

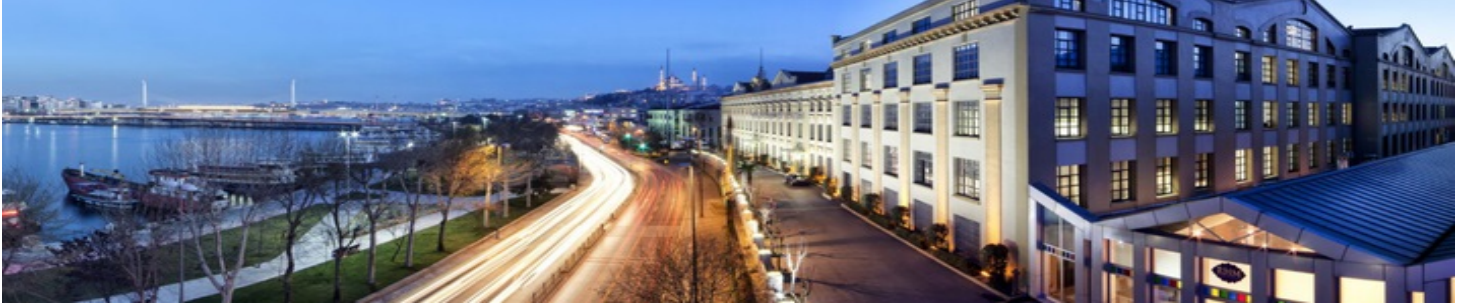
14TH

# INTERNATIONAL FREE LINGUISTICS CONFERENCE (FLC'23)



14th International Free Linguistics Conference

## BOOK OF ABSTRACTS



Editors

*Yasemin Bayyurt and Feza Keresteciođlu*



September 29 – October 1, 2023  
Kadir Has University, Istanbul, Turkey





The 14th International Free Linguistics Conference is sponsored by Duru ELT.

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In all parts the abstracts are listed in alphabetical order of the surnames of the first presenters.

# Message from Conference Chairs



Yasemin Bayyurt  
*Boğaziçi University*

Feza Kerestecioğlu  
*Kadir Has University*



Dear Colleagues,

We are honored to welcome you to the 14th International Free Linguistics Conference that will be hosted by Kadir Has University in Istanbul, Türkiye. We are delighted to present this compilation of abstracts, which provides a comprehensive snapshot of the cutting-edge research and diverse topics that will be explored during our conference.

Founded in 2007 at the University of Sydney by Ahmar Mahboob, the Free Linguistics Conference is a unique gathering in the field of language sciences, fostering inclusivity and knowledge exchange. Covering a broad spectrum of language studies, from language education to applied linguistics and linguistics, the conference defies disciplinary boundaries. Accessibility is a key tenet; there are no registration, attendance, or presentation fees. It is important to highlight the fact that the Free Linguistics Conference remains committed to delivering an exceptional, registration-fee-free annual international conference while actively engaging in global partnerships to address the evolving needs of the language sciences community and disciplines.

The 14th International Free Linguistics Conference will be held from September 29 – October 1, 2023. This year's conference will be dedicated to Women's Rights all around the Globe. In this respect, all our focus speakers are female scholars from all over the world. We are grateful to our focus speakers Adriana Gonzalez from the University of Antioquia, Colombia; Alia Amir from SOAS University of London, the UK; Gülşen Eryiğit from Istanbul Technical University, Türkiye; Hasret Saygı from Istanbul 29 Mayıs University, Türkiye; Priscilla Angela T. Cruz from Ateneo de Manila University, the Philippines; and Wafa Zoghbor from Zayed University, UAE for their insightful contributions to our conference.

The abstracts featured in this book cover a wide range of topics, reflecting the interdisciplinary nature of our conference. From cutting-edge scientific research to innovative technological advancements, from discussions on social and ethical issues to explorations of artistic expression, this collection embodies the spirit of collaboration and exploration that defines our conference.

We extend our sincere gratitude to all the authors who submitted their abstracts and contributed to the success of this conference. We also want to thank our dedicated review committee for their invaluable efforts in ensuring the quality and relevance of the abstracts included here.

We encourage you to engage with the authors and their work during the conference, fostering dialogue, sharing ideas, and forging new collaborations. After all, it is through such interactions that we collectively advance knowledge and drive progress.

We hope you find this abstract book to be a valuable resource throughout the conference. We invite you to immerse yourself in the intellectual journey that lies ahead, to connect with fellow attendees, and to be inspired by the remarkable work presented here.

Once again, welcome to the 14th International Free Linguistics Conference and we look forward to the exciting discussions, insights, and discoveries that will unfold during this event.

Enjoy the Conference and your stay in Istanbul!

# Conference Programme

**September 29, 2023, Friday**

08:30–09:00	Registration — D Block 2 <sup>nd</sup> Floor	
09:00–09:30	Opening Talks — D Block Great Hall	
09:30–10:30	<i>Plenary Session — D Block Great Hall</i> <b>Gülşen Eryığıt</b> — Turkish Natural Language Processing Session Chair: <b>Feza Kerestecioglu</b>	
10:30–10:50	Coffee & Tea Break	
10:50–11:50	<i>Founder's Session — D Block Great Hall</i> <b>Ahmar Mahboob</b> — The Future of Linguistics Session Chair: <b>Yasemin Bayyurt</b>	
11:50–12:50	<i>Plenary Session — D Block Great Hall</i> <b>Priscilla Angela T. Cruz</b> — Down the Semantic Chain: Examining Meaningful Shifts Between Human and AI Language in Plurilingual Contexts Session Chair: <b>Ahmar Mahboob</b>	
12:50–14:00	Lunch Break	
	Parallel sessions in Movie Theater A, Movie Theater B, Room B-301 and Room B-302 Session chairs: <b>Dilek İnal, Şebnem Yalçın, Lisy Seloni, Talip Gülle</b>	
	<b>Ahmad Zirak Ghazani</b> Plurilingual Iranian-Canadian children's identity struggles <b>Sarah Hopkyns</b> Decolonizing semiotic educationscapes in transnational universities <b>Tilda Saydi</b> Language learners practicing pedagogical theatre: Socio-emotional impacts <b>Sezen Bektaş</b> Multilingual identity negotiations: The case of Syrian immigrant men in Istanbul <b>Oksana S kyr</b> Linguistic personality and its components <b>Ceren Cömert, Suzan Kavanoz</b> Exploring the relationship between multilingual and monolingual high school students' emotional intelligence and their inter-cultural sensitivity <b>Ghazala Yasmin Farooq</b> Sociolinguistic hybrid identities of UK south Asian migrant doctors <b>Jesus Federico C. Hernandez</b> Edentulous declaration: The decade of indigenous languages <b>Lisy Seloni, Rabia Hoş</b> Racial literacy development of preservice TESOL teachers <b>Humaira Irfan Khan</b> English language anxiety emerging from multilingualism, cultural diversity and ethnicity in Pakistani universities <b>Hind Mohammad Alraddadi</b> Chadian speech community in Madinah-Saudi Arabia: Second generation between linguistic shift and linguistic maintenance <b>Rana Khan</b> Distributed leadership: Panacea or epistemic injustice	
14:00–16:00	Colloquium: Creating interactional opportunities in the EFL classroom through shaping teacher talk <b>Organizer: Elif Tokdemir Demirel</b> <b>Behice Ceyda Cengiz</b> From teacher-centered to learner-centered EFL classrooms: A reflective perspective on the role of classroom interaction in promoting learners' oral fluency <b>Işıl Günseli Kaçar</b> Managing Classroom Interaction: Skills and Systems Mode <b>Nuray Alagözli</b> Managerial Mode in Teacher Talk <b>Bena Gül Peker</b> Creating a climate of non-violent communication in the classroom	
16:00–16:30	Coffee & Tea Break	

16:30–17:30	<b>Adriana González</b> — Intersectionality and Privilege in English Language Education Academia: A Female Voice from the Global South <i>Plenary Session — D Block Great Hall</i> Session Chair: <b>Yasemin Bayyurt</b>
17:30–18:15	Historical Campus Tour

**September 30, 2023, Saturday**

Tea and Simit

08:30–09:00	D-Block Great Hall	Parallel sessions in Movie Theater A, Movie Theater B, Room B-112 and Room B-113 Session chairs: <b>Lucilla Lopriore, Natasha Tsantila, Bekir Savaş, Jem R. Javier</b>
09:00–11:00	<p>Colloquium: Developing an in-service training framework for faculty members in English-medium universities based on an EMI classroom interaction corpus <b>Organizers: Hale Işık Güler, Yasemin Bayyurt, Feza Kerestecioglu</b></p> <hr/> <p><b>Şebnem Yalçın, Hale Işık Güler, Yavuz Kurt, Asuman Şimşek Tontuş, Berkcan Köse</b> Designing data-driven EMI questionnaires: Instructor and student perspectives <b>Betül Eröz, Gökçe Erkan, Şebnem Yalçın, Hande Işıl Işık, Talip Gülle, Dilek Göymen, Yavuz Kurt</b> Supplementing interaction data with video-stimulated recall sessions <b>Merve Bozbyyk, Hale Işık Güler, Pinar Topal</b> Investigating EMI university classrooms through conversation analysis <b>Merve Bozbyyk, Fatma Ege Kadioğlu, Asuman Şimşek Tontuş, Betül Çimenli</b> Classroom-based Conversation Analysis training for project members</p>	<p><b>Humaira Irfan Khan</b> Code switching in Pakistani universities <b>Bekir Savaş</b> A review research in teaching Turkish to foreigners <b>Colin Williams</b> The relationship between word form and meaning <b>Osama Koraishi</b> Teaching English in the age of AI: Embracing ChatGPT to optimize EFL materials and assessment <b>Randa Bou Mehdi</b> Fostering AI literacy in academic writing classes <b>Eva Illés</b> English as a lingua franca and nurturing the autonomous language user <b>Ece Genç-Yöntem, Senem Yıldız</b> Online corpus training for pre-service language teachers <b>Santri Emilin Pingsaboi Djahimo, Ikhf Imaniah</b> Teaching English through literature (using short stories to develop integrated skills of EFL students in Indonesia)</p>
11:00–11:30		Coffee & Tea Break



11:30–12:30	<i>Plenary Session — D Block Great Hall</i> <b>Alia Amir</b> — A Sociolinguistic Take on the Future of Language Teaching and Learning with Assumed Boundaries: Taking Stock of Code Switching and Translanguaging Research Session Chair: <b>Priscilla Angela T. Cruz</b>		12:30–13:30
Lunch Break			
12:30–13:30	D-Block Great Hall	Parallel sessions in Movie Theater A, Movie Theater B, Room B-301 and Room B-302 Session chairs: <b>Eva Illes, İzem Ekmeçgöl, Nursima Yılmaz, Santri E.P. Djahimo</b>	Poster Presentations D-Blok Ground Floor
13:30–15:30	Colloquium: Disciplinary Literacies in CLIL <b>Organizer: Yasemin Bayyurt</b> <hr/> <b>Talip Gülle, Şebnem Yalçın, Tarja Nikula</b> Conceptualizing Disciplinary Literacies: Visiting Theoretical Approaches <b>Feza Kerestecioglu, Yasemin Bayyurt, Saime Kara Duman</b> Exploring Disciplinary Literacies in EMI University Classrooms <b>Yavuz Kurt, Teresa Ting, Emine Adadan</b> Bi/multilingual Disciplinary Literacies: Starting from Materials <b>Barbara Muszynska</b> Presenting the CLIL Network for Languages in Education: Towards Bi- and Multilingual Disciplinary Literacies (CLILNetLE)	<b>Anastasia Georgantzou, Natasha Tsantila</b> English pronunciation and ELF-aware instructional practices <b>Selda Özer</b> Development of attitude scale towards vocational foreign language course <b>Michael Manahan</b> Conforming and transforming: Insights into Filipino subtitling <b>Lucilla Lopriore</b> ELF & CLIL: Teacher education shared paths <b>Hakan Dilman</b> Military translation through the lens of English for specific purposes <b>Madilene B. Landicho, Jem R. Javier</b> Specialized terms describing marriage practices in Batangas <b>Natasha Tsantila</b> ELF-awareness, teacher education and ELT materials adaptation <b>Turgay Bayındır</b> A qualitative analysis of the success of the combined intentional and incidental vocabulary teaching strategies employed in content-based English language skills classes as part of Kadir Has University First Year Core Curriculum <b>Burcu Ünlütürk, Eylül Erbaş, Onur Bal</b> Examining mother-child reminiscing of positive and negative events in Turkish sociocultural context <b>Alison Larkin Koushki</b> Embracing Accent Diversity in Global English Education: A Journey Beyond Bias <b>Wafaa Fallatah, Hamza Alshenqeeti</b> An inter-generational change study of urban Hijazi Kafaala: A pragmatic perspective <b>Jem R. Javier, Kyung Min Bae</b> Lexical choices in post-colonial Filipino and Korean	<b>Akiko Otsu</b> An analysis of talk-in-interaction in academic and professional contexts: implications for ELF-oriented pedagogy <b>Treysi Terziyan</b> Spelling errors made by Turkish children <b>Kahina Guendez</b> Algerian lecturers' views on English language teaching in Algerian higher education <b>Meriem Zine</b> Investigating Algerian lecturers' views and classroom practices on language teaching through CALL: A case study <b>Pınar Atlı, Ash Aktan Erciyes</b> Causal structures in L1 frog story narratives: Comparison of 5- and 9-year-old bilingual and monolingual children
15:30–16:00	<i>Plenary Session — D Block Great Hall</i> <b>Wafa Zoghbor</b> — Pronunciation in ELF Settings: Facts and Myths Session Chair: <b>Alia Amir</b>		16:00–17:00

**October 1, 2023, Sunday**

08:30–09:00

Tea and Simit

Parallel sessions in D-Block Great Hall, Movie Theater B  
Session chairs: Ash Aktan Erciyes, Barbara Muszynska

**Tuğba Güler Ertit, Ash Aktan Erciyes**

Influences of L2 exposure on L1 theory of mind talk

**Songül Kandemir, Ash Aktan Erciyes**

Maternal/paternal causal language inputs and children's causal language production

**Ikhfâ İmaniah, Santri E.P. Djahimo**

University student's critical thinking: Facing the challenges of Society 5.0

**Rabia Mahmood**

Empowering educators, empowering women: Experiential learning in teacher education

**İzel Yenisoý, Sibel Tatar**

Enhancing pre-service English language teachers' critical reflection

**Burcu Ünlütábak**

Content analysis of children's books about COVID-19 in Turkey and the U.S.

**Said Oussou**

Moroccan EFL teachers' practices regarding promoting learner autonomy

11:00–11:30

Coffee & Tea Break

11:30–12:30

*Plenary Session — D Block Great Hall*

**Hasret Saygı** — A Linguistic Ethnography in the Forced Migration Discourse: Iraqi Turkmen Women in Turkey

Session Chair: **Wafa Zoghbor**

12:30–13:00

Closing Remarks — Movie Theater A

# Plenary Sessions



Alia Amir  
SOAS University of London

## A Sociolinguistic Take on the Future of Language Teaching and Learning with Assumed Boundaries: Taking Stock of Code Switching and Translanguaging Research

**Abstract:** In recent years, received wisdom about water-tight monolingual language teaching methodologies in foreign/second language pedagogies has been challenged through the latest research and by practitioners. Historically speaking, the roots of English language teaching are in the Direct Method – an approach which advocates that the only language, teachers, and students can use in the foreign language classroom is the target language. There still are practitioners who believe that languages should be compartmentalised and that English language classrooms should be strictly English-only. The arguments are based on the assumption that exposure builds language skills as well as habit forming assumptions of Behaviourism.

