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11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

24-26 OCTOBER 2019

III. International Conference Research in Applied Linguistics - icral2019

Editörler

Prof. Dr. Dinçay KÖKSAL

Prof. Dr. Arif SARIÇOBAN

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icral2019

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ABSTRACT BOOK

Editörler

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Prof. Dr. Arif SARIÇOBAN

Bu kitabın basım, yayın, satış hakları Uluslararası Eğitim Araştırmacıları Derneği'ne aittir. Anılan kuruluşun izni alınmadan kitabın tümü ya da bölümleri mekanik, elektronik, fotokopi, manyetik ya da başka yöntemlerle çoğaltılamaz, basılamaz, dağıtılamaz.

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ABSTRACTS

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27806) Code-switching in Doctor-Patient Interaction: Thematic Analysis of Jordanian GP Consultations

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This study drew conceptually on Communication Accommodation Theory to describe and analyze conversations between doctors and patients to identify the psycholinguistic and social motivations for code-switching between English and Arabic languages during medical consultations in Jordan. A thematic qualitative approach was employed to interpret the phenomena under study which required direct observation and interviews with doctors (n=6) and patients (n=15) in real medical settings. This generated comprehensive audio and videotaped corpus of data, which revealed that code-switching was used by doctors and patients during the medical consultation for two main reasons: 1) filling lexical gaps and 2) accommodation. Jordanian bilingual doctors code switched from English-Arabic and Arabic-English to bridge lexical gaps, while both doctors and patients adapted their speech styles for the purpose of convergence. This study was significant to investigate and examine the phenomenon of code-switching among Jordanian doctors and patients from sociolinguistic perspectives to gain a clearly defined sociolinguistic explanation of code-switching phenomenon during their interaction.

Keywords : Bilingualism, Code-switching, Communication Accommodation Theory, Health Care Settings.

(27811) The Sources And Relations Of Foreign Language Listening Anxiety: A case study at Kırşehir Ahi Evran University

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This study aims to investigate foreign language listening anxiety level of EFL learners and underlying factors behind it. 63 elementary EFL learners were given Foreign Language Listening Anxiety Scale and learners identified their levels of listening anxiety between 1 (the lowest) – 3 (the highest) along with a short likert scale. Students also filled in self-evaluation report about their attitudes towards listening in English classes. Learner perceptions related to Foreign Language Listening Anxiety were also analysed. The results revealed that students showed indications of having moderate listening anxiety levels during EFL listening activities due to several reasons such as unknown words, sound quality and lack of self-confidence in listening in L2. Possible solutions to lower listening anxiety levels in EFL classes were also discussed.

Keywords : Foreign language listening anxiety, affective domain, EFL

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28008) Variety Sets in Child-Directed Speech: A Case Study in Turkish

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This study analyses the variety sets in a sample of child directed speech (CDS) in Turkish in terms of its structure and its effect on child speech. The term “variety set” was first introduced by Küntay and Slobin (1996) to describe sequences of repetitions. In these repetitions, while the intention behind the expressions stays the same in all lines, the form of them shows constant variation. This continuous variation occurs in different ways such as lexical substitution and rephrasing, addition and deletion of some words and changing the word order (Slobin, Küntay, and Hoiting, 2001). The study attempts to investigate the speech of a child aged 1;8 in various conversations with a Turkish native speaker parent who engages in daily activities with her son. As a longitudinal study, the data was collected through video recordings for a period of three months covering the child’s developmental stages from the age 1;8 to 1;10. The videos were recorded by the mother on a regular basis each week during day-time activities such as play, meal and leisure times etc. For an efficient databasing, the data were divided into three age groups. Firstly, the recorded data were transcribed and then variety sets were identified. Later, they were analysed by looking at their structure and functions in the speech. Finally, after this procedure was applied to all three sets, the findings were compared with each other in terms of the changes in frequency, structure or functions between the ages of 1;8 to 1;10. The form and effect of variety sets in CDS were discussed with representative extracts selected from the data. The data provide abundant evidence on how variety sets in CDS are modified for a successful interaction without a communication breakdown in line with the child’s linguistic competence. This study proves that Turkish child-directed speech provides us with samples of rich variety sets in different forms. In this way, Turkish parents are able to effectively manage the communication with their young children. As the child grows up, the interaction between mother and child gets more accurate and expressive. The child, even at the very early stages of L1 acquisition, shows a tendency towards producing more diverse, effective and non-deviating, in other words, more natural and mother-like variety sets.

Key words: CDS, variety sets, Turkish, first language acquisition, mother tongue.

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Enes Kavak Bio Data

Enes Kavak is currently working as an assistant professor at Gaziantep University. He holds a MA and PhD in English Literature from the University of Leeds, United Kingdom.

Keywords : CDS, variety sets, Turkish, first language acquisition, mother tongue.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28160) I'm so beautiful yeah: Intensifiers in L1 and L2 spoken discourse

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Based on contrastive interlanguage analysis (CIA), the purpose of this study was to examine the uses of *really*, *very* and *so* which are frequently employed as intensifiers in the conversations of native speakers of British English and Turkish and Japanese EFL learners. It also aimed at finding the characteristics of these three intensifiers, and comparing the uses of these elements by the native speakers and the EFL learners. To reach its abovementioned aims, Louvain Corpus of Native English Conversation (LOCNEC), Turkish and Japanese components of Louvain International Database of Spoken English Interlanguage (LINDSEI-TR and LINDSEI-JP) were used. Following Biber et al. (1999), the characteristics of the intensifiers at hand were determined through a corpus-based approach. The uses were labeled through vertical reading of the data by using AntConc. In the statistical analysis, we administrated both descriptive statistics and Log-Likelihood ratio. The results indicated that the overall uses of the intensifiers of *so*, *very* and *really* vary in each group. It is hoped that the results of the current study would shed light to the similarities and differences of the uses of intensifiers among native and non-native speakers of English.

Keywords : Intensifiers; contrastive interlanguage analysis, corpora, L1 vs. L2 English

(28170) Promoting Autonomy through 21st Century Skills

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Today many schools and universities have not caught up with the changes required for life-long learning. They continue to operate as they used to do many years ago. Attitudes of both teachers and students to the learning/ teaching experience should change and should be more directed to meet the learners' needs. Classrooms ought to be re-designed to meet the needs of their learners and to foster their growth and development. Enhancing 21st century skills is likely to help create a learner-centred environment and is likely to promote learners' well-being as well. This paper aims at investigating the application and the importance of the 21st century skills in fostering autonomy and supporting the transition from non-autonomous to autonomous/engaged learners. This is likely to create a lot of opportunities of learning and to prepare and support students to acquire various skills and competencies that are effectively implemented in class and learned for future situations/ contexts. Questionnaires and interviews with both university students and university teachers will be conducted to come up with ways to achieve autonomy through the implementation of 21st skills. The purpose is to encourage students to observe their progress, as well as to self-evaluate themselves and step forward toward their autonomy.

Keywords : autonomy soft skills ;earners

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28191) English Teachers' Perceptions Regarding Their Profession

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In successful education systems, teachers' professional performance plays a great role. Moreover, the quality of teaching is closely related to teachers' perceptions of their profession. In this respect, this study aims to present a comprehensive picture of English teachers' perceptions of their profession, their perceived self-value and perceived value by others and teachers' career motivations and (dis)contentment factors. Accordingly, 123 English teachers working in state or private schools in Bursa participated in this study, and both qualitative and quantitative data were collected through a scale designed by the researchers. The results displayed that English teachers have positive perceptions of their professional status even though the majority feel unhappy with their working conditions. Nearly half of the participants chose to be an English teacher because of social utility values, and they seem content with their career choice. However, they seem to suffer from a status deficit owing to the undervaluing of their profession by society. In this case, the present study may have implications for policy makers who aim to improve the quality of education by considering the teachers' undeniable role in learning processes.

Keywords : Perceptions, teacher motivations, teaching profession, teacher status

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28195) Transitivity in speech acts: Refusal strategies in L1 Turkish and American English

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The concept of speech act originated from Austin's speech act theory indicates that saying something and performing it are the same things (Austin, 1962). Even though all kinds of speech acts are face threatening acts, refusals seem to be one of the most challenging ones as they threaten both the speaker's and the hearer's face (Brown & Levinson, 1987). For this reason, interlocutors pay greater attention to their strategies while performing the speech act of refusals to avoid losing and/or damaging the public self-image of the addresser and the addressee. Since cultural norms (Kecskes, 2013; 2017) might have an influence on the use of refusal strategies, the purpose of the current study, which is designed as a cross-cultural research, is to explore whether refusal strategies across Turkish and American English differ. To reach the main aim of this study, refusal situations extracted from Turkish and American TV series were analyzed through a top-down approach by using the taxonomy suggested by Beebe, Takahashi and Ullis-Weltz (1990). In the second step of the study, refusal strategies employed by the users were classified depending on the transitivity theory (Halliday, 1967; 1994; Halliday & Matthiessen, 2014). According to research in the field, the use of refusals have been meticulously studied through the taxonomy of Beebe et al. (1990). However, refusals have never been investigated from the transitivity framework. For this reason, the results of this study reveal that refusal strategies recruited in both Turkish and American English could also be classified depending on the transitivity patterns except the use of non-performative refusals. In addition, the results obtained from the study unravel that culture has a vital role in the process of giving a refusal to a refusal stimulator speech act. The overall results of this study could be implemented while developing course materials that aim to teach pragmatics of Turkish and English through formulaic language.

Keywords : speech act; refusal; transitivity framework; cross-cultural communication

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28251) A Diachronic Analysis of Interactive Metadiscourse Markers in Research Articles in Linguistics Journals

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Metadiscourse, as an important analytic and rhetorical tool, refer to those elements which establish the reader-writer relationship and make a text reader-friendly. There is a lack of research investigating the metadiscourse markers in a diachronic way. This study explores how interactive metadiscourse markers are deployed by research article abstract writers in the field of Linguistics published in two different decades. The theoretical framework of this study is Hyland's interpersonal model of metadiscourse (2005). To this end, a total of 18 Turkish research articles in the field of Linguistics which were published in *Dil ve Edebiyat Dergisi*, *Dilbilim Araştırmaları Dergisi*, *Dil Dergisi* in 2008 and 2018 are randomly selected and abstract sections of these articles are compared in regard to interactional resources such as transitions, frame markers, endophoric markers, evidentials, code glosses. The findings of the study is expected to illustrate more differences rather than similarities between the two different decades in regard to the interactive metadiscourse markers in research articles. This research is expected to contribute to deepening the understanding of Turkish academic discourse and to provide useful implications in the fields such as contrastive analysis, corpus linguistics and text analysis.

Keywords : diachronic analysis, interactive markers, metadiscourse, linguistics journal

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28254) Engineering healthcare communication: Fear of Cancer Recurrence and fearing cancer's recurrence

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This talk draws lessons for healthcare communication from recent developments and difficulties in doctor-patient communication about Fear of Cancer Recurrence (FCR). The study of FCR is an emerging field that investigates the ways in which cancer patients suffer psychologically after cancer treatment has ended. Since many patients suffer PTSD-like symptoms directed at the possibility of cancer returning, identifying and addressing FCR is important to patient wellbeing during cancer remission. 'FCR' remained ill-defined for many years, leading to unclarity in research and patient communication. In response, in 2015 an international conference of FCR researchers redefined 'FCR' to mean 'fear, worry, or concern relating to the possibility that cancer will come back or progress' (Lebel et al. 2016), a definition that has since been adopted widely by researchers. While explicating the definition helped unify research, it created a unique problem for doctor-patient communication. The definition solidified 'Fear of Cancer Recurrence' as a kind term as opposed to a description. This happened despite the phrase appearing to be a description, especially when spoken aloud (for related examples see, Soames 2002; Rabern 2015). But the thing apparently described, *fear of cancer recurring*, is only a small subset of what Fear of Cancer Recurrence refers to. This has led to the production of misleading patient-facing material by medical services (e.g., 'Coping With Fear of Recurrence' 2019; Hall 2019). Drawing lessons from the difficulties around FCR, this talk argues for three criteria that patient-facing jargon in healthcare should have. First, the *term* itself should be educational. Researchers should take a cue from the development of 'Posttraumatic Stress Disorder'. As understanding grew about PTSD, misleading names for the condition were dropped in favour of a name that accurately captures and educates people about the disorder (Jones 2013). Second, because mental health issues are stigmatizing (Corrigan et al. 2012; Abdullah and Brown 2011), the replacement term for FCR should mitigate stigmatization felt by patients. Third, not all speakers will interpret all language the same way, and replacement terms should educate and prevent stigma across socio-economic lines. In the meantime, medical professionals should immediately drop the phrase 'Fear of Cancer Recurrence' from all patient-facing material and discussions. Instead, they should rephrase sentences without problematic language allows speakers to make the same point they would otherwise while avoiding language apt to cause miscommunication (see, Chalmers 2011; Jenkins 2014). With the lessons drawn from FCR, researchers can work towards better doctor-patient communication in the future by paying attention to more than what a word means, but also what a word suggests.

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Keywords : Healthcare communication, philosophy of language, misleading language

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28261) Teacher Question Types and Question Modification Strategies in Turkish EFL Classrooms

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The aim of this study was to investigate the question types and question modification strategies employed by Turkish EFL teachers during the instruction at lower level classes. For this purpose, three instructors teaching at the preparatory school of a state university in Turkey were selected as the subjects. The data were collected through one class hour video-recording of each teacher at three elementary level classes. The transcriptions of conversations between the instructors and students were analyzed in terms of content and frequency. The results revealed that the teachers mostly used display/closed questions rather than referential/open ones. A further analysis of syntactic category of the questions indicated that wh-questions outnumbered yes-no questions. The study also explored that when students failed to answer the questions, teachers modified their questions in order to elicit any response from students. In this context, pertaining to frequency, teachers used probing, repetition, and rephrasing strategies respectively. Based on the findings, some implications were presented concerning to the importance of questioning behaviours of EFL teachers in classroom interaction.

Keywords : Turkish EFL teachers, question types, questioning strategies, classroom interaction

(28311) English Verbal Borrowings into Bangla: Strategies of Accommodation

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Though chronologically the English rank third among the European colonizing powers that crossed the seas to land on the shores of India, the late entrants completely outsmarted their Portuguese, French and Dutch counterparts in terms of their subjugation of India. The English colonization of India and their subsequent grip on the state power had left a tangible influence on all the domains of Indian life. This omnipresent English influence is strongly felt in the linguistic realm as well. Colonial Bengal was the power base for the British conquerors. They launched their colonizing mission with phenomenal success from the Bengal delta and made the rest of India their hinterland. Hence, the Bangalis are among the first Indians to come in close contact with the English. This contact got intensified as the British traders elevated their status to that of rulers. The longstanding tie between the Banglophones and Anglophones as subjects and masters has left an indelible impression on Bangla. Bangla is super-saturated with English loanwords. The lexical loans include nouns, verbs, adjectives etc. Among the words, nouns outnumber other classes of English loanwords in Bangla. 'Nouns are the most to be borrowed while verbs are the least'. Anglicisms in Bangla conforms to this observation. Despite numerical superiority of nominal loanwords, the number of English verbal borrowings is not insignificant. This paper attempts to trace the mechanisms by which Bangla accommodates English Loan Verbs (ELV) into the fabric of its own verbal system.

Keywords : Loan verbs, Light verb, Light verb strategy, Bilingual verbs, Lexical verbs.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28463) Syrian Refugees: A comparative study on education policies of Turkey and Jordan

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As of the beginning of the Syrian war many Syrian citizens had to relocate and migrate to the countries, which have borders with Syria. Turkey and Jordan are countries, which hosted high numbers of Syrian refugees. The majority of Syrian refugees are children and they have not been able to integrate into the education system in the countries they sought refugee. These children need to acquire a certain level of knowledge and skills to restructure their institutions when they return to their countries in the post-war period. This study aims to examine education systems in Turkey and Jordan to identify the problems associated with the existing education system and makes various recommendations so as to make the content of refugee education better and more effective. Thus, the refugees can reconstruct a brighter future for their country. In the scope of this study, it can be observed that both Jordan and Turkey had to reconsider and make some changes in their refugee education policies throughout this process. Although Jordan had the advantage of sharing similar language and education system with the refugees, it seems that Turkey has taken several important steps to solve the problems encountered in refugee education policies.

Keywords : Syria, Turkey, Jordan, Educational Policies, Refugee Education

(28484) Developing a Modified Interaction Strategy Inventory for EFL Teachers

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EFL teachers use several strategies to modify interaction in classroom and these strategies have been one of the major concerns of classroom research. However, no scale has been developed as a data collection tool for the modified interaction strategies of EFL teachers. In this respect, this study set out to develop a scale that measures the strategy use of EFL teachers when modifying their interaction in the classroom setting. To develop the scale, Hinkin, Tracey & Enz's (1997) Guideline for Scale Development and Analysis was adopted. For the item generation, classroom observations were made, peer debriefing sessions were held, and the literature reviewed. Having generated the items, the questionnaire was administered to the EFL teacher (N = 220). Subsequently, explanatory factor analysis was made, factors were determined and lastly, the scale was analysed for internal consistency. At the end of this process, five-point Likert-type Modified Interaction Strategy Inventory (MISI) that comprises 15 items and three components (Clarification Strategies, Paralinguistic Strategies and Syntactic Strategies) with a reliability level of $\alpha = .83$ was developed.

Keywords : modified interaction, strategy inventory, EFL teachers

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28495) A Critical Evaluation of Refugee Education Policies of Turkey and Jordan

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As of the beginning of the Syrian war many Syrian citizens had to relocate and migrate to the countries, which have borders with Syria. Turkey and Jordan are countries, which hosted high numbers of Syrian refugees. The majority of Syrian refugees are children and they have not been able to integrate into the education system in the countries they sought refugee. These children need to acquire a certain level of knowledge and skills to restructure their institutions when they return to their countries in the post-war period. This study aims to examine education systems in Turkey and Jordan to identify the problems associated with the existing education system and makes various recommendations so as to make the content of refugee education better and more effective. Thus, the refugees can reconstruct a brighter future for their country. In the scope of this study, it can be observed that both Jordan and Turkey had to reconsider and make some changes in their refugee education policies throughout this process. Although Jordan had the advantage of sharing similar language and education system with the refugees, it seems that Turkey has taken several important steps to solve the problems encountered in refugee education policies.

Keywords : Syria, Turkey, Jordan, Educational Policies, Refugee Education

(28916) Culture as Reflected Through Language in Dirty Pretty Things

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Abstract

Directed by Stephen Frears, *Dirty Pretty Things* (2002) focuses on the lives of asylum seekers and immigrants (from different backgrounds) working at a London hotel and reveals the challenges and the discrimination (ethnic/racial/class and gender) they are exposed to in a mainly White-Anglo-Saxon-Protestant (WASP) society. This study aims to explore how the values of WASP culture is reflected through the (derogatory and discriminative) language (against the asylum seekers and migrants) used in *Dirty Pretty Things*. And it will also explore the ways of abolishing racist discourses and replacement of it with an immigrant-friendly language and culture as in line with the idealized image of multicultural London.

Key words: Language, Culture, Asylum seekers and Migrants, Stephen Frears, *Dirty Pretty Things*.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

Kirli Sevimli Şeyler Filminde Kültürün Dil Aracılığıyla Yansıtılması

Özet

Stephen Frears'ın yönetmenliğini yaptığı, *Kirli Sevimli Şeyler* (2002) filmi Londra'da bir otelde çalışan (farklı kesimlerden) sığınmacıların ve göçmenlerin hayatlarına ışık tutmaktadır. Beyaz-AngloSakson-Protestan (BASP) toplumunda sığınmacıların ve göçmenlerin maruz kaldıkları zorlukları ve ayrımcılığı (etnik/ırk/sosyal sınıf/ toplumsal sosyal cinsel kimlik bazlı) da gözler önüne sermektedir. Bu çalışmada, *Kirli Sevimli Şeyler* (2002) filminde kullanılan (sığınmacılara ve göçmenlere karşı ayrımcı ve aşağılayıcı) dil aracılığıyla Beyaz-Anglo Sakson-Protestan (BASP) toplumunun kültürel değerlerinin nasıl yansıtıldığı incelenecektir. Ayrıca, ırkçı söylemlerin terkedilerek, göçmen dostu söylemlerle değiştirilebilmesi ve ideal çokkültürlü Londra imgesinine uygun olarak göçmen dostu bir kültür oluşturulabilmesi için ne gibi yollar izlenilmesi gerektiği sorusuna yanıtlar aranacaktır.

Anahtar Kelimeler: Dil, Kültür, Sığınmacılar ve Göçmenler, Stephen Frears, *Kirli Sevimli Şeyler*.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28295) Shipping Lines

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The Beginnings of *KanAHO*

The insignia imprinted upon coin via a mint system in Thessaly, encluse, indicated custom worth:

Tele oth iro

S-wan eox eken

Tqi ei eb ak ri

This motto related messaging systems in transport code whose echoes lived on at Thessaly, via Pherae-Pagasae, and extended outward to Roman Osetia along silk trader enclave paths toward the north, via lingual controls. Hence, Spartias coin usage in port settings at Sesklo-Volos' and Dimini became a chalkodonion trade token, signalling 're-worth' or at another extreme an 'unworth.' All efforts were rendered in copper goods at Magnesia, Chalcodorion, and Pelion--and the omphalos phiale that signified their detail: Therefore, in Pre-Hellenistic Greco-Roman geography, C-Olchis, meaning high neck was an exonym for grigem polity and furthermore, Egr-isi, located on the coast of the Black Sea, centred monetary recompense for western silk trader activities on behalf of this group. The ostian domus, medianum, cenaculum, horrea and insulae cult at Osetia, therefore, became a 'polis' of Roma, and as such regulated foreign trader commerce. Osetia formed a colonia type social set, cultically derived from international xo trade. Emanating from the statuary of Domitianic rule -- such as the construction of the Arch of Titus, 81 AD, a memoria in honor of his brother whose death contained a peer qi import for such movements -- and as such became a configured rule, *post via diam*. As this sign enabled a work overrule protocol in such port districts:

81-09-13 -- [Ha] oi ac *Noric*

-- iye io toci *Raetic*

-- ikhe lakhe es *Leovi*

-- un x ka *Estri*

-- mi un s *Manhci*

Therefore, Domitian authorship rule via a clerical class placed major rule burdens and curtailments upon a Senate role, and as such, through Senate role power he administered via Ludgum which he instituted as Capitoline Games in 86 AD. Through games use, *raeti* and related lingual controls was used as a tool of influence via the *tyrsenian* lines -- especially in raetic, Etruscan, and Lemnian custom houses, noting x or 'chi rho' as a daga tone and morfas thereof. Therefore such a Colchis standard became a force whose ancient apex was found in the person of Jobun of Silla [r. 230-247], who, in referencing both Isa-geum Thessaly and Roman trade ties, was a leadership *forsa* of the Korean state of Silla, and as such was connected to distant clan districts of *Baekje* and *Goguryeo*. As a record of management, and therefore recompense tone, the Samguk Sagi [1122 AD] recorded historiae of the Gammun-Guk which had been conquered by Uro in 231, and consequently, recorded the clashes between various rule organizations with both Goguryeo and Wa under Jobun's rule.

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MATERIA

Brick, Stone Textile

Historica textile

[0321 BC] peninsula Fabric Imprint Pot

[0015 BC] dorset-nanuk Fibre Ply

[1275 AD] skraeling Woven Spun

[1500 AD] ok-ivil-ial-uk Woven Spun

[1671 AD] Settler Wool Spun

[1826 AD] Mahlon Willett Mill

[1844 AD] Chambly-St Athanase Mill

[1844 AD] Sherbrooke, LC Mill

[1853 AD] St-Gabriel-Lachine Mill

[1854 AD] Cannon Knitting Mills, Hamilton

[1859 AD] Ancaster Knitting Mill

[1860 AD] Lybster Mills, Merritton

[1876 AD] Belding Paul & Co Montreal

[1900 AD] Cotton Factory, Sherman, Hamilton

Keywords : aura distinctives

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28173) A Morphophonological Analysis of Nouns Borrowed By Hausa And Kiswahili From Arabic Language

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Abstract

This study is a morphophonological analysis of some nouns borrowed by Hausa and Kiswahili from Arabic. Despite the fact that Hausa and Kiswahili belong to different linguistic families and are spoken in such distant areas of Africa they share a special historical background. The research respondents were selected in Kenyatta University students from both West and East Africa. The source of data for this research used was written literature. Informants who are native speakers of Hausa and Kiswahili speakers had also been used to supplement the data generated; the study narrowed itself on nouns only, ten (10) loanwords were collected and analyzed within the framework of the Optimality Theory (OT). The presentation of the data analysis of this research was based on loanword adaptation in the two languages that depends on three repairs that is vowel epenthesis, consonant deletion, and feature change respectively. The analyses revealed that in dealing with disallowed codas and consonant clusters, three main strategies: insertion, deletion and feature change were applied in order to satisfy highly-ranked markedness constraint in Hausa and Kiswahili. However, faithfulness prevails over markedness, leading to change in the phonology of Hausa and Kiswahili. The findings of research have implications on the expansion and growth of the two languages as the research discusses phonological and morphological modification of which loanword makes languages develop their vocabulary.

Keywords : Keywords: Morphophonological, Hausa, Kiswahili, Arabic

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28190) Is it The Door Through Death What Scares Us? A Semio-Narrative Analysis of “The Cask of Amontillado”

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The aim of this paper is to draw a way to find out how the sense of horror was aroused by Edgar Allan Poe in one of his horror stories “The Cask of Amontillado” by determining the fine details of text whether abstract or concrete. In the study, the semiotic approach improved by Algirdas Julien Greimas has been benefited, and the analysis has been performed in three meaning layers which are respectively discursive, narrative and deep levels. Also, in discursive level analysis, the narratological tools have been utilized for the examination of especially actors and time in the story, which makes the study multi-disciplinary. In doing so, the pre-determined semiotic methodology has made it possible to obtain information on both the author’s writing techniques and the text itself. According to findings gathered through a semio-narrative analysis, it can be suggested that transformations from beginning to the end on the level of character, space and time have taken place from good to evil, life to death or bright to dark, which gives strong clues about the achievement of Edgar Allan Poe in the field of gothic horror.

Keywords : semiotics, narratology, narrative, Greimas, textual analysis

(28208) Linguistic Competencies of Foreign Language Learning: Challenges in Academic Achievement

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The session suggests that the skills required for achievement and success in foreign language learning (FLL) have roots in developing the linguistic competencies of the language learners. The development of communicative competence helps learners develop their critical-creative and strategic communication skills in which language is used strategically according to contextual demands. The development of pragmatic competence enables learners to establish a world view through the achievement of sociocultural and sociolinguistic variables in the target language which frame the cognition and perception of the language user. The semiotic competence increases the awareness of the learners’ perception of socio-culturally oriented signs and symbols for a more effective and efficient communication in the target language. Therefore, it can be said that achievement and success in foreign language is closely tied to the development of such competencies which enable the language user to interact with the addressee more appropriately, intelligently and creatively either in academic or non-academic contexts.

Keywords : Linguistics, foreign language learning, competence, pragmatics, semiotics

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28239) Lateral Phonemes in Turkish

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Traditionally, Turkish has always defined laterals with the letter 'l' just as most of the other languages around the world. Therefore, we should be focused on where the letter 'l' occurs most as we lack any other reference point than orthography. After the recordings were gathered from 20 university students (10 male, 10 female), their narrow-band spectrograms were examined in PRAAT. Consequently, it was possible to find out whether or not they were different phonemes and how many distinct laterals there are in Turkish. Along with Recasens and Espinosa's (2005) findings, F2 will play a huge role in determining the different occurrences of the laterals in Turkish. The results demonstrate that there are two distinct lateral phonemes in Turkish, which can be transcribed as /l/ and /ɭ/. In addition, the latter symbol has a diacritic, sort of a tilde going through it, denoting velarization. The non-velarized alveolar lateral approximant /l/ happens to occur word-initially and in such occurrence its environment (i.e. whether there is a back or front vowel preceding or following it) does not affect its quality. Also, when there is a front vowel preceding or following the lateral consonant, then it happens to be /l/ again. On the other hand, the velarized lateral approximant /ɭ/ needs to be preceded or followed by a back vowel if it is not at the word-initial position. However, if the following vowel is back and the lateral consonant occurs word-initially, then it is, once again, /l/ since the word-initial position only chooses for /l/. In general, the velarized lateral's F2 values seem to be much lower than those of the non-velarized one, which is in line with Recasens and Espinosa (2005). Ergenç and Uzun (2017) state that there are two distinct lateral phonemes in Turkish, however, they found those sounds to be apical/palatal, which was not the case in any of the findings in this paper. Both the velarized and non-velarized laterals are alveolar, not palatal. According to Taylan (2015), there exist two distinct lateral phonemes in the Turkish phonemic inventory, namely /ɭ/ and /ʎ/. The problem in this analysis is that the former is alveolar while the latter palatal. However, there seems to be no /ʎ/ phoneme in Turkish as there is no evidence of any palatal laterals in this language. The findings have showed us that the laterals in Turkish are both alveolar.

Keywords : phonetics, lateral, alveolar, PRAAT, velarization

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28348) Teacher Word Explanations and their Functions in Instruction Giving Sequences

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Using conversation analysis, this paper analyses word explanations made by a teacher for the vocabulary items that arise as problematic during on-going interaction in an L2 classroom. Based on four classroom hours of the video recorded data, this study specifically seeks to uncover the functions of word explanations in instruction giving sequences. A close analysis of the cases of word explanation in procedural context of L2 classroom interaction (Seedhouse, 2004) has shown that word explanations in instruction giving sequences have some special functions which may change depending on the sequential organisations of the cases found in the research corpus. Word explanations conducted in instruction giving sequences (1) may increase the comprehensibility of task instructions, (2) clear the ground before the delivery of task instruction and (3) initiates a repair in case there happens to be any failures in the delivery of task instruction. It has also been observed that in the cases analysed word explanations are performed through the use of L1 which is considered to be a practical way of doing word explanation in these specific sequences.

Keywords : Conversation Analysis, Classroom Instruction, task instruction

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28487) Konya'daki Selçuklu Kitabelerinin Dilbilim Açısından Yorumlanması

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1071'de yapılan Malazgirt Meydan Muharebesi sonrasında Anadolu sahasını ele geçiren Türklerin kurduğu Türkiye Selçukluları devletinin başkenti olan Konya'nın bu dönemden kalan birçok medrese, cami, han, hânkâh, hamam ve benzeri binaya sahip olduğu bilinen bir gerçektir. Günümüze ulaşabilen binaların bazılarının üzerlerinde çeşitli kitabeler bulunmaktadır. Bu kitabeler, binanın yapım tarihi, yaptıran kişi, yapım dönemi gibi birçok bilgiyi barındırmaktadır. Çoğunluğu Arapça olan Selçuklu kitabeleri, şimdiye kadar İ. Hakkı KONYALI'nın başını çektiği bazı araştırmacılar ve bilim insanları tarafından okunmuş, araştırılmış ve tercüme edilmişlerdir. Bununla birlikte yapılan tercümelelerdeki eksiklik ve hatalar ile tarihi bilgiden yoksunluk, kitabelerin tam olarak anlaşılmasını mümkün kılmamıştır. Bu eksikliğin giderilmesi için Selçuklu kitabelerinin Dilbilim açısından değerlendirilip yorumlanması gerekmektedir. Kitabelerde söz edilen örneğin "Keykubad", "Keyhusrev", "said", "ebu'l-feth", "nâsıru emîri'l-mü'minin" gibi ifadelerin gerek dilbilim, gerekse tarihi açılarından incelenmesi, bu tür kitabelerin anlaşılması için gerekli bir adımdır. Bu çalışmada Selçuklu kitabelerinin doğru okunuşları kaydedilecek, çeşitli tercümelelerde bulunmakla birlikte günümüzde Arapça ve Türkçe'de kullanılmayan kavramlar araştırılacak, metnin nasıl anlaşılması gerektiği hakkında bilimsel yöntemlere dayalı çeşitli yorumlarda bulunulacaktır.

