



**ILTERG**

INTERNATIONAL LANGUAGE TEACHER EDUCATION RESEARCH GROUP

## **2<sup>nd</sup> ILTERG CONFERENCE**

# **ABSTRACT BOOK**

**October 16-17, 2020**

*The 2nd ILTERG Conference is held online.*

# 2<sup>nd</sup> ILTERG CONFERENCE COMMITTEE

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## Foreword

We are pleased to welcome you all to the 2nd ILTERG Conference. ILTERG (INTERNATIONAL LANGUAGE TEACHER EDUCATION RESEARCH GROUP) was founded four years ago as a part of an Erasmus + Project. Now, it continues as a non-profit group to foster collaboration in research. ILTERG Conference aims to bring together language teacher educators from all over the world who work in many different contexts to maximize opportunities for exchange and networking. We have been fortunate enough to gather a large number of colleagues and researcher from around the world, who will provide use with insights to their studies and thus exchange ideas, set up plans and projects for future study and research. The theme of the project is mainly Teacher education and Development and English Language Teaching. It is a priority of ILTERG Conference to bring together research, theory, and best practices from all contexts of language teacher education. We believe it is becoming more and more important to contribute to the continuing professional developments of language teachers. The conference also aims to contribute to English language teaching.

We would like to thank you all, academics, foreign language teachers, teacher trainers, graduate students in the field of English Language Teaching, who attend ILTERG Conference to present current research carried out in the areas of both Foreign Language Teaching and Teacher Education.

It is also an honor to host a number of distinguished speakers to present their research and scholarly papers. We would especially like to thank Aydan ERSÖZ, Yasemin BAYYURT, Yasemin KIRKGÖZ, Belgin AYDIN, Dorota WERBİNSKA, Luis GUERRA, Olcay SERT, Ceylan YANGIN ERSANLI, Sedat AKAYOĞLU for their invaluable contributions to the conference. We would also like to Express our gratitude to workshop presenters Benan GÜL PEKER, Bora DEMİR and Muzaffer ÖZDEMİR on behalf of LET-IN group and Ufuk GIRGIN, Yasemin ACAR, Erdem AKBAŞ, Emine YAVUZ, Almila Elif ALTAN, Murat BORAN, Durdane TOR and Gurkan MORALI on behalf of ERUMARG. We look forward to listening to them and all other participants, whose studies will be a feast of mind for us. We hope you can have fruitful and rewarding exchanges.

**Prof. Dr. Gonca YANGIN EKŞİ**  
**ILTERG Conference President**

**2nd ILTERG CONFERENCE**  
**DAY 1 - 16 October 2020, Friday**

Time [GMT+03:00]		Room 1	Room 2	Room 3	Room 4
09:30 – 09:45		Opening Remarks <b>Prof. Dr. Gonca YANGIN EKŞİ</b>			
09:45 -10:45	Plenary Session (1)	Don't do what I do, do as I say <b>Prof. Dr. Aydan ERSÖZ</b> <i>(Chair: Prof. Dr. Gonca YANGIN EKŞİ)</i>			
11.00 -12:00	Plenary Session (2)	Enriching English Language Teaching in Multilingual Multicultural Contexts <b>Prof. Dr. Yasemin BAYYURT</b> <i>(Chair: Prof. Dr. Gonca YANGIN EKŞİ)</i>			
12:15 – 13:15	Concurrent Sessions (1)	An Investigation into Primary Level Foreign Language Learners' Willingness to Communicate Ramazan YETKİN Semih EKİN Samed Yasin ÖZTÜRK <i>(Chair)</i>  The Oral Use of Pragmatic Markers Across two Different Proficiency Levels in an EFL Context U. HAZAR Şenay IŞIK Erdem AKBAŞ  English Language Teacher Training in Algeria: Realities, Challenges, and Perspectives Leila DJOUMIAA	Guiding language learners to become successful users of English in an online language learning environment through ELF lenses Jale SARICI Lale MARTI  Investigation of Short-term Directed Motivational Currents in Freshman Students in ELT Departments Betül ÇİMENLİ Nurdan GÜRBÜZ  European Profiling Grid for Language Teachers Deren Başak AKMAN YEŞİLEL <i>(Chair)</i>	L1-based associations in productive vocabulary: some implications for learning and teaching Maria Pilar AGUSTÍN LLACH  Augmented Reality-Enhanced Reading Practices with Culinary Students for Learning English Vocabulary Gülün ZEYBEK İdil SAYIN  <i>(Chair: Prof. Dr. Gonca YANGIN EKŞİ)</i>	Written Error Analysis of Turkish EFL Learners from Lexical and Grammatical Aspects Zühal AYAR  Contribution of Curricular Activities to the Process of Learning English Ömer BUDANIR Hasan Emre ÇIRKAN  Learners' perception of autonomy at the Algerian secondary school level Soraya MEZHOUD  <i>(Chair: Murat ŞÜKÜR)</i>
13:30 – 14:30	Plenary Session (3)	The Discursive Turn in Language Teacher Education Research <b>Olca SERT</b> <i>(Chair: Asuman AŞIK)</i>			
14:45 -15:45	Concurrent Sessions (2)	Exploring Apology Strategies of Turkish EFL Teacher Trainees: Gender and Context in Focus Burcu TURHAN Gamze EMİR <i>(Chair)</i>  Language teachers' digital literacy and self-efficacy: Are they related? Pinar KAHVECİ  The Effects of Sequencing Vocabulary From Productive to Receptive On Oral Fluency In ELT Classes Aslı BAYRAM	Requestive E-Mails of ELL Students in Turkey: Does Prep Class Education Make a Difference? Begüm BACAK  Pre-Service Teachers' Perceptions Towards Teacher, Peer and Self-Feedback on Their Micro Teaching Nihan ERDEMİR <i>(Chair)</i> Sabahattin YEŞİLÇINAR  Do the Language Learning Strategies Used By EFL Learners Differ in terms of the Success of Students? Aydan IRGATOĞLU	Promoting Self-Confidence in Speaking Classrooms: A University Context Dilşah KALAY  Adding Fun in Language Teaching through Technology Aslı ALTUNTAŞ <i>(Chair)</i>  A Novice EFL Instructor's Professional Journey: Increasing Awareness of Teacher Echo Esra YATAĞANBABA Prof. Dr. Nuray ALAGÖZLÜ	What are the suggestions for further research in Language Teacher Education? Asuman AŞIK <i>(Chair)</i> Burçak YILMAZ YAKIŞIK  A Comparison of Three Vocabulary Learning Strategies in ESL Vocabulary Acquisition: Dictionary Definition, Use of Collocations and GIFs Mehtap GÜVEN Fatma O'neill Şebnem YALÇIN  Review of Graduate Studies on Language Assessment and Evaluation in Turkey Ahmet YASTIBAŞ
16:00 – 17:20	Concurrent sessions (3)	Perceptions of EFL Teachers about the Influences of Cultural Familiarity of Literary Texts on Reading Development Yıldırım KURNAZ Erdem AKBAŞ  Turkish pre-service EFL teachers' beliefs about ELF-related issues Murat ŞÜKÜR <i>(Chair)</i>  Exploring how a second language teacher strategically manages a chaotic classroom: A multi-semiotic perspective to an L2 academic speaking class Erdem AKBAŞ Dürdane TOR Almila Elif ALTAN Emine YAVUZ  Use of Drama Technique "improvisation" in Speaking English as Target Language Hasan Emre ÇIRKAN	Vocabulary Learning Strategies of Turkish EFL Learners: A Focus on Gender Hatice OKYAR  Insights into the Personal and Social Influences on Student Teachers' Identity Formation in the Practicum Mustafa AKIN GÜNGÖR Müzeyyen Nazlı GÜNGÖR <i>(Chair)</i>  Student Perspectives on English Medium Instruction: A Case from Turkey Elifcan ÖZTEKİN Ecehan SÖNMEZ Yavuz KURT Yasemin BAYYURT  Pronunciation Teaching of Lingua Franca Varieties: Challenges and Reconceptualizing ELT in Tunisia Aicha RAHAL	Exploring the Attitudes, Intentions and Practices of EFL Preparatory School Instructors Regarding Formative Assessment in a Turkish Context Seda ARDA ÖZKAN Özlem ZABITGİL GÜLSEREN  Enhancing L2 oral proficiency through video-based shadowing practices Sultan MİCİK Filiz RIZAOĞLU  A Picture of EFL Writing Process in Turkey's mainstream schools Yusuf Emre YEŞİLYURT <i>(Chair)</i>  English for Intercultural and Professional Communication: A Review of New ELT Practices Tatyana MIKHAILOVA	An Investigation of the Cyclical Organisation in the Algerian High School Textbooks and Its Effect on Developing Learners' Linguistic Proficiency Amel BENYAHIA  In Pursuit of the Teacher as a Critical Thinker: How Do Pre-Service EFL Teachers Perceive Critical Thinking? Büşra ÇELEN <i>(Chair)</i>  An Examination of Students and Teachers' Perceptions of Educational Setting: Representation of Space in Classroom Narratives Mustafa Zeki ÇIRAKLI
17:30 – 18:30	Plenary Session (4)	Plurilingualism, Translanguaging and English as a Lingua Franca: Reshaping Targets and Models in ELT <b>Luis GUERRA</b> <i>(Chair: Serhan KÖSE)</i>			
18:45 – 19:45	Plenary Session (5)	Duo ethnography in Language Teacher Education: New possibilities for developing reflection? <b>Dorota WERBINSKA</b> <i>(Chair: Prof. Dr. Gonca YANGIN EKŞİ)</i>			

**2nd ILTERG CONFERENCE**  
**DAY 2 - 17 October 2020, Saturday**

Time [GMT+03:00]	Room 1	Room 2	Room 3	Room 4
10:00 - 11:00	<p>Distance Education at TED University: Challenges and Opportunities</p> <p><b>Prof. Dr. Belgin AYDIN</b> <i>(Chair: Prof. Dr. Gonca YANGIN EKŞİ)</i></p>			
11:00 - 12:00	<p>Facilitating Teachers' professional Development After a Curriculum Change</p> <p><b>Prof. Dr. Yasemin KIRKÖZ</b> <i>(Chair: Prof. Dr. Gonca YANGIN EKŞİ)</i></p>			
12:15 - 13:15	<p>Corpus Analysis as a Diagnostic Tool for Syllabus Design in Writing Classes</p> <p>Mehasin TEKİN Derya YILDIZ Mustafa ÖZER Erdem AKBAŞ</p> <p>Willingness to Communicate in English Among Turkish EFL Learners</p> <p>Arzu SEVINÇ</p> <p>How Do Upper Intermediate Level EFL Students of Turkish L1 Background Respond to Compliments in Their L1 and L2? A Case of Pragmatic Transfer</p> <p>Cemre ÇİÇEK <i>(Chair: Yusuf Emre YEŞİLYURT)</i></p>	<p>Turkish EFL Students' Intercultural Awareness, Their Attitudes towards Integration of Culture into English Classes and the Relationship between Intercultural Awareness and Exam Success</p> <p>Yağmur DEMİR</p> <p>Evaluating Digital Literacy levels of Turkish EFL Students</p> <p>Tuğçenur KAVGACI ERDAL Ahmet Erdost YASTIBAŞ</p> <p>What is the Starting Eleven of your T.E.A.M. (Teaching English As Managers)?</p> <p>Kürşat CESUR <i>(Chair)</i></p>	<p>Technology Literacy of Turkish English Language Instructors</p> <p>Kenan KÖSEMEHMETOĞLU</p> <p>English Language Teacher's Awareness of English as a Lingua Franca in Iran, Turkey and Uzbekistan</p> <p>Mahsa FATHI</p> <p>A Case Study: The Perception &amp; Reflection of Instructors in The Case of Multinational Class in The Preparatory School of Maltepe University</p> <p>Oya SERTTAŞ <i>(Chair: Murat ŞÜKÜR)</i></p>	<p>The Strategies Used by EFL Students in EMI and EAP courses</p> <p>Meltem BATURAY Ahmet YASTIBAŞ</p> <p>English Teacher Candidates' Reflections on the Multiple Activities for Teaching Language Skills Course</p> <p>Çağla ATMACA <i>(Chair)</i></p> <p>A new approach to Professional Development in Turkish Context: Reflection of protocol use in teacher development</p> <p>Tuba ARABACI ATLAMAZ</p>
13:30 - 14:30	<p>The Impact of an Online Co-Mentoring Project on Turkish EFL Pre-service Teachers: Benefits and Challenges</p> <p>İşıl Günseli KAÇAR Hasan Serif BALTACI</p> <p>An Investigation of Language Policing Practices as a Repair Form in Initial Pre-service Teacher Education Program</p> <p>Merve BOZBIYIK <i>(Chair)</i></p> <p>English language teachers' recognition and perception of World Englishes in Turkey</p> <p>Hülya MISIR Nurdan GÜRBÜZ</p>	<p>The Use of Discourse Markers in Problem Solution Paragraphs of Intermediate Level EFL Learners from Turkish L1 Background: A Corpus Based Case Study</p> <p>Cemre ÇİÇEK</p> <p>Examining the Dual Characteristics of Willingness to Communicate along with the Contributing Factors</p> <p>Nihan BURSALI</p> <p>Listening Metacognitive Awareness of Turkish EFL Learners In Relation With Foreign Language Listening Anxiety</p> <p>Büşra Nur DURMAZ Asuman AŞIK <i>(Chair)</i></p>	<p>Prüfungsangst der Sekundarschüler gegenüber dem Deutschunterricht</p> <p>Fatma ALTUN</p> <p>Transkulturalität im DaF-Lehrwerk Menschen</p> <p>Çiğdem KIRCA Neslihan ACAR</p> <p>An Investigation of Co-Teaching Method in a Second Language Learning</p> <p>İskender GELİR <i>(Chair: Ceylan YANGIN ERSANLI)</i></p>	<p>Compliment Responses of Turkish ELT learners: Effect of L1 Pragmatic Transfer Across Two Proficiency Levels</p> <p>Gizem BERBER</p> <p>Studying Turkish young EFL learners' motivation through metaphor analysis</p> <p>Gülce KALAYCI Hatice ERGÜL Meltem ŞEN</p> <p>The Relationship between Intercultural Sensitivity and English Language Achievement</p> <p>Fatma ÇILOĞLAN Mehmet BARDAKÇI <i>(Chair: Samed Yasin ÖZTÜRK)</i></p>
14:45 - 15:45	<p>Maximising Interactional Space in a Turkish as a Foreign Language Classroom: Implications for L2 Teacher Classroom Interactional Competence</p> <p>Murat BORAN Yasemin ACAR Erdem AKBAŞ Ufuk GİRGİN</p> <p>Technological Tool Evaluation for Language Teachers: Examining the Checklists and Models</p> <p>Elif ATALI Prof. Dr. Cem BALÇIKANLI</p> <p>Oral Communication in English? It is a definite source of fear*: English Learners' Reflections on their Willingness for Oral Communication</p> <p>Arzu KANAT MUTLUOĞLU İsmail Hakkı ERTEN <i>(Chair: Fatma Nur FİŞNE)</i></p>	<p>The use of Instagram in the learning of EFL among university students at Ankara Hacı Bayram Veli University</p> <p>Nazlı GÜNDÜZ</p> <p>Preparing pre-service language teachers to teach online</p> <p>Galip KARTAL <i>(Chair)</i></p>	<p>A Review of Studies on Clinical Supervision, and Reflective Teaching as Professional Development Activities</p> <p>Ertan YAZICI İskender Hakkı SARIGÖZ</p> <p>English Preparatory School Learners' Use of Metacognitive Reading Strategies</p> <p>Ertan YAZICI</p> <p>Review of EAP Studies in Turkey</p> <p>Esra EMEKLI <i>(Chair: Gamze EMİR)</i></p>	<p>An Evaluation of English Teachers' Views on Continuing Professional Development Activities in Turkey</p> <p>Ceyhan YÜKSELİR Ömer ÖZER</p> <p>Learner Autonomy in Foreign Language Learning in Turkey: A Meta-synthesis of Qualitative Studies</p> <p>Ömer ÖZER Ceyhan YÜKSELİR</p> <p>EFL Teachers' Practices and Challenges While Teaching Speaking Skills in Online Teaching</p> <p>Büşra GÜL Pinar UÇAK <i>(Chair: Samed Yasin ÖZTÜRK)</i></p>
16:00 - 17:20	<p>The Effects of AWE Feedback on Learners' Motivation and Self-Efficacy Beliefs in Writing</p> <p>Talha ALTUNTAŞ Prof. Dr. Gonca YANGIN EKŞİ <i>(Chair)</i></p> <p>Conversation Analysis Methodology: Validity, Reliability, and Ethical Issues in Data Collection and Analysis Procedures</p> <p>Uluk GİRGİN Yasemin ACAR Erdem AKBAŞ Emine YAVUZ Almila Elif ALTAN Murat BORAN Zeynep ÖLÇÜ-DİNÇER Dürdane TOR Gürkan MORALI</p> <p>An Analysis of Turkish EFL Teachers' Verbal Immediacy Behaviors in Distance Education</p> <p>Gamze EMİR</p> <p>The Syrian Refugee Students from their teachers' eyes: A Descriptive Study into the Attitudes of the Teachers towards the Syrian Refugee Students in Turkey</p> <p>Semih EKİN Ramazan YETKİN</p>	<p>High and Low Level Students' Perceptions towards Learning Grammar in Online and Face-to-face Education</p> <p>Hande KOŞANSU Prof. Dr. Bena GÜL PEKER</p> <p>Relationship Between Test Anxiety and Academic Achievement of English Language Students and Their Coping Strategies</p> <p>Rıdvan TÜRKMEN</p> <p>Dyslexia for Teachers of English as a Foreign Language: Projects, Tips and Technological Tools</p> <p>Nurda KARADENİZ KAYALI <i>(Chair)</i></p> <p>Plickers © : A Teacher-Friendly Digital Tool for Language Education</p> <p>Halil İbrahim TOPAL</p>	<p>EFL Teachers' Pragmatic Awareness and Their Teaching the Pragmatic Features</p> <p>Damla AYDIN</p> <p>EPP Program Plan : Conducting Target Situation Analysis to Develop Relevant Professional Competency Skills for Seeking Placements</p> <p>Al Muzammil FAREEN</p> <p>Technology-Enhanced Teaching of English to Young Learners: Perceptions of Junior Pre-Service English-as-a-Foreign-Language Teachers</p> <p>Gülten KOŞAR</p> <p>EFL Teachers' Technocultural Awareness Levels and Self-Reported Competencies</p> <p>Prof. Dr. İsmail ÇAKIR Yıldray KURNAZ <i>(Chair: Yusuf Emre YEŞİLYURT)</i></p>	<p>Lesson Planning: A Model Practice for Teaching Methodology Classes in EFL Teacher Training</p> <p>AYŞE KIZILDAĞ</p> <p>Views on English Language Teacher Learning Characteristics</p> <p>Prof. Dr. Arif SARIÇOBAN <i>(Chair)</i> Özkan KIRMIZI <i>(Chair)</i></p> <p>Pre-service EFL Teachers' Beliefs about Educational Philosophies in Relation to their Perceived Proficiency Levels</p> <p>Prof. Dr. Arif SARIÇOBAN Özkan KIRMIZI</p> <p>Interrupting the Extended Wait-time: Pre-service English Teachers' Practices</p> <p>Çihat ATAR</p>
17:30 - 18:30	<p>Unravelling the Magic of NLP: The Power of Metaphor</p> <p>Prof. Dr. Bena GÜL PEKER <i>(Chair: Müzeyyen Nazlı GÜNGÖR)</i></p>	<p>Practical Applications of Augmented Reality and Virtual Reality in Foreign Language Teaching</p> <p>Bora DEMİR Muzaffer ÖZDEMİR <i>(Chair: Prof. Dr. Meltem Huri BATURAY)</i></p>	<p>Use of Conversation Analysis Methodology to Analyse Social Interaction: A Case of Kindergarten Interaction*</p> <p>Ufuk GİRGİN Yasemin ACAR Erdem AKBAŞ Emine YAVUZ Almila Elif ALTAN Murat BORAN Dürdane TOR Gürkan MORALI</p> <p>*You are kindly asked to have attended the session titled "Conversation Analysis Methodology: Validity, Reliability, and Ethical Issues in Data Collection and Analysis Procedures" prior to this workshop. <i>(Chair: Büşra ÇELEN)</i></p>	<p>A Short Exploration of English Teaching Practices in Terms of the Use of Visuals, Games, Songs and Web 2.0 tools in Secondary Schools in Ankara</p> <p>Zehra YAKAN</p> <p>Developing the Inventory of Ideological Components in Language Learning through Exploratory Factor Analysis</p> <p>Dinçay KOKSAL Ömer Gökhan ULUM <i>(Chair)</i> Exploring Gender Stereotypes of Pre-service Teachers through Word Association Test</p> <p>Burçak YILMAZ YAKIŞIK Prof. Dr. Gonca YANGIN EKŞİ</p>
18:45 - 19:45	<p>Collaboration in Research and Project Management</p> <p><b>Ceylan YANGIN ERSANLI</b> <i>(Chair: Burçak YILMAZ YAKIŞIK)</i></p>	<p>The Changing Roles of Language Teachers to Maximize the Student Potential in Online Teaching Platforms</p> <p><b>Sedat AKAYOĞLU</b> <i>(Chair: Prof. Dr. Gonca YANGIN EKŞİ)</i></p>		
19:45-20:00	<p>Closing Remarks</p> <p>Prof. Dr. Gonca YANGIN EKŞİ</p>			