While a growing body of research has helped demystify monolingual myths about second/foreign language teaching, policy and practices still often continue to work within a monolingual bias. However, there is a growing consensus that the use of the first language supports second language learning in the classroom as there are benefits of using the students' full repertoire. According to Garcia and Wei (2014), translanguaging is the use of the full multilingual repertoire of an L2 learner, which is naturally developmental. In contrast, when the learners are restricted to speaking the target language only through language policing (Amir, 2013) and reprimanded when they codeswitch to L1, they cannot use their full potential to communicate and convey their message.

During this plenary, I will attempt to outline where we have reached so far at the intersections of Applied Linguistics and Sociolinguistics by incorporating research from translanguaging and bilingual teaching models. Earlier models of language focused on linguistic aspects especially within psycholinguistic framework, but later sociocultural and sociolinguistic aspects started to be included in the 1960s, when Sociolinguistics as a field emerged as well. The early theories were based on language skills and competence especially within psycholinguistic framework where the social contexts of language were often ignored. The concept of communicative competence means not only knowing the vocabulary, grammar, structure etc. of a language but also its social context. Moreover, early second/ foreign language teaching models assumed the learners to be monolinguals only, while strict boundaries for languages were assumed by policymakers and language practitioners where mixing languages was supposed to be enforced, while the rules to speak the target language were always supposed to be enforced through language policing. Building on this, we could also say that a sociolinguistic view of bilinguals is also more positive and holistic than a linguistic view.

Even though in modern times a more sociolinguistic and communicative competence view is generally held for language and bilinguals, at the level of practice, the dominant views are still of the ideal target model for an L2 learner is deemed to be a monolingual native speaker of the target language. Linguistic competence is thought very essential in formal schooling and for employability for instance. Even if a person has some communicative competence, if he/she does not have enough linguistic competence, then they might be disadvantaged in language testing and assessments that still follow traditional models.

**Biography:** Alia Amir is a Research Associate at SOAS University of London as well as an Associate Professor in English Linguistics at Halmstad University. Before joining SOAS this year, she worked at Stockholm University, Uppsala University, Linköping University to name a few. She has also been on short teaching missions to three Turkish Universities namely: Muğla Sıtkı Koçman Üniversitesi, Çukurova University and Hacettepe University through Erasmus for teacher mobility funding.

Her research lies at the intersection of Sociolinguistics and Applied Linguistics with a focus on micro and macro level language policy and practices. She employs qualitative research methods including

interviews, linguistic landscaping discourse analysis, and conversation analysis. Her research interests encompass specifically the language policy practices of Pakistan, Turkey, British India, and Sweden.

Having been raised in a Pakistani-Kashmiri household where several languages were used in parallel at a one communicative setting, she was not much aware of language boundaries, or the notion of keeping languages separate in her childhood, until, as an adult, she started noticing and thinking about how language policies differ in all multilingual polities at the macro and micro-levels, how language as a tool is used and can be used for inclusion and exclusion, and how histories of a society are intertwined in their language use over time. While doing research on the English language policy of the British Indian period (Amir, 2008), languages of the Mughal dynasty (Amir, 2020), present-day Pakistan, and language policing in the interactional micro-level policy in interaction (Amir, 2013), she grasped the ecology and nature of fluidity of all living languages in contact.

Her current research projects are focused on Pakistani languages and culture including food practices, music, and literature in Europe especially London and Stockholm.



Priscilla Angela T. Cruz  
*Ateneo de Manila University*

## Down the Semantic Chain: Examining Meaningful Shifts Between Human and AI Language in Plurilingual Contexts

**Abstract:** This paper presents the results of case studies of the writing process using AI models online. Using data from individuals who have self-confessed to using AI in their writing, the main concern this study seeks to respond to is what makes the difference between the meaning produced by AI and those produced by people? To answer my research concern, I examine the writing process beginning with the prompts inputted on AI up to the point when the individual writer revises what was produced by AI into something their own, to suit their purposes. Data was drawn from an industry practitioner who writes for a living and from students who have admitted to me, their teacher, that they use AI to respond to the assessments I give them. As I am writing from the context of plurilingual Philippines, part of this study also examines how AI language and local language/s interact in the production of meaning. This presentation will be valuable to teachers who want to know how to assess student production in the age of AI, researchers who are interested in a systemic examination of shifts as meanings (re)instantiate from one “author” to the other, and finally, to those who are interested in how our meaning-making systems change as our technologies evolve.

**Biography:** Priscilla Angela T. Cruz is an Associate Professor at the Department of English, Ateneo de Manila University, in Manila, the Philippines. As a teacher, she works with undergraduate students on writing and literature courses. With graduate students, she focuses on working with them on discourse analysis, applicable linguistics, and research in their own teaching contexts. As a researcher, she has published on Systemic Functional Linguistics, educational linguistics, language variation, World Englishes, mother tongue education, and transdisciplinary approaches which involve linguistics and other fields such as health and business. Recently, she has started work on Systemic Functional Linguistics and the local languages of the Philippines.



Gülşen Eryiğit  
*Istanbul Technical University*

## Turkish Natural Language Processing

**Abstract:** Natural Language Processing is an interdisciplinary field and attracts the attention of researchers from many disciplines including but not limited to artificial intelligence, computer science, linguistics, language learning and cognitive science. Although many of the algorithms have been initially tested on English, languages like Turkish pose interesting challenges due to their morphologically rich and free constituent order nature. This talk will briefly review the Turkish NLP layers and introduce some recent advances on Turkish NLP tasks (e.g., information extraction, language learning).

**Biography:** Gülşen Eryiğit is the top-cited researcher in Turkey in the field of Natural Language Processing. She is actively a senior action editor at the Association of Computational Linguistics (ACL) RR, an associate professor at the Artificial Intelligence and Data Engineering Department of Istanbul Technical University, the coordinator of ITU Natural Language Processing Group, and the director of ITU TÖMER. She received her master's and PhD degrees from ITU Computer Engineering Department in 2002 and 2007. She has worked as a referee and author in many prestigious journals and conferences on NLP. In recent years, she has worked as a coordinator or researcher in many scientific projects funded by EU, TÜBİTAK, and the Ministry of Industry and Technology, and as a consultant in several industrial R&D projects funded by EU and TÜBİTAK-TEYDEB. She also acts as a project evaluator and observer for these funding agencies. She owns one issued and one pending patent. She is the person who realized the first software export from the ITU Technology transfer office.



Adriana González  
*Universidad de Antioquia*

## Intersectionality and Privilege in English Language Education Academia: A Female Voice from the Global South

**Abstract:** English language education scholarly work has been a predominantly male nativespeakerist Global North scenario. Publications, conferences, testing, consultancy, materials design, and academic expertise, among other issues, are full of processes of differentiation and forms of inequality in access to and participation for many female nonnative speakers of English from the Global South. Using an intersectionality lens and an elaboration on the wheel of privilege and power, I address in this talk various challenges that paved the bumpy road to making visible the academic contributions of marginalized professionals in English language teaching, teacher education, and professional development. I intend to raise awareness of discriminatory practices and call for transformative practices that foster transformative professional collaboration and respect in our profession.

**Biography:** Adriana González holds a doctoral degree in Linguistics from the State University of New York at Stony Brook, an M.A. in Language Sciences from the Université de Nancy II (France), and a B.Ed. English-Spanish from Universidad de Antioquia. She is a Professor at the School of Languages at Universidad de Antioquia in Medellín, Colombia. Her professorship activities include teaching courses in the B.Ed. in Foreign language teacher education, the master's in Foreign Language Teaching and Learning, and the Doctor of Education. In the graduate programs, she teaches seminars and advises students in the research lines on Teacher Education and Professional Development and Multilingualism, Culture, and Education.

Her areas of academic interest, research, and national and international publications include English teachers' professional development, language policies, English as a Lingua Franca, and World Englishes.

Dr. González has served as Director of the School of Languages and Director of the Office of International Affairs at Universidad de Antioquia. She also served as a board member of the National Commission for the Assurance of Quality in Higher Education.





Hasret Saygı  
*Istanbul 29 Mayıs University*

## A Linguistic Ethnography in the Forced Migration Discourse: Iraqi Turkmen Women in Turkey

**Abstract:** This talk will present linguistic ethnographic research which investigates the dynamics of everyday interaction between refugee and local women residing in a mid-size Turkish city. Focusing on face-to-face social gatherings of local and Iraqi Turkmen refugee women in domestic spaces, this talk will explore the dialogical processes through which these women construct and negotiate their stances and identities through the lens of language ideology. It will showcase significant findings garnered from an intensive 18-month ethnographic study, where regular field observations were supplemented by a total of 70 hours of audio-recorded spontaneous interactions in Turkish. The results indicate that while the Iraqi Turkmen participants' skilful interactional moves offer them the opportunity to reframe their relationship with the local women, the prevailing nationalist and Islamic discourses, intertwined with Ottoman allegiance, lay the foundation of the women's linguistic beliefs and judgments. These elements add complexity to the Iraqi Turkmen women's pursuit of recognition. Therefore, this talk will argue that while the Iraqi Turkmen women's efforts to capitalize on the shared identities resulted in the emergence of "brief moments of tight but temporary and ephemeral groupness" (Blommaert, 2017, p. 35), in the long run, their refugee identity overshadowed other identities which they claimed for themselves.

### *Reference:*

Blommaert, J. (2017). Durkheim and the internet: On sociolinguistics and the sociological imagination, Working Papers in Urban Language & Literacies (Paper No. 204). London: King's College London.

**Biography:** Dr. Hasret Saygı holds a promising academic and professional background, with a doctoral degree from one of Türkiye's premier institutions, Boğaziçi University, and a Master's degree from King's College London. Currently, she serves as an Assistant Professor in the Department of Foreign Languages Education at Istanbul 29 Mayıs University. Dr. Saygı's research focuses on the intricate relationship between language and identity in migration discourse, adopting a discourse analytical and ethnographic approach. Saygı has made significant contributions to various research projects that delve into areas such as workplace interaction in migration contexts, neighborly talks within the discourse of forced migration, and communicative practices in touristic service interactions. She has engaged audiences globally as a panelist and presenter at numerous international conferences, and her research has found its way into respected peer-reviewed journals.



Wafa Zoghbor  
*Zayed University*

## Pronunciation in ELF Settings: Facts and Myths

**Abstract:** With the spread of English as the worldwide lingua franca (ELF), several linguistic features started to be re-investigated from different perspectives considering that communication is happening between speakers who have different first languages, cultures, and linguistic repertoires. Among these, the role of pronunciation was considered vital as it is a direct indication of a speaker's identity and linked with 'speaking', a skill through which most ELF communication is taking place. Since the seventies when Larry Smith discussed the international spread of English, he asserted that all boundaries between its speakers' ethnicity should vanish, and all should consider it their own language, regardless of their mother tongues. Hence, the differences between their own varieties and those used by native speakers are tolerated and accepted and are not considered mistakes or improper. Despite that argument, fifty years later, attitudes towards non-native English speakers support the scenario of Phillipson's linguistic imperialism. Native-speakerism syndrome perpetuates, and non-adherence to these norms is perceived less positively than native-like pronunciation.

This presentation focuses on the conflicting attributes of theory and practice in the pronunciation of speakers in ELF settings. It reports on primary data and conclusions from recent studies to introduce facts and myths about the power of attitude in influencing speech intelligibility; the factors that might surpass pronunciation features to achieve successful communication; and the conflicting status of English that stretches in two extremes about its de-nationalization and predominance.

**Biography:** Wafa Zoghbor is an Associate Professor in Applied Linguistics, Zayed University, United Arab Emirates. She is an accredited professional international trainer in strategic planning. She mentored graduate students in Applied Linguistics and TESOL at the University of Leicester, UK, for ten years and externally examined several graduate MA dissertations at the UAE University. She was the Assistant Dean for Research and Outreach at the University College in ZU for five years. Along with teaching at the Department of Languages, College of Humanities and Social Sciences, ZU, she is currently the Advisor to the Provost for Special Initiatives, where she promotes professional growth and development for academics in the university. With the support of academics in UAE universities, she founded and is currently leading the Applied Linguistics and Language Teaching (ALLT) Association. Research-wise, Dr. Zoghbor's expertise in applied linguistics covers the phonology of English as a lingua franca (ELF), translanguaging, EMI in higher education, Arabic dialects and sociolinguistics. Dr. Zoghbor has written on these topics in journals such as *System*, *Intellectual Discourse*, *World Englishes*, and *Asian Englishes*, and serves as a reviewer and editor for several refereed journals. She co-edited several books and conference proceedings and the most recent one is on *Linguistic Identity in the Gulf States*, Routledge, 2022. She is currently involved on several research projects about EMI in UAE higher education, and the phonology and morphology of the 'White Dialect'.

# Founder's Session



Ahmar Mahboob / Prof Nomad / Sunny Boy Brumby  
*The University of Sydney*

## The Future of Linguistics

**Abstract:** The roots of modern linguistics lie in the colonial era and many early “linguists” were agents of colonial powers who served in various positions for European empires (think of Colonel Pickering in *My Fair Lady*). Amongst others, one purpose of this initial work was to enable the political strategy of divide-and-conquer. Over time, modern linguists have added to this work, but not revised or decolonised its foundations or approaches. One consequence of this lack of reflexivity is that much of linguistic work today continues to adopt divisive approaches and contribute to divisions in communities.

In this session, we will first identify some foundational problems with the establishment of the discipline, e.g., separating out ‘human language’ from ‘non-human communication’, limiting linguistics to structural-functional analysis, and ignoring other sensory systems in meaning-making and communication. We will then consider a few ways of defining language outlining some alternative approaches to doing linguistics and look at projects that have drawn on this approach. In doing so, we will both question the history of linguistics and outline potential alternatives and the future of linguistics.

**Biography:** Ahmar Mahboob / Prof Nomad / Sunny Boy Brumby, born of South Asian refugees and South Asian social, economic, and political oppression, grew up in exile in the United Arab Emirates, where he was educated not just through conventional schools but also through relationships with artists, poets, journalists, politicians, and writers—all friends of his parents. With them, he had grown to identify oppressive practices in academia and governance. Working on issues of disempowerment and marginalisation, he draws on observation, analysis, and practice to develop his work.

# Colloquia

## Disciplinary Literacies in CLIL

Organiser:

Yasemin Bayyurt, *Boğaziçi University*

In this colloquium, the aim is to address the integration of Content-and-Language-Integrated Learning (CLIL) into mainstream education, which involves teaching of non-language subjects in a foreign language. This is the main objective of the COST Action “CLIL Network for Languages in Education: Towards bi- and multilingual disciplinary literacies” (CLILNetLE, Project number CA21114) that is reported in this colloquium. In this respect, it is important to note that there are ongoing challenges in both CLIL practice and research that hinder the realization of its full potential. The primary goal of CLIL is to help students gain the competence to confidently use at least one foreign language for professional and academic purposes, in addition to their first language. This is crucial for young Europeans to succeed in employment and higher education.

