive Contents to Improve Learners' Translation Skills** HAVVA SÜMEYRA PEKTAŞ, BETÜL AYDIN, MUSTAFA ALİ AKCA
11:05 - 12:20	**SESSION 1 ROOM 5** *Session Chair:* YUSUF KASIMİ *Venue: ROOM 5* • **Understanding EFL Pre-Service Teachers' Behavioral Intention to use Cloud Applications** ESRA HARMANDAOĞLU BAZ, PAŞA TEVFİK CEPHE • **E-Portfolios and EFL Writing** SİBEL AYGÜN, SELAMİ AYDIN • **Having An Option Or 'None': Effect of Stress And Anxiety On Speaking Performance** GÜLDEN TANER
12:20- 13:15	**LUNCH** *Venue: ÖSEM*
13:15- 14:05	**PLENARY 2** **From 'Activities' to 'Understanding': Achieving Impact in Language Teacher Professional Development** SIMON BORG
14:05- 14:20	**BREAK**
14:20 - 15:35	**SESSION 2 ROOM 1** *Session Chair:* ABDULVAHİT ÇAKIR *Venue: ROOM 1* • **Workshop 'Promoting CEFR-Awareness in Foreign Language Teacher Education** YASEMİN KIRKGÖZ
14:20 - 15:35	**SESSION 2 ROOM 2** *Session Chair:* HASAN BAYRAKTAR *Venue: ROOM 2* • **English Language Teachers' Perceptions about the Transferability of an Online Basic Call Training into Language Classroom** BEHİCE CEYDA SONGÜL • **The effects of Pre-selected Video Clips on Low-level Turkish EFL Learners' Pragmatic Competence in using Speech Acts** ÖZNUR ALVER YÜCEL, DENİZ ORTAÇTEPE • **Vocational College Students' Perspectives on English Language Education at a State University** NURİYE KARAKAYA, NUR GEDİK BAL, EBRU ÇAKMAK AKPOLAT

14:20 - 15:35	**SESSION 2 ROOM 3**
	Session Chair: ENİSA MEDE
	Venue: ROOM 3
	• **Qualifications of TEYL Teachers: From the Perspective of Private Schools**
	  AYLA TOHUMAT, ESİM GÜRSOY
	• **Parents' Roles and Attitudes towards Teaching English to Young Learners**
	  KÜRŞAT CESUR, GÜLER TOK
	• **Modality Effect on Accuracy in Task-based Language Teaching**
	  ZÜBEYDE SİNEM GENÇ

14:20 - 15:35	**SESSION 2 ROOM 4**
	Session Chair: MUSTAFA ŞEVİK
	Venue: ROOM 4
	• **Teaching English at Primary Schools: Potential Problems from Pre-Service Teachers' Perspectives**
	  MEHMET SERCAN UZTOSUN
	• **Investigating MA Theses and PhD Dissertations on Teaching Vocabulary to Young Learners**
	  İSMAİL ARICI, MUSTAFA KAPLAN, KÜRŞAT CESUR
	• **A Large Scale Study on the Language Learning Strategy use of Turkish Young EFL Learners**
	  HASAN BEDİR, ALİ CEYHUN MÜFTÜOĞLU

14:20 - 15:35	**SESSION 2 ROOM 5**
	Session Chair: SELAMİ AYDIN
	Venue: ROOM 5
	• **English Language Teachers' Research Culture in Turkish Context: A Case Study**
	  MEHMET KARACA, SABAHATTİN YEŞİLÇINAR
	• **ELT Research in Turkey: A Content Analysis of Selected Features of Published Articles**
	  OKTAY YAĞIZ, BURCU AYDIN, AHMET SELÇUK AKDEMİR
	• **The Role of Teacher Research in English Language Teachers' Continuing Professional Development Process: A Case Study**
	  SABAHATTİN YEŞİLÇINAR, MEHMET KARACA

15:35 - 15:50	**BREAK**

15:50 - 17:05	**SESSION 3 ROOM 1**
	Session Chair: DEREN BAŞAK AKMAN YEŞİLEL
	Venue: ROOM 1
	• **Raising Suprasegmental Awareness as an aid to Interpret Implicatures**
	  ŞEBNEM KURT, DENİZ ORTAÇTEPE
	• **Should Language Learners have Humor Competence?**
	  CEYLAN YANGIN ERSANLI, GONCA YANGIN EKŞİ
	• **A Case Study on EFL Learners' Multiple Identities: A Positioning Perspective**
	  ÖZLEM ÖZBAKIŞ, HALE IŞIK GÜLER

15:50 - 17:05	**SESSION 3 ROOM 2** *Session Chair:* MÜFİT ŞENEL *Venue: ROOM 2* • **Problem-solution Pattern in the Complaint Letters Composed by Turkish EFL Learners and Native Speakers of English** ÇİĞDEM KARATEPE • **The use of Apology Strategies in Pragmatics: A Comparative Study between Native and Non-Native Speakers of English Concerning Language Familiarity** BURCU BÜR • **Understanding Gender Differences in the use of Turkish and English Languages** ZÜBEYDE SİNEM GENÇ, SELİN ARMAĞAN
15:50 - 17:05	**SESSION 3 ROOM 3** *Session Chair:* DENİZ ORTAÇTEPE *Venue: ROOM 3* • **Relationship Between Teacher Stories And Encouragement of Learner Autonomy** ESRA HARMANDAOĞLU BAZ, CEM BALÇIKANLI • **Literature As 'Second-Hand Reality' in EFL Classrooms** TUĞÇE ÇANKAYA, NURDAN ÖZBEK GÜRBÜZ • **Perceptions of EFL Teachers regarding In-service Trainings: Uncovering the Hidden Agenda** GÖKHAN ÖZTÜRK
15:50 - 17:05	**SESSION 3 ROOM 4** *Session Chair:* PAŞA TEVFİK CEPHE *Venue: ROOM 4* • **State School Listening Texts: Are they Natural? A Conversation Analytic Approach** FEVZİ UMUT ÖZÇELİK, TOLGA KELEŞ • **Assessing Language Laterality by Dichotic Listening Test in Turkish Aphasias** BURCU AYDIN • **Does Bimodal Subtitling Effect Listening Comprehension In EFL Contexts?** MUSTAFA ŞEVİK
15:50 - 17:05	**SESSION 3 ROOM 5** *Session Chair:* GÜL DURMUŞOĞLU KÖSE *Venue: ROOM 5* • **Student Teachers' Opinions about Learning Effective Communication Skills through Drama** BORA DEMİR • **Drama Techniques as Tools for EFL Teacher Training: Pre-service Teachers' Views** SÜLEYMAN BAŞARAN • **The Effect of Process Drama on English as Foreign Language (EFL) Learners' Communication Strategies** PELİN ÇOBAN
20:00 - 24:00	**GALA DINNER**

13 May 2016, Friday	
09:00 – 09.50	**PLENARY 3** **Own-Language Use in ELT: Why, When and How…?** GRAHAM HALL
09:50- 10.05	**BREAK**
10:05- 11:20	**SESSION 4 ROOM 1** *Session Chair:* CEVDET YILMAZ *Venue: ROOM 1* • **Academic English Literacy Skills of Turkish Graduate Students: The Preliminary Application of TAELS** GÜL DURMUŞOĞLU KÖSE, İLKNUR YÜKSEL, YUSUF ÖZTÜRK, MUSA TÖMEN • **"All's well that Ends well": Exploring Assessment Preferences in Higher Education** MERVE SAVAŞÇI, BURCU KOÇ • **An Overview of Teachers' Beliefs about Writing and the use of Portfolio Assignments of ESL Students at a State University** NİLÜFER EVİŞEN
10:05- 11:20	**SESSION 4 ROOM 2** *Session Chair:* ESİM GÜRSOY *Venue: ROOM 2* • **Generating a Cognitive Model of L2 Reading Comprehension for Implementing Cognitive Diagnostic Assessment** TUĞBA ELİF TOPRAK, ABDULVAHİT ÇAKIR • **Cognitive Diagnostic Assessment and Language Testing: Theory and Implications** TUĞBA ELİF TOPRAK
10:05- 11:20	**SESSION 4 ROOM 3** *Session Chair:* EZEKIEL FLANNERY *Venue: ROOM 3* • **Innovative Professional Development Tools that EFL Teachers Use in Turkey** ÇAĞRI ÖZKÖSE BIYIK • **What do EFL Teachers Need to Grow Professionally?** SİBEL KORKMAZGİL, GÖLGE SEFEROĞLU • **Collaborating Teachers' Perceptions regarding Pre-service Teachers' Preparedness to Teach: Teaching Practicum in Retrospect** HANDAN ÇELİK, ECE ZEHİR TOPKAYA
10:05- 11:20	**SESSION 4 ROOM 4** *Session Chair:* KÜRŞAT CESUR *Venue: ROOM 4* • **Code Switching in ELT Teaching Practice in Turkey: Teacher practices, beliefs and identity** SEZEN SEYMEN BİLGİN • **Pre-Service Teacher Cognition: A Case Study in A Pedagogical Formation Certificate Program at a Turkish University** AYHAN KAHRAMAN

10:05- 11:20	**SESSION 4 ROOM 5** *Session Chair:* TURGAY HAN *Venue: ROOM 5* • **A Discourse Competence Perspective on the Comprehension Problems and Difficulties of EFL Readers** HASAN BAYRAKTAR • **A Factor behind the Turkish EFL Teachers' Burnout and Organizational Socialization Difficulties** ÇİĞDEM GÜNEŞ, HACER HANDE UYSAL • **The Use of Mentoring in In-service Education** FADİME YALÇIN ARSLAN
11:20-11:35	**BREAK**
11.35-12:50	**SESSION 5 ROOM 1** *Session Chair:* NURDAN ÖZBEK GÜRBÜZ *Venue: ROOM 1* • **Foreign Language Student Teachers' Perceptions towards the use of L1** SERHAT İNAN • **Use of L1 (Turkish) while Teaching English in Turkey: Perceptions of ELT Prospective Teachers** MİNE YILDIZ, SAVAŞ YEŞİLYURT
11.35-12:50	**SESSION 5 ROOM 2** *Session Chair:* ENİSA MEDE *Venue: ROOM 2* • **Chicago as Classroom: Linking Linguistic, Cultural and Academic Literacy Objectives in the Development of an Academic English Pre-Matriculation Program at the University of Chicago** EZEKİEL FLANNERY • **Turkmen ELT - Click to CLIL** MERETGULY GURBANOV • **Pre-Service Language Teachers' Perceptions of Teaching before and after a Semester Long Practicum Experience** BURCU KOÇ
11.35-12:50	**SESSION 5 ROOM 3** *Session Chair:* MEHMET SERCAN UZTOSUN *Venue: ROOM 3* • **A Language Needs Analysis Study at an English Medium State University** VEYSEL EMİR EKE, ECE ZEHİR TOPKAYA • **Reading Needs in Details: Revealing Reading Comprehension Needs of EFL Pre Service Teachers** RÜMEYSA PEKTAŞ • **A Needs Analysis based Study: The Professional Development Needs of English Instructors at a Technical University** MUSTAFA ÇOBAN, ÖZGÜR ŞAHAN, KARI ELIZABETH ŞAHAN

11.35-12:50	**SESSION 5 ROOM 4**
	Session Chair: ZÜBEYDE SİNEM GENÇ
	Venue: ROOM 4
	• **Evaluation of a Two-Hour Compulsory English Course at a Turkish**
	  KUTAY UZUN
	• **Beyond the Preparatory School: What happens in the Freshman Year?**
	  ZEYNEP AKŞİT
	• **Increasing Student Retention in EFL Prep Programs through a First Year Experience**
	  DONALD STAUB

11.35-12:50	**POSTER SESSION**
	Venue: Registration Area
	• **A Sample Lesson Plan for Young Learners**
	  ÖZNUR BALKAN
	• **Impact of Pre-reading Activities to Activate Learners' Schemata for Better Reading Comprehension**
	  ZÜLEYHA MERVE TİRYAKİ, İLKİN BAŞAR
	• **MA Students' Self-Reported Strategy Preferences on Post-Method Pedagogy**
	  BURÇİN BAYTUR
	• **Learning Style Preferences of High School EFL Learners: The Effect of Gender**
	  MERVE KÖKTEN, MERVE YÜKSEK, S. ELİF PULCUOĞLU
	• **A Quantitative Research on Multiple Intelligence Types of EFL Learners**
	  YUNUS EMRE BİLGİN, DERDA KAYACAN
	• **Motivations of 4th Grade English Language Teaching Department Students to Work at State Schools in Turkey**
	  ENGİN BAYSAN
	• **EFL Learners' View of the Role of Video Games in Learning English**
	  ABDULKADİR KOCATAŞ

12:50- 13:45	**LUNCH** *Venue: Troia Kültür Merkezi*
13:45- 15:00	**SESSION 6 ROOM 1** *Session Chair:* ABDULVAHİT ÇAKIR *Venue: ROOM 1* • **Re-educating the Mind: Possible Scenarios of Changing** BENA GÜL PEKER

13:45- 15:00	**SESSION 6 ROOM 2**
	Session Chair: MUSTAFA ŞEVİK
	Venue: ROOM 2
	• **Moving beyond the Technicist Framework in English Language Teacher Education**
	  YASEMİN TEZGİDEN CAKCAK
	• **Pre-Service Teachers' Perceptions on the Contribution of EFL Teacher Education Programme to their Teaching Skills**
	  VEYSEL EMİR EKE, SALİM RAZI
	• **Program Evaluation of an English Language Teacher Education Practicum: Insights from Student Teachers and Graduates**
	  KIYMET MERVE CELEN

13:45- 15:00	**SESSION 6 ROOM 3** *Session Chair:* GÖLGE SEFEROĞLU *Venue: ROOM 3* • **The Academic Writing Needs of Research Assistants at a Technical University** ÖZGÜR ŞAHAN, MUSTAFA ÇOBAN, ECE ZEHİR TOPKAYA • **The Boss takes the Turn** BÜLENT KARAŞİNİK • **Examining Global and Local Concerns in EAP Classroom Feedback** ZÜLEYHA ÜNLÜ
13:45- 15:00	**SESSION 6 ROOM 4** *Session Chair:* AHMET SELÇUK AKDEMİR *Venue: ROOM 4* • **Phraseological Patterns and their Impact on EAP Writing Pedagogy: The Case of the Applied Linguistics Research Article** SELAHATTİN YILMAZ • **A Corpus-Based Analysis of Lexical Phrases in the Current Students' Book of Eighth Graders in Turkey** MERVE ÖKSÜZ, RASİM ÇÖMEZ • **An In-depth Lexical Profiling and Analysis of TEOG English Exam Questions Corpus** UMUT M. SALİHOĞLU
13:45- 15:00	**SESSION 6 ROOM 5** *Session Chair:* HASAN BAYRAKTAR *Venue: ROOM 5* • **Teacher-Researchers' Identity (Re)Construction through Action Research** BAŞAK EROL GÜÇLÜ • **English Teacher Opinions on Research Engagement for Professional Development: A Multiple Case Study of Teachers with and without "Teacher Research" Experience** NURİYE KARAKAYA, PERİHAN SAVAŞ • **Nonnative PhD Students in a Nonnative Context** GÜL KARAAĞAÇ ZAN, ZUHAL OKAN
15:00- 15:15	**BREAK**
15:15- 16:50	**SESSION 7 ROOM 1** *Session Chair:* TURGAY HAN *Venue: ROOM 1* • **Language Socialization in a Graduate Course** BURCU BAŞOĞLU • **Toward Interculturality in Language Teacher Training** NİLGÜN YÜCEL, AYSUN YAVUZ • **Do We Ignore Affective Domain of Intercultural Communicative Competence?** ZEYNEP ÇETİN KÖROĞLU

15:15- 16:50	**SESSION 7 ROOM 2** *Session Chair:* HASAN BEDİR *Venue: ROOM 2* • **Action Research: The Pre-Service Language Teachers' Perceptions of Microteaching Implementations, Constructive Feedback Sessions and Possible Impacts of Feedback on their Performance** ALİ İLYA, ŞEHRİNUR KAYIHAN • **Academics' Use of Mediation Theory Aspects in ELT Post-Graduate Programs** MEHMET ASMALI, AYSUN YAVUZ • **An Investigation into the Development of Possible Selves in Turkish EFL Pre-Service Teacher Education: A Case Study on Prospective Teachers' Perceptions of Hopes, Fears and Strategies during the Practicum** IŞIL GÜNSELİ KAÇAR
15:15- 16:50	**SESSION 7 ROOM 3** *Session Chair:* *Venue: ROOM 3* • **Meeting the Challenges of Tasks: An Investigation into the Perceived Difficulties of Implementation** DEVRİM GÜNAY • **Assessing Productive Skills: Speaking Ability / The Use of Online Videos to Assess Speaking Ability of EFL Learners** CEYHUN YÜKSELİR, ŞEVKİ KÖMÜR • **Authenticity in English Language Teaching: A Relative Matter** ERKAN KÜLEKÇİ
15:15- 16:50	**SESSION 7 ROOM 4** *Session Chair:* KÜRŞAT CESUR *Venue: ROOM 4* • **English Language Teaching or Teaching English Language Grammar: An Investigation of Focus On Grammar** AHMET SELÇUK AKDEMİR, AYSEL EYERCİ • **The Forms of Questioning in Coursebooks and Learning opportunities in Classrooms** MEHDI SOLHI ANDARAB, MURAT CULDUZ
16:50- 17:00	**BREAK**
17:00- 18:15	**SESSION 8 ROOM 1** *Session Chair:* ŞEVKİ KÖMÜR *Venue: ROOM 1* • **Written or Oral Feedback: Which one Facilitates Idea Development in Writing Classes?** SEVDE YAZICI, HACER HANDE UYSAL • **In Unity there is Strength: In Peer Editing Students Strengthen their Writing Skills** İSMAİL ÇAKIR, BUSE DOĞAR KAYADELEN • **Students' Preferences to take Writing Course Feedback** TUBA DEMİR

17:00- 18:15	**SESSION 8 ROOM 2** *Session Chair:* ESİM GÜRSOY *Venue: ROOM 2* • **Identifying Lexical Errors in A2 Turkish EFL Learners: Frequency of the use of Confusing Verbs in Writing Classes** BURCU KARAKAYA, ENİSA MEDE • **English Language Teachers' English Speaking Proficiencies** NURAY TAN KİLİÇ • **The Achievement of Fluency in Language Classrooms** FEYZA NUR EKİZER
17:00- 18:15	**SESSION 8 ROOM 3** *Session Chair:* MEHMET SERCAN UZTOSUN *Venue: ROOM 3* • **Sociodemographic Variables on Intrinsic and Extrinsic Motivation in EFL Context** HAKAN AYDOĞAN • **Attitudinal Changes of Omanis towards English Language: A Case Study of Dhofar University** KHADERNAWAZ KHAN, FARIDA N. KHAN
17:00- 18:15	**SESSION 8 ROOM 4** *Session Chair:* YUSUF KASIMİ *Venue: ROOM 4* • **Intercultural Experiences of Turkish Higher Education Students and their Motivation for Academic Mobility** DİLER ABA • **Development of Intercultural Communication Skills within a European Project Erasmus Intensive Programme** KRYSTYNA MARTINA HEINZ CHYLKOVÁ
14 May 2016, Saturday	
09:30- 10.45	**SESSION 9 ROOM 1** *Session Chair:* HASAN BAYRAKTAR *Venue: ROOM 1* • **The Differences of Strategy-Use between Learners who Attend and do not Attend Self-Access Centers (SACs)** NİHAN ERDEMİR • **Metacognition: The Road to Success for ELT Students** SENEM ÜSTÜN KAYA • **Metacognitive Awareness and Strategies in Language Teacher Education** TUÇE ÖZTÜRK KARATAŞ, ZUHAL OKAN
09:30- 10.45	**SESSION 9 ROOM 2** *Session Chair:* KÜRŞAT CESUR *Venue: ROOM 2* • **Positive Attributes of a Professional Teacher in an Adult-based Communicative EFL Classroom** PINAR DEMİRKAYA, SEVİNÇ ERGENEKON EMİR • **Using Communication Strategies Effectively in Group Discussions: A Case Study at School of Foreign Languages, KTÜ** GÜLAY AKIN • **Use of Language Learning Strategies by Pre-Service EFL Teachers** MURAT DEMİREKİN

09:30- 10.45	**SESSION 9 ROOM 3** *Session Chair:* ZÜBEYDE SİNEM GENÇ *Venue: ROOM 3* • **Turkish EFL Students' Perspectives regarding Responsibilities in Reducing Foreign Language Classroom Anxiety** TURGAY HAN, NİLÜFER AYBİRDİ • **Attributional Causes of Tertiary Level Learners for their Failure in Learning English as a Foreign Language** CEVDET YILMAZ, ABDULLAH YÖRDEM
09.30-10:45	**SESSION 9 ROOM 4** *Session Chair:* *Venue: ROOM 4* • **The Comparative Study between Teachers' and Learners' Perceptions of Demotivating Factors among Gifted Iranian Students in Speaking Skill** YUSUF KASIMİ • **EFL Learners' Multi-Dimensional Classroom Engagement in terms of Course Achievement, Attendance Rate and Motivational Orientation** ALİ DİNÇER, SAVAŞ YEŞİLYURT, HAKAN DEMİRÖZ
09.30-10:45	**SESSION 9 ROOM 5** *Session Chair:* DENİZ ORTAÇTEPE *Venue: ROOM 5* • **Demotivating Factors in Foreign Language Learning** PINAR ÇANKAYA • **The use of Turkish in English Language Preparatory Schools: A Facilitating Tool or a Language Barrier?** ENİSA MEDE
10:45-11:00	**BREAK**
11:00-12:00	**Writing for Publication in a Refereed Journal: An Editor's Perspective (Workshop)** GRAHAM HALL
12:00-12:15	**CLOSING SESSION**
12:15-14:00	**BARBECUE PARTY**

PLEANERY SPEAKERS

PLEANERY 1

12 May 2016, Thursday 10:00 – 10:50

Room 1

Shaking Interculturality in ELF: The Need for 'Real' Interdisciplinary

FRED DERVIN

Abstract

Interculturality is often said to be a central notion of our times. Yet it is a knotty polysemic notion. My presentation explores the decades-long use of interculturality in ELF and other fields, arguing that it is now time to move beyond certain assumptions towards a richer and more realistic understanding of the 'intercultural'. Inspired by interdisciplinary discussions concepts such as culture, identity and intercultural competence are discussed and revised. Myths about interculturality are also unpacked and dispelled. I will then propose a very useful framework to address theoretical and methodological issues related to interculturality. The framework is anchored in discourses of globalization and power, dialogicality, social imaginaries, and challenges, above all, essentialist and binary assumptions about culture and identity, while attempting to remain 'realistic'.

Bio data

Fred Dervin is Professor of Multicultural Education at the University of Helsinki (Finland), and has also taught at a large number of universities in Finland and many other countries, such as Canada, Malaysia, Australia and China. His special areas of interest include language and intercultural communication and education. He has researched and published works on identity, the 'intercultural' and mobility/migration.

PLEANERY 2
12 May 2016, Thursday 13:15 – 14:05

Room 1

From 'Activities' to 'Understanding': Achieving Impact in Language Teacher Professional Development

SIMON BORG

Abstract

Increasingly around the world there is growing recognition, especially within state education systems that teachers of English (particularly but not only in primary schools) lack the language proficiency and pedagogical knowledge and skills required to promote effective foreign language learning. In response to this gap, in-service training courses are often made available for teachers, yet the reality is that such courses very often have limited lasting positive impact on teaching and learning. In this talk I illustrate this phenomenon with examples from international teacher development projects, then, drawing on the educational literature, identify the characteristics of professional development which is more likely to make a lasting difference in classrooms and schools.

Bio data

Simon Borg has been involved in language education for 28 years, working as a teacher, teacher educator, lecturer, researcher and consultant in a range of international contexts. Simon is recognized internationally as a leading researcher and scholar in teacher education, specifically for his work on teacher cognition, professional development and teacher research. He also specializes in teaching research methods and supporting the development of research capacity among teachers and academics. After 15 years at the University of Leeds, where he was Professor of TESOL, Simon now works full-time as an ELT Consultant, with a particular focus on designing, facilitating and evaluating language teacher professional development programmes. He continues to be active academically, and holds Visiting Professor positions at the University of Leeds, UK, and Bergen University College, Norway. He is also an editorial board member for leading language education journals.

PLEANERY 3
13 May 2016, Friday 09:00 – 09:50

Room 1
Own-Language Use in ELT: Why, When and How…?
GRAHAM HALL

Abstract

The use of the learners' own language (also sometimes called their 'L1') in language teaching is a contentious issue. It has, until recently, been largely ignored in the mainstream texts and manuals surrounding English language teaching; it rarely features on initial teacher training courses; and it isn't the focus of many presentations at ESL/ELT teacher conferences. Indeed, some institutions ban (or, in reality, *try to* ban!) own-language use in class. But while 'professional discussion' has until recently ignored the issue, own language use has continued in many contexts and classrooms around the world.

Yet things *are* changing, and both the continuing use of the learners' own language and the possibilities it offers teachers and learners in the classroom are being increasingly recognised. This talk will therefore address the debates which surround own-language use in ELT, recognize and appreciate the role the learners' own-language in class, and address the issue of teacher (and learner) 'guilt' about own-language use in English language teaching.

Bio data

Graham Hall has been an English language teacher in a variety of contexts and now teaches at Northumbria University on the MA Applied Linguistics for TESOL, and some undergraduate courses. His research interests focus on the uncertainties of language teaching and complexity in the L2 classroom. He is particularly interested in classroom-centred research and classroom discourse, and helping both teachers and learners to understand and benefit from the classroom context. He is also interested in Critical Pedagogy and its implications for language teaching and the debates surrounding the place of English in the world.

CONCURRENT SESSIONS

Session 1: 12 May 2016, Thursday 09:00 – 10:00

Room 1

Empowering Prospective Foreign Language Teachers As Digital Authors: Does It Improve their TPACK Level?

AHMET ÇEKİÇ

CUMHURIYET UNIVERSITY

Technological Pedagogical Content Knowledge (TPACK), a term coined by Mishra and Koehler (2006) as an extension of Schulman's idea of Pedagogical Content Knowledge is basically defined as a framework of teacher knowledge for technology integration. TPACK is gaining in importance and popularity in teacher education in the 21st century when prospective teachers of foreign languages are faced with incessantly increasing number of digital natives (Prensky, 2001) as language learners who bring along their own ways of thinking and information processing in the language learning process. Thus, this explanatory sequential mixed method study aims to evaluate the effects of technology instruction which involves using a variety of digital tools, e-content authoring software and open source software learning management systems to develop digital language learning environments on prospective language teachers' development of TPACK. The experimental group is composed of language teacher trainees enrolled in Instructional Technology and Materials Design course in a Turkish university. While the teacher trainees in the experimental group has been engaged in the process of designing and publishing online materials using a variety of digital tools, e-content authoring software and open source software learning management systems (such as *Edmodo, Hotpotatoes, Softchalk* ; *Moodle, Quizlet, Memrise etc.)* by watching tutorial videos and gaining hands-on experience using the software for a period of 10 weeks, the control group is composed of teacher trainees who has not taken the course and thus received no instruction. The quantitative data for the study will be collected from before and after the treatment period via "The TPACK-Deep Scale" developed by Kabakci Yurdakul et. al., (2012). Besides descriptive and correlational analysis of quantitative data for some variables like gender difference in TPACK, independent samples t-test will be conducted to reveal difference between the groups. Furthermore, semi-structured interviews will be made with some students in the experimental group to gain deeper understanding of their learning experience. Qualitative data will be analyzed using content analysis. The digital materials students develop will be submitted to document analysis. Finally, based on quantitative and qualitative data analyses, suggestions will be made to improve technology component of foreign language teacher education curriculum will be made.

Key words: TPACK, foreign language teacher education, authoring software, teacher education curriculum.

