12TH
INTERNATIONAL
ELT RESEARCH CONFERENCE

16-18 MAY 2022 / ÇANAKKALE, TURKEY

ELT 2022

"ANALYZE THE PRESENT, IMAGINE THE FUTURE IN ELT"

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Uludağ University

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— ABSTRACT DEADLINE —
15 APRIL 2022

elt2022.ulead.org.tr

ANALYZE THE PRESENT IMAGINE THE FUTURE OF ELT: 12th ELT RESEARCH CONFERENCE ABSTRACT BOOK

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FOREWORD

Dear colleagues and students,

On behalf of the Committee, it is my great pleasure to welcome you all to the 12th International ELT Research Conference organized and hosted by Çanakkale Onsekiz Mart University, Faculty of Education, ELT Department in collaboration with the International Association of Educational Researchers (ULEAD) and the Association of Research in Applied Linguistics and Foreign Language Education (UDEAD). The conference is convened *biennially* to encourage the interaction and collaboration among academics and postgraduate students and to establish an academic community.

To remain relevant to the 21st century and build up a strong future for ELT we need to engage with emerging issues, with a range of possible futures and opportunities that are shaping the future of teaching and learning. We believe that the future is always in the making, and this is our work as educators and researchers. On that note, the conferences always make an impact on the quality of education and academic research. We thought it is time to imagine the future of ELT and develop innovative and forward-looking approaches for the future of ELT. Therefore, the theme of the conference this year is 'ANALYZE THE PRESENT, IMAGINE THE FUTURE IN ELT'.

Over the next two days, we will have the opportunity to listen to over 50 oral presentations and 4 keynote speeches that will be organised in 16 sessions. We are honoured to introduce the keynote speakers, Drs. Alastair (Alıstı) Henry, Belgin Elmas, Pia Sundqvist (Sündkwist) and Amanda Yeşilbursa, who will each be talking about their scholarly interests.

From the beginning of the first ELT Research Conference in 2000, many scholars and academics, research students from all around the world have been involved in making it a success. Herewith, I wish to thank all those who contributed in any capacity. A huge thanks to the organising, scientific committees, academics, administrative staff, students, delegates, and organizations and institutions supporting all the ELT Research Conferences.

I would like to extend my thanks to the Rector of ÇOMÜ, the honorary president of the conference, for his endorsement and his commitment to continue supporting this academic endeavour. My deepest thanks to the staff of the ELT Department for their dedication and hard work to make the conference real.

We are delighted that you are all here physically after two years of the pandemic which obliged us to hold on to online conferences.

We hope that this conference will be an impetus to stimulate further study and research in the ELT area.

I wish you all a productive and enjoyable conference and hope that you all find an opportunity to share and expand your knowledge and establish good academic relations and collaboration.

Once again, we thank all the keynote speakers, authors, and participants for their valuable contributions.

Conference President

Prof. Dr Dinçay KÖKSAL

Conference programme

DAY 1 – 16 MAY 2022 MONDAY

Registration
Monday, 16 May / 08:30 - 09:30 Networking Event

Opening Speech and Music Recital
Monday, 16 May / 09:30 - 10:00 Plenary

Keynote speech: Alastair Henry: Persistence in L2 learning: Identities, vision, and goal self-concordance
Monday, 16 May / 10:00 - 10:50 Keynote   Event Venue: **Room 1**

Break
Monday, 16 May / 10:50 - 11:10 Coffee Break

Concurrent Sessions I Room I
Monday, 16 May / 11:10 - 12:10 Oral Abstract Session   Event Venue: **Room 1** Moderator: **Cevdet Yılmaz**

- Translanguaging Pedagogies In Efl Vs Turkish As Sl Classes In Turkish University Context

  Emel Kucukali (TR), Dilara Koçbaş

- An Audial Skills-based Investigation of an ELT Coursebook from ELF Perspective

  Elif Aydın Yazıcı (TR)

- A Critical Perspective on Gender Representations in the EFL Textbook
  Nuriye Değirmenci Uysal (TR)

Concurrent Sessions I Room II
Monday, 16 May / 11:10 - 12:10 Oral Abstract Session   Event Venue: **Room 2** Moderator: **Ece Zehir Topkaya**

- Integration of Virtual Reality (VR) Technology into Vocabulary Teaching in Primary School English Lessons

  Emre Uygun (TR), Derya Girgin

- EFL Teachers' Perceptions on Online Education at Tertiary Level: The Case of a State University in Turkey

  Kıymet Selin Armağan (TR)

- EXPLORING TEACHER PROFESSED BELIEFS AND CLASSROOM PRACTICES TO PROMOTE LEARNER AUTONOMY
  Nesli Çiğdem Saral (TR)

Concurrent Sessions I Room III
Monday, 16 May / 11:10 - 12:10 Oral Abstract Session   Event Venue: **Room 3** Moderator: **Aysun Yavuz**

- THE EFFECT OF DRAMA ON YOUNG EFL LEARNERS' READING AND WRITING COMPREHENSION SKILLS

  Tuğçe Kılıç (TR), Nergis Yumurtacı, Enisa Mede

- "ANALYZE THE PRESENT, IMAGNE THE FUTURE IN ELT:" THE EFFECTS OF PICTURE BOOKS UPON EARLY AGE OF CHILDREN

  Gamze Ar (TR)

- A Descriptive Content Analysis of the Extent of the Revised Bloom's Taxonomy in the EFL Textbook Complete Key for Schools
  Yusuf Kasimi (TR), Ömer Gökhan Ulum

Concurrent Sessions I Room IV
Monday, 16 May / 11:10 - 12:10 Oral Abstract Session   Event Venue: **Room 4** Moderator: **Sevim İnal**

- STUDENTS' PERCEPTIONS OF CULTURAL COMPONENTS IN EFL CLASSES

  Demet Bozok (TR)

- HOW DO TURKISH BILINGUALS EXPRESS MOTION EVENTS IN A TYPOLOGICALLY DIFFERENT L2?