By connecting researchers across Europe, this action aims to develop a comprehensive research agenda and dissemination strategy that focuses on the educational potential of CLIL in fostering bi/multilingual disciplinary literacies. This initiative brings together experts from language education, CLIL, subject education, and digital media, creating a collaborative platform for a holistic understanding of the use and development of bi/multilingual disciplinary literacies, including their application in multilingual schools. In this colloquium the papers will be reporting the preliminary work on the objectives of some of the working groups within the project.

### Conceptualizing Disciplinary Literacies: Visiting Theoretical Approaches

Talip Güllü<sup>1</sup>, Şebnem Yalçın<sup>2</sup>, Tarja Nikula<sup>3</sup>  
*Bartın University<sup>1</sup>, Boğaziçi University<sup>2</sup>, University of Jyväskylä<sup>3</sup>*

The role of literacy, in the sense of the technical skills of reading and writing, in civic participation cannot be overstated. However, given the evolution and progression in methods, tools, and means of knowledge construction and dissemination, participation in various aspects of social life, including academic life, requires more than general literacy skills. The more recent and evolving concept of disciplinary literacies captures not only the reciprocity and inseparability of content and language, but also the need for mastering discipline-specific ways of thinking, knowledge-building, and communicating for deeper learning, knowledge transfer, and informed citizenship. However, the nature of disciplinary literacies and their relevance for particularly lower levels of schooling form a matter of continuing debate. The issue becomes more elaborate and complex in the case of CLIL, where the languages at play diversify and the issue at hand becomes ‘bi/multilingual’ disciplinary literacies. The COST Action ‘CLIL Network for Languages in Education: Towards bi- and multilingual disciplinary literacies’, which is reported in the colloquium ‘Disciplinary Literacies in CLIL’, aims, among several other objectives, to develop a shared conceptualization of bi/multilingual disciplinary literacies in CLIL by building upon previous theorizations, addressing fragmentation in existing work, and incorporating data gathered and findings generated as part of the Action. In this presentation, we discuss existing theoretical approaches, report the work hitherto completed towards the development of a shared conceptualization, and introduce the initial operationalization created within the Action.

### Exploring Disciplinary Literacies in EMI University Classrooms

Feza Kerestecioglu<sup>1</sup>, Yasemin Bayyurt<sup>2</sup>, Saime Kara Duman<sup>2</sup>  
*Kadir Has University<sup>1</sup>, Boğaziçi University<sup>2</sup>*

The COST Action ‘CLIL Network for Languages in Education: Towards bi- and multilingual disciplinary literacies’ (CLILNetLE, Project number CA21114) addresses the integration of Content-and-Language-Integrated Learning (CLIL) into mainstream education, which involves teaching non-language subjects through a foreign language. One of the aims of this initiative is to identify patterns of use, develop-

ment and existing good practices in terms of supporting bi/multilingual disciplinary literacies at school. There are five working groups in this action. While working group 1 focuses on the conceptualization of disciplinary literacies, working groups 2 to 4 investigate the development of disciplinary literacies in grades 5 to 13. Building on the findings of WGs 1 to 4, WG 5 extends this objective to post-secondary education — universities, as well as other tertiary education levels, and focuses on good practices. In this paper, we report the results of an exploratory study conducted at an English medium instruction (EMI) university in Turkey. The aim of the study is to increase students' achievement level in a course focusing on students' understanding of discipline specific issues related to electrical engineering. The data comprise online and in-class instructional materials (lecture notes, in-class PowerPoint presentations, lecture videos, YouTube videos), questionnaires and focus-group interviews. In this presentation, we will explain how the selection of course materials led to students' disciplinary literacy development in electrical engineering while increasing their academic achievement. In this respect, we will report the findings of the focus group interviews with the students.

### **Bi/multilingual Disciplinary Literacies: Starting from Materials**

Yavuz Kurt<sup>1</sup>, Teresa Ting<sup>2</sup>, Emine Adadan<sup>3</sup>

*Marmara University<sup>1</sup>, University of Calabria<sup>2</sup>, Boğaziçi University<sup>3</sup>*

The colloquium 'Disciplinary Literacies in CLIL' aims to address the integration of Content-and-Language-Integrated Learning (CLIL) into mainstream education, which involves the teaching of non-language subjects in a foreign language. The proposal we make for this colloquium presents a part of our activities within Cost Action 21114. The primary goal of the Action is to establish a collaborative European research plan with the purpose of optimizing CLIL for bi/multilingual disciplinary literacies. This research plan will serve as a framework for organizing existing studies and undertaking new research, and the outcomes will be used to make practical recommendations for implementing and mainstreaming CLIL education. In this presentation, we mainly address three issues regarding the use of educational materials in the course of exploring disciplinary literacies. First, we clarify what is meant by bi/multilingual disciplinary literacies. Next, we explain how we are using existent materials as a starting point to collect data in order to explore teachers' disciplinary-literacy-related expectations from students in key areas (Math, History, Science, and Foreign Language) and at particular grades (4 to 12). Finally, we discuss the nature of the data we have been collecting, how we plan to analyze it to understand teacher expectations, and the potential uses of our results to inform the design of materials which build disciplinary literacies in CLIL contexts.

### **Presenting the CLIL Network for Languages in Education: Towards Bi- and Multilingual Disciplinary Literacies (CLILNetLe)**

Barbara Muszynska

*DSW University of Lower Silesia*

The aim of this paper is to present how CLILNetLe — COST Action CA21114 — targets CLIL's educational potential to support the development of bi/multilingual disciplinary literacies in Europe by developing its shared conceptualization through identifying existing research, but also patterns of use, development and existing good practices, focusing on grades 5–13. CLILNetLe has brought researchers from across Europe to develop an impactful, shared, research agenda and dissemination strategy, targeting CLIL's educational potential to support the development of bi/multilingual disciplinary literacies. This Action, for the first time, integrates research clusters from language education, focusing on CLIL and subject education experts working on education through the main language of education. To allow for a holistic understanding of the use and development of bi/multilingual disciplinary literacies, further expertise on digital media and multilingual schools is also included. The CLILNetLe's findings will be transformed into recommendations for educational practice in CLIL.

## Creating Interactional Opportunities in the EFL Classroom through Shaping Teacher Talk

Organiser:

Elif Tokdemir Demirel, *Kırıkkale University*

Interaction and interactional competence have become areas of growing interest for the past two decades since the focus has shifted from teacher-centered classrooms to student-centered ones. In the language teaching classrooms today, the importance of interaction and interactional competence has increased greatly since we are living in an increasingly globalized world. According to Kramsch (1986) in order to achieve successful communication, there are certain conditions which make up what we call “interactional competence”; these conditions include a shared knowledge of the world, and reference to both the external and internal context of the communicative environment. An understanding of interactional competence is key to successful classroom interaction as well. The only prerequisite of successful classroom interaction is not a knowledge of language structure or vocabulary; in other words, successful interaction in the language classroom cannot be attained only through a knowledge of the target language. Therefore, the language teacher has an important role in shaping student contributions in the language classroom in a way to help students gain interactional competence. The teachers’ role in the language classroom is not only transferring language structure related knowledge to the students, but also giving them the feel of how to use that knowledge in communicational situations by being a model and participant in interaction. In this sense, the language teacher has a key role in managing and shaping interaction so that learning is facilitated in the L2 classroom. In this respect in this colloquium presentation, we aim at bringing under discussion the crucial role of teacher talk and how different features of teacher talk contributes to successful classroom interaction in English language teaching and eventually to successful English language learning. The discussion is structured around the SETT (Self Evaluation of Teacher Talk) framework by Walsh (2016).

### Managerial Mode in Teacher Talk

Nuray Alagözlü

*Hacettepe University*

In language teaching, in-class communication has an inevitable influence on learning. How it is shaped and whether it contains conscious interactional strategies are effective in achieving pedagogical goals and learning outcomes. Considering the multi-functional nature of classroom interaction, a language teacher is thought to possess diversified interactional skills to create desired influence on language learning. From this standpoint, Self Evaluation Teacher Talk (SETT) by Walsh (2003) describes and classifies the multifaceted structure of classroom interaction based on the idea that the teacher’s talk is variable according to the pedagogical focus and that the concept of a single L2 classroom discourse is too broad. In this vein, the SETT framework aims to ‘establish an understanding of the relationship between interaction and learning; specifically, the interface between teaching objectives and teacher talk. As a tool for teacher education, the framework describes teacher-student interaction in terms of four modes: Managerial Mode, Materials Mode, Skills and Systems Mode, and Classroom Context Mode (Walsh 2003 p.127). The purpose of this colloquium presentation is to focus on the managerial mode integrated into the SETT framework and attempt to

1. describe significant traits of the managerial mode of teacher talk;
2. raise awareness of language teachers to be able to distinguish these traits in themselves;
3. help discriminate between what is ideal versus what is real in classroom interaction.



## **From Teacher-Centered to Learner-Centered EFL Classrooms: A Reflective Perspective on the Role of Classroom Interaction in Promoting Learners' Oral Fluency**

Behice Ceyda Cengiz

*Zonguldak Bülent Ecevit University*

In language classrooms, classroom interaction (CI) plays a significant role for learners' language development since it is shown that the quality and nature of CI enables or hinders the improvement of learners' ability to express themselves in the target language (Walsh, 2006). Therefore, language teachers are to provide their learners with the interactional space they need by moving away from teacher-centered interaction, reflect on the interactional features of their talk and support the classroom interaction without adopting a dominant role. To address these important aspects of language teaching, the classroom context mode of Walsh's (2003) Self-Evaluation of Teacher Talk (SETT) framework which has such pedagogical goals as enabling learners to express themselves clearly, establishing a context, and promoting oral fluency, will be explained and illustrated with the use of some classroom videos. Activities centered on having a critical look on our language classrooms in terms of such interactional features as extended learner turns, short teacher turns, minimal repair, content feedback, referential questions, scaffolding and clarification requests will be implemented in the session.

## **Managing Classroom Interaction: Skills and Systems Mode**

Işıl Günseli Kaçar

*Middle East Technical University*

In language classrooms, classroom interaction (CI) plays a significant role for learners' language development since it is shown that the quality and nature of CI enables or hinders the improvement of learners' ability to express themselves in the target language (Walsh, 2006). Therefore, language teachers are to provide their learners with the interactional space they need by moving away from teacher-centered interaction, reflect on the interactional features of their talk and support the classroom interaction without adopting a dominant role. To address these important aspects of language teaching, the classroom context mode of Walsh's (2003) Self-Evaluation of Teacher Talk (SETT) framework which has such pedagogical goals as enabling learners to express themselves clearly, establishing a context, and promoting oral fluency, will be explained and illustrated with the use of some classroom videos. Activities centered on having a critical look on our language classrooms in terms of such interactional features as extended learner turns, short teacher turns, minimal repair, content feedback, referential questions, scaffolding and clarification requests will be implemented in the session.

## **Creating a Climate of Non-Violent Communication in the Classroom**

Bena Gül Peker

*Gazi University*

This session will focus on being able to become aware of one's own teacher talk beyond the interactional space created for language acquisition in the communicative language classroom. It will emphasize the focal role that the teacher has in creating opportunities for learners to reflect on and learn from their interaction with the teacher. This type of interaction builds on a model of compassionate communication, in other words a type of communication that non-violent as advocated by Marshall Rosenberg. In this presentation, the four-step procedure in engaging in compassionate communication will be discussed. These steps include

1. Making an Observation;
2. Identifying and Expressing Feelings;
3. Expressing Needs;
4. Making a Request.

In essence, these skills may help you find a way of life and a way of dealing with difficult and trying events, thoughts, and feelings, not only in the classroom but beyond the classroom as well.

## Developing an In-Service Training Framework for Faculty Members in English-Medium Universities Based on an EMI Classroom Interaction Corpus

Organisers:

Hale Işık Güler<sup>1</sup>, Yasemin Bayyurt<sup>2</sup>, Feza Kerestecioglu<sup>3</sup>  
*Middle East Technical University<sup>1</sup>, Boğaziçi University<sup>2</sup>, Kadir Has University<sup>3</sup>*

This colloquium aims to share the ongoing research activities undertaken within a large-multisite research project on English Medium Instruction (EMI) interaction funded by TÜBİTAK (The Scientific and Technological Research Council of Turkey). First, the details of the project design and the unique ways in which the teaching-learning procedures and effective and ineffective practices have been explored will be introduced. Ultimately, based on a corpora, the projects aim is to develop a unique training framework and accessible online education modules for academic staff who deliver departmental courses in diverse EMI contexts. For this purpose, macro/micro-level data were utilized from various disciplines/programs of 10 different faculties and over 40 courses in four different EMI universities. Over 150 hours of video recordings of EMI classroom interaction were collected to reach actual face-to-face/online/hybrid teaching and learning practices resulting in an EMI Corpus (EMIC). Conversation Analysis (CA) was the major research paradigm followed in the interpretation phase. As supplementary data, new questionnaires have been developed for both lecturers and students at EMI institutions with the purpose of conducting a situation and needs analysis to reach the opinions and interpretations of the lecturers and students regarding their approaches to EMI. Finally, video-stimulated recall interviews were conducted with academic staff to reach their viewpoints on their previous classroom performances. Through the in-depth qualitative and quantitative analysis of the dataset, the findings of the project can provide more holistic understandings of EMI classroom interaction, suggest an evidence-based EMI lecturer training framework, and help in developing customized online accessible modules for in-service EMI training programs. The following presentations will detail the project scope, research processes and procedures followed, and findings.

### Investigating EMI University Classrooms Through Conversation Analysis

Merve Bozbiyık, Hale Işık-Güler, Pınar Topal  
*Middle East Technical University*

English-Medium Instructional (EMI) learning-teaching environments are essential realms of multimodal meaning-making realized in higher education. However, despite the call for an ‘evidence-based and data-led’ approach to the lecturers’ professional development and pedagogical competence, the research into EMI classroom interactions remains limited in terms of being harvested into insights for practitioners and leading the way forward. Correspondingly, our project sets out to explore 300 hours of classroom interactional data gathered from the EMI learning-teaching environments. Our efforts of covering sixty-five programs in four different universities, including theoretical and applied life sciences and humanities, as well as three different course types:

1. lecture/direct lecture,
2. interactive seminar,
3. laboratory/studio,

while ensuring five to seven hours of data from each of the sites created one of the substantial dilemmas we faced between generalizability and prolonged engagement (Goffman, 1989). While the project researchers benefited from their position of unique adequacy (Wakefield, 2000) as they are higher education professionals in the field of teacher education, pandemic-induced lockdowns deprived tertiary education of all hands-on opportunities, and ensuing video-mediated online learning-teaching environments with unique configurations of multimodality created new unknowns that required adaptive planning for

1. face-to-face,
2. hybrid,
3. online

courses. Using data-driven, participant-relevant approach of multimodal Conversation Analysis, the findings are conducive to the expanding research on EMI and have possible pedagogical and research implications for our understanding of contemporary research into EMI university classrooms.