## Plenary Session 1

### **Breaking the vicious circle: “Don’t do what I do, do as I say”**

Aydan Ersöz

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In most of the cases, academic learning fails to break our bad habits. Whenever we find ourselves in trouble, our ego forces us to fall back into our old habits, especially if we are not consciously monitoring our behavior. We, as academics, expect our students NOT to imitate us or their mentors but apply what they have learned from their formal instruction. Unfortunately, it is not going to happen.

Unless we focus on example and practice, we cannot encourage the establishment of good habits. This requires cooperation and collaboration of all parties involved: university instructors, mentors and student teachers. The aim of this presentation is to highlight the importance of learning, unlearning and re-learning together. The presentation will cover some observations of classroom practices to give the participants a chance to reflect on their own teaching/mentoring attitudes and behaviors. It will also cover some suggestions to strengthen the bridge between academic learning and actual teaching/learning setting.

**Keywords:** mentors, mentoring attitudes, academic learning

## Plenary Session 2

### **Enriching English language teaching in multilingual/multicultural contexts: Changing English language teaching landscape in Turkey**

<sup>1</sup>Yasemin Bayyurt

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The field of ELT has been going through a change in the last two decades in terms of the conceptualization of language teaching materials, curriculum development and English language teacher profile in Turkey. Traditionally, mostly in the private school sector, teachers from the inner circle countries have been hired besides Turkish nationals. However, with the changing politics in Turkey that target closer connections with the non-Western world, more teachers from countries outside the inner circle have been recruited, provided they meet the pedagogic and language requirements. In addition to the languages they bring with them in their repertoires, these teachers speak English and, in varying degrees, Turkish. This multilingual profile is mostly visible in the K-12 private schools all over Turkey, as English is one of the most important assets they market themselves with, and have the resources to invest in. In this paper we present the preliminary results of a small-scale study based on the institutional hiring policies for native and non-native English language teachers in a private school chain in Turkey. We will discuss how institutional policies influence the construction of the teachers’ multilingual and multicultural identities in their professional practice as English teachers and program developers. Through close analysis of e-mail interviews and individual interviews with the teachers, we aim to demonstrate the complexities involved in these constructions.

**Keywords:** ELF, Teacher Identity, Multilingual Multicultural Context, Recruitment Policies

### Plenary Session 3

## The Discursive Turn in Language Teacher Education Research

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Development of language teachers is embedded in the interactional events they get engaged in, including classroom interaction, post-observation feedback sessions, and self-reflections. Discursive methodologies and ethnographic documentation, therefore, need to be at the heart of our analyses if we are seeking patterns of development in language teacher education. Recently, Corpus linguistic (e.g. Farr and Riordan 2015; Sert and Aşık 2018) and conversation analytic (e.g. Sert 2015; 2019; 2020; Waring 2020) studies of teacher education have brought insights into patterns of teacher knowledge as well as teachers' developing interactional competencies. This plenary will address such issues based on data from Turkish and Swedish teacher education settings in an attempt to set an agenda and discuss the future of the discursive turn in language teacher education research.

**Key words:** Discursive Turn, conversation analysis, language teacher education

### Plenary Session 4

## Plurilingualism, Translanguaging and English as a Lingua Franca: Reshaping Targets and Models in ELT

<sup>1</sup>Luis Guerra  
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Over the past 40 years, English language learning and teaching has witnessed gradual but profound changes in different areas such as designing and implementing diverse methods, approaches, and activities, reconsidering language skills and competences, redeveloping aids and materials and reevaluating assessment. These changes have occurred due to several factors such as the diversification of learners' roles and motivations and teachers' attitudes, awareness, beliefs and understanding of the learning contexts and their social and cultural complexities. Moreover, as English has become the lingua franca of a globalized world, teachers have increasingly been playing the role of informed practitioners who should be aware of the language(s) their learners are exposed to and the needs and expectations they have towards language learning and use. In view of this, after a brief introduction to the major developments in English language teaching over the past four decades—from Communicative Language Teaching (Higgs and Clifford, 1982) in the 1980s to Content and Language Integrated Learning (Marsh, 1994, 2002, 2005) in the 1990s, this presentation will focus on current paradigms for language learning in the 21<sup>st</sup> century. More specifically, it will delve into the most relevant frameworks in ELT today: the Common European Framework of Reference for Languages (Council of Europe, 2001) and its focus on linguistic diversity and plurilingualism (Council of Europe, 2007, 2018); the concept of translanguaging (Garcia, 2009; Garcia and Wei, 2014; Wei, 2011, 2017) and its relevance to the language classroom (Baker, 2001; Garcia, 2011; Garcia and Kano, 2011; Garcia and Wei, 2014); and approaching English as a Lingua Franca (ELF) (Gnutzmann, 1999; Seidlhofer, 2011; Widdowson, 2003) through a paradigm for teaching ELF (Guerra, 2009) and how to pedagogically approach ELF in teacher training programs (Cavalheiro, Guerra and Pereira, 2017).

**Key words:** Plurilingualism, Translanguaging, ELF

Plenary Session 5  
**Duoethnography in language teacher education:  
New possibilities for developing reflection**

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As teacher reflectivity and reflexivity have become an acknowledged prerequisite for professional quality, a number of reflection-developing projects have been conducted by scholars bent on investigating teachers and teaching. Invaluable as these attempts of developing teachers' reflection are, the methods of developing reflection are mainly focused on questionnaires, interviews with a researcher, or teachers' written narratives. Although reflection benefits from dialogue with a peer or a more experienced colleague, mentor or teacher educator, few of these studies seem to focus on dialogic reflection. Therefore, a promising pedagogic tool which could be used for introducing reflection to teachers, already at a pre-service level, is a qualitative research method – duoethnography - through which people of difference reconceptualise their personal histories, or reconsider particular concepts or phenomena in juxtaposition with one another. In the presentation I discuss the basic tenets of duoethnography, its advantages as well as examples of duoethnographic projects from the literature. This is followed by the description of a one-semester long duoethnographic project which was conducted with twenty pre-service English teachers in Poland. In the study, the participants worked in pairs (duo) and reflected on: their own understandings of language teaching and learning, which was recorded and transcribed for further work (stage one), themselves as language learners and future language teachers on the basis of the data from stage one, their conversational partners as learners and teachers on the basis of the data from stage one, and themselves from the perspective of what others might tell about them (stage two) and, finally, on the long-term value of the duo-ethnographic project in language teacher preparation courses, as perceived by them (stage three). Although the study is not free from limitations (i.e. lack of comparisons with other teacher preparation contexts or reflection promoting methods, novelty of the method for students, etc.), I argue for conducting more reflection promoting “duoethnographic” projects in language teacher preparation programmes.

**Key words:** duoethnography, language teacher education, reflection

Plenary Session 6  
**Facilitating Teachers' Professional Development after a  
Curriculum Change**

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Innovative in-service teacher development programs are required to address the needs of teachers particularly after a curriculum change. This talk describes my engagement, as the teacher educator, in developing and evaluating an in-service teacher development program. A group of Turkish primary school teachers of English participated to the programme for their professional development. Teachers carried out various tasks and completed projects during this process to help them become familiar with the requirements of the new foreign language curriculum, and use new pedagogy in their teaching practices. I will describe exemplary cases from the teachers to illustrate how the programme contributed to teachers' professional development based on teachers' narratives and their action research projects.

**Key words:** teachers' professional development, curriculum change



Plenary Session 7  
**Distance Education at TED University: Challenges and Opportunities**

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Education world has been one of the most effected fields from Covid 19 Epidemic. While face-to face education had to be transferred into distance education educators experienced various challenges mainly due to the unfamiliarity of the unexpected situation. Just like many other institutions, TED University had to deal with the unanticipated problems and support its students and teachers as quickly as possible. Immediate steps have been taken to continue education without any break. Students' and the teachers' perceptions and university's responses to their opinions both during the emergency period as well as the precautions taken for the following academic years and will be presented in this study. While we went through a difficult process, it should also be mentioned that all the challenges experienced also created new learning opportunities for us.

**Key words:** distance education, student perceptions, teacher perceptions, Covid 19

Plenary Session 8  
**Collaboration in Research and Project Management**

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The aim of this presentation is to discuss the advantages in collaboration to international projects and to give some information about Erasmus+ Programs. To this end, the presentation covers issues such as the countries who may apply to EU projects, and the aim, and type of the Erasmus+ projects. It is believed that collaboration in research increase the impact and visibility of the outcomes and the results can reach larger audiences. Therefore, it is aimed to create a researchers pool for future projects to share expertise and find the research interests of the attendants.

**Key Words:** collaboration, project management, Erasmus+

Plenary Session 9  
**The Changing Roles of Language Teachers to Maximize the  
Student Potential in Online Teaching Platforms**

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Due to the rapid changes in the world, educational settings have always presented new challenges and put new demands on language teachers. We have witnessed a pandemic, COVID-19, since the beginning of 2020, and this unexpected event has also affected the learning environments dramatically. This recent pandemic has urged all teachers to use online tools in all stages of teaching. Although the integration of information and communication technologies (ICT) in language classes has been studied and examined in the last three decades and many institutions have been using online teaching platforms, the teachers have experienced some challenges while adapting to their new situation and new roles. They are expected to prepare online materials, organize synchronous sessions with their students, and use alternative assessment techniques using online tools. These expectations from the teachers reshaped their roles, and many teachers were not comfortable with their new roles. The reason for this challenge might be the fact that the teachers had not received any training on technology integration before they started their teaching career if they were not personally interested in using technology. After a semester-long experience in online teaching, the new roles of the teachers have started to become more apparent. First of all, as a human being, the teacher should be a motivator for their learners. The learners were not ready for this kind of online education, they might have severe problems at home, and there is uncertainty about the future of their education. All these issues might hinder the success of the learning process. Secondly, the teachers should be facilitators, and they are expected to guide their learners and facilitate the process. Otherwise, the learners might get lost among the limitless number of sources on the Internet. Thirdly, the teachers should be digitally literate. Digital literacy requires an individual to know how to use tools effectively and evaluate the tools based on the needs of the learning context. Additionally, they should be aware of the online security issues both for their learners and for themselves. If they do not take the necessary precautions, the learners and the learning platforms are open to cyber attacks, and sometimes this leads to severe problems. Finally, the classroom setting in online platforms is utterly different from the physical classrooms. Since the learners are online participants, classroom management is more complicated, and the teachers should know how to control activities, how to keep learners motivated throughout the online sessions, and how to solve problems in chaos. Should the teachers adopt these new roles and be aware of the requirements of the online platforms, they might be able to maximize the student potential. It seems that online education will be inevitable in the following years regardless of the pandemic, and the learning context will not be limited to the physical classroom settings, so the teachers should be aware of the demands of online education and continuous professional development.

**Key words:** online teaching platforms, Covid 19, ICT

## Oral Presentation

# An Investigation into Primary Level Foreign Language Learners' Willingness to Communicate

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The importance of communication has grown over the years due to globalization of the world where people live in multilingual communicative contexts. In that regard, being able to communicate in different languages, especially in English with respect to its widespread use, has attracted a lot more interest all over the world. Willingness to communicate (WTC) is a complex and an intricate phenomenon associated with the probability of communication when an individual has a choice (McCroskey, 1992). This study aimed to reveal primary level foreign language (FL) learners' willingness to communicate and to examine whether there was a difference between different age groups. A total of 110 primary school students participated in the study. Data were collected through a 6-point Likert type WTC scale validated by Peng (2013). Descriptive statistics indicated that participants were highly willing to communicate, and their level of willingness to communicate outside the classroom were higher than their level of WTC inside the classroom. An independent samples t-test showed that gender made no significant difference for the participants. An analysis of variance (ANOVA) results indicated significant difference between 5th and 8th graders by applying planned comparison indicating the former had higher level of willingness to communicate. The results were discussed in line with the related literature done in the field. As a conclusion of the study, it can be claimed that although the level of WTC was high for all the participants, the participants were likely to have a decrease in their WTC when they got older.

**Key words:** WTC, language learners, primary school students

## Oral Presentation

# Exploring Apology Strategies of Turkish EFL Teacher Trainees: Gender and Context in Focus

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This study is an attempt to identify apology strategies of Turkish EFL teacher trainees in English. With an aim to explore Turkish EFL teacher trainees' norms of apologizing in English, the participants were requested to respond to the situations in a Written Discourse Completion Test (WCDT) including eight different apology situations. Participants of the study were composed of 64 EFL teacher trainees (32 males and 32 females) majoring in English Language Teaching at a state university in Turkey. As the main variables of the study, gender and formality of situations were defined as these are the ones that can influence the way of apologizing. The data were coded and categorized based on relevant frameworks, and frequencies were calculated. The results indicate that the most frequent apology strategies are found to be IFID (Illocutionary Force Indicating Device) and an explanation of an account followed by the strategy of repair. The most striking result revealed that participants tended to compensate for their offense more frequently in formal situations. Further,

females expressed their regrets/apologies more often irrespective of the formality of apology situations. Those differences arising from the formality of situations and gender may be associated with some constraints of participants' native culture.

**Key words:** pragmatics, apology strategies, gender, formal and informal contexts, Turkish EFL teacher trainees.

Oral Presentation

## **Language teachers' digital literacy and self-efficacy: are they related?**

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Digital literacy, the survival skill in the digital era (Eshet-Alkalai, 2004) is essential for both 21<sup>st</sup> century learners and teachers (Ng, 2012; Hatlevik, 2016) which makes it an important aspect of teacher self-efficacy, briefly defined as teachers' beliefs about the quality of their teaching practice (Christophersen et al., 2016). Therefore, this study focuses on the relationship between digital literacy and teacher self-efficacy and the impact of gender, experience, teachers' involvement in ICT-based professional development activities, teachers' major, and the amount of time teachers spend online on this relationship. The study also aims to understand how digital literacy of foreign language teachers differ based on the above mentioned variables. The participants were 100 foreign language teachers who work at various Schools of Foreign Languages across Turkey. The quantitative data was collected via two scales; i.e, Digital Literacy Scale (Ng, 2012) and Teacher Sense of Self-efficacy Scale (Tschannen-Moran, M., & Woolfolk Hoy, A., 2001) during a three-month period. Data was processed via SPSS using Pearson Correlation test, Kruskal Wallis test and independent samples t-test. The findings indicate a significant positive correlation between digital literacy and teacher self-efficacy, which means that the higher digital literacy a foreign language teacher has, the more self-efficacious they are in their teaching. Similarly, this significance of positive correlation between digital literacy and teacher self-efficacy differ significantly according to the teachers' experience levels, ICT-training background, majors and the amount of time they spend online. In addition, the results reveal that foreign language teachers' digital literacy differs significantly based on their experience levels- novice teachers have higher digital literacy- and the amount of time they spend online- teachers who spend more time on the Internet have higher digital literacy. However, digital literacy does not differ based on their gender, major and participation in ICT-based teacher training activities. Implications and suggestions for further research based on the study findings are discussed.

**Key words:** language teacher digital literacy, teacher self-efficacy

Oral Presentation

## **The Effects of Sequencing Vocabulary from Productive to Receptive On Oral Fluency in ELT Classes**

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Learning a language has always been being able to produce it. In an EFL environment the way learners perceive it as the skill of oral production has arisen questions of what may foster or hinder it. Having been put in the core of language learning, adequate vocabulary knowledge may ease the process of online speech production and inadequate vocabulary may break the flow of the speech. In both cases, vocabulary knowledge is of utmost importance and needs to be active and ready for production.

Productive vocabulary sequenced before receptive may facilitate the readiness for immediate use of language. This study examined the relationship between productive vocabulary and fluent speech with a reversed sequence of productive to receptive vocabulary knowledge and its effects on oral fluency. A-quasi-experimental design was administered with two questionnaires of pre-survey and post-survey conducted to two novice to pre- intermediate level groups of learners at preparatory level of university education. Results from the study showed the impressions of learners that there is significant effect of learning vocabulary from productive to receptive on oral fluency. The capability to recognise a word may not mean it can be used in an online act of speech. Whichever word learned through receptive exposure may or may not be transferred to the productive use and if the word goes right into the productive vocabulary, the probability of its readiness to be retrieved for usage is higher.