Anahtar Kelimeler : Konya Kitabeleri, Selçuklu Kitabeleri, Padişaha Hitap Şekilleri, Kitabelerin Dil Özellikleri

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27411) English as a Lingua Franca in a Workplace: The Case of an Algerian Cosmetics Liability Limited Company

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English has occupied a growing place in recent years, as an increasing number of international companies have been granted for Algerian partnership. The overall aim of this study is to investigate what type of English, Algerian workforce communicates with at work and what type of communication stoppers, the future jobholders need to consider, when most of their partners do not speak English as a mother tongue. Much focus has been devoted to English oral workplace communication; yet, little concern has been dedicated to the written medium. The study seeks to identify the type of English used in written texts between native and non-native partners, and how do its linguistic characteristics affect communication and business success in English as a Lingua Franca context. The paper maps out the quantitative and qualitative approaches devoted to the case study of an Algerian Cosmetics Liability Limited Company. It describes the use of a triangulation throughout the study by means of a survey with 30 in-service informants, and an analysis of different types of written documents in English, typically exploited in the workplace. The analysis is, principally, assisted by field visits observations. The results display that most of the respondents read and write English on a daily basis at work. The most frequently used types of texts are emails and instructions in catalogues. They contain a relatively considerable number of grammatical and morpho-syntactic deviations from Standard English; involving word mechanics and order, verbs concord and intercultural considerations to be aware of in business transactions.

Keywords : ELF (English as a Lingua Franca), workplace communication, non-native partners, deviation

(28383) An Exploration into Mediation in High School EMI Classes

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This study aimed to explore mediational tools harnessed by EMI instructors at an IB high school in İstanbul, Turkey. The participants were six math, physics, biology, and chemistry instructors who teach the same groups in the same institution. Data were collected from twelve videotaped lessons, stimulated recall interviews, and semi-structured interviews. The results of the study showed that participants utilized 11 different types of mediation that are categorized under the themes of self- and peer mediated, teacher mediated and technology-mediated tools. It was also concluded that the EMI comes with challenges and these challenges are possibly tackled with a set of mediational tools to assist higher order understanding and performance. The study offers results to researchers and teachers who are interested in the area of bilingual education, English-medium instruction and mediation.

Keywords : Mediation, EMI, Technology-mediation

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28158) When the traditional meets the technological: What EFL practitioners need to know about digital storytelling

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With the proliferation of digital technologies and their potential for educational contexts, teacher education programs are constantly recommended to encourage and support teacher educators, pre-service and in-service teachers in the use of new technologies and innovative concepts. Emanating from the happy marriage of narratives and new technologies, digital storytelling is one of the pedagogical tools English as a foreign language (EFL) practitioners should utilize from in their classrooms. Underpinned by the principles of Cognitive Theory of Multimedia Learning, the power of digital storytelling lies in its ability to simultaneously address multiple senses through the amalgamation of various media forms such as audio, video, images, animations or text. The existing literature indicates that digital storytelling facilitates both collaborative and individualized learning, increases motivation, contributes to the development of language skills, and bridges in-class and out-of-class learning. Yet, despite the available evidence that supports the promotion of digital storytelling, its implementation remains limited and challenging in foreign language classrooms. This indicates a need for familiarizing EFL practitioners with digital storytelling as a promising tool for language learning purposes. To this end, the present study aims to (a) provide an overview about the pedagogical importance of digital storytelling for language classrooms, (b) present a step-by-step procedure to create digital stories, and (c) illustrate how different digital storytelling software tools can be used to practice both macro and micro language skills. It is believed that addressing these issues will provide EFL practitioners with a better understanding about the role and implementation of digital storytelling in language classrooms.

Keywords : Digital storytelling, digital technologies, English as a foreign language (EFL), in-service teachers, pre-service teachers, teacher educators, teacher education programs

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28233) A Categorization of the Language Learning Websites According to Bloom's Digital Taxonomy

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With the transformation from industrial age to information age, e-learning has replaced traditional learning especially in the area of foreign language learning. With the advent of web 2.0 tools, technology integration into the language classes has increased. Today, it is possible to access to a variety of websites for various purposes such as presenting the topic, creating worksheets, designing posters, assessing learners etc. These tools differ in which skill or level of thinking they aim to develop in learners. Therefore, a need occurred to classify the digital actions according to which digital skill they require, which resulted in the design of a digital taxonomy. Bloom's Digital Taxonomy was developed in this regard with the aim of addressing the new behaviors and actions emerging as the technology advances. Based on the six cognitive levels of thinking in the revised taxonomy, the digital taxonomy aims to explain the cognitive processes and actions presented by the emergence of Information and Communication Technologies (ICT). Just as the necessity of classifying the levels of cognition in thinking, categorizing the digital actions performed by the learners is necessary in terms of determining the correct tool to apply in the learning process. This study sources from this necessity and it aims to categorize the commonly used 50 websites in foreign language learning according to Bloom's digital taxonomy. It will be conducted within the framework of qualitative research design and data will be collected through document analysis. The data related to the functionality about the websites will be analyzed through content analysis. A pyramid which is based on the findings about the categorizations of the websites according to the digital taxonomy levels will be designed. The findings of the study are foreseen to serve as guidance for language teachers in determining the right web tool for their objectives.

Keywords : Bloom's Digital Taxonomy, Foreign Language Learning, Web 2.0 tools

(28449) Online Study Pages and Quizzes: Remedy or Burden for the Prep Students?

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Today, as a general tendency, young generation all over the world is apt to do more on the internet and happy to learn via internet. With this belief our students are offered to do some exercises on the internet and their scores are evaluated as quizzes. For each tract, from A2 to B2, over a hundred study pages are opened including grammar, vocabulary, reading and videos for listening and speaking. A questionnaire was randomly administered to 5 to 10 students in each class to check their feelings about the online study part of the curriculum. The result of the questionnaire showed that students are pleased with the online study part in general, but for the skills, their responses vary, especially for the speaking they turn to negative. Contrary to the general belief that young people have fun on the internet, the results show that they are not so happy.

Keywords : distant learning, reading, writing, listening, speaking

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28469) 21st Century Skills of Turkish ELL Students: A Case Study

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The recent global changes brought big challenges for the new millennium and especially for the educational systems of the countries. The educational system in Turkey, also, needs to modify its philosophy and principles in the light of these global changes. The philosophy shaping the educational systems of the modern countries can be summarized in the framework of a group of skills called '21 st Century Skills'. These 21 st century skills are a set of abilities that students need to develop in order to succeed in work and life in the 21st century that is identified as the century of information and technology. The aim of this study is to investigate the 21st century skills of the Department of English Language and Literature students of two Turkish state universities. The investigation is carried out via a survey questionnaire implemented in two Turkish state universities. In the light of this growing concern and urgency to equip university students with the 21st century skills in Turkish universities, the question of where and how the English Language and Literature Departments fit is the main question to be answered in this study. After finding an answer to this question, this study aims to discuss the possible links between the 21st century skills and the subjects studied in the departments of English Language and Literature in Turkish universities.

Keywords : Department of English Language and Literature students, Turkish state universities, 21st Century Skills of students, 21st century subjects and teaching strategies

(28851) A Categorization of the Language Learning Web Tools According to Bloom's Digital Taxonomy

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The emergence of web 2.0 tools resulted in a paradigm shift in language education in terms of the instructional design and the materials. As the use of web technologies has increased, ICT (Information and Communication Technologies) integration in language education has become a trending research topic. Thus, language researchers focused on the relationship between web 2.0 tools and language learning. In this respect, the impact of web 2.0 tools on language learning, attitudes of the learners and teachers towards web tools, advantages and disadvantages of the web tools have been studied. However, the frequent use of web technologies indicates the need for elaborating on the digital actions, as well. Therefore, this study aims to categorize the web 2.0 tools for language learning according to the digital actions that they enable learners to perform. Bloom's Digital Taxonomy is employed with the aim of categorizing the web tools into the related cognitive levels. Findings show that the highest distribution level is the level of creating and the lowest distribution level is the level of applying. The findings are discussed from pedagogical and theoretical perspectives.

Keywords : Web 2.0, Bloom's Digital Taxonomy, English Language Teaching

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28165) The Collapse of Intellectualism in Education and Communication and the Rise of Post-truth

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In 2016, when Oxford decided to choose ‘post-truth’ as the word of the year and add it to its dictionaries, they actually named a concept that we were familiar with: “relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief.” Therefore, this term did not actually explain what was true and why. Rather, this term is related to a situation that contains what the society currently needs and wants to hear, although its exactness or accuracy in the present situation cannot be fully substantiated by statistics nor with any branches of science. In that respect, post-truth seems to be a blend of argumentum ad ignorantiam, hasty generalization, emotional appeals as well as hyper-reality. Densely blended in an argument, post-truth logic aims to get use of all necessary or some (sometimes even more logical fallacies such as dogmatism, false dilemma and so on) fallacies to create a hybrid and falsified claim whereby the truth fades away. In the first quarter of the 21st century, this term, whose influence is felt in almost every field, is perhaps the most intense in the area of education and communication (though not limited with only these). The question of what education is trying to do in these days when the words of popular youtubers or bloggers are more credible rather than the authorities in science arouse a big question to be sought. This article, which will try to explain that we are on the brink of a rebounding intellectual disaster of the 21st century, will attempt to decipher the extent of the danger we face in the field of education and communication. Moreover, this study, which will make a critique of post-post modernism and post-truth approaches on education and communication, will try to reach concrete possibilities through various hypotheses. In this context, international statistics will also be utilized. At the end of the study, these results will be compared with predictions and the possible results will be hypothesized and the probability of our hypothesis will be confirmed.

Keywords : Post-truth, Post-postmodernism, YouTubers, Hyper-reality

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28194) (Inter)subjective Markers of Korean Fear-expressions

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1. Proposal information & Theoretical Background

Fear is the basic emotion of the human being. It is a cross-linguistic phenomena that fear emotions are encoded in language. Fear-expressions have attained interests from scholars (Palmer 2001, Yap et al. 2012, Jing-Schmit and Kapatsinsku 2012, Yang and Yap 2015, inter alia). This article conducts grammatical and discourse analyses of Korean 'fear'-expressions *mwusepta*, *twulyepta*, *kepnota* from the perspective of grammaticalization and pragmatics (Lee 1994, Lee 1997, Yoo 1998, Rhee 2009). Korean fear expressions take the experiencer in the subject position, who corresponds to the speaker in discourse.

The examples in (1) describe the contentful (lexical) stage of fear-expressions taking the experiencer *na* 'I' and the theme *cwusapanul* 'syringe needle.'

(1) Korean 'fear'-lexemes

na-nun cwusapanul-i mwusep-ta/twulyep-ta/kepna-n-ta

I-Top syringe.needle-Nom fear-Dec /fear-Dec /fear-Pre-Dec

'I am afraid of the syringe needle.'

The epistemic modality of the fear-expression shows the usage of subjective marker of the fear expression. The obsolete adverbial form *twuli-kentay* derived from *twulyepta*. *Twuli-kentay* 'be.afraid.of-Conn' was used as an epistemic modal adverb denoting 'maybe,' 'perhaps,' in the early modern Korean just like *I think* in English (Thompson and Mulac 1991: 313) and *kongpa* in Mandarin (Yap et al. 2012: 328).

Discourse analysis supports the evolutionary path of Korean fear-expressions from lexical to textual into procedural (Traugott and Dasher 2005[2002]). This study also investigates how interlocutors contribute to language change by varying their language usage and discourse strategies.

2. Research Methods

This article proves the diverse evolutionary pathways into grammatical marker status taken by the epistemic modality marker, negative purposive connective marker, temporal connective marker, and discourse marker of the fear-expressions in Korean. For the analysis of authentic data, the Korean corpora will be employed as follows:

(2) a. The contemporary written & spoken corpora of the 21st Century Sejong Project

b. The history corpus of the 21st Century Sejong Project

c. Li Min Corpus with a 24 million-word drama and cinema corpus for Modern Korean.

3. Conclusion

This study thus contributes to our understanding of how the principles of grammaticalization and pragmatics can be related to the analysis of emotion language. It should be noted that the Korean 'fear'-expressions addressed here have developed along a unidirectional track of grammaticalization, increasing the density of their textual and procedural meanings while gradually bleaching their lexical meanings. Subjective and intersubjective strategies of language users serve as the impetus for this language evolution. This study serves as a contribution to our understanding of how people's emotional and psychological reactions influence their language patterns and cognition.

Keywords : (Inter)subjective Markers, Korean, Fear-expressions, grammaticalization, corpus,

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28259) Impact of Social Media Communication on the Standard Spellings of English Language

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The study intends to investigate the problem highlighted in BS students' academic submissions (assignments) and formal email communications with their instructors. They do not stick to the standard spellings and use slang or create novel lexical items by focusing on the sounds of words during their communication. They use the same abbreviations and wrongly spelled words of English. The study aims to examine the most frequently misrepresented words used during social media (Facebook, WhatsApp, Skype, Web/Blog chat) communication and its impact on the morphological structure of English language. To investigate the problem, closed groups were created for one week on Facebook, Skype and WhatsApp of the 4500 students of the graduate level course, English Comprehension of Virtual University of Pakistan. 406 students participated on all or anyone of the given groups. They were asked to share their opinions regarding 'Current Political Scenario in Pakistan' in maximum 100 words. A sample (n=42) of students was randomly selected from the above population. The data is collected in the form of screenshots of students' communication on the given groups. Further, data screenshots of students (n=40) were also collected from different student blogs of the course Eng101. (Virtual students mostly create their blogs to interact with and facilitate each other.) This was to rule out the limitation of students being conscious in their use of language for the assigned topic. Both types of data are analyzed on Statistical Package for Social Sciences (SPSS) version 22 to find out how the students use non-standard spellings while communicating/ chatting on social media and student blogs. Thorough investigation revealed non-standard morphological structures which are separated and categorized into two major classes: word reduction and word formation. Word reductions are sub-categorized into logograms, clippings and abbreviations. Similarly, word formations are further categorized into morphemic substitution, coinage and derivation. For data analysis, all the separated logograms, clippings, abbreviations, morphemic substitution, coinage and derivation are processed through the Statistical Package for Social Sciences (SPSS). Findings collected from both types of data evidences revealed deviations in the morphological structures of students' language; moreover, there was no significant difference in mean score values at (p=0.05) of both types of data, i.e., in their use of language in informal (students' blog) setting and academic (social media closed groups) setting. The study revealed that social media communication has much impact on the morphological structure of English language of its users. Therefore, the study reveals an alarming situation that needs to be addressed by the language teachers by incorporating latest technologies in their language teaching pedagogies.

Keywords : Social Media communication, Blog chat, standard spellings, Facebook, WhatsApp, Skype, Non- Standard spellings, Lexical items, Morphological structure

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28267) Constructing Fairclough's Ideal Reader using van Dijk's Sociocognitive Model

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Text produced by mass communication sources like the online news reports lacks the dynamicity of face to face interaction. It is, therefore, assumed by Fairclough to be addressed to an ideal reader. We assume this ideal reader is someone who understands and agrees with the produced text and the kind of reality it constructs. Each text embodies the ideology of the text producer. We have selected three different news reports on the abrogation of Article 370 in India. The Article gave some special rights to the controversial state of Jammu&Kashmir. One news report is from a mainstream Indian news agency, second from an alternate media in India and the third by BBC. We have used the Critical Discourse Study perspective to analyse the kind of reality constructed and thus, the kind of ideal reader addressed. This ideal reader, influenced by the discourse of the news media (re)produces it in the society contributing to the creation and establishment of this particular discourse/this particular kind of reality. We attempt to comparatively study the different ideal readers constructed in the three reports and its social effects thereof. An important aspect of our analysis is van Dijk's Sociocognitive Model that focusses on the cognitive mediation between textual discourse and society. It explains the process how the ideal reader gets cognitively influenced to produce social effects of the textual discourse.

We found one report simply eulogizing government's moves and explaining how worthy an action it is. Third report was neutral and objective in its approach. It used direct and matter of fact style of reporting. The third report was found to be mostly critical in its approach. The style of reporting was objective, yet the content reported seemed to be very much like the first report. We question if these observations can be explained using the concept of Overton window from Political Science.

Keywords : Ideal reader, Fairclough, Critical Discourse Study, Sociocognition , van Dijk, Overton window.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28270) An Analysis of Metadiscourse Markers Use by Turkish EFL Learners and Writers

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Metadiscourse is a new field in the areas of discourse analysis and language education. It is the writer's way of using expressions to construct interactional meaning within a text to attract and guide the readers to fully deliver the writer's intended message about the subject matter (Hyland, 2010; Hyland & Tse, 2004). Due to the significance of metadiscourse as a way of establishing communication between the writer and the reader, the use of metadiscourse markers from different perspectives based mainly on written texts gained an increasing interest for the researchers. In Turkey too, several studies focused on the use of metadiscourse markers across different text types and genres based on both written and spoken language. Thus, this integrative literature review study aims to explore the results of the metadiscourse studies to gain an insight into the metadiscourse markers use across different text types and genres. To this end, a total of 25 research articles were compiled and their findings were analysed by taking the common themes into account. The analysis of the studies showed that a great majority of the research studies focused on various part of scientific works such as the abstract, conclusion and discussion parts for the analysis. Additionally, student created text types such as argumentative or opinion paragraphs and essay were also under scrutiny in a number of studies. Findings in general show that Turkish writers of English use more interpersonal metadiscourse markers than textual metadiscourse markers. Additionally it is seen that the texts produced in English by Turkish learners/authors reflect less coherent and cohesion features which is believed to occur due to L1 effect and cultural background although this is also contradicted by some studies.

Keywords : metadiscourse, use, metadiscourse markers, EFL, Turkish learners and writer, genre

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28466) The Representation of Joko Widodo in The on-Line Newspaper Sydney Morning Herald: A Study of Corpus-Assisted Critical Discourse Analysis

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This study uses critical discourse analysis assisted by corpus linguistics (Corpus Assisted Critical Discourse Analysis) to reveal the image of President Joko Widodo in the Australian online Newspaper, *Sydney Morning Herald*, through the news in the period of 2014-2016. The representation of Jokowi as a very important figure in the political scene in Indonesia is the main attraction of this study. This research combines quantitative and qualitative approaches to analyze corpus compilations by applying analytical techniques of corpus linguistics such as frequency, keyword, cluster, collocation, and concordance. The quantitative analysis was accompanied by qualitative analysis to provide a meaningful interpretation of the language patterns used in the data. The linguistic features that dominantly appear in quantitative analysis provide a hint of the dominant lexical. The identification of the dominant lexical form is classified according to its semantic prosodies: positive, negative, and neutral. The qualitative analysis with a focus on the lexicon form is done on the concordance with the broader context of how Jokowi's figure is represented positively or negatively. The context consists of news topics or periods of news covering the period of 2014 presidential election, the death sentence case of an Australian citizen (Bali Duo), the chaos between the KPK and Police General Budi Gunawan suspects, the arrest and shooting of Papuan Merdeka activists, the election of the head of DKI Jakarta and one of his candidates who was allegedly defamed a religion (Ahok), and mutual visits of state leaders (Indonesia-Australia). Since this study uses the theory of van Dijk's critical discourse analysis, the data are analyzed based on social analysis, the text covering lexical and coherence, and social cognition.

Keywords : representation, corpus linguistics, critical discourse analysis, Jokowi

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28262) Ideology in speeches and newspapers' headlines on the US military intervention in Syria

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This study focuses on the analysis of ideology and language in the eight selected newspapers, and tries to establish if, and to what extent, the ideology behind the text limits the freedom of expression of the newspaper in question. To this end, the US military intervention and Syria's chemical attack reported in various political newspapers are analyzed in order to register the different attitudes of the Syrian, Iranian, UK and US political press according to the ideology of the particular newspaper. Critical Discourse Analysis is applied in this research by analyzing the data in accordance with its principles. This research evaluates the transitivity of the sentences, lexicalization and modality. It also analyzes the headlines and the representation of the Syrian conflict in each newspaper. Moreover, the discourse used in each newspaper is analyzed and criticized relying on Fairclough's three-dimensional model as the main framework and van Dijk's concept of "Ideological Square" as the complementary framework. The study draws some implications and proposes some suggestions for those involved in political arena as well as discourse analysts.

Keywords : Ideology, CDA, transitivity, modality

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27440) The changing role of the translator/interpreter in the discourse of globalization

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Although Cronin (2003) extensively discussed the role of the translator in the era of globalization, I have decided to revisit this topic due to the new trends of de-globalization and isolation, which are quite popular in the contemporary western discourses (Wodak 2015, etc.). The unique status of English as a global language (Crystal 1997, etc.) and its subsequent wide spread around the world has had serious impact on the role of the translator/interpreter as a profession and translation/interpreting studies as an academic field. Xie (2014) calls this process as the politics of the universal considering translation between local and global. There are direct implications of these developments for the translator/interpreter as the very existence of translation/interpreting as a field of study and translator/interpreter as a profession has become under risk. Despite the obvious fact that these disadvantages represent serious challenges for the translators/interpreters from and/or into English and for the translators/interpreters in general, there are still serious challenges for globalization and the further spread of English in the world. The recent political developments (Brexit, the US Administration's policy) have added new challenges for the discourse of globalization that can seriously affect the role of the translator/interpreter. Thus the paper aims to explore the changing role of the translator/interpreter in the contemporary world, especially with regard to the challenges posed to the discourse of globalization. It can give some clues to understand better why the translator/interpreter and the translative discourse matter in a social life.

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Wodak Ruth 2015 The politics of fear: What right wing populist discourses mean. London: Sage

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Keywords : translator/interpreter, globalization, English as a Global Language, de-globalization, isolationism

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28275) Issues in Translation of the Bible from English to Indigenous Languages

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Translation has changed the course of history in many ways, from political issues to artistic cultural knowledge. When it comes to translating a text, religious or otherwise, the Bible is one of the most translated books in the world. Bible translation has come a long way from Hebrew, Aramaic and Greek. It has been translated into numerous languages including many lesser known indigenous languages as well. The onset of British rule in India saw many missionaries in Northeast India where more than 300 multilingual indigenous communities reside. The concept of a new foreign religion brought about important aspects of linguistic terms and issues with translating verbal preaching and written text into the indigenous languages. Translation process started when it became difficult to rely on interpretation alone. Till today, Bibles are being translated into numerous indigenous and lesser known languages in the region. The paper will explore questions related to interpretation and translation issues during the 18th Century to the present time. It will seek the answers to how the translation process was done and what kind of structure or linguistics aspects were maintain without losing the intended message or meaning of the texts. It will also answer the questions regarding issues in translating a belief system which comes with certain set of new morphemes and how they are incorporated into indigenous languages. The question on how elements of linguistic spontaneity were involved in creating new words in indigenous languages to bring about biblical and foreign concept and ideologies into another will be elaborately discussed. This work do not incorporate any established theory, rather it adheres mainly to the findings of the research analysis as it is and in simple terms so that it can be comprehended by readers not strictly confined within a particular discipline. Even for linguistics part, traditional method is used for description of morphology and syntax. Primary data were collected during fieldwork and audio recording of interviews forms the base of the research findings. Participant observation method was also employed during the fieldworks. The data are collected from various indigenous or literary community leaders who are directly involved in the Bible translation. The informants consist of missionaries, local pastors, evangelists, theologians and other Bible translation enthusiasts. The translators are usually educated males who can read and write in English. For eliciting the data, a set of open ended questionnaire and a word list consisting of biblical concepts and words representing things that doesn't exist culturally in the indigenous language being translated were included. Zoom-H4NSP-Digital-Multitrack-Recorder is used for recording. The colonization of India by the British paved way for the annexation of kingdoms within the country and provided more accessibility for the British and other European missionaries in spreading the word of God. The movement had a huge impact on the cultural and social fabric of the hill tribes of Northeast India. The interpretation of the Bible became inadequate due to the language barrier and it even led to teaching English to the natives and openings of English medium schools. The categorizing of communities as 'untouched by civilization' became the perfect excuse in reforming or educating them by the outsiders. The introductions of not only Roman but other Indian scripts were incorporated through the process of Bible translation. Since most of the indigenous communities didn't possess the knowledge of scripts, this gesture to adopt certain scripts to put their language in written form brought about phenomenal change in tribal literature. New words were also created in the process of Bible translations. Other related issues will be discussed elaborately during the presentation as this is an on-going research.

Keywords : Bible translation, Translation, Indigenous, Languages, Culture, Northeast India

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28438) Revisiting Translation in EFL Classes: Pre-service EFL Teachers' Views and Research Findings

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Most scholars frown upon the use of translation in the process of language teaching. As such, studies that focus on the pedagogical value of translation are rather scarce despite the fact that there is a huge body of literature on professional translation field. Therefore, the present study aims at exploring the views of pre-service EFL teachers on the use of translation in EFL classes as they are going through the process of their practicum. The aim is to see whether the negative trend found in EFL literature is reflected in the views of and attitudes of pre-service teachers. To this end, an open-ended questionnaire was administered to 40 pre-service teachers. The secondary aim of the study is to give an overview of recent research on the use of translation as a pedagogical tool. The results indicate that translation finds widespread support among pre-service EFL teachers and they think that it must be used carefully and skillfully by language teachers.

Keywords : translation, EFL learners, language teaching

(28193) Becoming Reflective Foreign Language Instructors: A case study

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This qualitative case study was conducted to examine how five English Language instructors working at the foreign language school of a foundation university changed their pedagogical approaches to language teaching by the help of teacher training programs. A six-week teacher training course was designed by trainers to support the instructors in understanding language teaching and reflective practices. A constructivist and collaborative approach was used during training to encourage the instructors to use similar approaches in their own teaching practices. Data was gathered through reflective journals, teaching narratives, classroom observations, interviews, and the researcher journal. To find out how English language instructors build on prior learning experiences to acquire new knowledge and skills, sociocultural theory, social constructivism, and second language acquisition theories of were used. According to the analysis of data, it was found out that English language instructors had difficulties in becoming reflective teachers since some of them had little teaching experience, while others received little support from the department in which they graduated. In conclusion, this study recommends the foreign language schools of universities to design teacher training programs and develop formal, structured systems to support their instructors in becoming more reflective about what and how they teach.

Keywords : Reflexivity, English language teaching, teacher training, case study

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28241) (De)colonising the Mind: Perspective of English Language in Indian Higher Institutions

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The aim of my research is to highlight discrimination through the language in many spheres of higher educational institutions. How higher educational institutions are using English as a medium of accessing knowledge can be a tool of discrimination? So, this study explains, why only English as a medium becomes dominant and how its dominance in the education-system affects the students/Research Scholars by acquiring knowledge and their relational aspects with other? Does it only affect the material aspect of knowledge-power or the psychological and emotional aspects of everyday students'/Research Scholars' life world? Language plays a significant role in acquiring and producing 'knowledge'. 'Knowledge' determines one as an intellectual, which is a form of 'power'. People who have been considered as intellectuals are more powerful in every sphere of life and truth has been established through the knowledge-power relationship. Language is not simply a medium of communication; it is also a source of knowledge to gain employment or status in society. But a sizeable population does not know functional English. This group mostly comprises of people from lower caste, class and women. In this scenario access to higher education automatically becomes limited. Those few who enter because of government policies or their determinism become victims of discrimination. A university which is supposed to be a democratic space for students preparing them to be vibrant citizens has become sites of social exclusion and discrimination, where vernacular language medium students face discrimination and excluded. This reflects in classrooms and outside of classroom, teacher-student communication, and among the students itself. 'Linguicism' in Indian Universities should be contextualized within the 'knowledge – politics' in the higher education. Indian Higher educational institution hierarchal in nature and this system prevents the access to higher education for regional medium students. In Indian education system caste, class, gender and language (medium of instruction) are interlinked with each other. Indian education system divided into two categories on the basis of language i.e. public (regional medium) and private school (English medium) system. Those who are born in lower caste, class are educated from regional medium, and majorly people from upper castes have the privilege to access English medium schools. People from lower caste, class send their children to government aided public schools. The school comparatively has low quality of education and infrastructure. Most of the lower caste, class and girls' students are getting education from public school up to twelfth standard. Usually parents of the dalit students are not capable enough to pay the school fee unlike parents belonging to middle and upper classes who can send their children to convent (private) schools.

Keywords : Knowledge and Power, Linguicism, Higher Education, Exclusion and Discrimination

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27929) Yabancı Dil Olarak Türkçe Öğretim Kitaplarının Hukuk Türkçesi Bakımından İncelenmesi

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Günümüzde yabancı dil olarak Türkçe öğretimi yurt içinde ve yurt dışında gün geçtikçe artmaktadır. Bu durum da dil öğretiminde özel amaçlı Türkçenin öğretilmesini de beraberinde getirmektedir. Özel amaçlı Hukuk Türkçesi de Türkiye’de Hukuk Fakültesini veya İktisadi ve İdari Bilimlerde bölüm okuyacaklar için önem arz eden bir alan olarak görülmektedir. Özel Alan Hukuk Türkçesi, özellikle kur düzeyinde hazırlanan kitapların dışında üniversiteye başlamadan önce ihtiyaç olduğu görülen bir saha olarak karşımıza çıkmaktadır. Bu amaçla öncelikle yabancı dil olarak Türkçe öğretiminde kullanılan ders kitapları incelenmiş ve hukuk konusunu ele alış biçimleri betimlenmeye çalışılmıştır. Bununla birlikte yurt dışında hazırlanan dil öğretiminde hukuk için de yapılan çalışmalar hakkında da bilgi verilmeye çalışılmıştır. Türkçe öğretiminde kullanılan *Akademik Türkçe, İzmir Yabancılar İçin İktisadi İdari Bilimler Türkçesi, İstanbul Yabancılar İçin Türkçe Ders Kitabı C1* kitaplarında hukuk Türkçesini içinde barındıran veya ilgilendiren bölümler incelenmiştir. Ayrıca İngilizce hukukla ilgili hazırlanmış çalışmalara da yer verilmiştir. Tarama modelinde hazırlanan çalışma betimsel niteliktedir.