Canan Berk (TR), Gülru Yüksel

- Foreign Language Learning Strategy Perceptions of Successful High School Students
Güneş Saygı (TR)

Lunch
Monday, 16 May / 12:10 - 13:10 Lunch Break   Event Venue: **Conference Venue**

Keynote Speech: Belgin Elmas How can we prepare teachers to prepare their learners for the future?
Monday, 16 May / 13:10 - 14:00 Plenary   Event Venue: **Room 1**

Break
Monday, 16 May / 14:00 - 14:15 Coffee Break

Concurrent Session II Room II
Monday, 16 May / 14:15 - 15:15 Oral Abstract Session   Moderator: **Demet Yaylı**

- DARE TO BEGIN AGAIN: TURKISH PRE-SERVICE EFL TEACHERS' TEST WITH LANGUAGE AWARENESS TASKS

  Zeynep Gülşah Kani (TR)

- INVESTIGATING EFL STUDENT TEACHERS' OPINIONS AND PERCEIVED COMPETENCIES REGARDING TECHNOLOGY INTEGRATION INTO LANGAUGE TEACHING

  Sibel Kahraman Özkurt (TR), Demet Yaylı

- PRE-SERVICE EFL TEACHERS AS DIGITAL MATERIAL DESIGNERS: A CASE STUDY INTO THE TPACK DEVELOPMENT OF EFL PRE-SERVICE TEACHERS IN THE TURKISH CONTEXT
Işıl Kaçar (TR)

Concurrent Sessions II Room I
Monday, 16 May / 14:15 - 15:15 Oral Abstract Session   Event Venue: **Room 1** Moderator: **Müge Karakaş**

- WHY NOT CREATING PODCAST TO OVERCOME SPEAKING PROBLEMS CAUSED BY LOW SELF-EFFICACY

  Zuhal Kardeşler (TR)

- SUGGESTED SYLLABUS FOR DISCOURSE ANALYSIS AND LANGUAGE TEACHING COURSE AT ELT DEPARTMENTS

  Kürşat Cesur (TR), Şükran Türkmen Çiçek, Senanur Çınar, Nalan Erçin

- TEACHERS' EMOTIONAL LABOUR DURING ONLINE TEACHING: AN EXPLORATORY STUDY
Tuğçe Kılıç (TR), Derin Atay

Concurrent Sessions II Room III
Monday, 16 May / 14:15 - 15:15 Oral Abstract Session   Event Venue: **Room 3** Moderator: **Ece Zehir Topkaya**

- ACADEMIC LOCUS OF CONTROL: VOLUNTARY ENGLISH PREPARATION PROGRAM STUDENTS OF A TURKISH UNIVERSITY

  Ayça Kılıç (TR), Pınar Salı

- Preparatory Year Programs through the Lenses of Undergraduate EMI Students, Faculty Members, EFL Instructors and Administrators: A Case of Four Universities in Turkey

  Veysel Emir Eke (TR), Ece Zehir Topkaya

- Philosophical Foundations of Educational Research; Epistemological, and Ontological Analysis of Three Studies
Rabia Börekci (TR), Dinçay Köksal

Concurrent Sessions II Room IV

Monday, 16 May / 14:15 - 15:15 Oral Abstract Session Event Venue: **Room 4** Moderator: **M. Sercan Uztosun**

- A CONVERSATION ANALYTIC STUDY ON CRITICAL INTERCULTURAL AWARENESS IN TASK-ENHANCED VIRTUAL EXCHANGE

  Cennet Çalışmış (TR)

- THE EFFECTS OF SOCIAL MEDIA ASSISTED TASK USE ON HIGH SCHOOL STUDENTS' WILLINGNESS TO COMMUNICATE

  Ayşe Tuğba Yanık (TR), Hatice Gülru Yüksel

- Attitudes of Native and Non-Native EFL Instructors' to In-Service Teacher Training in University Context
  Kübra Er, **Emel Kucukali (TR)**

Break

Monday, 16 May / 15:15 - 15:30 Coffee Break

Concurrent Sessions III Room I

Monday, 16 May / 15:30 - 16:30 Oral Abstract Session Event Venue: **Room 1** Moderator: **Mustafa Tekin**

- Investigating the relationship between ELT students' verbal working memory capacity, reasoning ability and foreign language proficiency of productive skills

  Ali İlya (TR), Burcu Koç, Kerem Can Alpay

- An assessment of a Hybrid Language Proficiency Examination at a state university in Turkey. Voices of test takers

  Sedat Beceren (TR), Sedat Beceren

- PEDAGOGICAL USES OF WEB 2.0 TOOLS IN FOREIGN LANGUAGE TEACHING: A STUDY TO DEFINE BEST PRACTICES
  Emre Bilgin (TR), Aysun Yavuz

Concurrent Sessions III Room II

Monday, 16 May / 15:30 - 16:30 Oral Abstract Session Event Venue: **Room 2** Moderator: **Salim Razı**