**Key words:** vocabulary, speaking skill, productive vocabulary, receptive vocabulary, oral fluency

### Oral Presentation

## **Perceptions of EFL Teachers about the Influences of Cultural Familiarity of Literary Texts on Reading Development**

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The authenticity and familiarity of the reading materials used in English as a foreign language (EFL) classes have received a great deal of attention for some time. The aim of the present study is to report the descriptive analyses on secondary school EFL teachers' perceptions about the influence of cultural familiarity on reading skills development. With a qualitative nature of data collection and analysis, it is aimed to get a deeper insight into EFL teachers' ideas about the issue with a special focus to the factors for their perceptions. The participants include three EFL teachers working at different secondary schools in Turkey. For data collection, in addition to completing the prior semi-structured interview forms, the teachers completed the posterior semi-structured interview forms after implementing two forms of texts in both control and experimental groups of students. This also enabled to zoom in on any possible difference in teachers' views before and after the implementation process. The results revealed that the participant teachers' general perceptions about authenticity or familiarity are neither positive nor negative. Detailed analysis showed that both sides are claimed to have some advantages and disadvantages even though cultural familiarity is observed to be favored relatively slightly against authenticity. Also, each teacher, including the one favoring authenticity, stated that their students were relatively more enthusiastic about participating in the activities included in the text familiar to their culture. Yet, lack of sample diversity could be considered as a limitation of the study as the number of participants are limited and they are all working in the same province.

**Key words:** Cultural Familiarity, Literary Texts, Reading Development.



Oral Presentation  
**Turkish Pre-service EFL Teachers' Beliefs about ELF-related Issues**

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As English is a language which is used for communication by so many people, the beliefs and attitudes of teachers of English also become important issues. Therefore, this study aims to explore the prospective English teachers' beliefs about four different but related issues: accents, definition of errors, choice of course book, and the first language of the English teacher. To this end, the qualitative data were collected from 43 pre-service English teachers through a written open-ended questionnaire. For the analysis of the data, content analysis were conducted and some important findings were obtained. Firstly, the findings indicated that an overwhelming majority of the participants wanted to use listening materials recorded in the American and British accents. Secondly, the study revealed that almost 80% of the participants think that there is no need to call any misused item as error if it does not hamper the communication between the L2 speakers. Thirdly, a small number of the participants stated that they chose one of the course books because of the elements from different cultures while the others mentioned the visual attractiveness or the exercises in the course books. Finally, it was found that a significant number of the respondents think that a native English teacher will teach English better because of his or her high proficiency in pronunciation and the other four skills. In the light of these findings, some implications were suggested.

**Key words:** English as a Lingua Franca, pre-service English teachers, beliefs

Oral Presentation  
**Exploring how a second language teacher strategically manages a chaotic classroom: A multi-semiotic perspective to an L2 academic speaking class**

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The communication in language classrooms appears to be different when compared to other classes (i.e. Geography, History) since the language teacher is expected to create communicative opportunities for the learners to use and be exposed to the real language via activities. In line with this, the teacher 'monopolises control of the discourse' (Thornbury, 2000 as cited in Walsh, 2006) for a better communication and interaction within the classroom discourse. This essentially contributes to success of the learners in attaining communicative competence. Nevertheless, with a special focus on the classroom management, how the teacher realizes the dynamics of the classroom discourse seems to influence the quality of communicative practices. Adopting the 'Chaotic universe model' by Aydiner (2018) into the classroom discourse which can also be claimed to have 'nonlinear interactions between components', the major aim of the present research is to explore how the teacher can strategically manipulate the L2 classroom discourse in order to create better opportunities for learning and L2 practice. To this end, we analyze data from a Turkish as a Foreign/Second Language Classroom with

the help of Conversation Analysis (CA) from a multimodal perspective and suggest that the teacher manages a pedagogically chaotic classroom. As an example, the manipulation and management by the teacher via non-verbal utterances (i.e., hm: or Mm hm) seems to function as ‘encouraging’ tokens matching with the embodied resources (i.e., crossing his arms and nodding his head) enabling the learner to continue even if the answers do not match with the ones in teacher’s agenda. This has simply maximized the learner participation since the learners kept interacting with the topic and the question up to a point where the teacher feels to question them to find out whether the students attempted to convey a particular meaning. Not only does the strategy help learners find a better opportunity to expand on the topic with a long student turn (relatively longer student turns) but also serves as the proof of the ‘boundary’ (Walsh, 2006, p.110) for a successful management of the classroom discourse. The findings also suggest that the teacher is not generally concerned with the turn-taking practices of the students, which can result in a chaotic context to deal with, for the sake of supporting and promoting student participation, hence, learning. The discussion of various findings from particular extracts will shed light on whether/to what extent the shape of the interaction in teaching Turkish as a Second Language (TSL) context is different when compared to teaching Turkish as a Foreign Language (TFL) by taking the distinction between EFL and ESL into account.

**Key words:** Conversation analysis, interaction analysis, chaotic classroom management, teacher competency

## Oral Presentation

### Use of Drama technique “improvisation” in speaking English as target language

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Recently, speaking in L2 (especially English Language) has become a need among the university students in Turkey, especially for academic purposes. However, it has been reported that in the literature that undergraduate students feel nervous before and while speaking in L2. It is widely known that a foreign language can be taught as grammatical rules on the board but the problem is that learners cannot use it in natural way as a native speaker does due to their speaking anxiety in public. Therefore, as suggested, the drama technique “improvisation” was applied in the current study to reduce the students’ anxiety. A mixed research method was implemented to find out how improvisation helps learners to get rid of their anxiety while speaking the target language. The study was implemented at Atılım University in the spring semester of 2019 at the speaking sessions for 3 weeks. The students were asked to act in some different situations and they were not criticized or stopped when they made a grammatical mistake or used a wrong word. As a result, it was observed that not only it improved the students’ confidence while speaking, it also affected their use of language in a positive way. Additionally, the students improved their speaking time and tried to use different ways to tell something if they did not remember a word. They also enjoyed this experience.

**Key words:** Drama, speaking, situation, pair & group work.

## Oral Presentation

### **Guiding language learners to become successful users of English in an online language learning environment through ELF lenses**

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Language learning is a complex phenomenon. In a second/foreign language learning context, the key to successful language teaching is to keep the students interested and engaged in the language learning activities presented through online and offline media of communication. Once the students' full interest is attracted and students become more engaged in the activities presented in the classroom, the language learning process becomes more manageable and practical. There are different language teaching methods to help language learners to achieve best result during their language learning journey. In addition, there are also innovative trends in developing different models of language learning and teaching in EFL contexts. For example, taking an English as a Lingua Franca approach to teaching and learning of English (Bayyurt and Sifakis, 2015, 2017) increases English language teachers' confidence to fulfil the demands of their English language learners in a more comprehensive way. Therefore, adapting an ELF-aware approach to ELT will help both teachers and learners to transform into successful users of English language in different domains of language use. In this study, we are focusing on adult learners with different levels of proficiency learning English in an online environment. In this presentation, we will be describing how we structured this online course and the program to fulfil the needs of these adult learners who spare time to learn English to use in their professional lives for various reasons, such as, attending international business meetings, giving effective presentations, etc.) for their professional purposes. The aim of this online course is to support and guide the adult learners with their spoken language skills. Therefore, adopting an ELF-aware approach enables them to overcome their bias towards English language use and motivate them to become competent users of English. The sessions are carried out on Skype through individual or group meetings. In this presentation, in addition to describing the course and its contents, we will also present the reflections of the students that we collected through course evaluations we conducted at the end of each term. All in all, we can say that this ELF-aware online English language course for adult learners enabled learners to become more confident users of English.

**Key words:** Lingua Franca, ELF-aware teaching, English language teaching, online teaching, adult language learners

## Oral Presentation

### **Investigation of Short-term Directed Motivational Currents in Freshman Students in ELT Departments**

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Drawing on the recent developments in motivation studies, a motivational phenomenon called directed motivational currents (DMCs) has been recently introduced by Dörnyei and his colleagues (2013). As DMC is a relatively new construct, there are only a limited number of empirical studies available especially in Turkish EFL context (Gümüş, 2019; Sak, 2019; Selçuk & Erten, 2017). This inadequacy points out the necessity to conduct further studies to have a better understanding of L2 motivation and DMC construct. Thus, this study aims to identify the current DMC status of ELT freshman students, the extent to which crucial DMC elements can be observable for the participants of a short-term project and finally queries the existence of group-DMC within the same project. 70 participants from eight different ELT Departments in Turkey participated in the quantitative part of

the study while 8 of them participated in the qualitative part. The study has a mixed method design employing a DMC questionnaire, observation forms, reflection reports, and interviews as data collection tools. Findings of the study suggest that it is possible to observe the emergence of DMCs and group-DMCs even within a short-term teaching project since all of the core elements (goal orientedness, a triggering factor, a facilitative structure, and positive emotionality) have been observed in the data. It can be stated that the study might suggest some insights into future research of DMC and L2 pedagogy.

**Key words:** DMC, Short-term motivation, directed motivation

## Oral Presentation

### **European Profiling Grid for Language Teachers**

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The need for ongoing teacher education has received a considerable attention in recent years. To improve student learning, we need to improve the quality of teaching. Teachers need to sustain enthusiasm and creativity in teaching a language and expand their roles and responsibilities in the course of time. Therefore, there is a major need for maximizing the quality in pre-service and in-service training programs and providing regular opportunities to update their knowledge and skills for professional development. It is utmost importance to increase teachers' awareness on what areas they need to improve themselves by reflecting on their own experiences and assessing their own competencies. One way to achieve this is using the European Profile Grid (EPG) for Language Teachers. EPG, final product of a project supported by European Commission, is an instrument that describes the competences of language teachers and is developed to support the professional development of teachers during pre-service and in-service. It comprises items focusing on what teachers know and are able to do at a certain stage of their career. The goal is to contribute to their personal development by enabling teachers to see their strengths and weaknesses. This assessment can be done by teachers, teacher trainers, administrators and academic coordinators in a systematic way. The aim of this study is to introduce the EPG; explain how to use it with examples; and thus, contribute to the spread of it believing that it contributes teacher autonomy.

**Key words:** EPG, Self-Assessment, Competence

## Oral Presentation

### **Requestive E-Mails of ELL Students in Turkey: Does Prep Class Education Make a Difference?**

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The current study compares the degree of directness and amount of lexical/phrasal internal and external modifications of requestive e-mails employed by English Language and Literature (ELL) students with and without preparatory education in a state university. It also aims to explore whether there is a difference between two groups according to the degree of imposition while making requests. The participants were given discourse completion tests in e-mail format including two different situations with low and high imposition levels and asked to write two requestive e-mails to their non-native professor. The e-mails were analyzed and classified based on Economidou-Kogetsidis's (2011) framework which relies on Blum-Kulka et al. (1989) and Biesenbach-Lucas (2006, 2007). Based on

the percentages and frequencies, two subject groups were compared with respect to their usage of request strategies, lexical/phrasal internal modification and external modification. The results indicated that these two groups had both similarities and differences with respect to the degree of directness, the amount of internal and external modifications. Both groups employed more direct strategies. However, the group without prep class education employed more conventionally indirect strategies. None of the participants used non-conventionally indirect strategies. The group with prep class education used more internal modification than the group without prep class education. The most common internal modification was the consultative device in both groups. As for external modification, the group with prep class education utilized more supportive moves than the group without prep class education. Grounder was the most preferred supportive move by both groups.

**Key words:** Turkish ELL learners, requestive e-mails, academic e-mails, directness.

### Oral Presentation

## **Pre-Service Teachers' Perceptions Towards Teacher Feedback, Peer Feedback and Self-Assessment on Their Micro Teaching**

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Teacher feedback has been often appreciated for a long time; at the same time, socio-constructivist theory reminds the role of peer feedback and self-assessment in terms of learning progress. For this purpose, this study aimed to explore how pre-service EFL teachers considered that the types of teacher-peer-feedback and self-assessment could help them improve their classroom practice. 48 pre-service teachers participated in the 13-week study. Teacher gave feedback to the lesson plans prepared by pre-service teachers before and after micro teachings. In addition, the pre-service teachers were trained how they could provide peer feedback on 30-minute micro teaching sessions, and later were asked to write their feedback anonymously after each session. Finally, after watching the video recordings, they were asked to write a reflective report on their own performance and lesson plan in accordance with some pre-defined criteria. The data were collected through the questionnaire adapted from Vasu et al. (2016) and semi-structured interviews measuring pre-service teachers' perceptions towards teacher feedback, peer feedback and self-assessment. Furthermore, frequency analysis and repeated measures ANOVA were done through SPSS 21.0, and the content analysis was conducted to identify their perceptions to the three types of feedback through Nvivo 12.0. The findings suggested that pre-service teachers benefited most from teacher feedback, then self-assessment once they had opportunity to watch themselves, and last peer-feedback because their peers were unable to provide detailed and objective comments. The study provides insights to practitioners about how they might improve pre-service teachers' practical knowledge, thereby utilizing these types of feedback.

**Key words:** feedback, micro teaching, preservice teacher education



## Oral Presentation

### **Do The Language Learning Strategies Used By EFL Learners Differ in terms of The Success Of Students?**

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Language learning strategies play a great role in second language learning since they promote and facilitate language learning process (Cohen, 2000). Being aware of these strategies and using them effectively will help students to be successful in language learning. However, the important thing is whether students with different success levels use the same language learning strategies or not. As a result, the aim of this study is to find out whether the language learning strategies used by EFL learners studying at preparatory schools differ in terms of the success of students? In this study, memory, cognitive, compensation, metacognitive, affective and social language learning strategies were investigated. 165 students studying at the preparatory school of a state university voluntarily participated in the study. The Strategy Inventory for Language Learning (SILL; Oxford, 1990) was used to all levels of students to collect data. Descriptive statistics was used to analyse data. According to the findings of the study, students who get higher scores in the exams used a wide range of strategies; however, students with low scores used a limited number of strategies. In conclusion, the more the EFL students are aware of the language learning strategies and use them, the more successful they become in language learning process. The results of this study can be considered as beneficial for English language teachers in terms of raising their awareness on language learning strategies to be successful in teaching English.

**Key words:** Language Learning Strategies, EFL Learners, Language Learning

## Oral Presentation

### **Vocabulary Learning Strategies of Turkish EFL Learners: A Focus on Gender**

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This study aimed to (a) identify vocabulary learning strategies (VLSs) employed by Turkish EFL learners; (b) determine whether the use of VLSs varies by gender. To achieve these aims, the *vocabulary learning strategies scale* developed by Kocaman and Kizilkaya Cumaoglu (2014) was administered to preparatory school students (n=209) at a state university in Turkey. Descriptive statistics (means, standard deviations) and an independent-samples t-test were used for statistical analyses. The results revealed that the frequency of VLS use was at a medium level. In addition, analysis of the sub-dimensions of the scale showed that memory, cognitive, compensation and social strategies were used at a medium frequency level, while metacognitive and affective strategies were used at a high frequency. When VLS use was analyzed with respect to gender, a significant difference was seen between males and females, with female students having a higher total mean score than male students. Also, female students reported more use of memory, cognitive, compensation, metacognitive and affective strategies; however, no statistically significant gender difference was found regarding the frequency of the use of social strategies.

**Keywords:** vocabulary, vocabulary learning strategies, EFL, gender

## Oral Presentation

### **Insights into the Personal and Social Influences on Student Teachers' Identity Formation in the Practicum**

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This study aims to understand how the student teachers' (STs) past language learning experiences are narrated in personal biographies and how their identities are re/shaped by these past experiences in relation to teaching traditions and working conditions, and professional socialization with significant others during their practicum in an EFL context. In this exploratory case study, the data collected as part of the project organized by INGED came from two sources: STs' personal biographies and critical incidents in the practicum in 2017-18 academic year. Forty-two senior STs who were going on their practicum with K-12 learners in diverse contexts of Turkey participated in the study. First, STs narrated what they experienced in their previous language learning process in personal histories. Second, they specifically explained how these experiences had determining influences on the way they thought, enacted, and negotiated teacher identities in the practicum in critical incidents. Seventy biographies and incidents are being analyzed based on the grounded theory.

The preliminary findings are grouped into three categories: how STs think, feel, and act on the way to become a teacher. The first category is related to their mindset, and analyzing, decision making and problem solving skills in their process of learning to teach. The latter is related to heightened teacher emotions when confronted with unexpected situations. The third is related to how they acted in various incidents. Implications are related to pre-service teacher education programs, teaching supervision, and the need to organize school-university partnerships to help STs learn, relearn, and unlearn from their practicum experiences.

**Key words:** identity, biography, critical incidents, student-teachers

## Oral Presentation

### **Student Perspectives on English Medium Instruction: A Case from Turkey**

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English medium instruction (EMI) is gaining popularity in Turkey, like the rest of the world. There are different applications of EMI at Turkish tertiary settings. Some long-established universities adopt full integration of EMI into the curriculum, which means that the course content is delivered entirely in English in all programs. However, given the status of English as a foreign language in Turkey, EMI applications are not free of problems. Therefore, views and experiences of students are critical in order to understand efficiency of EMI and the challenges faced in the course of tertiary education. This ongoing study aims to tap into student opinions and experiences about being involved in EMI courses through a questionnaire. Carried out with the participation of undergraduate students at various programs at an EMI university in Turkey, the questionnaire yielded preliminary results showing that students have both intrinsic and extrinsic motivation to receive education through English, but they face a series of challenges. Among others, students rated personal improvement and satisfaction as well as financial gains as the primary motives while entertainment and communication with tourists were not seen as important. On the other hand, the ratings for difficulties and challenges of English medium instruction appeared to be related to depth of learning, effective self-expression

and time. The results of this study could have important implications for teachers, program designers and policy makers who are working in the field of EMI.

**Key words:** English medium instruction, student perspectives, tertiary education, Turkey.

Oral Presentation

## **Pronunciation Teaching of Lingua Franca Varieties: Challenges and Reconceptualizing ELT in Tunisia**

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English has been spreading rapidly. It “has achieved such a depth and range of use that it is becoming native in local linguistic contexts” (Saraceni, Williams, & Wright, 2014, p. 142). The emergence of nativized varieties of English opens a number of topical issues which are worthy of attention. One of the issues revolves around the teaching of pronunciation as a lingua franca. World Englishes (WEs) researchers argue against Standard English and they support the pluralistic notion ‘Englishes’. Despite the increase of the use of English as a lingua franca (ELF), it seems that the prevailing orientation in language assessment remains towards English as a native language (ENL). Tunisia is considered as a multilingual country ‘par excellence’. It has a long linguistic history (Daoud, 1996, 2001). Based on some research studies, it is demonstrated that there is a variety in pronouncing English in Tunisia. This diversity raises many questions revolving around the status of English in Tunisia, the teaching of pronunciation and English language Teaching (ELT) in general. This presentation is an attempt to investigate the challenges that occur in teaching the pronunciation of ELF. It will also shed light on the need for reconceptualizing ELT with a particular focus on Tunisia. The presentation will end up with some recommendations. ELT should move into a post-modern era to integrate the reality of ELF.