Anahtar Kelimeler : Yabancı Dil Olarak Türkçe Öğretimi, Özel Amaçlı Türkçe Öğretimi, Hukuk Türkçesi, Ders Kitapları.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28184) Acquisition of the Noun Modifiers by the L3 Learners of French and German: Evidence for the Scalpel Model

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Based on the studies done, some models of L3 acquisition have been proposed which either emphasize on the determining role of the L1 (e.g. the L1 Factor, Hermas, 2010, 2014), the L2 (e.g. the L2 Status Factor, Bardel & Falk, 2007; Falk & Bardel, 2012) or both the L1 and the L2 (e.g. the CEM, Flynn, Foley, & Vinnitskaya, 2004 and the TPM, Rothman, 2010, 2011, 2013, 2015). The Scalpel Model (Slabakova, 2016) challenges the previous models and assumes that the process of transfer into the L3 takes place property by property not a wholesale transfer of the one specific language as the main source of transfer.

Research Questions

The following predictions are put under investigation:

Since in the L1 factor model, the role of the L1 is more significant than the L2, due to the syntactic similarity between the L1 Persian and the L3 French, it is expected that the L3 learners of French would outperform the learners of L3 German.

If the L2 Status model is the deterministic source of CLI, it is expected that in both structures, the L3 learners of German would have a better performance than the learners of French. This claim is made based on the syntactic similarities between English and German. Since the L2 acts like a filter blocking the syntactic properties of the L1 into the L3, it is expected that no rules of Persian syntax are available in the L3 learners, performance.

Based on the Scalpel model of L3 acquisition, transfer to the L3 would be property by property and both facilitative and non-facilitative.

Results

These results revealed that the source of cross linguistic influence was not the same for the two types of structures or even the type of task. As for the attributive adjectives, the L2 English was the deterministic source of transfer leading to a better performance of the learners of L3 German. Also, the deterministic role of the L2 acted like a filter preventing the rules of L1 Persian into the L3 and thus led to a lower performance for the learners of L3 French. In the case of the noun adjuncts, the performance of the two groups of the L3 learners was not the same in the GJT and the ERT. In the GJT, the learners of L3 German could perform better; supporting the L2 Status factor, while the performance did not differ significantly (in the ERT and the holistic performance); supporting the Linguistic Proximity Model (LPM). This claim is made based on the fact that the L1 Persian is syntactically similar to the L3 French. On the other hand, the L2 English and L3 German have the same syntactic structure with regard to the target structure. In other words, each group of L3 learners has transferred the rules of the language which is structurally more similar to the target structure. And this similar performance is an indication of the facilitative role of the language which is more similar in a syntactic structure. In the light of these analyses, it is time to return to the hypotheses mentioned earlier in order to testify if any of the previously learned linguistic systems could account for the patterns of transfer in the current study.

Keywords : Cross-linguistic influence, multilingualism, third language acquisition, transfer

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28229) {-CA(k)}? in Community Adverbs

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{-CA} and {-CAk} in Turkish are derivational morphemes assigning certain meanings to the bases they are attached; withal these two morphemes share the same meaning when they are attached to noun bases and derive adverbs. That is, by leading to a sense of “unity”, the morphemes in question could have the same function; herein, this applied study centers upon how these different morphemes with the same meaning and the same function are likely to be employed alternately, so far lacking in the literature. Current study aims to find out whether {-CA(k)} could be utilized uniquely considering community adverbs instead of two separate morphemes as {-CA} and {-CAk}. To achieve this, the community nouns in Turkish are listed prelusively and their preferences in context are examined through the *Turkish National Corpus* (TNC). In addition, detecting whether the preference of {-CA} and {-CAk} is accidental or standardized, the questionnaire formed with discourse segments taken from the TNC has been applied to 30 Turkish language experts, specialized in linguistics at least in the order of doctoral degree. The data collected through the questionnaire consisting of 15 questions with 3 choices (Noun+CA, Noun+CA(k), either of) has been analyzed to check whether the distribution of these community adverbs is compatible with the corpus. In line with the findings, that the preference of {-CA} and {-CAk} has been determined based on thematic roles and passivization, and whether {-CA(k)} could be regarded as a single morpheme is discussed. Having argued the results, it is suggested whether the morphemes having the meaning of “togetherness” in other agglutinative languages is represented with such morphological forms could be investigated within the framework of contrastive linguistics, language teaching and computational linguistics fields by reaching the competence of native speakers.

Keywords : morpheme preference, {-CA} morpheme, {-CAk} morpheme, community adverbs, corpus-based applied linguistics

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28319) A diagnostic study: The perception of silent letters in vocabulary items by MONE English teachers

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This study aims to analyze if non-native English teachers in Turkey are aware of silent letters in vocabulary items or not. Turkish language is an orthographic one that is read as written and written as read. On the contrary to Turkish, English is sometimes irrelevant to written form. It is generally possible to encounter with irrelevant articulations different from letters in vocabulary items. Articulations may not be compatible with letters in written forms. Non-native English teachers in Turkey have difficulty in grasping these little nuances because of orthographic reasons. Many of silent letters are pronounced by stressing silent letters instead of ignoring them. It is seen that many of non-native English teachers are not aware of silent letters and they pronounce nearly all letters in any word item no matter whether they are dummy vowels, consonants or not. Until brain grasps a word, eye catches the letters in written form and then mispronunciation occurs since ex-habitual behaviors inhibit correct pronunciation. The trick is to see the words in written form; As a result, an accent and pronunciation are observed far from near-native like. Pronunciation is not for the sake of itself but it is necessary for an intelligible communication. Correct articulation of specific letters provides learners with neat, clear and comprehensible communication skills. Since language teachers have an undeniable effect on students, they need to be more careful about phonetical skills.

Keywords : silent letters, orthography, dummy letters, MONE English teachers,

(28576) Three in One: The Power of Semantically Loaded Sentences

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Being surprisingly short, quotations and proverbs have potential to activate **long** sequences of thoughts in the minds of those who like to think analytically out of the box or have an urge to read between the lines by extracting the imbedded messages. Generated usually by world-known familiar people, these short philosophical, though-provoking sentences are, as a matter of fact, the enlightening thoughts distilled out of maybe years-long first hand experiences, and definitely have a transcendental potential for thinking brains. The presentation aims at sharing the researcher's teaching experience as what might be named a 'best practice'. More specifically, the presentation will inform the participants as to how semantically loaded quotations or proverbs can be spoiled effectively in freshman conversation skills courses by serving to three major purposes; internalizing **codes of values** in the first place, along with practicing prepared speech, and building individual research skills. The conceptual presentation will be backed up with post-experience interview data collected through the freshman teacher trainees of English enrolled in the ELT department at Süleyman Demirel University.

Keywords : Semantics, linguistics, codes of values

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28232) Action Research for Teaching Improvement, Quality Assurance and Professional Development

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One of the most fundamental concerns of post-secondary education is to improve teaching and assure quality through the promotion of research. The present reflective piece is an attempt to shed light on the commendable merit of action research in achieving such aim. Traditionally, research in social sciences relied on experiences, notes, and efforts made by outside experts. Action research, however, aims at changing and improving instructional situations. It fosters the community of practice to become more collaboratively reflective, analytical, and critical of their own actions and hence more professionally developed. In all, it advocates social, democratic change of individuals and communities as well as their well-being.

Keywords : teaching improvement – action research – quality assurance – reflection. professional development.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28256) Global Issues in EFL Teaching: EFL Lecturers' Voices at a State University

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Even though it may seem that the entrance of global issues into the literature is a recent act, going back over the literature in foreign language teaching for a few decades may not sound a short time in terms of the published number of research papers. In this short period of time, there has been a plethora number of academic studies investigating global issues on its integration, impact, and its implications such as building awareness and triggering minds of policy makers and so forth on in language teaching. Particularly, there is a consensus in the literature that what makes an issue global are the underlying reasons that are built upon the argumentative issues and hot debates that can possibly affect the globe. These issues are categorized under classifications varying from environmental, health, and socio-economic issues to linguistic concerns. To name a few; pollution, wars, children's rights, gender issues, national identity, AIDS, poverty and linguistic imperialism may cater for these classifications. Most of these classifications are handled in a similar vein in language teaching in the universal context; however, there remains a local gap in the foreign language curricula in Turkey that environmental issues play the major role touching the global issues in EFL teaching. Drawn from this local gap and bridging this research gap with a global philosophy on fostering the EFL teachers' 21st century skills in language teaching, unfolding the global issues within teaching English through EFL lecturers' views has grasped the attention of the authors to conduct this qualitative research. In this research, the authors gained the data from EFL lecturers teaching at a state university to students coming from different majors through a short survey comprised of open-ended questions and backed up the data through follow-up semi-structured interviews. Having the obtained data analysed in an inductive content analysis method with the help of two independent raters for coding, the authors have scrutinized the findings of this study in terms of the participants' definition of global issues, their methods in how to incorporate global issues into their own teaching context, their reasons for not being able to incorporate the issues in concern and the possible factors or conditions working best to the participants' knowledge such as students' age, language competence and their majors, and the language skills. In this regard, the findings of this study may seem to contribute to the relevant literature with several suggestions and implications by sharing participants' voices in incorporating the global issues into their own teaching contexts.

Keywords : EFL Lecturers' Views, English Language Teaching, Global Issues, Global Education.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27039) Türkçe Kökenli Özel İsimlerin Lengüistik Analizi (Annemarie von Gabain'in Araştırmaları Üzerine Bir İnceleme)

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Türkçe kökenli antroponimlerin araştırılması tarihinin sistemli şekilde tanıtımından önce bazı Avrupa Türkologlarının, özellikle A.Gabain, L.Razoni, S.Kakuk gibi bilim adamlarının çalışmalarına dikkat çekmek gerekir. XX. yüzyıl Alman Türkolojisinin önde gelen isimlerinden biri Annemarie von Gabain (1901-1993) Türk lehçelerinin gramerine dair birkaç mühim eser yazmıştır. Onun 1941 yılında basılan "Alttürkische Grammatik" eseri 1974 yılında üçüncü kez yeniden yayımlanmıştır. Bu yayını Mehmet Akalın Türkiye Türkçesine çevirerek "Eski Türkçenin Grameri" (Ankara, 1988) adıyla neşrettirmiştir. Kitapta Türk, Run, Uygur, Söğüt, Mani, Brahami yazılarının karakteristik özellikleri, eski Türkçenin fonetiğinde ünlüler, ünsüzler, vurgu ve ikiz ünlüler, aynı zamanda Türk lehçeleri açısından karakteristik olan kök ve ek morfepleri, söz grubları, cümle vb. meseleler tarihi lengüistik açıdan incelenmiştir. Gabain çağdaş Türk diyalektleri üzerinde de durmuş ve "Özbekische Grammatik" (Leipzig-Wien 1945) adlı çalışmasını ortaya koymuştur. Onomastik birimlerin eserin sözlük bölümüne dahil edilmesi ilgi çeken önemli hususlardan biridir. Burada her bir onomastik birim hakkında geniş bilgi verilmiştir. Örneğin, *Yoluğ* antroponiminin *Yolluğ* seçeneği verilmekle beraber, *Yoluğ*'un Bilge Kağan ve Kül Tegin'in adına yapılmış taş yazıtların yaratıcısı olduğu da gösterilmiştir. Eserde Argu, Bayırku, Karluk (Garluk), Kirkiz (Kırgız), Moğol, Tabgaç, Oğuz, Çigil, İzgil vb. etnonimler, Arğu, Bosu, Kadırkan, Ötüken, Töpüt vb. toponimlerle yanaşı, Bumın Kağan, İltiriş, İlbilge, Bilge Kağan, Kül Tegin, Yoluğ, Makaraç vb. eski Türk antroponimleri hakkında da açıklamalar verilmiştir. Bang'in ölümünden sonra hiç aksatmadığı Uygurca alanındaki çalışma ve yayımlarıyla Türkoloji çevrelerinde büyük bir ün kazanan Gabain çeşitli Türk antroponimlerinin anlamı, leksik-semantik özellikleri, ayrıca renk anlamı apelyatiflerin antroponim türleme sürecindeki rolü ile ilgili "Vom Sinn Symbolischer Farbenbezeichnung" ("Renk Bildiren Kelimelerin Sembolik Anlamı") eserinde geniş bahsetmiştir.

Anahtar Kelimeler : A.Gabain, Türkçe kökenli, antroponim, onomastik birimler, leksik-semantik özellikler.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28231) (De)colonising the Knowledge and Mind: Perspective of English Language in Indian Higher Institutions

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The aim of my research is to highlight discrimination through the language in many spheres of higher educational institutions. How higher educational institutions are using English as a medium of accessing knowledge can be a tool of discrimination? So, this study explains, why only English as a medium becomes dominant and how its dominance in the education-system affects the students/Research Scholars by acquiring knowledge and their relational aspects with other? Does it only affect the material aspect of knowledge-power or the psychological and emotional aspects of everyday students'/Research Scholars' life world? Language plays a significant role in acquiring and producing 'knowledge'. 'Knowledge' determines one as an intellectual, which is a form of 'power'. People who have been considered as intellectuals are more powerful in every sphere of life and truth has been established through the knowledge-power relationship. Language is not simply a medium of communication; it is also a source of knowledge to gain employment or status in society. But a sizeable population does not know functional English. This group mostly comprises of people from lower caste, class and women. In this scenario access to higher education automatically becomes limited. Those few who enter because of government policies or their determinism become victims of discrimination. A university which is supposed to be a democratic space for students preparing them to be vibrant citizens has become sites of social exclusion and discrimination, where vernacular language medium students face discrimination and excluded. This reflects in classrooms and outside of classroom, teacher-student communication, and among the students itself. 'Linguicism' in Indian Universities should be contextualized within the 'knowledge – politics' in the higher education. Indian Higher educational institution hierarchal in nature and this system prevents the access to higher education for regional medium students. In Indian education system caste, class, gender and language (medium of instruction) are interlinked with each other. Indian education system divided into two categories on the basis of language i.e. public (regional medium) and private school (English medium) system. Those who are born in lower caste, class are educated from regional medium, and majorly people from upper castes have the privilege to access English medium schools. People from lower caste, class send their children to government aided public schools. The school comparatively has low quality of education and infrastructure. Most of the lower caste, class and girls' students are getting education from public school up to twelfth standard. Usually parents of the Dalit students are not capable enough to pay the school fee unlike parents belonging to middle and upper classes who can send their children to convent (private) schools.

Keywords : Knowledge and Mind, Power, Linguicism, Higher Education, Discrimination, Exclusion, University spaces

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28420) Ready For Take-off: An Aviation English Needs Analysis Study in Turkey

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The current study was specially designed to assess the language needs of Aviation English learners in a state university in Turkey so that the professionals in the field of ESP, specifically Aviation English, could come up with effective course plans to help these learners meet language standards set by International Civil Aviation Organization (ICAO) and it could serve as a guide for other professionals in this field. Sequential explanatory mixed methods research design was preferred. First, quantitative data was collected from 323 participants by instrumenting the 'Aviation English Needs Analysis Questionnaire' which was developed by the researcher as part of the same study. Second, qualitative data was collected to analyze students' perceptions towards Aviation English and expectations from Aviation English courses by conducting structured individual interviews with 10 voluntary interviewees. Data analysis suggested some crucial implementations for ESP practitioners and other professionals of Aviation English. One of the key findings of this study was that listening comprehension showed up as a big concern of students because of the difficulties resulting from radiotelephony in aviation. Also, it was found out that the time allocated for speaking activities in Aviation English classrooms should be kept at maximum because the necessity to be a more fluent speaker of English was defined by the participants as crucial. What's more the fact that Aviation English students perceived learning Aviation English not only as a requirement to meet ICAO language standards but also for safety issues in aviation was brought to light in this study.

Keywords : ESP, Aviation English, Needs Analysis, ELT.

(28401) Computer Science Corpus-Analysis for Specialized Vocabulary Improvement

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As the role of the English language has gained ground lately, English courses have become compulsory in specific disciplines in the Algerian universities. A situation that has given birth to a type of language, that pays attention to the learners' needs, named English for Specific Purposes (henceforth ESP). The latter is designed for particular discourses to meet the specific language needs of the students. However, this has led to linguistic issues among these students who face difficulties understanding English. To remedy this situation, a tendency exists among ESP teachers to switch from English to the mother tongue or the French language through having recourse to translation techniques. This method aims at helping students better understand some concepts related to their field of study. Hence, the present work suggests a list of discourse specific terminology related to the computer sciences field, which was gathered using corpus analysis, to help Master One students at TLEMEN University, Algeria, improve their specialized vocabulary capabilities along with writing abilities.

Keywords : Corpus-analysis, ESP, ESP teachers, Computer Science, ESP Terminology

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28171) Cinsel İstismar Suçlarında Sanık İfade Tutanaklarının Söylem İncelemesi: Bitlis İli Örneği

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Cinsel suç ile ilgili davalı tarafların ifadelerinin analizinin yapıldığı bu çalışmanın amacı sanık ifade tutanaklarını söylem açısından incelemek ve şüpheli ifadelerinde geçen söylem unsurları arasındaki benzerlikleri tespit ederek şüpheli özne, cinsel nesne, mekân ve sosyal çevre arasındaki ilişkileri saptamaktır. Bu bağlamda Bitlis ili örneğinde yürütülen bu çalışmada sanık ifade tutanaklarında kullanılan dil söylem çözümlemesi yöntemleri ve içerik analizi ile çözümlenmiş ve elde edilen veriler dilbilimsel bir disiplin ve psikanalitik bir yaklaşımla incelenmiştir. Bu bağlamda toplam 10 vakaya ait sanık ifadeleri sosyal çevre, şüpheli özne ve cinsel nesne açısından incelendi. İncelenen vakalarda cinsel istismar mağdurlarının dördü kız üçü de erkek olmak üzere yedisinin çocuk olduğu, üçünün ise genç yetişkin kadın oldukları tespit edildi. Bu vakalardan üçünün aile içinde yakın akrabalar arasında gerçekleştiği belirlendi. Cinsel istismar sanıklarının ise tümünün yetişkin erkek olduğu ve mağdurla ekonomik veya sosyal bir bağının olduğu belirlendi. Çalışmada cinsel istismar sanıklarının ifadelerinden elde edilen verilere göre cinsel istismar sanıklarının ifade tutanaklarında en sık kullanılan 2077 sözcük sınıflandırılarak nicel veriler elde edildi. Bu verilerden elde edilen bulgulara göre bu tür vakalarda sanıkların olay yeri, olayın niteliği, sosyal ilişkiler açısından benzer söylem içerikleri gösterdikleri tespit edildi. Buna göre ekonomik ve sosyal ilişkilerde hiyerarşik bir üstünlük sahibi olan sanıkların bu bağlar ile sosyal ilişkileri, özellikle de akraba ilişkilerini, ifade eden dilsel göstergeleri ifade tutanaklarında sıklıkla kullandıkları belirlendi. Bazı sanıkların dinsel simgeleri dolaylı da olsa kullandıkları, doğrudan olayın niteliği ile ilgili ifadelerden çok dolaylı, ilgisiz veya belirsiz ifadelerin daha yaygın kullanıldığı tespit edildi. Olay yeri açısından vakaların çoğunluğunda ilgili veya ilgisiz bir şekilde vasıta (otomobil, minibüs, otobüs) ve su kenarı (sahil, göl, gölet, su kanalı) sözcük dizinlerini yoğun olarak kullandıkları belirlendi. İfade tutanaklarında cinsel istismar öznelerinin genel olarak cinsel nesneye erişimde genellikle şiddetten uzak seviye odaklı bir söylem geliştirdikleri, sıkı akraba ilişkileri veya ekonomik bağları vurgulayarak cinsel nesne seçimini gerekçelendirdikleri sonucuna varılmıştır. Ayrıca cinsel istismar olayının niteliği ile ilgili ifadelerde elde edilen bulgulardan öznelerin nesnelere ikincil bir amaçla yaklaştığı ve daha çok cinsel sapkınlık sayılacak yollarla haz alma ve doyuma erişme amacı taşıdıkları sonucuna varılmıştır. Sonuç olarak bu çalışma sayıları gün geçtikçe artan cinsel saldırı ve istismar mağduru çocuk ve kadınlar için dezavantaj oluşturabilecek durumların giderilmesi, cinsel eğitimin içeriği, şüpheli söylem profilinin oluşturulması ve toplumsal kalkınma yolunda adalet ve güvenlik kurumlarına daha çağdaş ve bilimsel bir bilirkişi hizmeti verebilmesi açısından önemlidir.

Keywords : cinsel suç, söylem çözümlemesi, psikanaliz, ifade tutanakları, çocuk istismarı

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27081) An Analysis of Written Strategies in Personal Experience Narratives of University Students

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The aim of this study is to analyse personal experience narratives of English major university students in terms of the narrative structure and evaluative language used in written narratives. The sample consists of 30 narratives. 13 narratives were written by male students and 17 narratives were written by the female students. In the first part of the analysis, all 30 personal narratives are examined in terms of Labov's (1972) narrative categories, and are compared and contrasted in terms of male and female versions. In the second part of the analysis, evaluative language used in written narrative types is examined using the evaluative categories presented by Shiro (2003) and compared and contrasted in terms of male and female versions. The findings of the study show that there is an inconsistency in the use of beginning and ending categories in Labov's narrative categories. This inconsistency is also seen in terms of male and female versions. The analysis of the evaluative language shows that "emotion" category is by far the mostly used evaluative category in the written narratives of the students. In terms of male and female versions, there is no significant difference in the use of evaluative categories.

Keywords : Written narrative, Personal experience narrative, Narrative structure, Evaluative language

(27091) Student Teachers' Familiarity with and use of Web 2.0 Tools and Mobile Applications: A Tale of Two State Universities

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Although the key role of utilizing Information and Communication Technology tools in foreign language learning and language teacher education is well-established in the literature, understanding the extent to which the student teachers of English are aware of and proficient in using ICT tools remains a key consideration. Therefore, this study was set out to investigate what Web 2.0 tools and mobile applications (henceforth apps) are used by student teachers in their personal and educational life. Consequently, this study, a) explored the familiarity of student teachers with available Web 2.0 tools and mobile apps, b) the frequency of the use of these tools, c) the aims of using these tools. The participants were 388 student teachers from two state universities in Turkey. The data were collected through a questionnaire with closed and open-ended questions. Descriptive statistics were used for the analysis of the questionnaire data and content analysis for the qualitative data. The findings revealed that most of the participants exhibited low degrees of familiarity and use towards the Web 2.0 tools and mobile apps. Results indicated that the most commonly used tools are the ones that contribute listening to and watching native and non-native English speakers. Moreover, student teachers do not know or use some technological tools such as corpus tools and virtual worlds, whose effects are well-established in the literature. One major implication of the results is that language teacher education programs offer a course on educational technology to student teachers of English.

Keywords : Information and Communication Technologies, student teachers, Web 2.0 tools, Mobile Applications

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27310) The Role of Teachers' Emotions in Blended EFL Pedagogical Reform: Challenges and Opportunities

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In recent years research related to the importance of teachers' emotions during the online or blended learning process has been gaining more and more attention. Emotional factors are regarded to influence teachers' engagement in and outcome of the learning activities. In this work, I explore the emotions of three EFL teachers in a Chinese university in a curriculum reform. The teachers, one male and two females, have experienced a pedagogical transformation from traditional classroom language teaching to a blended approach. The research questions that have guided this study are the following: (1) Which emotional experiences are connected to the blended EFL pedagogical reform? (2) How do these emotional experiences change over time in the blended pedagogical reform? (3) What are the factors leading to these emotional changes in the blended EFL pedagogical reform? Data was collected from semi-structured interviews and email with the teachers. Results show that three stages of emotional experiences are identified, with various emotions at each stage, and that emotions change according to the teachers' internal factors like their technological efficacy and some external factors like institutional culture as well as socioeconomic conditions. Implications to improve the blended English pedagogy and the learning space by facilitating positive teachers' emotions are also suggested.

Keywords : Teachers' emotion, blending learning, pedagogical reform

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27814) An investigation of the effect of listening tasks on comprehension: listen and restore, and listen and fill

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Abstract

Listening is believed to be a demanding skill for language learners and even a challenging one for language teachers to teach. It is because, as Goh (2014) states, listening is an active process in which meaning cannot be simply extracted from the sound signals, and comprehension is the result of active construction occurring at all levels of text and context. There are a couple of core skills that are essential to the listening process. Listening for details is one of the core skills whose purpose is to identify specific information that is relevant to the listening goal, such as key words, numbers, names, dates, and places. Listen and restore, and listen and fill are two of the tasks that help learners improve their listening for details. In the former, students listen and correct the details in the written texts by changing, adding, or deleting words, while in the latter students listen and fill in the blanks in the close text. In this study, the effect of these two listening tasks on comprehension of the EFL learners was taken into close scrutiny. In so doing, in a comparison group design, the 3-month treatment for the first group was based on listen and restore, while that of the second group was on listen and fill listening task. At the end, an independent samples t-test applied on the scores achieved from a posttest indicated a significant difference in scores of the first group and that of the second group. Results indicate that the group doing listen and fill listening tasks in the class outperformed their counterparts whose received treatment was listen and restore listening tasks.

Introduction

Vandergrift and Goh (2012) identified six core skills that are essential to the listening process. Listening for details is one of the core skills whose purpose is to identify specific information that is relevant to the listening goal, such as key words, numbers, names, dates, and places. Listen and restore, and listen and fill are two of the tasks that help learners improve their listening for details. In this study, the effect of these two listening tasks on comprehension of the EFL learners was taken into close scrutiny, and the research question was formulated as: Are there any differences between listen and restore, and listen and fill tasks in improving listening comprehension of the EFL learners? The participants were conveniently assigned to two groups, with treatment differing between them. In a comparison group design, the 3-month treatment for the first group was based on listen and restore (e.g., correcting the details in the written texts by changing, adding, or deleting words), while that of the second group was on listen and fill (e.g., reading the close text with a few missing words to fill in). Results indicate that the group doing listen and fill listening tasks in the class outperformed their counterparts whose received treatment was listen and restore listening tasks. In fact, the students who practiced listen and fill tasks in the classroom were more able to sharpen their predictive abilities as they excelled to anticipate what was going to be said before or during listening by using clues from the context, from background knowledge, or knowledge about the speaker. This study sheds light on the significance of activating the predictive strategies of the language students by applying the convenient listening tasks, and consequently boosting their listening comprehension.

Keywords : listen and fill, listen and restore, listening for details, listening tasks

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27827) Contribution of the ELP use on Learning a Foreign Language

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The study explored the contribution of European Language Portfolio (ELP) on students' attitudes towards learning Turkish. The study was carried out with 30 foreign students studying at Bartın University the Language Education and Instruction Application and Research Center in the 2018-2019 academic year. The data collection instrument used in this study was semi-structured interviews which were administered to thirty students and an attitude survey designed on a five-point Likert scale with 43 items. The analysis of the interviews indicated that the ELP can boost self-assessment and as a consequence the students support having more positive attitudes towards learning Turkish. Additionally, it was declared that the students felt positive towards the ELP. And also according to the results of the questionnaires, they had positive attitudes towards learning Turkish since the purpose of their learning is to survive in Turkey and to pursue their education and career. Furthermore, the findings of the study indicated the students admitted that the ELP was a tool for self-assessment; however, since the students were learning Turkish, they sometimes had some problems comprehending the sentences which later turned into an advantage giving them a chance to practice their Turkish.

Keywords : self-assessment, foreign language learning, CEFR, European Language Portfolio

(27964) Penglish or Urduish: The Pedagogical Challenges for English Language Teachers

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Foregrounding Penglish or Urduish or Pakistani English in educational institutions, this paper highlights the challenges and problems of English language teaching. Besides, postulating sociolinguistic status of English in the country, I explore the pedagogical concerns of English language teachers of higher education institutions. In this way, the study contests not only the role of English language teachers' education, training and teaching facilities but also the sociolinguistic standing of Pakistani English. The paper engages this debate by investigating the glocalised problems of second language teaching and issues of English language change in multilingual Pakistan. Focusing this multilingual paradigm, I argue that the Pakistani English language teachers fight both an attitudinal and ideological war being waged by the local languages. Therefore, being embedded in the socio-political status of English language in Pakistan, this study focuses the English language teachers' pedagogical concerns. For the purpose of study, the English language teachers of higher education institutes are interviewed to gain first-hand information on problems of teaching English language in a second language environment of a diglossic Pakistan. The interpretive phenomenological analysis provided the room to scrutinize the problem precisely. The study concludes by identifying the problems of teaching English at the tertiary level and proposes recommendations to tackle them.

Keywords : English Language Pedagogy, Penglish, Multilingualism, Diglossia

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27993) The Effect of Genre-Based Reading Instruction on Critical Literacy Skills

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Critical literacy (CL) is an essential ingredient of higher education as the digital age and emerging technologies lead to an overload of information in different forms owing to new information systems and rapid innovative changes in today's global world. Hence, 21st century education requires instructors to prepare learners as active agents for this saturated world (Dionne, 2010). "Critical literacies and critical media literacies are being recognized as key pieces in the adult education puzzle around the globe" (Waterhouse, 2012, p. 132), for individuals should learn how to read not only the "word", but also the "world" (Freire, 1972). To this end, this study aimed at revealing the impact of genre-based reading instruction on English as a Foreign Language (EFL) learners' CL skills at tertiary level. 22 preparatory year students enrolled at a technology institute in Turkey volunteered to participate in this quasi-experimental study. An online English version of the California Critical Thinking Skills Test (CCTST) was utilized as the pre- and post-test. After administering the pre-tests, a 4-week genre-based reading instruction curriculum was implemented in both groups. Different from the control group, "text critiquing" activities were also incorporated into instruction in the treatment group in addition to "code breaking, text participating, and text using" activities (Luke & Freebody, 1999). At the end of the educational intervention, CCTST was re-administered. The results did not show a significant difference in the pre- and post-test scores of the control and treatment groups, which was in line with the findings presented in Facione's (1990) report.

Keywords : critical literacy, critical thinking, (genre-based) reading instruction, higher education

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27996) A Comparative Study on the Effects of Indigenized and non-indigenized Spoken English CALL materials

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The current study begins by introducing indigenization as a time-honoured educational practice of the pre-colonial sub-continent. It tries to fuse together this traditional practice with contemporary Computer-assisted Language Learning (CALL). The current study is an attempt to address this educational need of Pakistani learners of English. Conducted against a background of initiatives taken by HEC Pakistan to train teachers in CALL, this theory-driven research explores the interdisciplinary connections of CALL with Constructivism, schema theory, concepts of indigenization, theory of cognitive load, Cognitive Theory of Multimedia Learning (CTML) and Dual Code Theory (DCA). The authors, then, define the relevant research methodology and describe the two kinds of spoken English CALL materials used during the experiment—indigenized and non-indigenized CALL materials. The CALL input given during the experiment included an indigenized spoken English computer application which was developed by the researchers in the light of responses of English teachers and CALL practitioners in Pakistan. A three-month long pretest-posttest experiment was conducted among four groups of BS students of the Islamia University of Bahawalpur. The findings of the experiment show statistically significant difference occurring in participants' speaking competence as a result of learning spoken English with the CALL contents of the indigenized spoken English computer application. The p value yielded by t-test of Low-scoring Control Group and Low-scoring Experimental Group was .003 and p value yielded by t-test of High-scoring Control Group and High-scoring Experimental Group was .004. So, the p values in both the cases were less than alpha (.05). This statistically significant increase in the posttest score of the members of the experimental groups proves the hypothesis of the study that an indigenized spoken English computer application is more effective in teaching spoken English in Pakistan than non-indigenized spoken English CALL materials.