Use of Webinars as English Language Teacher Education Tools: A Comparison of Face-To-Face and Online Education

BANU ÇİÇEK BAŞARAN, PERİHAN SAVAŞ

MIDDLE EAST TECHNICAL UNIVERSITY

English language teacher education is a multidisciplinary field of work interacting with several disciplines, such as applied linguistics, language learning/teaching, and teacher education (Savaş, 2006). Consequently, which skills should be acquired to become an English language teacher is still controversial (Savaş, 2006). Advancements in the technology field have influenced the way the teacher proficiencies are re-defined. Higher Education Council (YÖK) states that the teachers should be able to use all the available tools and materials, including the Information and Communication Technology (ICT) tools while teaching. Furthermore, the teacher competencies issued by Ministry of National Education in Turkey state that the English language teachers should be able to use technological resources to facilitate foreign language learning. By establishing a link between two disciplines, ELT teacher education and ICT, the current study focuses on the comparison of face-to-face and webinar presentations as EFL teacher training tools. The study followed a mixed methodology in order to investigate the issue. Two questionnaires and in-depth reflection report questions were administered to 36 pre-service EFL teachers studying at a state university in Turkey. The first questionnaire was given to the participants before they were familiarized with the webinar tool. Afterwards, the participants were informed about the webinar tool to be used, AnyMeeting (www.anymeeting.com), and they participated in a live webinar meeting as audiences before they were given the reflection report. The participants completed the report by comparing face-to-face and webinar presentations. Later, the participants themselves conducted a live webinar presentation and the second questionnaire was administered. The results of the study showed that the participants were competent computer users and none of them had utilized webinars for presentation purposes. In addition, the results disclosed that there were several benefits of webinars over face-to-face presentations such as the ease and attractiveness of webinar use, time and cost saving aspects of webinars, and advantages of distance education. On the other hand, the main challenges of using webinars were the difficulty of monitoring the audience during presentations, the lack of eye contact as well as lack of body language, and having technological problems. Furthermore, the participants were asked to rate the importance of some items (grammar, reading, writing, listening, speaking, vocabulary, pronunciation, eye contact, body language, and tone of voice) both for face-to-face and webinar presentations. The results of the paired samples t-test showed that there was a significant difference between the importance rate of pronunciation (p=.038), eye contact (p=.000), body language (p=.000), and tone of voice (p=.021) for face-to-face and webinar presentations. Still, more than half of the participants preferred to use

both webinars and face-to-face presentations as students (57.9%) in their own learning and as teachers (55.3%) in their future teaching careers. Overall, this study showed that the pre-service EFL teachers acknowledged some challenges and advantages of webinars by comparing face-to-face presentations. It is hoped that the results of the study can be used to improve the use of technology in pre-service and in-service EFL teacher education programs.

Key words: ELT teacher education, webinar, face-to-face education, benefits and challenges of webinars, technology in ELT teacher education.

Room 2

Integration of Teaching Speaking Skills into Flipped Classrooms: Student Teachers' Attitudes

ZEYNEP ÇETİN KÖROĞLU [1], ABDULVAHİT ÇAKIR [2]

[1] BAYBURT UNIVERSITY
[2] GAZI UNIVERSITY

Language has a dispensable role in individual's self-expression, understanding what is expressed and to be a part of the society in which the language is used as means of communication. As one of the basic components of language, speaking is the cornerstone of language. Speaking skill has a complex and complicated nature, which is less focused on in comparison with other language skills. Individual's effort, environmental factors and education are important to develop speaking skills. It can be said that communication among individuals and societies is in almost peak level by means of developing technologies. The swift development in technology effects education as well as numerous area and technology has become a part of education. Blended Learning, Distance Education, Computer Assisted Language Learning, and Flipped Instruction have gained importance in recent years. The Flipped Instruction is overemphasized that indicate technology is significant in language education. Despite the fact that it is rare, it is possible to come across related research about the effects of Flipped Instruction on language skills such as writing. However, there is not a conducted research about integration of flipped instruction into teaching speaking skill in foreign language pedagogy context. In this respect, the current research investigates pre-service English language teachers' attitudes towards Flipped Instruction. Totally, 23 pre-service English Language Teachers participated in the study. The participants are 20 female and 3 male students. The participants are first graders of English Language Teaching department of Gazi University, Turkey. Qualitative data were collected to investigate student teachers' attitudes towards Flipped Instruction. Individual student interview were administered to student teachers with the aim of collecting qualitative data for the current research. Besides, students wrote weekly response papers on Edmodo which was used as online LMS (Learning Management System) in research. The result of the current research is that students have positive attitudes towards Flipped Instruction and they are considerably satisfied with Flipped instruction based materials.

Key words: Flipped instruction, speaking skills, English language teaching, blended learning.

Lifelong Learning with Virtual Classroom: Edmodo

MÜFİT ŞENEL, DEREN BAŞAK AKMAN YEŞİLEL

ONDOKUZ MAYIS UNIVERSITY

In our present day, language teaching should not be limited to classroom environments. Learners should be provided with real and authentic language learning environments where they can learn language whenever they want. Therefore, this brings a lifelong learning process. In this sense, the 2nd – 8th Grades English Curriculum (MEB-TTKB, 2014) encourages the integration of technology in all aspects of English language teaching and learning because technological tools match the dynamic and interactive nature of the language as well as the learners' interests and real -life experiences. In addition, fostering learner autonomy is any other important principle adopted in this new English curriculum. Authentic assessment tools and techniques are also included in the new 9th -12th grades English programs. Throughout the curriculum, in line with the alternative assessment principles, learners are asked to show what they can do and produce rather than what they are able to recall and reproduce (Huerta-Macias, 2002). Language learning should go beyond the walls of the classrooms and it should also take place everywhere. Depending upon the outcomes of the curriculum, one of the most effective ways for achieving this goal is the use of "virtual classrooms" to continue language teaching and learning outside classrooms. The aim of this presentation is to explain how virtual classrooms can be used to achieve the outcomes of the curriculum. Edmodo, a web 2.0 software, is one of the examples of virtual classrooms that provides a free access and application via PCs and Mobile devices. It has been applied at Samsun 19 May University, ELT Dept. at "Teaching English to Young Learners" and "Teaching language Skills" courses by the researchers. With its application, students have been taken part in different applications of Edmodo not only in classes but also at their houses. Its mobile device application provides easiness to the students to follow their courses and assignments and give feedback. Edmodo also gives a chance to the language teachers to share different information to the students, give feedback and check their assignments as an authentic assessment technique. Most of the students have stated that Edmodo is a really effective language teaching / learning software and it gives them an opportunity to compensate, review and recycle the courses.

Key words: Edmodo, virtual learning environments, lifelong learning, e-learning.

EFL Teachers' Use of Information and Communication Technologies in Their Classroom Practice

BATUHAN SELVİ

GAZI UNIVERSITY

In order to integrate ICT into education, the attempts to transform traditional classrooms into interactive classrooms have been made throughout the world. Within this disposition, Turkey made significant investment on improving technology in schools and launched such projects as Movement of Enhancing Opportunities and Improving Technology, known as FATIH Project, and EBA. However, teachers seem to be determinant in the success of the ICT integration since transforming these technological devices into effective educational tools largely depends on teachers. For this reason, investigating the use of ICT tools in classroom practice is of crucial importance. As English is one of the lessons requiring the use of technology for numerous reasons such as providing authentic material and motivating students, EFL teachers' use of ICT in their teaching was examined in this study. This study aims to investigate the ICT training and skills of EFL teachers and the current ICT use in language classrooms. A questionnaire was applied to 103 participating EFL teachers working in Artvin. Following the questionnaire, semi- structured interviews were conducted with 10 participants on a voluntary basis. The results revealed that participants regarded ICT as a valuable tool and stated interest in developing their ICT skills. Participants also reported high levels of competency and confidence in their ICT skills. Although more than half of the participants were found to have training on ICT, the focus of training they had received was on developing technological skills instead of developing pedagogical skills to integrate ICT tools into teaching. Moreover, it was found that participants used ICT mainly for non-communicative activities which were drill and practice, explaining new knowledge and presentation of works. It was suggested in the study that improving EFL teachers' methodological knowledge in CALL and providing EFL teachers with good examples of ICT integration in teaching would prompt the technology uptake in the classrooms.

Key words: Information and communication technologies (ICT), EFL teachers, classroom practice, ICT integration, Turkey.

Room 3

Using an Online Vocabulary Memorization Tool versus Traditional Vocabulary Instruction

ARİF BAKLA, AHMET ÇEKİÇ

CUMHURIYET UNIVERSITY

Considering the vast amount of lexical knowledge an L2 learner of English is to acquire to be able to operate functionally using the language, time allocated for teaching and learning vocabulary in L2 classes is very limited. In this context, online vocabulary study tools, which are claimed to be an effective and fun way of individualized learning in a stress-free environment stand out as one of the alternative ways to help L2 learners. This study was undertaken to clarify the effectiveness of using an online vocabulary study tool; namely, Memrise, in learning L2 vocabulary learning of intermediate EFL learners as opposed to traditional vocabulary exercises. The study will be carried out in Lexical Competence Course in English Language Teaching undergraduate program. A total of 80 Turkish-L1 learners of English are expected to take part in the study as a part of this course. Two groups of learners will be assigned as the experimental group and the control group. While the leaners in both groups will be exposed to target vocabulary items in the same reading text, those in the experimental group will be asked to prepare lists of vocabulary items collaboratively in Memrise. The learners in the control group will do traditional vocabulary exercises (i.e. matching, fill-in-the-blanks). After the treatment, meaning and form recognition, meaning production, definition match and bilingual synonym match tests will be given to the learners as the post-test and delayed-post-test to see if there is a significant difference in learners' commitment of vocabulary items in their short term and long term memory. Besides, a semi-structured interview prepared by the researchers will be conducted with the learners in the experimental group to gain better insights into the contribution of Memrise to their learning process, motivation and self-efficacy to deal with unknown vocabulary items.

Key words: L2 vocabulary learning, online vocabulary memorization tool, Memrise, mnemonic devices.

ICT and Simulations in Primary Student Teachers' Education at Master Level (Learning Tasks, Assessment Tasks)

JEANNY PRAT

UNIVERSITY OF LYON

Initial training for French primary teachers was transformed into a master's degree in 2010 and students were required to produce a B2-level certificate in a foreign language (FL) besides their master's degree. This newly-born master's degree was itself reformed in 2013 following the change of government in France. Students must now validate a FL course unit at B2 level, otherwise they won't get their master's degree (whatever their results in all the other course units). This has added a lot of pressure on students who are generally not at ease with a FL and reluctant to the idea of having to teach it in a primary school after graduating - sometimes even right during the second year of the master's programme if they managed to pass the "concours" (the competitive exam required to teach in France) at the end of their first year. Following the principle of isomorphism which is now well-establishd as a powerful tool in professional training at large, we considered it important that these students be made to experience transferable learning and assessment situations in this FL course unit (or rather these units, as there is now one per master's year in our area). During this workshop we would like to share our initial training and (re-)learning needs analysis for this specific audience of primary teachers-to-be. The professional situations we deemed necessary to use as learning contexts with authentic materials will be listed, as well as the reasons why we chose these and developed them into a syllabus integrating ICT and simulations. Examples will be given of the learning sequences we devised to reach both the (re-)learning and training goals originally assigned. The various assessment tasks based on the French CLES 2 (Language Skills Certificate in Higher Education), itself linked with the CEFR, will also be described, and audio or video clips of students carrying out these end-of-course performance tasks will be shown. Finally, the positive aspects we observed will be made open to discussion, as well as the limits - with a possible impact on the necessity to define the kind of FL needed by this specific professional audience (a new kind of ESP?).

Key words: Teacher education, primary – oral interaction development, authentic resources, ICT.

Interactive Videos in EFL Classes: A New Gadget in Your Toolbox

ARİF BAKLA

CUMHURIYET UNIVERSITY

The use of videos in education has a long history, and there are a number of ways in which they can be used in teaching and learning languages. Digital developments now add to this versatility in language teaching and learning. This study discusses the affordances of adding interactivity to video lectures or any video that can be used in the classroom for a variety of purposes. Once equipped with interactive elements, videos can function as instructional tools by fulfilling such functions as assessing students formatively and providing them instant feedback, checking if students view videos at home for a flipped class, teaching vocabulary items in context, holding discussion sessions by using videos as an input and so forth. In addition, interactive videos can be used to monitor student responses to questions and their video-watching behavior through the use of analytical tools that most interactive video tools have to offer. In other words, these tools provide teachers with highly informative assessment data with the minimal amount of effort on the part of the class teacher. Keeping such benefits in mind, this study also looks at how to introduce the element of interactivity into a video by means of a number of interactive features, including but not limited to multiple-choice or open-ended items, discussion questions, preview and postview sections or jump points. It also reviews major tools that can be used to add interactivity to videos on YouTube or similar platforms for a variety of purposes and compares them with respect to various criteria, such as the amount of interactivity provided, user-friendliness, cost and so forth. In addition, interactive video tools are examined from a critical perspective with a focus on major drawbacks of commonly used interactive video tools and how to minimize them.

Key words: Interactive videos, formative assessment, listening skills, analytical tools.

Room 4

Task-Based Digital Teaching to Overcome Perceptions of Difficulty in English Learning

MUSTAFA BÜYÜKÇELEBİ

KEELE UNIVERSITY

With the increasing use of technology and knowledge at the tips of today's learners, providing learners with a stable foundation to meet the competitive demands of today's society plays an essential role in language education. Considering the fact that, Mall (Mobile-assisted language learning) has become the core of online learning, a.k.a. e-learning. is considered an indispensable part of foreign language education in today's world. However, most of the L2 learners still fail in achieving a high level of communication skills. The missing part that prevents them from accomplishing to use language meaningfully and coherently is mainly due to their lack of daily practice and perception of difficulty in English learning. Thus, their practice experience could be promoted with Mall, specifically WhatsApp, most common app of the smart phones. With these applicable practical information, learner can obtain and share information and maintain contact with the outside world. This could result in them no longer being so isolated and becoming part of the literate of L2 community worldwide . This field experimental research study explores Mall (Mobile-assisted language learning) as an instant virtual classroom via WhatsApp messaging service under targeted curriculum for certain level of L2 learners. The study adopted the integrative teaching of task-based learning and the sociocultural principles of mediation, collaboration and scaffolding to investigate the following question: How does the WhatsApp, as an instant messaging app change learners' perception of difficulty of usage L2 of daily spoken English with palm-sized screen impact learners' learning and perception of L2? People who have some background knowledge of English randomly selected via "Free English Course" labelled standing points in various shopping centers in the city. They were asked to fill a form about their contact information and basic knowledge of L2 level. After eight weeks of broadcasting on WhatsApp and a face to face level test were administered to measure learners' progress. The findings of this research provides an explanation of whether or not, through the guided teaching of daily practical English in conjunction with WhatsApp, learners were able to transfer and utilize strategies and information into their communicative skills and therefore produce more meaningful dialogues.

Key words: Task-based digital teaching, mall, Whatsapp.

Anonymous Digital Peer Feedback in Beginner EFL Undergraduate Writing

BURÇİN BAYTUR, SALİM RAZI

CANAKKALE ONSEKIZ MART UNIVERSITY

Teacher feedback has been the main method used over the years to improve writing skills of second language learners. Since teacher feedback is time-consuming, writing teachers may avoid providing feedback to their students. Finding an alternative way to support teacher feedback in order to improve text quality of foreign language learners' papers has become one of the main concerns of researchers since late 1980's. Relevant studies introduce peer feedback as a solution to the initial problem. However, the feedback provided by limited ability students is not considered realisable and indicating their friends' mistakes may turn out to be an unrealistic task for several students. To avoid these two problems in peer-feedback, this study adopted 'Anonymous multi-mediated writing model' provided online. The present study aimed at revealing the impact of online peer feedback on EFL learners' written productions. It was carried out with 20 undergraduates at an English preparatory class of Çanakkale Onsekiz Mart University during the fall semester of 2015-2016 academic session. The students exchanged feedback anonymously from three peers. Although the relevant literature reports contribution of such an intervention, the findings of the present study do not support them fully. The present study revealed probable drawbacks of peer feedback and the results are discussed with regards to learners' proficiency in the target language. With regards to the findings, although peer review can be identified to be contributing to learners' writing performances, severe precautions need to be taken by instructors. The results are expected to be helpful for designing writing curriculums specifically at preparatory schools.

Key words: anonymous multi-mediated writing model, anonymous peer feedback, beginner EFL learners, online peer feedback.

The Use of QR Code-Based Interactive Contents to Improve Learners' Translation Skills

HAVVA SÜMEYRA PEKTAŞ [1], BETÜL AYDIN [2], MUSTAFA ALİ AKCA [2]

[1] CANAKKALE ONSEKIZ MART UNIVERSITY
[2] SULEYMAN DEMIREL UNIVERSITY

Allocating more time to technology in the learning process not only takes education system much further, but also furnishes students with 21st century skills by providing a real education reform. In this regard, it is necessary to put mobile technologies and interactive learning environments into practice. Interactive course contents offering feedback provide an opportunity for self-assessment to the learners. One of the latest technologies that can be integrated into this content accessed via mobile devices is QR Code. This study aims to determine the effect of interactive course contents enriched with QR Codes on academic achievements of the undergraduates in English-Turkish Translation course. Besides, interviews are conducted to discuss such issues as the use of mobile devices in education, the use of QR Codes, interactive environment offering e-feedback and attendance to the classes. The instructional design in line with these objectives is carried out with 22 undergraduate students for 8 weeks. Mixed method is used in the current study. In the quantitative dimension of this process, pre-test and post-test data are analyzed obtained from a single group. At the beginning and end of the treatment process, achievement tests consisting of 25 translation questions with a similar degree of difficulty are utilized as assessment instrument. On the other hand, in the process of collecting qualitative data, semi-structured interview is used. As a result, data are analyzed to see the effect of interactive learning applications enhanced with QR Codes on academic achievements of the learners in translation course. The results demonstrate that, pre-test scores are found to be significantly higher than post-test scores. In addition, in the interviews conducted with 17 students indicate predominantly positive student opinions. The use of these materials is of great importance in the century in which technology develops rapidly. In this respect, recommendations are offered for the future studies thus, this study is expected to provide a significant contribution to the relevant literature.

Key words: Translation, QR codes, interactive learning, self-assessment, e-feedback.

Room 5

Understanding EFL Pre-Service Teachers' Behavioral Intention to Use Cloud Applications

ESRA HARMANDAOĞLU BAZ, PAŞA TEVFİK CEPHE

GAZI UNIVERSITY

It has recently been a crucial issue how to prepare pre-service teachers for their technology integration practices into their future classes. Integrating technology into teacher education programs can be seen as an important concern because faculties of teacher education hold important positions in the sphere of training pre-service teachers to integrate technology into their future classes. Additionally, as far as language learning and teaching is concerned, there seems to be a high demand for pre-service teachers to be able to integrate technology into their future classes and a need to train pre-service teachers to integrate technology into their future classes. Hence, the present study investigates the behavioral intentions of Turkish English as a foreign language (EFL) pre-service teachers to use Voicethread in their future classes. Data were collected from twenty two senior Turkish EFL pre-service teachers via a questionnaire, semi-structured interviews, and an observation form in the fall semester of 2015-2016. Before they were administrated the questionnaire, they were trained related to the use of Voicethread in language teaching for three weeks. At the end of the training, Unified Theory of Acceptance and Use of Technology (UTAUT) questionnaire (Venkatesh, Davis, G. B., & Davis, F. D., 2003) was used in order to collect data. Furthermore, semi-structured interviews were designed in order to have a deeper understanding why pre-service teachers accept or reject the use of Voicethread in language teaching. Lastly, the teaching demonstrations of the pre-service teachers were observed in order to see how they use Voicethread in the activities they designed and to see whether they can carry out an activity based on Voicethread. The quantitative data were analyzed by using descriptive statistics and the qualitative data were analyzed by rereading the data and finding out the recurring codes. The findings of the questionnaire indicate that pre-service teachers in this study do not seem to intend to use Voicethread in their future classes. The pre-service teachers seem to think that the reasons they reject the use of Voicethread are lack of facilities, addiction to technology, and being unable to control the learners. Additionally, the observation form indicates that the pre-service teachers do not seem to be very successful in integrating Voicethread into their teaching demonstrations because they seem to have difficulty in dealing with the problems originated from handling the network problems, giving proper instructions and helping learners during the activity with Voicethread. Furthermore, though they

think Voicethread is useful and easy to use, they seem somehow discouraged by the realities and challenges of the schools and learners. Although the pre-service teachers value the use of technology in education, they do not seem so eager to integrate technology into their future teaching. The pre-service teachers should be informed both on how to use technology and on how to handle with the problems while using technology.

Key words: EFL, teacher education, behavioral intention, technology.

E-Portfolios and EFL Writing

SİBEL AYGÜN [1], SELAMİ AYDIN [2]

[1] YALOVA UNIVERSITY
[2] BALIKESIR UNIVERSITY

Among basic language skills, writing is the productive skill in the written mode and often seems to be the hardest of skills since it challenges learners the most, whether the language in question is a first, second or a foreign language. What is more, in the English as a foreign language (EFL) context, writing in EFL is generally considered as a very difficult task which requires an almost unimaginable experience to accomplish. Electronic portfolios (e-portfolios) are widely used as a purposeful collection of student's work that exhibits systematically the students' effort, progress and achievements in EFL writing. However, how e-portfolios affect the EFL writing process is considerable question that should be answered. Thus, the current study aims to present a research synthesis on how e-portfolios affect EFL writing process. For this purpose, after presenting the theoretical background of EFL writing and e-portfolios, the study briefly reviews the studies on the effects of e-portfolios. The review first focuses on e-portfolios and learners' motivation and their effects on academic writing. Then, the study concentrates on e-portfolio creation process and their limitations. The study concludes that e-portfolios develop reflective learning, writing skills and increase writing motivation. It is also found that e-portfolios has considerable effects on academic development, teaching and planning processes. On the other hand, findings reveals that e-portfolios has also some limitations and adverse effects. The study ends some recommendations for target groups and further research In the light of findings.

Key words: English as a foreign language; writing; e-portfolios.

Having an Option or 'None': Effect of Stress and Anxiety on Speaking Performance

GÜLDEN TANER

MIDDLE EAST TECHNICAL UNIVERSITY

Student performance in a speaking test is likely to be affected by many factors, such as method of elicitation, planning, and speaking anxiety. Anxiety is mostly related to the fear of what is not known; therefore, for a test taker, knowing and having a control ever what will happen in the test is likely to change the anxiety level and hence the result. With these in mind , in a speaking exam for advanced level undergraduate students, the above mentioned major factors, namely type of tasks given and the method of elicitation were controlled (i.e. kept same) and two equally distributed student groups were given different chances in their performance. The aim was to observe whether having a say in the exam affected stress levels and thus the final scores of the students. There were 48 participants in this study, all of whom were advanced L2 English learners. Before the exam, they completed a survey in which they were asked to rate their stress levels under different conditions of L2 production. Survey was intended to determine the stress and anxiety caused simply by 'taking a test'. Then, they were assigned into two groups and tested under the same conditions; type of testing was one-to-one oral interview (interviewer was their course instructor and researcher was present as a second rater and observer), topics, tasks, evaluation criteria were the same. Both groups were asked to draw a statement among eight topics; but students in the first group were not given a chance to draw another speech topic, while the second group had the chance to change their speech topic up to three times and choose the topic they like. In this part, the aim of the researcher was to see if having an option had an effect on test takers' stress levels and thus on their performance. For this, the participants were asked to rate the stress levels they had *during* the exam before they leave the room. Those with highest and lowest stress levels and outstanding performers were further asked to comment on their stress and performances; and about the presence of the researcher to check for 'observer's paradox'. In addition, the interviewer (ie. course instructor) was interviewed on his opinions on speaking stress, performances and testing procedures, as well as about validity of the test. Along with survey data, this body of qualitative data helped researcher to determine other possible factors causing stress. The results of the quantitative analyses showed that having an option was slightly positive but did not have a significant effect on the anxiety levels of the students; and it did not have a significant effect on the total scores of the students, either. However, test-takers' general anxiety levels correlated negatively with their scores. Qualitative

data indicated that there were other reasons for stress and anxiety. The study confirmed the negative effects of stress on performance, but one observation was that instructors should be more careful in their guidance, since their prompts may cause students to panic. Fluency was observed to be affected by stress levels. With a larger number of participants, the effect of anxiety on the sub-constructs of speaking might be investigated in further studies.

Key words: Testing speaking, stress and anxiety, oral performance tests.

Session 2: 12 May 2016, Thursday 14:20 – 15:35

Room 1

Promoting CEFR-awareness in Foreign Language Teacher Education (Workshop)

YASEMİN KIRKGÖZ

CUKUROVA UNIVERSITY

Recently, there has been an increasing interest in implementing *the Common European Framework of Reference for Languages* (CEFR) and its companion *the European Language Portfolio* (ELP) in the foreign language education system in many countries including Turkey. In this workshop, I will first describe components of CEFR and ELP. I will then illustrate how prospective teacher candidates can be provided with essential learning opportunities based on the CEFR and the ELP. Participants will be invited to carry out some relevant hands-on tasks to give them a flavour of the framework. I will also illustrate some projects produced by teacher candidates highlighting various components of the framework and the language portfolio.

Room 2

English Language Teachers' Perceptions about the Transferability of an Online Basic Call Training into Language Classroom

BEHİCE CEYDA SONGÜL

MIDDLE EAST TECHNICAL UNIVERSITY

This study examined the factors affecting the transferability of a four-week online CALL training from the perspectives of eight Turkish L2 English in-service teachers receiving the training on a voluntary basis. Through self-report data collected via interviews and reflection reports, the researcher aimed to investigate the potential of online in-service CALL training for training language teachers to integrate CALL in their classrooms. The findings pointed at many factors that impinged on teachers' CALL integration into their classes. These were related to (a) teachers' perceived competence for transfer (b) the design of the training (c) issues related to MONE (d) technological infrastructure at schools and (e) a lack of supporting school environment for technology integration. Based on these findings, the researcher came up with a sequential procedure for online in-service CALL training, which is proposed to be a valuable means for the transfer of knowledge and skills gained in CALL training to real language classroom.

Key words: Computer assisted language learning, CALL, language teachers, teacher education, technology integration.

The effects of Pre-selected Video Clips on Low-level Turkish EFL Learners' Pragmatic Competence in using Speech Acts

ÖZNUR ALVER YÜCEL [1], DENİZ ORTAÇTEPE [2]

[1] MIDDLE EAST TECHNICAL UNIVERSITY
[2] BILKENT UNIVERSITY

Learners of a language need to improve their pragmatic competence which refers to being able to use the language appropriately in different contexts. If students cannot develop pragmatic competence, they may experience pragmatic failure and miscommunications. A great number of studies have concluded that L2 pragmatics and speech acts, which are regarded as the min units of pragmatic competence, L2 learners should be explicitly taught how to use speech acts accurately. Also, it has been concluded that the distance and power relationships between the interlocutors should be focused on while teaching speech acts used in English. However, the research on coursebooks has revealed that speech acts are not covered adequately in most of the analysed coursebooks, most of which do not provide sufficient strategies and conceptualised input. Therefore, teachers need to adapt them or design their own materials to teach speech acts. Using video clips can help teachers provide contextualized input for L2 learners. In this paper, a study in which the researchers observe the effectiveness of using video clips in low-level EFL classes to teach speech acts will be presented. The participants, EFL learners at Middle East Technical University (METU), a state university in Turkey, will be administered a pre-test in the format of a DCT to determine the speech acts which they have difficulty in using appropriately. The treatment sessions will expose the participants to various video clips providing conceptualized input which will focus on how the speech acts that they have had difficulty in the pre-test can be used appropriately. The sessions will also include some tasks to improve the participants' metapragmatic knowledge by requiring them to think about the distance and power relations between the characters in the video clips. They will also include some role-play activities that will have the participants use the speech acts in real-life like situations to get feedback. After the intervention sessions administration of a post and a delayed test, and the evaluations of the perception questionnaire given to the participants, some conclusions will be drawn to help teachers who need to supplement their coursebooks to teach those speech acts to low-level EFL learners.

Key words: Pragmatic competence, speech acts, low-level Turkish EFL learners, video clips.

Vocational College Students' Perspectives on English Language Education at a State University

NURİYE KARAKAYA [1], NUR GEDİK BAL [2], EBRU ÇAKMAK AKPOLAT [3]

[1] KIRIKKALE UNIVERSITY
[2] MIDDLE EAST TECHNICAL UNIVERSITY
[3] MINISTRY OF NATIONAL EDUCATION

This study investigated vocational college students' perspectives on English language education at their institution. The purpose of this study was to provide a better understanding of Vocational School students' experiences of learning English in the scope of their English lessons and the problems which stem from their earlier English education. After the application of a pre-survey which aimed to reveal the background of the students, we recruited four student participants based on a criterion sampling process that took academic achievement levels into account. We interviewed each participant and conducted observations in the classroom. In order to explore teachers' perspectives on the participation patterns and motivational characteristics of the participants, we also interviewed two instructors working in the same institution. Constant comparison method was used to analyze the data. Codes, categories and themes were identified. Later, cross-checking was applied to increase inter-rater reliability of the analysis. Our analysis revealed four themes. These were: problems, needs, solutions and strengths of English education in the Vocational College. Student-related problems included students' limited background, their lack of motivation to general education, disregard to English education and their perceptions of themselves as low achievers due to previous experiences and alienation. There were also some problems that resulted from their working for long hours as full-time or part-time personnel at a company. The needs with regard to the program and both teachers' and students' needs were also discovered. Especially, the need for more hours of English instruction and focusing on the practical needs of the students were underscored. Some suggested solutions for the problems included conscious-raising activities and gradually passing from general English to English for specific purposes which require some change in curriculum. Teachers also provided deep understanding of the context of the case and also gave information related to their attitudes toward vocational school students and their language learning process. As a result, these findings highlighted the need to seek ways of improving the quality of language instruction at vocational schools and explored the challenges, needs and some solutions suggested by the students and teachers in vocational school. However, more research might be conducted and all the stakeholders might be informed about the current situation so that necessary changes can be applied for the development of the program.