**Key words:** Pronunciation; ELT in Tunisia; and lingua franca varieties.

Oral Presentation

## **L1-based associations in productive vocabulary: some implications for learning and teaching**

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The present paper intends to explore how lexical access is influenced by the language being activated (cf. e.g. Jarvis 2009), and the role of the L1 in vocabulary production in an L2. L1 lexical items and L1 meanings might remain half-activated and be called into production in an L2 productive vocabulary task. The mental representations or concepts might activate only one or the two (or *n*) available lexicons, with L1-based associations being elicited. We had young adult EFL learners, native speakers of Spanish, complete a productive vocabulary task consisting of 15 prompts or stimuli related to which they had 2 minutes to write lexical items, the first that would come to their mind. It was a pen and paper task, which we then typed into the computer to tally the words or lexical items produced, and look into L1-influenced associations. L1-based associations were not very important from a quantitative point of view. However, they reveal themselves insightful in the determination of the way lexical items are accessed and this can have interesting implications in the FL classroom. L1 influence in the informants’

lexical associative data might the result not only of interlingual identifications made previous to the test, but also of online competing activated lexical items (cf. Jarvis 2009).

**Key words:** productive vocabulary, associations, L1 influence

Oral Presentation

## **Augmented Reality-Enhanced Reading Practices with Culinary Students for Learning English Vocabulary**

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The aims of this research are to investigate the attitudes of Turkish second grade vocational school culinary students towards using smartphones in learning subject-specific English vocabulary, to find out the effect of Augmented Reality (AR)-enhanced reading practices on their subject-specific vocabulary knowledge, and to examine their views on using Augmented Reality (AR)-enhanced reading practices to learn subject-specific English vocabulary in detail. 38 second grade vocational school students studying in culinary department at a state university in Turkey participated in this study. The study was designed as an experimental mixed method research. In this respect, both quantitative and qualitative data were gathered in order to address the research questions. Survey of Acceptance and Use of Smartphone Applications for English Language Learning (Ahn, 2018) was used to gather quantitative data. Furthermore, researchers prepared a vocabulary achievement test in order to identify and test the target culinary-related words to be taught by using Augmented Reality (AR)-enhanced English reading passages and both the survey and the vocabulary achievement test were piloted with 75 second year culinary students studying in other vocational schools of the same state university. The AR-enhanced reading practices lasted 6 weeks and quantitative data were collected using these instruments as pre- and post-tests. A semi-structured focus group interview was conducted by seven students selected randomly among the participants. The results of this study revealed that Turkish second grade vocational school culinary students have positive attitudes towards using smartphones in learning subject-related English vocabulary. Furthermore, their vocabulary level showed a significant increase after the 6-week AR-enhanced reading practice process. The participants' vocabulary size was still high in the retention test after a month. Qualitative results indicated that these practices were motivating and helpful for culinary students to learn and remember subject-related English vocabulary. Participants also indicated that it was an enjoyable experience.

**Key words:** Augmented Reality (AR), Smartphones, English for Specific Purposes (ESP), Vocabulary Learning, Reading.

Oral Presentation

## **Developing the Inventory of Ideological Components in Language Learning through Exploratory Factor Analysis**

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Ideologies as implicit theories framing what is true, what is tolerable, what is likely, and how the authority is arranged and sustained cover every existing pedagogy. Language or linguistic ideology is a term employed mainly in the areas of cross-cultural studies, sociolinguistics, and anthropology. Specific ideologies may be transmitted to learners in foreign language settings through course books, teachers, curriculums, or any other related course component. The present study aimed at validating a

self-report instrument that was designed to assess language learners' perceptions of ideological components by considering the interaction between language and ideology. The first version of the 5 point likert type scale inventory which was comprised of 60 items was administered to 900 respondents at two state universities in Turkey during the winter term of 2018-2019 academic year. Reduction and classification of the items were executed by exploratory factor analysis and reliability of the scale was measured. The overall results illustrated Cronbach's alpha reliability of .93 for the scale. The exploratory factor analysis results represented an eight-component scale of the inventory comprised of General Social Constructs, Social Institutions, Group Relations, Group Constructs, Socio-cultural Values, Ideologies, Behavior Systems, and Personal Cognition. Researchers in the related area may utilize the instrument to diagnose the ideological components being contained in language teaching curriculums and course books.

**Key words:** ideology, ideological components, Inventory of Ideological Components (IIC).

Oral Presentation  
**Exploring Gender Stereotypes of Pre-service Teachers through  
Word Association Test**

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Gender stereotypes can be found in numerous aspects of our lives, from students' choice on their majors to the way they account a story. Unearthing future teachers' gender stereotypes might be helpful for their own classroom practice. This study aims to investigate gender stereotypes using a Word Association Test (WAT). The participants are given a cue word and asked to write down most related words (responses) in their minds. Comparing the co-occurrence and frequency of the associated words, a WAT is considered to be one of the most straightforward approaches for gaining insight into our semantic knowledge. Therefore, it may provide a more detailed profile on human gender stereotypes. Graphic organisers are prepared to illustrate cognitive structures of participants based on records of cue-response pairs. Following that, a reflection session is held with the participants to become aware of their gender bias (if any revealed) and the possible consequences of that in their future classroom practice. Consciously or not, gender stereotypes can be found in many places in our life. From proportions of female in certain occupations, to students' choices on their majors, from the stories people been told in books and movies, to the decisions they make every day, researchers try to build different stereotype models, to understand patterns behind various gender-related social and psychological phenomena.

**Key words:** Gender stereotypes, pre-service teachers, word association test



## Oral Presentation

# Promoting Self-Confidence in Speaking Classrooms: A University Context

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Foreign language teaching field accepts the presence of passive and silent learners in classrooms. However, with recent progress in globalization and the prevalence of English all over the world, being proficient in English - especially in terms of the speaking skill - has become a prerequisite for a decent education. Hence in schools, English lessons have come into prominence with a focus on oral competence. Keeping this trend in mind, the present action research has been designed and carried out in order to investigate the development of students' self-confidence with the help of additional speaking practice in line with pair/group work activities. 15 Turkish university students have taken part in this study. With the aim of boosting self-confidence, students have been involved in 40-min sessions devoted to the interviewing technique for 8 weeks. Prior to and following those 8 weeks, "Confidence in Speaking Questionnaire" designed by Griffe (1997) for university students has been administered. Moreover, the questionnaire results are triangulated by semi-structured interviews. The findings have revealed that students' self-confidence has developed dramatically thanks to the incorporation of additional speaking practice into the classrooms. Apart from these results, it can be asserted that seeing what is going on in classes from another perspective is crucial for teachers as a researcher with respect to not only personal development but also enhancement required for the teaching process. Therefore, action research appears to be a perfect option that can be resorted to.

**Keywords:** Self-confidence, speaking competence, action research

## Oral Presentation

# Adding Fun in Language Teaching through Technology

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Technology is in every aspect of life and it affects the way people live, work, play and most importantly learn. Therefore, the impact of the use of technology on young people is undeniable. They are born into a world of technology, so they crave technology-enhanced learning opportunities. If used correctly, technology helps prepare them for their future career. In this case, one of the biggest challenges most teachers face when teaching today's students is appealing to their expectations and demands in language learning. Hence, teachers have tried to adapt their teaching styles accordingly in order to help them engage in the lessons. Integrating technology into the classroom is an effective way to keep them stay engaged. There are various different reasons to integrate technology into the language classroom one of which is providing a fun teaching and learning atmosphere for the students.

This presentation mainly focuses on real classroom practices enhanced with the use of different technological tools and applications which bring the fun element into the language classroom. In this presentation, firstly, the technological tools and applications used by the presenter will be introduced. Then, reflection from the students on how they benefit from these tools and whether they find them enjoyable; and also the teacher's reflections on whether these tools enhanced the teaching and learning process in a fun and enjoyable way will be shared with the audience.

**Key words:** language learning, technology, fun.

Oral Presentation

## **A Novice EFL Instructor's Professional Journey: Increasing Awareness of Teacher Echo**

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The purpose of this study is three-fold; first, to explore a novice EFL instructor's needs for further professional development pertaining to classroom interactional features; second, to enhance her classroom interactional competence (CIC) with specific reference to teacher echo through the use of self-evaluation of teacher talk framework (SETT); and third, to showcase if enhanced CIC awareness had any positive impact on the instructor's actual classroom interactional practices.

To do this, case study design was chosen, and data were collected from a novice EFL instructor whose teaching experience was limited to 3 years at a tertiary context. Data were collected through video-recordings, video-stimulated recalls (VSRs), SETT grid, dialogic reflection sessions, audio recordings and a semi-structured interview. They were analyzed through SETT grid, Conversation Analysis (CA) as an instrument and thematic analysis.

The findings revealed that the instructor's use of teacher echo radically decreased, and she showed improvement in her interactional practices in terms of identification of it, doing critical self-evaluation and making conscious interactive decisions after intervention process. The evidence for increased awareness and practice came from VSRs on video recordings and their CA analyses, and dialogic SETT reflections through which she described, reflected, and critically evaluated herself. In the light of the findings, pedagogical implications for L2 teacher education and CIC were provided.

**Key words:** classroom interactional competence 1, novice EFL instructors 2 L2 teacher education 3.

Oral Presentation

## **Exploring the Attitudes, Intentions and Practices of EFL Preparatory School Instructors Regarding Formative Assessment in a Turkish Context**

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Formative assessment needs to be a critical issue in language classes. According to Collins (2011), formative assessment has become fundamental in learning process as a result of continual development in education world. Formative assessment affects the students' success positively providing a meaningful and contextualized learning environment (Brown, 2004). Since teachers actively apply assessment in classrooms, it's crucial to learn whether they believe the significance of

FA (Veal, 1988). Thus, in this study, it is aimed to find out EFL instructors' attitudes, intentions and practices regarding FA in the English Preparatory Schools of the universities in Istanbul, Turkey. It's a descriptive study and a quantitative research method is used to reach the results. With this aim, a researcher utilizes a universally recognized questionnaire "Teachers' Conceptions and Practices of Formative Assessment" which is executed by Yan and Cheng (2015). The data is collected from 142 EFL instructors from foundation and public universities. Additionally, this research is carried out to comprehend if EFL instructors' attitudes, intentions and practices changes in line with some independent variables; age, gender, teaching experience, professional experience, type of university, the field of BA study, and working conditions of instructors. Since instructors have a great role in the application of FA, we will have an opportunity to realize the strong sides of instructors and also some weak sides which needs to be developed regarding their perceptions or practices on FA. As a result, this study will contribute to the literature and education world and suggest remedies for further studies.

**Key words:** Formative Assessment, Attitudes, Intentions, Practices

## Oral Presentation

### **Enhancing L2 oral proficiency through video-based shadowing practices**

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In Turkey, English as foreign language (EFL) learners do not have enough opportunities to practice oral skills outside the English classes. Shadowing, a task whereby the learner listens to a model speaker and repeats the speech as closely as possible with only a very slight delay, provides learners with the chance to practice English speech features. In this study, video-based shadowing was utilized to investigate its effect on the speaking features (i.e., pronunciation, intonation and stress, speech rate) of 31 first-year undergraduate students studying English Language Teaching (ELT) at a state university. After a brief in-class shadowing training, the participants practiced eleven shadowing tasks individually outside the school, recorded their final performance bi-weekly and submitted their recordings to be evaluated by the course instructor for two terms. These participants' attitudes towards shadowing practices were explored through a survey comprising 40 Likert scale items and two open-ended questions. The aim of this survey is to clarify to what extent the participants find the shadowing task helpful and which aspects of the task they feel are the most helpful in terms of speaking features. The results of the survey demonstrate that learners think shadowing improves their English speech features, especially in terms of pronunciation. The majority of the participants reported that receiving instructor feedback about their performance is beneficial for correcting their pronunciation mistakes. In response to the open ended questions, most of the participants reported that shadowing is beneficial for improving pronunciation; however, they found it as a time-consuming task.

**Key words:** shadowing, speech features, pronunciation.

## Oral Presentation

### **A Picture of EFL Writing Process in Turkey's Mainstream Schools**

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This study attempted to portray EFL writing pedagogy at all levels of education (i.e. from primary school to university) with a particular focus on the problems that students need to overcome to write well in this foreign language. It tried to illustrate the case both surveying views of students and taking perspectives of their teachers/instructors at each level. Adopting a grounded theory method, the researcher carried out interviews with 32 teachers; 8 for each level from primary school level to university. Teachers' in-class observations on the challenges that students encounter in learning EFL writing were gathered. Some patterns emerged with the identification of the problem points stated by the teachers. Afterwards, 8 university students were interviewed about their experiences in learning EFL writing. These interviews required the participants to provide their experiences retrospectively, that is, their practices and states concerning the issue from primary school to university. Data were analyzed through content analysis by making constant comparison concurrently with remaining collection of data. The analyses revealed some similar patterns throughout the whole process of students' learning of EFL writing at each level. Problems, strategies and some other intervening conditions were identified as themes with their sub-categories. The emerged model may give some insights to the stakeholders of the issue. It may also contribute to the efforts made by not only researchers but also teachers and their trainers who want to offer solutions to likely challenges that students will face in learning EFL writing.

**Key words:** EFL writing, grounded theory, challenges in L2 writing,

## Oral Presentation

### **Error Analysis of Turkish Learners' English Paragraphs from Lexical and Grammatical Aspects**

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This research aims at exploring grammatical and lexical errors of seven adult Turkish EFL learners who took one-month intensive English course at a research and application centre of a state university in Ankara. In this study, the target group at A1 proficiency level was selected with convenience sampling to reveal the most common error type(s). To that end, take home papers were collected in the third week of the course program and then analysed to identify written errors. During the scrutiny, grammatical errors were categorized into verb related errors, prepositions, articles, spelling/punctuation/capitalization, word order, possessives, use of language domain and subject-verb agreement, whereas lexical errors were grouped as interlingual and intralingual errors. The results indicate that the most frequent errors of the participants were verb related errors, whereas subject-verb agreement was listed as the least conducted error after contracted forms. As for lexical errors, which were the only items examined in terms of transfer issue, interlingual errors outnumbered intralingual errors. Accordingly, some implications and suggestions have been provided for further studies at the end of the study.

**Key words:** Error analysis, grammatical errors, lexical errors, Turkish EFL learners

Oral Presentation  
**Contribution of Curricular Activities to the Process of Learning  
English**

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As widely known, learning a foreign language in a classroom is not sufficient in terms of authentic use of a language in real life. In my study, the contribution of Curricular Activities which are designed to support the students' progress in English Language at Atılım University, School of Foreign Languages, Department of Basic English was tried to be investigated by collecting the perceptions of each responsible instructor for each activity and the club. Since the students use the target language in different occasions, there is a change expected in their language development. The biggest point here was if the change is in a positive or negative way as the Curricular Activities are in progress during a whole academic year and it means the students are imposed to these language learning and using practices during four terms. There are various categories of the activities which support the students' different needs such as Blogger and Flash Fiction Club for writing, Table Talks and Speaking Club for speaking, Drama and Short Movie Club for acting, Choir for a social community (by using the target language). Also, the students join some contests such as Spelling Bee, Letter Please, Treasure Hunt and Knowledge Contest, which are peculiar to their own learning level. Now that there are many different kinds of activities and clubs for the students to choose, I thought that it is worth studying on the contribution of the activities to the learning English process of the students who attend them regularly.

**Key words:** Curricular Activities, Contribution, Language Learning, Development, Investigate.

Oral Presentation  
**Learners' perception of autonomy at the Algerian secondary  
school level**

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Successful learning is a complex process which requires learners to spend long hours working on their own progress not only inside the classroom but also outside of it, taking in charge what they learn and how they learn it without the intervention of the teacher. The principle by which learners assume responsibility for their own learning is referred to as learner autonomy. The Algerian third grade secondary school English syllabus is designed in compliance with the principles of the Competency Based Approach that aim at producing learners who are competent not only inside the classroom but also in their everyday lives outside of the school by promoting responsibility and autonomy in them. In this respect, this presentation is an evaluation of the Algerian secondary school learners' perception of their autonomy in learning English in attempt to match theory with what really goes on inside English classes. The methodology adopted in this paper consists of a questionnaire administered to a representative number of secondary school learners of English to find out whether the content of the third grade secondary school textbook fosters in them autonomy to learn English. The results obtained reveal that there is a mismatch between the content of the textbook which, to a large extent, complies

to the principles of learning autonomy and the kind of teaching used inside classes which have proven to be teacher-centred.

**Key words:** learning autonomy, the Competency Based Approach, secondary school level, evaluation.

Oral Presentation

## **What are the suggestions for further research in Language Teacher Education?**

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It is widely accepted that training future language teachers needs to be updated and revised according to the needs and requirements of today's world. To this end, research in the field of Language Teacher Education (LTE) might be shaped according to current requirements stated by the teacher trainers and researchers in the field. In this regard, the study aims to investigate the needs of academics and researchers in the field of LTE in a variety of contexts. The study has been conducted as a part of an Erasmus+ project called ILTERG (International Language Teacher Education Research Group) co-funded by Turkish National Agency and Erasmus+ Program. A total number of 139 participants from three different LTE contexts (Portugal, Turkey and Poland) took part in the study. For data collection, a needs analysis survey was conducted. The findings revealed that the topics such as *continuing professional development for language teachers, practicum in LTE, classroom Interaction and LTE and teacher competences and standardization* received the highest interest. The study is significant in the field of LTE as it aims to present a descriptive picture of the research needs of the LTE which can guide novice and/or expert researchers to conduct further studies in LTE.

**Key words:** language teacher education, needs analysis, research trends

Oral Presentation

## **A Comparison of Three Vocabulary Learning Strategies in ESL Vocabulary Acquisition: Dictionary Definition, Use of Collocations and GIFs**

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Vocabulary acquisition is in a revival period again since recent literature has confirmed that lexis plays a major role in the productive and receptive proficiency level of learners (Gass & Selinker, 2001). In line with this increasing attention to vocabulary teaching, there has been a growing interest in L2 research to explore in collocations (Hussein, 1990). Schmitt (1997) perceives vocabulary learning as a process whereby information is obtained, stored, retrieved and used like in any other learning process. However, what strategies and techniques would be more effective to support this process in the classroom environment is a question of vital importance. When the research and empirical studies related to vocabulary acquisition examined, it is observed that there is an increasing demand and support for explicit vocabulary teaching at the earlier stages of L2 learning (Meara, 1990; Nation, 1997; Newton, 1995). This study aims to investigate the effects of three different learning techniques using dictionary definition, employing collocations and presenting vocabulary via GIFs (graphics interchange format). Use of GIFs has been proposed to observe the effects of moving effects on memory retention and meaning recall in vocabulary learning. The present study is a classroom-oriented research with a quasi-experimental research design. The participants were studying English

for thirty weeks in three different classes at B2 level at a preparatory program at a university in Turkey. The vocabulary items to be taught were chosen according to the results of a Nation (2012) vocabulary size test. A test consisting of 35 items, including one multiple choice and two gap-fill parts (10 items in each part) and 5 items requiring to use selected target words in sentences, was given to test recall on meaning, form and use in each of the treatment groups. Results of the study indicate that different type of vocabulary learning strategies has different effects on form recognition, meaning recall and use. The collocation group performed better than the other two groups in terms of form recognition, meaning recall and use. The results will be discussed in relation to previous literature and Pedagogical implications will be introduced.