Keywords : Development of English Teaching Materials in Pakistan, Computer-Assisted Language Learning, Indigenization, Spoken English Skills of Pakistani Learners

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28144) Laughter and Smile in EFL Group Discussion Exams: A Conversation Analysis Perspective

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This study investigates the sequential patterns of the occurrences of smile and laughter in oral group discussion exams in a Foreign Language Learning context. There is a gap in the literature on the studies of smile and laughter, especially in the context of assessment. We aim at understanding how smile and laughter may be used for various purposes and functions in oral exams by analyzing the sequences of these actions during oral group discussion exams. In this study, the data consists of 40 videos, each of which are 8-10 minutes long. The data is collected from group discussion exams from Intermediate (B1) level classes at a private university preparatory programme in İstanbul, which offers an intensive English language learning programme. Conversation Analysis is adopted as a framework to analyze the sequences of smile and laughter in oral exams in an L2 context. The initial findings suggest that smile and laughter are usually preceded by violations of institutional norms and as a strategy to save face. Accordingly, the findings of this study have implications for classroom interaction, sequential organization and L2 teaching and learning.

Keywords : Laughter, smile, group discussion exams, Conversation Analysis

(28146) The Bridge between Individual Learner Differences and the Adaptive Instructional Design

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The new paradigm in the teaching-learning process gives a great deal of importance to the characteristics of learners that go hand in hand with a well-organized instruction. Matching teaching methods with students' needs, interests, skills, and preferences are essential in teaching mixed-ability learners. It is, in fact, a challenge within the educational frame. This study attempts to provide a better elaboration and examination of the suggested practices to students' learning problems, specifically, difficulties in understanding the lectures and engaging in particular learning tasks and assignments. Although most of the students pretend that each element in the lecture is well-grasped and they can answer either question asked or task provided to them. However, what is observed from their spoken and oral feedback very different which then prove the existence of the actual situation. This work aims at identifying and clarifying the importance of learners' characteristics in the teaching-learning process that enables them to learn within their interests and abilities. It is based on the descriptive method, and the data were collected through administering the questionnaire to second-year English students from Batna2 University. The findings have revealed accurate data that suggest new applications within the field of interest. Therefore, based on the current results, adaptive instruction should be designed in order to meet learners' characteristics; students then become responsible and independent of their learning experiences.

Keywords : Varied learners; instructional design; teaching-learning process; learning experience

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28150) (Delayed) Language learning experience of adult students from the perspectives of preparatory school instructors

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In recent years, adult learners over the age of 25 tend to (re)start their university education due to various reasons in Turkey. Adult learners are composed of the ones who enter an undergraduate degree for the first time or the ones who pursue their second higher education degree after some years. They may be juggling with their full-time work and family responsibilities while studying at university. If they are not proficient enough in English, they are required to continue one-year English preparatory (prep) school programme to start in their departments which are offered in 30% or 100% in English. This can be a source of anxiety and frustration for them. In the prep school, their prior experiences, schemata may influence their own motivation and the class atmosphere they are in. Some of them have been immersed in work, so they have difficulty in adapting academic life quickly. Although the number of adult student entry to higher education is increasing, this issue is relatively under-studied in Turkey when compared to its counterparts abroad, directly in the field of English language teaching (ELT). Trying to respond to this gap in the reviewed literature, semi-interviews with 20 preparatory school instructors were conducted with a range of questions to see instructors' perceptions related to adult students in their classes. After the content analysis of the open-ended questions, it can be seen that adult students are perceived as highly motivated by the instructors as they have a concrete purpose when enrolling in higher education, so the respondents are pleased to have adult students in their classes. The instructors don't believe in the stereotype that adult students perform less well in terms of their attendance ratios or their academic achievement than younger students, but they acknowledge that adult students are sometimes overwhelmed with outside responsibilities and lack of time in their life and their academic performance varies from week to week. The responses also show that the presence of adult students in a language class affects class atmosphere positively as they are considered as role-models by younger students and sometimes they overtake the role of the teacher in case of misbehavior among younger students. On the other hand, there are also some challenges adult students and instructors deal with. The respondents mentioned that adult students show more tendency to use L1 transfer and have more difficulty in memorization of vocabulary. The instructors also stated that adult students favor traditional learning methods more and demand explicit grammar instruction, which can cause some problems in the delivery of the lesson for the instructors. They often need instructors to guide them in learning and studying more than younger students. In addition, for adult students, being surrounded with younger students and their presumably "new age jokes" can be a great change after work-life. Overall, adult student entry to higher education should be under more scrutiny and further studies should bring to light all the obstacles that adult students face in preparatory language classrooms. Administrators, instructors and curriculum planners should find ways to embrace diversity and plurality in language classrooms resulting from age factor, as well.

Keywords : adult students, preparatory school, language teaching, language learning, higher education

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28154) Noticing a new perspective: The effect of parallel texts on EFL vocabulary development

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In foreign language learning, whether L1 should be benefited has always been a hot topic. While some of the paradigms objects to the use of the native language of the learners, some others set the learners free to benefit from their native language. Parallel texts commonly used in translation studies refer to 'corresponding original texts in different languages' (Hartman,1980). In foreign language teaching, parallel texts including both the native language and the target language are applied as an alternative way. This pilot study aimed to investigate the effect of parallel text corpus in teaching EFL reading to learners with Turkish. 60 learners of English at the elementary level participated in the study during 8 weeks of instruction in EFL classes. The participants included two groups: The first group as the experimental group consisted of 32 students who were given bilingual parallel texts in Turkish and English and the control group with 28 participants were given traditional monolingual English texts during the process. In order to illustrate the practical use of parallel corpus in EFL classes, the study compared the results of reading comprehension tests of both groups. The tests assessed learners' development in reading comprehension and vocabulary acquisition related with the texts. According to the test results, the experimental group outperformed the control group in the tests. The study revealed that utilisation of first language in teaching reading in EFL can be an effective way to resort.

Keywords : parallel texts, native language, EFL

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28156) Is it necessary to discover students' cognitive architecture to optimize ELP teaching and learning?

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Linguistics is the base science for a language teaching methodology, and English for Specific Purposes (ESP) is not an exception: the language acquisition theories underpinning ESP teaching in all its manifoldness are premised on linguistic, psychological and cognitive sciences evidence. English for Legal Purposes (ELP) — a subset of a vast ESP field — is amongst the most marketable educational products nowadays. Any ESP syllabus is known to be built on the assessment of purposes, needs and functions for which language proficiency is required, and the nature of the learner is expected to be taken into account, hence learner-centered methods of ELP learning/teaching have been in the spotlight for years. The fact that modern learners are “millennial generation” (Picaultt, 2019) and on-line environment has become a salient part of their lives makes the inclusion of on-line educational resources (OERs) in educational process the imperative of our time. Howbeit, OERs have a mixed effect on both teachers and learners. On the one hand, OERs make a very great “tool box” for a language teacher, and learners can benefit from “having classrooms in their pockets” (Sullivan and Puntambekar, 2019). On the other hand, recent inquiries into the use of OERs in education indicate a number of contradictory findings: some authors argue for print formats for learning purposes, others highlight multiple factors affecting learners' actual behaviors while learning through technology claiming that there is no solid evidence proving the priority of print over digital formats. The author's goal is to address the problem of making methods and means of ELP teaching compatible with the cognitive architecture (Sweller, 2011) of a target student' personality. **The hypothesis** made in the study is that cognitive architecture of a law student is pre-conditioned and shaped by a specific set of personal characteristics; hence, ELP instructional approach should proceed therefrom. Drawing upon recent studies in the field of designing educational media with regard of cognitive, behavioral and attitudinal aspects of learning, the author attempts to bridge linguistic, cognitive and educational theories to specify the framework of ELP classroom tuition with the use of OER. **The objectives** of the study were (1) to examine and approximate the characteristics of a law student's cognitive architecture; (2) to screen OERs for law for their compatibility with cognitive affordability; (3) to elaborate a rational design for ELP classroom tuition taking into account the principles of cognitive teaching. **A mixed method** approach including tests, questionnaires, interviews and an experiment was used to ascertain the learners' cognitive architecture and cognitive styles with focus on their metacognitive experience and metacognitive strategies for learning. The participants were 58 Russian undergraduate 2nd-year law students doing an ELP course at Saratov State Law Academy. **The results** of the research support the hypothesis that unique cognitive styles play an important role in the intellectual destiny of a learner and students' success is largely due to the consistency between instructional media and their cognitive styles.

Picault, J. 2019. 'The economics instructor's toolbox'. *International Review of Economics Education*, Volume 30, January 2019, 100154: 1-13.

Sweller, J. 2011. 'Cognitive Load Theory'. *Psychology of Learning and Motivation*, Volume 55, 2011: 37-76.

Sullivan, S. & S. Puntambekar. 2019. 'Learning with multiple online texts as part of scientific inquiry in the classroom'. *Computers & Education* Volume 128, January 2019: 36-51.

Keywords: foreign language didactics, English for Legal Purposes, multimodality, metacognitive strategies, educational media

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28157) Experimental Analysis of Nonnative English Consonant Production: The effects of Phonetic Training

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This research investigates English pronunciation problems experienced by second language learners. In essence, the study investigates the effects of phonetic training on the production of English sounds. The subjects were forty students from college for legal and Islamic studies Misau, Bauchi State, Nigeria. The formal classroom setting was the only means through which these participants have access to English language. Therefore their exposure to English language is very limited and is mostly foreign –accented. The study employs pre-test and post-test to evaluate the effects of 3 weeks training on production of five English consonant sounds {/p/, /θ/, /v, /ʒ/, /ð/}. The data collected was quantitatively analyzed using paired sample t-test which was run to see differences between two mean scores of the same group before and after undergoing a phonetic training. The effects of the training conducted on the participants was assessed in their ability to reproduce the above mentioned sounds intelligibly. The PRAAT software developed by Paul Boersma and David Weenink 2013 was used to record and determine correct and incorrect production, each correct attempt attracts one point while incorrect attempt attracts zero point. The findings of the study revealed that the students in college for legal and Islamic studies Misau have tremendously improved in the production of English consonant sounds after undergoing a phonetic training.

Keywords : Nonnative, Phonetic training, English consonant sounds production

(28163) Teaching Grammar Through Literature: An Experimental Case Study

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Literary texts offer bountiful and varied written authentic materials and are widely regarded as valuable and useful for cultural and language enrichment as well as personal involvement. However, for many students and language teachers, literary texts are difficult to understand and so they are connoted with boring classes and waste of time. The aim of this study is to provide language teachers and instructors with practical ideas and techniques through an experimental case of employing literature to teach grammar. For this purpose, a lesson plan based on a short story to teach ‘reported speech’ was prepared and applied on the experimental group, which is an intermediate level English prep-class at a public university in Turkey. During this procedure, the experimental group was asked to do a set of activities such as reporting what the characters say, writing blurbs and epitaphs, and a press conference. In the meantime, the control group whose students are at the same linguistic level was asked to do the activities in the course book and workbook. Then, a quiz on reported speech was given to both groups. The quiz scores of these groups were compared using t-test. A significant difference was determined, which indicates the linguistic benefits of using literature in language classes. Later, a semi-structured interview was performed with several students from the experimental group, and they stated the lesson was interesting, creative and fun contrary to their expectations.

Keywords : teaching grammar, literary texts, in-class activities, practical ideas

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28192) Digital Literacy: Prep-class Students' Perceptions and Understanding

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This study intends to figure out prep-class students' perceptions and understanding of digital literacy. The participants (N=136, 46 females and 90 males) are prep-class students enrolled at a state university located in southeast part of Turkey, who are studying in different departments ranging from engineering, aviation management to architecture and medicine. The study was designed as qualitative in nature in order to develop a deeper interpretation of participants' understanding of the concept of digital literacy (DL). An open-ended questionnaire with background information section was employed as the data collection tool. The data collected were analyzed conducting content analysis. Findings indicate that most of the participants are acquainted with the concept of DL in terms of reaching and analyzing the information on the net. They also believe that the role of DL lies in improving English language skills using digital tools, which means they learn better with digital/online tools, thereby creating high motivation. However, some of the participants do not give any response to the questions by stating that they have no idea about the target concept. Implications are included for EFL learning and students in Turkey.

Keywords : Prep-class students, perceptions, digital literacy

(28196) The Impact of Motivational Strategies on Students' Motivated Behaviour in EFL Classrooms

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The present study investigates the relationship between the teachers' perceptions about motivational strategies and their actual use of motivational strategies. Inspired by classroom-oriented approach of Guilloteaux and Dörnyei's (2008) study, it is thought that there is a need for further investigation on motivational strategies in actual language classrooms. As most of the studies on motivational strategies were based solely on teachers' self-reports about how important they consider certain strategies and how often they use them, the present study aims to provide more empirical data on the effectiveness of motivational strategies by benefitting from both self-reports and classroom observation scheme. Therefore, by using a classroom observation instrument to assess motivational teaching practice and a self-report on the importance of teachers' use of motivational strategies, it is firstly aimed to compare teachers' perceptions about motivational strategies and their actual use of motivational strategies. Secondly, it is aimed to examine the link between the teachers' motivational teaching practice and their students' motivated learning behaviour, and lastly it is aimed to provide empirical data on the effectiveness of motivational strategies by examining the predictors of learners' motivated behaviour. Pearson correlation coefficients and a standard multiple regression analysis revealed significant findings related to the predictors of motivated student behaviour and the relationship between perceptions about motivational strategies and strategies employed in reality.

Keywords : motivational strategies, students' motivated behaviour, motivation

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28197) A Comparative Study on The Effects of Dictionary Types on ELF Students' Pronunciation Development

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As an essential part of language education, the development of pronunciation has been among the areas in which the expansion of technology has exerted its effects. Technology has mainly reflected itself with the introduction and development of online dictionaries. With this development, language learners have been able to utilize online dictionaries as well as the print dictionaries. These two dictionary types present correct pronunciation/s in different versions. Therefore, it can be assumed that they offer different channels to learn correct pronunciation. Setting out from this case, this qualitative case study investigated the effects of two dictionary types, online dictionaries and print dictionaries, on EFL students' pronunciation development. The participants were 24 third-grade EFL pre-service teachers who used both dictionary types in their language education. The data were collected with open-ended questions. The content analysis of the data revealed that the participants favored both dictionary types for their pronunciation development. Specifically, they appreciated the effort in figuring out the phonetic alphabet in print dictionaries. They explained that as they were putting effort in decoding the phonetic symbols in print dictionaries, pronunciation of words was more permanent for them. As regards online dictionaries, the participants stated that online dictionaries offer them the audio pronunciation of the words and, in this way, they were exposed to the pronunciation not only through the visual channel but also through the audio channel. In the light of the results, some pedagogical suggestions are made.

Keywords : online dictionary, print dictionary, EFL pre-service teachers

(28198) Upgrading ESL Learners in Writing: A Case Study

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Improving writing skills of ESL learners requires a great deal of effort. This study aims to seek whether Turkish ESL students writing proficiency has advanced subsequent to and in virtue of an intensive English preparatory class for an academic year. Participants of the study are Turkish learners of English who study at obligatory English preparatory class. To collect data on writing proficiency levels of the participants, two writing proficiency examinations were applied; one of which took place in mid-September before preparatory class starts and the other in late-May after the classes finished. Participants' performances were assessed based on an adapted form of an analytical writing rubric. The results of the study show that learners showed significant advancement in writing through an academic-year-long English instruction.

Keywords : ESL, writing, proficiency, improvement, upgrade

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28202) Correlation of Creative Thinking Skills and Academic Performance in the English Language of The Students Majoring in Engineering And Humanities

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The concept of creativity was first introduced by J. Simpson as early as 1922; it was rather intensively studied the entire second half of the 20th century, but it was in the last decade that it became particularly popular, and not only in academic circles. Among the many factors that led to increased interest in creativity, this study focuses on the importance of creativity in the context of the intensive development of innovative processes. Creativity, understood as the ability to create something new, is the key competence of a modern specialist, and the development of the creative potential in university students is one of the priority tasks associated with the sustainable development of a country. As it has long been known that language learning develops memory, cognitive thinking, and mental flexibility. It is also commonly accepted that people with higher creative abilities, as a rule, choose humanitarian specialties, while less creative ones tend to choose professions related to the technical sphere. In this study we measured creativity of 1-3-year students majoring in engineering (150 persons) and humanities (150 persons) to reveal the correlation between their level of creativity and academic performance in studying the English language. The measurement was done with the Torrance test. The data obtained demonstrated insignificant difference in level of creativity among students of humanitarian and engineering specialties and correlation between creativity and foreign language academic performance.

Keywords : creativity, foreign language aquisition; 4 Cs; innovation; Torrance Tests

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28213) Foreign Language Anxiety of Chinese Postgraduates in a Public Sector University

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Abstract

The present research study investigates foreign language anxiety among Chinese postgraduates of Huazhong University of Science and Technology Wuhan, China. The study was comprised of (N=136) Chinese-born postgraduates including 74 male and 62 females. The majority of the students who filled this survey were aged between (22 to 25), enrolled in various disciplines of the university and all were learners of English as a foreign language. The instrument employed in this study is a set of questionnaires adapted from the measurement scale of language anxiety called Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al; (1986). It consists of three foreign language anxieties i.e. Communication Apprehension (CA), Test Anxiety (TA) and Fear of Negative Evaluation (FNA). Two demographic variables gender and age were used for background information along with 33 items of questionnaire. The descriptive statistics of the FLCAS were calculated using SPSS to find out the common foreign language anxieties experienced by Chinese students. The results revealed that considerable number of Chinese students were found experiencing TA with the highest mean score (M=32.56; SD=5.42) followed by FNE (M=30.75; SD=6.69) and CA (M=29.29; SD=4.62). The study has some pedagogical implications in Chinese context.

Keywords : common foreign language anxieties, Chinese postgraduates, FLCAS, SPSS

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28234) Emotional Intelligence as the Predictor of Foreign Language Achievement

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Learning a foreign language is a difficult, demanding and stressful process in which learners try to express themselves in a different language which is different from their native one, make lots of mistakes and face many obstacles. In this process learners especially, adults deal with many psychological factors that directly affect their achievement. Among these factors Emotional Intelligence (EI) has a vital effect on the learners' achievement in second/foreign language. The present study aims to find out the relationship between Emotional Intelligence (EI) and learners' achievement in English as the foreign language. 257 intermediate language learners from the higher education context took part in the study. Data was collected through Shuttle Emotional Intelligence Scale (SEIS) and its components namely, emotional expression, emotional regulation and utilization of emotions. The learners' average grades of English course in two terms were used as the English achievement indicators. Pearson Product-moment Correlation Coefficient was run to check the correlation. The results of the study reveal that there is a positive and statically meaningful relationship between Emotional Intelligence and language achievement ($P < 0.05$, $r: 0,66$). It was also found that language achievement had positive and significant correlation with all the components of the EI. Moreover, regression analyses demonstrate that EI can predict about %44 of achievement in English as the foreign language.

Keywords : Emotional Intelligence, Foreign Language Achievement, Expression of emotions, Regulation of emotions, Utilization of emotions.

(28235) English Reading Habits Scale: Validity and Reliability Study

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The main purpose of this study was to develop a valid and reliable English Reading Habits Scale for the higher education level. In the developing process a review of the relevant literature was made and a pool of 50 items were created. Opinions of experts were applied for the content validity and explanatory factor analysis was conducted for the construct validity of the scale. Finally, internal consistency coefficient was applied for the reliability studies. After consulting to the experts and relevant literature about reading habits, a 5-point Likert type scale with 35 items was administrated on 273 students in a State College. Based on the results of the validity and reliability analysis the number of the items in the scale was reduced to 25. The value of Kaiser-Mayer-Olkin (KMO) was found as 0.90 and significance value was found as 0.00 ($p < 0.05$) respectively. The explanatory factor analysis was performed in order to determine the construct validity of the scale. As a result of the factor analysis It has been found out that the scale has a structure that consists of four factors: benefit, motivation, effect and attitude. The four factors found in the scale explained %62.23 of the total variance. Cronbach Alpha value was calculated to determine the internal consistency. Cronbach Alpha value was found 0.82 for the whole scale and from 0.76 to 0.78 for the sub-scales.

Keywords : Reading Habits, content validity, explanatory factor analyses

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28236) Research in ELT: Turkish Context

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Following current research trends is necessary to be aware of the latest developments in a field. However, there are only a few studies on researches in Turkey, especially in the field of English Language Teaching (ELT). To bridge this gap, we aimed to investigate ELT graduate studies in Turkey. The first aim is to analyze ELT graduate studies with regard to their topics and number of the universities which have studies in 9 different topics. Randomly selected 1156 graduate studies from <https://tez.yok.gov.tr> were analyzed by the document analysis technique. The second aim is to analyze the ELT graduate studies in terms of number of participants and methods used in these studies. For this purpose, 270 out of 1156 studies were analyzed in detail. The data analysis results showed that out of 1156 doctoral dissertations and master's theses, 'vocabulary' is the most studied topic. In addition, there are 63 universities who have graduate studies in ELT, and İhsan Doğramacı Bilkent University has the highest number of conducted studies in given topics. It is also found that number of the participants are generally between 31-60. Lastly, mixed method is the most preferred method in the graduate studies.

Keywords : Research in ELT, Theses, Dissertations, Research Methods, ELT

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28240) Project-Based Language Learning in Rural Life: A Case Study From Turkey

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Teaching English in rural areas can be both a challenging and rewarding experience for teachers. On one hand, students may perceive English learning as a goal disconnected from their lives due to their familial backgrounds often marked with low level of education and income and they may feel the urgent necessity to make a living imposed by the limited conditions of this pastoral life. Thus English may be seen as only a requirement to advance to the next grade and the main objective may be finishing school and finding any job. On the other hand, they may consider the teacher as the highest authority at school and the teacher can take advantage of this credibility to broaden students' minds, improve their English and accordingly their quality of life. This is what has happened in a rural English language class in Turkey where a highly-motivated teacher changed the aura of the whole educational setting through a project-based language learning model. Project-based language learning in rural areas is a non-investigated topic in Turkey and this presentation demonstrates a case study of an original project-based implementation. The study was conducted with eleven 7th grade students and their English teacher. The projects the teacher applied had a multifaceted framework with research, creativity, oral presentation, and international interaction components. That is, the students not only did research about their topics but also synthesized their findings with their creativity to produce theme-related outcomes. Then they made oral presentations in class to introduce the given theme and their related products and received feedback. Finally, as the last step they interacted with their peers in Italy online about their projects via etwinning. This research investigates the effectiveness of this model by analysing the learning gains and pedagogical challenges via questionnaires given to the students, semi-structured interviews with the students and the teacher, the teacher's project journal and project products. The findings of this study have revealed a remarkably high level of motivation about English language learning among students and several communicative learning gains. The study has also shed light to the facts and limitations of education in rural contexts and the fact that it is the psychological distance which keeps rural settings away from sound improvement, which can be overcome through wholehearted efforts of teachers. The presentation will be made by the researchers and the teacher herself and pedagogical implications will also be presented along with suggestions for further research and practice.

Keywords : Project-based learning, Project-based language learning, Project-based language learning in rural areas, English language teaching in rural areas, Rural students and teachers.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28246) The Effect of Flipped Classroom on Young Learners' Vocabulary Learning in Primary ELT Classrooms

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One of the most popular educational models of recent years that emerged as the reflection of use of technology in the education is the Flipped Classroom Model, which is a learning model that allows the time spent with students in the classroom to implement active, game-based, and collaborative learning approaches efficiently, thereby improving the permanence and efficiency of learning. Based on an explanatory mixed method research design, this study aimed to reveal the effect of flipped classroom model on primary school students' learning English vocabulary and their perceptions of and experiences about the flipped classroom practices. The study took place in the spring term of 2018-2019 teaching year in a state primary school and two intact groups of 4th grade students were randomly assigned as experimental group (N = 32) who studied a vocabulary lesson video at home and control group (N = 33) who learned the same vocabulary items by the traditional method at school. The quantitative data related to vocabulary learning were collected through administering three achievement tests during the course of the study. The qualitative data were obtained from the semi-structured face-to-face interviews with 19 volunteering students from the experimental group. The quantitative data were analyzed by SPSS 20. software with Mann-Whitney U Tests, Friedman Tests and The Wilcoxon signed-rank tests and the qualitative data were analyzed using inductive content analysis. The results revealed that the levels of vocabulary learning and retention for the experimental group of students were higher than those of the control group of students and the results were statistically significant ($p < 0.05$). The significant impact of the flipped classroom model was also supported by the qualitative results confirming that the model was effective for students' language learning achievements and provided efficiency for English lesson. Consequently, the flipped classroom model is suggested as an effective alternative pedagogy for the problems related to limited class-time and rote learning in English classrooms of primary schools in Turkey.

Keywords : flipped classroom , young learners, ELT

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28247) Paradigm Wars in TEFL research: What Prevalence Rates of Methodological Approaches say to us?

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The recent years have witnessed an increasing awareness in methodological issues in the field of applied linguistics, which brought about what Byrnes (2013, p. 825) and Plonsky (2017, p. 517) have referred to as “methodological turn” and “methodological awareness,” respectively. Simultaneously, a new line of inquiry has emerged in research methods that investigate the prevalence rates of research methods in soft and hard disciplines (e.g., Allise & Teddlie, 2010; Boeije, Slagt, & van Wesel, 2013; Collins, Onwuegbuzie, Jio, 2007). To contribute to this line of research, the present study pursued two important goals: 1. surveying the prevalence-rate studies done in the field of applied linguistics; 2. Examining EFL prevalence studies in postgraduate studies in Iran. In order to examine a comprehensive range of research and to trace changes and/or advancements across time in EFL research issues, a three-decade period of research was selected based on the statistical reports of EFL higher education in Iran. According to research synthetic criteria such as location, time, and content, the researchers’ final search led to 663 studies. The main data collection instrument in this study was a coding sheet. In line with the guidelines provided in the literature for developing coding sheets and research instruments (Cooper, 2016; DeVellis, 2012; Guetterman, 2017; Johnson & Christensen, 2014; Onwuegbuzie, Bustamante, & Nelson, 2010; Plonsky & Oswald, 2015; Wagner, 2015) the following steps were iteratively followed: (1) conceptualization of the construct of a study, (2) describe the main characteristics and features underlying the construct, (3) design and develop an initial coding sheet, (4) pilot-test the initial coding sheet, (5) have items in a coding sheet reviewed by research synthesists and experts, (6) design and field-test revised coding sheets, (7) evaluate the variables and items in a coding sheet, (8) provide operational definitions for each variable and intended values, (9) optimize the length of a coding sheet, and (10) provide a glossary of technical terms along with a coding guide. A total sample of 663 unpublished studies disseminated between 1987 and 2015 were systematically included in the analysis. These represented a total of 69730 elements or sampling units (i.e., mainly individuals, texts, and textbooks) from a corpus of 663 studies. On the type of research approaches, the findings revealed that about 72% (n=472) of the included studies was quantitative. Surprisingly, around 18% (n=119) of the studies employed a combination of quantitative and qualitative approaches, i.e., mixed methods research, in a study to answer the research question(s). A very small percentage of the studies (11%, n=72) used qualitative research approach. Cumulatively, the findings revealed that quantitative research was noted as the most pervasive approach. Further, mixed methods research took precedence over qualitative research approach. In addition to the cumulative report of research approaches, changes and developments of research approaches were also examined so as to depict a better picture of changes and/or advancements of the culture of EFL research across time in Iran. The findings also revealed a clear increasing pattern of research approaches is notable across time. For example, quantitatively-oriented studies increased steadily across decades, with an exponential rise of the studies using quantitative research in a recent decade. Mixed methods research studies, as the second most frequent approach to research, increased across three decades. The use of qualitative research increased across the decades, especially from decade two to decade three. The implications for TEFL research are discussed.

Keywords : Prevalence rate; Methodological approaches; TEFL Research; Iran

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28249) Exploring Three Decades of ELT Research in Iran: Intersecting Bibliometric Analysis and Research Synthetic Approach

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The oldest journal of ELT named as “*Roshd Journal*” has been circulated in Iran among ELT teachers. The *Roshd Journal* was established in 1987 and in 2018 it completed its three decades. According to the aim and scope of the journal “The *journal* encourages submission of previously unpublished articles on topics of significance to individuals concerned with English language teaching and learning”. In order to equip ELT teachers with recent changes in English education and bridge the gap between theory and research, this journal consists of different parts with empirical article as the most notable section for each issue. In this work-in-progress study, the researchers have two purposes in mind. First, drawing on the tenets of bibliometric analysis, we have explored bibliometric criteria such as authorship, collaboration, topics, etc. Then, this study, drawing on the methodological synthetic techniques, sought to describe and evaluate the *aggregative* and *developmental* status of ELT research in this journal. Having developed two coding sheets and manual books, we selected the eligible studies based on informed included/excluded criteria. For the first purpose, this study measures the credibility of the journal under several quantitative and qualitative indicators. This retrospective-oriented study, adopting bibliometric and scientometric approach, is an attempt to develop cumulative and chronological analysis of all the publications of the journal. Given this, it tries to discover the significant contribution of the long-lasting journal in terms of research trends, impact, topics, authors (highly cited ones), universities, collaboration among the authors, and countries. For the second purpose, we analyzed 130 articles which were distributed over a 30-year period. The findings revealed that the most frequent research approach in the corpus is quantitative approaches; the second notable was qualitative; and the least was mixed methods research. Implications for intersecting research synthesis and bibliometric analysis are discussed. Implications and recommendations for authors, editors, and research consumers are discussed.

Keywords : Bibliometric analysis; Research Synthesis; ELT Research; English Teachers

(28253) Role of Reflection in today's ESL classroom

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The aim of this paper is to highlight the significance of reflection as the main tool of learning and teaching in ESL contexts. Data will be gathered through student and teacher questionnaires, interviews, reflective journal parts and the need for the development of reflective learning and teaching strategies will be discussed. As a result, reflection's function in today's world of globalization in which English is the lingua franca will be emphasized.

Keywords : development, reflection, english, teacher and student identities

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28258) Teaching Vocabulary Through Games: A Comparative Study of 4th and 7th Grades

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Vocabulary has not always been in the same place ever before. Vocabulary teaching used to be the least important and even neglected part of language teaching for a long time (Richards, 1985; Allen, 1983: 1; Carter, 1998: 184). In time, traditional methods gave place to modern methods and teaching/learning vocabulary has become one of the crucial parts of language teaching. As vocabulary has got its just reward in recent years (Thornbury, 2004) educators and students have become in search for techniques, strategies and methods for teaching/learning vocabulary. Having the essential role of games in vocabulary teaching in mind, the study focused on the effects of using games for vocabulary teaching. Thus, the present study aimed to find out whether there is a difference between 4th graders and 7th graders in terms of teaching vocabulary through games.