- INVESTIGATING THE 'SPEAKING CLUBS' AS A SOCIAL LEARNING PLACE: AUTONOMY IN FOCUS

  Gamze Emir (TR)

- INFORMAL LANGUAGE LEARNING IN ONLINE SETTINGS: PERCEPTIONS OF UNIVERSITY STUDENTS

  Dilay Kirisci, **Devrim Höl (TR)**

- A quantitative investigation into Extramural English and EFL anxiety
  Muhammed Kök (TR), Mehmet Sercan Uztosun

Concurrent Sessions III Room III

Monday, 16 May / 15:30 - 16:30 Oral Abstract Session Moderator: **Zeynep Gülşah Kani**

- CODE GLOSSES IN TURKISH ACADEMIC WRITERS' ARTICLES

  Reyhan Ertuğrul (TR), Eda Duruk

- EFFECTS OF MINDFULNESS INTEGRATED SPEED-READING TRAINING ON READING SPEED AND ATTITUDES OF PRESERVICE TEACHERS

  Sabire Akay (TR), Derin Atay, İbrahim Yıldız, Enisa Mede

- EFFECTS OF BLENDED LEARNING ON TURKISH EFL LEARNERS' SPEAKING ANXIETY AFTER THE POST-PANDEMIC RECOVERY
  Ezgi Akman (TR), Eda Duruk

Concurrent Sessions III Room IV

Monday, 16 May / 15:30 - 16:30 Oral Abstract Session   Event Venue: **Room 4** Moderator: **Kürşat Cesur**

- IMAGINATIVE ACTIVITIES IN TEACHING WRITING

  Samira Mammadova (AZ)

- An Analysis of Language Teacher Education Programs: A Comparative Study of Turkey and Kyrgyzstan

  Kürşat Cesur (TR), Gulchehra Davranova, Nargiza Murzakhmedova

- English Language Policy in Azerbaijan
  Gunay Muslumova (AZ)

DAY 2 – 17 MAY 2022 MONDAY

Plenary Session: Pia Sundqvist 15 Years of Researching Extramural English: Lessons Learned for ELT

Tuesday, 17 May / 09:30 - 10:20 Keynote   Event Venue: **Room 1**

Break

Tuesday, 17 May / 10:20 - 10:30 Coffee Break

Concurrent Sessions IV Room I

Tuesday, 17 May / 10:30 - 11:30 Oral Abstract Session   Event Venue: **Room 1** Moderator: **Suzan Kavanoz**

- EXPLORING PRE-SERVİCE EFL TEACHERS PERCEPTIONS OF EARLY FIELD EXPERIENCE

  Suzan Kavanoz (TR), Burcu Ünal

- The Impact of Teacher Characteristics on Enjoyment and Classroom Anxiety in Foreign Language Learning

  Nihan Bursalı (TR), Nur Yağmur Demir

- EFL STUDENT TEACHERS IMPLEMENTING LESSON STUDY IN PRACTICUM COURSES
  İlknur Bayram (TR), Özlem Canaran

Concurrent Sessions IV Room II

Tuesday, 17 May / 10:30 - 11:30 Oral Abstract Session   Event Venue: **Room 2** Moderator: **Kutay Uzun**

- A Comparative Study on the Perceived Opinions of Teachers and Learners in ESP Context

  Gülsüm Duran Güler (TR)

- DEVELOPMENT AND EVALUATION OF A QEMI SEMINAR-WORKSHOP PROGRAM FOR A CIVIL ENGINEERING DEPARTMENT

  Orçin Karadağ (TR), Ece Zehir Topkaya

- A Comprehensive Study on the Language/PYP/EMI Policies, Planning and Strategies of Turkish Higher Education Institutions
  Veysel Emir Eke (TR), Ece Zehir Topkaya

Concurrent Sessions IV Room III

Tuesday, 17 May / 10:30 - 11:30 Oral Abstract Session   Event Venue: **Room 3** Moderator: **Sedat Beceren**

- The Effects of Metacognitive Listening Instruction on Turkish EFL Learners

  Temel Serdar Yılmaz (TR), Rıdvan Tunçel

- The Effect of EFL Teachers' language Awareness on Students' Grammar Knowledge: An Exploratory Analysis

  Ali Akbar Taheri (IR)

- Investigating Writing Assessment Literacy of English Language Instructors at Tertiary Level
  Ayşe Gizem Çiftçi (TR), Meltem Baysal Çalışkan, Esin Çiftçi Birincibubar, Kübra Uğurlu

Break
Tuesday, 17 May / 11:30 - 11:45 Coffee Break

Concurrent Sessions V Room I
Tuesday, 17 May / 11:45 - 12:45 Oral Abstract Session Event Venue: **Room 1** Moderator: **Kürşat Cesur**

- Flipped Learning and Learner Perceptions

  Burcu Ünal (TR), Suzan Kavanoz

- Exploring the Online Reading Strategies of Pre-Service EFL Students

  Semin Kazazoğlu (TR), Nihan Karabulut

Concurrent Sessions V Room II
Tuesday, 17 May / 11:45 - 12:45 Oral Abstract Session Event Venue: **Room 2** Moderator: **Salim Razı**

- EFL teacher candidates' attitudes towards inner, outer, and expanding circle English varieties: an experimental study

  Mustafa Tekin (TR)

- English Instructors' Perceptions on English Course Books: A Military School Case

  Şükran Türkmen Çiçek (TR), Aysun Yavuz

- Multimodal critical discourse analysis of an EFL coursebook: 'Progress 11th grade'
  Burcu Özge Razı (TR)