Key words: Vocational college English language education.

Room 3

Qualifications of TEYL Teachers: From The Perspective of Private Schools

AYLA TOHUMAT [1], ESİM GÜRSOY [2]

[1] OSMANGAZI IMKB VOCATIONAL AND TECHNICAL ANATOLIAN HIGH SCHOOL
[2] ULUDAG UNIVERSITY

Teaching English to young learners (TEYL) have been one of the major concerns of private schools for a longer period than public schools in Turkey. This fact indicates that private sector's efforts in the implementation of TEYL are invaluable in regard of their experience in the field. Therefore, the current study aims to investigate private schools' hiring criteria of TEYL teachers for the purpose of identifying TEYL teacher qualifications. Both a questionnaire and in-depth personal interviews were used for data collection. 67 teachers from 10 different private schools participated in the study. In addition, semi-structured interviews were conducted with 8 head teachers of ELT departments at the respondent schools. The results reveal that language teachers for YL are required to be competent in many areas; pedagogy, methodology, language, interpersonal and personal qualities. The most highlighted qualifications are the personal skills (creative, cute, energetic) and language competencies (fluency and phonological ability) of teachers which are considered to have an impact on the way children learn English. In addition, continuous professional development (CPD) is emphasized as one of the essential components of being a qualified language teacher. The study has implications for policy makers as discussions about assigning homeroom primary school teachers as English teachers are being made currently at the government level.

Key words: English teacher qualifications, teaching English to young learners, primary ELT, private schools, teacher development.

Parents' Roles and Attitudes towards Teaching English to Young Learners

KÜRŞAT CESUR, GÜLER TOK

CANAKKALE ONSEKIZ MART UNIVERSITY

The main purpose of the study was to find out the roles and attitudes of the parents whose children learn English towards ELT for young learners. The study was designed as a quantitative study and conducted with 157 parents in Çanakkale. A confidence level questionnaire was conducted to the parents. The results indicated that the mean rank values of parents' roles and attitudes towards ELT for young learners had a high mean score. Moreover, it has been found out that there is no statistically difference between female and male participants' attitudes and roles towards ELT for young learners. In addition, there is no statistically difference between educator and other participants' attitudes and roles towards ELT for young learners when the mean values of all items have been analyzed. The results of the study revealed that both parents knowing English and the ones not knowing it have almost similar mean values, so no significant difference can be claimed. When parents' education level and the mean scores of each item in the questionnaire were analyzed, it can be inferred that there are statistically significant differences. Lastly, parents whose monthly income is between 0tl and 1000tl have the highest mean score of the item 7 which refers to the idea "I want my children to learn English because it will someday be useful in getting a good job". Implications and suggestions for further research were put forward at the end of the study.

Key words: Teaching English to young learners, parents' roles and attitudes.

Modality Effect on Accuracy in Task-based Language Teaching

ZÜBEYDE SİNEM GENÇ

ULUDAG UNIVERSITY

One of the areas in task-based language teaching which has received considerable attention from researchers is the relationship between task variables and language production with a growing body of research focusing various aspects of L2 learners' performance of tasks in terms of fluency, accuracy and complexity. These aspects of language production have been used to examine the effects of various task variables. It was thought that written modality might have an effect on learners' orientation to form, which would then leads to more accurate language production. The aim of this study is to find out whether the modality of EFL learners' productions i.e. spoken vs. written, have an effect on the accuracy of their language output. In other words, it investigates the effects of modality on accuracy in the written as well as spoken performance of Turkish EFL learners. For this purpose, two types of tasks were used: One that elicits spoken language and another eliciting written language. The study compared the effects of modality on accuracy where Turkish EFL learners were given these two types of tasks. Among the most widely used measures for accuracy in the studies so far, we can mention percentage of error-free clauses, percentage of correct verb forms, target-like usage of plurals, target-like usage of articles, number of self-corrections or repetitions, target-like usage of verb tenses, lexical errors (or target-like usage of vocabulary), errors per T-unit, errors per 100 words and target-like usage of negation. The results indicated that the difference between the groups of spoken and written tasks was statistically significant in terms of both correct clauses and correct verb forms. The results showed that there was not any statistically significant difference between the spoken and written task performances of the learners in terms of accuracy when they have time to plan for their tasks.

Key words: Task-based language teaching, modality, accuracy.

Room 4

Teaching English at Primary Schools: Potential Problems from Pre-Service Teachers' Perspectives

MEHMET SERCAN UZTOSUN

CANAKKALE ONSEKIZ MART UNIVERSITY

4+4+4 educational system, which was established in 2012, lowered the starting age for learning English in Turkey from ten to eight years old. Since 2012, teachers who work at primary schools have been teaching English to younger learners. Despite this significant change in student profile, Council of Higher Education (CoHE) did not implement any curricular changes in pre-service teacher education programme in which two courses specifically focus on teaching English to young learners. This is probably because CoHE defines young learners as students who aged between 5 and 12. However, it is highly probable that students aged 8 have characteristics that are distinct from learners aged 10 years old. Therefore, English teachers who work at primary schools need to provide appropriate teaching environments to younger learners, which makes it necessary to be knowledgeable about their needs, characteristics and developmental features. This exploratory survey study was designed to address the problem summarised above. It attempted to understand pre-service teachers' views about the potential problems they would experience while teaching English at primary schools. The qualitative data which will be reported in this presentation were collected from 170 pre-service teachers (132 female, 38 male) through two open-ended items in a questionnaire. Participants studied at three universities in Turkey and their average age was 22 (age range 21-32) at the time of data collection. The data were analysed using content analysis. According to the findings, the majority of the participants reported that they would have difficulties in 'classroom management'. This was followed by 'drawing children's attention', and 'motivating children to learn English'. Participants were also concerned with 'teaching pronunciation', 'using Turkish while teaching', and 'the policy of English teaching in Turkish education system'. These findings allow for implications regarding the improvement of pre-service teacher education programme in terms of providing necessary knowledge and competencies to teach English at primary schools.

Key words: Teaching English to young learners, pre-service teacher education programme, English language teaching in Turkey, teaching English at primary schools.

Investigating MA Theses and PhD Dissertations on Teaching Vocabulary to Young Learners

İSMAİL ARICI [1], MUSTAFA KAPLAN [2], KÜRŞAT CESUR [3]

[1] ISTANBUL AYDIN UNIVERSITY
[2] MINISTRY OF EDUCATION
[3] CANAKKALE ONSEKIZ MART UNIVERSITY

The purpose of this study is to review and examine the theses written on teaching vocabulary to young learners. The study is a qualitative study based on document analysis. Council of Higher Education National Theses Database is used while searching for the theses. The key words like "child language", "children English", "çocuklara İngilizce", "çocuklara yabancı dil" are searched and 82 MA Theses and Ph.D. Dissertations were found in total. 21 of those studies are specifically on teaching vocabulary to young learners. The researchers investigate the relevant theses and find out important results regarding the writers genders, which topics are studied, how is the distribution of the title of the thesis advisers, which research models/designs and methods are used, how is the sample/study group determined, which data collection instruments are used, which data analysis techniques are used, how many pages are the theses, at which university they are written and whether the theses are restricted or not. The results were quantified using Office 2010, Microsoft Excel program. Based on the review, the most frequent topic studied is the use of stories; the most frequent title of advisers of the theses is Assist. Prof. Dr. The data analysis techniques used mainly are the descriptive statistics. Other variables are presented using the tables showing their frequencies. Finally, some suggestions are put forward based on the findings for the MA and PhD students who are looking for new topics to be studied.

Key words: Teaching vocabulary to young learners.

A Large Scale Study on the Language Learning Strategy Use of Turkish Young EFL Learners

HASAN BEDİR, ALİ CEYHUN MÜFTÜOĞLU

CUKUROVA UNIVERSITY

Using appropriate teaching methods and materials have long been taking interest of the teachers. Keeping in mind the role of instructional methods and materials good teachers experience numerous teaching strategies to help students learn. We try to teach their students by using different teaching aids such as visuals, audio-visuals, audio, educational technology, yet they do not seem to be as successful as we wish. Recent studies have revealed that teachers teaching at young language learners' classrooms are central to improving English language teaching apart from the methods and materials they may use (Oxford 1990; Chamot et al. 1999). Turkey has been restructuring the educational system in order to improve the quality which fulfil the needs of the country and comply with the decisions, developments and practices in international context, in particular, in European Union (EU). The effects of the reforming have especially been felt on language education. Language teaching programmes have been integrated into the world and especially EU standards. During this reconstruction processes, foreign language teaching has been shifted to early ages as it has happened in many of the countries throughout the world. Starting to teach English at an early age has triggered the interest in young learners strategy use in language learning. Chamot & El-Dinary, (1999) suggested that "no matter what their proficiency level, children were capable of describing their thinking and learning process in detail, thus showing that "metacognitive awareness begins at quite an early stage" (p. 331). In reality, the use of effective teaching strategies may help students learn language, yet effective teachers should also enable them to develop good strategies to control their learning (Oxford 1990; Oxford 1996) However, the effects of restructuring and innovations have not been felt in language classrooms, and the constraints of foreign language teaching and learning have heavily taken the interest of researchers (Demircan, 1988; Gomleksiz, 1993; Demirel, 2003; Isık, 2008). There have been a reasonable number of studies of the using different variables, but few studies have focused on young language learners from different geographical area Thus, the ultimate goal of this study is to find out the language learning strategies used by the young language learners from different geographical area of Turkey. Keeping in mind this goal, we aim to find answers to the following questions. What are the language learning strategies the 6th and 7th grade young learners of English prefer to use? Is there any significant difference between the regions in Turkey in terms of language learning strategy use?

Key words: Language learning strategy, EFL, regional, Turkish young learners.

Room 5

English Language Teachers' Research Culture in Turkish Context: A Case Study

MEHMET KARACA, SABAHATTİN YEŞİLÇINAR

GAZI UNIVERSITY

The world is changing at an unprecedented pace due to rapid technological advancements and globalization, and the needs of the students are not exceptional. Therefore, it is necessary for teachers to equip themselves to handle this changing world through continuing professional development. Teachers who do not adopt lifelong learning as a guiding principle for themselves and thus not maintain and update their knowledge and skills will have difficulty to find solutions for the problems encountered in their teaching. In this sense, it is suggested that in order to improve the quality of education, teachers adopt an inquiry-stance and engage in/with research in their teaching. Regarding constructivism, teachers should build their own knowledge in their teaching through adopting a reflective and inquiry-oriented approach instead of having someone construct it for them. Furthermore, there are persuasive arguments in the literature in favor of the advantages of being research-engaged. However, a great deal of study put forward that majority of teachers do not make inquiry-based decisions in their teaching, and research is a "Cinderella" activity in especially ELT. Still, there is little research conducted on teachers' research culture in the literature. Minding this gap, this qualitative study aims to explore English language teachers' research culture (reading and doing research). The subjects of the study are composed of 25 English language teachers teaching at state schools from different socio-economic regions of Ankara. Employing a case study design, the researcher collected the data through semi-structured interviews in 2015-2016 academic year and analyzed through content analysis method. The results of the study revealed that upon encountered a problem in teaching process, teachers primarily attempt to solve the problem on their own, and then they consult their colleagues. The teachers used these notions like *the studies based on the literature*, *data*, *survey*, *method*, *academicians' responsibility* and these verbs like *to generate an original product*, *to reach a result*, and *to evaluate* to define educational research. Besides, few teachers consume the research conducted in ELT (reading research), while none of the teachers conduct research (doing research). Finally, the subjects reported that the immediate working environment (micro context) does not support or discourage them in reading and/or doing research, whereas their employer (MoNE) plays a discourage role in an indirect way in their research engagement. These results will be discussed with suggestions and implications for fostering teachers' research culture for improving the quality of education.

Key words: English language teachers, research engagement, research culture.

ELT Research in Turkey: A Content Analysis of Selected Features of Published Articles

OKTAY YAĞIZ [1], BURCU AYDIN [2], AHMET SELÇUK AKDEMİR [3]

[1] ATATURK UNIVERSITY
[2] ADNAN MENDERES UNIVERSITY
[3] IBRAHIM CECEN UNIVERSITY

Given the global importance and dominance of English in the scientific and educational domains, Turkey, currently as an EU candidate, has not refrained herself from international integration in many fields including science, education and research. Today, in Turkey, English is taught in both state and private schools, colleges and universities from the early years of education. Moreover, there are over 50 ELT and English linguistics departments in Turkish universities. The availability of these educational contexts has prompted a proliferation of studies shared through publications, theses and dissertations. Given the rapidly increasing number of publications, the need and benefit of systematic information on the current research trends of a discipline at both national and international domains attract attention. In most disciplines such as chemistry, mathematics and educational technology, researchers have been carrying out investigations in terms of scope, subject, content and research method. ELT and applied linguistics researchers have been investigating research trends of articles, theses and dissertations in terms of certain titles as well from different research settings in the world as well. The purpose of this study is to examine the published research articles in Turkey conducted between 2006 and 2015 in the field of English language teaching and learning as a foreign language. To methodologically analyze the contents of each study, an article information form has been adapted by the researchers in terms of method preference, sampling, instrument and data analysis. As mentioned above, though English is taught in every phase of education, English teaching and learning implementations, performances and achievement at local range are less than sought. This critical situation and seeking of solutions for foreign language learning and teaching constraints make research and examination of research crucial. However, relevant literature shows that there is inadequate domestic research examination. In other words, in spite of comprehensive and long lasting foreign language learning and teaching processes and considerable number of research studies there seems rare attention to a systematic perspective at Turkish scientific context. Therefore, attempting to characterize and identify the research trends that scholars maintain in foreign language teaching/learning and applied linguistics in Turkey will provide significant insights about the scope, relevance and methodologies of the research studies published between the years of 2006-2015. This study is expected to prompt similar and comparative studies with the published studies in different indexes. This study also aims to summarize the research context, sampling and parameters to reflect scientific research tendencies at Turkish context and to assist further studies and to enhance the strength and quality of the research field and to better understand research gaps through the highlighted findings.
Key words: ELT research, applied linguistics, content analysis.

The Role of Teacher Research in English Language Teachers' Continuing Professional Development Process: A Case Study

SABAHATTİN YEŞİLÇINAR, MEHMET KARACA

GAZI UNIVERSITY

It is an indisputable truth that teachers need to improve themselves in terms of professional development due to the changing needs of learners. For a qualified education and training, teachers apply to programs -such as INSET of which aim is to promote teachers' professional development- so as to have the required awareness, knowledge, and skills. However, INSET programs fail to satisfy these needs because of some problems such as insufficient number of courses, failing to meet the needs of teacher and education, failing to select proper instructors, being one-shot programs and not appealing to teachers, and holding the courses in the form of knowledge transfer and lack of practice dimension. The mentioned reasons necessitate alternative ways for teachers to develop themselves. One of the most important ways is "teacher research" which, in this study, underlines the importance of language teacher research engagement. In this sense, a "researcher teacher" is expected to both engage IN teacher research (i.e. by doing it) as well as engage WITH research (i.e. by reading and using it). Although research shows the positive effects of teacher research on teachers' professional development, and though it comes into prominence in literature, only few studies are available in Turkish context. Specifically, to the best of authors' knowledge, no study has been conducted with English language teachers working in state schools. With this gap in mind, the aim of current study is to reveal English language teachers' views and practices towards teacher research. Within this scope, case study design was applied in this qualitative research. From all districts of Ankara, 27 English language teachers (19 female, 8 male) working in state schools were interviewed. Data collected through semi-structured interviews were analyzed by using content analysis method. The findings of this study revealed that even though teachers see printed materials, the Internet, and foreign teaching courses as sources that can be applied to improve themselves in terms of professional development, it is the Internet that mostly preferred one in practice. Moreover, teachers believe that they are the ones who are responsible for their professional development. Additionally, the majority of teachers are of the opinion that teacher research can qualify teachers. However, it was found that few teachers could engage *with* research, while none of teachers could engage *in* research. Lack of time, considering teacher research as unnecessary, non-support of MoNE (Ministry of National Education), lack of writing skills, lack of feedback, workload, and course load were stated as the barriers they have faced. In this context, the findings of the study are very important for English teachers, teacher trainers, curriculum developers, and policy-makers.

Key words: Teacher research, continuing professional development, English language teachers.

Session 3: 12 May 2016, Thursday 15:50 – 17:05

Room 1

Raising Suprasegmental Awareness as an Aid to Interpret Implicatures

ŞEBNEM KURT, DENİZ ORTAÇTEPE

BILKENT UNIVERSITY

Suprasegmental features, which include intonation, stress, and pitch have a significant role in communication since they help carry the meaning in messages. Implicatures are intended meanings in a message, which are not actually said but implied. Suprasegmental cues might help to interpret implicatures since they have attitudinal and emotional functions. Studies conducted on suprasegmentals mostly focus on their effects on intelligibility, whereas studies on implicatures mainly focus on their significance in pragmatics. However, there is a need for studies to explore the effects of suprasegmental training to enhance learners' comprehension of implicatures. In this paper, we will present an ongoing study that examines the effect of providing explicit suprasegmental instruction to EFL learners on their comprehension of implicatures. A quantitative method with a pretest- posttest design will be applied. The pretest will evaluate learners' overall recognition of suprasegmentals in identifying implicatures. Learners will then receive a treatment for 7 weeks during which they will be provided with a focused training on recognizing and producing stress and pitch in sentences. Explicit teaching will entail attitudinal and emotional functions of suprasegmentals in conveying the messages. Scores from pretest and posttest will be compared using T-test. SPSS will be used to analyze the data. This study offers implications for EFL teachers to teach implicatures together with suprasegmentals in EFL classes, as well as inspiring them to go beyond the course books in terms of pronunciation instruction. Curriculum designers might design syllabuses that contain an intertwined instruction of implicatures and suprasegmentals.

Key words: Pronunciation, suprasegmentals, implicatures.

Should Language Learners have Humor Competence?

CEYLAN YANGIN ERSANLI [1], GONCA YANGIN EKŞİ [2]

[1] ONDOKUZ MAYIS UNIVERSITY
[2] GAZI UNIVERSITY

Humour plays a great role in social interaction, literature and culture. Humour manipulates language to achieve the intended reaction and thus is a part of human communication. As for foreign language learning, the learners cannot be expected to laugh at jokes in the foreign language as humour is culture specific. However, they should be able to get the intended meaning through humour rather than taking the literal meaning to avoid communication breakdowns. This study aims to explore pre-service teachers' attitudes and opinions about appreciating humour in the foreign language. The participants are 60 pre-service EFL teachers from two state universities in Turkey. Data is collected through a survey. The survey included statements regarding the role and importance of appreciating humour in a foreign language and a 32-item reading test consisting humorous texts developed by Yangın Ersanlı (2010). The results are evaluated with special reference to learning and teaching implications.

Key words: Appreciation of humor, humor competence, pre-service English language teachers.

A Case Study on EFL Learners' Multiple Identities :
A Positioning Perspective

ÖZLEM ÖZBAKIŞ [1], HALE IŞIK GÜLER [2]

[1] TOBB ETU
[2] MIDDLE EAST TECHNICAL UNIVERSITY

Throughout the past decades, an extensive body of research has provided important insights into learners' identities in SLA research following Norton's work (1995, 2000, 2013) which takes poststructuralist paradigm of SLA into account and identity has started to be seen as multiple, dynamic, changing over time and as a site of struggle. However, very few studies have addressed this issue by using conversational analytic research, particularly in EFL settings. Filling this gap, this study has been conducted to explore the positional identities of EFL learners in a preparatory English program of a private university in Turkey. Methods of data collection include audio-video recordings of classroom activities and this study uses Conversation Analysis methodology, examining participants' verbal and non-verbal contributions in the sequential organization of talk from micro analytical perspectives. The results show how focal participants in the study co-construct their identity positions in classroom interaction and how these positional identities interact with their participation acts and the language learning process. The study has provided a deeper understanding of EFL classroom interaction and it presents some practical implications for teachers in EFL context.

Key words: Conversation analysis, identity, positioning.

Room 2

Problem-Solution Pattern in the Complaint Letters Composed by Turkish EFL Learners and Native Speakers of English

ÇİĞDEM KARATEPE

ULUDAG UNIVERSITY

This study investigates complaint letters written by EFL learners and NSs of English. Letters were analysed by means of Hoey's (1983) Problem-Solution Pattern which is characterised the following elements: 1) an optional previous Situation, which provides a context for the pattern 2) Problem or 'aspect of a situation requiring a response' 3) Solution: The Response to the problem and 4) Evaluation: A positive evaluation of the solution. Hoey described the Problem-Solution pattern as a culturally bound sequence each of which component is called a move. Moves can occur in any order. Each move has its own function and characteristics. The study is based on two corpus of complaint letters. The NNSs corpora includes 295 letters written by Turkish students studying in the ELT Department of Uludağ University. The NSs corpora consists of 45 letters, all of which were written by NSs of English from various nationalities. Informants composed a letter where they asked the student registrar of Uludağ University to correct their grade which appeared to be incorrectly entered as FAIL into the electronic records. The results indicate that both groups used the pattern. However, their choice of lexico-grammatical elements varied to a great extent. While NNSs typically introduced him/herself in the Situation Move, the NSs used different strategies such as introducing the situation. In the Problem Move, some of the NSs used emotional language such as 'I was shocked.'. Both groups explained the problem by attributing it to the web-site but by using different linguistic elements. The Solution Move contains a request for the rectification of the error. NSs mostly preferred conventionally indirect request as in 'I would like to see this error rectified as soon as possible'. The NNSs used structures which express request more explicitly as in 'I request from you + Verb'. There is no Evaluation Move which follows Hoey's description in NNSs' letters though some of them expressed evaluation via particular lexical particles like 'despite'. However, a quarter of NSs evaluated the situation in the Problem Move as in 'This is a major error'. NSs also indicated that they were expecting a feedback from the authority as they closed their letters by 'I look forward to hearing from you soon.'. Turkish formal letters writing does not seem to allow this. Therefore, NNSs did not indicate any expectation as such. The NNSs followed traditional stylized Turkish formulae even when writing in English. This stylised formulae guides writers to choose from a very restricted linguistic options. On the other hand NSs who did

not have pre-prescribed stylized formulae in their mind tended to express themselves more creatively. And reflect their individuality with their choice of lexico-grammatical elements. In addition to common problems with grammar and vocabulary, NNSs appear to have serious problems with expressing indirect politeness and mitigating their requests and complaints. The results show that the NNSs informants need to have their awareness raised on how culture shapes up language and culture is expressed in text patterns.

Key words: Problem-solution pattern, intercultural pragmatics, requests, complaints.

The Use of Apology Strategies in Pragmatics: A Comparative Study between Native and Non-Native Speakers of English Concerning Language Familiarity

BURCU BÜR

ONDOKUZ MAYIS UNIVERSITY

Language is an indispensable part of the culture as well as being the main way of communication. It enables human interaction, however, culture, with its effects on the language patterns, determines the way it is pursued. Therefore, the effects of culture and language familiarity to the language studied is crucial and worth investigating. It is believed that the familiarity to the target language affects the way the students communicate. Students encounter various situations in which they need to use their pragmatic skills as long as their language familiarity increases. In the present study, the apology strategies used by three groups of students were identified and compared: native speakers of English (NSE), Turkish ELT students with overseas experience (NNE), and Turkish ELT students without any experience (NNW) of overseas. 45 Students (15 students for each group) participated in the study. Data were collected via a Discourse Completion Test (DCT) including 6 situations to which the respondent should respond using an apology strategy. Later, apologies given to the same situations from these different groups were compared and analyzed in terms of the strategies they preferred. The results of the study revealed that, students from different groups preferred different apology strategies. The native speakers of English used various number of apology strategies while Turkish ELT students used a limited number. Besides, the students with overseas experience who are believed to have more language familiarity than the students with no abroad experience used more number of apology strategies in their responses compared to the students with no experience of overseas.

Key words: Pragmatics, apology, apology strategies, culture, language familiarity.

Understanding Gender Differences in the Use of Turkish and English Languages

ZÜBEYDE SİNEM GENÇ [1], SELİN ARMAĞAN [2]

[1] ULUDAG UNIVERSITY

[2] GEBZE TECHNICAL UNIVERSITY

Teachers of English as a foreign language need to develop an awareness and understanding of how language use differs between genders. This awareness might be useful to understand a second language, and its cultural and social usage. Since language is a means of communication, knowledge of gender-based speech is beneficial to become better communicators in a second language and the more teachers have the command of a language, the better they teach it. Gender difference in speech has been a much debated topic for years and there have been numerous studies about the gender-based language since 1970s. Gender-based language is an enormous area to be studied and the studies vary from why to how women and men employ the language. Numerous variables are effective on the results of the studies such as culture, social norms, social status, educational background, socioeconomic level, age, and religious beliefs of the studied environment. The fact is that women and men are biologically coded in different ways and they have different thought systems, so the idea of gender-based speech has been and most probably will always be open to interpretation and research for a long time. The purpose of this study is to compare Turkish and English plays, from the point of differences in male and female speech. The common point of the plays is the reflection of real-like communication, and reflected reality is a crucial point for this study owing to the purpose, analyzing language from the point of gender differences. Although the characters' relationship is different in the plays, they are about some problems faced in a patriarchal society, consequently the culture effect is considered to be similar. As numerous differences are included under the name of gender-based language, it is not possible to analyze all of them in some limited contexts. For this reason, the chosen aspects of gender-based language for this study are politeness, competitive versus supportive talk, slang usage, reflection of emotions to speech and empathetic interpretation. In the analysis of the texts, the chosen aspects have been described and compared. The results have revealed some similarities regarding gender-based speech in Turkish and English cultures as reflected in the plays. The women speech is more polite and more empathetic than the men. The women's talk is more supportive and they almost never use slangs which is also a pointer that the women are more polite. The women in both plays reflect their emotions to their speech more than the men. The men, on the other hand, use a competitive language and they are more into their own concerns. There are also some differences revealed regarding gender-based language in these cultures. The men address to each other and to the women differently in the games and because of the cultural differences, the degree of politeness and slang usages differ.

Key words: Cultural differences, gender-based language use, awareness for EFL teachers.

Room 3

Relationship between Teacher Stories and Encouragement of Learner Autonomy

ESRA HARMANDAOĞLU BAZ [1], CEM BALÇIKANLI [1]

[1] GAZI UNIVERSITY

Learner autonomy through a focus on learner reflection and taking responsibility for one's own learning processes has become a central concern in the recent history of language teaching. In order to contribute to the development of learner autonomy in language classrooms, it is vital that students be involved in making decision about their own learning. There is an important role for teachers in this process since autonomous behaviors depend mostly on how teachers create an environment where autonomy is fostered and it becomes clear that language teachers without any autonomy-oriented training, though, may experience difficulties in creating such a classroom environment. Research indicates that teachers who themselves are not autonomous language learners may have a negative influence on the development of autonomy in their learners. Therefore, this study sets out to find out whether there is a relationship between the stories of teachers as learners and their attempts to encourage learner autonomy. Qualitative design was chosen in order to reveal the relationship between teachers' stories and their attempts to encourage learner autonomy. The data were collected through semi-structured interviews from five English teachers, two experienced and three novice teachers, in 2014-2015 spring term. Interview questions were based on such categories as language learning histories including learning experiences prior to and during their pre-service teacher education. Furthermore, a checklist form was employed to understand the role of teachers in promoting learner autonomy. The researchers analyzed the data by rereading the data and identifying the recurring codes. The findings indicate that there is a relationship between teacher stories as learners and their attempts to encourage learner autonomy. They mostly relate their attempts to their previous learning experiences as language learners. Despite their willingness to foster autonomy, they mention hindering opportunities such as personality of the teachers, institutional factors, the level of the students, readiness for autonomy, and lack of motivation. In conclusion, because language teachers in this study claim that they were not given sufficient opportunities to experience autonomy in their language learning experiences, their attempts to encourage learner autonomy seem restricted. Nonetheless, they try hard to encourage their own learners' autonomy in their own teaching contexts.