The study proposes three research questions:

1. Is there a significant difference between the pre- test and post- test scores of 4th graders in terms of vocabulary learning through games?
2. Is there a significant difference between the pre- test and post- test scores of 7th graders in terms of vocabulary learning through games?
3. Is there a significant difference between the scores of 4th and 7th graders in terms of their improvement?

A comparative research design was applied within the study. The study was conducted with two groups for 4th graders and two groups for 7th graders (experimental & control). A pre- test, a post- test, coursebooks, workbooks, games and worksheets were used as instruments within the study. At the beginning of the process, a pre- test was applied to both experimental and the control groups. The implementation materials were applied within the following four weeks. The control groups were taught through current-curriculum methods and the experimental groups were taught through games. At the end of the implementation process, the post- test was conducted on the experimental and the control groups. Having completed the data collection, data analysis was done through SPSS.

Considering the data analysis, the experimental group and the control group resulted to be equal in terms of prior knowledge of vocabulary at the beginning of the study, and all the groups in 4th and 7th grades were found to be suitable to conduct the study. After the implementation process and at the end of the statistical calculations, it was concluded that within the 4th graders both the experimental group and the control group improved in terms of their vocabulary knowledge. However, the experimental group's students scored better than that of the control group, and the experimental group was found to be more successful, which means instructing through games was found to be more efficient than the current-curriculum methods. According to the data about 7th grades, it can be stated that both the experimental and the control group improved their vocabulary knowledge but no significant difference was found between them.

According to the results, it might be concluded that using games to teach vocabulary in 4th grades resulted to be more effective than using games to teach vocabulary in 7th grades. Studying previous research, it has been seen that there is no comparison between primary and secondary school students' vocabulary learning levels through games, therefore the results of the study is expected to shed light on this lack in the field.

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Keywords : vocabulary teaching, games in vocabulary teaching, young learners, adolescent learners

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28260) How Effective Is TPRS for Adult EFL Learners with Limited English Proficiency?

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This study examines the impact of Teaching Proficiency through Reading and Storytelling' (TPRS) on students' grammar and vocabulary performance as well as their attitude toward learning English. The participants are 38 freshmen, 14 in experimental and 24 in control group, studying in the department of tourism and hospitality services of a 2-year vocational school at a state university in Turkey. A pre-test including grammar and vocabulary questions as well as an attitude questionnaire was used as pre-test and post-test in the beginning and end of a four-week intervention as the data gathering tool. TPRS technique was implemented for four sessions in the experimental group to teach target vocabulary and structures. While The Mann-Whitney U test was run to find out the differences between pre-test and post-test scores of control and experimental groups, Wilcoxon Signed Rank Test was employed to find out the differences between the pre-test and the post-test scores of experimental group. The results indicated that TPRS technique had positive impact on students' grammar and vocabulary performance as the students in the experimental group outperformed the ones in the control group in the post-test. TPRS technique was also found to be effective in creating positive attitudes toward learning English. Some implications to employ TPRS in English classes as well as suggestions for further research were also provided.

Keywords : 'Teaching Proficiency through Reading and Storytelling'; grammar, vocabulary; attitude toward language learning

(28265) Role of Applied Linguistics in Teaching English in Algeria

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Teaching is guiding and facilitating learning and achieving this objective is sometimes being hindered by different obstacles. For this reason, teachers and pedagogues have relied on applied linguistics since it bridges the gap between what we know about language and how it is learned and solving language problems. According to this idea one may say that the old days of joining teaching as a profession are passed; holding a diploma is not enough to teach a language, the teacher is supposed to know applied linguistics. Based on this reality, this study aims to shed light on Algerian teachers' real performance throughout learning process in order to discover whether they rely on applied linguistics to enable their learners acquire English easily. The present paper is a modest attempt towards exploring the use of applied linguistics in the whole process of teaching/learning of the target language (English).

Keywords : applied linguistics - teaching - language - teacher - learner

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28266) Role of Applied Linguistics in Teaching English in Algeria

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The importance of applied linguistics in general and English language teaching in particular is perceived by almost all pedagogues and educationists. Gone are days when a postgraduate or a graduate used to join teaching profession due the fact that he possessed good knowledge in English literature or even language. In the modern educational setting, the English teacher is supposed to know linguistics or applied English linguistics in order to prove himself as an effective English language teacher. In most pedagogic situations in Saudi Arabia, the teacher of English is bound to make error/contrastive analysis between L1 (Arabic) and L2 (English) so that he can evolve a compatible strategy for each sub-aspect of the language: sound, grammar, spelling, meaning etc. The present paper is a modest attempt towards exploring the use of applied linguistics in the whole process of teaching/learning of the target language (English).

Keywords : applied linguistics - teaching - learning - teacher - learner

(28268) Enhancing Conceptual Fluency through Conceptual Metaphor: A Case of Turkish EFL Learners

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The most attempt at English as a Foreign Language (EFL) has been directed towards the enhancement of linguistic and communicative competences. We have almost been successful in training L2 learners to have a good command of grammar and communication; however, there is something still not quite apparent in the actual L2-learner discourse; something that goes beyond grammatical and communicative proficiency, i.e. something that cannot be explained in precisely grammatical and/or communicative terms (Danesi 1992). While L2-learner discourse might show a high degree of verbal fluency, it invariably seems to lack the conceptual appropriateness that typifies that of natives. L2 learners usually apply TL words and structures as carriers of their own L1 concepts. This analysis is conducted following the Conceptual Metaphor Theory (CMT), a model proposed by Lakoff and Johnson (1980), the predominant framework in cognitive studies of metaphor in recent years. Under this approach, the metaphor is not only an integral part of everyday communication but also constitutes an important tool that helps gain an understanding of the surrounding world. This paper illustrates how metaphors are employed in sports in the English language and its importance in improving Turkish students' learning styles. Sports, which is a cultural production and unites citizens within a nation, are always regarded as an icon of a country, such as a game of soccer among European countries, baseball in the USA and oil wrestling in Turkey. A set of selected English baseball expressions and idioms from different sources are collected. These idioms are then applied to the controlled group with traditional instruction and for the experimental one through a cognitive linguistic approach for CMT awareness-raising. The results highlight the urgent need to explicitly teach the notion of conceptual metaphor, in this paper regarding baseball idioms, before students can actively comprehend and produce the target language naturally and appropriately in this context.

Keywords : Baseball Idioms, Conceptual Metaphor Theory, Conceptual Fluency, Sports Metaphors

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28272) An Investigation on The Tertiary Level EFL Learners' Experiences and The Resulting Perceptions with Computerized Corpus Technology in Academic Writing

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Writing has always been regarded as a prominent skill in learning a second language and researchers all over the world usually focused on the development of writing skills and used various tools to investigate the progress and development of writing. An increasing number of recent studies have applied the insights and methodologies of corpus linguistics to second language (L2) writing pedagogy and research. Previous learner corpus studies have illuminated various kind of tendencies observed in a highly theoretical understanding of corpus use in L2 writing, but still have left gaps about the practical application for L2 writing teachers. The purpose of this study, therefore, is to examine how corpus technology can be integrated into L2 writing instruction in a tertiary level setting in Turkey, how it affects their development of L2 competence, and most importantly, the quality of students' writing experiences through corpus use. In other words, the study aimed to investigate tertiary level EFL students' perceptions about the use of corpus and corpus tools in academic writing. Purposive sampling methodology was used in the selection of the samples and a total of 200 students from the English Department of a middle-size university in the northeast part of Turkey participated into the study. The samples consisted of 1st, 3rd and 4th year students enrolled in academic writing courses in the department. The general design of the study was quantitative and qualitative in nature and a questionnaire and a focus-group interview were used as data collection procedures. The study also involved such data gathering techniques as classroom observations, open-ended interviews and a grounded survey. Evaluation of the data obtained through surveys was done through frequency analysis using the SPSS 16.0 program. The initial findings indicated several positive perceptions towards the use of corpus tools in academic writing. There were also those who developed somewhat negative perceptions towards the use of corpus due to the relative complexity of corpus tools. The biggest negative perception was the use of corpus concordances which brought tremendous amount of data at one time and the users were lost.

Keywords : corpus, academic writing, EFL students, tertiary level

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28273) Corpus Based Investigation of The Adverbial Connector Use Among Native and Non-Native Tertiary Level EFL Learners

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It is well-known fact that among the most problematic issues in academic writing for EFL learners, there lies the use of adverbial connectors, which present complexity in different levels of meaning. In fact, the probable conflicting situations in the use of adverbial connectors both in native and non-native students' academic productions has been investigated widely all over the world so far. With this purpose in mind, investigating adverbials in learner English through native and non-native corpora, the present study aimed to compare the most distinguishing adverbial usages as well as the overuse and underuse patterns in native and non-native corpora. The two academic written corpora employed for this purpose which included "British Academic Written English" (BAWE) and "Karadeniz Technical University Corpus of Academic Learner English" (KTUCALE), which were designed according to strict design criteria. In the analysis of the corpus data, AntConc 3.5.8 and Sketch Engine tools were used and the obtained findings were presented in numerical order in the form of tables, figures and graphics. Initial findings indicated strong overuse and underuse patterns in the use of adverbials between the two corpora. There were various but limited number of adverbials employed in non-native corpus data. Findings also indicated that native corpora significantly differed from non-native corpus in the use of certain adverbials.

Keywords : Adverbial connectors, academic writing, EFL students, native speakers, corpus, BAWE, KTUCALE.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28278) A Study of Iranian Nursing Students' English Needs in Terms of EGP and ESP

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The sciences that are directly related to the health and life of the people are of great importance and educating the necessary experts in these fields seems necessary. English language as an international medium of communication serves a significant role in the development of nurses and other medical experts. Therefore, the researchers in the present study decided to investigate Iranian nursing students' English needs in terms of EGP and ESP. Therefore, a sample of 100 participants including 50 employed nurses (i.e., 14 male and 36 female) and 50 nursing students (i.e., 22 male and 28 female) were selected based on convenience design. The study was performed in a mixed-method design and the participants filled the Needs Analysis Questionnaire and the collected data were analyzed by IBM SPSS 22. The results of the data analysis indicated that both nursing students and employed nurses need all four language skills almost equally. Considering the selection of the 'strongly agree' choice which indicates the highest level of need, the order of the language skills is reading, writing, listening, and speaking. Therefore, the written skills stand in higher position than oral skills, of course, with a small variation in mean scores. Moreover, no significant differences were found between nursing students and employed nurses and both had virtually similar opinions regarding the necessity of acquiring different language skills. The findings of the present study may serve as sources of information for language teachers, learners, syllabus designers, and curriculum developers.

Keywords : needs analysis, ESP and EGP

(28328) A Comparison of Peer Feedback Practices: Anonymous Vs Conveniently Selected Peers

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Development of writing requires a proper degree of socialization, and feedback plays a significant role in helping learners to keep track of their development. Among the investments on written feedback, teacher written feedback takes up a greater share while peer feedback is less researched. The studies devoted to peer feedback by and large indicate the effectiveness of peer feedback in certain situations even though peer feedback is treated as a uniform process in many studies. However, given that peer feedback practices could be carried out in different forms, there is need to understand which forms of peer feedback work in which situations. Thus, the aim of this study is to examine the student evaluations of peer feedback. To this end, 40 students studying in a prep program were given feedback from their conveniently selected/anonymous peers. After the feedback sessions, the students filled in a questionnaire, and semi-structured interviews were conducted with 8 of them. The results from the questionnaires suggest that students prefer receiving feedback from conveniently selected peers even though the semi-structured interviews pointed to the potential benefits of the feedbacks received from unfamiliar peers.

Keywords : Writing, conveniently or anonymous selected peers, EFL students, peer feedback

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28330) An Examination of The Psychology of The Feedback Receiver: The Case of EFL Students

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The shift to a constructive feedback culture requires a thorough examination of the impact of feedback practices. However, a great many studies conducted on feedback in EFL or ESL contexts focus on the effectiveness of feedback practices with reference to feedback receivers' achievement or improvement in subsequent writing practices. Thus, the psychological aspects of the feedback provision processes are not adequately investigated. In an effort to address this gap, this study attempts to elicit the perspectives of 5 English majoring EFL learners who are taking writing classes in a preparatory programme. Stimulated-recall protocols conducted for three drafts and semi-structured interviews were used to gather data, and Kohut's terminologies with reference to his self psychology were used to capture the situations that make the feedback practice of the participants "traumatic experience" or "optimal frustration", the former indicating a destructed regulation of self-esteem while the latter showing fostered self-esteem. The study attempts to identify which aspects of feedback practices prove to be "self-regulating" or "traumatic", and several suggestions for developing efficient strategies to be employed in feedback provision are made in the light of the findings.

Keywords : writing, feedback, self psychology, Kohut, EFL learners

(28331) English in Bangladeshi Madrasahs: Findings from Classroom Observation

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Classroom observation as a data elicitation tool is used in educational research to capture real classroom practices which mainly exhibit application of three components of curriculum: methodology, materials and assessment in which both the learners and teachers are expected to be interactively involved. The paper reports the findings of classroom observations conducted in ten madrasahs in Chittagong, Bangladesh with a view to understanding how the teachers adopt the CLT principles, use instructional materials and provide feedback to learners. A comprehensive checklist with eight categories and 45 criteria was used to record maximum pedagogic practices. Brief pre-observation and post-observation interviews were conducted with the teachers in order to gauge how they planned ahead for class and how they could have performed better. The researcher, being a non-participant observer, observed five classes in the city and five in the village and each class was observed once. Having analyzed the data qualitatively the results show evidence of limited application of the communicative principles, highly controlled use of the textbook and inappropriate classroom assessment.

Keywords : classroom observation, madrasah education, secondary education in Bangladesh

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28337) Corpus Investigation of Tertiary Level EFL Learners' Use of Formulaic Sequences in Expository Argumentation

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The use of formulaic sequences in the expository argumentation by EFL learners has been investigated by many researchers in different contexts so far. Considering the fact that these sequences in various forms are very common in expository and academic argumentation in English makes it all the more an interesting field of further inquiry for linguistics. According to Sinclair (1991) these word combinations under different labels and formations occupy an important place in English lexicon. The aim of the study, therefore, is to investigate tertiary level EFL learners' use of formulaic sequences in their expository argumentative essays. For this purpose, native and non-native corpora were used. Non-native corpus is named as KTUCLE, which stands for Karadeniz Technical University Corpus of Learner English and native corpus named as BAWE (British Academic Written English). Sketch Engine tool which is available online was also used in order to process the data. The findings were given in the form of tables and figures as well as the descriptive data obtained through an open*-ended interview. Preliminary findings of the study suggest that the tertiary level EFL learners have limited knowledge and use of formulaic sequences, which may stem from the fact that their background education as well as the knowledge and awareness of this combinational structure of English is weak. There were some underuse and overuse patterns of word combinations which were limited but significant in scope.

Keywords: Formulaic sequences, argumentation, corpus, Tertiary, EFL

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28362) An Analysis of the Effect of Peer and Teacher Feedback on EFL Learners' Oral Performances and Speaking Self-Efficacy Levels

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This is a quasi-experimental study of speaking self-efficacy and the effects of feedback on oral performances. This study aims to determine EFL learners' speaking self-efficacy levels and to examine the changes in oral performances after receiving feedback in three module courses. The study was conducted among thirty-three EFL prep-school participants in a south-eastern state university in Turkey. The relationship between speaking self-efficacy and oral performances after receiving feedback was also studied. The study began with the implementation of speaking self-efficacy scale (pre-test) and the conduction of a speaking test. This process was followed by three oral treatments under two conditions: teacher and peer feedback and the same speaking test. Repeated treatments and the same speaking test were conducted in the other two modules, as well as a final speaking self-efficacy scale (post-test). Quantitative method was applied in this study. The results of speaking self-efficacy scale revealed that students generally possess high speaking self-efficacy level. Participants claimed that higher speaking self-efficacy enhances their speaking skills and confidence. The findings also showed that students demonstrated significant changes in their oral performances following feedback treatment in both groups. In the final speaking test, participants who received teacher feedback improved by 212.36%, while those who received peer feedback improve by 161.20% compared to the first speaking test. However, no significant correlation between two variables was observed. The results may suggest that the sample size was insufficient to observe such a relationship.

Keywords : peer feedback, teacher feedback, oral performances and speaking self-efficacy

(28364) Non Critical Analysis of EFL Classroom Discourse in a Speaking Course through Bower's model

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This is a descriptive qualitative study of speaking classroom discourse. This study aims to discuss an authentic spoken discourse of an EFL class by employing Bowers' model (1980) to determine which teaching functions enhance the communication opportunities for students. In this article, the concept of Bower's model is first discussed and how it is of a vital significance to classroom interaction in an EFL class and the efficiency and effectiveness of the various patterns of discourse. In this article, the distribution of teacher-talk and student-talk is investigated and who has a higher degree of control over the discourse in the class is highlighted. It also examines the structure of interactions and how the teacher manages the conversation and turn-taking. The article includes how teachers understand their language affects the role in the classroom as well as how learners are aware of when and where they have to engage in the speaking process. In addition, the article also investigates the functions in a speaking class and how different teacher acts are used in urging learners to participate in classroom discussion. The last section is a conclusion to summarize the main ideas discussed in the article.

Keywords : discourse, Bower's model, speaking, non-critical analysis

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28375) The Washback Effect of the Undergraduate English Placement Examination on Language Teaching: From the Perspectives of the Teachers

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The use of high-stakes language tests has been discussed for more than three decades worldwide, since such language tests bring out a number of significant test effects on all of the stake-holders. This study aims to present the washback effect of the undergraduate English placement examination in Turkey on teachers as one of the highest stake-holders of the test. The data were collected by means of 110 anonymous questionnaires and 24 follow-up face-to-face semi-structured interviews from foreign language teachers who had teaching experiences in language preparation classes at high schools in Turkey. From the perspectives of the teachers, the undergraduate English placement examination creates a significant amount of negative washback on their teaching activities in language preparation classes. The qualitative results also strengthened the quantitative results which indicate that the test produce harmful influence on the teachers' English teaching perceptions. The results of the study suggest that the negative washback effect of the test needs to be mitigated and the positive washback effect of the test should be increased for a better English language education in Turkey. Conclusively, the study highlights that the examining-bodies should take equal responsibility to develop a desired language testing system. This might enhance language testing and contribute to improving language proficiency in the Turkish context.

Keywords : Language Testing, Washback, High-Stakes Tests, Language Learning

(28395) Developing Assessment Tasks For Young EFL Learners

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Language tasks should provide young learners with authentic learning settings in which they can actively use a foreign language with the purpose of task achievement. In this vein, the administration of assessment tasks in young EFL learners' classrooms is expected to promote authenticity in language testing. Also, young learners have specific learning characteristics that make them different from the learners in other age groups. These characteristics may be influential in designing language learning and assessment practices. In this respect, there are two major aims in this study: (1) to highlight the characteristics of young learners on instructional basis, (2) to provide insights into the development of assessment tasks and scoring rubrics for young learners at state primary schools in MoNE. In particular, it draws attention to how age-appropriate characteristics and curricular-based perspectives should be taken into consideration in assessing and evaluating young learners through language use tasks. This study not only marks the importance of authentic language assessment in primary education but also supports language teachers' continuing professional development in assessment and evaluation.

Keywords : Assessment tasks; young EFL learners; scoring rubrics

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28399) The use of collocations in the spoken performance of EFL learners and native English speakers: A perspective of collocational networks

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Collocations are two or more words that commonly co-occur, and constitute a major category of formulaic language that is essential to effective use of the target language in real-world communicative situations. Research shows that recurrent multiword expressions like collocations pose a challenge for non-native speakers and obstruct their language production. However, most studies on the use of collocations by Turkish EFL learners focused on written discourse rather than spoken discourse although learner speech that lacks collocations and other features common in native speech usually sounds blunt and unnatural. In this respect, this study sets out to reveal the use of collocations by Turkish EFL learners, EFL learners with 11 different L1 backgrounds and native English speakers. A Turkish corpus of spoken English, LINDSEI (Louvain International Database of Spoken English Interlanguage) and LOCNEC (Louvain Corpus of Native English Conversation) were used as the research corpora. All three corpora contained informal interviews with 50 university students in that they were asked to talk about a travel experience, hobbies or a book, which led to a conversation with the interviewer, and every interview ended with a picture-based story telling. Wordsmith Tools 6 was used to identify two-word combinations along with their mutual information (MI) and t-score values that are measures of collocational strength. The two-word expressions that had high and low MI and t-scores were compared across the three comparable corpora to reveal to what extent Turkish EFL learners differ from other learners with different L1 backgrounds and native English speakers. Furthermore, collocation networks were extracted by using the software Graphcoll to see the collocate differences across the nouns and verbs most commonly used in the three corpora. By means of these collocation networks, a set of collocates for common words could be revealed to examine the meaning relationships surrounding these lexical items in native and non-native spoken discourse. The analysis of data is still in progress, and the results will shed some light on the collocational competence of Turkish EFL learners while providing insights about the role of L1 on learners' use of collocations in speech.

Keywords : Collocation, formulaic language, learner language, collocation networks, spoken discourse, corpus

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28400) English for Academic Purposes and Its Role in Preparing Modern Specialists in the Field of Applied Sciences

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Modern students do clearly understand that the age of globalization, international communication, global integration and exchange of information and data, as well as an interdisciplinary approach requires a new generation of specialists whose knowledge of foreign languages (in this case English) and communication skills form a part of their professional competence. English for Academic Purposes (EAP) is aimed at helping graduate and post-graduate students in mastering and commanding a large scope of specialised vocabulary so as to succeed not only in studying but also in further professional and career growth. According to many researchers, vocabulary knowledge is the basis of language learning. It is imperative to indicate that vocabulary knowledge is of great significance to second language learners (especially to those studying Applied Sciences, such as Chemistry, Physics, Astronomy, Computer Engineering, Information Technology, Mathematics, etc.) who are eager to advance to the academic proficiency level. Acquiring new vocabulary is a very time consuming and challenging process for second language learners who study the English language with no professional philological background. Many researchers consider that reading is one of the natural sources that can effectively assist students in mastering new vocabulary. Students are tasked to read a wide range of various texts and take notes of new vocabulary. Some scholars suggest various approaches and strategies that students can use in order to acquire new vocabulary, including incidental vocabulary learning, inferring meaning from specific context, application of dictionaries and thesauruses, glossing, intentional vocabulary learning, etc. Therefore, it is important that teachers provide various opportunities and apply different approaches and strategies so that their students will be able to develop their lexicon in terms of both quality and quantity of word knowledge.

Keywords : English for Academic Purposes, language learning, Applied Sciences , vocabulary

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(28409) The Relationship between Language Learning Strategies and Vocabulary Size among Iraqi EFL University Students

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This study examines the relationship between Language Learning Strategies (LLSs) and Vocabulary Size (VS). For this purpose, a total of 122 undergraduate Iraqi EFL learners at a state university were recruited. To investigate LLSs, a questionnaire was administered while the assessment of VS was done with Vocabulary Levels Test (VLT). To amplify quantitative results, a qualitative element in the form of semi-structured interviews with a group of eight students was conducted. The results revealed that the average reported frequency of strategy use across all students was moderate. Additionally, the students with High Vocabulary Size (HVS) and Low Vocabulary Size (LVS) employed metacognitive strategies most frequently. Results also revealed a significant correlation between LLSs and HVS. Moreover, a statistically significant difference was obtained between the learners with HVS and LVS with regard to their use of LLSs. On the other hand, the results from the interviews showed the priority of the students with HVS in LLS use. It was concluded that the comments and remarks of the participants urged the need to strategy training. Regarding VS, more efforts are needed to enhance learners' VS, especially for technical vocabulary.

Keywords : Language Learning, Language Learning Strategies, Vocabulary Size

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(28432) Does proficiency determine foreign language anxiety and learner beliefs on corrective feedback in oral communication?

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The relationship between language achievement and anxiety and student beliefs on spoken corrective feedback has long been a topic of interest (e.g., Teimuri, 2017; Fidan, 2015). However, this relationship has yielded inconclusive and debatable results. Previous work in the field states that foreign language anxiety decreases when proficiency increases (e.g., Gardner et al., 1997; Liu, 2006). However, other studies have pointed out findings in the opposite direction, where higher proficiency level students experience higher anxiety (e.g. Marcos-Llinás & Juan-Garau, 2009; Kitano, 2001). Statistically significant associations between proficiency levels and corrective feedback types were also reported. For instance, lower proficiency groups opted for clarification requests whereas higher level groups preferred recasts, repetition and elicitation (Hashemian & Mostaghani, 2015; Park, 2010). The aim of this study is to investigate the role of language proficiency on (i) foreign language anxiety including fear of negative evaluation, communication apprehension, exam and in class anxiety and on (ii) student corrective feedback beliefs including the necessity, frequency, timing, methods of feedback and error types and feedback providing agents. The research questions addressed are (i) whether proficiency affects language anxiety experienced by university students learning English as a Foreign language and (ii) what beliefs college students with different proficiency levels hold about spoken corrective feedback. Random convenience sampling was employed, and a structured survey questionnaire approach was used. Data came from 204 Turkish students (95 females, 109 males) who have been learning English at the School of Foreign Languages at an English-medium university for a year. The participants were 51 students from each group: beginner ($M=19.18, SD=.77$), pre-intermediate ($M=19.02, SD=1.14$), intermediate ($M=18.84, SD=.86$), and advanced ($M=18.78, SD=.76$). The groups did not differ from each other age-wise, but a statistical difference existed in their first exposure to English. The instrument consisted of a mini demographic questionnaire and two questionnaires: Foreign Language Classroom Anxiety Scale (FLCAS) and Corrective Feedback Belief Scale (CFBS), which the students took at the 15th week of the second semester after being exposed to an intensive program focusing on proficiency in reading, writing, listening and speaking skills. Both questionnaires were translated into Turkish and used in the Turkish context with alpha reliabilities of more than .90. Both questionnaires were conducted in English with an acceptable consistency of .80 and .68, respectively. A series of one-way ANOVA analyses was run on the statistical software SPSS version 25. Between group analyses showed that the four proficiency groups were statistically different from each other in terms of the language anxiety experienced ($F(3) = 5.68, p = .001$). The pre-intermediate group had the highest anxiety levels followed by the beginner and intermediate group and the advanced group had the lowest anxiety. Regardless of their level of proficiency, all the groups were in favor of receiving frequent CF. The beginner group appreciated feedback after they finished talking, but the other groups preferred feedback after the activity. None of the groups favored feedback at the conclusion of the class. The beginners were statistically different from other groups in terms of their overrating of clarification requests, elicitation and metalinguistic feedback. All the groups believed not receiving any feedback was totally ineffective. Different from other groups, the advanced group believed that the frequent and individual errors need to be corrected. In terms of choice of correctors, proficiency did not play a role, but the groups valued teachers and themselves as the main agents of correction. The take home message for language teachers is that they can revise their feedback mechanisms and

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employ different feedback strategies and anxiety reducing activities by taking the proficiency level of their students into consideration.

Keywords : Language anxiety, oral corrective feedback, EFL learners

(28439) Interactional Feedback Strategies: Insights from an EFL Classroom

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This study aims at exploring learners' preferences for interactional feedback strategy use and interactional feedback provider during the classroom interaction in English classes and the reasons why learners desired to be corrected. The study also presents data on the interactional feedback strategy which is deemed as the most effective interactional feedback strategy and the interactional feedback strategy perceived as the most frequently used feedback strategy in Main Course classes at a technology institute. Plus, data regarding the actual feedback use in the related course and learners' preferred frequency of the use of different interactional feedback strategy during classroom interaction in different courses are also presented. The data analysis revealed striking results on learners' preferences and perceptions.

Keywords : clarification, elicitation, explicit correction, feedback strategies, interaction, metalinguistic cues, recasts, repetition

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(28458) Kahoot as a Skill Improvement Technique in Pronunciation for third year Translation Students at Selçuk University

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Pronunciation is one of main problems in the field of English language teaching and learning. In many classes of English language, pronunciation gets little attention. A common mistake made by many students who study English as a foreign language is not paying attention to English pronunciation well. Most of students underestimate the importance of pronunciation because they consider that pronunciation is less important than other aspects of language such as grammar, lexicology and vocabulary. Many researchers investigated the weakness of pronunciation skills among students in all stages. However, it seems that there is a strong need for an effective program for developing pronunciation skills of foreign language students at the department of translation. This study aims to investigate the effectiveness of using Kahoot application for developing EFL pronunciation. This study is conducted with third year undergraduate students at advanced level from Translation and Interpretation and English Language and Literature Departments at Selçuk University in Turkey. In order to develop the pronunciation skills of the students, intermediate level (B1 & B2) pronunciation course material published by Cambridge University Press was followed, and the diagnostic test provided in the course material (English Pronunciation in Use, Mark Hancock & Sylvie Donna, 2012) was used as pre-test and post-test. The study followed the two groups (control and experimental) pre-post-test design. In this design, the dependent variable is measured before and after the experiment for both groups. The EFL pronunciation test was administered to the students of both groups at the beginning. After the experimental group was taught using Kahoot application for the activities, the EFL pronunciation test was post administered to both groups. The results were statistically analyzed (t-test) and the findings revealed that the EFL pronunciation skills of the experimental group were developed as a result of using Kahoot application. It is recommended that Kahoot application can be used in different educational stages for developing EFL pronunciation skills.

Keywords : Kahoot application, EFL pronunciation skills

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(28460) How do EFL learners feel about writing in English?

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Writing in a foreign language is an acknowledged challenge for a majority of English as a foreign language (EFL) students at all levels due to both cognitive and affective aspects of writing. It is maintained that as a productive skill, writing generates more anxiety compared to receptive skills (Tsui, 1996). Studies on EFL writing also revealed that EFL writing anxiety can profoundly affect learners' writing performance (Cheng, 2004). Therefore, it is important to fully understand EFL learners' anxiety levels towards writing as well as their perceptions about their weaknesses and strengths regarding their writing skills. To this end, a mixed-method research was designed to investigate language learners' foreign language writing anxiety and to understand their perceived weaknesses and strengths in writing in a university setting. Data was collected through Second Language Writing Anxiety Inventory (SLWAI) constructed by Cheng (2004). In addition to the SLWAI, open-ended questions were used to gather in-depth information about the students' perceived weaknesses and strengths in writing. Data collected from the above mentioned sources were analyzed by means of qualitative and quantitative methods. The findings suggest that language teachers should use diverse writing strategies to diminish learners' anxiety and accomplish effective and efficient writing instruction.

Keywords : EFL learners, writing anxiety, writing instruction, writing strategies

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(28461) Connecting Dots: Corpus in Language Teaching and Learning

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• **Title of panel:** Connecting Dots: Corpus in Language Teaching and Learning

• **Short abstract:** *(Abstracts for each talk are provided as an attachment)*

• **Participants:** 4 participants

1. Asst. Prof. Dr. Betül Bal Gezeğin (Amasya University)

2. Assoc. Prof. Dr. Hacer Hande Uysal (Hacettepe University)

3. Asst. Prof. Dr. Erdem Akbaş (Erciyes University)

4. Assoc. Prof. Dr. Ahmet Başal (Yıldız Teknik University)

• **Length:** 90 min.