### **Classroom-Based Conversation Analysis Training for Project Members**

Merve Bozbıyık, Fatma Ege Kadioğlu, Pınar Topal, Asuman Şimşek Tontuş, Betül Çimenli

*Middle East Technical University*

Within the scope of the project, doctoral researchers utilizing Conversation Analysis (CA) method in their previous studies carried out a 13-week training on important factors in the data collection process, the detailed transcription and examination of the video recorded EMI classroom discourse through micro-analytic point of view, and identifying and interpreting classroom interactional practices to be used in the design of EMI teacher training modules. Throughout the training, the undergraduate and graduate researchers were provided with various reading lists, individual and group tasks, and feedback upon their performance; thus, the input-process-output framework was grounded for the design of the training. Additionally, three different contents were included: knowledge-oriented, presentation-oriented and practice-oriented content. While the first weeks were based on teaching the theoretical knowledge of the CA method and offering solutions for the problems encountered during the data gathering with information-oriented content, as of the fifth week, the effective use of Transana and MAXQDA software packages and how to execute data sessions were demonstrated by means of video recordings and stimulated recall recordings from the data gathered for the project. From the ninth week to the end of the training, the trainees presented effective classroom practices they recognized in the dataset collected for the development of English Medium Instruction Corpus (EMIC) in online sessions with the project research team. With the help of the progressive work from the week the training commenced, significant contributions were made in terms of conducting data analysis process for the further stages of the project, developing human resources on the basis of customized research method, and designing an in-service training framework for the lecturers teaching through English at tertiary level.

### **Supplementing Interaction Data with Video-Stimulated Recall Sessions**

Betül Eröz<sup>1</sup>, Gökçe Erkan<sup>1</sup>, Şebnem Yalçın<sup>2</sup>, Hande Işıl Işık<sup>3</sup>, Talip Gülle<sup>4</sup>, Dilek Göymen<sup>2</sup>, Yavuz Kurt<sup>5</sup>

*Middle East Technical University<sup>1</sup>, Boğaziçi University<sup>2</sup>, Bilkent University<sup>3</sup>, Bartın University<sup>4</sup>, Marmara University<sup>5</sup>*

In this presentation, we discuss how we employ video-stimulated recall sessions with the lecturers to reflect on their teaching practices and present initial results from preliminary data analysis. While classroom interaction data provides valuable insights into meaning-making and knowledge co-construction practices, supplementing it with video-stimulated recall allows access to explore one's analytic claims that might not be noticed at the initial analysis stage, and produces a richer representation of lecturers' decision-making and strategy use as well as justifications for these decisions and strategies (Pomerantz, 2005; Tripp & Rich, 2012). More specifically, the video-stimulated protocols are intended to reveal course structures, presentation and interaction formats, student and lecturer challenges within the classroom and their ways of dealing with them, and their attitudes and experiences — all within the context of EMI. For the purposes of this project, the video-stimulated sessions are conducted with individual lecturers by utilizing the pre-determined parts of the lecturers' course recordings in addition to the questions based on the analysis of the lecturer's classroom practices. The database of the video-stimulated sessions is transcribed and analysed through Constant Comparison Method to explain the interactional and social processes of EMI teaching and learning in relation to the articulation of their collected data. Such data can offer us valuable insights into effective classroom practices in EMI and help us gain a holistic perspective on interaction practices in EMI classrooms.

## **Designing Data-Driven EMI Questionnaires: Instructor and Student Perspectives**

Şebnem Yalçın<sup>1</sup>, Hale Işık-Güler<sup>2</sup>, Yavuz Kurt<sup>3</sup>, Asuman Şimşek Tontuş<sup>2</sup>, Berkcan Köse<sup>2</sup>  
*Boğaziçi University<sup>1</sup>, Middle East Technical University<sup>2</sup>, Marmara University<sup>3</sup>*

This presentation reports the process of developing and validating two questionnaires to explore instructors' and students' perspectives on English as a Medium of Instruction (EMI) universities in Turkish context. Teaching and learning processes were systematically observed and classroom interactional data were analysed to develop context-relevant constructs representing teaching and learning in EMI classes in four universities in Turkey. While the first questionnaire aims to explore students' viewpoints in terms of their positive and negative experiences on the specific EMI in-class/online practices, the second questionnaire seeks to explore the instructors' perceptions on teaching strategies/practices to enhance the learning of academic content and disciplinary literacies in EMI universities. The presentation will report the steps in validation process and piloting. Attempts to establish construct and content validity as well as internal consistency of questions in the two questionnaires will be discussed.

# Oral Presentations

## **Chadian Speech Community in Madinah-Saudi Arabia: Second Generation Between Linguistic Shift and Linguistic Maintenance**

Hind Mohammad Alraddadi

*Taibah University*

This sociolinguistic case study contributes to the debate around language maintenance and language shift (LMLS), language attitudes (LA), and language identity within speech communities in Saudi Arabia. This study aims to examine LMLS, LA, and language and identity among second-generation Chadians living in Madinah- Saudi Arabia, and to explore the factors affecting these phenomena, such as gender, age, number and order of siblings, and the number of siblings born in Saudi Arabia. First, the researcher explores their general linguistic practices, including family language policies in the home environment. She also investigates their attitudes towards maintaining their heritage language and the inter/intragenerational differences in language use, attitudes and identity. Then, she explores the participants' linguistic and cultural identities, which are approached as something dynamic and changeable. Three Chadian families are participating in this case study, where semi-structured interviews are employed to collect data. The results show a shift towards Arabic in the younger generations and inter and intra-generational differences in language use, attitudes, and identities. Interestingly, firstborn children are more connected to their heritage identity, and culture, and maintain their heritage language than their younger siblings. There are also gender differences in the findings; male participants seem more connected to their heritage identity and culture and maintain their heritage language more than female participants.

## **A Qualitative Analysis of the Success of Vocabulary Teaching Strategies Employed in English Language Skills Classes as Part of Kadir Has University First Year Core Curriculum**

Turgay Bayındır

*Kadir Has University*

This study proposes to carry out a qualitative analysis of student gains in vocabulary acquisition during first semester of the content-based English language skills classes at Kadir Has University Core Curriculum. Kadir Has University is an English medium instruction (EMI) university that first piloted and then recently fully implemented a new common Core Curriculum for the first year, in which instruction has a dual purpose: to teach common core content in several different interdisciplinary courses by university faculty from different disciplines, and to improve the students' English level from an assumed B1+ level at the beginning of the first year to a true B2 level by the end of the first year. (In order to enrol in the first semester of Core courses, students need to have completed one-year intensive English preparatory school education or pass the Proficiency exam administered by Kadir Has School of Foreign Languages.) Once the first semester starts, 3 of the courses in the Core Curriculum employ co-teaching strategies, with one instructor focusing on content and the other instructor focusing on English language skills. These are

- KHAS 101: Origins and Consequences,
- KHAS 103: History of Humanity,
- KHAS 105: Human Values and Ethics.

This study focuses on KHAS 101: Origins and Consequences, which is a required interdisciplinary science course with the added English language skills goal of improving students' research and presentation skills. Throughout the semester, students read relevant academic articles, watch short content videos, do research, find academic or semi-academic sources, write short response papers and prepare basic posters to present the results of their research. In English skills classes, students are expected to improve their vocabulary level through both intentional instruction in the form integrated skills activities on videos and scientific articles and incidental learning from in-class discussions. The goal of this study is to qualitatively analyze how much vocabulary acquisition takes place by comparing a random selection of student writing submitted at the beginning of the semester and at the end of the semester. The writing assignment students submit at the beginning and at the end of the semester has the same format and grading rubric. In order to be able to track vocabulary development, once the students are randomly selected, the same students' first and last writing assignments will be inspected comparatively based on

a vocabulary rubric that is specifically developed for this study. As a secondary goal, I also propose to utilize ChatGPT in the assessment of vocabulary development in order to suggest ways that ChatGPT can be used both in ELT classroom and in ELT research.

## **Multilingual Identity Negotiations: The Case of Syrian Immigrant Men in Istanbul**

Sezen Bektaş

*Boğaziçi University*

It has been over a decade since the start of Syrian influx to Turkey following the upheaval that forced millions of people to flee their country. As of recent statistics, Syrian immigrants constitute the majority of the whole immigrant population in Turkey, counting up to over three millions, and Istanbul is the city hosting the most. Although Syrian immigrants are being frequently exposed to stereotypes depicting them as uneducated, poor, and underprivileged, they exhibit considerable heterogeneity regarding their social, economic, and cultural composition. This paper specifically focuses on a group that has received limited research attention thus far: multilingual, educated, young Syrians. As part of the linguistic ethnographic project “Contemporary Linguistic Diversity in Istanbul” (Boğaziçi University Project Code 15561SUP, 2019-2021), the study examines experiences of three Syrian immigrant men working in Istanbul: an ESL teacher, a doctor, and an engineer. Through the analysis of data collected from observations, semi-structured interviews, and audio recordings, the paper investigates how these men navigate their identities as migrants, professionals, and language learners in Arabic, Turkish, and English. Preliminary findings indicate the participants’ identity negotiations and investment in their repertoires vary based on their personal aspirations for their future selves and the communities they seek to belong to. These aspirations are shaped by the participants’ individual trajectories and local connections, while highlighting how they negotiate the identities imposed on them as males, foreigners, and members of a stigmatized immigrant community in Turkey.

## **Exploring the Relationship Between Multilingual and Monolingual High School Students’ Emotional Intelligence and Their Intercultural Sensitivity**

Ceren Cömert, Suzan Kavanoz

*Yıldız Technical University*

The aim of the study was to investigate the level of emotional intelligence and intercultural sensitivity of monolingual and multilingual high school students and to explore the relationship between their EI and ICS levels in a multicultural context. 708 students at seven different types of public high schools in Mardin province, which is a multicultural city located in southeastern part of Turkey, participated in the study. Data were gathered through Turkish adapted version of Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) and Turkish translated version of Intercultural Sensitivity Scale (ICS). The findings revealed that there is no significant difference between monolingual and multilingual students in terms of the level of their emotional intelligence. No significant difference was found between monolingual and multilingual high school students in terms of their intercultural sensitivity. The results showed a positive significant relationship between EI and ICS of both monolingual and multilingual high school students. The study also revealed that EI is a significant predictor of ICS in both groups.

## **Military Translation Through the Lens of English for Specific Purposes**

Hakan Dilman

*Maltepe University*

English for Specific Purposes (ESP) refers to tailored language instruction that focuses on specific domains or professional fields. Within the military context, multinational theaters of today’s world require highly qualified military linguists who work as translators and interpreters. Those linguists play a vital role in ensuring operational and political success both in the combat zone and in the process of politico-military diplomatic negotiations aiming at building and maintaining peace among the fighting parties. Military linguists also have an active role in staff tasks both in their home country and in international

headquarters. Military translation, as a subset of ESP, is a critical component in facilitating accurate and reliable communication between different language speakers within the military sphere. This study, as a narrative review, presents the significance of military translation within the scope of English for Specific Purposes taking into consideration field expertise and knowledge bounded up with military challenges and requirements in international operations, tactical communication, technical documentation, and in staff tasks focusing on language proficiency both in native and target language, cultural competence, subject matter expertise, and geopolitical knowledge. Within the theoretical framework of this study, which is carried out through literature analysis and content analysis, there are theories such as the comprehensible input theory of Krashen (1982), the constructive learning theory of Bruner (1983), cooperative principles of Grice (1975), speech act theory of Austin (1962) and Searle (1969). Textuality models put forward by Halliday & Hassan (1976) and Beaugrande & Dressler (1981) and the communication model of Jakobson (1960) have been also used to describe the nature of military English as a part of ESP. These theories provide both the theoretical and practical capabilities related to nature of the military correspondence and expected proficiency of the military linguists within the multinational military interoperability. This paper bringing together professional experience both as military linguist and language teacher aims to clarify the requirements of an ESP program for military linguists and also aspire to provide potential practical solutions to challenges faced in the field and to provide an in-depth contextual understanding of the military warfare taking into consideration the above mentioned theories.

### **Teaching English Through Literature (Using Short Stories to Develop Integrated Skills of Efl Students in Indonesia)**

Santri Emilin Pingsaboi Djahimo<sup>1</sup>, Ikhfi Imaniah<sup>2</sup>  
*Nusa Cendana University<sup>1</sup>, Muhammadiyah University<sup>2</sup>*

Literature exposes students with not only character building but also language development, particularly, if it is applied in ESL and/or EFL classes. The key idea of this writing is to elaborate the research result about how Indonesian EFL students' integrated skills can be developed by using a type of literary work, that is, short stories. Introducing the concept of using literature (i.e. short stories) in the classroom to English teachers in the rural schools of Indonesia, informing English teachers that various techniques and instructions can be created by using literary work, and identifying the advantages and effectiveness in using this teaching media are three main objectives of this writing. This study has been based on important theories proposed by several researchers related to the advantages of using short stories in ELT class: improving communicative competence (Bretz, 1990); linguistic, socio-cultural, personal, and emotional benefits (Pathan, 2013); motivating and authentic materials which contain much educational value (Lazar, 1993). In conducting this study, 3 EFL teachers and 90 students of 3 junior high schools in 3 rural areas of Indonesia have been selected as the research subjects. Both teachers and students have been interviewed and the results indicate that although students and teachers are in favor of the use of short story in teaching and learning English, they somehow doubt that it can be used in the long run with various reasons. However, this study recommends the use of literature (i.e. short story) in teaching EFL class since it can promote language acquisition which eventually can lead to meaningful and successful language learning.

### **Influences of L2 Exposure on L1 Theory of Mind Talk**

Tuğba Güler Ertit, Aslı Aktan Erciyes  
*Kadir Has University*

Children's ability to understand mental states of themselves and others is known as the theory of mind (ToM) which undergoes developmental changes, especially in preschool years. Mental state language (MSL) could be defined as the verbal expression of mental states and seen as a precursor of ToM abilities. Bilingual children are found to perform better in ToM tasks compared to monolinguals. The present study aims to examine the influences of early L2 exposure on the production of mental state words language. For this purpose, we used a narrative elicitation task to compare bilingual and monolingual children's narratives.

A total of 154 children aged 5-, 7-, and 9-year-olds were recruited in two language groups: Turkish



monolingual and L1-Turkish-L2-English bilingual children. Two ANCOVA analyses were conducted to examine the influences of language and age groups on the type and token of MSL separately, taking L2 proficiency as a covariate. Results indicated that the main and interaction effects of language and age groups were not significant. However, results yielded a significant covariate of L2-proficiency, which indicates that, as children's L2-proficiency increased, there was an increase in type quantities of MSL words. Although the total number of words produced by bilingual children was significantly higher than by monolingual children, results indicated that they did not use more MSL words. Therefore, it is suggested that enhanced L2 proficiency is associated with the number of types of MSL words regardless of the language group.

Overall results indicate that there was no effect of language group on MSL word production in narratives. One potential reason might be that the monolingual group was also exposed to L2-English, which might have dampened the difference between the two groups. The positive association between L2 proficiency and the use of different varieties of MSL words points to a probable enrichment of mental state vocabulary in childhood.