Key words: Learner autonomy, teacher stories, teacher education.

Literature as 'Second-Hand Reality' in EFL Classrooms

TUĞÇE ÇANKAYA [1], NURDAN ÖZBEK GÜRBÜZ [2]

[1] UFUK UNIVERSITY
[2] MIDDLE EAST TECHNICAL UNIVERSITY

Although many regard formal aspects of language, including syntactical and lexical features, as the greatest challenge for language learners, they ignore the cultural aspect as one of the greatest difficulties when learning a foreign language. The relationship between language, thought and culture brings the significance of 'content schema' to the fore except for 'formal schema' in language learning. However, the question is: How is it possible to provide EFL learners with sufficient cultural background? How can we create a 'social context' or 'second hand reality' (in Kovalik's terms) in EFL classroom settings? At this point, literature is believed to be fruitful for EFL learners with its wide range of texts, exemplifying a variety of formal aspects of language, along with a range of cultural components, which is thought to help them construct 'cultural schema'. This study contributes to this controversial issue with a case study, which aims to illustrate that use of literature in EFL settings enhances language/cultural awareness. The findings of the study revealed that 1) Literature is a brain-compatible source with various advantages over the other written materials. 2) Literature is a useful source to teach the formal aspects of language such as grammar and vocabulary (language awareness on a formal basis) 3) Literature contributes to students' cultural awareness which is essential to have language awareness (on a cultural basis). In this sense, this study reveals how EFL classes can turn literature into an efficient tool for EFL learners to help them construct cultural schema *without* undervaluing the formal aspects of the language.

Key words: Literature in EFL classes, brain-based learning, schema, language awareness, cultural awareness.

Perceptions of EFL Teachers Regarding In-Service Trainings: Uncovering the Hidden Agenda

GÖKHAN ÖZTÜRK

AFYON KOCATEPE UNIVERSITY

This study reports on the perceptions and opinions of EFL teachers regarding the in-service training (INSET) programs they receive in their institutions. The participants were determined through purposeful sampling and included 30 instructors working in the English preparatory programs of three state universities in Turkey. The data were collected through open-ended questions that were sent to the participants in the format of a survey via e-mails and they were asked to elaborate on each item based on their INSET experiences. Besides, eight instructors were also interviewed through semi-structured interviews based on their answers in the open-ended survey. In the data analysis process, all the data collected through the open-ended survey and the interviews were transcribed and analyzed based on the qualitative content analysis scheme of Creswell (2009). The coding process during the analysis was cross-checked by a colleague who is a PhD candidate in ELT and the emerging themes at the end of this process were presented in frequencies. The findings revealed that the participant teachers had both negative and positive perceptions towards INSETs, the former being more dominant. It was found that the negative perceptions of the teachers mainly resulted from the inefficacy of the sessions, the incompetence of trainers, the amount of workload teachers had and their resistance to change. On the other hand, some of the teachers thought that the training sessions kept them up-to-date, increased collaboration among colleagues and were quite helpful for them to improve some of their teaching and classroom interaction skills. Another important finding on the teachers' perceptions regarding INSETs was that they were strongly in favour of the training sessions organized by insiders (colleagues, coordinators etc.) rather than outsider scholars (trainers provided by publishers, academicians etc.) since they appealed to their needs more than the others. Based on these findings, the study offers several suggestions that have the potential to guide the organizations of in-service trainings in related departments.

Key words: In-service training, teacher development, perceptions, EFL teachers.

Room 4

State School Listening Texts: Are They Natural? A Conversation Analytic Approach

FEVZİ UMUT ÖZÇELİK [1], TOLGA KELEŞ [1]

MINISTRY OF NATIONAL EDUCATION

The authenticity problem of language teaching materials has been under discussion by researchers. Some research studies have been conducted using Discourse Analysis, but generally focus of these studies has been on to what extent writing and reading parts of the books provide authenticity for bringing natural language usage into the classrooms. Their findings, as our findings indicate, have revealed that the materials prepared for language teaching purposes generally decontextualize the actual usage of the language and they are only demonstrative of the pragmatic usage of language expressions such as "request chunks". In our study, we intended to compare the dialogues or multi-logues of listening sections of the language books, distributed by government to the high schools, in terms of their similarities and differences with the ordinary mundane talk. For creating our database, we transcribed listening tracks of "Yes You Can A2.1" and "Yes You Can A2.2" textbooks, which were supplied by Ministry of Education to high schools in 2015-2016 academic year. Using Conversational Analysis methodology, we tried to extract properties of talk in the listening parts of these textbooks. By examining the transcriptions of these textbooks' dialogues and multi-logues, we tried to reveal to what extend those listening texts have similar and different sides with ordinary daily speech. It has been observed that in order to provide learners with functional or pragmatic features of the language some interactional elements in the colloquial speech are generally ignored in the listening texts in the textbooks. At the end of our analysis, we found that turns do not overlap, even in the conversations done including three or four participants. Turn constructional units are fixed and parties do not interrupt or violate other speakers' turns. As it can be seen, listening parts of the textbooks supplied by Turkish National Ministry of Education do not mirror the real life ordinary speech features as found in other similar studies in which textbooks for language learners are examined. However, to make learners more competent in communication, such kind of features of real life speech are essential to be provided. Researchers claimed that learners should encounter and deal with conversations that include the properties of real life language usage in order to develop their interactional competence. In the light of this study, textbook writers can make use of the findings of Conversation Analysis related to ordinary speech features to prepare "authentic" materials.

Key words: Conversation Analysis, natural talk, textbook listening texts, authenticity.

Assessing Language Laterality by Dichotic Listening Test in Turkish Aphasias

BURCU AYDIN

ADNAN MENDERES UNIVERSITY

The study of hemispheric asymmetry and brain laterality which affects cognitive processing has become one the popular areas in neuroscience over the last decades (Hugdahl & Westerhausen, 2010). Neuroimaging techniques which have been developed for exploring the activity of the brain gained acceptance in cognitive psychology and cognitive neuroscience. Many studies indicated that experimental Dichotic Listening Procedures, which are non-invasive, are sensitive to cerebral dysfunction due to neurological diseases. Researchers have investigated auditory laterality using Dichotic Listening Procedure (Kimura, 1961; Hugdahl, 2005; Jerger& Martin, 2004; Bethmann et al. 2007, Hugdahl & Westerhausen, 2010, Meyers et al. 2002). Dichotic Listening Test is an experimental technique, which states left hemisphere dominance for syllable and word processing. In other words, it is used as a behavioral test for hemispheric lateralization of speech sound perception (Yule, 2010) Kimura (1961) developed the current version of the Dichotic Listening with the aim of the study of hemisphere function in normal and brain-lesioned patients. Later, Hugdahl (2000) and colleagues suggested a new concept 'forced attention' paradigm in dichotic listening test in order to study the interaction of attention with speech laterality. According to Hugdahl, dichotic listening is a method for the study of bottom-up (stimulus driven) versus top-down (instruction-driven) information processing. Bottom-up processing is also called 'automatic' processing, versus 'controlled' processing is used for top-down processing (Hugdahl, 2000). Dichotic Listening Test relies on the knowledge that each hemisphere is primarily concerned with sensory and motor processes on the contralateral side of the body. Therefore, sensory information that arrives from the left side of the body crosses over to the right side of the nervous system (Kandel et al., 2000). In Dichotic Listening Test, two different sound signals are given simultaneously one through each earphone. When the participants are asked to report what they have just heard, they more often correctly identify the sound comes from the right ear. This is known as right ear advantage for linguistic sounds. The language signal coming through the left ear is first sent to the right hemisphere and then sent to the left hemisphere for processing. This in-direct route takes longer time than a linguistic signal received through the right ear going directly to the left hemisphere. The signal that is processed first wins (Yule 2010). The purpose of this study is to reveal the dominant hemisphere for syllable processing in other words to show the laterality of syllables in Turkish aphasic subjects by applying Dichotic Listening Test. Dichotic Listening Test was held to identify the language lateralization of the aphasic subjects. The data of the study were collected from 8 Aphasic Left Brain Damaged, 3 Right Brain Damaged subjects, who were hospitalized

in Atatürk University Faculty of Medicine Yakutiye Research Hospital Neurology Clinics, and 11 control subjects. The control data was collected from the relatives of the patients giving company to the patient during their hospital stay. The results showed that Left Brain Damaged Turkish Aphasic patients had left ear advantage which indicates that the syllables are processed in the right hemisphere. All of the subjects in the control group had right ear advantage indicating that the syllables are processed in the left hemisphere. The results also indicated that the dominant hemisphere of syllable processing of Turkish aphasias are similar with those in the literature.

Key words: Turkish aphasias, syllable processing, dichotic listening test; lateralization; ear advantage.

Does Bimodal Subtitling Effect Listening Comprehension in EFL Contexts?

MUSTAFA ŞEVİK

MEHMET AKIF ERSOY UNIVERSITY

Technological developments, especially in the last period of the 20th century and the past decade have enormously increased the use of authentic multimedia-based teaching materials in foreign language classes for the teaching of the four language skills of listening, reading, speaking and writing. Among these skills, listening comprehension is a complex and particularly challenging task for learners. Listening is unlike other language skills, in that the medium involved is transitory, and the speed and content are typically controlled by the speaker. Consequently, instructors must seek out various learning supports to assist learners. One such support that instructors often turn to use, is captioning which is described as visual text delivered via multimedia that matches the target language auditory signal verbatim. As captions suggest a visual representation of what has been heard, they have been the basis of many different researches in this area. Although subtitles have sometimes been considered distracting and slowing down the development of listening skills because they are seen to make learners rely on the text rather than on the stream of speech, quite many other studies have suggested that 'far from being a distraction and a source of laziness, subtitles might have a potential value in helping the learning process by providing learners with the key to massive quantities of authentic and comprehensible language input. Thus, the inclusion of subtitled films in language learning has been theoretically grounded mainly on Krashen's Second Language Acquisition Theory, Cognitive Theory of Multimedia Learning, Information Processing Theory and Dual Coding Theory. The purpose of the present study is to investigate the effects of bimodal subtitling (from English dialogues to English subtitles) over listening comprehension for English language prep-school students at Mehmet Akif Ersoy University. An experimental research design was adopted and four academically identical prep classes (lower-intermediate proficiency level) were chosen as experimental (N=50) and control groups (N=50). The experiment lasted for six weeks. The same tests on listening comprehension were administered to both groups for the first five weeks and at the end of the study (week six) both groups were given the same final test without subtitling, regardless of their group, in order to observe whether caption reliance had any effects over listening comprehension. The test scores were later analyzed using descriptive statistics. The experimental group did not only outperform the control group during the first five weeks of the experiment when the two groups watched the same materials and took the same tests with bimodal subtitling and without subtitles, but also at the final test when the two groups took the same test without subtitles. Results from this study indicate that bimodal subtitling has positive effects over listening comprehension as well as vocabulary recognition and that caption reliance did not have any negative effects for the participants in this study.

Key words: Bimodal subtitling, listening comprehension, English language teaching.

Room 5

Student Teachers' Opinions about Learning Effective Communication Skills through Drama

BORA DEMİR

CANAKKALE ONSEKIZ MART UNIVERSITY

Effective communication skills are central for success in many parts of life. Most of the jobs require communication skills and people with better communication skills usually enjoy better interpersonal relationships with other people. For teaching occupation, specially, effective communication is a key interpersonal skill and is often considered as one of the most important requisites for a successful career. Communication is simply the act of transferring information from one place to another which is actually the main principal of teaching occupation. Because of its interactive nature, teaching language requires using effective communication skills much more than teaching other subjects. Hence, raising student teachers' awareness about using effective communication skills in the classroom is vital since they are going have students and teach classes. This study is based on a course called Effective Communication Skills for freshmen at the ELT department of a state university. The aim of the research is to find out the perceptions of freshmen students about using effective communication skills in language classrooms. The study also tried to find out the opinions of the student teachers on the use drama by the students in demonstrating the theoretical information presented within the course content. A semi-structured interview with 15 randomly selected students at the end of a 14-week course underwent content analysis and the results revealed that participants consider the use of effective communication skills by language teachers as one of the crucial requirements of the teaching occupation. Also, the majority of the participants reported that dramatization of the effective communication skills were effective in practicing the theoretical information presented during the term. The study concluded that, the use of drama in teaching effective communication skills for teachers is helpful for student teachers by bridging the gap between theory and practice of those skills.

Key words: Drama in ELT, effective communication skills.

Drama Techniques as Tools for EFL Teacher Training: Pre-Service Teachers' Views

SÜLEYMAN BAŞARAN

DICLE UNIVERSITY

Context, social environment and repetitions are the most important elements in the acquisition of both mother tongue and second/foreign language. Context makes the utilization of language meaningful and affects cognitive processes in the brain. Social environment, which usually provides a context, is related to both cognitive and affective aspects of language learning. Context and social environment enable construction of language in the brain through meaningful experiences, while repetitions enhance automatic production of language structures (without thinking the rules) and strengthen the coordination between the brain, larynx, mouth, tongue and lips. Drama techniques and games provide the context and social environment, which is indispensable for language acquisition, and entail possibilities for non-boring repetitions. Therefore, drama techniques are an important part of teacher training programs and exploring trainees' views about the techniques used, the problems possibly encountered and their suggestions seems to be of paramount importance. With all these in mind, 40 students at the English Language Teaching Department of Ziya Gökalp Faculty of Education were trained in educational drama and then 10 volunteers selected from this group were asked to take part in focus group interviews held under the supervision of the researcher before and after the program. Two main reasons behind opting for focus group technique were to gain a deep understanding of what student teachers thought about educational drama, the drama techniques used and the problems they possibly encountered and find out if their views changed over time. This paper provides an account of the drama techniques used for teacher training and reports on student teachers' views and suggestions stated during focus group interviews. The data were collected through focus group technique, transcribed and analyzed with content analysis procedures. Analysis results indicate highly positive views about educational drama, and an improvement in student teachers' awareness of the importance of using drama techniques in English classes.

Key words: Educational drama, foreign language teaching, language acquisition, context.

The Effect of Process Drama on English as Foreign Language (EFL) Learners' Communication Strategies

PELİN ÇOBAN

BILKENT UNIVERSITY

Nonnative speakers' strategic competence in English conversations mainly depends on their effective use of communication strategies. With the help of communication strategies, learners can improve their fluency by overcoming the problems which they encounter during the communication in the target language. In order to improve English as Foreign Language (EFL) learners' use of communication strategies, Process Drama can be used as an effective tool to analyse the mostly used strategies by learners and teach the achievement strategies explicitly. The purpose of the study is to determine whether Process Drama approach could help students use communication strategies more effectively while communicating in English. Six basic drama sessions will be practiced with volunteer EFL learners in the first academic term at one of the state university in Turkey. A short survey will be conducted in order to determine the volunteer students who are also willing to continue the process drama sessions. A newly created class will be formed with the volunteer students as an extracurricular drama activity group and one group consisting of one class at the same institution will also participate in the study as a curricular drama activity group in the second term. In six-week period, at least ten Process Drama sessions of forty minutes will be practiced with the voluntary students. Both basic drama sessions and process drama sessions will be recorded and an observation scheme containing the taxonomy of communication strategies will be used in order to identify the adopted strategies by the learners afterwards through the analysis of the records. The analysis of previous and post recordings' results will be compared. Questionnaires and interviews will be conducted to explore learners' and teachers' perceptions. This study might be effective in terms of offering some implications for EFL teachers and administrators about integrating process drama into yearly curriculum to develop EFL learners' strategic competence by teaching communication strategies explicitly.

Key words: Process drama, communication strategies.

Session 4: 13 May 2016, Friday 09:00 – 09:50

Room 1

Academic English Literacy Skills of Turkish Graduate Students: The Preliminary Application of TAELS

GÜL DURMUŞOĞLU KÖSE [1], İLKNUR YÜKSEL [2], YUSUF ÖZTÜRK [1], MUSA TÖMEN [1]

[1] ANADOLU UNIVERSITY
[2] OSMANGAZI UNIVERSITY

Producing and sharing information are becoming more important in the contemporary world; and the academia, in its broadest sense, is the place where information is produced and disseminated to the world. Since English has an important function as Lingua Franca of the contemporary academic world, understanding and speaking this common language used in this environment, and producing written academic works emerge as an important requirement for Turkish scholars. Therefore, developing individuals' competencies of foreign language academic literacy, a concept that has gained great importance in recent years, is of significance so that they can effectively read and analyze resources in the foreign language, and present their research. In this regard, this paper presents the results of the preliminary version of the Test of Academic English Literacy Skills (TAELS) developed to measure individuals' academic literacy skills in English based on their competencies and needs in the Turkish context. Following a piloting process involving the necessary item analyses, the test was administered to 66 individuals who were doctoral and master's students in different areas of study, and the data were analyzed using descriptive statistics and Mann-Whitney U test run in SPSS. The findings showed that the individuals who were involved in academic activities in Turkey had the most difficulty in academic writing, which was followed by academic listening and academic reading. Most of the participants avoided completing the academic writing section of the test, and the possible reasons behind this were discussed. It was found that the participants' scores did not show any significant difference in the overall scores and their scores in the academic reading and academic writing sections based on their area of study, but there was a significant difference for the scores in the academic listening section. With respect to the education levels, the doctoral students' scores were higher than those of the MA students, but this difference was not significant; however, there was a significant difference between the two groups in the academic reading and academic writing scores, with the doctoral students' scores being higher. In the academic listening section, no significant difference was revealed based on the participants' education levels.

Key words: Academic literacy, Turkish graduate students, academic English.

"All's Well That Ends Well": Exploring Assessment Preferences in Higher Education

MERVE SAVAŞÇI, BURCU KOÇ

SAKARYA UNIVERSITY

The significance of formative assessment in teaching/learning has long been acknowledged, and as Harlen and James (1997) stated, not only teachers but also students can benefit from the feedback gained through formative assessment so as to improve the present teaching/learning practices for the future. Given its importance, this study reports on an investigation of the attitudes of university students towards formative assessment experiences in an authentic classroom environment as a result of hands-on experience by means of a pre- and post-test design . Specifically speaking, this study is an attempt to unearth the beliefs of university level students and compare their beliefs before and after taking a pedagogical course in which they were graded via formative assessment. The participants were 35 third-year pre-service language teachers and they were all taking a teaching methods course at the time of data collection. The participants were assessed through a number of components which combined theory and practice under the same course design. Qualitative data collected during a fourteen-week semester came from five sources, namely pre-course and post-course essays, during course reflective essays, a questionnaire on formative assessment and semi-structured focus group interviews. The data were analyzed by coding the qualitative data, and the results of the study will shed light on the attitudes of tertiary level students toward formative assessment.

Key words: Formative assessment, alternative assessment, assessment preferences, higher education, pre-service language teacher, prospective teacher.

An Overview of Teachers' Beliefs about Writing and the Use of Portfolio Assignments of ESL Students at a State University

NİLÜFER EVİŞEN

GAZIANTEP UNIVERSITY

Writing has been labeled as one of the most difficult aspects of the process of learning a language. Not surprisingly, the teaching of that skill necessitates some onerous work, especially at the university level. Teachers usually start from the sentence level, go on with various types of paragraphs and finally different kinds of essays throughout an academic year. In addition, teachers check student portfolios at regular intervals. This seems to be a process throughout which teachers meet a lot of difficulties. In general, most teachers have some rooted beliefs about the teaching of writing due to factors such as the topics for writing, the nature of the academic discourse community, the reflection of culture and the process itself being time-consuming. However, whether teachers at a state university have the same beliefs, and if they do, how they try to make an evaluation of portfolio assignments has been the main concern of this study. The study is a qualitative study, including interviews with teachers and samples of their written feedback to student portfolios. Six teachers' answers to interview questions and 30 student portfolios were examined closely. To be more exact, what has been sought throughout the study could be defined as answers to the questions asked with the intention to find out about teachers' beliefs about writing in general; what their beliefs about portfolio writing are; and how they reflect their ideas in their feedback to student portfolios. The study once again proves that teachers have some rooted beliefs or espoused theories about the process of teaching writing, and it also reveals that sometimes although teachers may think differently, their theory-in-action may be something totally different from what they believe.

Key words: Teaching writing, portfolio, feedback, teachers' espoused theory, theory-in-action.

Room 2
Generating a Cognitive Model of L2 Reading Comprehension for Implementing Cognitive Diagnostic Assessment

TUĞBA ELİF TOPRAK, ABDULVAHİT ÇAKIR

GAZI UNIVERSITY

The increasing tension between high-stakes testing and the demand for more fine-grained and meaningful information about test takers' performances have led to a new form of assessment called cognitive diagnostic assessment, which attempts to determine the mastery-non mastery skill profiles of the test takers and to evaluate the test and its items in terms of their effectiveness in measuring the skills of interest. Cognitive diagnostic assessment yielding rich, statistically sound and useful information about the examinee profiles and the test itself could be implemented in two ways, either generating a diagnostic test from ground-up or retrofitting a cognitive psychometric model to an existing test. Although retrofitting approach has been the dominant one in the domain of language testing, it may have several shortcomings in that it generally lacks a cognitive model guiding the test design and decisions, and items specifically developed to tap on predetermined attributes. Thus, the present study is an attempt to generate a cognitive model of L2 reading comprehension, which is used as the basis of a cognitive diagnostic L2 reading test implemented at TEFL/Applied Linguistics departments of 9 universities in an EFL (English as a Foreign Language) context. The model is generated by reviewing, examining and synthesizing domain theories and empirical research on reading comprehension; examining test specifications of various tests and frameworks such as TOEFL, IELTS, DIALANG and the CEFR; obtaining expert views through interviews; examining the target language use domain in a foreign language setting and the requirements of the program offered at the institutions; examining test takers' products in reading and finally analyzing their responses regarding their reading comprehension ability on a Likert type self-assessment scale. Developing a cognitive model of L2 reading comprehension would be highly beneficial, for the construct at hand is very crucial for participating in higher education where written texts are the main sources of information.

Key words: L2 reading, cognitive diagnostic assessment, language testing and assessment.

Cognitive Diagnostic Assessment and Language Testing: Theory and Implications

TUĞBA ELİF TOPRAK

GAZI UNIVERSITY

An emerging idea in the field of educational measurement emphasizing that a single test score may not be enough to yield rich and meaningful information about test taker performances has paved the way for a new trend of assessment referred to as Cognitive Diagnostic Assessment. With the advent of Cognitive Diagnostic Assessment, which is a statistically sophisticated approach, it has been possible to assess the test items in terms of their ability to discriminate between masters and non-masters of each skill, besides determining the mastery and non-mastery skill profiles of test takers taking a test. Yet, the most important advantage of Cognitive Diagnostic Assessment has been its potential to help stakeholders understand test takers' weaknesses and strengths in a given domain. To date, researchers in the realm of educational measurement have developed and applied several diagnostic classification models (DCMs) to analyze assessment data and these models have widely been used in fields like math education and psychology. Cognitive Diagnostic Assessment has also been implemented in language assessment; however, clearly more studies are needed to make the most of this approach in the context of operational language assessment. Cognitive Diagnostic Assessment provides researchers, language assessment specialists, language teachers and learners with many opportunities. First, it enables researchers in the field of language pedagogy to better understand language related constructs and their functioning in operational settings. Second, it helps language assessment specialists test these constructs in operational settings and generate new tools to measure them. Third, it aids language teachers in tailoring their teaching according to the current status of language learners and in providing them with remedies for their weaknesses. Finally, it helps language learners become more aware of their own strengths and weaknesses in the domain or ability of interest. Although the merits of Cognitive Diagnostic Assessment are evident, its fundamentals, scope, principles and promises are not well known to the researchers in language pedagogy. Thus, this paper intends to give some information related to the background and basic tenets of Cognitive Diagnostic Assessment, its application to language testing and mainly discusses its practical implications for language testing and pedagogy.

Key words: Language testing and assessment, cognitive diagnostic assessment.

Room 3
Innovative Professional Development Tools that EFL Teachers Use in Turkey

ÇAĞRI ÖZKÖSE BIYIK

YASAR UNIVERSITY

This study, part of a prestigious 4-year Marie Curie Career Integration Grant supported by the European Commission, is set out to understand English as a Foreign Language (EFL) teachers' individually-guided and professional activities. One of the objectives of this large-scale project is to investigate foreign language teachers' professional development activities in Turkey in order to identify any needs for new, innovative professional development programs. In order to find out what types of professional development activities EFL teachers are engaged in, we first conducted structured individual interviews with 26 teachers across Turkey. Since Creswell (2007) suggests developing questionnaires based on preliminary descriptive data, the questionnaire was initially drafted in light of the data coming from these 26 interviews. The initial draft was reviewed by field experts and was piloted with seven EFL teachers and in each round, necessary revisions were carried out. A test-retest reliability was also conducted with 31 teachers, and .86. was obtained as the correlation coefficient. The final draft has three sections; demographics (16 questions) and professional development scale of EFL teachers (61 questions) and 4 open-ended questions. We have already collected data from more than 800 teachers and the data collection is still in progress. In this presentation, data from the 4 open-ended questions will be shared as well as some descriptive and correlational statistics based on the 16-item demographic data section of the questionnaire. The open-ended questions are: 1) What types of professional development programs should be made available for the EFL Teachers? 2) What should teachers' educators pay attention in these programs? 3) Can you share the websites, blogs, wikis, facebook groups, forums, etc. that you find helpful in teaching English and your professional development? and 4) Can you write down any mobile applications that you find helpful regarding teaching English and your professional development?

Key words: Individually-guided activities, professional development, technology use

What Do EFL Teachers Need To Grow Professionally?

SİBEL KORKMAZGİL [1], GÖLGE SEFEROĞLU [2]

[1] CUMHURIYET UNIVERSITY
[2] MIDDLE EAST TECHNICAL UNIVERSITY

There has been a growing body of research indicating that teacher quality has an important role in promoting student achievement. In order to equip learners with diverse and complex skills and qualities necessary for today's highly demanding world, language teachers need to keep themselves up-to-date, and engage in continuous professional development. In this regard, it is of great significance to unearth teachers' perceptions with regard to their professional development needs. Thus, drawing on a phenomenological research framework, this study aims to examine EFL teachers' professional development needs and provide some insights into the assumptions and motives that drive and sustain their professional practices. 41 EFL teachers working at public schools in 14 different cities in Turkey participated the current research study. Data were collected through the use of in-depth semi-structured interviews carried out either in a face-to-face setting or via Skype, and analyzed through qualitative content analysis. As the findings suggest, EFL teachers were found to have highest level of needs with regard to developing teachers' English language proficiency and speaking skills, improving knowledge and skills in English language teaching methodology, incorporating technology into language teaching, and materials development and adaptation. It was also found out that teachers with low levels of perceived English language proficiency seemed to have more of a need for professional development than teachers with a higher level of perceived language proficiency. Although the results indicated a wide range of perceived professional development needs, the participants were reluctant to engage in formal and informal professional development activities. In this respect, the study revealed teachers' concerns of societal recognition of the profession as well as their understanding of the underlying problems that contribute to the weakness of the profession such as teachers' low salaries, the lack of teacher autonomy, the lack of supervision and guidance in the educational system; and the declining respect for teachers and a gradual change in social recognition of what it means to be a teacher.

Key words: Professional development, English language teacher, English language teaching, phenomenological research.

Collaborating Teachers' Perceptions regarding Pre-service Teachers' Preparedness to Teach: Teaching Practicum in Retrospect

HANDAN ÇELİK[1], ECE ZEHİR TOPKAYA [2]

[1] TRAKYA UNIVERSITY
[2] CANAKKALE ONSEKIZ MART UNIVERSITY

Since teaching is a clinical practice profession, educating high-quality teachers requires close cooperation between faculties of education and collaborating schools. Within the frame of this cooperation, pre-service teachers are assigned to different schools for their student teaching and, collaborating teachers, acting as mentors, help them continue their pedagogical development as well as familiarize them with school routines. Therefore, collaborating teachers' insights, perceptions and evaluations regarding pre-service teachers performance in the process and what lies behind this performance may be useful to improve the quality of pre-service teacher education. Based on this premise, by adopting a qualitative approach, this study aims to explore collaborating teachers' perceptions regarding the sources of pre-service teachers' preparedness to teach in teaching practicum phase.   To this aim, one-on-one, semi-structured interviews were conducted with eleven collaborating teachers teaching in primary, secondary, and high schools in the city center of a province in Turkey. The data were coded by two raters through constant comparison method. The analysis revealed the sources for pre-service teachers' preparedness to teach which were categorized as *positive and higher career motivations, ethical and appropriate professional behavior, training at the faculty, personal characteristics, mentor teacher behavior, prior teaching experience,* and *observations in schools*. However, one more category which was thought to debilitate preparedness to teach emerged from the data. The debilitating sources were categorized as *miscellaneous sources* as they could not be assigned to any particular sources. The emergence of various categories as the sources of pre-service teachers' preparedness to teach shows how complicated and multifaceted the teaching profession is. It also suggests that stakeholders' perceptions and evaluations should be incorporated into the planning, implementation, and revision of teacher education programs to establish and maintain efficiency and effectiveness in educating well-prepared teachers.