Concurrent Sessions V Room III
Tuesday, 17 May / 11:45 - 12:45 Oral Abstract Session Event Venue: **Room 3** Moderator: **M. Sercan Uztosun**

- Common Lexical Errors and the Possible Effect of L1 Turkish

  Hakan Cangır (TR), Kutay Uzun, Taner Can, Enis Oğuz

- THE LANGUAGE LEARNING MOTIVATION OF UNIVERSITY-LEVEL STUDENTS REGARDING THE L2 MOTIVATIONAL SELF SYSTEM AT A TURKISH UNIVERSITY CONTEXT

  Halit Taylan (TR)

- Language Learning and Acquisition - Understanding learning strategies
  Sevinj Zeynalova (AZ)

Lunch: Osmanlı Restaurant
Tuesday, 17 May / 12:45 - 14:00 Lunch Break

Keynote Speech: Amanda Yeşilbursa Taking Positive Steps for a Brighter Future for English Language Teachers and Teaching
Tuesday, 17 May / 14:00 - 14:50 Keynote Event Venue: **Room 1**

Break
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Concurrent Sessions VI Room I
Tuesday, 17 May / 15:00 - 16:00 Oral Abstract Session Event Venue: **Room 1** Moderator: **Aysun Yavuz**

- An Exploratory Study of Epistemic Modal Verbs In Civil Engineering And Education Journal Articles: Implications For L2 Academic Writing

Pınar Karahan (TR)

- Rating Scale Development for an Integrated Writing Task

Zeynep Aksit (KK), Şükran Saygı

- Reflection on Practice through Critical Friendship: A self-study
Temel Serdar Yılmaz (TR)

Concurrent Sessions VI Room II

Tuesday, 17 May / 15:00 - 16:00 Oral Abstract Session Event Venue: **Room 2** Moderator: **Cevdet Yılmaz**

- A NARRATIVE INQUIRY INTO NOVICE ENGLISH LANGUAGE TEACHERS' CHALLENGES

İrem Gürbüz (TR)

- The Relationship between EFL Instructors' Emotional Intelligence and Job Satisfaction

Kübra Uğurlu (TR)

- Exploring the Perceptions of Turkish EFL Instructors with Different Demographic Variables towards Academic Misconduct
Kübra Uğurlu (TR)

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Monday, 16 May / 10:00 - 10:50 Keynote Event Venue: **Room 1**

Why do some people thrive on the process of acquiring another language, while others struggle to keep on track? Why do some people willingly engage in time-consuming activities, while others find it hard to keep focused? Drawing on Zoltán Dörnyei's (2020) multicomponent framework of persistence in language learning, in this talk I will examine the factors that underpin L2 persistence and the roles that they play. I will consider the ways in which vision can generate and sustain focused energy, and the positive effects of having learning goals that resonate with identities, values, and beliefs.

Concurrent Sessions I Room I

Monday, 16 May / 11:10 - 12:10 Oral Abstract Session Event Venue: **Room 1** Moderator: **Cevdet Yılmaz**

TRANSLANGUAGING PEDAGOGIES IN EFL VS TURKISH AS SL CLASSES IN TURKISH UNIVERSITY CONTEXT

Emel Kucukali [1,*] & Dilara Koçbaş [2]

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The present mixed-designed study aims to explore spontaneous TP (Translanguaging pedagogies) in FL (Foreign language) and SL (Second language) classes at a Turkish State University. As a pedagogical implication of dynamic multilingualism, TP included cross linguistic strategies such as translation, comparison of languages, comparison of cultures, and speaking multiple languages in class (Council of Europe, 2020; García & Wei, 2014). Besides, dynamic multilingualism treats L2 and L3/L3+ learners differently, therefore, TP were also classified into bilingual (integration of two languages) and multilingual (integration of three and more languages) pedagogies (Hufeisen, 2004). Teachers (N=4) of English, a teacher (N=1) of English and Turkish, and their students (N=144) were selected through convenient sampling. The students were learners of English as a FL (N=92) and learners of Turkish as a SL (NR) in the pre-sessional program starting with A1 and ending with B2 proficiency level at the end of the academic year. The EFL students are of Turkish nationality, while SL classes are multinational with foreign students. The quantitative data were collected from an attitude questionnaire developed by the researcher and were analyzed through Mann-Whitney U test and descriptive statistics. The qualitative data collected from semi-structured interviews and graphic elicitation tasks, were analyzed through content and visual analysis by using CLAN (Computerized Language ANalysis) Program. The findings indicated that SL classes are more predisposed to TP, when compared to monolingual EFL classes. The multilingual students in multinational SL classes have higher crosslinguistic awareness which makes translanguaging a natural behavior and a favored way of teaching for them. In addition, the integration of three languages seems to be practiced and favored more in SL classes, while bilingual and monolingual pedagogies are more popular in EFL classes. Unexpectedly, the integration of cultures is significantly lower among SL learners, which was explained in the interviews with cultural

sensitivity in multinational classes. Based on the findings, pedagogical implications in FL and SL contexts were suggested at the end of the study.