### **An Inter-Generational Change Study of Urban Hijazi Kafhala: A Pragmatic Perspective**

Wafaa Fallatah, Hamza Alshenqeeti

*Taibah University*

Hijazi Arabic (HA) is one of the Saudi Arabic dialects that has gained considerable early scholarly interest. Numerous studies have investigated different aspects of HA including its speech acts of thanking and responses to thanking (Altalhi, 2014), loan words (Alahmadi, 2015), intralingual translation (Alwazna, 2020), and language attitudes (Alahmadi, 2016). However, to our knowledge, cultural pragmatic schemas of Hijazi Arabic received almost no scholastic attention. The present study explores the linguistic phenomenon of Urban Hijazi Kafhala, which is part of the politeness system of the social interaction practiced by Urban Hijazi Arabic dialect speakers. It aims to explore the Hijazi Arabic speakers' perception and attitude variation particularly between the older and younger generations. In addition, it aims to investigate the reasons for this social practice and explore any pragmatic cultural schemas rooted in it by employing Mey's (2010) pragmatic act theory and Sharifian's (2017) pragmatic cultural schema analysis. Data for this study were collected using 601 responses to an online survey questionnaire, the researchers' knowledge as emic observers of Hijazi culture, and discussions with several Hijazi speakers. This study partially contributes to filling a gap in the literature about HK as well as documents a possibly endangered Saudi social practice. Findings showed a convergence towards favouring UHK among majority of the older generation. Some of the younger generation perceived HK as a meaningless, repetitive, and intrusive social practice. In addition, analyses of comments of number of older participants showed change of perception and attitude towards HK from aversion to fondness as they grow older. Regarding the cultural pragmatic schemas, they mainly revolve around five central themes: expression of feelings, health and well-being, comments and/or inquiry about recurrent life events, the weather, and compliments.

### **Sociolinguistic Hybrid Identities of UK South Asian Migrant Doctors**

Ghazala Yasmin Farooq

*The University of Manchester*

This paper draws on a doctoral research study that set out to explore identity, migration and integration experiences of elite migrants of south Asian origin in the UK. The study involved in-depth interviews with 27 overseas-trained South Asian doctors practicing as general practitioners and explored how this group of highly skilled migrants integrated into the UK society, perceived their identities and whether they had acquired a sense of belonging to Britain. Their narratives show that English served as a language of power for them as they navigated their journeys in the UK. Their frequent code-switching during interviews between English and their first language exposes their sociolinguistic hybrid identities (Bhatt, 2013). While they were fully able to express their identities in English; interestingly, they chose to refer to the works of the revolutionary writings of their own poets and scholars when it came to describing their experiences of dealing with adversity. The data provides examples of practice of South

Asian English (Kachru, 1986) and more recently institutional attitudes to its use. While I remained faithful to participants' use of English my postdoctoral publication experience highlights how reviewers continue to contribute to 'correcting' the South Asian English. In light of the above findings it might be worth rethinking some of the debate on the supposed problems with South Asian doctors' English skills. Evidence shows that a high percentage of overseas-trained doctors would fail the GMC-approved language tests. It can be argued that the UK has historically been disqualifying people on the grounds of the particular way they use English rather than because of real and serious communication issues. It is purposed that if there is indeed a problem, could it helpfully be reframed as one needing action from the UK majority to engage with South Asian English(es) as well as involving doctors demonstrating their English is 'good' enough?

## Online Corpus Training for Pre-Service Language Teachers

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Language corpora are digital storage of written and spoken authentic texts used for purposes ranging from language description to language teaching and learning. Although the benefits of language corpora have been accepted in the field of corpus linguistics, the bond between research results and practical applications of corpora in language education is rather weak. One of the reasons underlying this includes lack of corpus training in pre-service language teacher education programs (Callies, 2019). This presentation outlines the results of a study that examines the effectiveness of an online corpus training program created for senior pre-service English language teachers to address aforementioned need in the Turkish EFL teacher education context. Data for the study come from teacher candidates' self-evaluations through an online survey that includes

1. corpus-literacy checklist administered before and after the training,
2. reflective logs that are completed after each session of the training,
3. their responses to open-ended questions about the training,
4. lesson plans developed after the training.

The findings indicated that pre-service teachers' corpus literacy was enhanced. The development and assessment stages of the program will be outlined along with the discussion of teacher candidates' valuable recommendations to be used in future trainings and initial teacher education curriculum.

## English Pronunciation and ELF-Aware Instructional Practices

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Drawing on the current Greek teaching context, a rapidly changing from mono-cultural and mono-lingual to multicultural and multilingual (Greek Ministry of Education, 2019; Ziomas et al, 2017), this presentation attempts to assist EFL adolescents cope with miscommunication problems arising from phonological variation. In this respect, we, firstly, established specific criteria upon which several pronunciation tasks of two popular main coursebook series, 'Think Teen' and 'Spot on 4' were critically evaluated. Findings indicate that there is a shortage of pronunciation tasks and activities that supplement the oracy, listening and speaking, components of the two coursebooks. Additionally, most pronunciation tasks of the two coursebooks display an over-reliance on 'speak-to learn', behaviorally oriented patterns (West, 2000) in which the British Standard accent (RP/near RP) is provided as the only valid pronunciation model to be followed. Secondly, drawing upon ELF-awareness (Bayyurt & Sifakis, 2018; Sifakis, 2019), we recommend potential adaptations of the specific pronunciation tasks of the two textbooks so that the global aspect of English is represented, and learners' awareness is raised on the context-related phonological features that cause intelligibility problems in English. Finally, we provide pedagogical implications of the study regarding practitioners' norm-bound teaching practices concerning English pronunciation.

## Plurilingual Iranian-Canadian Children's Identity Struggles

Ahmad Zirak Ghazani

*University of Manitoba*

This presentation examines plurilingual identity constructions and expressions of Iranian-Canadian children ( $N = 20$ , aged 7–17 years) living in Canada, focusing on their perceptions across diverse socio-cultural and educational spaces. Utilizing a qualitative case study approach and drawing on Positioning Theory (Davies & Harré, 1990), the research investigates the impact of social positioning on language learning and the dynamic interplay among heritage language maintenance, access to resources (McAlister, 2018), and cultural capital (Bourdieu, 1986). This work employs a multi-method qualitative approach, including interviews with parents and children, children's visual representations, and value-laden artifacts, to explore plurilingualism. Findings reveal a close link between access to resources and plurilingual education, the existence of monolingual mindsets in some Canadian schools, and discriminatory practices that hinder children's plurilingual identity construction. Children demonstrate resilience in the face of adversity, leveraging their cultural capital and adapting to diverse social situations. Family language practices and emotional connections to relatives and the country of origin play crucial roles in supporting the development and maintenance of children's heritage language and identity. This study contributes to a deeper understanding of the complex processes involved in constructing and expressing plurilingual identities among Iranian-Canadian children in Canada, while highlighting the need for better understanding of social contexts and the implementation of appropriate language and socialization strategies to address the challenges faced by children.

## Edentulous Declaration: The Decade of Indigenous Languages

Jesus Federico C. Hernandez

*University of the Philippine*

The United Nations General Assembly proclaimed 2022-2032 as the International Decade of Indigenous Languages. The decade-long declaration aims to highlight the dire situation of many indigenous languages around the world in the hopes of preservation and revitalization. This paper looked into the sociolinguistic fragility of Philippine languages and the multiple causes that led to the precarity of the situation. It also questioned popular narratives of endangerment in the Philippines and identified the factors which directly and indirectly affected the vitality of these languages: colonial subjugation, displacement and aggression, institutional policies, and poverty. Given the concurrence and simultaneity of these oppressive forces, the paper appraised the potential and effectivity of the UN Declaration of the International Decade of Indigenous Languages in the Philippines.

## Decolonizing Semiotic Educationscapes in Transnational Universities

Sarah Hopkyns

*University of St. Andrews*

English-medium education is on the rise worldwide due to globalization, internationalization and neoliberal ideologies which equate English with social capital, prestige, and success in the labour market. While many language policies aim to equip students with English as a 'lingua academia', produce neoliberal subjects and compete in university ranking systems, such policies often overlook larger issues at play such as the need to foster students' translingual identities, culture and belonging in English-medium educational spaces. This presentation explores the concepts of monolingual ideologies in English-medium education and the postcolonial legacy of unequal Englishes (de Sousa Santos, 2021) as they relate to linguistic and cultural identities in the context of higher education in the United Arab Emirates (UAE). Findings from an ethnographic study in a UAE EMI university exploring Emirati students' perspectives on, and interactions with, their English-medium university 'educationescape' will be shared. This includes students' interpretations of semiotic and linguistic landscapes as 'intertextual products' (Choi et al., 2019) connected to identities and levels of belonging. A corpus of signage ( $n = 482$ ) together with students' ( $n = 28$ ) interpretations of their educationescape via walking tours of the campus and posts on a virtual bulletin board were analyzed through nexus analysis and thematic analysis. Four key themes were revealed: The dominance of English in the educationescape, side-by-side bilingualism, bottom-up translanguaging and

the importance of ‘third spaces’ (Bhabha, 1994) and ‘sticky places’ (Ahmed, 2004). Based on the findings, it is argued that along with the ‘critical trans era’ in classrooms, translanguaging and third spaces can be more actively promoted in English-medium universities for increased belonging and to counter monolingual ideologies. Practical suggestions are provided on ways to decolonize educational spaces.

## **English as a Lingua Franca and Nurturing the Autonomous Language User**

Eva Illes

*Eötvös Loránd University*

English as a lingua franca (ELF) communication is characterised by the enormous diversity of its speakers and the resulting variability and unpredictability of ELF interactions. These are features which present considerable challenges for traditional communicative approaches which promote the adoption of predefined patterns of language used by idealised — usually native — speakers. Whereas mainstream communicative language teaching (CLT) expects learners to adhere to rules of correctness and norms of appropriateness as prescribed by those in authority, ELF requires language learners to act as autonomous language users who are aware of the fact that their assumptions about the world and the use of English in particular cannot be taken for granted due to the frequent lack of a common linguacultural background between speakers (Hülmbauer, 2009). This, on the one hand, requires that learner autonomy should be complemented by the notion of the autonomous language user who is able to cope with the challenges ELF interactions pose. On the other, CLT needs to be amended so that it can prepare learners for ELF communication, and include, among others, critical thinking, problem sensitivity and decision making. Within CLT, two ELF-inclusive approaches have been suggested in the literature (Illés & Bayyurt, 2023). While the ELF-aware approach exposes students to the huge variety of ELF contexts, the ELF-informed approach creates conditions of ELF language use and make learners engage in active problem-solving in and on their own terms. Apart from the outline of the relevant theories, the talk will also provide examples of how the two approaches can be applied in the practice of English language teaching.

## **University Student’s Critical Thinking: Facing the Challenges of Society 5.0**

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*University of Muhammadiyah Tangerang<sup>1</sup>, University of Nusa Cendana<sup>2</sup>*

The impact of Society 5.0 will be one of the educational challenges and positively affect education as it develops. This study aims to analyze and describe the challenges of society 5.0 on university student’s critical thinking particularly in solving the problems faced by each individual. The researchers used questionnaires to collect the data of 64 student’s critical thinking. The instrument of questionnaires was adapted from Glaser & Watson (2015) which proves that student’s scoring of critical thinking was 57%. The scoring was divided into five categories, 63% of students can interpret the information, 40% of students give their assumption to evaluate the issue, 45% of students dig information by doing analysis, 53% can argue their ideas, and 29% of students do a synthesize by giving their argument. The result of the study reveals that the presence of society 5.0 will be able to solve social problems through a global system integrated from virtual and real space. Therefore, to develop student’s critical thinking in the society 5.0 in education, the students must be accustomed to think critically, think creatively, and be able to solve problems faced by each individual by applying Higher Order Thinking Skills (HOTS) in the process of learning whereby during the transfer process, students not only recall and understand the knowledge and skills taught but also are able to interpret the knowledge and skills and apply them in real life. As a result, learning may now take place everywhere and is not only limited to the classroom.

*Keywords:* Higher-order thinking skills, critical thinking, society 5.0, educational technology.

## **Lexical Choices in Post-Colonial Filipino and Korean**

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The objective of this study is to compare the lexicon of Filipino, the national language of the Philippines, and Korean, the national language of Korea, by focusing on the history and process of borrowing lexical

items resulting from contact between the said countries and their colonizers—Spain and Japan, respectively. It was born out of the observation that, whereas the Philippines has seemed to be more democratic when it comes to borrowing and maintaining Spanish loanwords in Filipino vocabulary, Korea, on the other hand, has exerted a conscious effort to eradicate Japanese terms and instead look for ways to provide “more Korean” equivalences to concepts introduced to them. We employ analysis of corpora available in listing and sorting representative lexical items that highlight the process that national language planners used after the period of colonization. We also utilized the dictionary sweep method to verify the etymological information and derivational history of these lexical items to have a glimpse of how these concepts/referents were represented morphologically as well as orthographically. Since its independence in the mid-20th century, Korea has attempted to empathise with its national spirit and eradicate colonial culture prevalent in the society. Various government agencies, notably led by the National Institute of Korean Language, initiated to purify Japanised words into indigenous Korean words, or transform/invent Korean terms rather than using deeply rooted Japanese terms. For instance, instead of a Korean word for ‘plate’, ‘접시’ [chöpshi], Japanese word ‘さら’ [sara] was commonly used previously, and even a foreign word ‘club’ was introduced into Korean through Japanised transliteration, ‘倶楽部 (クラブ)’ [kurabu] that is read in Korean [kurakpu]. On the other hand, we can see an extensive and enduring overlay of Spanish on Filipino (based on Tagalog, among other Philippine languages) that we can also see hispanized words or, etymologically speaking, words that were not of originally borrowed from Spanish but were orthographically and phonologically adjusted to “look” or “sound” Spanish. Examples include everyday Filipino lexical items that were directly borrowed from Spanish but respelled to accommodate the orthographic system of Filipino (Fil. *kutsara* < Sp. *cuchara* ‘spoon’), and the use of Spanish affixes such as *-o/-a* ‘(person doing the action indicated by the verb)’ in *tsismoso/-a* ‘gossip-monger.’ This comparative study illustrates two mechanisms by which a language accommodates linguistic representations of concepts brought about by new experiences, technological advancements, and drastic changes within the community that speaks it. This comparative study also highlights how a community may choose whether to create a new term based on their indigenous tongue, or borrow the term from the language that introduced it, which depends not just upon its collective history and memory, but also—and equally important—the preference of its members. Finally, it is hoped that this study contributes to future lexicographic projects, language planning activities, and other research and pedagogical implications for the two national languages.

*Keywords:* Lexicography, etymology, neologisms, Filipino language, Korean language

## Maternal/Paternal Causal Language Inputs and Children’s Causal Language Production

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*Kadir Has University*

Causal language (e.g., causal connectives, lexical causatives, and morphological causatives) helps express a cause-and-effect event (Ger et al., 2021; Marini & Singer, 1988). Studies indicate the association between parental causal connective input with children’s causal language production (Van Veen, 2009; 2013). This study aims to examine the differences between paternal/maternal causal language inputs, and the association between paternal/maternal causal language inputs with children’s causal language production to the mother/father. Four- and 5-year-old children ( $M_{age} = 56$  months,  $SD = 6.5$ ) and their parents participated online. Parents separately played with their children with a tangram toy in free/guided play, elicited stories to their children, and children’s expressive language was measured. Child’s causal language to the mother/father and parents’ causal language was coded. Although mothers/fathers use similar amounts of words, clauses, duration, and linguistic complexity, fathers use more causal language compared to mothers only in free play,  $t(59) = 2.710$ ,  $p = .009$ . We ran two regression models taking child’s age, expressive language, and parents’ SES as control variables, child causal language to mother/father as outcome variables, and maternal/paternal inputs as predictors. First analysis showed that paternal causal language input significantly improved the model, and it is positively associated ( $\beta = .351$ ,  $p = .011$ ) with children’s causal language outcome to father,  $\Delta R_2 = .10$ ,  $F(1, 55) = 6.978$ ,  $p = .011$ . Second analysis showed that maternal causal language input improved the model significantly, and it is positively associated ( $\beta = .369$ ,  $p = .005$ ) with child causal language to mother,  $\Delta R_2 = .13$ ,  $F(1, 55) = 8.583$ ,  $p = .005$ . Findings indicate that fathers use more causal language than mothers; however, the input from both mothers and fathers

is positively associated with causal language production directed to them by children. These results will be discussed considering the relevant literature.