Room 4

Code switching in ELT Teaching Practice in Turkey: Teacher Practices, Beliefs and Identity

SEZEN SEYMEN BİLGİN

KOCAELI UNIVERSITY

Code switching is the interplay between two languages along with serving linguistic, social and psychological implications. The psychological implications involve teachers' thought processes. Code switching is widely explored in terms of the functions it serves in the classroom but little is known about the relationship between such switching and the beliefs of the teachers involved. This study is designed to respond this gap in current research. This study aims to explore the student teachers' thought processes in relation to code switching. The current study involves the findings of five student teachers undertaking their teaching practicum at a private school in Turkey which aims to investigate their thinking in relation to code switching in their classrooms. The research involves the analysis of classroom interactions, individual interviews and stimulated recall interviews. Firstly, the lessons which student teachers thought within the framework of their university Teaching Practice course were video recorded. Secondly, individual interviews with the student teachers focusing on their views of code switching during their teaching experience and their general views about language teaching were analysed. Lastly, stimulated recall interviews with the student teachers based on selected extracts from their lessons chosen after an analysis of spoken interaction in their classes were investigated. The data were analysed using thematic analysis. The findings revealed that code switching is not only a linguistic matter, but it also reveals a number of other dimensions about teachers' identities. These dimensions involve the way teachers define themselves professionally, teacher beliefs, teacher identity, affective factors, and their relationships with supervisors. This study suggests that code switching could usefully be included as a topic in teacher education programmes and in supervisor/mentor training.

Key words: Code-switching, beliefs, identity, thought processes.

Pre-Service Teacher Cognition: A Case Study in a Pedagogical Formation Certificate Program at a Turkish University

AYHAN KAHRAMAN

DUMLUPINAR UNIVERSITY

In the last three decades, the studies of teachers' beliefs on learning and teaching has gained rise as one of the main inquiries in the field of language teaching and teacher education. These studies have mainly focused on whether teachers' stated beliefs correspond with what they do in the classroom. The results of these studies have displayed similar results and showed evidence that these two concepts do not always coincide. On the other side, there has been little interest in exploring novice or prospective teacher' thoughts. For that reason, pre-service language teachers' cognition i.e. understanding formation course program teacher candidates' beliefs on what teaching and learning is, may or can also play a fundamental role in their future practice in ELT classrooms while teaching a language. Therefore, this study investigated prospective ELT teachers' beliefs, assumptions and pedagogical knowledge (BAK) in an effort to find out the extent to which their beliefs attained in pedagogical formation course resembles or differ from their previous knowledge. In short, it is investigated whether or not their cognitions changed after the formation program. The study was conducted with 60 pre-service teachers at Dumlupınar University which offers each year pedagogical course program for language teacher candidates. In this study, two questionnaires, a BAK learning and a BAK teaching, were used as pre- and post-tests. In total, the questionnaires consist of 76 items in Likert type style to conduct a statistical analysis. Using mainly quantitative studies, the aim of this study was to state the beliefs, assumptions and pedagogical knowledge of inexperienced language teachers in order to provide data not only to teachers and teacher training programs but also to similar teaching training programs in and outside Turkish context. The results of this study seems not to be interesting for the field of ELT but also for the whole teacher training programs.

Key words: Teacher training, BAK, beliefs, assumptions, pedagogical knowledge.

Room 5

A Discourse Competence Perspective on the Comprehension Problems and Difficulties of EFL Readers

HASAN BAYRAKTAR

CANAKKALE ONSEKIZ MART UNIVERSITY

Reading as a cognitive and linguistic process entails much more than mere vocabulary knowledge. In fact, it is a multicomponential construct that involves the activation and interaction of readers' competencies underlying their communicative competence (CC), as described by Canale & Swain (1980). This is the approach taken by the current study which examines the L2 reading comprehension processes of university-level EFL students from the perspective of discourse competence. The study aims at exploring the major areas of difficulty in EFL reading comprehension in a diagnostic fashion with a CC perspective, but due to the vastness of the data, only the discourse competence perspective is presented here. This study has a holistic and discourse-analytic view over reading problems and attempts to integrate the concepts of cohesion and discourse competence into the construct of reading. As the data collection tools, 6 reading comprehension quizzes were used to identify the most common discourse-related problems, categorized on the basis of relevant discourse skills. Relevant sections of the texts and questions are discussed in detail to illustrate how knowledge of discourse influences the ability to correctly understand authentic texts. After determining the most common obstacles to successful reading comprehension related to discourse competence, some suggestions will be made as to how to refine the teaching practices in the reading courses offered for freshman students in the FLE department at METU. This study also clarifies what the freshman students lack to be better readers: how their limited competence in discourse can restrict their comprehension of authentic texts.

Key words: Discourse competence, reading comprehension, EFL readers, reading problems.

Factors behind the Turkish EFL Teachers' Burnout and Organizational Socialization Difficulties

ÇİĞDEM GÜNEŞ [1], HACER HANDE UYSAL [2]

[1] TURKISH MINISTRY OF EDUCATION
[2] GAZI UNIVERSITY

In their profession, teachers are confronted with numerous challenges such as work stress, heavy workload, student misbehavior, or dissatisfying social relationships. These and various other obstacles burden teachers and complicate their process of organizational socialization which may have an impact on teacher burnout. However, despite the numerous studies focusing on either teacher burnout or teacher socialization separately, studies comprising these two factors in relation to each other are scarce particularly concerning EFL teachers. Furthermore, there is no research which investigated the factors affecting EFL teachers' burnout and organizational socialization difficulties by relating them to each other. In this paper, therefore, it was aimed to explore the possible causes of teacher burnout and an unsuccessful organizational socialization of EFL teachers who work in state schools. For this purpose, a qualitative research methodology was implemented through a semi-structured interview which was designed and conducted by the first researcher. 16 subjects, who were selected based on their burnout scores and on geographical distance, were interviewed. Among the interviewees there were 4 with a few burnout level, 8 with a strong level of burnout, 2 with a substantial burnout, and 2 with severe burnout. The questions included in the interview were determined as a result of a literature review for appropriate questions related to the field of teacher burnout and teacher socialization. Apart from this, the researcher asked five novice EFL teachers how they felt during their first day as a teacher and what kind of problems they encountered. The answers elicited were used as baseline data to help the researcher determine the actual interview questions. These five novice EFL teachers were not included in the actual interviews. The interview consisted of 15 items. These questions were distributed into two different parts. The first part of the interview included 10 questions to gather information on the aspect of teacher socialization. The other part of the interview was designed with 5 questions with the aim of collecting information on teacher burnout. The qualitative responses were measured in terms of thematic content of comments related to teachers' perceptions of their level of socialization and burnout. The steps of the analytic cycle (description, comparison, categorization, conceptualization, theory development) (Hennink et al., 2011) were followed. It was found that the causes for the occurrence of burnout and an unsuccessful period of organizational socialization can be attributed to workload, problematic interpersonal relationships, student misbehavior, dissatisfying working conditions, and teacher training programs that do not prepare student teachers well enough to their positions as teachers.

Key words: Teacher burnout, organizational socialization.

The Use of Mentoring in In-service Education

FADİME YALÇIN ARSLAN

GAZIANTEP UNIVERSITY

Research on teacher education indicates that reciprocal and beneficial partnerships established in teaching atmosphere contribute a lot to pre-service and in-service teachers' life-long professional development. Mentoring has become one of the core components in teacher education recently (Lai, 2005). The literature on teacher education reveals that mentoring has been dealt with differently in different contexts (Feiman-Nemser, 1996; Healy & Welchert, 1990; Little, 1990; Roberts, 2000; Bellamy & Cooke, 2003).Some studies focused on the relationship between the mentor and the mentee. Some others focused on the functions and behaviours of the mentors (Maynard and Furlong, 1993). Others have emphasized the contextual dimension of mentoring by giving priority to the influence of the institutional culture and organization on teaching (Feiman-Nemser, 2003). The present study aims to explore the effectiveness of the mentoring in in-service education. Mentors were selected by the professional development unit considering their years of experience. However, mentees were selected by considering criteria such as volunteering to participate in the process, not being officemates, not being partners. The mentees were also expected to volunteer to participate in the process.This interpretive case study analysed the data gathered from the structured mentor-mentee groups. We wanted to investigate the effectiveness of these mentor-mentee groups in in-service education. Content analysis was used to analyse the data gathered from structured forms and reflection forms. Then the results of the structured form and reflection form were compared to discover whether the mentor-mentee groups contributed to the participants' professional development or not. The results indicated that mentoring contributed to the professional development of in-service teachers. Moreover, mentors and mentees were aware of the importance of collegial support and sharing. Participants benefitted from reflection-on-action and made use of it in their teaching. They also expressed that they would use the ideas which they shared with their colleagues to improve themselves professionally.

Key words: Mentoring, professional development.

Session 5: 13 May 2016, Friday 11:35 – 12:50

Room 1
Foreign Language Student Teachers' Perceptions towards the Use of L1

SERHAT İNAN

GAZI UNIVERSITY

The use of L1 has long been a matter of debate in the field of second/foreign language teaching. After the fall of Grammar Translation Method (GTM), L1 has been viewed as an obstacle to language learning. Various language teaching methods have been proposed following the emergence of Direct Method. These methods had quite different viewpoints towards language teaching; however, what was common for almost all of them was L1 avoidance. Teachers have been expected to avoid the use of L1 at all costs. Their motives for putting L1 out of the borders of classrooms can be debated; nevertheless, their effect is clear. From this point of view, this study aims to identify Arabic, French, and English language student teachers' perceptions towards the use of L1 in foreign language teaching (FLT). The participants of this study are composed of 30 student teachers studying at a state university in Turkey at the departments of Arabic Language Teaching, French Language Teaching, and English Language Teaching. The data of the present study were conducted through semi-structured interviews. The interview form was designed by the researcher. A pilot implementation was conducted with one student teacher so that the clarity of the interview questions was ensured and the duration was calculated. The interviews were audio-recorded and analyzed through content analysis method. The themes and categories were identified after the analysis of the audio-recordings. The findings were compared with three departments and revealed close relationships. It has been revealed in this study that the student teachers are not against a judicious use of L1 in language teaching. The participants of this study stated that L1 can be used especially for classroom management purposes. This study is not enough in its own terms to provide a complete picture of the situation in FLT in Turkey. Only a broad understanding of the issue can be inferred from this study. Therefore, in order to have a better idea about the issue of L1 use in Turkish FLT context the issue should be investigated from different aspects including the classroom observations, large-scale surveys, and interviews with other stake holders as school administrators and teachers. It is recommended at the end of this study that a judicious use of L1 could be beneficial in terms of facilitating the language learning process.

Key words: L1 use, foreign language student teachers, bilingual education.

Use of L1 (Turkish) While Teaching English in Turkey: Perceptions of ELT Prospective Teachers

MİNE YILDIZ, SAVAŞ YEŞİLYURT

ATATURK UNIVERSITY

The role of L1 use in L2 teaching is still controversial not only in Turkey but also in the world, and the concern of this study, therefore, arises from the debate made about the use of Turkish while teaching English. In other words, there is no agreement among Turkish teachers on whether Turkish should or should not be used in teaching English and whether the use of Turkish has positive or negative effects on the learning of English. Whereas, on the one hand, it is commonly believed that avoidance of L1 use in L2 classroom will be beneficial since its use will probably hinder the learning process of L2 or affect it negatively; on the other hand, there are many supporters of the view that avoidance of L1 can create tension and a barrier between the students and the teachers. Many theorists have considered the use of L2 in the class as the sole medium of instruction and communication since they are of opinion that using only L2 in the class, though challenging to implement, ultimately increases confidence in speaking and listening skills, as much as creating more realistic environment for the learners. However, the rate of those who believe that exclusion of L1 may be inappropriate and impossible in many situations is not so low. Therefore, the debate behind L1 use in L2 classroom has not come to an end; rather, it has become a non-conclusive issue which really raises a need to conduct new studies on different first languages.The main purpose of this study, following a mixed-method research design, is to examine the perceptions of Turkish prospective teachers in ELT department on the use of Turkish in teaching English. In this sense, the data were collected from over 100 Turkish prospective teachers in ELT department of Atatürk University through a questionnaire and observation of different lessons in order to get a general view about whether Turkish is used, if used to what extent both teachers and students use it, and for what purposes they generally need to use their L1-Turkish in these classes. The results of the study have revealed that most of the participants advocate Turkish use in English classes particularly when explaining new words, giving instructions, explaining grammar, checking for understanding, giving feedback, joking with students, discussing classroom activities, and testing, since they believe Turkish use will ease the process of language learning and their understanding. On the other hand, according to the findings of the study, there are also some participants who are of opinion that using Turkish in English classes is not beneficial; rather, it decreases their chance to speak and listen to English in such a country where they have almost no chance to be exposed to English.

Key words: L1 use, English language teaching.

Room 2

Chicago as Classroom: Linking Linguistic, Cultural and Academic Literacy Objectives in the Development of an Academic English Pre-Matriculation Program at the University of Chicago

EZEKIEL FLANNERY

UNIVERSITY OF CHICAGO

This paper explores the development of the Academic English Pre-Matriculation Program (AEPP), an intensive, three-week English language and North American cultures course for incoming international students at UChicago. The AEPP was launched in August 2015 and is designed for students from a range of proficiency levels who have not studied in a North American university before. This ESL program is the result of an ongoing needs assessment conducted across campus and the recommendations made in a report by the University Committee on ESL to determine how best to strengthen the English skills of international students. The AEPP has the following objectives: To build academic and professional English proficiency by providing meaningful opportunities to improve linguistic performance in a range of culturally specific contexts. To prepare students for the academic rigor of graduate study at UChicago. To establish a working knowledge of the city of Chicago, its history, neighborhoods, cultural diversity and economy through readings, films, television programs, lectures and more. To integrate students into the campus, Hyde Park and city of Chicago through structured activities (out of class) exploring neighborhoods and key cultural institutions. The AEPP curriculum is proficiency-driven and modeled on the ACTFL/OPI proficiency levels. The program's centerpiece is using Chicago as a classroom for authentic linguistic and cultural contexts challenging students to explore and interact with a range of people living and working in Chicago. Students were required to complete 3 - 4 hours of structured out-of-class activities around Chicago each day, which included exploring the university campus and surroundings, cultural institutions, natural areas, and the many distinct neighborhoods that comprise the city of Chicago. All students completed a multi-step neighborhood research and presentation project, all of which we compiled into an online publication called "Finding Chicago". The program drew more than 140 students from 20 different countries and 25 different Master's and PhD programs at UChicago. This paper outlines the research, development and implementation of this pilot curriculum.

Key words: Academic, cultural, linguistic, Chicago.

Turkmen ELT – Click to CLIL

MERETGULY GURBANOV

INTERNATIONAL TURKMEN TURKISH UNIVERSITY

A fundamental educational reform occurred in Turkmenistan in 2007. In this scope, Syllabus of English course was also renewed. The purpose of this study is to offer supplementary ELT materials based on latest language teaching methods enriched in cultural values. ELT materials, namely coursebooks, play a very important role in many language classrooms. As such, materials used must surely be with the qualification that they are of an acceptable standard or level of quality and appropriate for the target learners. ELT in Turkmenistan needs an urgent improvement. Introducing Content and Language Integrated Learning would be an excellent alternative and an easy way for the improvement. CLIL with its dual focused aim would help learners to learn English while learning content. In this paper, I will put forward theories from various scholars and theorists in the matter of importance and integration of CLIL approach to any educational programme, namely Turkmen ELT. The findings of the study proved that ELT materials based on latest language teaching methods and cultural values need to be developed soon. New type of culturally friendly ELT materials (coursebooks) and methods would be more successful, motivating much better, instruct more effectively and gain the benefits to both teachers and learners of English. Introducing language-teaching materials based on CLIL would be an easy way to go over the challenges of language education in the age of globalisation. The findings of this study are hoped to have implications for successful teaching and learning of English as a Foreign Language in Turkmenistan.

Key words: Turkmen ELT context, content and language integrated learning (CLIL), culturally-friendly materials, challenge, globalisation, EFL in Turkmenistan.

Pre-Service Language Teachers' Perceptions of Teaching before and after a Semester Long Practicum Experience

BURCU KOÇ

SAKARYA UNIVERSITY

The necessity of providing pre-service language teachers with the opportunity to visit real classrooms and observe language learning and teaching practices has already been accepted. The normal procedure in most of the universities in Turkey is to send pre-service language teachers to practicum schools when they are fourth graders. However, starting from this year students at Sakarya University will be sent to their practicum schools in the second term of the third year. Therefore, it brings out the necessity to investigate its effectiveness on pre-service language teachers' perceptions regarding teaching practice and their self-efficacies in teaching. In the current study, the perceptions of third year pre-service language teachers (N=40) regarding teaching before and after participating in a semester long practicum experience were investigated. A questionnaire with 10 open-ended questions was administered to pre-service language teachers, who signed consent forms to participate in the study, as a pre and post-test before and after the practicum. In order to help pre-service language teachers gain a deeper understanding of the process, they are asked to keep a journal of each day of practicum experience which lasts 14 weeks. With the aim of achieving triangulation of data collection, mentor teachers were asked to observe the pre-service language teachers during their practicum and write an overall report about them at the end of the term. 10 mentor teachers, being responsible for four pre-service language teachers, participated in the study voluntarily. So as to analyze the data gathered from the questionnaire, journals, and reports, a thematic content analysis, one of the frequently used qualitative data analyses, was employed by determining related themes for each item. The findings revealed that pre-service teachers' perceptions regarding the practicum changed in a positive direction after a semester long practicum experience not only in terms of their beliefs regarding teaching practices but also their self-efficacies.

Key words: Pre-service language teachers, perceptions, practicum experience.

Room 3

A Language Needs Analysis Study at an English Medium State University

VEYSEL EMIR EKE, ECE ZEHİR TOPKAYA

CANAKKALE ONSEKIZ MART UNIVERSITY

This study aimed to evaluate the extent to which the writing courses conducted at Çanakkale Onsekiz Mart University School of Foreign Languages meet English academic writing needs of students in their fully English-medium content courses from the perspectives of the students, language instructors and faculty members. In this context, a needs analysis research conducted to determine molecular biology and genetics students' academic writing needs and the extent to which the preparatory writing course program could meet the students' needs. Accordingly, 32 molecular biology and genetics students who graduated from the Preparatory School in 2014 and 2015 and enrolled in fully English-medium department participated in this study. The data were collected through a student questionnaire, a language instructor questionnaire and a faculty member questionnaire. The gathered data were analyzed quantitatively. The results of the study revealed that language instructors' perceptions regarding students' academic writing needs did not meet the majority of students' and faculty members' academic writing needs and expectations in the departmental courses. This study recommends the need to revise the writing course program of the School of Foreign Languages at Çanakkale Onsekiz Mart University to fit the target academic writing needs of the molecular biology and genetics students in the departmental courses.

Key words: Needs analysis, English for academic purposes, academic writing needs, curriculum development and evaluation.

Reading Needs in Details: Revealing Reading Comprehension Needs of EFL Pre-service Teachers

RÜMEYSA PEKTAŞ

SULEYMAN DEMIREL UNIVERSITY

Needs analysis constitutes a crucial part of curriculum design through which learners and teachers can mutually benefit in English Language Teaching (ELT) settings. To meet academic reading needs in ELT program, the advanced reading and writing skills course aims to equip pre service EFL teachers with intensive and extensive reading habits, critical thinking skills and pre-reading, while-reading and post-reading skills. Although numerous studies have been conducted on reading strategies to enhance reading comprehension in ELT settings with different research designs, the body of research on reading comprehension needs of EFL pre service teachers is still remarkably sparse. Therefore, the present study was conducted in order to broaden the scope of reading related studies with emphasis on EFL pre service teachers' and lecturers' perceptions on reading comprehension needs. To this end, a quantitative study was designed and a 'reading comprehension needs analysis questionnaire' was administered to 2nd, 3rd and 4th year 93 EFL Pre service teachers and 6 ELT Lecturers at a state university. The findings revealed that while EFL pre service teachers perceived themselves best on pre reading comprehension skills, needs analysis indicated post reading comprehension use in practice. Furthermore, there is a noticeable mismatch between EFL pre service teachers' reading comprehension needs and lecturers' perceptions on required needs with regards to pre-reading while-reading and post-reading comprehension needs. The findings demonstrated that major renewal in syllabus needs to be arranged to diminish the mismatch between EFL pre service teachers' reading comprehension needs and course syllabus based on mainly general reading comprehension skills with a basic cognitive domain rather than cognitively more challenging cognitive domains for comprehension. The lecturers should be informed about the reading needs and wants of the EFL pre service teachers before, during and after the reading course to ensure the needs of the process and expected outcomes.

Key words: Needs analysis, ELT, reading comprehension, EFL Pre-service teachers.

A Needs Analysis based Study: The Professional Development Needs of English Instructors at a Technical University

MUSTAFA ÇOBAN, ÖZGÜR ŞAHAN, KARI ELIZABETH ŞAHAN

BURSA TECHNICAL UNIVERSITY

Professional Development (PD) activities organized around the themes of 'How to teach speaking' or 'What makes a good English teacher?' have become obsolete and monotonous in terms of teacher development. Therefore, a well-grounded PD program should focus on the actual needs of English instructors through an ongoing process of design and evaluation. The purpose of this study is to investigate the PD needs of English instructors at a state university in Turkey using quantitative and qualitative data. The data for this study were collected through a questionnaire administered to 31 English instructors and one-on-one interviews with a sub-sample of participants. The questionnaire was adapted from Ekşi (2010) and piloted to 40 English instructors from different state universities in Turkey. A descriptive research design was used to analyze the quantitative data collected from the questionnaire. Additionally, the data derived from the interviews were analyzed using thematic content analysis in order to triangulate the results of the quantitative data. The results of the study suggest that instructors prefer to attend PD activities that are practical and useful in terms of their self-reported PD needs and have long-lasting effects on their professional growth. Furthermore, the participants underlined the significance of effective PD sessions that provide them with researching and teaching opportunities at the same time. The findings of this study highlight the PD needs of English instructors, the most salient of which were identified as teaching and assessing writing and speaking skills. In addition to basic teaching and assessing needs, the findings of this study identify other activities that English instructors classify as immediate PD needs such as 'English for Specific Purposes (ESP)' or 'conducting classroom research.' Furthermore, the participants highlighted the main hindrances that prevent them from participating in PD activities. Finally, the findings of this study are expected not only to contribute to the implementation of effective institutional PD activities but also to pave the way for further professional needs assessments projects.

Key words: Professional development, needs assessment, English instructors.

Room 4

Evaluation of a Two-hour Compulsory English Course at a Turkish University

KUTAY UZUN

TRAKYA UNIVERSITY

First year English courses are compulsory for all majors at the universities in Turkey by the decision of Higher Education Council. However, the efficiency of these courses are still unexplored. In this regard, the aim of this study is to evaluate the two-hour Compulsory English Course at a Turkish university through the perceptions of students and instructors. The participants of the study are 211 undergraduate students who take the 2-hour compulsory English course and 14 instructors of English who give that particular course. In order to quantify student perceptions, the Compulsory English Course Student Perceptions Scale, which is developed by the researcher is utilized. The data regarding the opinions of the instructors is collected by means of an open-ended questionnaire. The data is analyzed through the computation of frequencies, percentages, means and standard deviations. Analysis of variance is used in order to search for differences according to the majors of the student participants. Qualitative data is subjected to content analysis to look for the themes and topics of the responses of the instructors in terms of the strengths and weaknesses of the program, along with the suggestions for improvement coming from the instructor participants. Data analysis reveals that, although the student participants are content with their instructors' content knowledge and the duration of their exams, they express negative perceptions regarding the available technology in classrooms and the amount of group work in the class. Instructor participants, on the other hand, indicate the course book and the centrality of the exams as the strengths and class size and different proficiency levels within the same class as the weaknesses of the program along with others. The physical environment surrounding the course is found problematic by both students and instructors. A conflicting finding, however, is that while the size of the classes are found problematic by most instructor participants, a few instructors point at the same issue as one of the strengths of the program.

Key words: Program evaluation, CAM model, perceptions.

Beyond the preparatory school:
What happens in the freshman year?

ZEYNEP AKŞİT

MIDDLE EAST TECHNICAL UNIVERSITY

Language preparatory schools are intermediary bodies within universities that aim to help students develop their knowledge of and ability to use English, and become independent language learners. Not always explicitly stated, nevertheless, language programs may also target to increase students' awareness of academic tasks, standards, learning and rules of engagement. Partaking an essential role in preparing students for academic studies, it is crucial to establish a language program that accommodates students' needs to a substantial extent. The present study was part of a larger project that investigated the efficiency of instruction at a pre-sessional language school and analyzed the needs in the first year of academic degree programs. While it may not be possible to accurately specify all the needs, identifying general tasks common in different fields of study is a practical approach (Weir, 1983). One perspective in analyzing needs is to identify the difficulties students experience while undertaking academic tasks. Hence, this paper is focused on the common areas of difficulty as reported by the stakeholders in the first year courses in various fields of study. A mixed methods approach was taken in order to collect rich and reliable data. Through questionnaires with first year students and interviews with faculty professors, areas of difficulty contained within the four skills of reading, listening, speaking and writing were identified. Content analysis of qualitative data, and statistical analysis of quantitative data revealed problems in various facets of teaching and learning processes. Some deficiencies in knowledge of language such as lack of academic vocabulary, and understanding complex grammatical structures were identified. In terms of language use, sustained reading and listening, coping with speech with different accents and pace, and expressing ideas in a relatively fluent, coherent and cohesive manner in production were found to be the major weaknesses. These are important findings in the revision of the curriculum of the preparatory language school. An unanticipated finding from the study was that effective pedagogical skills and practices are needed in content classrooms in order to aid student comprehension, participation and motivation. In addition to informing the curricular revision in the language preparatory school, this research study raised an important question on policy: is Content and Language Integrated Learning (CLIL) applicable and beneficial in tertiary education? In this presentation I will briefly introduce the background of the study and the methodology. Both qualitative and quantitative findings will be presented in detail and the diversities in students' and faculty professors' perspectives will be emphasized.

Key words: Curriculum revision, needs analysis.

Increasing Student Retention in EFL Prep Programs through a First Year Experience

DONALD STAUB

ISIK UNIVERSITY

Each Fall in Turkey, hundreds of thousands of high school graduates leave their families and their hometowns behind in order to begin a new life as a university student. For many of these students, this is a profound change. The sense of security and security that these students are accustomed to quickly disappear as they suddenly find themselves in a daunting new world. As university students who are hoping to succeed, they will be required to demonstrate a number of so-called noncognitive attributes such as social awareness, self-efficacy, persistence, and motivation – intrinsic motivation, not the extrinsic form that helped them prepare for the high-stakes university entrance exam. Moreover, for a significant number of these students who will be studying in an English medium program, their first task will be to exhibit these noncognitive attributes immediately when they are placed in an intensive EFL preparatory program at their new school. The fact is that most of these students are at risk of dropping out during the intensive EFL program – not because of language, but because of the absence of noncognitive attributes that can help them adjust more quickly to the new conditions, and therefore turn their focus to language learning. There is hope, however. This paper will describe a case study from a Turkish university where a program has been implemented to increase student retention (i.e. decrease drop outs) during the first-year intensive language program. Throughout the year, students are involved in seminars, workshops, projects, and activities – each which is designed to strengthen the students' noncognitive abilities. For Turkey, this First Year Experience is a novel approach to addressing the challenge of student retention. While the outcomes of the program certainly help the students perform better in the language program, the benefits will most likely remain with the students throughout their university and professional lives. This paper will provide the conceptual and theoretical background of noncognitive attributes and their link to college success. It will describe the design and implementation stages of this project, as well as provide survey and interview data collected from instructors and first-year language students (from both the control and experimental groups) regarding the effectiveness of the program. Recommendations will also be made concerning implementation of this program for other intensive language programs at Turkish universities, as well as primary and secondary schools throughout Turkey.

Key words: Student retention, noncognitive attributes, first year experience, intensive language program.