An Audial Skills-based Investigation of an ELT Coursebook from ELF Perspective

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The current status of English as a lingua franca not only has changed the dynamics of communication in international business, cultural and economic arenas but also has led some implications for English language teaching (ELT). With the reality of the emergence of English as a lingua franca and the widespread ELF interactions among the people from different linguistic L1 background in various contexts, ELT materials need to be a reconceptualized, reassessed and modified (McGrath 2013, Siqueira 2015). In order to find out whether the audial skills-based tasks in the ELT coursebook cover the view of English as a lingua franca or not, the following research questions were addressed throughout the study: (1) To what extent do the listening and video tasks in the selected coursebook expose learners to interactions among nonnative-nonnative / nonnative-native speakers of English? (2) To what extent do the listening and video tasks in the selected coursebook expose learners to the nonnative role models of English? (3) How do the listening and video tasks in the selected coursebook approach culture? This current study followed a qualitative research design and a content analysis. All data was driven from the coursebook "New English File" upper-intermediate students' book third edition by Oxford University Press. The results of the research demonstrate that book represents only one non-native role model in audial skills-based tasks, and there are just a few tentative attempts to refer native/non-native interactions. Additionally, it can be inferred that the coursebook adopts an essentialist view in terms of representing the cultural elements with its clear focus on the dominant native cultural patterns. The study also suggests some implications in terms of material selection and coursebook design for EFL courses in the sense that the coursebooks materials should be modified carefully in order to create an interculture awareness among the students.

Keywords: ELF, Coursebook evaluation, ELT, intercultural awareness

A Critical Perspective on Gender Representations in the EFL Textbook

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Considering the fact that language is a tool in implementing the social planning and developing gender equality, gender representations in EFL textbooks are to attract more attention. Therefore, this study aimed to examine how genders were represented in the ninth grade English textbook, which is recommended by Ministry of National Education (MoNE) for public schools. In the study, three dimensional model by Flairclough (1995) was used to describe, interpret, and explain the gender representations in the selected textbook. The coding categories developed by Yang (2011) were adapted to analyse gender representations. The purpose was to interpret the data critically to reach conclusions regarding gender stereotypes and gendered discourses in the textbook. Questions such as how, to what degree, and in what order males and females were represented and described in texts, in illustrations, and in domestic and occupational roles were answered and analysed using coding categories. The results suggested equality at the first sight but when examined in details and critically, there were found the signs of inequality both in quantity and in quality between genders. On the other hand, positive/reverse discrimination was observed in the description of the females. In conclusion, it seems that the equal gender representations cannot be achieved.

Keywords: EFL textbook; gender; gender representations

Integration of Virtual Reality (VR) Technology into Vocabulary Teaching in Primary School English Lessons

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Language consists of words. Though grammar transfer in language teaching is still necessary in today's world where language is characterized as a communicative tool, it has lost its old weight. On the contrary, it is essential to increase the level of vocabulary in foreign language teaching to a certain level to be able to communicate fully in the target language. Since focusing more on this in childhood years is necessary, when language learning is easier, the study focused on vocabulary teaching in primary school 2nd grade English lessons. As for VR, it is seen that this technology is a new field in the field of education. Its use in language teaching is closely related to the principle of proximity to life, one of the teaching principles. While learning a foreign language, learners should experience situational learning experiences, recognize real-life contexts, and be able to use the language communicatively in these environments. It is difficult to attain this goal by 2nd year primary school students who have not yet reached full proficiency in their mother tongue but started learning a foreign language. For an effective language learning or acquisition process, students' affective filters, which constitute the whole of their emotions such as anxiety, stress, and distress, should be low, which can be fully realized by the reality of a foreign language world, surrounded by games, music, events, and cartoons with which they are familiar. In this direction, the present study aimed to examine the effect of the integration of VR technology into primary school English lessons vocabulary teaching on vocabulary learning and developing a positive attitude towards language. The study was conducted in the English lessons of 2nd grade students from six of the state primary schools in the central district of Çanakkale, Turkey. The study, done with 27 experimental and 27 control group participants, was carried out within the framework of the experimental design with pretest-posttest control group. In the pre-test and post-test control, the elements for which a significant difference is sought are the students' attitudes towards language learning and their level of vocabulary. The results indicated that instruction with VR did not show any significant difference in vocabulary retention compared to the control group, but it encouraged student participation in the lesson. Among the limitations of the study are a randomised participants design and a limited sample group. However, although more extensive research is essential, it is thought that it will provide an idea about the integration of VR technology into lessons in the context of Turkey. It is hoped that the study will shed light on future research for the use of VR technology, still a new research field and might form the basis of future education.

Keywords: educational technology, primary school students, teaching English to young learners, teaching English vocabulary, vocabulary, virtual reality, VR

EFL Teachers' Perceptions on Online Education at Tertiary Level:
The Case of a State University in Turkey

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Although online education and the use of information and communication technologies (ICT) in language classrooms has been in the agenda of researchers for decades, the medium of education has changed from face-to-face to online as a result of the outbreak of the pandemic. Such an unexpected change is likely to alter English as a foreign language (EFL) teachers' perceptions on online education. Consequently, a number of studies were conducted all around the world to explore the issue from teachers' perspectives. However, more studies are needed to draw profound conclusions about the issue in higher education. In this respect, the purpose of this qualitative case study was to explore tertiary level EFL teachers' perceptions on online education during Covid-19 pandemic in Turkey. The study was conducted with the participation of six EFL teachers working at the department of foreign languages of a state university in Turkey. The results showed that online education was advantageous in terms of offering permanence and countless sources. However, it was found disadvantageous regarding technicality, being too demanding for teachers, learner related issues, and evaluation. The findings reveal that teachers value several aspects of online education. Thus, adopting an integrated online and face-to-face education system might lead to successful language teaching.