**Key words:** Vocabulary learning strategies, collocations, GIFs

Oral Presentation  
**Review of Graduate Studies on Language Assessment and  
Evaluation in Turkey**

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Review studies on different aspects of English language teaching have become popular in Turkey. These aspects include foreign language teacher education, teaching efficacy, and L2 teacher motivation and so on. One of the areas on which such studies have not focused is language assessment and evaluation. The present study, therefore, aims to review the graduate studies conducted on language assessment and evaluation between 2010 and 2019. It can contribute to the existing review studies literature by revealing research trends in language assessment and evaluation.

**Key words:** Research studies, English language teaching and assessment, Research trends.

Oral Presentation  
**An Investigation of the Cyclical Organization in the Algerian High  
School Textbooks and Its Effect on Developing Learners’  
Linguistic Proficiency**

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The present study aims at investigating the cyclical organization of grammatical materials in the Algerian high school English textbooks and its effect on developing Algerian learners’ linguistic ; namely grammatical, proficiency. Tools of data collection consisted of an analysis of three Algerian textbooks used in the teaching of English as a foreign language for high school learners, in addition to an interview with four teachers of English representing different grade levels. Textbooks’ analyses focused on the implementation of the cyclical approach in presenting grammatical items and whether such format is manifested at the level of the same textbook or across the three textbooks. The teachers’ interview, on the other hand, investigated the impact of the spiral (cyclical) format on developing learners’ grammatical proficiency. Results of textbooks’ analyses proved that the cyclical organization of grammatical items exists both within and between the three textbooks. Moreover, the implementation of such grammar points was carried out cautiously; ie, the items are presented in



different contexts and with increased degrees of complexity. In addition, results of the interview confirmed that the spiral organization of materials largely contributes in developing learners' grammatical proficiency both in the classroom and in exams. They also indicated that this spiral format is integrated in a way that stimulates learners' motivation and increases their interest in learning.

**Key words:** cyclical organization, English textbooks, grammatical proficiency

Oral Presentation  
**In Pursuit of the Teacher as a Critical Thinker: How Do Pre-Service  
EFL Teachers Perceive Critical Thinking?**

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With all the changes the abundance of information brings along, the importance of critical thinking has exponentially increased. As a valued and widely promoted 21<sup>st</sup> century skill, critical thinking has emerged as a component of ELT practices, too. Second language teacher education (SLTE) is no different, for the agents that are primarily accountable for these practices are teachers, and SLTE programs are the responsible party for ensuring that their graduates fit the bill and that they are equipped with these skills to teach them to their students in the first place. In line with these circumstances, this study aims to take a snapshot of how pre-service EFL teachers' perceive the concept of critical thinking. As the qualitative strand of a wider scheme, data were collected through semi-structured interviews from senior-year pre-service EFL teachers and analyzed with a content analysis framework. As a result of the content analysis, certain themes emerged as regards the definition of critical thinking, its benefits, the uncertainties about it, its role in ELT, and its status in Turkey. The results of the study can serve as a looking glass for SLTE practitioners since they reveal where pre-service EFL teachers on the cusp of teaching stand in terms of critical thinking and its applications in ELT.

**Key words:** second language teacher education; critical thinking.

Oral Presentation  
**An Examination of Students and Teachers' Perceptions of  
Educational Setting:  
Representation of Space in Classroom Narratives**

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Appropriate education classroom equipped with the supplementary gadgets and services refers to the regular educational environment or educational setting, and many theories, techniques and strategies are concerned with the development of an ideal educational setting that enables students to demonstrate growth and improvement. Hence, setting, external aspect of the educational medium, is mostly discussed in terms of necessary structure and services. The significance of this study is that it explores the perceptions of subjectivities of each singular learner about the setting rather than the objective description of medium. Considering the fact that the difference between educational "setting" and "space" raises critical questions as to what makes classroom a part of learner experience and memory, the aim of this study is (a) to examine the students and teachers' perceptions of classroom setting and (b) to explore to what extent the classroom setting has turned into an experiential space. Both quantitative and qualitative measures will be used to collect data in order to validate and confer the findings. The participants will be lecturers and BA students at a department of English language and literature in Turkey. The participants are 100 senior students and 7 lecturers using the same classroom / educational setting. The results will be discussed according to the spatial practice conceptualised within the theory of postromantic education (2018), which argues that unless educational "setting" is transformed into educational 'space', there would be no ground for experience and learning (Çıraklı, 2018, 134). Conclusions and implications will be presented accordingly, analysing the descriptive data to be produced in the participants' narratives with certain references to setting as space. The indicators and verbal elements loaded with social, cultural, ideological, psychological and experiential implications will end with implications for applied linguistics and classroom research as well as educational settings.

**Keywords:** classroom, educational setting, space, experientiality.

Oral Presentation  
**Corpus Analysis as a Diagnostic Tool for Syllabus Design in Writing Classes**

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This corpus-based study aims to provide an understanding of the extent to which the target lexical bundles (LBs) in the curriculum of a tertiary level preparatory academic writing course were used by English for Academic Purposes (EAP) students taking the course at levels B1 and B2 in their essays. The study is essentially framed on the ‘structural and functional taxonomy’ of Biber et al. (2004: 381-384), and the target LBs are categorized based on the taxonomy. A total of 100 electronically submitted essays, 50 from each level, were selected randomly to see the pattern emerging in the essays submitted to the researchers over a period of 12 months by four different groups of learners. The essays were compiled into a corpus, the Corpus of Learner Essays (CoLE), of approximately 300.000 words. The CoLE was analyzed on AntConc v3.5.8 (Anthony, 2019) to see the use of the target LBs by learners, and the results were interpreted accordingly. The preliminary findings indicated a subtle difference in the use of ‘referential bundles’ between the two levels. However, ‘discourse organizers’ seemed to be used more frequently by B1 learners than B2 learners, and students at level B2 tended to underuse discourse organizers unlike level B1 students. The findings and implications are anticipated to provide corpus-informed insights for in-house syllabus design and course material development for tertiary level preparatory academic writing courses with an EAP focus.

**Keywords:** Lexical bundles, corpus linguistics, academic writing, learner corpus, curriculum design, syllabus design, EAP, material development.

Oral Presentation  
**Willingness to Communicate in English among Turkish EFL Learners**

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The transformation of the educational settings of various countries has been unprecedented and it has focused on producing globally competent learners with a wide array of skills and competencies. The study aimed to evaluate the willingness to communicate in English among L2 learners and the four major affective variables at a Turkish university.

The study adopted a quantitative approach with a sample that included 250 English as a Foreign Language (EFL) students enrolled at a foreign language preparatory school in Turkey. The sample comprised of 44% (n=110) females and 56% (n=140) males. Data was collected using online surveys and analyzed quantitatively using the SPSS software. The study had five distinct findings which illustrated that motivation, grit, self-confidence, and anxiety were predictors of WTC in class, outside the classroom, and within the digital context.

In conclusion, the willingness to communicate in various educational settings is influenced by a myriad of factors that fall within an individual's self or the environment. Furthermore, the implications of the study are that there exist three effective settings that can be utilized by English language teachers.

**Key words:** Willingness to communicate, EFL, affective variables.

### Oral Presentation

## **How Do Upper Intermediate Level EFL Students of Turkish L1 Background Respond to Compliments in Their L1 and L2? A Case of Pragmatic Transfer**

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The present study aims to find out whether native speakers of American English and upper-intermediate level EFL learners of Turkish L1 background prefer different compliment response strategies (CRS) for English compliments and if EFL learners transfer their pragmatic knowledge from Turkish to English. The participants of the study included 39 EFL learners from a preparatory school of a foundation university in Ankara and 12 native speakers of American English. A quantitative research design was employed in order to answer the research questions. Firstly, both groups' responses to English compliments on various types from compliment givers who share different power status with the participants (teachers – high power and peers – equal power) were collected via 6-item discourse completion test (DCT) method. Afterwards, EFL learners were asked to respond to the Turkish version of the same DCT. The data was analyzed by categorizing the CRS of both groups via Cheng's (2011) schema. Later, the frequencies of the CRS of the participants were examined through SPSS. The significance of the frequency differences was tested via chi-square tests. The results showed that Turkish and American English native speakers use particular CRS in their native languages. However, according to the findings except from two DCT items, EFL learners were able to modify their CR strategies according to the language they speak. The results may support what CEFR states: upper-intermediate EFL learners are able to sustain successful communication with native speakers.

**Key words:** SLA, pragmatic transfer, compliment responses.

### Oral Presentation

## **The Impact of an Online Co-Mentoring Project on Turkish EFL Pre-service Teachers: Benefits and Challenges**

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It is well-acknowledged that effective mentoring plays a significant role in the formation of pre-service teachers' emerging identities during the practicum. Previous research in novice teacher education indicates its beneficial impact in many significant ways, such as introducing pre-service

teachers into the discourse community of the profession, providing them with constructive feedback, teaching task performances, and moral support. However, various problems are reported to occur in the proper fulfillment of all the above-mentioned roles in a school-based mentoring system. Thus, alternative mentoring practices are needed to enrich the quality of existing mentoring experiences. This 28-week longitudinal qualitative case study in the 2018-2019 academic year aimed to investigate the impact of an online co-mentoring project on the 12 EFL pre-service teachers' professional development in an English-medium university in Turkey. 6 qualified English teachers participated as online co-mentors. Each pre-service teacher was assigned an online co-mentor and asked to send them their lesson plans and teaching videos via Google Drive, and several questions regarding their practicum, lesson plan preparation, delivery, and assessment issues, and career-related concerns via e-mail on a weekly basis to receive feedback. The data collected via in-depth semi-structured interviews before and after the project were analyzed via content analysis. Findings indicated a relatively high level of satisfaction among pre-service teachers regarding detailed feedback provision, the development of alternative viewpoints into the teaching processes, enhanced teaching self-efficacy, reduced teaching anxiety, the insights they developed into career choices, in addition to some challenges concerning the online nature of the study.

**Key words:** mentoring, online, pre-service teachers, EFL.

### Oral Presentation

## **An Investigation of Language Policing Practices as a Repair Form in Initial Pre-service Teacher Education Program**

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There is a growing body of research on L2 interactional competence development in the classroom including L2 practicum teaching settings. Recent research has brought evidence to such development in pre-service teachers' (PSTs) interactional practices such as PSTs' feedback practices (e.g. Sert & Bozbiyık, 2017). Additionally, language policing practices have been found to play an important role in L2 classroom discourse (Amir & Musk, 2013) and to mark L2 interactional development (Sert & Balaman, 2018). However, the longitudinal change in language policing practices of PSTs over the course of practicum teaching remain unexplored to date. With this in mind, this study sets out to explore how PSTs manage the micro-level language policy in L2 classrooms and how their practices change across two rounds of practicum teaching performances. Within the scope of a reflective pre-service teacher education model, the dataset of this study consists of 21 hours of video recordings of classroom interaction collected during the practicum teaching of 11 PSTs over a period of 14 weeks. Each PST taught two classes and engaged in a reflection cycle including self-reflections, mentor guidance, and peer feedback in between two classes. Using multimodal Conversation Analysis, we have found out that PSTs draw on language policing in the form of other-initiated repair (i.e. teacher correction) and this publicly blocks learner contributions and hinders student participation. Based on these preliminary findings, the current study will track the links between the self, mentor, and peer feedback sessions and the subsequent practicum teaching practices in the second round. The results of this in-progress study will therefore bring insights into the development of L2 interactional competence of PSTs facilitated by various types of feedback and publicly displayed in and through classroom interaction. The study will also bring implications for reflective practice and language teacher education.

**Key words:** classroom interactional competence, language policing, reflective practice.

Oral Presentation  
**English Language Teachers' Recognition and Perception of World  
Englishes in Turkey**

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This study investigates Turkish EFL teachers' recognition of English accent varieties, the perceptions of intelligibility of these varieties, and the attitudinal dimensions of status, solidarity, and dynamism through a quantitative instrument. It also explores the attitudes towards the use of these accent varieties in various contexts ranging from formal to less formal. The qualitative data aim at uncovering the instructors' attitudes to their accent variety, and the means of inclusion of English varieties in their teaching of English. The study was conducted with 34 English instructors who work at the preparatory schools of state and private universities in Turkey. The findings revealed that recognition of English varieties was greater with American English and the local accent. The ratings of status, solidarity, and dynamism were higher with L1 accent varieties while local accent held a stable rating across the dimensions. The L1 varieties were ranked significantly higher in formal contexts, *teaching model* particularly, whereas all varieties were found to be appropriate for less formal and social contexts. Few teachers assented to include various English varieties in language courses despite their strong preference of the L1 variety use in classroom context. The study contributes to the understanding of World Englishes (WEs) discourse of EFL teachers and suggests investigating learners' perspective on WEs for a thorough analysis.

**Key words:** English accent varieties, English as a foreign language, perception, Turkish language teachers, World Englishes.

Oral Presentation  
**Maximising Interactional Space in a Turkish as a Foreign  
Language Classroom: Implications for L2 Teacher Classroom  
Interactional Competence**

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The concept of Classroom Interactional Competence (CIC) is defined as “teachers’ and learners’ ability to use interaction as a tool for mediating and assisting learning” (Walsh 2011, 158). Walsh’s initial concept of CIC has included a broader set of teacher skills such as maximising interactional space, shaping learner contributions (e.g. by seeking clarification, scaffolding, modelling, repairing learner input), effective use of eliciting, instructional idiolect (i.e., a teacher’s speech habits), and interactional awareness. Following this, a growing body of research has revealed that CIC also includes some more teacher skills like managing students’ displays and claims of insufficient knowledge (Sert & Walsh, 2013), successful management of student code-switching (Sert, 2015), managing learner initiatives (Waring, Reddington & Tadic, 2016), foregrounding achievement and addressing correction (Fagan, 2015), shaping learner contributions by translation and the use of board (Can Daşkın, 2015), and maximising interactional space and the effective use of eliciting through ‘Mm hm’ (Girgin & Brandt, 2019).

By employing Conversation Analysis (CA) from a multimodal perspective, this study analyses data from a Turkish as a Foreign Language Classroom and demonstrates how a teacher's deployment of a minimal 'non-lexical' response token, 'hm', with a sound stretching (i.e., hm:) and freestanding is oriented to by the students as a change of state token (Heritage, 1984), displaying that the second turns of the students are 'informative'. In addition, the deployment of the token as a freestanding by the teacher is oriented to by the students as 'more talk is required of them', thereby creating further involvement, hence further learning opportunities. This study suggests that even seemingly very minor aspects of teachers' classroom practice, such as deployment of minimal 'non-lexical' response tokens, can create space for learning by maximising interactional space, and thus is evidence of CIC.

**Key words:** classroom interactional competence; interactional space; conversation analysis; Turkish as a foreign language.

### Oral Presentation

## **Technological Tool Evaluation for Language Teachers: Examining the Checklists and Models**

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Education technology has gained a pivotal role in the last decade more specifically since COVID-19 pandemic outbreak. This epidemic has shown educators that a new set of skills are required in order to keep up with the changes in all aspects of life. Specific to education, these changes require not only integrating technological tools into teaching but also the need for the critical approach towards selecting these tools. There is a mass of tools available for language teaching purposes. Nonetheless, as it is for any kind of product being publicized, not all the tools are useful or suitable for the needs of the students or teachers. Just like choosing a course book, selecting technological tools to use for language teaching should be meticulously made. The positive impacts of effective technology integration on language learners are undeniable. However, language teachers are supposed to have the sense of critical approach and a guide with some criteria to select the tools to use their own teaching settings more effectively and consciously. There is extensive research focusing on the benefits of technology such as for reaching authentic input and designing interactive lessons etc. However, such expositions remain unsatisfactory not until the issue of selecting tools is investigated. Whilst some legitimate research has been carried out for this specific concern up to now, research on the subject has been mostly restricted to theoretical aspects. In fact, language teachers need a more practical and easy way to select technological tools. To this end, the aim of this study is to examine the checklists and models in the literature for technology use and accordingly this examination will provide language teachers with the opportunity to make more reasonable selections of technological tools at the service of language teaching/learning. With the help of the pluses and inadequacies of the already existing checklists and models, the present study seeks to outline a more language teacher friendly guide that language teachers can rely on when selecting a technological tool.

**Key words:** CALL, tool evaluation, education technology.



Oral Presentation

## “Oral Communication in English? It is a Definite Source of Fear”: English Learners’ Reflections on Their Willingness for Oral Communication

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Motivation in foreign language (L2) classrooms has been recognized as a crucial element with its role of contributing to success. It is, therefore, no surprise to see that many researchers have paid attention to explore the effects of motivation on foreign language learning process. To take this tendency one step further, this study aims to explore the influence of motivational constructs on L2 learners’ willingness of oral communication inside the classroom. To do this, a group of 185 adult learners of English enrolled in one-year-long language preparatory programs of two state universities in Turkey participated in this qualitative study. They were given five open-ended questions to elicit their opinions about oral communication in English inside the classroom. Of these 185 learners, 17 volunteering participants were invited to be interviewed by semi-structured questions about their willingness of oral communication in English. The data were analyzed for recurring themes and frames. The thematic analysis of the data revealed that the motivational constructs influencing willingness of oral communication were of eight major categories. These were *attitudes towards communication, extrinsic and intrinsic motivation, interest, L1 effect, language utility, perceived competence, and self-confidence*. A further analysis of the participants’ reflections for oral communication indicated that although most of the participants expressed their negative attitudes towards their willingness of oral communication in an L2, there was an almost equivalent group of participants who reported positive attitudes. The study concludes that willingness to communicate in an L2 is an inter-reliant motivational unit which compromises a bunch of motivational variables.

**Key words:** willingness to communicate, motivational units, oral communication in an L2.

Oral Presentation

## The Effects of AWE Feedback on Learners’ Motivation and Self- efficacy Beliefs in Writing

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This paper presents a small-scale study focusing on the effects of Automated Writing Evaluation (AWE) feedback on learners’ self-efficacy beliefs and motivation in writing. When the relevant literature was reviewed, the studies on the effects of Automated Writing Evaluation feedback were found to be limited especially in Turkish context. This study will try to shed light on how AWE feedback provided by two different AWE software systems affect learners’ writing motivation and writing self-efficacy beliefs. 91 students studying at a state university in Turkey participated in the study. The study adopts a quasi-experimental research design. Two experimental groups have utilized the free versions of two different AWE systems (one for each experimental group). In this study, the data were collected via two questionnaires (Academic Writing Motivation Questionnaire and Writing

Self-efficacy Questionnaire). The result of the data analysis indicated that the use of AWE feedback enhanced learners' motivation and self-efficacy in writing.