POSTER SESSION

Registration Area

A SAMPLE LESSON PLAN FOR YOUNG LEARNERS

ÖZNUR BALKAN

GAZI UNIVERSITY

This poster presents a sample lesson plan of teaching English language to young learners. The question of how our students can learn the subject more easily and effectively is the main focus of this poster. While we are planning our lesson according to chosen topic, we base the plan upon the most effective methods. Each method has an important aspect, thus we try to utilize useful aspects in different parts of our lesson. Some of the most fundamental methods are The Natural Approach (NA), Total Physical Response (TPR) and Desuggestopedia. Quantitative techniques selected from those methods are also used to make comprehension more clear. Besides that, fun and creativity are core elements of reaching success. While starting planning, we deal with topics children find familiar and divide our lesson to four parts which are introduction, song, arts and crafts, and game. Each part has linguistic and non-linguistic aims in consideration of interlanguage. By the end of the lesson, students will be able to communicate in the target language, understand and use simple phrases with topic related vocabulary. To mention briefly these parts, we base the introduction part on The Direct Method (DM). We introduce the topic to students with the help of our materials like visuals on the board and realias. The main purpose of using realias is to make learning more memorable. This would appeal to a wider range of learner styles than a simple flashcard picture, and they rise the level of excitement. After, we base the song part on Desuggetopedia. We use a song written and melodized by ourselves. It is very interesting and motivating source for students and reaches into their world. Students are physically involved with the music, feel comfortable and find easy to remember the words of the song. Following, we base the arts and crafts part on TPR. When the students get bored, we need to vary the activity type to maintain the interest. It is also an excellent way to facilitate language learning with young learners. We integrate drawing and colouring activities, paper crafts into the lesson without losing sight of a learning objective. By the help of arts and crafts, classroom cohesion and sharing are also promoted. Lastly, we base the game part upon Task-based Language Teaching (TBLT). We use games having task to be completed by students. Games give us a chance to provide meaningful and useful language in real context. They encourage and increase cooperation with the adrenaline of the competitions, which creates a sense of fun and enjoyment. If we have more time, we can use some filler activities like memory games. At the end of the lesson, we expect most of the learners to have positive attitudes towards the English language by means of methods, techniques and materials that we use in the lesson.

Key words: Young learners, lesson plan, methodology, activities and games.

Impact of Pre-Reading Activities to Activate Learners' Schemata for Better Reading Comprehension

ZÜLEYHA MERVE TİRYAKİ, İLKİN BAŞAR

ISTANBUL AYDIN UNIVERSITY

Reading is one of the most important skills in second language learning. Unfortunately most students are not skillful readers in foreign language and they have problems in comprehending the text effectively. There are various techniques and methods available in teaching reading. However, not all are fully satisfactory in terms of enable the readers for better comprehension. Carrell and Eisterhold (1983) state that the relationship between the text and the reader triggers interaction and the background knowledge of the reader is activated. Constructing and activating students' schemata about the topic and it facilitates students' comprehension of the text. Brown (2001) claims that it is the reader who gives the meaning to the text with his schemata; a text itself does not make sense at all. Therefore, this paper will discuss the importance of activating the background knowledge (schemata) for better reading comprehension. For this study a small-scale research was conducted to see, the significance of the pre-reading activities in the comprehension process. The research question was put forward as follows: "Which pre-reading activities have an impact in activating schemata in reading comprehension of elementary level students?" The participants were 60 students who were studying A2 level English at a foundation university for three hours per week. It is their first year at the university. 3 types of main activities were used to see the effectiveness of the pre-reading process which are class discussion, text previewing and introduction of the vocabulary. In class discussion, students were asked question related with the topic in general and in text previewing students' prior knowledge was activated by using pictures and logos about the text. Lastly, the new vocabulary was introduced to the learners. Apart from experimental group, there was a control group who were not exposed to the specific classroom activities. When the results of comprehension questions of the control group and experimental groups are compared, it is seen that experimental group is more successful than the control group.

Key words: Reading, pre-reading activities, schemata theory.

MA Students' Self-Reported Strategy Preferences on Post-Method Pedagogy

BURÇİN BAYTUR

CANAKKALE ONSEKIZ MART UNIVERSITY

Post method pedagogy can be regarded as a good way to the lacks experienced by the usage of traditional methods. It compels us to restructure our view of language teaching both in pedagogical and ideological aspects. It demands that teachers consider the essential proponents of post method pedagogy. As Kumaravadivelu (2006) forwarded, post-method pedagogy can be visualized as three-dimensional system consisting of three pedagogic parameters: particularity, practicality and possibility. This study aimed to explore EFL teachers' attitudes, beliefs and preferences towards Post-Method Pedagogy and to examine whether there was a probable relationship between these teachers' attitudes and reflections on their classroom applications or not. To do this, 9 active EFL teachers pursuing their MA degrees at a Turkish state university, Institute of Educational Sciences, in the ELT Department were administered a survey. Findings indicates that the participants have knowledge concerning most recent issues in ELT the post-method pedagogy and most of them have positive attitudes about the classroom practices regarding implementation of strategies and parameters.

Key words: Macro strategies, particularity, pedagogic parameters, post-method pedagogy.

Learning Style Preferences of High School EFL Learners: The Effect of Gender

MERVE KÖKTEN, MERVE YÜKSEK, S. ELİF PULCUOĞLU

CANAKKALE ONSEKIZ MART UNIVERSITY

The most important thing for teachers in teaching process is to know about the learning styles of the learners. As the teachers become aware of their learners' learning styles, they can modify their teaching according to these styles. In this respect, the aim of this research is to find out the effect of gender on the learning style preferences of high school students learning English as a foreign language. 16 male and 37 female participants were randomly selected from a target population of 200 11th graders. The participants were given a 25-item language learning preference questionnaire adopted from Fleming (1987, VARK), which consists four parts namely, auditory, visual, kinaesthetic, and linguistic. Data was analyzed via SPSS 16.0. The results of descriptive statistics revealed a significant difference in learning style preferences between males and females. According to the findings, males prefer group learning while females prefer individual learning. The results also revealed that among the five learning style categories students preferred auditory learning style primarily which is the predominant learning style of students' in foreign language learning contexts and it was followed by group learning which is found as secondary learning style preference of students. It was concluded that teachers who know about their students' learning styles are able to increase the students' motivation by teaching in respect of the students' needs by modifying the lesson plans, the activities, and the materials considering different learning styles.

Key words: Learning styles, gender, foreign language learning.

A Quantitative Research on Multiple Intelligence Types of EFL Learners

YUNUS EMRE BİLGİN, DERDA KAYACAN

CANAKKALE ONSEKIZ MART UNIVERSITY

The purpose of this study was to investigate the effect of gender difference on multiple intelligence types of learners. This research was administered at a state university in Turkey. 37 female and 16 male freshmen were given a Likert type Multiple Intelligences Test based on Howard Gardner's Multiple Intelligence Model, which consists of 35 items. The findings were analysed by SPSS 20.0. The results revealed no significant difference between males and females in terms of multiple intelligence types. However, there were some differences in some items, which are related to linguistic, mathematical, bodily, interpersonal, intrapersonal, and interpersonal intelligences. In all items females revealed higher mean scores than males. The findings of the present study will assist teachers or prospective teachers to have more detailed information about intelligence types so that they can modify their own language teaching experience and have a better understanding of individual differences in their classes.

Key words: Multiple Intelligence theory, MI research, gender differences.

Motivations of 4th Grade English Language Teaching Department Students to Work at State Schools in Turkey

ENGİN BAYSAN

CANAKKALE ONSEKIZ MART UNIVERSITY

This study investigated career motivation of 4th grade English Language Teaching department students and the factors which affect their motivation to work at state schools. For data collection, 30 teacher candidates were surveyed and the items of Factors Influencing Teaching Choice Scale were adapted. The findings revealed that teacher candidates are enthusiastic to improve the educational system and extrinsic reasons have strong effects on their decision such as having holidays, indulge parents' wishes. Teacher candidates were seen to feel willing to improve themselves after graduation.

Key words: Teacher career motivation, state schools, teacher candidates, English Language Teaching.

EFL Learners' Views of the Role of Video Games in Learning English

ABDULKADİR KACATAŞ

CANAKKALE ONSEKIZ MART UNIVERSITY

Among young learners and children, playing video games is very popular today. Playing video games may lead an innovation in literature. This research has conducted so as to find out view of EFL learners about video games in learning English. Research has been conducted in Turkey, Çanakkale Onsekiz Mart University. 18 EFL learners participated in the study. A questionnaire was used in research. Data were analyzed both descriptively and statistically. Findings reveled that playing video games has an impact on learning English. The benefits of playing video games such as improving language skills, learning new vocabulary, opportunity to meeting new people, exposure to language, overcome anxiety are revealed by the result of research. As a conclusion, this research shows how video games influence to learning English positively.

Key words: Video games in language learning, learning English as a foreign language, out-of-class learning activities.

Session 6: 13 May 2016, Friday 13:45 – 15:00

Room 1
Re-Educating the Mind: Possible Scenarios of Changing

BENA GÜL PEKER

GAZI UNIVERSITY

Mental training is not something that we engage in as part of the conventional theories of changing. The change strategies used in many training contexts build on the empirical-rational strategies of change which may not prove to be fruitful. This mainly because the proposed change needs a rational justification and needs to be accepted and desirable and in line with the self-interest of the person that will be affected by change" (Chin and Benne, 1976, p. 23). Normative-re-educative strategies for change on the other hand, assume that changes in a pattern or practice of action will happen only when normative orientations such as attitudes, values and skills are changed, hence a re-education of the individual. This is perhaps why it is difficult and challenging to enable change in teacher education whether pre-service or in-service contexts. This workshop argues that the re-education process necessarily starts with the person of the teacher and entails a form of mental training. It puts forth that such training can be enabled by using some sensory-specific techniques borrowing from the world of Neuro Linguistic Programming (NLP). A key concept in NLP is the modalities that relate to our representational systems such as visual, auditory, kinesthetic, olfactory and gustatory. The sub-categories of these representational systems, some of which are location, dimension or color comprise the essential personal data that we can work with in order to create change (Tosey and Mathieson, 2003) .This workshop argues that by changing the sensory sub modalities of our sensory systems, we can create profound changes in our subjective experience of the world (Revell and Norman, 1995; Grosu, Grosu, Popovici and Mihaiu, 2015). Admittedly, this is a call for the subconscious mind to educate the conscious mind. Working with the sub-modalities means that we are "altering states". Such an approach can help one to move from a negative state of mind to a positive one (Revell, 1995). A recent study demonstrated that learners can be enabled to "move from very quickly from a very quickly from a negative state (not ready to learn) to a positive state (ready to learn)." (Kudliskis, 2015, p. 87). Changing our subjective realities can help us not only personally as teachers but in working with our learners who may be experiencing a lack of motivation for the task at hand, not so unlike how we may be feeling at times. This workshop will enable participants to experience mental training in the form of altering states by making use of the technique of visualization. It will take participants through different modes of visualization with different aims which can target both personal and professional change. The workshop will have teachers experience the different uses of visualization for their personal and professional empowerment, and in so doing it will also have made explicit the procedures that can be used in class with our learners.

Key words: NLP, teacher education, mental training.

Room 2
Moving Beyond the Technicist Framework in English Language Teacher Education

YASEMİN TEZGİDEN CAKCAK

MIDDLE EAST TECHNICAL UNIVERSITY

This paper reports a study which explores the dominant teacher education approach (technicist, reflective or critical) followed in English language teacher education in Turkey. Because the Council of Higher Education is the main authority intervening in the teacher education system in Turkey, the study seeks to understand the underlying teacher education approach behind the Council of Higher Education documents (i.e. policy documents, English language teacher education curriculum and course contents). The analysis of the documents show that the Council's program follows a technicist teacher education approach despite claiming to educate problem-solving intellectual teachers. In the program, methodology courses occupy a large space where key educational courses like educational sociology and educational philosophy are omitted. Teaching practice is delayed until student teachers get enough content knowledge, which clearly demonstrates that the program is built on a technicist understanding in which teacher candidates first learn how to teach and then implement what they were taught rather than learning to teach by doing it. The course contents of the Council of Higher Education program also give teacher candidates a passive role to choose among the existing methodologies rather than theorizing themselves. This paper argues that English language teacher education programs should move beyond this technicist understanding to prepare more reflective and critical teacher candidates. As long as teacher education programs define their mission only as providing technical expertise (Giroux and McLaren, 1986), they will end up preparing passive technicians rather than reflective practitioners or transformative intellectuals. Therefore, the knowledge-base of foreign language teacher education should be broadened to include all elements in Shulman's (1987, p. 8) categorization of teacher knowledge. In addition to content knowledge, general pedagogical knowledge, pedagogical content knowledge, and knowledge of learners and their characteristics, student teachers should also have the knowledge of curriculum development, educational contexts and knowledge of educational purposes and values. To this end, FLE programs should offer courses addressing sociocultural and political context of English language teaching as well as foundational educational courses like educational sociology, so that student teachers view teaching in a broader perspective in its social, political and historical context. Teacher candidates should also be encouraged to display their creativity in lesson planning and materials preparation not feeling

bound to work within the limited space given to them by the existing methodologies or given textbooks. For teacher candidates to develop a true teacher identity, practice teaching courses should become central to the program beginning from the sophomore year. Only through such transformation in the scope of foreign language teacher education programs would it be possible to educate more critically thinking problem-solving English teachers our world needs.

Key words: Teacher education approaches, foreign language teacher education curriculum, teacher roles, reflective teaching, critical pedagogy.

Pre-Service Teachers' Perceptions on the Contribution of EFL Teacher Education Programme to their Teaching Skills

VEYSEL EMİR EKE, SALİM RAZI

CANAKKALE ONSEKIZ MART UNIVERSITY

As the very first step of pre-service teachers' professional careers, teacher education has profound effect on teacher quality and as a result the success of students. In this respect, the present study aimed to reveal the perceptions of prospective EFL teachers about teaching competence with regards to their evaluation of the contributions of English language teacher education program to their teaching competences. Seventy senior students at English Language Teaching Department of Canakkale Onsekiz Mart University participated in this study in 2015-2016 academic session fall semester. All the participants were practicing teachers at several state schools in the city of Canakkale. A questionnaire was distributed to collect data from the participants regarding how they relate teaching competence with that of English language teacher education program. The data were analyzed by using descriptive statistics through SPSS version 20. The results indicated that pre-service EFL teachers self-reported to have high level of proficiency in teaching, especially with using verbal language effectively and organising learning environment according to the purpose. On the other hand, they stated that they were less efficient at using time efficiently and carrying out formative assessment. Although the findings indicate high self-reports on the level of teaching proficiency, they should be approached with caution since their judgements mainly came from the comparisons with that of in-service teachers. The results are expected to contribute to revising the curriculum of ELT teacher training programme.

Key words: Evaluation of English language teacher education programs, pre-service EFL teachers, program evaluation, practice teaching.

Program Evaluation of an English Language Teacher Education Practicum: Insights from Student Teachers and Graduates

KIYMET MERVE CELEN

YILDIZ TECHNICAL UNIVERSITY

This study aims to evaluate a practicum program offered at a Foreign Language Education Department at an English-medium state university in Turkey in order to discover (1) the extent to which Ministry of National Education (MoNE) English language teacher competencies were achieved and (2) the strengths and weaknesses of the program. Participants of the study were student teachers and program graduates. Data were collected through an adapted version of the Survey of Teacher Education Programs (STEP) (Williams-Pettway, 2005) given to student teachers and program graduates. A total of 13 items form MoNE English language teacher competencies was added to two different scales of the original survey, which were *knowledge, skills, and dispositions* and *diversity*. Agreement percentage counts for the MoNE English language teacher competencies items that were added to the survey pointed to a need for a better understanding and more use of assessment and evaluation in the English language classroom and use of activities suitable for learners with special needs. Items related to various teaching practices (e.g., using suitable materials, methods, and techniques) and understanding one's self as a professional (e.g., an understanding of one's own professional competencies and engagement in professional development) had higher agreement percentages from both groups. An overall analysis of the survey showed that the *knowledge, skills, and dispositions*, *field experiences and student teaching internship*, and *quality of instruction* components constituted the strengths of the practicum program with higher ratings by student teachers and program graduates. *Diversity* and *technology* components of the teacher education program received lower ratings from both groups. Implications for more training in learner diversity and technology during the pre-service teacher education program along with more assessment and evaluation use opportunities during the practicum experience will be discussed.

Key words: Program evaluation, practicum, pre-service teacher education.

Room 3

The Academic Writing Needs of Research Assistants at a Technical University

ÖZGÜR ŞAHAN [1], MUSTAFA ÇOBAN [1], ECE ZEHİR TOPKAYA [2]

[1] BURSA TECHNICAL UNIVERSITY
[2] CANAKKALE ONSEKIZ MART UNIVERSITY

In order to advance in their careers, academic writing is a crucial skill for researchers for a variety of reasons. Good academic writing skills not only broaden the audience with whom research assistants can communicate but also facilitate the publication process. Therefore, the assessment of academic writing needs is important to establish the basis for academic writing training for novice scholars. This article presents the academic writing needs of research assistants at a technical university in Turkey. A total of 10 research assistants working in the engineering departments at the university volunteered to participate in the study. A qualitative research design was used and the data for this research were collected through semi-structured interviews with research assistants. Thematic content analysis was employed to analyze the raw data and recurring themes were determined by the researchers using a method of double-coding to enhance reliability. The findings were interpreted comparatively based on the themes and their frequencies and reveal the need areas of academic writing, which are categorized as short-, medium-, and long-term goals for a prospective academic writing unit. The priorities of the research assistants in terms of academic writing were found firstly to be 'writing research articles' and 'writing MA/PhD theses,' followed by 'writing lab, project reports', 'writing patents', and 'writing academic emails'. To achieve these aims, the research assistants interviewed in this study stated that their needs could be met with assistance from academic writing trainings that focusing on areas such as 'writing conclusion and discussion sections of an article', 'using appropriate lexical items', and 'producing short and clear expressions in paragraphs'. Furthermore, the research assistants displayed a desire to produce native-like sentences without plagiarizing. In addition to determining the needs of research assistants, this study reveals the positive attitudes that research assistants had toward the assessment of their academic writing needs, indicating the importance of inter-departmental collaboration for the establishment of an academic writing unit at a technical university.

Key words: Needs analysis, academic writing needs, English for academic purposes (EAP), research assistants.

The Boss Takes the Turn

BÜLENT KARAŞİNİK

TRAKYA UNIVERSITY

In this study power relations in ESP classes at an organisational setting were analysed. In the first section, theoretical assumptions of discourse analysis were presented so as to clarify the principles underlying the study. Then, brief information about data collection was given and the data was analysed quantitatively under the light of underlying assumptions of the approaches to discourse analysis. Data collected and analysed during ESP classes represents turn taking behaviour of participants according to their ranks in their institutions. Our study mainly focuses on behaviour of high rank participants who have the institutional power over their relations in their own setting. Their behaviour during classes is analysed quantitatively which shows quite much about what is happening in some ESP classes. Finally, realisation of power relations in those institutions is discussed with suggestions for further research in the area.

Key words: Turn taking, ESP, power, rank.

Examining Global and Local Concerns in EAP Classroom Feedback

ZÜLEYHA ÜNLÜ

GAZIOSMANPASA UNIVERSITY

Globalising tendencies around how English language is perceived have led to a change from 'universalist' positions with accuracy emphasis to 'differentialist' ones where English is viewed as plural with diverse and local ways (Morgan & Ramanathan, 2005, p.161). Evauluating this issue within English for Academic Purposes (EAP) settings, Hyland and Hamp-Lyons (2002) have questioned the identity of EAP. Therefore, they urge research that gives insight about whether EAP needs to emphasise a differentialist or universalist approach (Hyland & Hamp-Lyons, 2002, p.9). To this end, in this presentation, I will present findings from a wider grounded theory study I conducted on the theorisation of teacher-student classroom feedback interactions on academic writing across EAP classes at a university in UK. I will focus on interviews with teachers and students to present what global and local level tensions surface in learners' and teachers' feedback interactions on academic writing. My specific aim is to look closely to the issues of teaching and learning at an EAP setting where local and global concerns are intertwined via existence of external authorities, learners' consciousness of being second language learners and resulting feedback expectations and teachers' encounter with diverse student needs and profiles. The presentation, thus, will include four sections. First, from local and global perspectives, I will present previous research on the role of EAP in teaching and learning. Secondly, I will detail the design of my data collection and analysis procedures. Thirdly, I will explain my research findings from learner and teacher interviews. Finally, I will discuss the implications of my findings for the EAP provision.

Key words: EAP, identity of EAP, differentialist versus universalist approaches.

Room 4

Phraseological Patterns and their Impact on EAP Writing Pedagogy: The Case of the Applied Linguistics Research Article

SELAHATTİN YILMAZ

YILDIZ TECHNICAL UNIVERSITY

Corpus-based approaches have widely been used to explore the features of a wide array of text types, which in turn have also had an impact on EAP writing pedagogy. However, phraseology of these texts has been relatively under-researched with little impact on teaching the multi-word units to the novice and nonnative writers. However, it is known that the inexperienced and L2 writers lack the phraseological competences needed for quality academic writing in disciplinary discourses. Therefore, this study aims to explore the phraseological profile of applied linguistics research articles for pedagogical purposes. Since it academic writing is known to consist of a variety of different types of patterns, both continuous (lexical bundles), and discontinuous (phrase-frames) phraseological patterns were analyzed in a 6.5 million-word corpus of applied linguistics research articles. Results confirmed discipline- and genre-specific features of academic writing. Finally, pedagogical implications of the analysis for teaching the writing of research articles to novice applied linguistics students were discussed.

Key words: Academic writing; phraseology; corpus linguistics.

A Corpus-Based Analysis of Lexical Phrases in the Current Students' Book of Eight Graders in Turkey

MERVE ÖKSÜZ [1], RASİM ÇÖMEZ [2]

[1] GAZI UNIVERSITY

[2] GENDARMERIE SCHOOLS COMMAND

Over the last decades, lexical phrases have been emphasized and included in course books as a result of importance given to functional language use. Instead of teaching lexical items as single units, they are mostly introduced as multi-word items that cover collocations, idioms, binominals, phrasal verbs, polywords, fixed and semi-fixed expressions. Today, many contemporary course books around the world and in Turkey have been prepared by addition of a diverse amount of lexical phrases. Considering the massive amount of lexical phrases in English which makes the selection process much more challenging, it is clear that not every one of them can be included in syllabi. Though it seems that those in the course books are used commonly in English and have pedagogic value to learners, it is not known for sure whether they are really useful or not. In order to determine the usefulness of phrases, generally frequency and range are taken into consideration. As frequency indicates for students the possibility to meet the same lexical items outside the classroom and they should be at the centre of foreign language learning and range shows the existence of a lexical item in various registers, this study aims to investigate lexical phrases included in 8th grade English course book in Turkey in terms of frequency and range. For this purpose, all lexical items were identified and specified according to their lexical categories. In determining frequency and range, the Corpus of Contemporary American English (COCA) (Davies, 2008-) was applied because of its large size and free accessibility. When the full lexical array dealt with, lexical priority of the main course book was presented, therefore it is possible to see the sort of lexical items given greater weight in the course book. A profile of the items was developed, and lastly pedagogical implications were discussed.

Key words: Lexical phrase, corpus analysis, frequency, range.

An In-Depth Lexical Profiling and Analysis of TEOG English Exam Questions Corpus

UMUT M. SALİHOĞLU

ULUDAG UNIVERSITY

Corpus linguistics, which has become a promising field in linguistics in the last two decades, allows researchers to study samples of language from any written or spoken source mostly by the help of computers. With the spectacular advances in the computer technologies and evolutionary developments in corpus analysis software, the enormous burden of carrying out detailed investigations on chunks of texts has been lifted from researchers. In line with the recent corpus research, the purpose of the present study was to first compile a corpus of the original English exam questions in the "Transition from Primary to Secondary Education" examination, which is known as the TEOG exam in Turkish. Next, the study aimed to create an in-depth lexical profile of the vocabulary items in the compiled exam corpus in comparison to the British National Corpus and the Corpus of Contemporary American English as reference corpora. The analysis of the corpus, which was comprised of 8964 word tokens and 1615 word types retrieved from the 228 exam questions from the years 2009 to 2015, indicated that 89.47 % of the words were in the first two thousand word families in British and American English. Although these findings might have illustrated that the words were of appropriate levels for learners, care was taken for the remaining ten percent which also included very rare words. Further analysis of the corpus data by Keyness analysis, the status of cognates and lexical bundles revealed some beneficial results for informing the interested parties such as students and teachers. The study also provided profound insights into the lexical structure of the TEOG English exam for the pre-service teachers who had already started working on the preparation of vocabulary study materials and questions through the use of the Socrative web site based on the preliminary findings of the present research.

Key words: Corpus Linguistics, lexical profiling, keyness analysis, TEOG English exam.

Room 5

Teacher-Researchers' Identity (Re)Construction through Action Research

BAŞAK EROL GÜÇLÜ

ANADOLU UNIVERSITY

Teacher identity has been a topic of interest and it is affected by many factors including professional development activities. With the growing interest in reflective teaching and continuing professional development (CPD), more and more EFL teachers are turning to action research (AR) on their journey of professional development. Despite the growing interest in AR, it has not been fully explored in relation with its effect in teacher-researchers' identity (re)construction. Therefore, the purpose of this study is to examine how engagement of AR affects the multi-layered identity (re)construction of EFL teacher-researchers working at the tertiary level. To collect data, teachers will be given a questionnaire to find out about EFL teachers' engagements in professional development activities. After the descriptive analysis of the survey results, the frequency and percentages of the extent to which they engage in AR and other CPD activities will be looked at, and the top ten teachers who engage in AR will be identified. Semi-structures interviews will be done with these ten teachers on the topic and their practices of AR. After the transcription of the interviews, the qualitative data will be analyzed thematically, and the themes that emerge from the thematic analysis will be further analyzed in order to relate the themes to sensitizing concepts: teachers' beliefs about teaching and learning, investment, audibility. However, since this second part is a qualitative study, there might be other concepts emerging depending on the data collected. Finally, conclusions will be drawn in the light of the literature. The results of the study may shed light on the ways EFL teachers' engagement in AR contributes to their identity construction as teacher-researchers, and to what extend teachers consider themselves as researchers. The results of this study may also help Turkish EFL teachers better understand the complex process of becoming a teacher-researcher, and consider AR as a PD activity.

Key words: Teacher-researcher identity, action research.

English Teacher Opinions on Research Engagement for Professional Development: A Multiple Case Study of Teachers with and without "Teacher Research" Experience

NURİYE KARAKAYA [1], PERİHAN SAVAŞ [2]

[1] KIRIKKALE UNIVERSITY
[2] MIDDLE EAST TECHNICAL UNIVERSITY

Professional development is crucial for teachers to keep up with their changing roles in the educational system, to be aware of and review their teaching philosophies, and to learn student perceptions. It is especially important for English as a Foreign Language (EFL) teachers in Turkey of which English proficiency ranking falls into the low proficiency category, according to the 2012 English Proficiency Index of Education First (Bıyık, 2013). Due to the new understandings in the field, and contributions of teacher cognition to second language teacher education; long term and working context embedded teacher professional development gained importance. It is also believed that teachers should take the direct responsibility for their continuous professional development. Since teacher research is one of the most important means of being engaged in professional development and it has a growing acceptance in the field of teacher education, it is worth to know more about it through the opinions of teachers about the feasibility of teacher research. For this purpose, the current study aimed to answer the following research question: *What is the current situation in relation to teacher research as a professional development tool among practicing English teachers in Turkey in their respective educational contexts based on their views and experiences?* Seven English as a Foreign Language (EFL) teachers who were working in different levels (primary school, high school and university) both in private and public sector were recruited in this qualitative multiple case study. Three of the participants had conducted teacher research before; four of them had had no experience in carrying out teacher research. Each teacher was interpreted as a case in the study. The in-depth data were collected via semi structured interviews. The results of the study indicated that teacher research has the potential to be an effective professional development tool among practitioners. Some of the teachers believed with training and support, teacher research could be applicable in schools. The biggest motivation for teacher research was the intrinsic desire of the teachers to improve themselves as teachers and their classroom practices. Even if being a teacher and researcher at the same time was a challenging task, it helped teachers to see their problems via their own eyes and enabled them to be more observant. In addition, some of the teachers stated that

the benefits of being a teacher and researcher outweighed the challenges. Teacher research was found useful in helping to solve context specific classroom problems, raising awareness in teaching, promoting teacher autonomy, strengthening collaboration among colleagues and serving teachers as a feedback channel into the student perceptions. The attitudes of the teachers towards teacher research were mostly positive; however; lack of knowledge and research expertise as well as challenges in the application process of teacher research caused skepticism related to the application of this research type on the part of teachers.

Key words: In-service EFL teacher professional development, teacher research, teacher education.