This panel discussion includes four talks focusing on different aspects of corpus in language teaching and learning. By providing a review of sample and recent studies, it will present on both theoretical and practical aspects of corpus. The talks will focus on these sub-topics: corpus for academic purposes, learner corpora, use of corpus in language classrooms and corpus tools for language teaching and learning purposes. The panel discussion will close up with future directions and suggestions researchers, teachers and language learners .

Keywords : Corpus, data-driven learning, corpora, language teaching and learning

(28464) Maximising the benefits of linkage between Autonomy, learning strategies and Study Skills

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The 21st century has been a period of integration and innovation in many spheres of life, including the field of education. An area in which this is identified and reflected is in fields of multidisciplinary research studies, of the marrying or linking of the many sub-topics in this field. In this conceptual presentation, the speakers will address topics such as autonomy, learning strategies, and resultant tangible outcome study skills. Following background knowledge regarding each of the three topics, the presenters will discuss how to amalgamate the three topics to better serve students and the educational community. A key approach will be how to link these topics in a precise, logical, and reasonable way to enable students to maximise the benefits from this relationship.

Keywords : autonomy, learning strategies, study skills, EFL students

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(28472) Learning From Mistakes: Error Analysis in the English Written Assignments of Turkish Tertiary Students

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This study is part of a series of Classroom Action Research conducted with the aim of improving the English speech of students in one of the tertiary institutes at AHBV University Department of Western languages. After several years of lecturing and teaching several courses, the writer noted that students made various types of errors in their written assignments, which can be classified generally into run on sentences and dangling modifiers. While some of the errors are still generally acceptable, some others show lack of grammatical competence. Therefore, the writer is keen to analyze the more common errors made by the students, so as to be able to compile a teaching material that could be utilized to address those errors more effectively in future classes. This research used Error Analysis by Richards (1994) as the basis of classification. It was carried out in two classes from a total number of 60 student assignment papers. The results showed that most of the errors were grammatical (errors in writing sentences), This prompted the writer to cooperate with the first year grammar teaching staff.

Keywords : Error Analysis, run on sentences, dangling modifiers

(28473) The Perceptions of Internet-Based Simulations among EFL Learners

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It is of utmost importance for language learners to be engaged with tasks which incorporate their needs and interests. Simulations which are based upon real-life events and give learners the opportunity to communicate in semi-structured language settings can be stated as examples of these tasks. Regarding this, the current research has been conducted to illuminate learners' perceptions of online simulations, and their potential advantages in L2 learning process. In that study, two web-based simulations have been assigned to two groups of EFL learners at elementary and upper intermediate levels. In the end, the participants could not be detected to have either been motivated or prejudiced against launching an assignment in English language. However, the upper-intermediate level was recorded to fall behind in increasing their perceptions and positive attitudes to the simulations when compared with the elementary level.

Keywords : Simulations, the perceptions and attitudes of EFL learners, web-based activities

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(28474) Student Reflections on Using Documentary Films in the British Culture Classroom

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Documentary films about history and culture have grown significantly in the past decades. The advancement of media technology has provided new opportunities for history based documentary films to create an impact. How an individual is influenced by these films has been a subject of many researches. This study investigated the effects of history based films on students' attitude towards English Culture teaching. Second year History of English Culture I and II undergraduates have been asked to write their opinions about the use of history based films and documentaries in their course. Several history based films and documentaries including: The Six Wives Henry VIII, Elizabeth I - From the Prison to the Palace; Queen Elizabeth II - Reign Supreme; Kings and Queens of England: Magna Carta, and The Tudors, Fragments of the films were shown in the classroom and assigned to students to watch the whole film after class as subject of study, a supplement or an assignment for two terms in their subject History of English Culture I and II. Using a Survey Questionnaire, data on the influence of these films have been gathered and analyzed. The questionnaire is designed to provide a profile of how students evaluate history vis-a-vis other important aspects of culture. The results showed significant increase on students' motivation and interest in the subject. These films were considered as a mere cultural information and general knowledge.

Keywords : English Culture, British Culture, Documentary films, History based Films, Student Reflections

(28475) The Relationship Between Lecturers' Teaching Styles And Students' Engagement Styles: A Survey Study

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Student engagement is critical to learning and thus should be taken into consideration to increase students' academic achievement. The recent study contributes to the literature since it provides a different perspective by focusing on the relationship between lecturers' teaching styles and students' classroom engagement styles in a public university in Turkey. For the purpose of this research three teaching styles were compiled: lecturing, lecturing and discussion and discussion. To collect data, a survey was distributed to 117 EFL students studying at the Department of English Language and Literature in KTU. In the questionnaire, the students were asked to reveal their engagement style frequency and preference in their chosen target class. The data gathered was analyzed through SPSS '16. The findings have proved that no matter which teaching style is applied, engagement style preferences of students have a certain pattern. The students reported staying engaged by focusing their attention on what is discussed and remaining silent because of the fear of appearing unintelligent to their classmates and instructor. The study provides some recommendations and implications for lecturers to increase the effectiveness level of student engagement in the classroom.

Keywords : Key words: student engagement, teachers' teaching style, participation, silence

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(28479) A Reverse Engineering Study of English Proficiency Tests of OSYM

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Test writing and administration requires a thorough worki in the writing the specifications of the test, test writing, administration and modifications made after the test writing by the test-writers. In the first place, when a new test is created, a detailed plan for the steps should be made in order to minimize the possible problems that may occur. If the test is high-stake a more detailed specifications might be required. This presentation attempts to give brief introduction to test specifications and test structures. For the following section, specifications of YDS, YÖKDİL and YKS exam will be provided based on reverse engineering. In the last part, it is aimed to address the discussions on the structures of these high-stake tests in Turkey.

Keywords : Test pecifications, YDS

(28490) Quality Indicators of Videos for Learning English Pronunciation: A Critical Analysis

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This qualitative study aims to put a critical perspective on instructional videos that aim to teach English pronunciation and attempts to draw up some practical guidelines that could help teachers produce pedagogically more valuable videos and distinguish such materials from less useful ones if they are to select instructional videos. The main point of investigation is to uncover what makes a good video from the perspective of learners and whether and to what extent such supposedly good videos conform to well-established principles of multimedia learning. The researcher sampled the videos/channels for analysis from YouTube based on some video properties, such as length, pace of the presentation, the native language of the creator and user comments. They were examined with respect to academic structure, presentation, materials used and user comments, with a particular focus on well-established principles of multimedia learning design. Nvivo v12 was used to annotate the videos and qualitatively analyze the user comments that the videos received. A major contribution of this study is that it attempts to put forward some central recommendations for creating and selecting instructional videos for teaching and learning English pronunciation based on the results of the analysis.

Keywords : English pronunciation, multimedia learning, instructional videos, quality indicators, creation/selection criteria, user comments

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(28499) Digital Tools for Microlearning in EFL Instruction

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Being one of the e-learning trends in recent years, microlearning seems to have some potentials for younger people as more of them are trying to achieve learning outcomes on the go. In collaboration with the location- and time-independent nature of mobile learning and digital tools that support it, micro-learning could enable learners to turn small bites of time to useful learning sessions. However, the challenge is to be able to provide them with appropriate tools and motivating e-learning content that aim to help learners to achieve the intended learning outcomes. In this respect, a major focus of this paper is the basic principles of microlearning and how they could be used in language instruction. More specifically, it provides an overview of potential tools and strategies that could be used to prepare microlearning sessions for EFL learners to help them acquire learning objectives in three language areas (i.e., grammar, vocabulary and pronunciation). It intends to build a bridge between current e-learning tools and microlearning and to demonstrate the ways of applying the principles of microlearning to EFL through such tools. It also discusses possible challenges and suggests avenues of prospective research to address these challenges.

Keywords : Microlearning, e-learning, digital learning tools, language areas, grammar, vocabulary, pronunciation

(28502) English Language Teachers' Perceptions about Parental Involvement

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School environment which involves a variety of entities such as parents, teachers, school administrators and community, has a significant influence on young learners' education. Parents' involvement in their children's education has a fundamental role on their educational outcomes. More specifically, parents' involvement has a crucial influence on young learners' English language development. This study aims to explore English language teachers' perceptions about the role of parental involvement in students' English language learning process. 45 English language teachers who work at three different private primary schools in Ankara participated in the study. The data were collected through a questionnaire which includes five open-ended questions. The collected data is then analyzed by adopting inductive content analysis. Five themes emerged based on the questions directed to the teachers which include: (1) *factors influencing students' achievement*, (2) *significance of parental involvement*, (3) *parents' way of involvement in English language teaching/learning process*, (4) *Strategies that parents use*, and (5) *teachers' need for training*. The results indicate that the teachers are aware of the importance of parental involvement, yet they do not use any specific strategy to foster parental involvement. Also, the teachers view themselves as the lead and main figures in young learners' English language development whereas they regard the parents only as assistance. To sum, the results demonstrate that the teachers need further training on parental involvement in order to create more efficient parent-teacher partnership.

Keywords : parental involvement, teachers' perception, primary school, English language education

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(28503) Students' and Teachers' Attitudes towards L1-English Code-switching in EFL Classrooms – Tlemcen University, Algeria

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Are EFL students obliged to use their L1 in classrooms where they are supposed to speak only in English? Considering the EFL students' remarkable shift to L1 (one's mother tongue) as a medium of great importance in the process of learning a foreign language such as English, the researcher wonders whether the L1-English switch that heavily takes place in EFL classrooms is due to a pedagogical necessity or it is simply a spontaneous linguistic behaviour that students got used to. Therefore, the current paper, through an empirical study, fundamentally seeks to unveil the nature of this switch, reasons behind the use of L1 in class, and both students' and teachers attitudes towards such an occurring linguistic issue.

Keywords : EFL Class, L1, Code-switching, language attitudes.

(28520) A Corpus Analysis on The Language in TV Series

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The purpose of the present study is to find out the extent to which the real spoken language is reflected in TV series in terms of vocabulary. In accordance with this purpose, a corpus was compiled using scripts from two British TV series, and it was compared with the spoken part of the British National Corpus in order to find out whether there is a relationship between two corpora. The results showed that the TV series corpus covered the 98.54% of the most frequent lemmas in the spoken part of the British National Corpus, so the language used in TV series reflects the language spoken in the real life in terms of the vocabulary items and their frequency. Accordingly, it can be claimed that TV series can be used as effective in-class and extra-curricular materials for teaching vocabulary and speaking and listening skills.

Keywords : corpus, TV series, vocabulary, British National Corpus

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(28578) Language learning strategies used by young adolescents from different geographical regions of Turkey

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The aim of this study is to find out the language learning strategies preferred by the young adolescent language learners from different geographical regions of Turkey and to find out if there are any significant differences among these regions. Keeping in mind this goal, we aimed to find answers to the following questions.

- (1) What are the language learning strategies Turkish young adolescents prefer to use?
- (2) Is there any significant difference between the regions in Turkey in terms of language learning strategy use?

The participants of the study are 2339 (male 32%, female 68), 6th and 7th grade students whose ages ranged between 12-13 year. ESL/EFL version of Oxford's SILL to measure the students' use of L2 was used for investigation. In addition, certain number of teachers from each region responded to the open ended questions, which was used to support the quantitative data.

Keywords : Language learning strategies, geographical regions, Turkish young adolescents

(28390) The effect of noticing, retrieval, and generating on EFL learners' vocabulary learning and retention

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Vocabulary is the cornerstone of learning any language. In the process, learning vocabulary can be facilitated through researched-based techniques or conditions. Nation (2013) has put forward three important general processes leading to a word being learned including noticing, retrieving, and generation. The main focus of the present study is the comparative role of the above-mentioned conditions in vocabulary learning and retention. To this end, ninety intermediate EFL students were selected through convenience sampling as the participants of the study. They were randomly assigned into three conditions of learning vocabulary as suggested by Nation. The target vocabulary items had been selected from the less frequent sublists of Academic Word List (Coxhead, 2000) in order to ensure the unknown nature of those words to the participants. Having worked on the target lexical items, the participants sat for an immediate and a delayed posttest. Anova was used to compare the groups' final attainment. The results revealed that those learners in the generation group significantly outperformed the ones in the noticing and retrieving groups. The study has implications for applied linguists including language teachers, materials developers, teacher trainers as well as language learners.

Keywords : Noticing, retrieval, generation, vocabulary learning, retention

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(27053) The Conceptions of Under-graduate Students on English as a Lingua Franca within an Ideological Context

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English has come out as a global language in that it has soon been criticized as bringing about language imperialism threatening the growth of various local languages. Much of our involvement in globalization has to do with the change in our linguistic and cultural preferences resulting from the basic and clear consequences of the current globalization practices. The aim of this study is to discover the ideological dimension of English as a global language within the sampling of a state university in Turkey. 20 undergraduate EFL students participated in the study. Based upon a qualitative method of data collection, an interview and a scenario technique were used in this study. With critical theory penetrating into the conjuncture, new subsequent theories such as structuralism, post-structuralism besides postmodernism forming unfamiliar discourses that were incorporated into the term of critical theory get into humanities and social sciences all over the world. Post-structuralism is appreciated for its attempts to propose a critical report of standardized terms in the classical tenet, and it exploits such approaches like phenomenology, and hermeneutics, as well as the linguistic shift which revises knowledge theories in language. So, this study is based on a phenomenological research design in that it aims at detecting the conceptions of EFL students on the cultural hegemony of English as a lingua franca.

Keywords : English as a lingua franca; cultural imperialism, ideology, hegemony

(28176) Culture as reflected through Language in Dirty Pretty Things

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Directed by Stephen Frears, *Dirty Pretty Things* (2002) focuses on the lives of immigrants (from different backgrounds) working at a London hotel and reveals the challenges and the discrimination (ethnic/racial/class and gender) they are exposed to in a mainly White-Anglo-Saxon-Protestant (WASP) society. This study aims to explore how the values of WASP culture is reflected through the (deragatory and discriminative) language (against the immigrants) used in *Dirty Pretty Things*. And it will also explore the ways of abolishing racist discourses and replacement of it with an immigrant-friendly language and culture as in line with the idealized image of multicultural London.

Keywords : Language, Culture, Immigrants, Stephen Frears, Dirty Pretty Things.

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(28263) Culturally determined ways of person's abnormal states presentation in the vernacular language of the XIXth century

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Means of verbalization and codification of human outer world perceptions as well as the attitude to oneself as a particular culture carrier within the anthropocentric paradigm of modern linguistics are verified in language by a combination of linguistic and extralinguistic factors. Vernacular opposed to literary language is a living language of the masses, determined as that of oral use as spoken expression, dialect language or as the language of folklore. As the material of the study we selected dialect words, idiomatic nominations, proverbs as well as the text fragments derived from folklore works, which though being at the periphery of the linguistic array are distinguished by the exceptional lexical diversity, expressiveness and sense-formative abilities. The presented research deals with the stereotypical images of the drunkard and the fool implemented in vernacular speech and is based on the material of the Ukrainian, English, French and Polish languages of the XIX century. Such units refer to the conceptual sphere of the person's abnormal states and demonstrate socially and culturally determined behavior patterns of that time. Nominations are mostly negatively connotated, often have a humorous effect, reflect popular beliefs, customs, archetypes of the collective unconscious. Opposition "normal/ abnormal" is implemented in the cultural codes of all languages. All linguistic cultures inherent the specific features concerning people, living on the common territory, professing the same religious and sociocultural principles that demarcate the status of normality. In speech this opposition is primarily provided by nominations, which are presented by different metaphoric models. Such models are based on a certain case motivated situation, which is a stereotypical reflection of the image inherent in a particular linguistic and cultural community. The case motivated situation is a kind of "ideal situation" that has ever been real, or belongs to virtually created by human. According to V. Krasnyh, case motivated situation is the one which is firstly well-known for a certain mental-linguistic complex, is, secondly, relevant in cognitive terms, that is a variant of perception, which includes certain minimized and national-determined knowledge, or some definite idea of the situation, including connotations, which are connected with this situation, and, thirdly, the appeal to which is frequent in the given nation representatives' communication.

Keywords : Vernacular, popular beliefs, normal, abnormal, stereotype

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(28276) Intercultural Citizenship Education in ELT: Setting Objectives for Developing Global Responsibility

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Foreign language learners should be concerned about global issues. Equipping English language learners with the knowledge, attitude and skills to engage in intercultural dialogue is crucial not only for the personal development of learners, but also for enabling participation in solving the problems of the world. Therefore, English language teachers should incorporate humanistic education and criticality into their classes (Porto, 2013). In this paper, it is argued that objectives to develop intercultural communicative competence of English language learners can be adapted to address global issues in the framework of intercultural citizenship education. Respecting diversity, developing a responsibility for the challenges facing the world and taking action for producing change lie at the heart of intercultural citizenship. Education for intercultural citizenship aims to foster intercultural dialogue between members of different cultures for dealing with global problems. Porto and Byram (2015) claim that objectives of intercultural citizenship education and foreign language education should be merged. Based on this argument, the paper exemplifies objectives for an English language classroom where it is aimed to improve learners' environmental responsibility, as well as their intercultural competence.

Keywords : Intercultural citizenship, ELT, global problems, environmental responsibility.

(28377) Does Erasmus+ Programme Improve the Participants' Intercultural Communicative Competence?

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The significance of Intercultural Communicative Competence (ICC) in foreign language teaching has been recognized with the globalization and the role of English language as a Lingua Franca (ELF) has been well-established over the last decades. Therefore, the integration of culture into the process of foreign/second language teaching is gaining more and more importance. Several studies that investigate the importance of ICC have been conducted; however, it is a matter of fact that the actual integration of ICC into language classes is quite limited. This study aims to find out the differences between two English Language Teaching student groups; namely, the ones who have participated in Erasmus+ Programme during their undergraduate education and the ones who have not, in terms of their intercultural attitude, knowledge, skill and action. The questionnaire from Ergün (2016) has been utilised to assess the participants' attitudes towards ICC. The data has been analysed through SPSS version 22 and t-test has been used to analyse the means of the two groups separately. The results of the study have revealed that there exists a statistically significant difference between the two groups of participants. The findings indicate that the group of Erasmus Students showed more positive attitudes towards ICC than the non-Erasmus Students group

Keywords : Intercultural communicative competence, Erasmus+ programme, Culture

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(28378) It Will Be Better Tomorrow: Culture Shock Experiences of Immigrant and Foreign Students in Turkey

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Culture shock is a term to define psychological distress resulted by migration (Pantelidou & Craig, 2006). Given the fact that the number of immigrants and foreign students are increasing in Turkey each passing day, it is important to put an emphasis on their psychological processes and make implications to solve their adaptation problems. Therefore, the current study aims to investigate culture shock phases of 1000 immigrant and foreign students who study at Kahramanmaraş Sütçü İmam University, Turkey. Additionally, the results will be compared within two groups: the students who come from Turkic Republics (Middle Asia) and the ones coming from other countries. The data will be collected through an adapted Culture Shock Questionnaire and semi-structured interviews.

Keywords : culture shock, immigrants, foreign students

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(28446) Türkçe ve Çağdaş Yunanca'da "gibi" Edatıyla Kurulan Benzetmeli Anlatımlar

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Antik Yunan'da Aristotelis'ten bu yana, dilde kullanılan söz sanatları her daim tartışılan bir konu olmuştur. Günümüzde de bu söz sanatlarının dilde kullanımı, ikinci dil öğrencileri tarafından anlaşılması, literal olmayan söz öbeklerinin başka dillere çevrilmesi ve çevrildiği dile nasıl geçtiği gibi çeşitli yönlerden inceleme konusu olmuştur. Söz sanatlarını dilde en çok deyimlerde görmekteyiz. Sözlük anlamıyla deyim, "anlatıma akıcılık, çekicilik katan, çoğunun gerçek anlamından ayrı bir anlamı bulunan, genellikle de birden çok sözcüklü dil ögesi, kalıplaşmış sözcük topluluğu" dur. Deyimler özgün anlatım özelliği bulunan, anlatıma kıvraklık katan, söz öbekleridir. Her dil ürettiği deyimlerinde ulusal ruh, düşünüş, zevk, yaşayış, tarih, eğitim, kültür, adet, gelenek, inanç, dünya görüşü ... gibi izler taşır. Toplumun her kesimi tarafından kullanılan kalıplaşmış sözlerden benzetme (simile) ise gerek günlük konuşmalarda gerekse yazılı metinlerde hemen hemen her dilde sıklıkla karşımıza çıkmaktadır. Benzetmelerde (simile) kişileştirme (personification) öncelenmiş olan öge benzeyenle birlikte kullanılarak benzetileni oluşturur. **Duba gibi şişman, arı gibi çalışkan, arpacı kumrusu gibi düşünmek** vb. örneklerde olduğu gibi. Hem Türkçe hem de Çağdaş Yunanca dilleri deyimlerde benzetme (simile) kullanımı yönünden çok varsıl dillerdir. Türkçe'de benzetme, 'gibi' edatıyla yapılmaktayken Çağdaş Yunanca'da 'σαν' (san) edatıyla kullanılmaktadır. Her iki dilde, aynı anlamı aynı sözcük öbekleriyle işaret eden örnekler görmekle beraber, aynı anlamı tamamen farklı sözcük öbekleriyle de görebilmekteyiz. Örneğin Türkçe'de sıklıkla kullanılan '**Kedi köpek gibi kavga etmek**' deyimini birebir aynı anlam ve aynı sözcük öbekleriyle Yunanca'da da görmekteyiz '**Σαν τη γάτα με τον σκύλο**' (San ti gata me ton skilo – Kedi köpek gibi). Bu durumu, her iki toplumun olayları benzer biçimlerde algıladığının ve yorumladığının göstergelerinden biri olarak sayabiliriz. Buna karşın elbette dilde farklı algılamalar ve yorumlamalar da olabilmektedir. Çağdaş Yunanca'da **Δυνατό σαν άλογο** (Dinato san alogo – At gibi güçlü) kullanımını aynı anlam fakat farklı sözcük öbeğiyle Türkçe'de **Domuz gibi sağlam – güçlü** şeklinde görmekteyiz. Bu çalışmada benzetmenin (simile) söz sanatları bağlamında dildeki önemli yerinden hareketle, Türkçe ve Çağdaş Yunanca dillerinde simile kullanımı karşılaştırmalı bir perspektif çerçevesinde incelenerek ele alınmıştır. Araştırmanın başlangıç noktası öncelikle benzetme (simile) tanımı yapıp sınırları çizildikten sonra, her iki dilde kullanılan söz öbeklerinin karşılaştırmalı incelemesi yapılacaktır. Bu inceleme sonucunda elde edilen veriler ışığında Türkçe ve Çağdaş Yunanca dillerindeki benzetme örneklerinin neler olduğu ve bu örneklerin ne ölçüde örtüşükleri ya da birbirlerinden ne denli uzaklaştıkları gösterilmeye çalışılacaktır.

Kullanılacak yöntem Karşılaştırmalı ve Karşıtsal Çözümleme (Comparative and Contrastive Analysis) yöntemidir. Çalışmanın, dil öğelerinin öğretimine yönelik çalışan, karşılaştırmalı dil çalışmaları yapan ve de deyimbilimi çalışan araştırmacılara fayda sağlaması ve de kültürlerarası farkındalık oluşturmak amaçlanmıştır.

Anahtar Kelimeler : deyim, kalıplaşmış söz, benzetme (simile).

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(28447) Ak ve Beyaz Renk Adlarının Türkçe ve Çağdaş Yunanca Dillerinde Kavram ve Anlam Boyutu Üzerine

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İnsan dili ne derece evrensel? Hangi renkler bütün dillerde bulunuyor? Dil, evrensellikten ziyade bulunduğu çevredeki kültürden ne derece etkileniyor? Evrensel olduğu kısmen doğru olmalı, çünkü sadece görebildiğimiz renkleri isimlendiriyoruz ve de baktığımızda bütün diller koyu ve açığı, siyah ve beyazı ayırt ediyor. Peki diller arası farklılıklar kültürel farklılıklar doğuruyor mu? Kısaca şunu anladığımızı söyleyebiliriz ki, renk terimleri kadar basit bir şey bile aslında o kadar da basit değil. Diller bu noktada farklılaşabiliyorlar ki bu farklılaşma dünyaya bakış açımızı da etkileyebiliyor.

Dil dışı dünyadaki varlıkları açısından soyut kavramlar olan renkler, üzüntü, sevinç, mutluluk gibi her türlü duyguyu atasözü ya da deyimlerle ifade ederek günlük dilin içine yerleşmişlerdir. Renklerin ifadesi Türk kültüründe önemli bir yere sahiptir. Yapılan araştırmalarda renk bildiren kelimelerin yazılı ilk örneklerine Kök Türk işaretli metinlerde rastlandığını biliyoruz. Yunanca'da da durum Türkçe'den farklı değildir. Türkçe'de olduğu gibi hem renk terimleri hem de kullanımı açısından çeşitlilik ve zenginlik gösteren bir dildir. Yunanca'da renk terimleri ile ilgili yapılan çalışmalar Miken dönemlerine kadar dayanmaktadır. Bu çalışmada; temizliğin ve masumiyetin rengi olan ak ve beyaz renk adlarının Türkçe ve Çağdaş Yunanca dillerinde kullanım sıklığı , anlam kapsamı içinde ne ölçüde örtüştükleri ya da birbirlerinden ne denli uzaklaştıkları gösterilmeye çalışılmıştır. Yöntem olarak karşılaştırmalı çeviri yöntemi kullanılmıştır. Çalışmanın bütüncesi olan Türkçe ve Çağdaş Yunanca dillerinin her ikisi de renk terimleri açısından oldukça geniş bir çeşitlilik ve zenginlik göstermeleri nedeniyle, çalışmamızın örneklemini deyim, atasözü ve ikilemeleri temel alarak sınırlandırıyoruz. Araştırmada öncelikle deyim sözlükleri ve genel sözlüklerdeki ak ve beyaz renk ismi içeren söz ve söz öbekleri tespit edilip fişlenmiştir. Daha sonra tespit edilen bu söz öbeklerinin her iki dilde anlambilimsel olarak kullanımı karşılaştırılmıştır. Yunanca söz ve söz öbeklerinin tercüme parantez içerisinde verilmiştir. Bu tür bir incelemenin amacı karşılaştırılan dilleri daha iyi tanımak, çeviri sorunlarına ışık tutmak ya da dillerin, anadil ve yabancı dil olarak öğretim / öğrenimlerini kolaylaştırıcı veriler toplamak olabilir. Genel olarak, karşılaştırmalı dilbilim çalışmalarında son yıllarda önemli bir artış olsa da, deyimler, atasözleri ve diğer kalıplaşmış sözler gibi özel alanlarda karşılaştırmalı çalışmalar sınırlı kalmaktadır. Oysa, bu tür araştırmalar yabancı dil öğretiminde, öğrenme strateji ve yöntemlerinin belirlenmesinde önemli katkılar sağlar.

Anahtar Kelimeler : Deyim, ak-beyaz, anlam alanı, eş anlamlılık

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(28468) The Negotiation Strategies in Achieving Understanding in Intercultural Talk

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1. Research Questions

The present study is interested to find answers to the following questions:

What are the factors that cause difficulties in understanding or misunderstanding in conversations between speakers of different backgrounds?

What are the repair strategies employed by the interlocutors to signal problems of understanding in talk?

What are the communicative strategies employed by interlocutors to overcome difficulties or misunderstandings in conversations?

2 Methodology

The data of this study is taken from a larger corpus of natural talk which is part of a PhD project undertaken at a British university. The participants of this study were six postgraduate students, namely three international students and three British English students, who formed three conversational dyads of NSs-NNSs. Through social networking, the researcher identified the international students who volunteered to participate in this study. They were asked to make arrangement with their British English friends and had their conversation recorded. To ensure that a free and natural conversation was obtained, the researcher did not determine the topic for the talk and no time is imposed on the length of the talk. Additionally, the researcher was also absent when the talk was recorded. Then, the recorded talk was transcribed according to Jefferson's transcription notation (2004). The data was then analysed by using Grice's (1975) concept of speaker's meaning and Schegloff et al. (1977) concept of repair.

3. Abstract

Communication is a complex process because it involves many factors, namely the speaker, the hearer, message, the encoding process by the speaker, the decoding process by the hearer, the channel of the interaction and the noise which takes place in the transmitting of the message. When dealing with the topic of communication, we cannot avoid talking about the term 'understanding', a term commonly associated with the communication process. It is used to describe the positive or successful outcome of the interactional activity. In contrast, the terms 'misunderstanding' and 'miscommunication' are the two most frequently used terms in describing problematic interactional outcomes (Tzanne 2000). The outcome of the interactional process is always associated with speakers' background. Past studies claimed that differences in speakers' cultural background and linguistic ability are the main causes of problems in these interactions (e.g. Gumperz 1982; Thomas 1983; Bremer et al. 1996; Roberts 2000; Roberts et al. 2005). Gonzalez-Lloret (2005) claims that instances of misunderstandings are also more profound in NS-NNS interactions. Studies by Gumperz and Tannen (1979), Thomas (1981), Gumperz (1982), Pride (1985), V and Tyler and Davies (1990) claim that among the causes of misunderstanding are due to interlocutors' differences in language and culture.

Speaker means more than what is being uttered. Sometimes a speaker's intended meaning does not match with the hearer's interpretation of what being said. Therefore, participants in conversations negotiate their intended meaning through cycle/s of negotiation. The purpose of the study is to discover how participants in conversations (native and nonnative speakers) negotiate their intended meaning. A pragmatic and conversational analysis approaches are adopted to discover how speakers' negotiate their intended meaning in

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achieving understanding in conversations. Factors that lead to misunderstanding are also discussed to determine whether the negotiation of meaning is able to overcome any misunderstanding that has taken place or otherwise. Finally, the use of 'repair' strategies is also being investigated to find out the strategies adopted by interlocutors in making their intended meaning clearer. The findings of the study reveal that interlocutors utilized various strategies to achieve understanding in intercultural talk.

Keywords : intercultural talk, negotiation of meaning, repair strategies, communication strategies, and misunderstanding

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(28271) How you say “thank you” matters: Mandarin Gratitude Production and Perception under Grateful/Apologetic Scenarios

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Purpose of research

The pro-social influence of gratification has been widely discussed in the past decade. In particular, studies regarding Asian cultures (e.g. Thailand, Japan, Chinese etc.) have demonstrated the impact of indebtedness on gratitude perception. The present study investigates the strategies native Mandarin speakers adopt when dealing with scenarios which can be responded with either grateful or apologetic gratification. We aim to study the effect of Relationship, Degree of favor, Hierarchy, and Imposition on such behavior and the relations between production & perception.

Research method & Data analysis

We adopted a revised two section Discourse Completion Task and collected gratitude responses from 121 Mandarin speakers. In section 1, 18 paired scenarios were presented in writing and participants were instructed to produce a written response to the depicted favor. In section 2, the same participants rated each scenario on degree of gratefulness and apology. This design allows us to cross reference the perception of the participants and their written responses to the same favor. Section 1 and section 2 were both analyzed using item analysis, and gratitude response and ratings were analyzed respectively with chi-square analysis and ANOVA.