**Key words:** self-efficacy beliefs, writing motivation, AWE feedback.

Oral Presentation

## **Conversation Analysis Methodology: Validity, Reliability, and Ethical Issues in Data Collection and Analysis Procedures**

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Conversation Analysis (CA) is a method used to reveal strategies with which interactors interpret and understand one another in social interaction. CA, which provides researchers with an opportunity to obtain detailed information about interactional patterns, has been frequently used in educational research as in other studies conducted in social sciences. However, the body of relevant literature needs to be enriched in order to assist the researchers interested in using this method more effectively. Therefore, the major aim of this article is to introduce the principles of CA to the researchers keen on conducting interaction analysis in social sciences as well as to discuss data collection and interaction analysis procedures and ethical issues to be taken into consideration to obtain valid and reliable findings. As an example, with respect to the recordings, issues such as the type, quality, number, and shooting angle of the recording devices, and even whether they will be fixed or moving are of great importance and need to be carefully decided in advance. If such issues are not taken into account, transcription process could easily become challenging and a detailed analysis may not be performed. This could eventually bring about the validity and reliability problems. With the present article focusing on the issues of validity, reliability and ethics in the CA methodology, we also aim to contribute to the existing literature on conversation and interaction analysis and guiding researchers exploring social interaction.

**Key words:** conversation analysis, data collection, interaction analysis, validity, reliability, ethics.

Oral Presentation

**Exploring the Attitudes, Intentions and Practices of EFL  
Preparatory School Instructors Regarding Formative Assessment  
in a Turkish Context**

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Formative assessment needs to be a critical issue in language classes. According to Collins (2011), formative assessment has become fundamental in learning process as a result of continual development in education world. Formative assessment affects the students' success positively providing a meaningful and contextualized learning environment (Brown, 2004). Since teachers actively apply assessment in classrooms, it's crucial to learn whether they believe the significance of FA (Veal, 1988). Thus, in this study, it is aimed to find out EFL instructors' attitudes, intentions and practices regarding FA in the English Preparatory Schools of the universities in Istanbul, Turkey. It's a descriptive study and a quantitative research method is used to reach the results. With this aim, a researcher utilizes a universally recognized questionnaire "Teachers' Conceptions and Practices of Formative Assessment" which is executed by Yan and Cheng (2015). The data is collected from 142 EFL instructors from foundation and public universities. Additionally, this research is carried out to comprehend if EFL instructors' attitudes, intentions and practices changes in line with some independent variables; age, gender, teaching experience, professional experience, type of university, the field of BA study, and working conditions of instructors. Since instructors have a great role in the application of FA, we will have an opportunity to realize the strong sides of instructors and also some weak sides which needs to be developed regarding their perceptions or practices on FA. As a result, this study will contribute to the literature and education world and suggest remedies for further studies.

**Key words:** formative assessment, attitudes, intentions, practices.

Oral Presentation

**The Syrian Refugee Students from Their Teachers' Eyes: A  
Descriptive Study into the Attitudes of the Teachers towards the  
Syrian Refugee Students in Turkey**

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Turkey is currently home for almost 4 million refugees who are mainly Syrians forced to leave their countries due to the Syrian civil war from 2011 on. In this context, the current study tried to conceptualize the situations of refugees in Turkey with regard to schooling and teacher attitudes. It was specifically aimed at examining the attitudes of the teachers who have refugee students in their classrooms. To this end, this mix-method study employed 97 teachers from different majors and

places. Descriptive and inferential statistical analysis indicated that teachers have a high level of communication with the refugee students and that the adaptation levels of the refugee students into the school environment is moderate. Besides, teachers' self-efficacy levels in terms of dealing with the refugee students were found to be moderate. Follow-up interviews with 5 teachers revealed that the biggest problem of the refugee students in the school environment is the language differences. Because they do not have a good command of Turkish, they seem to be silent and not willing to communicate in the school with their peers, which may also have been because of the debilitating psychological sides of the war. The teachers also claimed that their educational background was not sufficient enough to deal with the refugee students and they were not prepared for such a circumstance in their classrooms. The results were discussed in relation to language policy and language education prepared for the refugee people in Turkey.

**Key words:** refugee students, immigrant education, school environment.

## Workshop **Unravelling the Magic of NLP: The Power of Metaphor**

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This workshop will introduce the participants to a key concept in Neuro Linguistic Programming, (NLP) the power of metaphor. By way of introduction, I will briefly talk about what NLP is and how we can use it in our professional and personal lives in order to bring about the changes that we wish to create.

The workshop will then continue with the introduction of the concept of metaphor which is used in a different sense than as used in literature studies. What the concept means is "an indirect communication by a word, expression or story which implies similarities between things or events (Revell and Norman, 1997, p.101). This definition also leads us to explore the power of the non-conscious mind. It becomes extremely important when we are giving advice or making suggestions to other people and in communication with ourselves. Contrary to common belief, it is actually the non-conscious mind that can understand and consider the advice given. This, in turn, lays the foundation for creating new options about what to change given our own specific situations that we find ourselves in.

Building on this discussion, I will then share different techniques of using metaphor such as simple and creative metaphors, stories and guided visualization. In short, this workshop will provide the participants with experiences of how the power of metaphor may be used in order to reach one's aims.

**Key words:** NLP, metaphor, indirect communication.

## Oral Presentation

# **Turkish EFL Students' Intercultural Awareness, Their Attitudes towards Integration of Culture into English Classes and the Relationship between Intercultural Awareness and Exam Success**

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This study aimed to investigate Turkish EFL students' perception of culture, their cultural awareness, their attitudes towards the integration of culture and the relationship between cultural awareness and exam success. The participants included 52 Turkish EFL students studying at a private university in Ankara, Turkey. The data were collected via a questionnaire with 25 items consisting of multiple-choice questions, open ended questions and 5-point Likert-scale items, and via 3 quiz scores of the participants. To analyse the data gathered from the questionnaire, both quantitative and qualitative methods were utilized. The results indicated that students conceptualized culture in its sociological sense. They had a high cultural awareness. Accordingly, they showed positive attitudes towards the integration of culture into their language classes, preferably via visuals and discussions. However, their positive views shifted when it came to culture assessment. Finally, no relationship was discovered between students' cultural awareness and exam success. Based on the literature and these results, it can be argued that it is highly important to integrate cultural components into language teaching. The current study includes several indications regarding students' ideas about culture teaching such as what to learn, how to learn or why to learn culture.

**Key words:** intercultural awareness, integration of culture, Turkish EFL students.

## Oral Presentation

# **Evaluating Digital Literacy Levels of Turkish EFL Students**

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Digital literacy has been researched a lot in digital world, and, therefore, there have been numerous studies carried out so as to evaluate digital literacy and its effect on language learning process in EFL. The present study aimed to describe the digital literacy levels of the university students and explain the relationship between their digital literacy levels and academic achievement, both of which are narrow, specific, and measurable, by collecting numerical data and analyzing them via statistical analysis. The present study was designed as a quantitative study. 73 students (31 female and 42 male) participated into the research. Their ages were between 19 and 29. They were the students of different English-medium departments: eighteen of the department of metallurgical and materials engineering, five of the department of public relations and advertisement, seven of the department of aviation management, nineteen of the department of civil engineering, twelve of the department of psychology, and twelve of the department of computer engineering. The adapted version of the Digital

Literacy Scale of Ng (2012) by Üstündağ, Güneş, and Bahçivan (2017) was used to collect the data about the digital literacy levels of the participants. The data was analyzed by using SPSS 20 for Mac. Descriptive statistics (frequency, percentage, and mean) was used to analyze the data obtained from the Digital Literacy Scale. Pearson's r correlation was applied to analyze the relationship between the participants' digital literacy levels and their midterm grades. The results of the study indicated that there is a moderate level of digital literacy among EAP students and there is a positive low correlation between their academic success and digital literacy levels.

**Key words:** digital literacy, EAP, academic achievement

## Oral Presentation

### **What is the Starting Eleven of your T.E.A.M. (Teaching English As Managers)?**

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When they are in the classroom, English teachers are in a match and have to score a GOAL, which is teaching English. To score a GOAL, EFL teachers attach importance to different things in their teaching practices. Teachers differ in their thoughts and beliefs. This research study aims to find out the most important issues regarding ELT by examining the views of EFL teachers. The metaphor "Starting Eleven of a TEAM" was used in order to investigate EFL teachers' views on the most important 11 issues that are necessary for their teaching. The study followed mixed method sequential exploratory research design. In the first phase of the study, qualitative data were collected from 53 participants. They were asked to form their TEAMS by writing down the most important 11 issues for their teaching. Content analyzing their responses, 55 main themes emerged and a questionnaire including those 55 items was formed. In the second phase of the study, quantitative data were collected from 750 EFL teachers via Google Form. Descriptive statistics indicate there are significant differences in their views in terms of their genders and work places. The results also reveal that EFL teachers' best players to score a GOAL were (1) Loving your job, (2) Loving Students, (3) Knowledge of English, (4) Being open to innovations, (5) Being Friendly, (6) Loving English and Make learners love it, (7) Positive learning atmosphere, (8) Being reliable, (9) Valuing his/her students - Respecting their ideas, (10) Patience, and (11) Understanding Students' needs.

**Key words:** EFL, ELT, important issues, teachers' views.

Oral Presentation

## **The Use of Discourse Markers in Problem Solution Paragraphs of Intermediate Level EFL Learners From Turkish L1 Background: A Corpus Based Case Study**

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This study aims at investigating which discourse markers are preferred by 62 intermediate level EFL learners from Turkish L1 background at a preparatory school of a foundation university in Ankara in their problem solution paragraphs according to Fraser's (1999) taxonomy, analyzing the frequencies of those discourse markers, and finding out the most frequently used discourse marker through corpus-based methodology. Therefore, learners' paragraphs, which were written as a part of their final exam requirement, were collected upon the permission of the administration of the institution, which allowed the researcher to work on the learners' full competence, and then compiled into a corpus which consists of 8504 words. The data were analyzed via #Lancsbox 4.5 (Brezina, Timperley & McEnery, 2018) corpus analysis tool and by conducting Key Word in Context (KWIC) and frequency analyses to answer the research questions. The results demonstrated that 252 discourse markers in total were used by the learners the most frequent of which were inferential markers (40.94%), followed by elaborative (26.77%), contrastive (18.89%) and temporal (13.38%) types respectively. Furthermore, it was found that for each type of discourse markers, the learners used only a limited amount of them. The findings suggest that discourse marker use and maintaining cohesion seem challenging for the learners. Thus, language teachers might benefit from the findings and can highlight the significance of discourse markers and guide learners through native corpora to be able provide authentic examples of each writing genre and lead learners to discover discourse marker usage in various contexts.

**Key words:** discourse markers, genre-appropriate writing, corpus-based study.

Oral Presentation

## **Examining the Dual Characteristics of Willingness to Communicate along with the Contributing Factors**

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The aim of the current study was to probe the duality of willingness to communicate (WTC) - trait-like WTC and situational WTC - inside the classroom in Turkish foreign language (L2) settings along with the factors that affect ones' WTC. In order to achieve this aim, a mixed-method research design was adopted by utilizing a WTC scale, classroom observations, and participant interviews consisting of stimulated recall. The sampling group of the study consisted of 10 participants who were enrolled in a preparatory program at a private university in Ankara, Turkey. The participants were selected according to their WTC scores -5 highest and 5 lowest scorers- among the students who already filled WTC scales. Due to the small number of the sampling, several non-parametric statistical tests were computed. Initially, a Spearman Rank Order Correlation was conducted to understand whether there was a match between the participants' WTC scale scores and real WTC behaviors inside the classroom. The findings indicated that there was a mismatch. This mismatch was corroborated by the qualitative findings of the participant interviews as the qualitative findings indicated that there were three main factors affecting the individuals' WTC inside the classroom which were linguistic factors, psychological factors, and situational factors. However, the findings also revealed that these factors



affected the participants in combination, and each individual was affected in a unique way. In addition, the findings also indicated that there was statistically significant difference in the participants' WTC in pair work and group work.

**Key words:** EFL, factors affecting WTC, individual differences, L2 willingness to communicate, situational WTC, trait-like WTC.

Oral Presentation

## **Listening Metacognitive Awareness of Turkish EFL Learners In Relation With Foreign Language Listening Anxiety**

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There are various variables that affect and predict foreign language listening performance. These variables can be affective or cognitive, each having a unique place in listening comprehension skills. Examining the variables that affect listening comprehension of language learners may help us predict learners' listening performance. The aim of the present study is to examine the relationship between metacognitive awareness in listening and foreign language listening anxiety of Turkish EFL learners studying at a preparatory school at a state university in Turkey. Furthermore, the sub-dimensions of metacognitive awareness, which are problem-solving, directed attention, planning and evaluation, mental translation and person knowledge in line with foreign language anxiety levels will be investigated. Data are collected through a Metacognitive Awareness Listening Scale (MALQ) and a Foreign Language Listening Anxiety Scale (FLLAS). In line with the quantitative data, preliminary findings will be shared and discussed to shed light on the metacognitive listening awareness and foreign language listening anxiety of Turkish EFL learners.

**Key words:** listening metacognitive awareness, listening anxiety.

Oral Presentation

## **The Use of Instagram in the Learning of EFL among University Students at Ankara Hacı Bayram Veli University**

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EFL/ESL teachers have to utilize developments in technologies in order not to lag behind their students' development in using these technologies and make use of mobile-assisted language learning (MALL) in their courses. It is highly suggested that they need to integrate the mobile phone and online applications such as WhatsApp and Instagram in teaching English as a foreign language (EFL). Instagram launched in the second millennium is considered as one of the most popular online social networking among young people. This application for mobile phones allows users make instant comments next to sharing photos and 20-second videos. Seeing its popularity, I decided to investigate the use of Instagram among university students while learning English. So, the aim of this study is to investigate whether university students consider Instagram as a useful learning tool that could develop their EFL language skills. The data for this research consists of 50 (N=50) students at Ankara Hacı

Bayram Veli University, Turkey. In this study both qualitative (interview) research questions and quantitative (open response questionnaire) questions were used to collect the data. The questionnaire consisting of six items served as a survey instrument. Face-to-face interviews explored the experiences and views of the students. Data analysis showed that Instagram could be utilized as a mobile application to improve the learning of English since the learning process becomes more enjoyable and inspiring. The research suggests that using up to date mobile applications for educational purposes with advanced level students will enhance EFL.

**Key words:** EFL, mobile assisted language learning, Instagram.

## Oral Presentation

### Preparing Pre-service Language Teachers to Teach Online

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Although the use of online platforms has been a reality in education, rapid, forced, and widespread shift from face-to-face to online teaching due to The COVID-19 crisis resulted in both challenges and opportunities. There are some lessons learned for the future. Considering this as an opportunity to update education that needs to be continued, teacher education programs should prepare teachers who will need different skills, roles, and responsibilities to meet the requirements of online teaching. Practitioners have recognised the differences between teaching in a traditional classroom and online, and the need for new teaching skills. Therefore, it is essential to prepare pre-service language teachers to teach online language courses at different levels to students from different age groups. This study explores the current skills frameworks for online language teaching and offers a new context-oriented framework. The skills are discussed under technological, pedagogical, and assessment skills. The study also elaborates the responsibilities of the stakeholders such as students, tutors, student support services, principals, proctors, online teaching platform coordinators, and course developers. The functions of the learner support that is required from different stakeholders were categorised under cognitive, affective, and systemic dimensions. Suggestions are also given to help ELT programs prepare future language teachers for online language teaching. One of the suggestions is about conducting early virtual field experiences and practicum because one salient challenge is the impossibility of conducting face-to-face field experience and teaching experience courses due to school closures in many countries.

**Key words:** COVID-19, online language teaching, skills, pre-service teachers, language teacher education.

## Oral Presentation

### High and Low Level Students' Perceptions towards Learning Grammar in Online and Face-to-face Education

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Although there are some studies about English preparatory school students' perceptions towards online and face-to-face education for writing, speaking and reading skills, there is a lack of research related to different level students' perceptions towards online and face-to-face grammar learning. So, this descriptive case study aims to clarify the low and high level students' perceptions towards online

and face-to-face grammar learning. Voluntary 158 students who were selected according to the convenient sampling and studied at the preparatory school at a foundation university participated in this quantitative study. The questionnaire that includes 30 items and is the likert type was prepared by the researcher. After the reliability and validity were measured, it was conducted. The quantitative data was analyzed by using IBM SPSS 20. According to the results, during the face-to-face education, most of the high level students always want to do multiple choice activities while most of the low level ones prefer to play games to practice the grammar better. In the online education, most of the low level student always want to do some communicative activities; however, most of the high level students often prefer them. During the online education, most of the high level students think that they sometimes learn the function better when they discover it from the examples such as realia and actions; nevertheless, most of the low level students believe that they learn the function better when the sentences in an authentic text are used in the lesson so that they can notice it.

**Key words:** online education, face-to-face education, grammar.

## Oral Presentation

# **Relationship between Test Anxiety and Academic Achievement of English Language Students and Their Coping Strategies**

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There are plenty of factors contributing to or hindering the students' language learning performance. One of them is test anxiety which is the main concern of this study. The first aim of the study was to determine how university EFL students differ in terms of their levels of test anxiety and define their coping strategies which they use to tackle the exams they encounter. Another motive for the research was to illustrate the difference between test anxiety levels of the students and their language learning achievement. The study was carried out with 210 university students in different levels of proficiency in Ankara. The data was collected with three main different scales. Discroll's (2007) Westside Test Anxiety Scale (WTAS) was administered to find out test anxiety levels of the participants. Lazarus and Falkman's Ways of Coping Scale (1984), was used to specify which coping strategies they use to handle test anxiety. Oxford Placement Test (OPT) scores were assessed to define their English learning achievement. The descriptive analysis of the data was carried out using the SPSS 23.0 package program. The results showed a significant relationship between test anxiety, gender, age, and language learning duration. The students in different levels of proficiency used different coping strategies. Rather than maladaptive coping strategies, they used adaptive ones, focusing on the positive, problem-focused coping, and seeking social support, more. Consequently, test anxiety should be taken into concentration in foreign language education process and expanding the students' awareness of coping strategies will contribute to their achievement.

**Key words:** academic achievement, test anxiety, coping strategies for test anxiety, CEFR, levels of proficiency, Oxford placement test.

Oral Presentation

## **Dyslexia for Teachers of English as a Foreign Language: Projects, Tips and Technological Tools**

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Developmental dyslexia is a very common developmental disorder as all around the world as in Turkey. According to University of Michigan Health department experts, dyslexia is the most common learning disability. In fact, 80 percent of students with learning difficulties have dyslexia. The International Dyslexia Association estimates that 15 to 20 percent of the US population has some dyslexic symptoms, such as slow or incorrect reading, bad spelling, bad writing, or mixing similar words.

There are thousands of studies on teaching English to young learners, teenagers, adults or so on. Teaching English to a person with Dyslexia could sound horrible. However, as teachers of English as a Foreign Language we can face students with this condition. Whether it is defined as a specific learning difference or a disorder or a condition or a difficulty, it is crucial to know how to deal with it. Since there are much more people than predicted, we should be aware of it in terms of methods and special techniques. Should we follow the procedure we're familiar with from ELT methodology? What are the differences and similarities?

In this study, first dyslexia will be defined, some specific methods and techniques such as for linguistic awareness, choosing the appropriate texts and practicing the pronunciation will be mentioned. What kinds of studies are done around the world? There are so many technological tools for teaching, how about dyslexia? What do Dyslang, DysTefl or Orton-Gillingham Approach refer to?