Keywords: EFL, online teaching, teacher perception, technology, tertiary level

EXPLORING TEACHER PROFESSED BELIEFS AND CLASSROOM PRACTICES TO PROMOTE LEARNER AUTONOMY

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Learner autonomy holds a vital role in learning a foreign language and it has been suggested that language learners need the assistance of their teachers to become autonomous in the trajectories of learning English. Likewise, teachers' beliefs and practices are the key factors to enhance learner autonomy. In that regard, this case study attempts to explore an EFL teacher's beliefs and classroom practices to foster learner autonomy. Moreover, the present study aims to figure out whether there is a mismatch between an EFL teacher's professed beliefs and classroom practices to facilitate learner autonomy presenting some constraints emerging from the emergency remote teaching context in Turkey. During the study, the data were gathered from Yasemin (a pseudonym) through a semi-structured interview, classroom observations, and stimulated recall interviews. Accordingly, a thematic analysis was conducted to examine the data. As far as the findings were concerned, it was reported by the participant that she employed several strategies to foster her students' autonomy. However, it was found that there is a mismatch between her professed beliefs and her classroom practices regarding learner autonomy. Although she reported that students' autonomy could be enhanced through some strategies related to classroom-based, learner-based and teacher-based approaches, it was divulged that the strategies aforementioned could not be performed in her online teaching. It was also revealed that she faced some challenges resulting from the emergency remote teaching context, therefore she could not implement what she believed into her practices. Regarding the results of the study, some implications can be pondered. As such, policymakers may take into consideration that online teaching/learning environments need to involve interaction for learner autonomy. In this respect, they can re-arrange the regulations considering online classes. Next, the EFL teachers should be provided with in-service training to perform fruitful strategies to facilitate learner autonomy in online teaching contexts.

Keywords: learner autonomy, teacher beliefs, teacher practices, emergency remote teaching

THE EFFECT OF DRAMA ON YOUNG EFL LEARNERS' READING AND WRITING COMPREHENSION SKILLS

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There is a recognized need for increasing young learners' (YLs) motivation and comprehension in learning English. Drama has emerged as a powerful tool for teachers to help promote YLs' performance during their lessons as it gives the chance to practice various skills while learning English. Drama integration might create a positive classroom environment and learners' self-confidence might increase accordingly. In such an environment language learning occurs seamlessly, since listening, speaking, and reading practices are naturally included in a drama activity. Additionally, as each learner has a role in it, they can work collaboratively. Based on teacher observation regarding students' performance and needs, this study was conducted first to help learners participate in classroom activities while learning English. A combined qualitative and quantitative methodological approach was used to explore the effects of integrating drama on YLs' improvement of their reading and listening skills. The participants were 24 YLs (1st grade, 6-7 years old) of a private Turkish school. Data were collected via pre-and post-test before and after the drama-based English classes. Teacher reflection was another data collection tool to track and reflect on the experiences of the participants about drama. Paired sample t-test was utilized to analyze the quantitative data and thematic analysis was employed for the qualitative part. The principal findings of this research reported the positive impact of drama integration on YLs' comprehension along with positive reflections about learning and teaching English using drama. The results presented in this study add to our understanding that integrating drama activities are exclusively beneficial for YLs in terms of promoting their English language skills. That being the case, institutions, program designers, teachers, and other stakeholders might find ways to include drama activities in the course of teaching English.

Keywords: Drama, Receptive Skills, Teacher reflection, Young learners

"ANALYZE THE PRESENT, IMAGNE THE FUTURE IN ELT:" THE EFFECTS OF PICTURE BOOKS UPON EARLY AGE OF CHILDREN

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English teaching is an important process especially for early childhood period. Children are each nation's future and so their presents shape the future of countries. The minds of children are extremely different than adults because they have limited expressive tools for sharing their ideas. One of the strongest ways to express their thoughts is picture books and while learning English easily it can be a significant method for early age of children. Analyses of picture books are shown with the examples from pre-school education in the process of learning English. Thus, this research tries to light on the importance of picture books upon children. In that way, analyzing the present will indicate the future in ELT. Pre-school children are the seeds of their families and their blank minds can be shaped with everything that they see or hear. Picture books here constructs their English skills in the beginning of their learning system. Early English education will be analyzed from the perspective of picture books and its effects. Why are the picture books so important in the process of learning English for pre-school children? From which aspects do they deal with children? How are they more effectively learn English with picture books? This study will seek these questions and it emphasizes the importance of picture books in Early English education.

Keywords: Early English Education; Picture Books; ELT; English Language; Pre-school Children.

A Descriptive Content Analysis of the Extent of the Revised Bloom's Taxonomy in the EFL Textbook Complete Key for Schools

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The Revised Bloom's Taxonomy is simply the most extensively utilised classification model among the overall cognitive process models. It is a cognitive classification model that highlights the cognitive steps starting from remembering level to more intricate cognitive levels such as evaluating and creating. The present study initially aims to discover to what extent the Revised Bloom's Taxonomy is included in the overall questions, activities, and tasks of the English as a foreign language textbook Complete Key for Schools which is published and distributed by Cambridge University Press. With this in mind, the research question To what extent does the EFL textbook Complete Key for Schools involve the lower and higher order cognitive levels of the Revised Bloom's Taxonomy? was formulated. The analysed EFL textbook was assessed based on descriptive content analysis method. The findings of the study suggested that the evaluated EFL textbook lacked the higher order cognitive skills stated in the Revised Bloom's Taxonomy. By means of the findings, some assumptions have been reached with the aim of suggesting how the EFL textbooks which are being produced or will be produced ought to mention the Revised Bloom's taxonomy in their overall content. This study will stand as a valuable source for the researchers in the related study area.