Nonnative PhD Students in a Nonnative Context

GÜL KARAAĞAÇ ZAN [1], ZUHAL OKAN [2]

[1] NIGDE UNIVERSITY
[2] CUKUROVA UNIVERSITY

The path leading to the successful completion of PhD involves various aspects that a PhD student has to deal with. With an aim to voice the challenges those students face, numerous studies have been conducted on the experiences of nonnative PhD students studying at universities in the 'inner circle' countries, which would, in turn, result in desirable changes that would facilitate the already challenging process and provide PhD students with better services. However, very few, if any, studies have been conducted on the challenges non-native PhD students experience in an expanding circle. Thus, the present study sought to find out the academic experiences of non-native PhD students majoring in English language teaching (ELT) departments in a non-native context, Turkey. More specifically, it highlights the language specific problems they face in English and Turkish academic writing, the support they get from the supervisors and workplaces and the place of feedback in the process of academic writing. Data for the present study were collected though in-depth interviews, and a metaphor elicitation task with ten PhD students studying and working at different universities in Turkey. The findings revealed that among various other problems students faced, the most salient ones were those related to the academic writing in English and Turkish in particular, the lack of written feedback provision on academic papers including the theses, the nature of supervision and the administrational support during the process. In addition, the metaphors PhD students used centered generally on the theme of epic struggles and desperation in the hope of reaching the end. The study also provides implications for the guidance and supervision of nonnative PhD students at the expanding circle. It is hoped that the results of this study will contribute to enhancing the experience of non-native PhD students in ELT departments and help ease their tension during the process.

Key words: PhD, ELT, challenges, written feedback, supervision, metaphor.

Session 7: 13 May 2016, Friday 15:15 – 16:50

Room 1
Language Socialization in a Graduate Course

BURCU BAŞOĞLU

BASKENT UNİVERSITY

This article explores the TESL Graduate Program students' academic discourse socialization experiences in one of their elective courses. From a language socialization perspective, a week of a pilot ethnographic study investigated how, both the multi-competent students and L1 speakers of English in both the MA and PhD programs, socialized through language inside their classroom using various activities and outside their classroom using blogs. Besides, this study also investigated the language socializations that are prioritized by the teacher of the course. Data were collected mainly from classroom observations, video recordings of the activities in the classroom, and through the class blog. Findings suggest that both L1 speakers and multi-competent speakers were trained into both the oral and written academic discourses through dialogues with their teacher and classmates as they performed presentations, discussed the books collaboratively, and expressed their ideas both orally and in written forms. Based on these findings, this article argues that academic discourse socialization is a process of negotiations among the experts and novices, and that in a language classroom an expert can be the teacher, the L1 learner, and the L2 learner depending on the context, and the novice can be any learner interested in getting new information or feedback to his/her idea. Implications for L2 pedagogy and prospective research are provided.

Key words: L2 pedagogy, language socialization, discourse analysis.

Toward Interculturality in Language Teacher Training

NİLGÜN YÜCEL [1], AYSUN YAVUZ [2]

[1] MARMARA UNIVERSITY
[2] CANAKKALE ONSEKIZ MART UNIVERSITY

The place of intercultural education in language teaching has experienced transformations recently. Globalization and increasing interculturality have immensely influenced educational policies, teaching practices and teacher training. In line with the recent needs of learners and teachers, it has become important to modify not only curricula but also modifying teacher education programs. However, improving the quality of teacher education programs and modifying them in line with the recent needs of the society are highly complex phenomena. In today's foreign language education context, it is crucial for language teachers to have knowledge of intercultural education to keep up with changes in the field and to understand the attitude of language learners. As intercultural education is currently considered as an important part of foreign language learning, it is also important for the language teacher to be able to introduce and teach interculturality successfully. In that sense, it is becoming a requirement for language teachers to be provided with intercultural training and to provide intercultural training to their students in language classrooms. In Turkey, there are studies focusing on the relationship between English language teaching and interculturality. Yet, in many of the studies, the focus relies on how to develop pre-service English language teachers' intercultural competence. The aspect of teaching pre-service English language teachers how to teach interculturality has been studied little. Therefore, this study aimed to fill this gap in the existing literature by exploring the impact of intercultural training on pre-service English language teachers with the aim of helping them integrate intercultural components into ELT. It also aimed at exploring the processes that pre-service English language teachers went through during the training.This study was a qualitative case study which investigated the perceptions of pre-service English language teachers concerning intercultural education in one particular English Teacher Education Department in Turkey. An Intercultural Education course was designed and given in order to assess its impact on the pre-service English language teachers' perceptions of the role of intercultural education in language classrooms.The data for this study were collected through diaries and constant comparison method was employed to analyze the qualitative data. The results indicated that the intercultural training encouraged the pre-service teachers question their preconceived ideas by offering them deeper insights into the field of intercultural education and helped them adopt a more critical and reflective approach toward the role of interculturality in language teaching. The findings highlighted that intercultural education had an important place in the training of pre-service teachers.

Key words: Interculturality, teacher training, language education.

Do We Ignore Affective Domain of Intercultural Communicative Competence?

ZEYNEP ÇETİN KÖROĞLU

BAYBURT UNIVERSITY

As the World is becoming more globalized and communication technologies make communication easier between different cultures in various settings, intercultural communication has gained more attention than before. Multicultural and global society makes intercultural communication indispensable part of communication. According to important scholars of the field intercultural education should serve to increase one's cognitive, affective and behavioural skills. As affective domain of intercultural communicative competence, intercultural sensitivity consists of empathy, respect for other peoples and their cultures. As an affective dimension of intercultural communicative competence; Intercultural sensitivity has drawn attention of scholars throughout the past years. Some scholars put emphasis on intercultural sensitivity and consider it as a bridge which relates intercultural sensitivity with cognitive and behavioural parts of intercultural communication. However, there is still misperception about intercultural sensitivity with other cognitive, affective and behavioural domains of intercultural communication such as intercultural awareness, intercultural adroitness and intercultural communicative competence. Important scholars of the field define intercultural sensitive persons as who are conscious in interactions and accept interlocutors' ideas without judgment and their personal complexity. In this respect, English language teachers' sensitivity towards other cultures has significant meaning to make language learners better foreign language learners and speakers. As the affective domain of intercultural communicative competence, intercultural sensitivity has not been considered as it should be. Thus, current study aims to investigate English Language Teacher candidates' intercultural sensitivity level. In this study, ISS (Intercultural Sensitivity Scale) is used and 123 student teachers participated in study. Participants' intercultural sensitivity levels are analyzed in SPSS due to interaction engagement, respect for cultural differences, interaction confidence, enjoyment and attentiveness. The results show that English language teacher candidates enjoy interacting with people from other cultures and they are sensitive towards cultural differences and complexities. Present study reveals that Pre-service English language teachers are intercultural sensitive persons and they have necessary capabilities to teach and use English in intercultural settings.

Key words: Intercultural communication, intercultural sensitivity, culture, English language teachers.

Room 2

Action Research: The Pre-Service Language Teachers' Perceptions of Microteaching Implementations, Constructive Feedback Sessions, and Possible Impacts of Feedback on their Performance

ALİ İLYA, ŞEHRİNUR KAYIHAN

SAKARYA UNIVERSITY

The study aims to explore the perceptions of the pre-service English language teachers at Sakarya University regarding the microteaching implementations, their possible impacts on the enhancement of their teaching skills, and the role of self-reflection, peer-, and instructor-feedback in their professional development. 24 third-year ELT students taking Language Teaching through Literature in 2015-2016 Fall term took part in the study. It is based on the spiral action research model. Each pre-service teacher repeated their performance upon a review process of the initial course design on the basis of the feedback provided both by peers and the instructor, and self-reflection by the help of the video-recordings. The data were collected through a five-point Likert-type scale, reflection reports written by the participants through the end of the semester, guided interviews conducted with all the teacher candidates in their mother tongue to scrutinize their written responses, and an analysis of the pre-service teachers' performance scores obtained through an analytical rubric devised by the researcher. A mixed-method research design was used. The Likert-type scale that was analyzed via SPSS and performance scores yield the quantitative data while the results supplied by the interviews and reflection reports constitute the qualitative data. The results primarily reveal that the participants generally believe in the effectiveness of the microteaching practices. Besides, their scores also support this finding. However, they point to the artificiality of the microteaching practices, and possible hindrances they bring along. While almost all the participants perceive the feedback provided by the instructor very useful, some of them think that he is harsh at times. An important number of the participants suggest written feedback as an alternative to oral commentary in order not to offend the presenter. Dissimilarly, their attitude towards peer feedback is relatively negative for the reasons that peers are not qualified enough or under the pressure of grading. Although in some areas such as the choice of the material or motivating the students they improve their teaching skills as manifested in their second practices, in some other areas including the use of language of instruction and manipulating the material no significant improvement has been observed. It was also yielded that videotaping was considered to be beneficial in terms of its being a permanent source of reference to trace their improvement. The study concludes that pre-service teachers are eager to continue to practice micro-teaching despite some perceived drawbacks. Feedback is an integral part of microteaching implementations and the role of instructor is crucial both as a reliable source and as a moderator.

Key words: Microteaching, feedback, self-reflection, use of literature in ELT.

Academics' Use of Mediation Theory Aspects in ELT Post-Graduate Programs

MEHMET ASMALI [1], AYSUN YAVUZ [2]

[1] BANDIRMA ONYEDI EYLUL UNIVERSITY
[2] CANAKKALE ONSEKIZ MART UNIVERSITY

This study investigated academics' practices as a mediator in doctorate and master programs of English language teaching department at a state university in Turkey together with the potential sources of using this role. Despite the significance of post-graduate programs in ELT departments due to their role in personal fulfillment, professional development, and training future academics, the literature related to these programs is scarce. Because of the lack of studies in these programs regarding the views of students, academics, or the relationship between them; the perspectives of academics in ELT departments, graduate students in relation with the role of a mediator are not addressed. For this reason, in this study, Feuerstein's Theory of Mediation, Mediated Learning Experience (MLE), and why and how academics engage in these experiences in the particular programs have been investigated from the point of view of academics. In order to shed light on these issues, a phenomenological case study approach was employed. This case study included four participants. They were the academics working in these post-graduate programs. Their ages ranged from 32 to 44, and they had varying experiences in post-graduate programs. Observation and personal-semi structured interviews were used to collect data. Six different classes of four different academics were observed for two semesters. A pilot study was conducted to test the applicability of instruments for the main study. Necessary changes were implemented according to the results of pilot study. Additionally, in order to establish trustworthiness, procedures such as triangulation, researcher reflectivity, member check, prolonged engagement, collaboration, rich description, and peer debriefing were used. Interpretive-descriptive approach was used for the analysis in the present study. According to findings, the most commonly used mediation theory aspect was 'shared intention' among the academics. It was followed by significance ',' individuality and 'sharing' respectively. On the other hand, two mediation aspects, 'control of own behavior' and 'a sense of belonging' took the last row in the list indicating how often they were used. Individual analysis of the data showed that unpopular aspects were similar for all academics. Academics' supervisors and their past experiences in both undergraduate and post-graduate programs, their personality, and reading were important sources shaping their role as a mediator. Implications were suggested to investigate nationwide and a cross-cultural nature of the use of mediation theory aspects regarding both micro and macro issues.

Key words: Mediation theory, mediated learning experience, post-graduate programs.

An Investigation into the Development of Possible Selves in Turkish EFL Pre-Service Teacher Education: A Case Study on Prospective Teachers' Perceptions of Hopes, Fears and Strategies during the Practicum

IŞIL GÜNSELİ KAÇAR

MIDDLE EAST TECHNICAL UNIVERSITY

Practicum experiences are acknowledged to enable pre-service teachers' smooth transition to the teacher role and to contribute to the development of their professional identities. Despite the substantial impact they have on the professional identity growth of prospective teachers and the conceptual and pedagogical changes in their pedagogic content knowledge and classroom practices, these field experiences, if devoid of reflective practices, structured observations and ongoing mentor feedback on the part of pre-service teachers, may fail to enhance the development of the pre-service teachers' emergent professional self-concept. Hence, the aim of this longitudinal exploratory qualitative case study into the Turkish pre-service teachers of EFL is to investigate the development of the possible selves of a group of senior prospective teachers enrolled in an EFL pre-service teacher education program in a public Turkish tertiary setting and to provide a holistic perspective concerning their professional growth to lead to an enhanced understanding of the complex and dynamic nature of their identity development from the perspective of the possible selves theory in pre-service teacher education. The data was collected through the pre-service teachers' teaching philosophies prior to and after the practicum experiences, reflective journals, prospective teachers' video-mediated self-evaluations of their teaching tasks, the mentor teachers' feedback, the university supervisor's feedback and the peer feedback. The prospective teachers were engaged in a process of reflection-in-action, reflection-on-action and reflection-for-action throughout the practicum period via semi-structured interviews taking place during the post-conference meetings with the university supervisor. The prospective teachers were encouraged to reveal their hopes, fears and their self-developed strategies to handle the tensions and discordant classroom experiences they had during their practicum experience. They were also prompted to project into their future career goals. The study also aimed to investigate the impact of the ought-to selves and the ideal selves of the teacher candidates and how they reconciled them with their possible selves. The data were analysed via thematic content analysis based on the constant comparison method. The findings indicated that the pre-service teachers were continuously engaged in trying to balance their hopes and fears during the practicum so as to form strong possible selves and that participants were successful in establishing this balance to varying degrees. It was also revealed that discordant experiences, tensions and dilemmas of the prospective teachers are, in fact, conducive to the development of a strong possible self for

prospective teachers. The findings displayed different goal-oriented behaviour and coping strategies on the part of pre-service teachers to deal with the challenges in the practicum. The study has also significant implications for pre-service EFL teacher educators in the Turkish context and other similar contexts in terms of how to contribute to the development of prospective teacher identities by monitoring and cherishing and reinforcing the emergent self-concept of the teacher candidates during the practicum period.

Key words: Possible selves, perceptions, Turkish EFL pre-service teachers, hopes, fears, strategies, tensions, practicum.

Room 3

Meeting the Challenges of Tasks: An Investigation into the Perceived Difficulties of Implementation

DEVRİM GÜNAY

ISTANBUL UNIVERSITY

This study sketches out the results of a research conducted to reveal the perceived difficulties of implementing language learning tasks under real class conditions as viewed by both the ELT teacher candidates at Istanbul University and ELT practitioners across various schools in Istanbul. Offering meaningful and authentic language practice geared towards a realistic outcome rather than an exercise initiated display language, tasks have come to be adopted widely as tools of communicative language use by curricula, teaching materials and teachers. The creative use of language they promise, however, is highly dependent on a variety of inherent factors such as the quality of the task, the type of outcome they foresee and various demands they put on the students as well as extra-curricular variables peculiar to the context of learning like big class size, lack of materials, etc. In an attempt to reveal what variables- either relating to the built-in characteristics of tasks or the performance conditions- potentially challenge the utilization of tasks, the current study relies on data collected from a survey run with teacher candidates at Istanbul University (n=50) and the testimonials of English teachers currently working in public and private schools around İstanbul. The initial results indicate to big class size, lack of materials and experience as the main contributors to the disdain from a task-based methodology, while ideally and theoretically most participants favor the use of tasks due to their real life orientedness. Also relevant are the findings that a considerable proportion of teacher candidates express relative disbelief in the power of tasks to promote accuracy in the language class and rather prefer them for promoting fluency.

Key words: Task based language teaching; CLT; language learning tasks; task difficulty.

Assessing Productive Skills: Speaking Ability / The Use of Online Videos to Assess Speaking Ability of EFL Learners

CEYHUN YÜKSELİR [1], ŞEVKİ KÖMÜR [2]

[1] OSMANIYE KORKUT ATA UNIVERSITY

[2] MUGLA SITKI KOCMAN UNIVERSITY

There is a growing tendency among the researchers about how to assess and improve the ability of speaking. In spite of its complex nature, speaking is generally considered to be the most essential skill to acquire. With the onset of communicative language teaching, this inclination has encouraged researchers to carry out research and make recommendations and implications. This study deals with the productive skills of the prep-class learners within the context of speaking ability. In this sense, this study was designed to investigate the assessment of speaking skills using online videos for EFL learners at Osmaniye Korkut Ata University, School of Foreign Languages. It also examines whether online videos have positive effect on improving speaking skill. The study was carried out with 20 low level students in 5 classes in an English Language Prep-Class at Osmaniye Korkut Ata University in Turkey and 10 of them were chosen for the treatment group. These students were selected in accordance with the results of the first speaking exam in the 2015-2016 academic year. The materials are made up of 5 videos available online. The researchers had the students watch 5 videos respectively within 5 weeks period. The data was analyzed by using t-test in terms of the results of second speaking exam and gender. Results show that those who watched videos improved their speaking ability and scored high than those who didn't, and in view of gender, the girls were more successful than the boys. Thus, it can be concluded that using online videos in classes are of vital importance and effective in improving EFL learners' speaking ability.

Key words: Assessment speaking ability, Online Videos, Productive Skills, EFL Learners.

Authenticity in English Language Teaching: A Relative Matter

ERKAN KULEKCİ

UNIVERSITY OF WARWICK

Although the term 'authenticity' has been revisited and discussed in the field of English Language Teaching (ELT) and Applied Linguistics over recent years, it is usually described within a limited framework that mainly focuses on the quality of texts used in language classrooms (e.g. materials produced by/for 'real' speakers of English without any teaching purposes). Adopting van Lier's description of authenticity as 'the result of acts of authentication, by students and their teachers, of the learning process and the language used in it' (1996, p.128), my research focuses on the dynamic relationships between text, task, learner and teacher in the classroom context in order to describe 'authenticity' in ELT. Thus, I frame this term as a relative matter (Breen, 1985), the defining features of which lie in context. This presentation reports on a qualitative case study conducted in four 9th grade classrooms in two Anatolian High Schools in Turkey and it aims to explore the multi-dimensional and dynamic nature of 'authenticity' in language education. The presentation has both theoretical and practical focuses and it consists of four main parts. First I will briefly present how authenticity has been discussed in ELT literature over recent years. After pointing out why we should embrace a more dynamic view of authenticity in ELT, I will introduce a model for conceptualisation of authenticity in the language classroom. Emphasizing the contextual factors and cultural references in both local and global levels, I also aim at addressing how different dimensions of this model interact with each other and interconnect with surrounding contexts through permeable boundaries. Then I will provide some details about my particular research design and context. Finally, I will share some research findings in order to illustrate how teachers and learners authenticate the process of language teaching and learning and to discuss possible implications for ELT researchers and practitioners. Data samples that will be shared in this presentation were collected through multiple research methods such as classroom observations and semi-structured interviews with the students and their teachers.

Key words: Authenticity, language classrooms, English language teaching.

Room 4

English Language Teaching or Teaching English Language Grammar: An Investigation of Focus on Grammar

AHMET SELÇUK AKDEMİR [1], AYSEL EYERCİ [2]

[1] IBRAHIM CECEN UNIVERSITY
[2] ATATURK UNIVERSITY

In spite of the huge amount of budget allocated for the policies and practices, teaching English as a foreign language in classroom is one of the most arduous tasks of educational activities in Turkey. Starting at the very beginning years of primary education, English courses are conducted until the end of one's whole school life. Yet, all these courses fail to satisfy developing good communication skills of learners. Language learners feel fed up with grammar rules. After years of formal education, they cannot use English for even basic communication purposes. They lack communicative competence and performance skills. Along with other subordinate factors, 'focus on grammar' tendency of language teachers are taught to be the main cause of this lack. For a majority of schools, language teaching is limited to teaching grammar and form of the language. Language practice and communication, the use of language itself, is rather limited. The aim of this study is to explore the reasons why teachers mostly focus on grammar and ignore communicative skills and practices in their English language teaching classrooms. For this purpose, a qualitative research was conducted with the participation of twelve English language teachers from eight public primary schools of Turkey. The participants were selected randomly from public primary schools of a central city in Turkey. The data was collected with semi-structured interview protocol prepared by the researchers. The data was transcribed and then analysed descriptively. The reasons why teachers mostly focus on grammar and ignore communicative skills and practices in their English language teaching classrooms have been identified under main themes. The findings are discussed in the light of relevant literature. The study concludes with some implications for further research and practice. This study is expected to contribute to the research on language teaching practices.

Key words: ELT, focus on grammar, language teacher, communication.

The Forms of Questioning in Coursebooks and Learning Opportunities in Classrooms

MEHDI SOLHI ANDARAB, MURAT CULDUZ

ISTANBUL MEDIPOL UNIVERSITY

The importance of creating learning opportunities for language learners inside the classroom has commonly been accentuated by several scholars. Learner involvement and teacher questioning are two aspects of classroom management through which learning opportunities can be maximized (Kumaravadivelu, 2003). It is also assumed that coursebooks have a significant role in generating opportunities for learners in the classrooms and hence many argues in favor of integrating coursebooks in the process of language teaching and learning. The forms of questioning in coursebooks then carry a considerable importance to trigger meaningful interactions in the classroom. There are different kinds of questioning; however, process and metaprocess questions are most likely to facilitate more negotiated interaction among the learners. In this study, an attempt was made to investigate a series of coursebooks which put forward a claim to get students talking. To this end, all forms of questioning in these coursebooks were taken into close scrutiny.

Key words: Learner involvement, teacher questioning.

Session 8: 13 May 2016, Friday 17:00 – 18:15

Room 1

Written or Oral Feedback: Which one Facilitates Idea Development in Writing Classes?

SEVDE YAZICI [1], HACER HANDE UYSAL [2]

[1] MIDDLE EAST TECHNICAL UNIVERSITY
[2] GAZI UNIVERSITY

This study aimed to find out and analyze to what extent Pre-Intermediate level EFL students at Middle East Technical University Preparatory School can understand and use written and oral teacher feedback on the content of their written texts. To achieve this aim, two main questions were attempted to be answered. The first question was whether or not there is a significant difference between the first and final drafts of the students who got written facilitative feedback and the ones who got oral feedback in terms of the content of their paragraphs. The second question was whether or not one of these two feedback types is more effective than the other in leading the students to develop the ideas in their paragraphs. The data was collected from 16 students by asking each to write two drafts of a paragraph. In the data analysis part, the first and second drafts of each student's paragraph were examined, and the frequencies of student understanding of teacher feedback and successful revisions were identified. A separate coding sheet was used for each student to categorize his/her problems in developing the content of his/her first draft and rate them on a 10-point scale depending on the rubric used by all the instructors in DBE. A second coding sheet was used for each student to judge the changes a student had made from the first to the second draft of the paragraph. In order to be able to get more reliable results, another rater, a colleague in DBE, was asked to evaluate the first and the second drafts by using the same rubric and ten-point scale. The results revealed that the students who got written feedback were able to improve the ideas in their paragraphs more frequently than the ones who got oral feedback although there was not a significant difference between the grades they got for their 2nd drafts in terms of the content of their written work.

Key words: Written feedback, oral feedback, effectiveness of revision, L2 writing, responding to feedback.

In Unity there is Strength:
In Peer Editing Students Strengthen their Writing Skills

İSMAİL ÇAKIR [1], BUSE DOĞAR KAYADELEN [2]

[1] ERCIYES UNIVERSITY
[2] PRIVATE TEKDEN COLLEGE ISTANBUL

Providing feedback on students' written tasks is one of the important aspects of process writing approach. Peer editing is usually appreciated by many foreign language teachers in order to involve learners in this process as much as possible. This paper aimed to explore to what extent this involvement contributed to learners' development in writing with regard to form and content of the target language. This study was conducted with a class composed of 14 participants at the ages of ten and eleven at an elementary school. The participants have a considerable proficiency in English since they have studied English for five years. The data which forms the base of the study is a collection of writing papers written by the participants. The data obtained from the written assignments throughout 10 weeks were analysed. All the participants who took part in this study were assigned to write five writing tasks in different topics related to the grammar subjects presented in the class. The students, who participated in this peer editing study, passed through one week training about three basic linguistic elements specified in the rubric: "grammar, vocabulary and spelling". The participants were trained to use this rubric that they would apply while editing the works of their peers. The scores for each linguistic item were recorded for each student and the number of the students' errors from pre-test to post-test were analysed through SPSS 16 programme. Additionally, classroom observations and parents' opinions about the effect of peer editing on students' motivation, collaboration, autonomy and linguistic awareness were gathered. In this study, two phenomena were investigated: (i) whether trained peer editing is one of the factors that improves young learners' writing skill and (ii) the extent of peer editing for young learners' improvement in writing tasks. The results showed that peer editing, leading to collaboration and cooperation between poor and successful students, has improved the students' writing skills, self-confidence and autonomy.

Key words: Peer editing, writing, young learners, observation, autonomy, motivation.

Students' Preferences to take Writing Course Feedback

TUBA DEMİR

ABDULLAH GUL UNIVERSITY

Feedback for writing courses is one of the topics studied in the field of English language teaching material. These studies usually analyze teachers' feedback, peer feedback and effectiveness of using writing course feedback itself. However, it is very rare that students' ways of taking writing course feedback preferences are discussed. When "feedback" is taken into consideration in terms of writing courses, feedback may be interpreted as a kind of secret communication between teachers and students. However, this communication is not always effective because every teacher has their own ways of error correction codes with different symbols that students may not understand easily or they can't make sense of. In addition, giving feedback is usually a teacher-centred approach. Thus, it may be better to revise giving feedback process in the light of learner-centred approach. This study needs to be carried out because of students' complaints about error correction codes used to give feedback in writing courses. The study is done at Abdullah Gül University Foreign Languages School. The data are collected through structured interview. The researcher prepares items in the interview by taking learners' needs into account. Three experts in the field review them. After that, the questions are piloted among non-participant students to check them. Participants are randomly chosen from Abdullah Gül University Prep School Students. Data analysis is done using codes and categories. This study aims to find out what university prep school students' preferences are to take writing course feedback from the following perspectives: firstly, students' preferences to take oral or written feedback for writing courses are discussed. Secondly, students' preferences to take immediate or delayed feedback for the course are analyzed. Thirdly, whether students have a special preference for the colour used for the correction codes in the feedback paper are explained. The study shows that students have more tendencies to take oral and immediate feedback rather than written and delayed feedback. It also reflects that colour should be different from students' pen or pencil but what colour is used is not as important as expected. Lastly, the study puts forward some suggestions to make the writing course more efficient both for teachers and students and to do further related research studies.

Key words: Feedback preferences, oral vs. written, immediate vs. delayed, colour, prep students.

Room 2

Identifying Lexical Errors in A2 Turkish EFL Learners: Frequency of the Use of Confusing Verbs in Writing Classes

BURCU KARAKAYA [1], ENİSA MEDE [2]

[1] USKUDAR UNIVERSITY
[2] BAHCESEHIR UNIVERSITY

Writing is one of the most intensively and extensively studied skills in second language acquisition and foreign language learning. Since it is a productive skill, it calls for learners' creativity, use of knowledge as well as conscious practice. It is widely known that one of the goals of language learners is to be able to use the language in an academic context. Therefore, developing writing skills to a certain extent is essential for them. As learners do not have native-like language capability, competence and proficiency, it is more probable to observe more syntactic, lexical, morphological and phonological errors in their production might occur. The more content-rich and creative the text, the greater the possibility there is for errors of lexical use. This research, therefore, investigates the lexical errors in A2 (pre-intermediate) Turkish EFL learners (N=) enrolled in a language preparatory program focusing on the misuse of the confusing verbs. Specifically, this research attempts to detect the most and the least confusing verb pairs used by the participants as well as examine the possible factors for the confusion between those verb pairs. Data were collected from pre- and post- tests to find out the frequently used confusing verb pairs. The findings revealed that L1 (e.g. Turkish) transfer might have an impact on the misuse of the confusing verbs in L2 (e.g. English). Further findings are discussed in the study related to second/foreign language education.

Key words: Writing skill, lexical errors, confusing verbs, language transfer.