**Key words:** dyslexia, TEFL, learning disability.

Oral Presentation

## **Plickers©: A Teacher-friendly Digital Tool for Language Education**

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Language teachers must adapt themselves to the pace of developing technology hence equip themselves with digital literacy skills in order to understand the 'language' of 'digital natives' (Prensky 2001), that is, their students. Language teachers' methods for teaching and assessment can greatly be changed through digital tools such as Plickers, a teacher-friendly and student-engaging educational tool for learning, teaching, and assessment. Possessing an aspect of gamification, Plickers can be personalized vis-à-vis students' needs and interests and utilized in reading, listening, grammar, and vocabulary teaching and assessment. All these variations enable teachers to provide and receive instant feedback and learners to interact in a motivated environment thanks to the competitive nature of Plickers. This paper aims to provide comprehensive background information about Plickers and its applications to foreign language education in relation to learning, teaching, and assessment.

**Key words:** Plickers, student response system, digital natives, language assessment, language learning.

## Workshop

# Practical Applications of Augmented Reality and Virtual Reality in Foreign Language Teaching

On behalf of LET-IN R&D GROUP

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Recent developments in digital technologies have changed the nature of learning and teaching languages by defining new roles and responsibilities both for teachers and students. Regarded as digital natives, today's young learners' ideas and opinions about instructional materials and educational settings are evolving in an unpredictable way. Hence, policy makers, researchers, and educators should be in an attempt of finding innovational and alternative ways for teaching foreign languages and offer alternative ways for educational pedagogy. In this respect, the main aim of this workshop is to provide insight about two of these digital instructional materials, namely Augmented Reality (AR) and Virtual Reality (VR).

The first part of the workshop will focus on using interactive AR flashcards and participants will have the chance to experience the content with active involvement by using the flashcards designed for teaching verb+noun collocations in English. In the second part of the workshop, the participants will experience a virtual reality learning environment which was designed with reference to a particular unit from the national curriculum of English for 5<sup>th</sup> graders.

Following the hands-on experience sessions both for the AR and VR applications, the participants will contribute to the workshop by sharing their opinions about using these applications. They will also have the opportunity to express their ideas about the integration and future uses of AR and VR in contemporary foreign language teaching settings.

**Key words:** foreign language teaching, augmented reality, virtual reality, technology and teaching.

## Oral Presentation

# Technology Literacy of Turkish English Language Instructors

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The importance of the use of technology has been increasing in English language teaching (ELT), so technology-enhanced language teaching has become an important issue in the field. As a result of the increasing significance of technology in ELT, English language instructors/teachers are expected to improve several technology-related literacies. One of them is technology literacy. The related literature review has indicated that most of the technology literacy studies were conducted with pre-service language teachers. Therefore, the present study has aimed to find out the technology literacy levels of Turkish English language instructors. The ongoing study has been designed as a descriptive quantitative study. It is going to be conducted in a Turkish university. The findings of the study can

contribute to the literature in Turkey by providing information about the technology literacy levels of Turkish English language instructors.

**Key words:** technology literacy, Turkish English language instructors, technology-enhanced language teaching.

Oral Presentation  
**English Language Teacher's Awareness of English as a Lingua Franca in  
Iran, Turkey and Uzbekistan**

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Today, English has become the world's commonly used form of language or lingua franca across the globe, regardless of their cultural and ethnical backgrounds or their being native or nonnative speaker of English. Consequently, it has become essential to educate in-service teachers with a cognizance towards the significance of the connection of an "English as a lingua franca" perspective in their language teaching practice. However, it is still not completely obvious that to what extent and in what kinds of contexts they are participating ELF related subjects in their language teaching practice. In this study, an attempt was made to reveal in-service teachers' beliefs about ELF in pedagogical practice in three different countries – Iran, Turkey and Uzbekistan. In order to do that, a questionnaire was adopted to participants from an earlier study investigating the involvement of culture in ELT in expanding circle contexts. The ELF awareness of these three countries was compared according to the three factors. The 27 questions were categorized with principle components approach to three main factors named: 1) Cultural awareness, 2) Positioning native varieties and native speakers and, 3) Awareness of communication goals. According to Box plot and ANOVA test, the findings of the study revealed that for the first factor, ELF awareness of teachers in Iran was lower than Turkey and Uzbekistan. Also in terms of the second and third factors, ELF awareness of teachers in Iran and Turkey were lower than Uzbekistan. Another important consequence of this study shows that, by comparing the ELF awareness of female and male teachers according to the whole teachers from the all three countries, in the first and third factors, the ELF awareness of female teachers is higher than male teacher. This study can have an important role in raising English language teachers' awareness in hypothesizing how an ELF-aware pedagogical approach can be performed in a multilingual/multicultural context.

**Key words:** English as a lingua franca, ELF-awareness, in-service teacher education, multilingual/multicultural contexts.

Oral Presentation

**A Case Study: The Perception & Reflection of Instructors in the  
Case of Multinational Class in the Preparatory School of Maltepe  
University**

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Globalization in the twenty-first century has reduced the distances between communities and cultures. More often than ever, individuals with diverse cultural and linguistic backgrounds come together for different purposes. One of the reasons for individuals to leave their native communities is education. The remarkable increase in the number of international studies is the core of this research. Maltepe University with increasing number of international students especially from Eastern and African countries have a significant role in educating international students. The medium of instruction in Maltepe University is English, therefore all students accepted need to have a good command of English.

The main purpose of the research was to investigate the perceptions and reflections of Preparatory School teachers on a multinational class. The research was designed as both qualitative and quantitative and was patterned as a case study. The research data were obtained from the interviews and the questionnaires performed with 24 teachers.

In this research, teachers evaluated the concept of multiculturalism positively. The results of the study showed that the teachers' awareness, reflections and their' positive attitudes towards multicultural education have an important role to learn together; to have a peaceful and respectful classroom atmosphere and to accept all identities with their cultural properties.

**Key words:** multiculturalism, multicultural education, teacher reflection.

Oral Presentation

**Prüfungsangst der Sekundarschüler Gegenüber dem  
Deutschunterricht**

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Der Deutschunterricht wird in der vierten Klasse der Grundschule als zweite Fremdsprache angeboten. Der Schüler, der seit der zweiten Klasse mit Englisch vertraut ist, sieht sich plötzlich ohne Vorkenntnisse einer anderen Sprache gegenüber. Angesichts dieser Situation beginnt der Schüler mit der Sorge zu scheitern, Prüfungsangst zu erzeugen. Die Angst der Schüler kann sich negativ auf ihren akademischen Erfolg auswirken, und es ist wahrscheinlich, dass dies ihre zukünftigen beruflichen Vorlieben beeinflusst. Damit diese Ängste, die bei den Schülern, in den ersten Jahren auftreten, ihren Studienerfolg in den Folgejahren nicht beeinträchtigen, sollten notwendige Maßnahmen vorgenommen werden. Aus diesem Grund sind Studien erforderlich, um den Grund und die Auswirkung der Prüfungsängste der Schüler hervorzuheben und Maßnahmen zu ergreifen, um die Probleme zu mindern oder auch zu verhindern. Das Ziel dieser Studie ist es, eine Untersuchung durchzuführen, um die Schüler, die Prüfungsangst im Deutschunterricht haben, zu erkennen, die Prüfungsangst zu reduzieren und sogar zu verhindern. Schüler, die Deutsch an Sekundär Schulen in Samsun lernen, wurden in diese Studie aufgenommen. Um die Prüfungsangst der Schüler zu bewerten, wurde die von Wren und Benson (2004) entwickelte und von Aydın und Bulgan (2017) auf Türkisch angepasste „Prüfungsangstskala bei Kindern“ dessen Gültigkeit und Zuverlässigkeit ermittelt wurde, angewendet. Die Skala besteht aus drei Unterdimensionen: Gedanken, Pflicht Verhalten und Autonome Reaktionen. Das Prüfungsangstniveau der Schüler wurde zusammen mit



der Geschlechtsvariablen nach diesen Subdimensionen untersucht und im Lichte der relevanten Literatur diskutiert.

**Schlüsselwörter:** Deutschunterricht, Prüfungsangst, Prüfungsangstskala.

## Oral Presentation **Transkulturalität im DaF-Lehrwerk *Menschen***

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Im Zeitalter der Globalisierung werden die weltweite Verflechtung und Vernetzung vieler Lebensbereiche immer mehr spürbar. Auch im Bereich der Bildung intensiviert sich die erziehungswissenschaftliche Debatte, über den Zusammenhang von Bildung und Globalisierung. Die Auseinandersetzung über den pädagogischen Umgang mit dem Phänomen Globalisierung steht immer mehr im Vordergrund. Hieraus hat sich das Bildungskonzept des *Globalen Lernens* entwickelt. Es verfolgt das Ziel zur Weltoffenheit und Empathie zu erziehen, denn in einer globalisierten Welt ist es nicht vermeidbar, dass Kulturen aufeinander stoßen. Die Berührung kultureller Grenzen hat zur Folge, dass sich diese Grenzen allmählich aufheben. Es herrscht kein nebeneinander, sondern vielmehr ein ineinander der kulturellen Grenzen.

Der Begriff Transkulturalität gewinnt aus diesem Grund immer mehr an Bedeutung. Sie umschreibt das Phänomen eines Kulturtransfers, welches beim *Globalen Lernen* eine wichtige Rolle spielt. Der Fremdsprachenunterricht, als ein Ort multikultureller Begegnungen, sollte Möglichkeiten zum Kulturtransfer, d.h. zum Kulturaustausch geben. Die vorliegende Arbeit hat das Ziel, die Transkulturalität in dem DaF-Lehrwerk *Menschen*, im Hintergrund der Stereotypenforschung, zu analysieren.

Die exemplarische Aufarbeitung, in Form der Lehrwerkanalyse, von kulturellen Transfermöglichkeiten soll dazu beitragen der Fragestellung nachzugehen, inwiefern Lehrwerke den transkulturellen Ansprüchen der Zeit gerecht werden, d.h. inwiefern sie den veränderten Parametern entsprechend konzipiert sind.

**Schlüsselwörter:** Globales Lernen, Transkulturalität, Stereotypenforschung, Lehrwerkanalyse.

Oral Presentation  
**An Investigation of Co-teaching Method in a Second Language Learning**

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This study examines the role of co-teaching in structuring classroom activities and learning a second language in a nursery in Turkey. It aims a theoretical contribution to the conference. It is a qualitative and ethnographic research. The data include classroom observations.

It examines how co-teaching can be used in teaching and learning a second language in early years education (Schwartz and Gorgatt, 2018). In this approach, there are two teachers (each in charge of teaching one language). In the nursery where the fieldwork was conducted, there were one preschool teacher and one English language teacher.

This paper aims to contribute to one of the strands of the conference, which is *Modern approaches to teach a second/foreign language*. Classroom observations show that co-teaching develop young children's English language skills such as vocabulary learning. The findings also demonstrate that co-teaching has a dual effect on the teachers. It enables the preschool teacher to be familiar with English, and the English language teacher visa-versa. This paper concludes that co-teaching not only develop children's learning, but also it contributes to the teachers' professional development.

**Key words:** co-teaching, second language, modern approach.

Oral Presentation  
**A Review of Studies on Clinical Supervision, and Reflective Teaching as Professional Development Activities**

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This article reviewed recent research in professional development of English teachers with a specific focus on clinical supervision, and reflective teaching. For this purpose, it examined the studies published in various journals between 2009 to 2019 to identify the general inclination in professional development studies on clinical supervision, and reflective teaching in terms of focus, general aim, research design, context, participants, and data collection, and to investigate recent trends and issues regarding clinical supervision, and reflective teaching in professional development of English teachers. Qualitative analysis revealed that there is a need for more professional development studies of English teachers, particularly concerning clinical supervision, reflective teaching, and there can be more studies utilizing mixed-methods research design, and more studies can be conducted in other levels of education like primary or secondary schools. In addition, there can be more studies carried out with prospective English teachers rather than in-service English teachers, studies to be conducted can include more participants, and some other data collection tools can be employed as well as questionnaire, and interview.

**Key words:** professional development, clinical supervision, reflective teaching.

Oral Presentation  
**English Preparatory School Learners' Use of Metacognitive Reading Strategies**

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Reading attainment of some English learners attending the English preparatory schools is quite low when compared to other learners, and those learners have difficulties in reading activities and exams. Although some learners are aware of the metacognitive reading strategies while dealing with reading activities and exams, some of them may have no access to them. Using a mixed-methods design, this study investigates participants' use of metacognitive reading strategies at the English Preparatory School of a foundation university in Ankara. In accordance with this aim, this study tries to find out what metacognitive reading strategies learners use most and least, whether there is a significant difference between the learners who are high achievers and low achievers in reading tests, whether there is a correlation between learners' use of metacognitive reading strategies and their success in reading tests, and what learners who are low achievers in reading tests think of metacognitive reading strategies. In this study, 233 participants completed a metacognitive reading strategies questionnaire, and five participants were interviewed by the researcher individually. The results indicated that re-reading a text was the most used metacognitive reading strategy, whereas noting the difficulty level of a text was the least used one, there was a significant difference between the high and the low achievers, there was a correlation between the use of metacognitive strategies and success in reading tests, and not having a reading habit in the mother tongue was one of the reasons for not using the strategies.

**Key words:** metacognitive reading strategies, English preparatory school, English learners.

Oral Presentation  
**Review of EAP Studies in Turkey**

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Many review studies have been made in different aspects of English language teaching including language teacher education, CLIL, CALL teacher education, English as a lingua franca and so on. Such studies have not focused on the studies on EAP in Turkey. The present study, therefore, aims to review the studies conducted on EAP between 2010 and 2019. It can contribute to the existing review studies literature by revealing research trends in EAP studies in Turkey.

**Key words:** research studies, English for academic purposes, research trends.

Oral Presentation  
**EFL Teachers' Pragmatic Awareness and Their Teaching the Pragmatic Features**

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In an effective communication based, interwoven globe, a vital question arises: whether sociopragmatic competence may be left up to the chances after making sure of grammatical competence or not. In the sense of seeking an answer to the inquiry, this paper discusses Turkish EFL teachers' insights about teaching the pragmatic functions of English after reflecting upon their pragmatic competence. With this aim to make room for self-assessment and raising of pragmatic awareness, a Discourse Completion Test (DCT) on apology speech act realization was proposed to the participating Muğla Sıtkı Koçman University MA students in ELT department who are EFL teachers at the same time. Coded discourse test performances of the main group of the investigation were compared with a group of native-English speaking teachers. After the process of analysis and reflection by the participants themselves, a reflection form including the interview step was projected to bridge towards revealing the participants' notions about teaching pragmatic functions of English. From this point forth, during the paper, a bond among EFL teachers' pragmatic awareness, reflection on their competence and insights about teaching pragmatics are aimed to be established and presented.

**Key words:** sociopragmatic competence, teaching pragmatics, speech acts.

Oral Presentation  
**ESP Course Designed via an Analysis of English Needs and Problems: A Case Study of Taxi and Tuk Tuk Drivers at Buriram Bus Terminal**

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This research was conducted to investigate problems and needs of English for the taxi and Tuk Tuk drivers at Buriram Bus Terminal, to design the ESP (English for Specific Purposes) course based on their needs and problems, and to study their satisfaction with the English innovation developed and ESP course designed. The population consisted of taxi and Tuk Tuk drivers at Buriram Bus Terminal, and the sample group was composed of 30 taxi and Tuk Tuk drivers who were purposively selected. The research tools were a questionnaire and a focus group discussion. The descriptive statistics i.e. percentage, mean and standard deviation were used to analyze the quantitative data while content analysis was made for analyzing the qualitative data. The research results revealed that the drivers had the problems of listening and speaking skills the most at the highest level. Their needs of these two skills were also higher than the other two reading and writing skills. Moreover, they needed the booklet and sound file as the English communication innovation for practicing English. Regarding the ESP course designed for them, the following English topics were needed: asking and giving

direction, giving information about itineraries, date and time, and asking and offering help, etc. The samples' satisfaction with the English innovation and the ESP course was overall found at the average highest level. For their suggestions, they needed to have the English training workshop for them, and not only Thai lecturers but also foreign instructors should be invited to teach them.

**Key words:** ESP course, analysis of English needs and problems, taxi and Tuk Tuk drivers.

Oral Presentation

## **ESP Program Plan: Conducting Target Situation Analysis to Develop Relevant Professional Competency Skills for Seeking Placements**

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Due to the continuous ongoing challenges found in seeking jobs in on-campus recruitments, technical students are engrossed with developing adequate professional and communicative competency skills to enter into the global corporate world. The present paper addresses why Target Situation Analysis (TSA) needs to be undertaken as an immediate measure to analyze the perspectives of Human Resource Management Executives (HRM-E) in designing English for Placement Purposes (EPP) course. Qualitative research has been undertaken to elicit the responses from HRM-E on their stand and consideration in scrutinizing professional competency skills of the technical students while they conduct on-campus recruitments. The professional insights and convictions of the HRM-E and their shared experiences with the different levels and capabilities of the prospective employees shed light on the measures to be undertaken for realizing the target specificity and the pedagogical implications in meeting the purpose of the course. The present research attempts to inform the academic key players to exclusively identify and undertake the relevant content and topic with those specific genres, tasks and skills in their EPP courses for developing target level communicative competence. The findings illuminate that the technical students needed effective English communication skills to interact with the employers in job interviews and sufficient language aptitude and discursive skills to get through the preliminary rounds of aptitude test and group discussions. It is also found that the institutional and industrial collaboration plays vital role in developing the EPP curriculum to achieve commendable standards in meeting the twenty first century corporate skills requirements.

**Key words:** curriculum development, English for placement purposes (EPP), on-campus recruitments, professional and communicative competency skills, target situation analysis (TSA), target specificity.

Oral Presentation

## **Technology-Enhanced Teaching of English to Young Learners: Perceptions of Junior Pre-Service English-as-a-Foreign-Language Teachers**

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The exponential growth in the world of technology over the past few decades has brought about the need for reconsidering the way English-as-a-foreign-language (EFL) teaching has been conducted, akin to the cases of teaching of other subject areas. The effect the use of technology exerts on EFL

teaching is likely to vary depending on the age of students. Literature review reveals that pre-service EFL teachers' (PSEFLT's) views about the integration of technology into teaching English to young learners (TEYLs) have not been investigated heretofore. For this reason, this qualitative research targets unravelling junior PSEFLT's (N= 82) perceptions concerning the benefits and drawbacks of incorporating technology into TEYLs. The data collected from a questionnaire consisting of open-ended questions were analyzed adopting inductive content analysis. The findings demonstrated that though the participants raised a number of issues relating to the use of technology in TEYLs, all the participants favored technology integration in that they construed the benefits of the use of technology in TEYLs outweighed the drawbacks it had. Since PSEFLT's prospective instructional practices will not be independent of their perceptions, English language teacher educators could take advantage of the findings in this study and might address the issues highlighted by the study participants as covering the topic of the integration of technology into English language teaching.