## **Code Switching in Pakistani Universities**

Humaira Irfan Khan

*University of Education*

Pakistan is a multicultural, multilingual and multiethnic society, therefore, code switching (CS) is a common feature of the Pakistani society. The purpose of the research study is to discuss that code switching is a regular feature in a Pakistani university. The undergraduate students use code switching for informal conversation, asking clarification, group discussions, asking questions and faculty members use code switching to provide explanation of information, responding to questions, appreciating students' responses, translation of concepts, ensuring students' classroom participation through informal class discussion. The study has deployed the qualitative and quantitative methods to answer the research questions. The data were collected from undergraduate students and their teachers of a public sector university located in the province of Punjab, Pakistan. The instruments were questionnaires and interviews for faculty members and undergraduate students. The sample size of undergraduate students' was  $n = 225$  and faculty was  $n = 35$ . For interviews, 20 faculty members and 20 undergraduate students participated in the research. The selected academic program was Bachelor of Science in Economics (BS Economics). The data was analyzed using SPSS and NVivo quantitative and qualitative data analysis softwares. The findings reveal that both undergraduate students and university teachers are using English and Urdu languages through CS beneficially for multiple reasons in universities such as, conversation, translation, classroom discussion, comprehension, explanation, appreciation, asking for clarification and responding to teachers' questions. However, CS adversely affects English language proficiency of university faculty and students.

*Keywords:* Code switching, translation, comprehension, discussion, conversation

## **English Language Anxiety Emerging from Multilingualism, Cultural Diversity and Ethnicity in Pakistani Universities**

Humaira Irfan Khan

*University of Education*

The study explores how multilingualism, cultural diversity and ethnicity in Pakistan impede potential for English as a second language learning ability and motivation in Pakistani universities. Most students are multilingual speaking a vernacular language besides Urdu and English languages. Multilingualism and cultural diversity spark ethnic identity, a symbolic and multifaceted phenomenon. This study examined the perceived abilities of students' English, their level of anxiety and how these might interact with multilingualism, cultural diversity and ethnicity. Using a mixed method, quantitative and qualitative data was collected from two large scale universities of Pakistan. 300 postgraduate students completed a questionnaire and 12 faculty members and 12 postgraduate students participated in the focus group interviews. The data analysis tools were SPSS Version 21 for descriptive analysis and NVivo for transcribing the focus group interviews. Participants of the focus group interviews are identified by university abbreviation (TU or JU) followed by teacher (T) or student (S) and a number. Findings reveal that students experience language anxiety, contributing to lack of success in university courses. The postgraduate students have reliance on native and national languages to communicate in universities. Recommendations include culturally responsive teaching, building learner motivation, and developing and offering program-specific English courses.

*Keywords:* Multilingualism, cultural diversity, ethnicity, English language anxiety

## **Distributed Leadership: Panacea or Epistemic Injustice**

Rana Khan

*Canadian College Kuwait*

Distributed leadership is based on social interactions between leaders and followers. Distributed leadership

may lead to epistemic injustice if not controlled. This paper applies a critical lens to highlight the oppression of disadvantaged individuals.

Distributed leadership has been a topic of discussion for more than two decades now. scholars define it as a new form of leadership that is inclusive and epistemically just, as it is based on social interactions of leaders and followers rather than on their roles (Spillane and Sherer, 2004). These social interactions, however, may be constrained due to the situations in which they take place. Distributed leadership if not exercised in controlled conditions with regulated and clearly specified guidelines, may lead to marginalization and epistemic injustice. In this paper, distributed leadership has been examined and investigated with a critical lens to highlight the ensuing epistemic injustice that prevents individuals, from certain disadvantaged backgrounds, to contribute to knowledge sharing and co-creation. They are marginalized and professionally bullied into accepting unsolicited roles and responsibilities without any acknowledgement of their true worth (Hargreaves, 2008). The presenter examines distributed leadership critically drawing comparisons while emphasizing on the importance of further research to establish its significance and true worth. The attendees will leave with a note that distributed leadership is not a panacea for all leadership problems. It needs to be strengthened in a congenial environment and culture with collective responsibility from all. It is not a panacea and to strengthen it, the environment and culture must be conducive.

## **Teaching English in the Age of AI: Embracing ChatGPT to Optimize EFL Materials and Assessment**

Osama Koraishi

*Uludağ University*

The sudden spike of artificial intelligence (AI) technologies has had and continues to have a transformative impact on various domains, including education. The advent of AI-powered Large language models [LLM], such as OpenAI's ChatGPT, will significantly enhance the way English as a Foreign Language (EFL) is taught and learned. This article explores the versatile applications of ChatGPT as a valuable tool in any EFL teacher's toolkit, specifically focusing on material development and assessment. The demand for effective EFL teaching and learning strategies has been steadily on the rise for years due to globalization and the widespread adoption of English as the lingua franca for international communication. Consequently, the integration of technology in language education has become crucial in addressing the diverse needs of EFL learners and teachers. ChatGPT, a cutting-edge large language model, holds considerable promise in revolutionizing EFL education, as it combines advanced natural language processing capabilities with a human-like interaction. This article aims to provide some potential benefits of utilizing ChatGPT in EFL education. First, we examine how ChatGPT can be employed in material development, streamlining the process of creating engaging and contextually relevant resources tailored to the needs of individual learners, as well as other more general uses. Second, we explore the role of ChatGPT in text assessment, highlighting its potential in offering real-time, personalized feedback on learners' performance, thereby enhancing the overall learning experience. It is worth noting that this article as well as the applications suggested in it are based on the latest ChatGPT 4 and not the older ChatGPT 3.5. The full paper can be found here: <http://www.langedutech.com/letjournal/index.php/let/article/view/48>.

## **Embracing Accent Diversity in Global English Education: A Journey Beyond Bias**

Alison Larkin Koushki

*Institute for Innovative Educational Research*

This interactive presentation engages participants in a compelling aspect of Global English: the evolution of accents and the issue of accent bias. Parental demands for "native" speaking teachers often drive school/university employment decisions, and educators may be shortchanged on the basis of non-standard pronunciation. However, perceptions toward accents are shifting in academia toward a more inclusive outlook wherein non-standard and non-native accents are not only accepted but preferred. Through storytelling, knowledge sharing and listening to global accents participants will time travel through evolving English to the contemporary issue of English accent discrimination in academia.

The talk starts with examples of attitudes toward various English accents witnessed in global ed-

educational circles. Attendees are invited to share their experiences and insights regarding this topic. Participants then share their knowledge of how modern English evolved since Shakespeare's time, tracing its trajectory through the combined influences of Latin, Anglo-Saxon, and French, and how global accents emerged via the vehicle of British colonialism.

The presentation then delves into the changing attitudes toward teacher accents in today's Global English Education. NNESTs, or "Non-native English-Speaking Teachers," now outnumber NESTs, or "Native English-Speaking Teachers," exponentially, a trend which is bound to accelerate as English reaches farther and farther as the lingua franca in main spheres of communication. The largest English language teaching organization in the world, IATEFL, has declared the terms "native speaker" and "non-native speaker" irrelevant. Today, "NNEST" is being replaced with the more positive "MLEST," "Multi-Lingual English-Speaking Teacher."

Next, the impact of this change on students of English worldwide is addressed. A dawning realization in Global English Education is that students need plurilingual environments to keep pace with their increasingly plurilingual future in. Accent diversity in the classroom is emerging as key to learner success in the business, education, research, and entertainment circles of their future: the more "non-native" lilt of "Multi-Lingual English-Speaking Teachers" they are exposed to, the better.

The talk concludes by recapping the evolution of English, the emergence of accents, and how attitudes toward them are shifting. Participants will enjoy listening to global English accents — French, German, Japanese, Indian, and more — and using their life experience to name their location in the world. Travelers in this "Journey Beyond Bias" will depart enlightened on the expansion of World Englishes, how accents originated, and how they are adding value to Global English Education today.

## Ten Pigs and a Wedding: Semantic Specialization of Terms Surrounding Cultural Practices Related to Marriage in Batangas, Philippines

Madilene B. Landicho, Jem Javier

*University of the Philippines*

It is often said that if you want to marry someone from Batangas, you need to start raising a drove of pigs that will be given as gifts (locally called *sabit*) to principal sponsors and will feed a whole community during the wedding reception (locally referred to as *baysanan*). In this study, we attempt to unravel how cultural practices related to marriage are lexically codified in a community in Batangas, a province south of Luzon Island in the Philippines. We were able to observe two (2) practices of *gawaan ng magaling*—one in October 2021 and another in January 2023, both conducted in San Nicolas, one of the towns surrounding Taal Lake in the Tagalog-speaking province. In addition to this, we employed key informant interviews with three (3) elders of the community, who were directly involved in the preparation and conduct of the practice, as well as with the two (2) couples for which each *gawaan ng magaling* was held. We present several key concepts relating to wedding and marriage embodied by the following terms:

1. *gawaan ng magaling* '(lit.) doing something good,'
2. *sabit* '(lit.) hanging something,'
3. *baysanan* 'forming the relationship between the parents of the married couple,'
4. *sabugan* '(lit.) exploding, bursting and scattering,'
5. *lipatan* '(lit.) transferring places.'

Although these terms are widely used in generic contexts in the larger Tagalog-speaking communities, nevertheless, these terms carry specialized meanings that describe a particular cultural context:

- 'dialogue between the two families to negotiate the terms of the wedding,'
- 'gift(s) given to principal wedding sponsors,'
- 'wedding reception or party,'
- 'announcement of monetary gifts given to the newlyweds,'
- 'transferring of the bride to the residence of the groom's family.'



The terms presented and the surrounding concepts reflect notable insights on how people organize themselves within the community. The practices highlighted the prevailing importance of affinal kinships formed. The *sabitan* and *sabugan* also show examples of reciprocity among members of the community, an overarching concept that might also underpin other cultural practices within and outside San Nicolas, which may be explored in further studies.

## **ELF & CLIL: Teacher Education Shared Paths**

Lucilla Lopriore

*Rome Tre University*

This presentation mainly focuses on the relevance of language education and of the new function of English, a language that has modified its status as a global language; issues related to ELF awareness approaches as adopted in Content and Language Integrated Learning (CLIL) as well as in English language teacher education courses are presented and discussed. The intrinsic effectiveness and value of such innovations was observed in two diverse educational settings: three CLIL methodology courses and two English as a Lingua Franca (ELF) professional development courses (PDCs) carried out in Italy. The effectiveness of the CLIL approach, the function of language awareness, and the new perspectives of current English language use, were elicited through reflective practices within the training course in the on-line discussions and in the practicum lessons. The CLIL (20 ECTS) methodology courses had been introduced at national level in 2012 by the Italian Ministry of education to prepare subject teachers with a B2-C1 level of English to teach their subjects in English in the Italian high school system, and they were run in a blended mode at Italian universities between 2013 and 2019. The three CLIL courses object of this presentation, were part of the CLIL courses run at Roma Tre University, and they were attended by 315 subject teachers; an ELF-aware component had been embedded within the language component of the CLIL courses. The two English language teacher education courses, based upon an ELF-aware approach, were run on-line in the same university in 2020 and in 2021, they were attended by over 85 EL teachers, mostly Italian teachers. The first course was part of the ENRICH Project (12 ECTS), the second one was the ENRICH project follow-up course. Both CLIL courses and the EL teacher education courses were based upon the use of reflective practices elicited within the training courses in the on-line and in the course forum discussions. The research study, based upon a mixed method approach, used individual semi-structured questionnaires, and analysis of group discussion transcripts. Both CLIL and EL participants' responses on the innovations during the course activities, were collected and analyzed; findings about their attitudes and beliefs on the value of language for learning will be presented and discussed. The findings highlight the need of a new approach in teacher education that would take into account both content and language teachers in shared language teacher education paths.

## **Empowering Educators, Empowering Women: Experiential Learning in Teacher Education**

Rabia Mahmood

*Istanbul Okan University*

Experiential learning hence regarded as 'Learning-by-doing' is an instructional approach that heavily relies on students' active engagement in the lesson through engaging learning activities that are tailored according to the needs, interests, and learning objectives of the learners. On one hand, this active participation and engagement helps the learners to develop an ownership of learning whereas on the other hand, it also results in generative effects. The learners are involved in such analytical and investigative tasks, activities, and projects where they are required to exploit, adapt and generate the materials from the given resources with the purpose of retaining the information for later use. Hence on the pretext of learning by doing, the following skills were deemed necessary for the prospective language teachers:

- Hands-on practice in material adaptation, designing, and generation
- Developing lesson plans for using those materials
- Executing/presenting the teaching plans
- Self-Reflecting/ Assessing the teaching

How can the learning-by-doing approach best help learners in mastering those skills? This presentation puts forth various strategies for

- Developing creative and collaborative tasks, activities, and projects,
- Incorporating digital literacy skills in Teacher Education courses,
- Maximizing the learner's active participation in the lesson,
- Self and peer-reflection,
- Thinking out of the box to ensure learner's engagement with materials.

In order to give hands-on practice, this session will engage the participants in thinking, critiquing, analysing, discussing, creating, designing, and presenting the lesson plans for teaching language to prospective teachers. The attendees of this presentation will walk away with creative adaptable insights for integrating a learning-by-doing approach to enhance learning output in any EFL context.

## **Conforming and Transforming: Insights into Filipino Subtitling**

Michael Manahan

*University of the Philippines Diliman*

Many scholars have traditionally regarded the translation of audiovisual programs as distinct from conventional translation due to the spatial and temporal constraints unique to the medium (Diaz Cintas and Remael 2021, 1). This study reaffirms the role of subtitling as a form of translation, despite the inherent limitations posed by audiovisual media. The focus of the investigation is on Filipino subtitles and some challenges that author-translators encounter when adapting timed text content for digital platforms.

Titles with available Filipino subtitles were selected from the Netflix Top 10 shows in the Philippines, based on the number of hours watched from November 2022 to April 2023. These titles were compared and analyzed with the Netflix Filipino Timed Text Style Guide (TTSG), a guide that provides the language specific requirements for Filipino subtitles and identifies reference materials for use in subtitling. This ensured compliance with the established subtitling guidelines and standards specific to the Filipino audience, shedding light on the current practices in the industry.

The comparison between the selected content and TTSG allowed for a comprehensive investigation into the linguistic strategies employed by author-translators. The analysis examines the linguistic choices available to author-translators which impact their selection of linguistic registers, orthographic variations, colloquial expressions, and adherence to standard rules. It identifies perceived inaccuracies in subtitling while advocating for the acceptability of nonstandard forms and expressions in Filipino subtitles. The argument proposes that these nonstandard variants often offer a more authentic portrayal of the spoken language. This exploration extends beyond identification of these factors to looking into providing an initial analysis that motivates these choices.