Result & Discussion

We yielded significant results on all four factors. The statistics indicate that higher degree of favor, higher hierarchy, closer relationship, and imposition elicits significantly higher levels of grateful and apologetic perceptions. However, interestingly, while the participants felt more apologetic towards a close or high position subject, their production strategies are negatively correlated with their perception rating.

Furthermore, aside from grateful and apologetic responses, we discovered that mandarin speakers also responded with feigned anger, humor, and an additional delineation of an ugly consequence if not for the favor. This finding can be further investigated for cultural significance in responding to indebtedness.

In sum, the findings support our hypothesis that Relationship, Hierarchy, Degree of favor, and Imposition affect both the production and perception of gratification, and warrant future studies on the impact of grateful/apologetic expressions and scenario settings on eliciting pro-social behavior. We hope the results could facilitate the infamous interpersonal relationships of the modern world and contribute to building better communication models amongst humans or even human and computer interaction.

Keywords : gratitude / apologetic / indebtedness / mandarin / production / perception

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27231) A Conversational Analysis of Language Practices in the FL Classroom: Data from a Ghanaian University Context

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Despite long-held anti-L1 attitudes that have dominated foreign language (FL) pedagogy for several decades, research shows that attempts to forbid own language use in the FL classroom have not been successful. Indeed, several researchers report that codeswitching is still an integral part of the foreign language teaching process in many countries around the globe (V. Cook, 2001; Lucas & Katz, 1994). Through the use of classroom observations and audio recordings at a Ghanaian public university, the author examines the pedagogical and sociolinguistic factors that influence language practices in the FLC. The data was analysed drawing on conversation analysis. The findings show that some of the factors that motivate code-switching in the FL classroom are linguistic trouble, learner confidence, and focus on meaning. Codeswitching also serves for sociolinguistic functions such as group bonding between students.

Keywords : language choice, Spanish FL classroom interaction; code-switching; Spanish FL pedagogy, conversation analysis

(28048) Racism: the development of ideological complexes in the literary tradition of the Galician-Portuguese songs

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Literature has been important in the construction of human thought and development. From this perspective, ideology is a higher order contextual dimension that is diluted in the literary text and, at the same time, is built by the genius of authors throughout of the centuries. In this sense, the development of multifunctional language studies and the increasing numbers of literary studies from a critical perspective have introduced new opportunities for the study of literatures and their connections with ideologies, cultures, stories and societies. Therefore, when faced with an ideological dilemma such as the emergence, change, perpetuation and consequences of prejudice and stereotypes, it is natural to question the role of literature in creating and recreating ideological paradigms. Therefore, this presentation aims to present aspects of the development of ideological complexes concerning the racial prejudice in the literary tradition of Galician-Portuguese songs. The research is based mainly on the proposals Systemic-Functional Linguistics, Appraisal and Top-down Ideological Validation Models. In addition, the research applies the theoretical and methodological framework of Ecdotics since it implies linguistic and literary studies to investigate the paradigms of representations of prejudice and stereotype in medieval times in the Iberian Peninsula and the ideological heritage that influenced authors of the western tradition, mainly Portuguese and Brazilians, until contemporary times.

Keywords : ideology; Galician-Portuguese songs; racial prejudice; stereotype; Systemic-Functional Linguistics

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28061) Unraveling ‘Identity’ constructions and negotiations in South Asian Diaspora literature using Cognitive linguistics framework in Critical Discourse Analysis

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Diaspora community is the population that migrated from the mother nation to a host land throughout the world. Such migrations have been witnessed throughout all the continents and nationalities. Therefore it is usually seen that people with a common ethnic and cultural background share certain familiarities with respect to the ancestral origins. One such community is the South Asian Diaspora Community who share the ‘South Asianness’ in a common way. The South Asian Diasporic communities are created out of merging of narratives about journeys from the ‘old’ country to the new. Since writing is the most common manifestation of nostalgia therefore the authors map their own experiences, as well as shared by many others, of dislocation and voice it through their narratives. There is a constant elision in diasporic narratives between the individual and the communal, the personal and the collective, even when the story of one individual or family is being told. Diasporic writing captures the two invariables of their experience: exile and homeland. All diasporic literature is an attempt to negotiate between these two polarities. In the process the ‘identity’ that is constructed is transnational hybrid identity that not just shares the cultural affiliations of the host nation but also the collective experience of the many others who have migrated. This complex identity therefore seeks the knowledge of the ‘self’ and although it can familiarize with the community yet cannot totally relate to the same. Such identities may be explored by unraveling the ‘language in use’ of the narratives through the Cognitive Linguistics framework of Critical Discourse Analysis. This paper would seek to explain how Cognitive Linguistics framework of Critical Discourse Analysis may provide to explore the South Asian Diaspora ‘Identity’ of narratives by the authors of the community.

Keywords : Cognitive Linguistics, Critical Discourse Analysis, South Asian Diaspora Literature, Language in use, Identity.

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(28182) Linguistic Style in Ping/Bing by Beckett

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Abstract

In a postmodern narrative, how is told is important, not what is told. Many things have already been narrated about human being. Beyond that, the author has a permanent place in the writing world with her/his style. S/he goes beyond ordinary language and transforms the passive reader into an active one who is forced to make a reading that requires more effort and attention in the face of easy-to-understand texts. In terms of morphology, the words are considered conceptually as lexemes and it is possible to define them at linguistic level. Sentences have meaning even though they are used outside of context, but they do not have communicative values. They gain different meanings and communicative values depending on the context. With advances in Pragmatics, which aims to examine the meaning of the utterances in their contexts, contemporary linguistic studies are at the text level. In this case, treating the text as a structural, functional and semantic whole, examining all aspect of it, emerge as the studies of the linguists in the second half of the 20th century. In the analysis of a literary text, the stylistic features of the writer are important clues to make sense of the text. Literary text uses language in an unusual way. It contains ambiguities arising from various literary devices or directly from the style of the artist. Literary language draws attention to itself since there is a disproportion between the signifier and the signified. It forces the readers into the awareness of language, refreshes habitual perceptions and responses to reality, in the routine of the everyday speech, and renders objects more 'perceptible'. It emphasizes its own material being. As a postmodern fiction, *Ping* has an uncommon linguistic and syntactic style. This paper aims to determine these stylistic features and to analyze *Ping* in terms of linguistic and imaginary style of the writer, Beckett.

Method

This study is limited to the story *Ping/Bing* by Beckett and to the linguistic style of the writer. Samuel Beckett (1906-1989), as a pioneer of postmodernist writers, uses an extraordinary language in his *Ping* or *Bing* (French version of the story). As a short story written in an unusual way, it is worth researching. This study is based on qualitative research method common in social sciences. General survey model was used in this study. Survey models are approaches that aim to describe a past or present case as it is.

Conclusion

Ping is a noteworthy text with its unusual syntax and linguistic style. While reading *Ping*, reader's sense of logical and linear progression is prevented particularly by the endless repetitions. The ambiguity that its uncommon syntax and word repetitions form arouses curiosity in the reader and requires a repeated reading. Especially elliptical syntax is regarded typically Beckettian. The cognitive skills of language user are at the highest level and s/he places predicates and functional words intuitively, through her/his linguistic knowledge. S/he is forced to make a reading that requires more effort and attention. Language specific syntax is used at minimum. Basic lexical terms with elementary combinations are used at maximum. Continuously repeated words or word groups form an image depicting the situation of a prisoner tortured and left in a prison cell right before death. This image may vary according to each reading and reader, inevitably. It is understood that Beckett focuses on the way of talking rather than on the reality of what is talked about and this indicates that literature is a kind of self-referential language, a language which talks about itself.

Key Words: Linguistic style, image, *Ping*, Beckett

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(28264) A Narratological Analysis of O. Henry's "The Ransom of Red Chief"

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Though it is possible to trace the origins of narrative theory back to Aristoteles and Plato, the current bases of *narratology* as a discipline on its own right were laid in 1960s with the studies performed in the frame of French Structuralism. Today, narratology has been the focus of interest of many branches in social sciences, and by virtue of the expansion in its size and importance a great deal of contribution has been made to its content comprising not only written discourses but also to the fields of film, art, history and even medicine. In the light of the developmental process of narratology, it is possible to suggest that systematized and consistent ways of depicting the constructive elements of a narrative have been prevalent. Accordingly, the aim of this study is to pave a way for a better understanding one of O. Henry's popular stories, "The Ransom of Red Chief" by utilizing narratological tools of analysis. Considering the current situation of narratology as a method of analysis to involve a great number of theories and approaches towards a great number of aspects in a narrative, the need to limit the analysis in terms of both theories of narratology to be followed and the parameters to be focused in the story has been emerged. Keeping this in mind, the analysis will be in the frontiers of main constructive elements of the story such as character, time, space, and point of view in the light of theoretical terminology coined mainly by classical (structuralist) narratologists such as Gerard Genette, Seymour Chatman, Algirdas Julien Greimas.

Keywords : narratology, narrative analysis, textual analysis, O. Henry, "The Ransom of Red Chief"

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(28277) Creating A Psychological Portrait of a Postmodern Character in English Literary Text

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The article provides the results of creating a psychological portrait of a postmodern character in English literary text using some elements of Jungian Analytical Psychology, namely, the Psychology of Shadow. The paper highlights some theoretical assumptions of the G. C. Jung's concept of *Psychology of the Unconsciousness*, according to which psyche is not only our consciousness but also our unconsciousness. It consists of several layers: Persona, i.e. collective consciousness, i.e. the mask, the character that we show to others; Ego, individual consciousness, that is "I", self-identity, self-esteem; Shadow, individual unconsciousness, usually complexes, shameful actions, feelings, weaknesses that a person tries to hide; Archetypes, i.e. collective unconsciousness, which comprises religious beliefs, myths and magic. It is proved that archetypes are recognisable in outer behaviours, especially those that cluster around the basic and universal experiences of life such as: birth marriage, motherhood, death. The paper discusses that archetypes also adhere to the structure of human psyche itself and are observable in relation to inner or psychic life, revealing themselves by way of such inner figures as Anima, Shadow, Persona and so forth. The article reconsiders the ways of creating a psychological portrait of a postmodern character in a literary text which is predetermined by certain rules. These rules are historically changeable and they directly depend on the writing traditions and ideas present in a given ideological literary period as well as on definite literary conventions perpetuated in a given literary genre. The article is focused on a postmodern literary text where a character generates the sense of absurdity and nonsense, loneliness and total contradictions. It is proved that a postmodern character possesses various mental disorders, being a schizoid personality i.e. oversensitive, self-centered, conflicted psyche, who is isolated in a dynamic, highly technological postmodern society.

Keywords : a psychological portrait, a postmodern character, a postmodern literary text, Psychology of Shadow, Poetics.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28332) Readers' Emotive Responses to Objective Correlative Images in Edgü's Short Stories

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This study is designed to explore readers' emotive responses to certain objective correlatives in Edgü's short stories and understand how or to what extent images are received differently by the individual readers. The participants were 60 Turkish senior students from Faculty of Letters, KTU. Both quantitative and qualitative measures were used to collect data in order to validate and confer the findings. The results showed that the images having a certain quality of objective correlative do not evoke "particular emotion" and that emotive variation in reception is significantly due to triggered subjective memory and even the objective correlatives in a literary text are not immune to past experience. Hence, not only the poems but also the narratives cannot be evaluated regardless of such ambiguity and the status of objective correlative, "a formula for a particular emotion," in T. S. Eliot's terms, is questionable. The study suggests that responsive activities can help appreciation and increase the individual student's involvement in the courses in terms of cultural and subjective differences in reception as well as linguistic and critical competence.

Keywords : Ferit Edgü, short story, reader response, ambiguity, Objective Correlative.

(28380) The Transformation of the Form: The Story Resembling Poem and "Hah"

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In Turkish story tradition, there has been a writing style which can be called story in the meaning of stylistics but in the sense of rhythm and harmony, it seems like a poem. So, this way of writing increases the meaning layers of the story. Especially very modern Turkish novel and story writers use this technique with other postmodern writing techniques such as stream of consciousness, intertextuality and using implicit images. This way of writing gives writers a wide range of narrative possibilities and each reader can make out a meaning according to the background. In this study, we try to show the points which this kind of writers depart from classical way of narration on the story of "Hah" by Birgül Oğuz. This study debates how modern linguistics can be divide the fragments of the story on the basis of meaning, philosophy and syntax. How can be understood the transformation of the form? Is it possible to give new denotation of the forms out of classical namings such as poem, story, novel for Turkish literature?

Keywords : Hah, Form, Story, Poem, New Denotation, Turkish Literature.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28433) Language and Silence: Disappearance of the Character's Voice in a Platonist Encounter

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The renowned British novelist and philosopher Iris Murdoch (1919-1999) particularly depicts, in her first published novel, *Under the Net* (1954), a Platonist world in which everything (and everybody) that the protagonist necessarily encounters through the action of the events dramatically turns out to be a misconception. The novel notably contributes to Plato's theories of language specifically addressing in the narrative the notion that language is just one of those (the protagonist's) misconceptions as well. What is principally foregrounded in the novel is the idea that language does not connect, but it actually separates the speakers from one another. As a result of this, James Donaghue, the protagonist of the novel, decisively chooses to keep silent in his conversations particularly with one of his friends in the novel, Hugo Belfounder. Even more surprising than this, James composes *The Silencer*, his book about language that he drafts at the end of his *silent* conversations with Hugo. This paper, therefore, concentrates on how and why Murdoch approaches in her fiction not only to the Platonist theories of language and silence but also to the notion of being voiceless in a conversation.

Keywords : Language, Silence, Plato, Misconception, Connection, Separation

(28443) Psychoanalytic Discourse and Language Usage in Thomas Pynchon's *The Crying of Lot 49*

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Thomas Pynchon's second novel *The Crying of Lot 49* has received profound scholarly interest with its linear plot and a stable point of view with plethora of material including language use, psychology and challenging existing epistemology. The novel introduces some of the most important characteristics of postmodernism while depicting human nature through scientific metaphors and discourses. In this context, utilizing discourse and psychoanalytic theories this paper aims to discuss Pynchon's denial of language as a medium of its own closed system.

Keywords : Oedipa, Narcisim, paranoia, chaos, metaphor

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28457) Students' Perceptions of Self in Poetry Classes: A Conversation Analytic Approach to Classroom Discourse

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Discourse offers a rich ground for social researchers in literature, linguistics or other fields to investigate the constructions of selfhood and perceptions of identity. As Stetsenko & Arievidtch (1997) puts it, "constructing the self and deconstructing it can be viewed as the two alternative strategies ensuing from the socio-constructivist approach". The theory also asserts that individuals' perceptions coincide with experiences and social interaction, which, in turn, helps construct writers and readers' socio-cultural awareness and identities (McKinley, 2015). In this light, this study puts a social constructivist lens on social and academic interaction, and thus, explores the intersections of literature and applied linguistics by looking at students' perceptions of self as a social and discursive construct. The study incorporates Conversation Analysis (CA) as the methodology in order to be able to investigate students' perceptions of self and its discursive representations stimulated by and evolved around in-class discussions in the first-year poetry classes offered by the Department of English Language and Literature at a state university in Turkey. A qualitative research into discursive identities in a university level L2 context appears to be helpful for researchers to have an insight into how perceptions of self is shaped by communicative interaction in literature classes. Therefore, this study adopts the conversation-analytic perspective into classroom discourse generated in a 12-hour course (6 weeks) which allows students' active participation in literary interpretation and class discussions. The course examines how the students have explored self in relation to the poets' representations and their own grasp of socio-cultural, gender and racial identities. A particular interest will be given on how these identities shape students' views and conception of selfhood. Therefore, the study can contribute to the field by raising awareness how literature students in their first years construct, negotiate and express their "self" in a new setting and can also provide us with important clues about the nature of classroom talk in literature classes.

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Keywords : Poetry classes, self, interaction, CA, conversation analysis.

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28459) İktidar Söyleminin Edebiyata Yansıma Biçimleri: “Berci Kristin Çöp Masalları” Örneği

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Dil ve iktidar arasındaki erk mücadelesi kimi zaman birinin kimi zaman diğ erinin lehine dö nmüş, fakat sonuçsuz kalmış bir mücadeledir. İktidarın kendi argümanlarını geliştirmek üzere bir enstrüman haline dö nüştürmek istediği dil, oynak yapısı, anlamsal geçişkenliği ve merkezsizlik özellikleri nedeniyle tam manasıyla ele geçirilememiştir. Bu durum, iktidarın tüm araçlarıyla bütünsel bir söylem oluşturmasını gerekli kılmıştır. Dolayısıyla her eylem, açıkça iktidar yanlısı bir söylem içermese de bir şekilde anlam kazanır hale gelmiştir. Latife Tekin’in birçok farklı okumaya açık eseri “Berci Kristin Çöp Masalları” böylesi bir iktidar söyleminin edebi metin kurgusu dahilinde ortaya çıkış biçimini göstermesi açısından önem arz eder. Metne konu olan “Çiçektepe” isimli gecekondu mahallesinde yeni bir yaşam kurmaya çalışan mahallelilerin, kendi yaşamlarını iktidar söylemleri ve eylemleri dolayısıyla belirlediği görülmüştür. Bu bağlamda, iktidar söyleminin birçok farklı biçimde tezahür edişinin esere nasıl bir yön verdiği tartışılacak ve söz konusu eser, iktidar söylemine dair imler üzerinden değerlendirilecektir.

Anahtar Kelimeler : İktidar, Dil, Söylem, Berci Kristin Çöp Masalları.

(28467) Imaginary or Imaged? Shakespeare’s Playful Representation of Objects of Love: A Discourse Analysis of Feelings and Emotions in Sonnets 17 and 130

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Shakespeare’s sonnet 17 and sonnet 130 are among his most debated poems, marked with discordant features with each other, yet revealing a common characteristic of playfulness peculiar to Shakespeare. Number 17 presents an “imaginary” object of love through mere declaration of admiration for the beloved, who, all through the poem, remains behind the veil of rhetoric imbued with the theme of art and poetry rather than love. Number 130, on the other hand, presents the reader with an “imaged” object of love through a descriptive discourse of images. This paper demonstrates that Sonnet 17 refers to certain pleasant feelings or emotions mostly exploiting “meaningful words” while Sonnet 130 shows the feelings or emotions through “effective images.” The study, reviewing T.S. Eliot’s discussions on the use of images, uses Niolon’s (2010) general list of feelings or emotions to explore the verbal indicators in the poems regarding their quality of showing rather than telling. The study concludes that Sonnet 17 tells more of the pleasant feelings or emotions than showing whereas Sonnet 130 shows these feelings or emotions rather than telling.

Keywords : Shakespeare, T.S. Eliot, image, emotive discourse, showing vs. telling

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28494) THE USE OF ERGATIVE VERBS BY ENGLISH LEARNERS OF TURKISH

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The present study aimed to investigate the use of ergative verbs and related errors made by English learners of Turkish. Ergative verbs, the ways that they differ from other intransitive verbs, the reflection of this distinction in various areas of syntax and morphology are discussed within the linguistic framework of Government and Binding Theory. The data for the study was obtained with Grammatical Test, a Sentence Completion Task and a Sentence Production Task which were developed by the author. 30 first year students who learn Turkish as a second language and 30 native speakers of Turkish who are the professional Turkish teachers and/or linguists, were participated the study. The results of the Grammatical Test showed that the ergative verbs are more problematic for the learners than other typical intransitive verbs. The results of the Sentence Completion Task and Sentence Production Task demonstrated that the learners prefer to use the corresponding passive form. It was also observed that paired ergative verbs in NP-VP order were also passivised by considerable number of native speakers, which seems to be a challenge to the common claim that passivisation of paired ergatives is a grammatical error. Although not statistically significant, a reverse correlation between proficiency level and the rate of avoidance of ergative verbs in NP-VP word order has been observed in this study.

Keywords : Ergative Verbs, Turkish, Turkish is a Second Language

(27375) Place naming practices, identity, power and communication in Bindura, Zimbabwe.

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Place names (toponyms) are used every day and people often take their existence for granted. However, close analysis shows that they do much more than just denote or refer to a place. Place names and naming practices have a functional and symbolic significance in society's everyday life. It can be noted that they are manifestations of linguistic, cultural & social heritage, have economic value attached to them, (re)present various types of identities, have power relations embedded in them and can communicate various messages. This reading of toponyms is a departure from traditional toponymic studies that had etymology and typology as their main areas of focus. Therefore, this study is a response to the encouragement in critical toponymic studies and Linguistic Landscape studies (LL) to closely analyse the substantive power of place naming practices and contribute to theory in these fields. It aims to explore the nature of the relationship between place names and place naming practices, identity, power and communication in a multilingual, multicultural society. Critical Discourse Analysis (CDA), both as a theoretical framework and an analytical tool, is employed to investigate how and why people give places the names they do and what the power relations behind these naming practices are. The study thus revalorises the use-value of place names associated with creating and maintaining more inclusive place-naming systems through a democratic decision-making process as well as various informal practices of toponymic inscriptions.

Keywords : place naming practices, identity, power, communication, critical discourse analysis

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27913) “Thinking outside the box”: Using various names as a resource in the learning and teaching of a foreign language. The case of French courses at Bindura University of Science Education (BUSE)

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French as a foreign language (FL) is a minority language in Zimbabwe and is not given much in terms of resource allocation at the cited case. The teacher has been left to her resourcefulness to try and counter this challenge. Among other strategies, she has resorted to using various names in teaching certain aspects of the target language. An analysis of documents, interviews and participant observations revealed a number of ways in which the teacher has managed to use names to teach various components of the FL. These include, inter alia, pronunciation (phonological adaptation), lexical borrowing, syntactic patterning, rhetorical devices like assonance, alliteration, metaphor, and personification as well as generation of discussions of the purpose and effects of code-switching and hybrid language. The students have also been made to explore issues of identity, ethnicity, and multiculturalism (Huebner, 2016, pp. 6-8). This study used critical discourse analysis (CDA) as an analytical tool to explore these issues as they manifest in the teaching and learning of foreign language courses (Wodak & Meyer, 2009). The study extends the notion of Linguistic Landscape (LL) to include the use of names in teaching. However, the study is not claiming to be groundbreaking but is making a contribution to current questions in applied linguistics and sociolinguistics.

Keywords : foreign language teaching, names, Critical discourse analysis, identity, multiculturalism, ethnicity, applied linguistics, sociolinguistics, acculturation, resourcefulness, pronunciation,

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28172) Dil ve Cinsellik Bağlamında Dilbilgisel Cinsiyet

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Tat, lezzet veya haz alma işlevinin yanında iletişimsel bir işlevi olan dil insan anatomisinin en temel içgüdülerine anlam kazandırmakla kalmaz ayrıca soyut zihinsel imgeleri sesbirimsel simgelere dönüştürerek somutlaştırır. Böylece organ dil (tongue) iletişimsel dili (lingua) gerçekleştirir. Bu durumda haz alma ve iletişim kurma işlevlerini bir arada gerçekleştiren dilin iletişimsel verilerinde içgüdüsel ve hazza dayalı bulgular aramak ve bunları ilişkilendirmek hiç de tutarsız ve ilgisiz bir yöntem olmayacaktır. Dilbilgisel cinsiyet ED'nin sözdizimsel çözümlene modeli olan Minimalist Programda ad sözlüksel kategorisindeki sözcüklere ait evrensel bir dilbilgisel özellik olarak kabul edilmektedir. Bu çalışmada cinsiyetin dünya dillerindeki görünüşleri incelenmekte, ardından bu görünüşlerin sözdizimsel, anlamsal ve biçimsel açıdan bilişsel bir değerlendirilmesi yapılmaktadır. Psikanalistik bir bakış açısıyla yapılan bu değerlendirmelerde dil ile cinsellik arasındaki ilişkiler açıklanmakta ve elde edilen bulgular dilin gelişim süreci ile ilişkilendirilmektedir. Bu bağlamda dilin tarihi gelişim süreci ile cinselliğin gelişim süreci arasındaki ilişkiler ve evrimsel süreçler göz önünde bulundurularak çıkarımlarda bulunmaktadır. Bu bağlamda dilbilgisel cinsiyetin de nesneye cinsel değer verme, aşırı değer verme, yerine koyma, etkinlik ve edilgenlik gibi cinsel amaçla ilgili sapmalar ve saplanımları gösteren insan cinselliğinin bir kalıntısı veya izi olup olmadığı konusu tartışılmakta ve bu konuyla ilgili varsayımlarda bulunmaktadır. Sonuç olarak insanın cinsel tutum ve davranışları ile sözlüksel ve işlevsel sözcük kategorilerinin bir takım özellikleri arasında benzerlik ve ilişkiler olması bir rastlantı zincirinden öte dilin tarihi ve gelişimi ile ilgili ilginç bilgiler verebilecek ve daha ileri dilbilim çalışmalarına ilham olacak arkaik kalıntılar olarak görülebilir.

Keywords : cinsellik, dilbilgisel cinsiyet, dil, psikanaliz, dilbilgisi, erillik, dişilik

(28178) Proficiency and gender in speech-gesture coordination

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This study examined the effects of language proficiency and gender on gesture use in the tracking of referents by Persian-English bilinguals. Four groups of highly proficient and less proficient males and females were recruited to watch a story and recount it in both Persian (L1) and English (L2). To examine how they gestured in relation to their L1 and L2 speech the sessions were videotaped and the subjects' speech and gestures were transcribed and coded considering three types of gestures. In-line with previous research, we found an effect of language proficiency on the use of both linguistic devices and gestures in identifying referents, but we also observed that this influence is mediated by other factors. The findings also showed that female's narratives in both L1 and L2 were longer, containing more referring expressions and gestures, suggesting an effect of gender on the length of narrative and the use of gestures.

Keywords : Gesture; speech-gesture coordination; referential identification; EFL context; narrative

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(27947) PRE-SERVICE TEACHERS' SHADOWING EXPERIENCE: INSIGHTS FROM THE PRACTICUM

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Teacher education programs prepare prospective teachers learning to teach throughout their studies through various courses such as school experience and practice teaching. Related to these, shadowing technique has recently been introduced and employed as an observational tool for learning to teach in some programs in the field of language teacher education. The present study explores whether shadowing experiences of EFL pre-service teachers contributed their conception of teaching. Throughout the study, EFL teachers' perceptions of the shadowing technique as a supplementary learning technique were explored. Three EFL teachers (2 females and 1 male), who were final year students of an ELT program participated in the study. Data were collected through reflective reports and semi-structured interviews. The findings suggest that EFL student teachers had positive perceptions of the shadowing program and that they developed significant understanding of the teaching profession in a number of dimensions, such as: teaching methodology, teacher duties, and teaching as a profession.

Keywords : Teacher education; EFL teacher education; practicum; shadowing

(28129) Mirrors and Windows, or Beyond? Integrating Intercultural Competencies and Students Learning Outcomes

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For the past 5 year the international student population in the Netherlands has become increasingly diverse with incoming students coming from 164 different nationalities in 2017-18 (NUFFIC, 2017). Although teachers are aware of the importance of intercultural competence - especially in international classrooms, only few teachers have been able to ensure whether their assessments align with the learning outcomes (Skopinskaja, 2009). Are looking at mirrors of ourselves or through windows into the lives of others sufficient in a classroom setting? How can teachers confirm that the students have successfully seen the world through different eyes and perspectives? To answer these questions, the current presentation begins with existing global trends on measuring college students' ICC and providing strategies for effective teaching and learning of intercultural competence. This presentation offers a possible inventory of an ICC assessment tool to evaluate student learning outcomes. The presentation offers methods and solutions to support intercultural learning in a language classroom and to provide necessary guidance on assessing the students' intercultural competence.

Keywords : intercultural competence, learning outcomes, ICC assessment

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28137) GETTING INTO THE REALITY OF CLASSROOM TEACHING: TWO PRE-SERVICE EFL TEACHERS' EXPERIENCES ON TEACHING SPEAKING

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Based on a qualitative research design, the current study reports on the changing perspectives of pre-service EFL teachers on teaching speaking during their practice teaching process. The participants were determined through purposeful sampling and two pre-service EFL teachers in the final year of their programs participated in the study. The data were collected during a four-month process in the spring semester of 2017-2018 academic year and the process included multiple forms of data collection. At the beginning, the participants were interviewed through semi-structured interviews regarding their perspectives on how speaking skill should be taught in EFL classrooms. During the semester, each of the participants prepared two speaking lesson plans, conducted their lessons and wrote reflection reports on their teaching performance for each of the lessons. At the end of the semester, they participated in a focus-group interview in which they were asked to comment on their perspectives on teaching speaking at the end of the practicum and evaluate their own performances as teacher candidates. The data derived from the participants at the end of the process were analysed based on descriptive content analysis in which the data were transcribed and the parts in line with the research questions were directly taken from the transcriptions to be used in reporting the findings. The results showed that both of the teacher candidates experienced significant changes in their perspectives on teaching speaking at the end of the practicum process. It was seen that the participants' perspectives were quite theory-oriented at the beginning of the process paying a special emphasis on the steps of teaching speaking (awareness, appropriation, autonomy) and the contextualization of speaking tasks by preparing meaningful activities with the help of authentic materials. Both participants regarded the first teaching performances as complete failures whereas the second ones were perceived as transition processes towards reality of teaching speaking in a real classroom atmosphere. The final focus-group interview indicated that the participants started to question the practicality of most of the teaching perspectives and principles they had formed before the beginning of the process, and they began to have a more minimalist perspective rather than an idealistic one. According to them, especially sticking to the steps of teaching speaking and putting the tasks into a meaningful context were quite challenging. Instead, they began to think that attracting students' attention directly to the topic, using drilling or chanting, and helping students gain more self-confidence for speaking in English were more practical. In the light of these findings, the study offers several practical suggestions that might be useful for teacher educators in planning their methodology courses.

Keywords : Teaching speaking, Pre-service EFL teachers, Practicum

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28161) Unfolding language learning beliefs: A study on Student EFL Teachers

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The language learning beliefs held by EFL teachers are construed to exercise profound influence on their instructional practices, and likewise, the prospective teaching practices of student EFL teachers (SEFLTs) will be probably impinged upon by their language learning beliefs, the formation of which takes a long time. The beliefs had by SEFLTs as regards language learning may vary across the academic year they are enrolled in, which may stem from the courses offered in the initial teacher education program. In view of the paucity of research on examining likely shifts in language learning beliefs of SEFLTs over academic years, this study aims to contribute to the existing literature by not only unearthing SEFLTs' language learning beliefs but also the variations, if any, in beliefs in accordance with the academic year in they are enrolled. The data enabling the researchers to find out answers to the research questions were collected by carrying out beliefs about language learning inventory (BALLI) with 200 SEFLTs. The results indicated that the belief in the importance of repetition and practicing a lot in learning English is the one which was agreed upon most whilst the belief in delaying speaking anything till being able to say it correctly is the one on which nearly all the participants disagreed. Additionally, the findings revealed that the change in beliefs according to the change in the academic year existed in seven of a total of 34 beliefs in the inventory. The results could arouse curiosity in EFL teacher educators, and as well as considering making amendments in the curriculum designed for initial EFL teacher education programs, they may also tailor the content of the courses they teach in agreement with the beliefs about language learning held by SEFLTs.