English Language Teachers' English Speaking Proficiencies

NURAY TAN KILIÇ

MINISTRY OF NATIONAL EDUCATION

Learning a foreign language has become an essential factor in developing world and technology. Although a lot of resources, time and effort have been spent, Turkey is struggling with teaching and learning English as a foreign language. Learning a new language is definitely not easy. However, there are many ways to make this process easy to manage and help students attain as much contextual knowledge and speaking skills as possible. One of those ways is the teachers' knowledge of and their abilities to teach the targeted language. Thus this paper focuses on the teachers' skills; more specifically speaking skills of English teachers' working at public schools. The study adopted a qualitative paradigm and used a case study methodology. The case of the study was limited to English teachers working at schools at the city center of the Çanakkale province. The sample of the study was composed of twenty English Language Teachers (6 elementary, 7 middle school, and 7 high school) who were chosen randomly from Çanakkale public schools. In addition, Christopher Sheen, Teacher Trainer and Coordinator, Oxford University Press, Turkey, has been included in the study. The data were gathered through semi-structured interviews. Teachers were asked of their perceptions of using speaking skills in the classroom and if need be, their suggestions on improving those skills during pre-and-post service training periods. The data was analyzed using content analysis and codes and themes were formed according to the answers provided by the participants. The findings of the study revealed that that English Language Teachers don't take enough speaking courses in pre-and in-service education. Additionally, teachers don't have enough chance to improve their speaking skill in real life situations while working. The paper is also discusses what the English Language Teachers think about the system of education in language learning. The participants suggested that the Council of Higher Education and the Ministry of Education should interoperate speaking programs to help the English Language Teachers to communicate in English, especially with the native speakers, so that they maintain and improve their speaking skills in the classroom. The English Language Teachers need to take in-service courses in Turkey or abroad to have opportunities to communicate with native speakers. This way they can be more fluent in the target language. Furthermore, the teachers suggest that foreign language programs should be reformed and more speaking courses should be incorporated into the pre-service teacher education.

Key words: English language teachers, English language teachers' English speaking proficiencies, the importance of speaking skill in English language learning.

The Achievement of Fluency in Language Classrooms

FEYZA NUR EKİZER

SELCUK UNIVERSITY

Generally, the criteria among people for someone whether he knows the second language or not is his ability to speak that language. A large percentage of students attend second-language classes because they want to learn to speak the language. But, unfortunately, a majority of the students cannot or will not speak the language at the end of the courses. Fluency does not mean speaking fast. A fluent speaker of a language is who speaks the language at its normal pace. The purpose of our study is to find out how far the intermediate level students of the Department of Foreign Languages at Selcuk University can gain fluency. The study was carried out through communicative fluency activities during 4 weeks giving each week 2 communicative activities. A pre-test and a post test was conducted to the experimental and the control group. The data analysis procedure was carried out using the Mann Whitney U Test. The factors affecting fluency were determined as 1. The amount of language spoken, 2. The grammar mistakes, 3. The pronunciation mistakes and 4. The amount of hesitations made. The descriptive data such as average and standard deviation were reported. This test was aimed at finding out how far communicative fluency activities acted out in the experimental group made a difference in the spoken fluency of the students. According to the results, there were no changes in the students' number of hesitations and pronunciation mistakes in the experimental group when compared with the control group, but a significant improvement in the amount of language used and a decrease in the number of grammar mistakes made.

Key words: Accuracy, fluency, communicative fluency activities.

Room 3

Sociodemographic Variables on Intrinsic and Extrinsic Motivation In EFL Context

HAKAN AYDOĞAN

MUGLA SITKI KOCMAN UNIVERSITY

Internal and external motivation are the two significant factors in EFL. In this framework, some associations between motivation for learning English and some sociodemographic variables have been examined. The research was conducted on 300 adolescents (192 females and 108 males).The ages ranged from 15 to 23 among participants. The sample involved both Turkish, international and Bosnian students studying in Bosnia and Herzegovina. Intrinsic and extrinsic motivation for English learning scale (IEM-ELS) has been used beside sociodemographic questionnaire. The study generated the following results: the portion of participants' scores on intrinsic and extrinsic motivation subscales were left-skewed (the former distribution was more skewed than the latter one); the correlation between intrinsic and extrinsic motivation was small, positive, and significant; neither gender nor country differences have been found; age correlated positively with intrinsic but negatively with extrinsic motivation levels; and university students yielded higher on Intrinsic motivation subscale and lower on Extrinsic motivation subscale in comparison to high school students. The provided results were in the light of the previous studies in this branch of educational science.

Key words: Extrinsic and intrinsic motivation, locus of control, attribution, self-efficacy, EFL.

Attitudinal changes of Omanis towards English Language: A case study of Dhofar University

KHADERNAWAZ KHAN, FARİDA N. KHAN

DHOFAR UNIVERSITY

Oman, from an academic point of view, can be said to be in its relatively younger stage compared to many Asian countries. Soon after the renaissance, the leader of the country, His Majesty Sultan Qaboos bin Said, embarked upon educating his people and as a result established the first public university that bears his name in 1986. Prior to his accession to power, Oman has far less number of schools and still fewer number of students studying in these schools. From 3 schools, Oman can now boast of a large number of higher education colleges both public and private and one public and about seven private universities. This clearly shows the shift in the psyche of the new generation of young Omanis towards educating themselves and marching forward into the 21st century globalized world. Many colleges and private universities are affiliated to European or Australian or American higher educational institution. The medium of instruction in these higher educational institutions across Oman is invariably English and this vouches for the importance given to English education in training the potential human resource of Oman. The existence of expatriate workforce coupled with foreign investment to boost the economy of the country necessitated the compulsory English language education from primary school level to the university level. With this thrust on educating the workforce there seems a significant increase in the literacy rate of the country in the last 15 years. English, once considered by the Omanis as the language of the foreigners has now assumed international importance and has become the key to their social and economic progress. More and more female students are taking up English Language as their major in both the colleges and universities. In the last decade the number of Omani English teachers has grown significantly and the number of those pursuing their doctoral degree in English language has more than doubled compared to the last decade. This paper aims to investigate the factors that have affected the change of attitude of Omani youth towards English language. The researchers will conduct both qualitative and quantitative study involving a select number of Dhofar University students, both male and female and the policy makers. The results thus obtained will be analyzed and conclusions drawn. The results of the study will have implications in the areas of pedagogy and policy making.

Key words: English, Omanis, attitude, change, economic, progress.

Room 4

Intercultural Experiences of Turkish Higher Education Students and Their Motivation for Academic Mobility

DİLER ABA

UNIVERSITY OF ANTWERP, KADIR HAS UNIVERSITY

Intercultural communication competence is believed to increase through training and actual intercultural contacts. This implies that intercultural experience is one of the determinant factors for the development of students' intercultural communication skills. The present study examined the intercultural communication (IC) experiences of Turkish higher education students in an attempt to identify the nature and level of these students' IC experiences before they took part in an academic mobility programme. Moreover students' incentives for academic mobility were investigated. In this respect, students' perceptions concerning the benefits and barriers of academic mobility were determined by employing a mixed questionnaire. Participants from different learning stages (prep students, freshmen, sophomores and juniors) at Kadir Has University in Turkey were administered a mixed questionnaire which aimed to gauge their intercultural experiences and perceptions concerning the benefits and barriers of academic mobility. Students from different learning stages were selected because this investigation aimed to make a comparative analysis of intercultural competence development in time during tertiary education. Finally the present study also questioned the extent to which university environment nurtures interculturality. The results have indicated that at first, students' intercultural experiences seem to increase in time. In reality, however their IC experiences change shape. For example, students start using more foreign languages during intercultural interactions as they progress in their studies. This is to imply that students' intercultural experiences become more varied in time. Although there was not enough concrete evidence that university life nurtures interculturality as the students' progress in their studies, it was identified that the sources of students' intercultural experiences were often academic. This study has also indicated that travelling abroad for varied reasons was not the only way to gain intercultural contact and increase intercultural skills. In other words, internationalization at home seems to be possible. The key notion for intercultural competence development however is that it is dealt with in a systematic and organized way.

Key words: Intercultural experience, intercultural competence, academic mobility, motivation, foreign language proficiency.

Development of Intercultural Communication Skills within a European Project Erasmus Intensive Programme

KRYSTYNA/ MARTINA HEINZ/ CHYLKOVÁ

SCHOOL OF BUSINESS ADMINISTRATION IN KARVINÁ,
SILESIAN UNIVERSITY IN OPAVA

In the period of globalization, the question of effective communication between people of different nations is essential to ensure that all parties emerge with the same understanding. Without the right approach, cultural differences can greatly affect governments, businesses, organisations and individuals. Intercultural communication is no longer an option, but a necessity; therefore there is a need to integrate intercultural communication in the university programmes and to give students the opportunity to develop their cross-cultural communication and international business communication skills through both theory and practice and to confront them to the reality of a professional environment. The EU supports numerous projects and multicultural project teams are often separated geographically, having different organizational and regional cultures, they have their own communication challenges. Even if the data transfer among multicultural teams is ensured due to information systems and telecommunications, many issues are not solved, for example the loss of face-to-face communication, the loss of non-verbal signals that may lead to misunderstanding and difficulties in relationship building. Therefore, it is necessary to pay attention to the fact how team members with different cultural background manage to communicate successfully and develop team dynamics. One of the activities encouraging students of all the lines of study offered in School of Business Administration in Karviná, Silesian University in Opava, to develop their linguistic and intercultural skills is the European project The Intensive Programme Effective Communication in Multicultural Teams approved in 2011 and developed between the years 2012-14. The article firstly attempts to summarize the most important facts related to the project, including its objectives and output, and its management, skills developed both by students and teachers, and finally evaluates students´ progress in three rounds of the mentioned IP Programme. The final part of the article focuses on the continuation of the project by an extended consortium of 7 European partner universities and innovations introduced in an application procedure within the Programme Erasmus+ Strategic Partnership.

Key words: Communication, intercultural, project, skills.

Session 9: 14 May 2016, Saturday 09:30 – 10:45

Room 1

The Differences of Strategy-Use between Learners Who Attend and Do not Attend Self-Access Centers (SACs)

NİHAN ERDEMİR

KIRKLARELI UNIVERSITY

Self-access language learning centers are expected to enhance learner autonomy as well as language learning, thereby increasing knowledge and control of learners over their own learning activity though they might inhibit autonomy in some cases. The majority of studies focus on the relationship between the development of autonomy and learners' self-directed learning at these centers. However, considering there is a direct link between autonomy and learning strategies it seems that little work has been reported on the use of learning strategies between learners who attend and do not attend self-access centers. Therefore, this paper aims to investigate whether there is a difference between learners attending and not attending self-access centers (SACs) in using language learning strategies and the role of SACS on the development of autonomy in accordance with learners' use of strategies. In a study in the School of Foreign Languages, Gazi University, the Strategy Inventory for Language Learners 'SILL' developed by Oxford (1990), was administered to 181 learners of English to identify their preferences of learning strategies at SACs and outside SACs. 13 volunteer learners were interviewed to further understand their strategy use. The independent t-test and least significant difference (LSD) which is one of the post-hoc tests in ANOVA were conducted to explore the significant differences between the means of the groups via SPSS 15.0 software program. The study suggested that there were some differences between the learners visiting and not visiting SACs in the sense of their strategy use. The findings showed learners attending SACs tend to use learning strategies more frequently than learners not attending and also to be better at using cognitive, metacognitive and compensation strategies at significant level than learners not attending SACs. The interviews suggested that social strategies are more frequently preferred by the learners not attending SACs, and the learners attending SACs tended to participate in individual works in the classroom. The paper also reported on the role of SACs on the development of autonomy by referring to learners' using learning strategies. In the light of the findings, the managers of self-access centers can be first suggested to help learners draw attention to what self-access centers aim and how they can be more effectively used and then acquire a set of learning strategies that enhance autonomy through further interactive and counselling activities such as advisory support, face-to-face interactions and discussions by teachers or assistants.

Key words: Learning strategies, self-access centers, learner autonomy.

Metacognition: The Road to Success for ELT Students

SENEM ÜSTÜN KAYA

BASKENT UNIVERSITY

The aim of this study is to present the importance of metacognitive learning strategies in ELT classes for second language competence. When language learners become aware of the priority of self-regulation and metacognitive study skills, they tend to set goals before a task, monitor and evaluate their learning while learning a second language. For many educators, 'metacognition', learning how to learn, is essential as it is the ability of controlling one's own learning and learning strategies. Metacognition provides a higher level of acquiring, language awareness, critical thinking, monitoring, analyzing, evaluating and synthesizing in learning process. It would be proper to indicate that although there are many reasons for the drawbacks in language learning, one of the most important causes derives from the fact that language learners are unaware of metacognitive learning strategies and self-regulation skills. Therefore, the first aim of educators in ELT classes should be teaching 'how to learn and study' a second language. Language teachers have experimented various approaches and methods to improve their students' competence in ELT classes. They have applied authentic materials, which contribute to Communicative Approach, visuals, mass media, technology and in-class activities to maintain interactive learning. However, if language learners cannot control their own learning, in other words if they are unaware of metacognitive abilities, they can neither set goals nor maintain a permanent learning in terms of second language competence. Metacognition and self-regulation provide students a life-long learning and assist students to become autonomous learners who are able to develop analytical thinking abilities. Metacognition leads to success and success results in motivation. When a learner is motivated, they gain a permanent learning. this study involves three parts. In the first part, the terms 'metacognition' and 'self-regulation' are clarified. In the second part, metacognitive strategies and methods are presented. Finally, the various strategies to maintain metacognition in ELT classes are recommended for educators.

Key words: English Language Teaching, higher level of acquiring, awareness, language competence, metacognition, analyzing, life-long learning, ELT students.

Metacognitive Awareness and Strategies in Language Teacher Education

TUÇE ÖZTÜRK KARATAŞ, ZUHAL OKAN

CUKUROVA UNIVERSITY

Metacognitive awareness refers to "knowledge concerning one's own cognitive process, and active monitoring and consequent regulation of these processes in the pursuit of goals or objectives" (Graham& Phelps, 2003, p.5). It is a crucial notion influencing the learning process of both in-service and pre-service teachers as they need to be effective learners and also effective teachers of learning (la Harpe and Radloff 1999). Moved with the conviction that knowledge base of teacher education programmes should be expanded to foster the development of metacognitively aware individuals, this study asks two main questions: first, "to what extent do preservice and inservice teachers display metacognitive awareness and engage in metacognitive strategies?" and second, "does being pre-service or in-service teachers make any difference in their level of metacognitive awareness and their engagement in metacognitive strategies?" The data are collected through the "Inventory of Metacognitive Awareness" (Schraw and Dennison 1994) and a structured interview. For the analysis of the quantitative data MANOVA, t-tests for independent samples and Man Whitney U tests are utilized by the participation of 102 preservice and 67 inservice language teachers. Additionally, the qualitative data gathered from 67 preservice and 67 inservice teachers are analyzed through the content analysis technique. The results of quantitative data indicate that the comparison of the teachers' average scores for metacognition, together with its all dimentions and sub-dimentions, has showed significant differences between the two groups in favour of inservice teachers. The findings of the qualitative data have also clarified that metacognitive strategies of inservice and preservice teachers differ, and the strategies used for procedural and conditional knowledge and comprehension monitoring by both groups are too few when compared with other themes such as planning and information management. Themes emerged from the interview data have also enabled us to see the differences between inservice teachers who seem to be operating from a relatively more metacognitive stance and preservice teachers operating from a limited evidence of metacognitive thought. The analysis of data paves the way for further studies on how to integrate metacognitive awareness and strategies into language teacher education programmes.

Key words: Metacognitive awareness, metacognitive strategies, language teacher education.

Room 2

Positive Attributes of a Professional Teacher in an Adult-Based Communicative EFL Classroom

PINAR DEMİRKAYA [1], SEVİNÇ ERGENEKON EMİR [2]

[1] AIR FORCE LANGUAGE SCHOOL
[2] GAZI UNIVERSITY

Although many attempts are being made to designate the clarification of a 'professional teacher', it is not easy to formulate a definitive description of what it is or to list the essential traits, qualities, skills, or competencies of it. The professional traits of a teacher can be used interchangeably as the essential qualities of a good teacher. It may be asserted that the expectations of a professional teacher in an adult-based communicative EFL classroom have not changed radically so far, whereas the applied techniques or the attributed qualities have. This study was conducted to elucidate the positive attributes of a professional teacher in an adult-based communicative EFL classroom. Data were collected from adult learners in Air Force Language School in Ankara. Two types of data collection techniques were governed in the research. The first research instrument was a questionnaire to be used as a quantitative analysis. The questionnaire was conducted in order to collect data from the targeted group of students about their viewpoints regarding the professional attributes of teachers. The questionnaire asked participants to determine the adjectives that best describe the positive attributes of a professional teacher from the list including 50 adjectives. A 6-point Likert Scale was applied to observe the frequency level of adjective usage for positive attributes. The second research instrument used in the research was an interview. For qualitative data, one-to-one interviews were done. The interviewers were selected randomly as 10% of the group population and they answered some open-ended questions relating the necessary components of a professional teacher who wanted to create a communicative atmosphere in class. By using the interview tool, the researcher aimed to pinpoint the self-reported beliefs. The results of the study revealed that the majority of participants had some preferences for instructors with certain attributes like having noteworthy proficiency level of their subject and methodology, paying attention to different learning styles, establishing a respectful relationship with students, and having a good classroom management ability along with some entertainment, high challenge but low stress. Participants also focused on feedback and error correction process. In conclusion, this study intended to provide some insights for both ELT teachers and the policy makers of Language Schools. Besides, this study aimed to reveal the present analysis of professional teacher traits, and emphasized the role of a communicative teacher with positive attributes. The relationship between a professional teacher and a communicative classroom atmosphere is a question that definitely acquires a further study.

Key words: Positive attributes, professional teacher, communicative classroom, ELT, adult learners.

Using Communication Strategies Effectively in Group Discussions: A Case Study at School of Foreign Languages, KTU

GÜLAY AKIN

KARADENIZ TECHNICAL UNIVERSITY

One of the ways to develop language learners' communicative competence is to build up their strategic competence, that is, their ability to employ communication strategies that let them to cope with various communicative problems they may encounter during the course of interaction. This article reports an empirical research into the students' using communication strategies in group discussions and their affective responses towards the strategies. It is also hoped that this study will encourage EFL teachers to raise learners' awareness about the strategy use in their future communication with native and nonnative speakers. Forty-eight students were divided into two groups: experimental group and control group. Each four group in the experimental group received a-two-week strategy training while the control groups were not taught about the strategies. Data were collected from the learners' performance in group discussions, observations of learners' strategy use and the analysis of their responds to the interview questions. The results of the present study indicate that the experimental groups mostly used interlanguage based strategies while the control group used cooperative, L1 bases and topic avoidance strategies most. It was also observed that the motivation and confidence in the experimental groups increased a lot and they took every opportunity to speak when they could while the control groups were more intimidated and reluctant to speak or remained quiet most of the time during the three weeks. Finally, the inteview results showed that all the participants both in the experimental and the control group expressed strongly positive attitudes toward communication strategies and their enthusiasm to get more opportunities to speak English comfortably both in and out of the school. The results also confirmed the significance of strategy use which was stressed in Dörnyei's study(1995). Dörnyei points out that ''Providing opportunities for practice in strategy use appears to be necessary because CmS can only fulfill their function as immediate first aid devices if their use has reached an automatic stage''(1995, p.64).

Key words: Interlanguage based strategies, topic avoidance strategies, communicative competence.

Use of Language Learning Strategies by Pre-Service EFL Teachers

MURAT DEMİREKİN

AKSARAY UNIVERSITY

The study was designed to investigate the influence of gender and major on EFL learning strategy use at the ELT department, the University of Aksaray, Turkey. A total of 40 pre-service EFL teachers took part in this research study. The participants completed the two sets of self-reported questionnaires, including Background Characteristics and Strategy Inventory for Language Learning (SILL) (Oxford, 1990). The collected data were computed and analyzed via descriptive statistics, *t*-test, and one-way ANOVA. The findings of the study are generalized as follows: (1) There was not a great difference among the frequency of each strategy that pre-service EFL teachers report using, all in medium-use level. (2) Statistically significant differences were found in the use of six subcategories of language learning strategies and overall strategies with regard to major (3) Statistically significant differences were found in the use of cognitive strategies, meta-cognitive strategies, social strategies and overall strategies regarding gender . In the end of this study, the pedagogical implications were provided. In sum it can be said that once undergraduate students are aware of using learning strategies, they will be willing to and appropriately employ these strategies to facilitate their English Language learning and teaching.

Key words: Language learning strategies, SILL, pre-service EFL teachers.

Room 3

Turkish EFL Students' Perspectives Regarding Responsibilities in Reducing Foreign Language Classroom Anxiety

TURGAY HAN, NİLÜFER AYBİRDİ

KAFKAS UNIVERSITY

Foreign Language Anxiety (FLA) has always been an interesting research area for researchers, as it is considered to be closely related to foreign language learning. A large body of researchers has investigated potential sources of language anxiety (LA). Also, a number of studies have been conducted principally on students' responsibilities for reducing anxiety. These studies have been conducted in a variety of contexts in the world. However, in the Turkish context, very little research has dealt with the role of students' responsibilities in reducing LA from students' perspectives. The main purpose of the current study was to determine students' perceptions of their responsibilities for reducing their own FLA. Applying a mixed methods research approach, the present study was conducted using a specifically exploratory research design. One hundred and twenty five Turkish freshmen EFL students from four state universities in Turkey participated in the study. The data of the study was gathered by means of the Foreign Language Classroom Anxiety Scale (FLCAS), open-ended questions and focus-group interviews. Quantitative data analysis revealed a significant difference between female and male students in terms of the levels of Foreign Language Classroom Anxiety (FLCA) they experienced. Also, a significant difference was found among the participants of each university regarding FLCA level. Further, the communication apprehension level of the participants was found to be significantly higher than their fear of negative evaluation and their general feeling of anxiety. The qualitative data analysis of the study indicated that there are some factors enabling low anxiety students to manage their anxiety such as being self-confident, doing practice, thinking positively, ignoring others' thoughts and having motivation. There was a correlation between the students who had these features and a low level of anxiety. The reverse is true with those students who have a higher level of anxiety. It was concluded that by giving language learners explicit strategy training and by raising their self-awareness their self-perception could be heightened so that they would take more responsibility for reducing their own anxiety.

Key words: Foreign language anxiety, student responsibilities, perspectives, communication apprehension.

Attributional Causes of Tertiary Level Learners for their Failure in Learning English as a Foreign Language

CEVDET YILMAZ, ABDULLAH YÖRDEM

CANAKKALE ONSEKIZ MART UNIVERSITY

The majority of the university students in Turkey attend preparatory classes in order to master a foreign language, usually English, either voluntarily or compulsorily, depending on the department in that they are enrolled . Contrary to their initial will, however, a great number of learners are reported to fail to have a good command of English, and as literature suggests they attribute various causes for their failure. To this end, this research aims to investigate to what causes learners of English as a foreign language attribute their failure situations. The study was conducted at the School of Foreign Languages of a State run University where English is taught during the first year of learners' enrollment. Participants of the study were 16 voluntary learners from two different classes, 6 male and 10 female, who perceived themselves to have been unsuccessful in learning English as foreign language at the end of the educational year. Data for the research was collected through focus group interviews. The learners were divided into two groups and interviewed by the researcher who also acted as their course instructor. The analysis of the results revealed that unsuccessful learners mostly blame their failure on external, uncontrollable and stable factors like "administrative matters", "educational system", "teaching methods", "difficulty of the exams" and "distracting friends". Very few attributional causes were of internally-originated, controllabe and unstable ones like they "did not put enough effort" or they "did not attend classes properly". Based on the results of the present study it might be suggested that English as a Foreign Language learners, in particular low proficiency ones, need more support from their instructors and the administration. They should be motivated and encouraged to attribute their failure situations especially to internal, controllable and unstable factors in order to be able to attain better outcomes in learning English.

Key words: Attributions, tertiary level learners, English as a foreign language, preparatory class, unsuccessful learners.

Room 4

The Comparative Study between Teachers' and Learners' Perceptions of Demotivating Factors among Gifted Iranian Students in Speaking Skill

YUSUF KASIMİ

DUZCE UNIVERSITY

Although demotivation, itself, is not regarded as a new topic of research, considerable interest has recently been generated in the issue (e.g., Roth, Assor, Maymon, & Kaplan, 2007; Addison & Brundrett, 2008). Many scholars (including Dörnyei, 2001a) defined a demotivated learner as someone who was once motivated but has lost his or her commitment/interest for some reason. As defined by Dörnyei (2001a), demotivation is ''specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action" (p. 143). The main purpose of this study was to find out possible relationship between two stakeholders namely teachers and learners toward demotivating factors among Iranian EFL learners in Speaking classes. To achieve this goal, 576 language learners and 60 English language teachers are asked to fulfil two different instruments of demotivating factors. An Independent T-Test was run to check possible differences, the findings revealed that there was a significant differences between teachers' and learners' perceptions of demotivating factors. The finding of present study can be applied for teacher training, professional development and language assessment.

Key words: Demotivation, motivation and speaking skill.

EFL Learners' Multi-Dimensional Classroom Engagement in terms of Course Achievement, Attendance Rate and Motivational Orientation

ALİ DİNÇER [1], SAVAŞ YEŞİLYURT [2], HAKAN DEMİRÖZ [3]

[1] ERZINCAN UNIVERSITY
[2] ATATURK UNIVERSITY
[3] CUMHURIYET UNIVERSITY

Engagement is a buzzword with its different labels such as student, classroom, or course engagement in the educational research domain. Though much research about the engagement exists in the literature, there is little evidence about what it really means and how many underlying constructs it has. The only consensus about the engagement is its significant role in effective learning. Considering its importance for effective lifelong learning and less engagement research in the field of English as a foreign language (EFL), the present study deals with the issue of engagement in detail by accepting it as a multi-dimensional construct (i.e., behavioral, emotional, cognitive and agentic engagement). Then, the study seeks to extend our present knowledge of language learners' classroom engagement by exploring the relationship between the multi-dimensional classroom engagement and the group variables: course achievement, course attendance and motivational orientation to learn English. A survey research design was employed with a total of 122 adult EFL learners to provide insight into factors related to EFL learners' multi-dimensional classroom engagement in the study. The participants gave the details about the aforementioned variables and scored a multi-dimensional classroom engagement scale. A number of ANOVA analyses were conducted to display group differences according to the types of classroom engagement. The results indicated that EFL learners had an average level of classroom engagement in terms of four dimensions of the engagement and their engagement dimensions had distinct characteristics with respect to the group variables. The results generally showed that students having higher course achievement, higher attendance rate, intrinsic motivation to learn English had significantly higher scores than the learners having lower scores in these variables. The results are important for gaining insights about the influential factors related to classroom engagement and helpful for the language teachers aiming to contribute to EFL achievement in their teaching contexts.

Key words: Multi-dimensional classroom engagement, intrinsic motivation, attendance, achievement.

Room 5
Demotivating Factors in Foreign Language Learning

PINAR ÇANKAYA

NAMIK KEMAL UNIVERSITY

This study initially attempts to discuss motivation and demotivation in the field of second language acquisition (SLA) and additionally explores the main factors causing demotivation in learning English among university students of vocational school. Demotivation, an understudied area in SLA is a relatively new issue for researchers. In this respect, this study attempts to explore the main factors causing demotivation in learning English among university students of vocational school. In the search of the reasons of demotivation, a 35-itemed questionnaire was completed by 60 university students. In order to identify the most and the least demotivating factors which were grouped into 6 main categories such as (a) Class Characteristics (b Class Environment, (c) Experiences of Failure (d) Lack of Intrinsic Motivation, (e) Class Materials and f) Teacher, descriptive statistics was employed. Findings from this study indicated that the "Teacher" factor was not a very strong cause of demotivation compared to Class Characteristics and Class Environment. This study also showed that learners did not perceive Inadequate Class Materials as demotivating. Finally this paper discusses participants' own demotivating factors collected through one open-ended question in the questionnaire.

Key words: Demotivation, demotivating factors, language teaching.

The Use of Turkish in English Language Preparatory Schools: A Facilitating Tool or a Language Barrier?

ENİSA MEDE

BAHCESEHIR UNIVERSITY

The issue on whether to use or not to use students' first language (L1) in second language (L2) classroom has generated increasingly debates among researchers and language teachers for many years. While some teachers agree that L1 may be used under certain limitations (Cole, 1998), others feel that L1 should not be allowed at all because it prevents students to learn L2 (Krashen & Terrell, 1983). This study aimed to explore the attitudes of students and teachers toward using Turkish as L1 in English Language Preparatory Schools at a foundation (non-profit, private) university in Istanbul. In addition to that, this study also clarified their reasons for using and avoiding use of Turkish in English classes. A sample of 104 preparatory students and 54 teachers participated in this study. Data were obtained through a questionnaire and semi-structured interviews. The findings revealed that the overall participants hold a positive attitude towards L1 use as it plays significant roles in domains of affective filter, comprehensible input, language preferences and language proficiency.

Key words: Use of L1, students' and teachers' perspectives, EFL.

14 May 2016, Saturday 11:00 – 12:00

Room 1

Writing for Publication in a Refereed Journal: An Editor's Perspective
(WORKSHOP)

GRAHAM HALL

This session will look at why you might want to get published in an 'academic', refereed journal, and how to go about it. The editor of ELT Journal will share his perspectives on what journals look for in submissions and what to expect as a submitting author as you seek to get your work published.