In the end, the study seeks to illuminate the intricacies of the Filipino subtitling landscape and sets the stage for a more nuanced understanding of the opportunities and challenges that exist within this specialized field of translation. It also aims to open a dialogue towards establishing a linguistic consensus that addresses subtitling challenges while maintaining and choosing a language register that accurately reflects the vernacular of its speakers and contribute to the broader discourse on audiovisual translation within the Philippine context, specifically in terms of effectively translating linguistic and cultural subtleties.

*Keywords:* Audiovisual translation, subtitles, Filipino subtitling, translation studies, interlingual subtitling

## **Fostering AI Literacy in Academic Writing Classes**

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The integration of artificial intelligence (AI) tools in education has revolutionized teaching and learning methodologies. Among these tools, ChatGPT has emerged as a prominent AI tool for educational applications. However, concerns regarding potential risks associated with its use have arisen. This study

explores the responsible and effective integration of ChatGPT in academic writing classes, focusing on its potential to empower students. The research investigates whether ChatGPT can effectively engage students and enhance their learning experience when utilized responsibly. Furthermore, the study examines strategies that teachers can employ to mitigate potential risks associated with ChatGPT usage. In the Spring semester of 2023, I revised some assignments and assessments to incorporate the use of ChatGPT, and asked my students who are enrolled in academic writing classes at an American university in the UAE to reflect in their reflective writing assignments on the process of using ChatGPT. This presentation discusses the revisions made to the assignments, presents the students' perceptions after using ChatGPT to complete the assigned tasks, and concludes with an emphasis on the crucial role teachers play in reminding students to analyze and evaluate generated responses. Overall, this study contributes to the ongoing conversation about responsible AI use in education, providing practical strategies for integrating AI tools into teaching, and highlighting the importance of critical thinking and active learning in conjunction with AI tools, preparing students for a future in which AI tools will play an increasingly significant role.

## **Moroccan EFL Teachers' Practices Regarding Promoting Learner Autonomy**

Said Oussou

*Moulay Ismail University*

Learner autonomy has been the concern of a number of researchers in English language teaching. The concept has begun life since the 1980s. It has been considered among education priorities in the Moroccan EFL context, which English language teachers try to implement in their classes. Research revealed that there are correlations between learner autonomy and other variables related to learners, which therefore calls for the promotion of learner autonomy in EFL classes. As such, the present study investigates how secondary EFL teachers promote autonomy in their learners. A quantitative research design was employed in the study to achieve this purpose. Through this design, quantitative data were generated and analyzed. Therefore, a sample of 96 (57 males and 39 females) EFL teachers completed the questionnaire. Findings revealed that EFL teachers promote learner autonomy to a great extent and that the results were conclusive among the teachers' rates of levels of agreement and disagreement regarding the strategies for promoting learner autonomy. Thus, it is concluded that the study reported on the extent to which teachers employ a number of strategies to encourage learner autonomy and that it does not necessarily mean that the study explained the degree to which teachers know how to implement those strategies, as this would be beyond the purpose of the present study.

## **Development of Attitude Scale Towards Vocational Foreign Language Course**

Selda Özer

*Neuşehir Hacı Bektaş Veli University*

In language teaching/learning, attitudes are crucial both for students to learn a foreign language and for language teachers to improve the curriculum, instructional methods, and course materials to better align with students' needs and interests. Positive attitudes can lead to increased engagement, active participation, and a higher likelihood to successful language learning. On the other hand, negative attitudes might hinder learning and discourage students from fully engaging in language learning. Vocational foreign language courses are designed to equip students with language skills relevant to specific fields. Measuring attitudes towards vocational foreign language courses is important for enhancing language learning, fostering motivation, providing students with linguistic proficiency necessary in their fields and ensuring that vocational foreign language courses are responsive to the needs of students and the job market. The study aimed to develop a reliable and valid attitude scale for students towards vocational foreign language courses. In order to create initial items, students from different departments at a vocational college who took vocational foreign language course in 2013–2014 academic year were asked to write an essay expressing their feelings and thoughts about the course. Fiftyeight voluntary students wrote and submitted their essays. The repeated expressions at cognitive, affective and psychomotor levels written by 58 students in their essays were determined. In addition, attitude scales towards English language course were examined and items like the ones in these attitude scales were created. In this way, 40 initial

items were taken to the draft scale. In order to ensure the validity of the scale items, the draft scale was presented to an expert in assessment and evaluation, an expert in curriculum development and three English language instructors. Considering the suggestions of the experts, 12 out of 40 items were eliminated, and the draft was reduced to 28 items for trial application. Thus, a 28-item scale (17 positive and 11 negative) was designed. The scale items were also examined by two Turkish language instructors in terms of Turkish grammar rules and intelligibility. As a result of the examination, some items were rearranged in terms of clarity. After the expert opinions, a 5-point Likert-type scale (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree) was formed. Preliminary form consisting of 28 items was applied to a group of 158 voluntary students taking vocational foreign language course at a vocational college in 2014–2015 academic year. Before exploratory factor analysis (EFA), item-total correlation coefficients were analyzed, and the coefficients ranged from 0.618 to 0.827. For EFA, KMO coefficient was analyzed to check whether sample size was adequate for factor analysis and Barlett's test was examined to check whether variables are distributed normally. KMO coefficient was 0.953 and Barlett's test was 0.00. Then, EFA was applied to determine the factor loadings and construct validity. EFA showed that the eigenvalues of 28 items in the scale were distributed to four factors higher than 1, which explained 65.668% of the total variance. The contribution of the four factors to the total variance was 52.525%, 5.127%, 4.284% and 3.731%, respectively. The eigenvalues of the factors were 14.707; 1.436; 1.200 and 1.045, respectively. Factor loading values of all the items in the scale were high in the first factor and ranged from 0.619 to 0.829. Next, Scree Plot was analyzed, and there was a rapid decrease after the first factor. The fact that the first factor loading values of all items in the scale were high, that the variance explained by the first factor was significant, and that the eigenvalue of the first factor was three times higher than the eigenvalue of the second factor were evidences that the scale had one factor. Moreover, the first factor alone accounted for 52.525% of the total variance. The fact that a factor explains more than 30% of the total variance can be considered as an indicator that the scale has one factor. Therefore, it was concluded that the scale had a one-factor structure. Cronbach Alpha reliability analysis was estimated as 0.96. The psychological scales with 0.70 and higher Cronbach Alpha values are regarded as reliable scales. Therefore, attitude scale towards vocational foreign language course was regarded to be a reliable, valid and one-factor scale. 331 voluntary students taking vocational foreign language course at two vocational colleges in 2015-2016 academic year participated in the confirmatory factor analysis (CFA) study to test the one-factor structure of the developed scale and convenience of the model proposed after EFA. Fit indices of the one-factor model were analyzed and chi-square ( $\chi^2 = 1068.43$ ,  $sd = 350$ ,  $\chi^2/sd = 3.05$ ,  $p < 0.001$ ) was found significant. When estimated fit indices (RMSEA = 0.08 and CFI = 0.81) were examined, the values were observed to be close to the ones expressed in the literature but not at the expected level. After examining modification indices about the variables in the model, it was observed that errors of some items were related to each other. Based on these indices, error correlations for the item pairs under the same latent variable were added to the model, and the model was retested. Final CFA exhibited that chi-square values ( $\chi^2 = 727.55$ ,  $sd = 336$ ,  $\chi^2/sd=2.17$ ,  $p < .001$ ) were significant, and fit indices of the model were (RMSEA = .06, SRMR = .06, IFI = .90, CFI = .90) were acceptable. Therefore, the results of the CFA indicated that the model had acceptable fit indices. Factor loading values and error correlations of the items were observed to be statistically significant. After CFA, Cronbach Alpha reliability analysis of the one-factor scale was estimated as 0.93. In conclusion, the study successfully developed a 28-item Attitude Scale towards Vocational Foreign Language Course, demonstrating its reliability and validity. The scale can be used to assess students' attitudes towards vocational foreign language courses, which is vital for language teaching and improving vocational foreign language curricula to better meet students' needs and interests.

*Keywords:* Language learning, English for Specific Purposes (ESP), Vocational foreign language

## A Review Research in Teaching Turkish to Foreigners

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Although there has been research and practice in teaching Turkish to foreigners for more than 4 decades, it is still difficult to claim that we teach our language to foreigners successfully due to some rooted and chronic reasons (Yagmur, 2006; Acik, 2008; Durmus, 2011; Gocer & Mogul, 2011; Gocer et al., 2012; Ozbay & Bahar, 2016). The simplification or dropping of the conditions to study at Turkish universities to increase demand shows this. There are some chronic problems. For instance, foreign students find it

difficult to follow the lectures because they only get basic communicative speaking skills, which Cummins (2000) calls BICS, in Turkish preparation schools, although they also need cognitive academic language skills in Turkish, which Cummins calls CALP. Therefore, we decided to do this research to find out the reasons behind this failure. We started this qualitative research. We conducted review research through a content analysis of 263 conference papers presented in 14 international conferences organized between 2010 and 2023. We found out that there is still a lack of consensus among researchers and practitioners in the field about the basic principles and methods of research and practice, even after 40 years. Secondly, their theoretical frames do not include second language acquisition theories. Thirdly, teacher training is too weak. We hold that the main reason for the problem is a lack of CALP in linguistics, which results in incomprehensible input for those who are in the TTF field, mostly because of a lack of education in linguistics and an inability to read what has been written in English about ELT. We made this review research to show what TTF researchers need to focus on from now on, depending on Bruner's (1983) constructive learning theory and Krashen's (1982) comprehensive input theory, while making research on teacher training, teaching methods, material preparation, teaching four skills, grammar and vocabulary, and assessment and evaluation.

## **Language Learners Practicing Pedagogical Theatre: Socio-Emotional Impacts**

Tilda Saydi

*Aydın Adnan Menderes University*

Based on the concepts of language anxiety and catharsis in sense of relief from emotions causing an insecure state, this study proposes to expose and compare the existence of emotions arising from language anxiety of university students (Turkish and English speaking) learning French as foreign language and the radical change of these feelings following a pedagogical application carried out using an action-based practice. A qualitative research is developed using case study methodology. Data collection is based on participant observation and oral interviews. An educational theatrical play spread over six semesters and carried out with sixty students is initiated. Before the implementation, it turned out that students suffered from unfavourable emotions towards learning and self-esteem, due to the lack of linguistic, cultural and social skills. After implementing and performing the play, it was found that negative feelings turned into comforting ones, especially as moods of security and confidence as well as motivation. The results are analysed in order to better help learners overcome the emotional discomfort, regulate the insecurity intrinsically felt as well as bring learners closer to the target language.

*Data collection procedure:* Data collection is based on participant observation followed by oral interviews. As observation technique, direct observation is used to be able to relativize, in their context, the emotional states, pre-actional versus post-actional, in order to compare them with the results obtained from the directed interviews. "Direct observation is called participatory when the researcher integrates into the daily life of the group studied" (Thibeault 2010: 3). Thus, the explanation of the emotional passage was facilitated. Concerning semi-direct oral interviews, semi-structured interview technique with focused responses was chosen for data collection. The centred open questions framed the subject and shaped the interviews for a thematic questioning but also for an objective questioning freeing the interviewee to express his own judgment using his own words. This type of question made it possible to establish a classification of the data collected. The five questions asked were classified into two groups in logical temporal order, a first group consisting of two open questions to be asked before and a second group consisting of three open questions to be asked after the theatrical practice. The questions followed a logic ranging from the most general to the most specific.

*Data analysis procedure:* Processing the interviews: Method of content analysis is carried out in three phases. Pre-analysis stage is an initial phase of preparing and organizing the data collected to be submitted for analysis. In the exploitation phase of the written reports, the initial ideas are systematically categorized; hypotheses, aims, key information supporting the possible interpretation of the communicative content of the interviews are formulated. Thus, the corpus provided by the explicit written information obtained through interviews, is carefully read and delicately elaborated in order to understand and extract dominant ideas and visibly perceptible messages. Once categorized thematically and conceptually, this final information provides the refined material necessary for data processing by which the final interpretation arising from the analyses is made.

*Keywords:* Emotion, French as foreign language, catharsis, educational theatrical play, didactics, learning, action-based

## Racial Literacy Development of Preservice TESOL Teachers

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The task of preparing teachers to teach students who are ethnically, racially, and linguistically diverse has been an important focus of many second language teacher education programs. Teacher identity development during an early career period is a crucial area of investigation in this context. Several scholars in the area of second language teacher education investigated how various intersections of teacher identity and positionality impact the way new teachers conceptualize their pedagogies while navigating complex issues they encounter in everyday classroom life, whether these issues are related to cultural adjustments or literacy development of their students (e.g., de Oliveira & Silva, 2013; Kayi-Aydar, 2015). While much scholarship is produced to train teachers that are attuned to English learners' needs, most of this research doesn't center on the issue of racialization and its interrelation with language and language education. Using a raciolinguistic framework (Flores & Rosa, 2015) to expand the borders of anti-racist teacher education and disrupt the color-blind teaching practices and language ideologies in TESOL, this presentation will argue for the role of racially aware TESOL curriculum to increase pre-service teachers' racial literacy. Through engaging teacher candidates in readings and assignments that pushed them to examine the dominant structures in place, race, class, gender, and power relations through which they are produced, this study discusses how selected pre-service teachers studying to be English teachers in two US-based TESOL programs gain racial literacy through their coursework and explore their own racial identities as future teachers of racially diverse English language learners.

## Linguistic Personality and Its Components

Oksana Skryl

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In terms of psycholinguistics each person can be characterized as a linguistic personality whose linguistic-cultural stereotype is an individual, inherent to a person as a bearer of the linguistic picture of the world. The linguistic and cultural stereotypes of behavior are typical in most cases for the social group to which he or she belongs to. Linguistic behavior is defined as a conscious and unconscious system of actions that determine the way of human life. A person entering into a dialogical communicative relationship with entity receives a set of stereotypes. Language is one of these stereotypes, symbolizing and representing in a significant form the internal reflexive experience of the ethnos.

Taking into account the above said, the linguistic personality is a kind of personality representation that includes psychological, social, ethical and other components, but is reflected through language, discourse. Consequently, we focus on the close connection of language with a person, his consciousness, and thinking, cultural and cognitive activity. The two main problems for consideration are: what influence does the formed natural language have on the behavior and thinking of a person, and vice versa, how a person influences the language that he uses. In this research we support traditional approach to understanding a linguistic personality as an individual who has the ability to create and perceive texts that, in their turn, differ in:

1. the degree of structural and linguistic complexity;
2. the depth and accuracy of the reflection of reality;
3. a certain target.

Though we also take into account the definition given by O. Selivanova who defines the linguistic personality as an inherent feature of the individual as a bearer of the language and a communicant that characterizes his linguistic and communicative competence and their realization in the production, perception, understanding and interpretation of verbal messages, texts, as well as in the interactive interaction of discourse.