Keywords : BALLI, EFL teacher education, prospective instructional practices, SEFLTs

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28174) EFL Teachers' Most Preferred Topics for the Course “Teaching English to Young Learners”

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The course “Teaching English to Young Learners” has always been one of the most important courses of the English language teaching programs. Council of Higher Education changed the course hours from 4 hours each two hours of which were theoretical and practical to 3 hours which will basically deal with theoretical issues. As the course will cover some theoretical issues, this study aims to determine the most preferred topics to be taught in this course. The study follows mixed-methods sequential exploratory research design procedures. To form the questionnaire, ELT curriculums of 42 state universities were content analyzed for the qualitative part of the study. Then, frequency tables and topics were composed with the help of content analysis. Eight topics were added after having an interview with two experts in the field. Lastly, the final table of topics for the questionnaire was formed and the questionnaire was created in Google Forms. In the quantitative part of the study, the data has been collected from 266 teachers, teacher educators and pre-service teachers from different cities of Turkey. Data were analyzed using SPSS statistics program. The findings of this study showed that the participants think that using visual items, games and songs, developing children’s speaking skill and defining young learners and their characteristics are the most important topics for Teaching English to Young Learners. Also, there is a significant difference between female and male participants depending on their topic preference. Another result showed that participants’ working status has a significant difference in terms of their ideal suggested topics. Last but not least, participants’ teaching experience does not affect the topic preference. At the end of the study, some implications for ELT and for further studies were provided.

Keywords : Teaching English to Young Learners, Topic Preferences, Syllabus

11TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

(28209) Reflections of Prospective ELT Teachers on Resources in Language Education

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Effective use of materials in language education contexts undoubtedly promotes learning processes. In that sense, European Portfolio for Student Teachers of Languages (EPOSTL) provides self-assessment items for prospective language teachers to reflect on their performances regarding the classroom resources. This study investigated the reflections of prospective foreign language teachers on their practices with respect to resources in order to reveal the problematic aspects in their implementations. Participants were the prospective foreign language teachers studying at an English Language Teaching (ELT) department. Quantitative inquiry was employed to collect data from the participants. Self-assessment statements in the Resources part of the EPOSTL were turned into Likert-type items ranging from strongly agree to strongly disagree. Sum statistics were presented in number (n), percentage (%), mean (X), and standard deviation (Sd.). Numerical variables of the study were evaluated through Independent Samples T-Test, and $p < 0.05$ value was accepted as significance level. The findings showed that the participants have problems in Information and Communication Technology (ICT) related issues in language education contexts. The findings also showed that the variables of sex and preparatory class education did not affect the participants' reflections on resources. The study concluded with several implications dealing with these problems of prospective foreign language teachers.

Keywords : EPOSTL, resources, prospective ELT teachers, reflections

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(28217) An exploratory case study on the professional collective agency in an EFL teacher education program

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This exploratory study reports the findings of a case study on the perceived professional collective agency in an English as a Foreign Language (EFL) teacher education program. Examining the pre-service teachers' (PTs), cooperating teachers (CTs), faculty administration, and teacher educators' (TE) reflections on the professional collective agency in an EFL teacher education program, the study focused on the interactions among the personal, professional, organizational goals and the existing context to construct a professional unity in the program. Thus, to facilitate comparisons among the participant groups, face-to-face semi-structured interviews were conducted. Based on the thematic analysis of the interview data, the findings were discussed in terms of the perceived roles of the participant groups, the nature of collaboration and interaction among the stakeholders, and ways of cultivating objective and professional communication patterns among the stakeholders. Therefore, by addressing the perceived roles of the stakeholders in addition to the patterns of professional interaction, the essential constructs that are required to ensure the unity of the professional collaborative community in the EFL teacher education program will be acknowledged. The findings will additionally reveal implications for EFL teacher education programs and faculty administrations to establish resourceful professional communication frameworks among the stakeholders. Teacher education and a specific focus on the teacher educators have gained attention in the relevant literature (Yuan & Hu, 2017). Due to their role in ensuring teacher quality, and warranting a socially effective educational context to the community, teacher educators are considered as fundamental constructs in the educational research (Solbrekke & Sugrue, 2014). In turn, concerning the current necessities, teacher educators' professional activities have become increasingly examined (e.g., Hökkä, Vähäsantanen, & Mahlakaarto, 2017). Globally, teacher education programs are reported to create a demanding context for teacher educators to act in several roles (e.g., as a researcher, mentor, trainer) (Lunenber, Dengerink, & Korthagen, 2014). Sequentially, teacher educators are expected to act in full agency in response to the need to meet the needs of the teacher education programs that they work for (Palmer, 2017). Therefore, based on the subject-centered sociocultural approach (Eteläpelto, Vähäsantanen, Hökkä, & Paloniemi, 2013) as the theoretical framework, the present study aims to explore the perceived professional collective agency of in an EFL teacher education program by exploring the stakeholders' reflections on the interactions among the personal, professional, organizational goals while employing an effective professional learning context for the PTs. Thus, the following research question was addressed: How do stakeholders reflect on the professional collective agency in an EFL teacher education program? Due to the exploratory nature of the study, the depth of data needs to be ensured. Therefore, to facilitate comparisons among the participant groups, the face-to-face in-depth semi-structured interview format will be implemented. The interview questions will be mainly about the participant groups' reflections on their role in the EFL teacher education program and how they evaluate their collective professional contribution to the program. The interviews will be recorded and transcribed verbatim. The findings will reveal the participant groups' reflections on their role in the EFL teacher education program and how they evaluate their collective professional contribution to the program revealing the interactions among the personal, professional, organizational goals while employing an effective professional learning context for the PTs. Rather than revealing only the personal accounts of the participants, the present study will investigate how professional collective agency is negotiated among the stakeholders and constructed in an EFL teacher education program focusing on the perceived understanding of the participation in shared professional

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implementations. Moreover, additional implications for EFL teacher education programs and faculty administrations to establish resourceful professional communication frameworks among the stakeholders will be addressed.

Keywords : Professional collective agency; EFL; teacher education

(28224) An Investigation on Instructional Emotions of English Language Teaching Students*

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Emotions, which shape the behaviors of the individuals both in private and in professional life, affect the decisions making mechanism and take great importance for both individuals, organizations or institutions. Despite this importance, it is surprising that very little attention has been directed to the emotions in the field of institutional or organizational behavior and emotions have been disregard. The aim of this study is to examine the instructional emotions of Amasya University English Language Teaching Department students. In this context, the sample of the study has been composed of 3rd and 4th year students who are studying in the 2019-2020 academic year due to limited time, economic advantage, easy accessibility and return rate. In addition, the reason for the selection of 3rd and 4th grade students to the study group is to think that they have more knowledge about the area they are studying in these class levels. "Achievement Emotions Questionnaire-Teachers/AEQ-T" scale consisting of 27 items and 6 dimensions named as (Sense of Anxiety / 4 items, Sense of Pride / 4 items, Sense of Pleasure/4 items, Sense of Anger / 3 items, Sense of Hope/ 7 items, Sense of Frustration/ 5 items has been used as data collection instruments. The scale was developed by Hong and others in 2016 in 4 dimensions but adapted by including the Sense of Hope and Sense of Frustration dimensions (Dilekçi, 2018). As a method, qualitative research methods was used predominantly during the data analysis process. The collected data founding basis for the current study supported and sampled by the voluntary participation of the students. Thus, this study has the aspiration of contributing to the development of foreign language teacher education by revealing the prospective teachers' perspectives on instructional emotions both in inter-group and inragroup calculations. The results and findings obtained from the study presented that there were differences among the prospective English Language Teachers' opinions regarding their emotional states which should be implemented and provided basis for the further studies of English Language Teacher Education.

Key words: English language teaching, emotions, instructional emotions.

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(28226) The Effect of Metacognitive Awareness on Course Achievement of ELT Students

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Flavell, who led the emergence of the concept of metacognition in his studies in 1975, describes metacognition as knowledge and cognition about cognitive phenomena in his study of children's memory abilities. At the same time Flavell explains the metacognition as person's knowledge of his cognitive processes in 1985 and information to control their own cognitive processes. Metacognition is a process within the theory of information processing that serves to gain knowledge about cognition and control over cognitive processes. It directs and controls processes that move information from one information repository to another. In this sense, metacognition is a form of self-regulation of the individual. In this study, the metacognitive awareness of the English Language Teaching Department Students regarding their course achievement is aimed to be investigated specifically. For this purpose, the 1st grade ELT students studying at Amasya University taking the course of contextual grammar in the spring semester of 2018-2019 academic year consist the sample of the study. Hence, both the metacognitive awareness levels of 1st grade ELT department students and to what extent they convey their metacognitive awareness to their contextual grammar course are taken into consideration among the research questions of this study. In data collection procedure, 52-item Metacognitive Awareness Inventory consisting of two facets named as Knowledge about cognition with three sub-sections and regulation of cognition with 5 sub-sections was used. With the collected data, the relation of cognitive awareness with the achievement of contextual grammar course was investigated. In the data analysis part of the method, both qualitative and quantitative research methods were applied to the data. Depending on the findings, it is obtained that the metacognitive awareness of ELT department student studying at one of the state university in Turkey differs from each other and has effect on the achievement of contextual grammar course which is one of the courses they need to take during their faculty education. Thus, metacognitive awareness should be taken into consideration in English Language Teaching departments since it provides as a pre-condition for course achievement of teacher candidates and equips them better for their future teaching career, which requires intellectual development as well.

Keywords : English language teaching, metacognitive awareness, course achievement

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(28244) An Exploration of the Challenges of Teaching Non-Roman Alphabets

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This prescriptive study conducted in qualitative research design aims to present the different experiences and challenges faced by university teachers teaching non-Roman alphabetic L2 writing to adult learners skilled with Roman Alphabets based L1 and prescribe some practical ways for new teachers wanting to teach non-Roman alphabet writing to adult learners as L2. The orthography of non-Roman alphabets is entirely different from that of the Roman ones and students who can write only Roman alphabets find it much harder to switch to non-Roman alphabets like Hindi, Urdu, Arabic, and Bangla etc. Another challenge is that the university learners are adult learners who come to university after having spent years writing mostly just Roman Alphabets. The aim of this prescriptive study is to expand on the difficulties and challenges faced by university teachers who have to teach non-Roman alphabets to adult learners mostly exposed to only Roman way of writing, English in case of this specific study. The data was collected from three professors of non-Roman alphabetic languages namely: Urdu, Hindi, Arabic, and Bangla. The data was collected through convenience sampling technique. All the three professors taught the aforementioned languages to American students at Indiana University, Bloomington, United States of America for a minimum of two semesters. The professors taught these languages as part of the university curriculum in a semester system. All the students they taught were American students of different ethnicity. The study was conducted to answer the following research questions:

What are the challenges the professors faced while teaching the non-Roman alphabetic languages to Roman alphabet writing students?

What are the recommendations for new and future language teachers of non-Roman alphabetic languages?

Thematic content analysis of the interview questions showed that the teachers teaching non-Roman alphabets face most challenges in making their students recognize the different shapes of the alphabets, especially when the shapes changes in combination writing as is the case in Urdu, Bangla, Arabic, and Hindi. The other big challenge they faced was that of making their students associate sound with different shapes and to retain those different sounds mentally. The teachers came up with these recommendations: the language class should be filled up with fun activities to make students involve in the learning process. Teachers should use games for teaching alphabets. Teaching script is an art which when mastered properly brings in excellent result in the students by giving them the needed confidence.

The study will most likely help the in-service and upcoming non-Roman alphabet teaching teachers in overcoming the most common challenges of teaching non-Roman alphabets to adult learners of Roman alphabetic languages.

Keywords : non-Roman alphabets, Roman alphabets, adult learners, challenges of teaching non-Roman alphabets

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(28248) Reflection or Description: A Document Analysis on ELT Student-Teachers' Reflective Journals

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This documentary study analyses the levels of reflection in the reflective journals written by 59 ELT student teachers from a Turkish university upon their experiences at practice schools. During the practicum, each student teacher wrote five reflective journals on pre-determined topics for observation. The foci of journals were on the practice school, the lesson observed, the mentor's classroom management strategies, classroom context and language, blackboard use and error correction. The journals were analysed on the basis of reflective models by Taggart and Wilson (2005). The analysis reveals that student teachers used a descriptive tone in writing their journals rather than a reflective one. The majority of the reflective statements used were in technical level followed by contextual level. In the journals, we find almost no reflections, apart from a few, in dialectical level. To shed more light to the study, interviews were held with eleven student teachers selected by convenience sampling method and the results of the analysis were discussed. Not being familiar with the word reflection, time constraint, lack of motivation and finally, distrust in the probability of supervisors' reading the journals were the reasons why the student teachers did not much care about how they wrote the journals.

Keywords : Reflection, document analysis, professional development, Teacher Education

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(28250) CHALLENGES EFL TEACHERS FACE IN ASSESSING WRITING: A QUALITATIVE STUDY ON UNIVERSITY INSTRUCTORS

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Assessment is an inseparable component of learning and teaching process, and teachers are engaged in assessment and assessment-related activities in most of their time both in and out of the class (Stiggins, 1999). Though assessment is an undeniable part of this process, many EFL teachers stated they are not ready for their roles as assessors, and they do not feel themselves fully equipped with the necessary assessment-related knowledge (Stiggins, 1999; Mertler, 2005). As a result, they encounter many problems in assessment in general and also assessment of the skills. As language is composed of many skills, EFL teachers may experience different kinds of problems in relation to the features of each and every skill. Uncovering the problems of teachers in assessment is crucial, because teachers' being more aware in assessment-related activities leads to better teaching and learning, and has a big influence on the quality of education (Malone, 2013). Based on the studies in the literature, this study aims to investigate the problems EFL teachers face in assessing writing. 18 language teachers (10 females and 8 males) working at preparatory programs of different state universities were the participants of this study, their ages ranging from 25 to 47. They were also members of testing offices in their departments. Purposeful sampling was used, because these participants were believed to provide richer and more detailed data for the study. Semi-structured interviews were held, and they were asked to focus on the challenges they face in assessing writing. For the analysis of the data, Creswell's (2012) coding scheme was utilized, and firstly all the data were read and codes were identified. Then themes were reached in the light of the emerging codes. A colleague with a PhD in ELT also followed the same procedure for interrater reliability. After the analysis of the answers of the participants, four themes came up. These were deciding on the scale they were going to use for their objectives such as holistic or analytic scoring, types of questions to be used in the exams, designing questions and giving prompts for them, and scoring the written work. Under each theme, the challenges the participants face were provided and their quotations were shared. These findings were discussed in the light of the literature and finally, several suggestions were made for testing practitioners engaged in assessing writing.

Keywords : Assessing writing, EFL teachers,

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(28252) English Language Teacher Education in the 21st Century: Challenges and Opportunities

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This panel is organized to advocate teachers of English as a foreign language as the participants discuss the problems and challenges, and call for a series of issues and changes in order to improve English language teacher education in the 21st century. Today, English is accepted as a global language across the world. It is a language that is developing and shaping itself to new social, cultural and political realities. These, unsurprisingly, challenge the established paradigms and priorities in its pedagogy. Obviously, there is a need to inform and orient EFL teachers to reflect on and tune in to the demands and complexities of English from contemporary and more comprehensive perspectives. Exploring current challenges, perceptions, problems and opportunities regarding English language teacher education in the 21st century, the panel will present a critical and multifaceted discussion of issues. The panel participants will examine the impact of globalization on English language teacher education and investigate the curricular needs of English language teacher education programs in relation to the present-day status of English as a global lingua franca. Although studies have been consistently point to the importance and place of English as a Lingua Franca, the current English language teacher education programs do not have any courses that aim at training ELF/EIL-aware English language teachers. It is necessary to revise the current English language teacher education programs to meet the needs of future ELF/EIL teachers who will teach English to students living and using English in a multilingual and multicultural world. The panel will reflect on the qualities and the evaluation of teaching proficiency that English language teachers are expected to acquire in the 21st century providing suggestions and possible avenues to improve the teacher education programs.

Keywords : teacher education, 21st century, EFL context

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(28255) Issues and Concerns in Teacher Education Programs: Understandings and Applications of Learning and Teaching

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This study posits that there are some issues and concerns that result from pre-service teachers' understandings and perceptions related to the learning and teaching process that impede them to get engaged into an authentic interactive learning and teaching process in classroom environment. This also presents some challenges and difficulties for them during the implementation of the learning tasks. In this study, the researcher carried out action research and identified certain issues that posit challenges for the pre-service teachers in the learning and teaching context. In order to have a deeper understanding about the phenomena 10 pre-service teachers studying at a teacher education programme in one of the universities in North Cyprus were interviewed. A focus group interview was employed in order to explore the views of the participants about learning and teaching process and the challenges they face during this process, especially when they implement the tasks.

Keywords : Action research, pre-service teachers, learning and teaching, teacher education

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(28269) ELT Graduates' Reasons for Choosing MNE Schools and their Expectations from their Workplace

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Working life is significantly important to know about since it is highly relevant to the well-being of citizens and economic growth of a society. The working conditions and the self identity across the institution are some of the key concepts which are worthwhile to discern. It is because most people view the workplace as an important arena for self-realization. Therefore, they develop some motivational reasons and expectations from their institution, which are main concern to be explored in this study. They reveal the sources of motivation for the staff. In the literature (Bandura, 1997; Deci, 1972) as it is clearly differentiated; *extrinsic* motivation comes from the outside of the self while *intrinsic* from the inner self. Money is the most obvious one for the former; self-satisfaction is a well-known source for the latter. Similarly, motivation in the workplace can also be explained through these incentives. Either intrinsically or extrinsically, the staff will perform better if they are well-motivated to do their work. Teachers transfer to their workplaces from universities with expectations which are mostly false and misleading for their further career development (Bluestein, 1985). Despite usually reconstructed during practice teaching, the prior beliefs will long last and teachers will act on along with their first impressions (Tauber, 1998). They also find public school teaching either as a “rewarding experience, an opportunity to help children in creative ways in a supportive atmosphere (...) [or] a lonely frustrating experience, a series of disheartening conflicts and disappointments” (Murnane & Phillips, 1977, p. 1). Whether it is a positive beginning, all teachers develop expectations from the management. The essence of these expectations should be investigated to understand how each individual teacher state his/her conditions to work in a more motivated way. This is also necessary for the management to yield effective performance from its staff. This study is designed as a situation analysis to identify the motivation to work at public schools and investigate their sources. Therefore, the present study is descriptive and exploratory in nature. The attitudes of teachers towards their institutions and their expectations from the MNE are aimed at discerning to understand the current situation. The participants in this study are 20 English language teachers, including fourteen females and six males working at public schools in Turkey. The participant teachers vary in terms of their experience and the socio-economic status of the students they teach. Data were collected through a semi-structured interview. Participants were asked to complete following sentences:

I work for Ministry of National Education because

I expect from my institution .

Interviews were conducted either face-to-face or through teleconference. Interviews lasted between thirty minutes to two hours. In the data analysis procedure, descriptive and content analysis techniques were applied.

Preliminary findings revealed that MNE schools are the mostly preferred due to (a) job security, (b) financial satisfaction, and (c) less workplace competition. The participants' expectations from MNE are two-fold, (a) in-house image of English course in the school curriculum as well as didactic regulations, (b) more PD opportunities. In short, participant teachers suggested both pedagogic and professional pathways to improve themselves and the work quality in their institution.

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Keywords : ELT graduates, Ministry of National Education, Job Opportunities, Institutional perspectives, Motivation

(28376) Pre-Service Teachers' Reflective Reports of their Video-Recorded Microteaching

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The micro-teaching technique has been utilized for more than half a century by teacher education programs with the main aim of providing pre-service teachers with practice opportunities. The flexible nature of the technique makes it possible to adapt the implementation to the peculiarities of any specific context. In addition, the latest technological developments such as smartphones and the internet can also be integrated into the microteaching technique to increase its efficiency. In this study, the participating pre-service teachers have been asked to video-record their microteaching performances and watch their performances several times before they write a reflective report on their performance. The technique of content analysis has been applied in the analysis process of the reflective reports and their perceptions as to their instructional skills have been identified. It has also been observed that, in comparison to traditional implementation of the microteaching technique, integration of smartphone video-recording technology into the microteaching technique has yielded benefits particularly in terms of the feedback stage and improving pre-service teachers' reflective skills.

Keywords : Microteaching technique, reflective teaching, pre-service teacher education

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(28389) Teacher questioning in English classroom interaction

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Teacher questioning is the initiative step of the typical Initiation-Response-Feedback (I-R-F) pattern in English classroom interaction. Questioning serves not only to instigate but also to maintain content-rich interaction in an effort to elicit more student output. While its productive quantity-oriented function is incontrovertible, at least equally important is the notion of quality that is likely to arise as a result of teachers' questioning behaviour. That is, an effective question is expected to stimulate critical thinking, deeper probing, and higher levels of thought processing on the part of students. This paper presents an abridged version of a larger scale in-service training seminar. Coupled with convincing evidence from previous research, in this paper, we intend to provide insights into effective questioning behaviour for ELT practitioners and teacher trainers.

Keywords : teacher questioning, classroom interaction, critical thinking

(28393) Enhancing Turkish EFL Teachers' knowledge and practices of dyslexia: Impacts of an INSET program

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Recent studies reveal that majority of teachers lack awareness concerning learning disabilities, leading to an increased need for professional trainings about learning difficulties. The lack of awareness and knowledge of teachers potentially hinders learners with dyslexia who predominantly struggle with reading and writing in L1 and L2. In Turkey, despite the apparent need for professional trainings, there is no previous research about EFL teachers' awareness of dyslexia. The purpose of this study was to probe the change in teachers' awareness and practices after a five-week INSET program. The volunteer, twelve EFL teachers showing high motivation and determination to learn and transform their practice participated in workshops lasting five hours each week. The qualitative data was obtained through the open-ended questionnaire and semi-structured in-depth interviews. Findings showed that the participating EFL teachers' awareness and classroom practices noticeably changed after the trainings.

Keywords : professional development; dyslexic EFL learners

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(28398) **The other side of the coin: Unfavourable aspects of the practicum from the perspective of student teachers and mentors**

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Research indicates that the practicum (teaching practice) is a vital aspect of EFL teacher preparation programs as it supports student teachers (STs) with opportunities to observe and work with real students, allows them to reflect on what it means to be a teacher by providing discussions with experienced mentors and teacher educators and demonstrate their university-acquired knowledge. Although literature abounds in studies conducted on the practicum in pre-service teacher education, no study has investigated whether the practicum may result in negative effects for STs and mentors. This paper reports on an exploratory study designed to investigate the problems that STs and mentors encountered during the practicum. The study was conducted with 6 mentors and 18 fourth-year student teachers attending the practicum at the time of the study. The data consisted of teacher logs, student diaries, semi-structured interviews, and classroom observations. The findings revealed that various problems were experienced during the practicum process by STs and mentors in terms of self-efficacy and teacher identity respectively. The article concluded by suggesting the need to create effective school–university partnerships that bridge the gap between theory and practice in order to improve STs’ professional development.

Keywords : practicum, teaching practice, pre-service education, mentor, school–university partnership

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(28425) Myth or Reality: Effects of L2 Pronunciation Training on Pre-Service Teachers' Cognition Development

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With the recognition of the global use of English, the necessity to appreciate the diversity of English has been fostered in English language education. However, the dichotomy of native speaker vs. non-native speaker is still prevalent in many circles: L2 learners still endorse a native variety of English and show reluctance to accept their own English and other non-native varieties. Despite the ongoing discussions on mutual intelligibility and on English as an international language, pronunciation teaching in the second/foreign language pedagogy is still oriented toward inner-circle norms and the international character of English is not reflected. The present study was conducted with Turkish pre-service teachers of English; this group was specifically selected as their beliefs affect the way they teach in their future classes. The aim of the study is to examine the effects of a 12-week pronunciation course on the cognition (i.e. beliefs, thoughts, attitudes and knowledge) of 50 Turkish pre-service teachers of English. During the course participants were explicitly instructed on pronunciation and English sound system as well as on mutual and functional intelligibility, higher level listening skills and strategies and strong sensitivity toward different varieties of English. For each topic pre-service teachers were provided with reading materials and videos to be discussed in class and online platforms. Data were collected through the accent perception scale designed by Kang (2010) given as pre and post-test which is followed by an open ended questionnaire to have indepth information about the participants' ideas about L2 pronunciation. Findings revealed that the course had, albeit to a certain degree, an impact on preservice teachers' cognition about L2 pronunciation; a growing awareness into different aspects of L2 pronunciation was noticeable, yet many preservice teachers had confusions over how they would integrate different varieties of L2 into their future teaching practices. Thus, the study concludes with concludes with recommendations for future training programmes and with suggested activities/tasks to be used for implementation.

Keywords : pre-service teacher education; L2 pronunciation training; cognition development

(28451) Critical Pedagogy: Raising Pre-service Teachers' Awareness for Gender Representation in Children's Story Books

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Critical pedagogy allows one to analyze the text and understand how power relations and biases are presented in texts. This study aims to depict the journey of pre-service teachers' growing awareness of critical evaluation of children's story books in terms of gender representation. The pre-service teachers were asked to keep reflection journals of story selection. They were delivered a seminar on critical reading of stories to raise awareness that every thing delivered through the text reflects the author's point of view and ideology. Their rationale for story selection and reviews of some sample children's story books were investigated in their reflection journals.

Keywords : critical pedagogy, Children's story books, gender representation, pre-service teachers

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(28481) Reflections from Prospective Language Teachers on Critical Thinking Skills

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Effective language learning and teaching involves a balance of higher and lower order thinking skills. Critical thinking plays a very important role in the deeper processing and production of language. This study focuses on the role of critical thinking in the English language classroom to achieve some essential goals for communication. To accomplish these goals, prospective language teachers' reflections are considered to be crucial. Moreover, why integrating critical thinking into ELT classroom settings for effective learning is also a very important question worth answering. As Hughes and Dummet points out "the first appearance of explicit critical thinking tasks in ELT tend to be found in materials designed for English for Academic Purposes programs (e.g., Northstar, 1998), but implicit forms of critical thinking have been present in ELT for much longer (2019, 5). In their working model they focus on "learners to view critical thinking as a mindset that involves thinking reflectively (being curious), rationally (thinking analytically), and reasonably (coming to sensible conclusions)" (2019; 3). That is to say, critical thinking is an approach to learning that involves reflecting in a rational way to come to reasonable conclusions. It encourages learners to question every piece of knowledge and information presented for them, instead of simply accepting it. In this study, the importance of critical thinking skills in language classrooms, considerations for teachers and students have been discussed. Since language learners use many different ways of thinking skills while learning a language, they need clear and effective models and teaching activities for the learners. Based on this, reflections from prospective English Language Teachers on critical thinking in language teaching settings has been collected as the qualitative data of the study. After analyzing the result of the data, some classroom activity ideas on critical thinking have been shared.

Keywords : Critical thinking, ELT, Language learning and teaching

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(28554) Private School EFL Teachers' Perceptions on Assessment and the Impact of Metaphors on Their Perceptions

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Language teachers make use of formative and summative assessment for various improved instructional benefits. Using the right assessment technique in line with the instructional goals is both an educational and a methodological need. Teachers' decision-making in the selection and use of assessment method requires more than contemplation on lesson objectives, but it also requires their knowledge, awareness and understanding of assessment and evaluation processes. For this in mind, the present study aims to investigate Turkish private school teachers' perceptions and use of assessment as an integral part of their teaching practices. Using a sequential mixed methods approach, both qualitative and quantitative data was collected from 249 (240 female and 9 male) language teachers working in different locations of a private institution. Data was triangulated to get an in-depth understanding of the phenomena. Firstly, participants were asked to complete a 5-point Likert type online survey regarding their perceptions and use of assessment. Next, 20 team leaders from the same group were invited to a teacher training session during which they were asked to provide their own definitions for a list of common assessment terminology. Finally, the same group was asked to explain their understanding of formative and summative assessment by using metaphors. The survey was found reliable in all of its factorial groups: student involvement in assessment (.82), knowledge on assessing language skills (.92), use of assessment results (.81), and assessment method (.76). As a result of dual (independent samples t-test) and multiple comparisons (One-way ANOVA), no significant differences were found with regard to gender or teaching experience. Teachers' definitions and knowledge on assessment terminology as well as the metaphors they used to describe two assessment methods will provide further understanding of the quantitative results. The study has implications for language teachers, teacher trainers, and policymakers in terms of improving classroom practices.

Keywords : EFL assessment techniques, formative assessment, language assessment, perceptions on assessment, summative assessment, metaphors

(28577) Self-Efficacy Beliefs and Metacognitive Awareness in Language Teacher Education

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In teacher education, teacher self-efficacy, a teacher's beliefs about his or her potential to achieve teaching purposes, and metacognitive awareness, which could be defined as knowledge about how cognitive processes are carried out, have been suggested to be associated concepts that affect the nature of teaching and learning as well as the quality of language teaching, particularly English language teaching (ELT), which has been a neglected issue. Therefore, the main focus of this study is to examine self-efficacy beliefs and metacognitive awareness of English language teachers in addition to any relationship between these two components in pre-service and in-service English language teachers.

Keywords : Sel-efficacy, matecognitive awareness, language teacher education

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(28572) Dredging Up the Dilemma: Rolling up the Sleeves or Being a Bystander?

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Curriculum of ELT Departments have gone through several changes over the years due to the changes in the national education policy and the education reforms. The first and the most drastic change was made in 1998 when the Ministry of National Education (MoNE) lowered the age for learning a foreign language to fourth grade. This change required English teachers to be equipped to teach young learners as teaching child language learners requires certain skills and theoretical knowledge. Moreover, as a result of a project aiming to develop national education and carried out by the Higher Education Council (HEC) and the World Bank, teaching practice process had been defined and structured for the first time. Three courses: School Experience I, School Experience II and Teaching Practice were involved in the program as a means for teacher trainees to observe, practice and implement the teaching profession. In 2006, a second wave of renewal took place as a result of the regulations in MoNE Curriculum made on the basis of constructivist approach and to define program outcomes in relation with the criteria of European Higher Education. In this curriculum School Experience I was discarded, however, more courses on professional teaching knowledge were added. The most striking point in both of these programs were the increase in practice courses that aim to help teacher trainees develop and implement basic teaching skills before they start the profession. Finally, the most recent change in 2018 not only modified the ratio of the courses on the subject matter knowledge, professional teaching knowledge and general culture but also it cut out the practice courses. While the previous programs sought for a balance between theory and practice the most recent program lacks practice hours and defines all courses with a theoretical content. Yet, one positive change regarding the practice was the extension of Teaching Practice course. Thus the School Experience course was replaced by Teaching Practice I course in the new program. Although HEC states that lack of practice courses does not prevent the inclusion of practice in the theory lessons, the reduction in the course hours as well as the lack of formal inclusion of practice dimension in the courses might be considered as an infirmity of the program. By setting the scene, this panel discussion aims to take the participants' interest in the importance of the development of teaching skills as an indication of professional development and delve into the need for practice during teacher training.

Keywords : ELT teacher training, ELT program, teaching practice, teacher skill development

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