**Key words:** PSEFLT's, TEYLs, use of technology.

## Workshop

### **Use of Conversation Analysis Methodology to Analyse Social Interaction: A Case of Kindergarten Interaction**

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The workshop will introduce the participants to conversation analytical (CA) method of analysing social interaction. Specifically, we will use video recordings of a teacher and young learners of English interacting in a kindergarten context as data in the analysis process. We will also provide the participants with a transcript of the recordings and the transcription conventions to interpret the interaction in that particular context.

This workshop mainly aims to show the participants how to conduct an interaction analysis by focusing on the interactional features of CA (e.g., turn-taking, repair, sequence organisation). As such, the knowledge of these interactional features is preferred, but it is not necessary in order to be a participant of the workshop, since it also aims to get the participants familiar with them by providing the necessary information while conducting the analysis. In addition, throughout the workshop, we will emphasise the reliability of a transcript (i.e., what it should include, how interactional patterns should be represented, and how these will help analysts to have valid claims).

At the end of the workshop, the participants are expected to have the knowledge and experience to understand the interactional features of CA, the use of transcription conventions, and how to conduct an interaction analysis by using the CA methodology.

Oral Presentation  
**The Strategies Used by EFL Students in EMI and EAP courses**

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English-medium instruction (EMI) has been paid attention in Turkish higher education, and this has made English for academic purposes (EAP) courses significant. Despite this, some EFL students can perform well in both EMI and EAP courses, but some students experience some difficulties only in EAP courses. The present study has aimed to find out the attitudes of both groups toward EMI and EAP courses and how they study both courses and their exams. The ongoing study has been designed as a qualitative case study. It is going to be conducted in a Turkish university. The findings of the study can contribute to the literature in Turkey by providing information about the strategies employed by both groups in EMI and EAP courses.

**Key words:** social well-being, subjective well-being, psychological well-being, Turkish EFL students, academic achievement.

Oral Presentation  
**English Teacher Candidates' Reflections on the Multiple Activities for Teaching Language Skills Course**

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This study aimed to find out the reflections of ELT students upon the multiple interventions employed in Teaching Language Skills course during a term. The study followed a mixed methods research design and there were 40 participants (28 females, 12 males; 18 seniors, 22 juniors). In this regard, the participants filled in a survey with 27 items and responded three open-ended questions. In light of the results, it was found out that the average mean score of the survey was 4,18 out of 5. It can be said that the participants mostly agreed or strongly agreed with the statements. When we look at the lowest and highest mean scores, it is seen that the item *The course promotes flexibility in using different teaching practices for different situations* had the highest average mean score (4,63) while the item *I liked writing questions for the upcoming topics every week* had the lowest average mean score (3,25). Only two students indicated that knowing the terms and practices related to teaching language skills is not important due to the uniqueness of educational contexts whereas the rest (N: 38) accepted the importance of knowing these terms and practices in terms of learning various teaching activities, classroom management, gaining teaching experience, preparing different materials, gaining awareness about integrated skills. In addition, 15 reported that all the course activities were useful while 18 reported micro-teaching activities as the most useful course activities. However, 16 stated that making theoretical presentations as a group was the least useful activity.

**Key words:** pre-service teacher education, micro-teaching, English teacher training, multiple interventions, teacher beliefs.

Oral Presentation

## **A New Approach to Professional Development in Turkish Context: Reflection of Protocol Use in Teacher Development**

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Professional development for in-service teachers is one of the most important steps in increasing the quality of education in a given educational context (Little, 2012; Wilson & Berne, 1999). Considering the current situation of language education in Turkey, which is generally criticized for not being effective enough for students' improvement in terms of their communicative skills, in-service education for current language instructors becomes a must. Although various initiatives have been in effect to improve teachers' practices during non-teaching days, most of them are also criticized for being ineffective and having a one-size-fits-all perspective. Thus, this presentation will provide the insights and implementations of a new approach to professional development in Turkish educational context. The author used three different protocols to discuss the improvements and possible applications and benefits of protocol use for language teacher development. Protocols are generated to make the teacher discussions more straightforward, to the point, and to prevent discussions to be personal (Easton, 2009). The author engaged with three language instructors in an ESL school in the USA, and did one observation with an observation protocol. This presentation aims to introduce the use of protocols in teacher professional development and indicate implications and open the discussion for future research. This novel approach is highly applicable in any educational institution and for any subject discussion.

**Key words:** professional development, protocols, language teaching.

Oral Presentation

## **Compliment Responses of Turkish ELT Learners: Effect of L1 Pragmatic Transfer across Two Proficiency Levels**

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Compliment responses are one of the most common speech acts in daily life because they function as one of the tools to constitute unity among the members of society. As giving appropriate responses to the compliments is established culturally and changes across societies, compliments responses are tend to be affected by pragmatic transfer from L1. Bearing in mind this issue, this study was conducted to investigate how Turkish EFL learners used compliment response strategies in English and to see whether Turkish EFL learners were affected by their L1 while giving responses to compliments in English. For these purposes, 30 first year ELT students and 30 fourth year ELT students were asked to fill in a Discourse Completion Test. Also, 30 native Turkish speakers (NTSs) were required to complete the Turkish version of the same test. The analysis of the data showed that 1st year Turkish ELT students, 4th year Turkish ELT students, and NTSs used accepting strategy the most. 1st year Turkish ELT students used returning, rejecting, and combination strategies while 4th year ELT students employed accepting, deflecting, and rejecting strategies in a similar fashion as NTSs. In the light of the findings, it can be concluded that although proficiency level acted as a significant variable



in the employment of some strategies, even the high proficient learners transfer their pragmatic knowledge into their interlanguage. In order to eliminate the effect of L1 pragmatic transfer and increase the awareness of students regarding compliment responses, more explicit pragmatic instruction might be provided.

**Key words:** compliment responses, proficiency level, Turkish EFL learners.

Oral Presentation

## **Studying Turkish Young EFL Learners' Motivation through Metaphor Analysis**

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Motivation is one of the fundamental factors which not only triggers second language (L2) learning but also works as an impulse to maintain learning process for a long time. The complex nature of motivation paved the way for its being one of the widely investigated areas among the scholars. However, the research investigating young learners' language learning motivation is limited. This study aimed to investigate young learners' (YLS) language learning motivation through metaphor analysis in Turkish English as a Foreign Language (EFL) setting. Along with the motivation, it aims to find out YL's perceptions about themselves as L2 learners and exploring their beliefs about studying English. Dörnyei's L2 Motivational Self System was used as a framework in order to find out students' motivation in relation to their sense of self and their learning experiences. The participants were 71 secondary school students in a private school in the capital city. Data were collected through qualitative research paradigm and analyzed by using metaphor analysis. The findings of the study showed that young learners were positive about themselves as students. The participants' answers also revealed that their language learning motivation was affected from their ideal L2 selves, ought to L2 selves and L2 learning experiences. Implications are provided for language teachers, pre-service teachers, teacher trainers and curriculum designers in order to promote young learners' language learning motivation.

**Key words:** young learners, language learning motivation, L2 motivational self-system.

Oral Presentation

## **The Relationship between Intercultural Sensitivity and English Language Achievement**

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This descriptive study aims to investigate whether there is a relationship between intercultural sensitivity and language achievement of EFL learners in Turkey. To this aim, a descriptive research design based on the quantitative research methodology was used. A total of 325 participants (120 female, 205 male) who were attending an intensive English language program in the School of Foreign Languages at a state university were selected by using random cluster sampling. The "Intercultural Sensitivity Scale" (ISS), developed by Chen and Starosta, and the midterm and final

exam scores of the participants, who were from different foreign language levels in the preparatory program, were used to obtain the quantitative data.

The SPSS program was used for the analysis of the data. The Pearson's product moment correlation was applied to analyze the correlation between ISS and EFL learners' English language achievement. The ANOVA was applied to find the difference in the scores of ISS regarding the proficiency levels, and an Independent Samples t-test was performed to assess the difference in the ISS regarding gender. The findings showed that there was a weak statistically significant positive correlation between intercultural sensitivity and English language achievement of EFL learners. However, there was a significant difference between the intercultural sensitivity scores of the participants regarding the English language proficiency levels. The results displayed that the higher the proficiency level, the greater the intercultural sensitivity scores were. Additionally, the findings indicated that there was not a significant difference between ISS scores among genders.

**Key words:** intercultural sensitivity, English language proficiency, language achievement.

Oral Presentation

## **An Evaluation of English Teachers' Views on Continuing Professional Development Activities in Turkey**

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There is an increasing trend for Continuing Professional Development Programme (*CPD hereafter*) amongst teachers supported by The Ministry of National Education in Turkey. There is a teachers' academy in the research setting which started almost two years ago and one of the researchers held training sessions for Turkish English language teachers for in-service teacher training and CPD activities. Thus, this study explores English language teachers' views of the CPD in Turkey. The present study is qualitative in nature and data were collected from 32 Turkish English language teachers working full-time in different primary and secondary schools. Five open-ended questions regarding CPD activities were asked and thematic analysis was carried out. The findings of the study show that some Turkish English language teachers are aware of the professional development literally, however they stated that they did not allocate much time for CPD as they had many teaching hours and not enough opportunity; besides this, it can also be stated that minority of teachers did not even know how to undertake their responsibility and carry out CPD activities. Findings also show that some of the English teachers want to be involved in CPD activities as much as possible in order to develop themselves in their field and gain new perspectives, and wish to cooperate with the academicians to enable them to do so. Implications are included for English language teaching and English teachers in Turkey regarding CPD activities.

**Key words:** Turkish English language teachers, views, continuing professional development, qualitative study.

Oral Presentation  
**Learner Autonomy in Foreign Language Learning in Turkey:  
A Meta-synthesis of Qualitative Studies**

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The concept of learner autonomy in foreign language learning contexts has been steadily gaining ground over the past few decades. This paper shows the results of a meta-synthesis of qualitative studies that have investigated learner autonomy in the foreign language learning processes. Articles have to meet two requirements to be included in the review. The present study only includes articles that explicitly address learner autonomy in foreign language learning and have been published between 2009 and 2019. To carry out this meta-synthesis, four electronic databases (Social Sciences Citation Index (SSCI), SCOPUS, Education Resources Information Center (ERIC), and ULAKBIM TR Index) were benefited to find the qualitative studies regarding learner autonomy in Turkey. Through a meta-synthesis of articles on learner autonomy in foreign language learning environments, we seek to identify the techniques used to foster learner autonomy. We also attempt to synthesize the existing literature on learner autonomy relating to learner involvement and learner reflection. There is a considerable body of research showing that there is a compelling need for teachers to provide their students with opportunities to act autonomously. The review concludes with a discussion of the implications for practice and future research.

**Key words:** learner autonomy, technology, foreign language learner.

Oral Presentation  
**EFL Teachers' Practices and Challenges While Teaching Speaking  
Skills in Online Teaching**

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When compared to the other three skills, teaching speaking skills is a tough and challenging process. Most particularly, it has become even more difficult since starting the online education process during the pandemic. The main purpose of this research paper is to investigate EFL teachers' practices and challenges they faced in the process of distance education while teaching speaking skills. The participants of the study were 5 EFL teachers of young learners studying at one of the private schools in Istanbul. The convenience sampling method was applied while selecting the participants. The data of this qualitative study was collected with semi-structured interviews. The answers to the interview were interpreted with the codes and themes obtained through data. The results were investigated under three main themes and their sub-themes. The findings of the study have shown that most EFL teachers have tried to focus on interactive learning while teaching speaking skills online. Along with this, EFL teachers of young learners have difficulty in keeping all students engaged in online lessons. Considering the results seen, further pedagogical implications and recommendations for teachers are provided to create a better way to teach speaking skills in online teaching.

**Key words:** EFL teachers' practices, EFL teachers' challenges, teaching speaking skills, online teaching.

Oral Presentation

## **Lesson Planning: A Model Practice for Teaching Methodology Classes in EFL Teacher Training**

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Lesson planning as stated in the relevant literature has many benefits for teachers. One of which, as the main topic of the current study, is that a daily lesson plan enables English language teachers to review the content, materials, timing, sequencing and activities. It also benefits learners since teachers tend to prioritize learning styles, background and linguistic proficiency as well as their likes and personality traits during planning.

Keeping these aspects in mind, a teacher trainer in this study tries to sketch a practical model while delivering EFL methodology classes with an emphasis on developing student teachers' critical and reflective professional thinking. Having found her student teachers and herself in a very limited context for using the highly-benefited and thus commonly-suggested micro-teaching protocols, the trainer alternatively chose a slightly different lesson planning approach starting from 2015-16 academic year. 120 student teachers enrolled at a Teaching Language Skills course at an ELT Department in a Turkish university formed the participant group of the study. They all were exposed to the lesson planning model proposed in this study, both as the planners and as the defenders since they had to plan an English lesson for the pre-defined target population and defend it orally in class. Thus, the current presentation describes how the model is implemented and discusses its pros and cons. As a result, it is assumed to contribute creating alternative pathways for fostering EFL teacher candidates' critical and reflective thinking within their training process via the current study.

**Key words:** lesson planning, professional learning, EFL teacher education.

Oral Presentation

## **Views on English Language Teacher Learning Characteristics**

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It is vital that foreign language teachers should improve themselves in terms of such domains as teacher cognition and beliefs, teacher emotions, teacher motivation, and contextual variables. For this purpose, a continual learning process for teachers, particularly language teachers, simply necessitates the improvements in the above-mentioned domains in their instructional practices. What is more important is that they have to become knowledgeable in and about teaching in different levels of instruction. The ultimate aim is to increase the quality of language teaching and learning both for themselves and their learners. In doing so, they should become aware of the possible difficulties they might encounter during their practices. It is widely acknowledged that professional development for these teachers becomes effective as long as supports from educational settings are provided and teachers are encouraged to engage in conscious learning practices. For the ultimate purpose of the present study, English Language Teacher Learning Scale (ELTLS), developed and validated by Aliakbari and Malmir (2017), will be administered to pre-service English language teacher candidates at state universities in Turkey. At the end of the study, some recommendations regarding teacher cognition and beliefs, teacher emotions, teacher motivation, and contextual variables will be made.

**Key words:** teacher cognition and beliefs, teacher emotions, teacher motivation, and contextual variables, EFL teacher learning.

Oral Presentation

## **Pre-service EFL Teachers' Beliefs about Educational Philosophies in Relation to their Perceived Proficiency Levels**

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The aim of the present study is to investigate pre-service EFL teachers' approaches to education in relation to their perceived proficiency levels. In order to collect data on teaching approaches, the Philosophical Preference Evaluation Scale, prepared by Gezer (2018) based on the scale proposed by Çetin et al (2012) was used. The scale includes two dimensions, which are perennialism and essentialism philosophies. The perceived proficiency levels of pre-service teachers were measured using the scales proposed by the CEFR. The descriptors pertaining to B1, B2, C1, and C2 levels were presented to the participants and they were asked to evaluate themselves. The number of the participants is 58 pre-service EFL teachers who are in their final year. Convenient and purposeful sampling methods were employed in the selection of the participants. The criterion employed was that all the participants should be in their final year so that they have developed ideas as to philosophies of education. Based on tentative results, it can be said that perceived proficiency determines pre-service teachers' beliefs about philosophy of education to some extent.

**Key words:** philosophy of education, pre-service EFL teachers, CEFR.

Oral Presentation

## **Interrupting the Extended Wait-time: Pre-service English Teachers' Practices**

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This study investigates how pre-service teachers interrupt extended wait-time in English as a foreign language classroom contexts. Utilizing extended wait-time is an indicator of Classroom Interactional Competence and thus it is an essential skill for successful language teachers. In the literature, there are quite a few studies on how extended wait-time works and the benefits it offers in classrooms. The current paper, on the other hand, focuses on the cases in which the participant teachers interrupt and cut the extended wait-time short. This study has a qualitative methodological design analyzing 10 video recordings via Conversation Analysis methodology. The participants are 4 pre-service English teachers and their students in public primary and secondary schools. A collection of interrupted extended wait-time instances was formed from the data and the instances were analyzed considering the sequential analysis, turn-taking and repair mechanism of Conversation Analysis. Initial findings suggest that the pre-service teachers interrupt in four main ways that are repeating the initial question, giving the turn to another student, rewording and providing candidate responses. This study offers insights into how exactly the extended wait-time is interrupted, which provides implications for understanding the management of classroom interaction and training pre-service/in-service teachers

regarding Classroom Interactional Competence with specific regard to the utilization of extended wait-time efficiently.

**Key words:** wait-time, interrupting the extended wait-time, classroom interactional competence, conversation analysis, English language teaching.

Type of presentation: Oral

## **English for Intercultural and Professional Communication: A Review of New ELT Practices**

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It is the aim of this study to review how inclusion of intercultural aspects into the existing curricula of non-language science students can foster their Intercultural Professional Communicative Competence. To do so, we initiated a small-scale research focusing on 3rd year students enrolled in science programs (Biology, Chemistry, Physics, etc.) at Shokan Ualikhanov University, Kazakhstan. The methods used: interviews, experimental teaching conducted through “English for Intercultural and Professional Communication” course. The research shows that intercultural orientation in language teaching together with ESP practices provide new perspectives in ELT as this integrative paradigm marks significant progress in students' EL proficiency, growth of their intercultural awareness and professional communicative competence enabling them to implement their everyday practice and act as competent subjects of intercultural communication in the context of their future working environment. So far, the author of the paper suggests some tips for organizing the process of ELT at non-language science departments. Furthermore, various intercultural techniques and innovative ELT methods have been proposed and put into practice. Thus, integration of intercultural and professional components in one EL course encourages students to develop their interpersonal and professional skills, considerably adds to motivation of learning English and studying professional subjects in English, enhances the development of Intercultural Professional Communicative Competence. Finally, the review suggests that due to the increasing interest in intercultural education and ESP practices, further studies are required on the integration, application and effectiveness of modern pedagogical initiatives in the field of ELT in Kazakhstan universities.

**Key words:** English language teaching (ELT), Intercultural education, Intercultural Professional Communicative Competence.

Type of presentation: Oral Presentation

## **EFL Teachers' Technocultural Awareness Levels and Self- Reported Competencies**

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In line with technological developments, many educational institutions offer technical opportunities for students and teachers to benefit both inside and outside the schools. From the perspective of utilizing technology for a more effective language learning and teaching process, the aim of the present study is to reveal technocultural awareness levels and self-reported competencies of secondary school English as foreign language (EFL) teachers working in a small province of Turkey. A total of

36 secondary school teachers participated in the study. For data collection, a questionnaire and focus group interview were applied. The focus group interview was conducted after the analysis of the quantitative data so that the quantitative data results guided the focus group interviews. The findings of the study show that participants have positive attitudes towards benefiting from technological opportunities in EFL classes. In addition, there are some points that teachers consider themselves inadequate for the use of technology in language teaching. It is argued that in-service training contents should be reviewed in order to overcome these deficiencies and to keep up with the new developments. It is implied to replicate the study targeting more populated participants as the data is collected from a small province of Turkey and the number of participants are relatively low.

**Key words:** EFL Teaching, Technology, Technocultural Awareness, Teacher Training