Keywords: Taxonomy; Revised Bloom's Taxonomy; Cognitive Levels; EFL Textbooks; Textbook Evaluation

STUDENTS' PERCEPTIONS OF CULTURAL COMPONENTS IN EFL CLASSES

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English as a lingua franca has become a language of communication between various countries and nations. In global world, there are more non-native speakers of English than the native speakers. To communicate effectively, language learners should be able to use language in various contexts. In this regard, EFL classes need to focus on developing intercultural competence of learners to enable effective communication. Investigating students' preferences and interest areas regarding culture is a worthwhile research area to develop intercultural competence, as designing courses and course materials in accordance to their interest areas may increase learners' motivation. In this vein, this study investigated learners' perceptions of cultural components in EFL classes. To this end, a questionnaire consisting of 45 items and 9 categories related to culture was implemented to gather data about the perceptions of students regarding cultural components in EFL classes. The participants were a total of 51 second year university students consisting of two groups of students attending two different Vocational English Courses. The results of descriptive analyses revealed that while cultural components of music, cinema and art received the highest values, cultural components of unique jewelry, philosophies and advertising received the lowest values. The results also showed that the categories of artistic values and behaviors received the highest value, on the other hand, the categories of lifestyles and major values received the lowest value among students. Furthermore, two groups of students differed significantly in terms of their perceptions of cultural components. In the light of the findings, important implications were drawn at the end of the study. The results of this study may contribute to the EFL instructors, curriculum planners and material designers while designing and implementing programs and materials for language learners.

Keywords: Culture, English language teaching, intercultural competence, perception

HOW DO TURKISH BILINGUALS EXPRESS MOTION EVENTS IN A TYPOLOGICALLY DIFFERENT L2?

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Research into the language acquisition processes of bilinguals has shown that there is an interplay between the two language systems and that cross-linguistically distinct structures may result in the transfer of linguistic items from one language to another. According to Slobin (1991), these distinctions can appear at the conceptual level and especially at the time of speaking. Investigating language transfer at the conceptual level between different language pairs can contribute to our understanding of bilingualism and also reveal beneficial implications for language education. Using Talmy's (1991) two-way language typology, the present study aims to investigate if there are any differences in the real-life motion event descriptions between Turkish-English bilinguals and monolinguals, and if language dominance affects the degree of possible conceptual transfer in oral motion event narratives of bilinguals. The study included three groups of participants: Turkish-English bilinguals (N=30), Turkish monolinguals (N=8), and English monolinguals (N=8). The bilingual group consisted of native speakers of Turkish who acquired English at an early age or at puberty and have been using English at an advanced level in their work and daily lives for many years. Data was collected using a collection of real-life motion event videos and a language dominance survey. All speaker groups were asked to complete the video description task. The task included 20 real-life motion event videos with various path-of-motion and manner-of-motion scenes. The descriptions were voice-recorded, which were then transcribed and coded for analysis. The bilingual group was also asked to complete the *Bilingual Language Profile* (BLP) developed by Gertken et al. (2014). Data was analysed using the Student t-test and Pearson correlation test. There was a statistically significant between-groups difference in the frequency of path and manner encodings in the main verb. While the native language patterns influenced the monolingual speakers' motion event descriptions, the second language features influenced the bilingual speakers' L2 motion event descriptions. However, there was no statistically significant correlation between bilinguals' language dominance and their main verb encodings in the motion event descriptions. This finding suggests that being dominant in one of the languages has no impact on the linguistic choices of bilinguals while describing motion events in their second language. These results suggest that bilinguals can produce L2-based patterns regardless of their state of dominancy in one of the languages, which could result from the type and amount of exposure in second language acquisition.

Keywords: bilingualism, motion events, language typology, language dominance

Foreign Language Learning Strategy Perceptions of Successful High School Students

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This research aimed to investigate the second language learning strategies of high school students attending Adana Anatolian high school in the second semester of the 2020-2021 academic years. This school is called project high school which is implementing a special program. According to the results of high school entrance exams held in Turkey, students with a success percentage of 0.59 to 1.53 can enroll in this project high school. The data collection tool is Strategy Inventory for Language Learning (SILL). In total, the questionnaire includes 50 items and presents six parts: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The questionnaire uses a 5-point Likert scale.The participants of the study were 207 project high school students. Among them, 126 were female, and 81 of them were male. The researcher applied to Canakkale Onsekiz Mart University (COMU) research ethics committee for required approval. In addition to the research ethics report, official permission was obtained from the Ministry of Education (MEB). Since the participants of the study were under 18 years old, parents' consent forms were obtained and the students participated in the study voluntarily. The survey form was sent to WhatsApp groups using google forms. The study was conducted to investigate successful high school students' language learning strategy perceptions related to gender and grade. Quantitative data obtained from the survey was analyzed with the help of statistical procedures like frequency and percentage tables via the Statistical Programme for Social Sciences 26(SPSS). The overall survey results indicated that participant students highly used language learning strategies. The participants' self-reported mean scores indicated that social strategies are the most preferred language learning strategies. Overall self-reported results showed that affective strategies are the least reported learning strategies among the students. Metacognitive strategies which are required for upper-level learning are the second most preferred language learning strategies. The numbers of the students who prefer cognitive strategies are equal to compensation strategies. The results of this study showed that memory strategies, cognitive strategies, compensatory strategies, and metacognitive strategies are significantly higher among females than males. In other words, there is statistically a significant difference between females and males regarding all sub-category strategies except for affective strategies. The study revealed that there were statistically significant differences among grades and language learning strategy usage. The ninth-grade high school students use more effective strategies than 12th-grade students. In the study, affective strategies were the least self-reported ones among 12th-grade participants.