It is part of a more detailed study of a linguistic laughing personality (*homo ridens*) in British literature within the framework of the theory of anthropocentrism. The results of the scientific literature analysis aimed at the study of the concept of "linguistic personality" and "laughing linguistic personality", in particular, are presented. From a wide range of examples starting from Chaucer up to the present we have selected the brightest characters in the English literature represented mainly by W. Shakespeare and B.

Shaw to highlight the main characteristics of the communicative style of homo ridens behavior. The main factors of influence (psychological, social, cultural, etc.) on the formation of a laughing communicative personality are highlighted. The perception, understanding and interpretation of the world are covered within humorous discourse. Particular attention is paid to the intentions of comedians to use high-quality intellectual humor not only to create a humorous effect, but also for a philosophical explanation of the basic realities and laws of being.

The ability of the communicative personality of homo ridens within the norms adopted by society to clearly reflect the realities of life of their era in a humorous form is characterized that further allows us to analyze the identity of the British comedian in diachrony.

*Keywords:* Linguistics personality, psycholinguistics, social and cultural components

## **ELF-Awareness, Teacher Education and ELT Materials Adaptation**

Natasha Tsantila

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English is daily, successfully, and purposefully used in all socio-cultural and migratory contexts among speakers of diverse lingua-cultural backgrounds. This reality has affected ELT settings as ELT teachers are called to prepare their learners for multilingual and intercultural communication. ELF and ELF-aware pedagogy (Sifakis & Bayyurt, 2018) can contribute towards English language educators' professional development by assisting them to develop competences necessary for integrating ELF-awareness in ELT classrooms.

In light of the above, this presentation describes a three-phase teacher education course which moved from theory to practice and involved EFL teachers working in different EFL teaching setting in Greece. The course introduced participant teachers into the main theoretical aspects of ELF-awareness (Sifakis & Bayyurt, 2018) in order to assist them engage in the design and implementation of ELF-aware lessons. Initially, participants read and discussed various resources moving from the more general, ELF-related articles to more specific materials related to ELT pedagogy and the use of English as a global language. In phase two, covering a more practical aspect, participants were familiarized with criteria which had been developed within a framework of ELT and ELF-related literature and could be used for critical evaluation and adaptation of their EFL courseware. Finally, participating teachers, guided by the teacher educator and taking into consideration their ELF-teacher education experience and their learners' background, designed, and taught original ELF-aware lessons. These lessons:

1. were based on the criteria of authenticity, variety, and relevance introduced and discussed in phase two,
2. aimed at promoting ELF-aware principles introduced in the teacher education course.

In this presentation, the phases of the teacher education course and samples of ELF-aware lessons are presented and practitioners' feedback on their overall educational experience is reported. Implications of this course on teacher education and materials adaptations in multicultural classroom contexts are offered.

## **Content Analysis of Children's Books About COVID-19 in Turkey and the U.S.**

Burcu Ünlütapak

*Yeditepe University*

Children's picture books are important resources for parents to teach children about complex scientific phenomena such as biological concepts. As cultural products, picture books often reflect values and ideas of the culture in which they were developed and provide a crucial socialization context. In this study, we examined picture books about COVID-19 intended for 3- to 12-year-old children published in the first year of the pandemic (2020–2021) two sociocultural contexts: Türkiye and the US. We examined 15 books from Türkiye; these were found on popular bookselling websites in Türkiye in July 2021 and included only books written by Turkish-speaking authors, not translations. We examined 25 books from the US; these were the top-rated Covid-19 related children's books on the Amazon website in July 2021. We found that

books in Türkiye tended to have directives and recommendations and most often presented information related to hygiene (11%), the Covid-19 virus (14%). In contrast, books in the US tended to provide explanations, and the content centered on precautions to take (26%), the Covid-19 virus (23%), and emotions (20%). Moreover, presentation of anthropomorphism was more common in Turkish books (22%) than American books (2.5%). These findings highlight similarities and differences in the content and communication styles of the books in the two cultures. Implications of this work suggest that books are important socialization tools that parents can use to help their children better understand the Covid-19 pandemic in particular and virus and health related issues in general.

## **Examining Mother-Child Reminiscing of Positive and Negative Events in Turkish Sociocultural Context**

Burcu Ünlütapak, Eylül Erbaş, Onur Bal

*Yeditepe University*

Research has shown that parents engage in reminiscing talk (discussing and elaborating on past events) with their children frequently during everyday interactions, and this type of talk supports children's language and memory skills. Research has shown differences in parental reminiscing styles even within the same sociocultural contexts. Some parents adopt a high elaborative style, ask children questions about details, and build on what children say when discussing their experiences. On the other hand, some parents adopt a low elaborative style and use repetitive talk. The majority of research on mother-child reminiscing is conducted within Western cultures and focuses on positive events. In this study, we examined the specific features of mother-child reminiscing talk about positive and negative events in the Turkish sociocultural context. We recruited 45 mothers and their 4 to 6-year-old children and asked them to record their conversations about past events at home. Parent-child conversations were transcribed and coded for their grammatical structure (question or statement) and content (descriptive, explanatory/related, conversational). We found that mothers used more descriptions when discussing positive than negative past events. To identify reminiscing styles, we conducted a k-means cluster analysis on talk categories for positive and negative events separately. Two distinct styles emerged for positive events:

1. descriptive/repetitive,
2. explanatory.

There were also two distinct styles for negative events, but the pattern was different:

1. conversational/repetitive,
2. descriptive.

This difference between positive and negative events may be attributed to the fact that mothers talked less about negative events than positive events, whereas they used more detailed language about positive than negative events. These findings corroborate and extend previous ones about differences in mother-child reminiscing in different sociocultural contexts.

## **The Relationship Between Word Form and Meaning**

Colin Williams

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This study examines whether English onset clusters carry intrinsic meaning in submorphemic units known as phonesthemes, which can be identified by native speakers from obsolete Old English and Middle English words. In order to establish the frequency with which certain onset clusters can be mapped to words from the same semantic field in Present Day English (PDE), a corpus analysis of the British National Corpus was undertaken. This revealed a high level of sound-meaning correspondences across the vast majority of PDE onset clusters. The most coherent consonant clusters were then chosen for the second part of the study, a questionnaire in which participants identified the meanings of obsolete words beginning with these onset clusters in a free association task and a multiple-choice task. Results show a high incidence of phonesthemic matches in the free association task and a statistically significant number of phonesthemic



matches in the multiple-choice task. These findings suggest that English phonesthemes carry intrinsic meaning as psychologically real units of language and that the concepts embodied within them can be recognised by native speakers.

## Enhancing Pre-Service English Language Teachers' Critical Reflection

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Encouraging student teachers (STs) to go beyond simple description of teaching practices and helping them to reflect critically have become important goals in teacher education programs (Jay & Johnson, 2002). Among various forms that reflection can take, critical reflection involves identifying and analyzing one's beliefs, assumptions, experiences, and the consequences of one's actions (Larrivee, 2000). However, STs have been found to reflect on their experiences at superficial and descriptive levels rather than at a deeper, more critical level (Hatton & Smith, 1995). One explanation for their lack of criticality is that STs are usually encouraged simply to reflect without having how to reflect modeled for them (Loughran, 2002). However, critical reflection is not an intuitive act that teachers inherently possess (Gelter, 2003). Therefore, as Russell (2005) has recommended, there is a need to teach critical reflective practices 'explicitly, directly, thoughtfully, and patiently' in teacher education programs (p. 203).

This qualitative study was situated in a second language teacher education (SLTE) program at a research university in Istanbul, Turkey. To encourage critical reflection, STs were provided with explicit instruction, reflective tasks, and feedback during the course of a semester. The aim of the study was to explore

1. the development of the degree of criticality of STs' reflections over time,
2. STs' overall perceptions of their reflective writing experiences.

Data were gathered from 26 STs through written reflective reports and semi-structured interviews. Findings showed that although STs were inclined to reflect at superficial levels in their reports at the beginning of the semester, over time they started to demonstrate more features of critical reflection. The study concludes with the affirmation that STs' reflective writing experiences can be enhanced and become more critical with guidance, engagement in reflective tasks, and feedback.

# Poster Presentations

## **Causal Structures in L1 Frog Story Narratives: Comparison of 5- 7- and 9-Year-Old Bilingual and Monolingual Children**

Pınar Atlı, Aslı Aktan Erciyes  
*Kadir Has University*

Causal structures in L1 frog story narratives: Comparison of 5- 7- and 9-year-old bilingual and monolingual children Languages differ in their use of syntactic structures for expressing causality. For instance, for verbs, Turkish encodes has two types of causatives: lexical causatives, which are words that directly indicate causation (e.g., toplama-mak), and morphological causatives, which are formed by adding a transparent causative morpheme to the verb stem (e.g., yaptırma-mak, to get something done). In contrast, English only has lexical causatives. Present study investigates the influences of exposure to L2-English that encodes causal structures differently than L1-Turkish on children's L1 causal language production. We asked (1) What kinds of causal structures do 5-, 7- and 9-year-old children use, and how does this differ between bilingual and monolingual children? (2) How does L1 and L2 competence influence causal language produced. For these purposes 5- 7- and 9-year-old (79 monolinguals, 77 bilinguals) children were asked to narrate a story based on the book 'Frog, Where Are You?'. We coded for morphological causatives, lexical causatives, and causal conjunctions. We also used TIFALDI and PPVT-4 to assess L1 and L2 language competence. We conducted factorial ANCOVA taking age and language group as between-subjects factors, causal structures as within-subject variable, TIFALDI and PPVT-4 as covariates. Results showed a significant main effect of causal structure type and a significant interaction of causal structure type x age. Regardless of the language group, both 5- and 7-year-olds used lexical causatives more than morphological causatives and more than casual conjunctions. There was a significant effect of TIFALDI indicating that as L1-Turkish competence increases, causal language use also increased. Overall results showed regardless of language group as L1 vocabulary competence increased children used more causal language in their elicited narratives.

## **Algerian lecturers' views on English language teaching in Algerian higher education**

Kahina Guendez  
*University of Limerick*

Due to its huge popularity and acceptance in the field of English language teaching (ELT), communicative language teaching (CLT) extended beyond western countries to non-western countries (Littlewood 2007), such as Algeria. Indeed, it is claimed that Algeria was one of the pioneers in implementing CLT (Benmoussat & Benmoussat 2018, p.63). This shift towards a communicative way of teaching English as a foreign language in Algeria was made at the secondary level. As far as third-level education is concerned, language policies for teaching English are not stated explicitly within any official document. If not stated explicitly, language teaching policies can be deduced implicitly (Shohamy 2008, p.119). In this light, this research aims at exploring Algerian lecturers' views and teaching practices in Algerian higher education and identifying obstacles to teaching English as a foreign language. Data collected from semi-structured questionnaires, interviews, and classroom observation spanning a 4 month period formed the basis of analysis. The preliminary findings of this research revealed that there is not a standardized way of teaching English within Algerian higher education; it seems that decision making in terms of ELT in higher education is teacher driven. The findings also revealed that the major obstacles to teaching English within the chosen context derive from the educational system and the students.

## **An Analysis of Talk-in-Interaction in Academic and Professional Contexts: Implications for ELF-Oriented Pedagogy**

Akiko Otsu  
*Daito Bunka University*

The present study analyses English talk-in-interaction recorded in academic and professional settings in order to elaborate the gap between classroom instructions based on native speakers' norms and actual communication among speakers of various linguacultural backgrounds. More specifically, it focuses on an in-house English language training classroom where Japanese engineers study English and then a

workplace where one of the participants works using English as a lingua franca (ELF). The results are compared and discussed using the conceptualization of ELF speakers proposed in Ehrenreich (2009), namely ‘language-focussed speakers and ‘content-focussed speakers’. In the classroom, a native English teacher is always the center of interactions and participants wait for their turn to speak, which results in a fewer number of overlaps. Moreover, the language-focused teacher corrects participants’ grammatical errors even when he understands what the participants are trying to say. In contrast, professionals in the workplace are content-focused and their use of English is more flexible to prioritize efficiency of communication; short and concise expressions are preferred, and co-operative interruptions (Murata 1994) often take place. Finally, the present study explores pedagogical implications to develop a language training program that helps program participants to accommodate themselves to function in their specific work contexts.

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## Spelling Errors Made by Turkish Children

Treysi Terziyan

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In the literature, spelling errors in numerous languages are categorized based on the underlying patterns behind the errors (e.g. Notarnicola et al., 2012; Protopapas et al., 2013) but not in Turkish, which still mostly uses categories such as letter omission (e.g. Babayigit, 2019; Sönmez et al., 2015). Recently, some studies have tried to explore underlying patterns that lead to the Turkish spelling errors (e.g. Kurtlu & Korucu, 2015; Terziyan & Demirel, 2020). The current study aims to create a Turkish spelling error categorization system. Six types of spelling errors were utilized:

- Phonetically spelling a word that doesn’t match its spelling (orthographic ambiguity errors),
- making a morphological error such as spelling the wrong allomorph (morphological error),
- adding/omitting diacritics from letters (diacritic error),
- substituting a phoneme with another phoneme that differs on a single distinctive feature (minimal distance errors),
- capitalization, punctuation or spacing errors (technical errors),
- the rest of the errors.

The narratives of 256 Turkish children (3rd to 7th grades) were analyzed in terms of spelling errors. The distribution of the errors were 73% technical errors, 12% orthographic ambiguity errors and the remaining error categories between 3–5%. Technical errors might be due to how difficult it is to keep track of some punctuation rules that constantly change and how prevalent technical spelling errors are in daily life (Yavuz & Başaran, 2021). Orthography errors might be due to Turkish children not being overtly taught some aspects of Turkish orthography, such as the difference between spoken Turkish and written Turkish (Uluçay, 2019). The current study provides insight for teachers who are teaching how to spell in Turkish and also for speech-language pathologists who are doing language-literacy assessments by illustrating children’s natural spelling abilities and highlighting areas in which they would benefit from support.

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## Investigating Algerian Lecturers' Views and Classroom Practices on Language Teaching Through CALL: A Case Study

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Bringing new perspectives to the formal learning contexts caused a massive change in the teaching and learning process. Indeed, in recent years, the incorporation Computer-Assisted Language Learning (CALL) in language education has become increasingly prevalent, offering new opportunities for language learning and teaching. However, its implementation and impact vary across contexts. In fact, the Algerian higher education system witnessed a growing interest in integrating CALL in the English as a Foreign Language (EFL) classroom, but the perceptions and practices of EFL teachers in this regard remain understudied. Similarly, the body of literature on CALL usage in Algeria demonstrates that there is a very limited number of universities that integrate CALL approaches in their teaching practices (Bouchebra and Baghoussi 2017). Correspondingly, research has shown that teachers' behaviours and practices are heavily influenced by external as well as internal; hence, unobservable factors such as views, perceptions, and attitudes (Borg, 2012; 2019). In this respect, attitudes and views may explain decisions educators apply to teaching; more specifically, how they prepare to teach with technology. This project employs a mixed-method explanatory sequential design through a single case study approach combining questionnaires, interviews, and classroom observations for an in-depth investigation. Data from the research tools were analysed using a thematic analysis approach to identify recurring patterns, themes, and discrepancies. The implications of this project extend to teacher education and professional development programs, policymakers and curriculum designers, as it offers suggestions and guidance on incorporating CALL approach effectively in Algerian EFL classrooms, and valuable ways to align technology integration with the needs and expectations of both teachers and students.