Keywords: language learning strategies, project high school students, successful language learner, gender

Keynote Speech: Belgin Elmas How can we prepare teachers to prepare their learners for the future?

Monday, 16 May / 13:10 - 14:00 Plenary Event Venue: **Room 1**

How can we prepare learners for the future? This is the question the world is trying to answer. Then we, as teacher educators, need to ask how we need to prepare teachers to prepare their learners for the future. In such a rapidly changing world, answering the first question is not an easy one. We do not exactly know what kind of knowledge, skills, and experiences our learners will be expected to equip, but we know that the future will be less about teaching and more about learning. While we are not very much familiar with what is happening in the Metaverse World, we are certain that skills like becoming more resilient, persistent, and agile, mastering emotions, and establishing healthy relations will be much more important than the knowledge learners will have. We know that teachers will need to improve themselves not in delivering the content in the best possible way but in being a mentor for the individual learners in acknowledging their strengths and facilitating the learning process for them, so they can achieve their fullest potential and find the purpose of their life. The education system has long been criticized for not preparing the learners to deal with the demands of today's life, and the Covid 19 Pandemic, confirming these criticisms, has proved the urgent need for the transform in the education system all over the world. The ultimate question for us lies in preparing the teachers who are right in the center of this revolution. This talk will try to answer how teacher education can and should be transformed in adopting the future needs of the learners.

WHY NOT CREATING PODCAST TO OVERCOME SPEAKING PROBLEMS CAUSED BY LOW SELF-EFFICACY

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Due to the strengthening position of English as a language for international communication, many young adults are aware of the importance of learning a foreign language in order to have better job opportunities. Being able to speak English fluently and accurately is considered as a measure of one's mastery of this language by many employees of international bodies, and as a result, they give priority to the candidates who are proficient in speaking English well. This study was conducted with 26 freshmen students in the 2021-2022 academic years at Aviation Management Department of a state university in the Black Sea region in Turkey. In order to collect data from the students about their usage of language skills and identify their needs and lacks at the end of the fall term, a mini-survey was carried out by the teacher-researcher. The majority of the students reported that they were mainly insufficient to use their speaking skills. The teacher-researcher observed the same problem and started an action reserach to find the underlying reasons of the situation and how to solve it. After taking other possible reasons (materials, methods used, class hours,etc.) into account and eliminating them, the cause of the problem was considered as low speaking English self-efficacy of the students', as despite having sufficient knowledge about the language itself, they had difficulty in oral activities and communicative tasks in the class. This study aimed to investigate the effects of creating podcasts on students' speaking English self-efficacy. As a part of their e-portfolio practice, the students created podcasts on pre-learned topics over 7 weeks. The research followed a mixed-method design; the data gathered consisted of a pre- and post-self-efficacy scale, through the responses expressed by volunteer students at semi-structured interviews, and teacher-researcher's log which included the comments of the students after each task. The pre and post-tests results showed that there was a significant increase in the students' speaking self-efficacy perceptions. The data analysis of the semi-structured interviews indicated that there were positive effects of creating podcasts on the students' English speaking self-efficacy, as participants reported that they could speak English more confidently when there was enough time to practice and got support from their classmates. On the other hand, teacher-researcher's log notes showed that minority of the students were challenged by time constraints because of not being able to find a pair or group member to study with.

Keywords: E-Portfolio, Podcast, Self-Efficacy, Speaking Problem

SUGGESTED SYLLABUS FOR DISCOURSE ANALYSIS AND LANGUAGE TEACHING COURSE AT ELT DEPARTMENTS

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Communicative aspects of language teaching have begun to be involved in syllabus design for the last decades and communicative competence goes along with discourse orientation to language learning. It can be asserted that discourse analysis activities are highly motivating for language learners. Moreover, discourse analysis is centred upon while teaching EFL classes in terms of literature courses. On the other hand, discourse analysis studies have contributed into the teaching culture in higher education. In addition, teachers can benefit from Discourse Analysis in the attempt to design a communicative classroom atmosphere since the pattern of the classrooms has changed over the time; now they are more student-centred, task based and demanding in practice. Therefore, the present study aims at investigating university syllabi and books related with Discourse Analysis course which is lectured at ELT departments of the universities in Turkey as an elective course. It is important to have an access to a wide range of documents with precedence of evidence. Thus, document analysis is used in the research as a qualitative data collection tool in order to prepare a content list for the course of Discourse Analysis. The document analysis is carried out with 33 books and 10 university syllabi used at the undergraduate ELT departments related to the course of Discourse Analysis through frequency tables. The content list is prepared with frequency tables in accordance with the document analysis. Findings reveal that the most frequent topics mentioned in the books and syllabi are "Spoken Discourse", "What is Discourse Analysis?" and "Classroom Discourse" respectively. However, "Discourse and Ideology", "Conversation Analysis" and "Intertextuality" are the least frequent topics in the list. Finally, it is aimed to suggest topics for the syllabus of Discourse Analysis course to be used in English language teaching departments.

Keywords: syllabus, ELT, discourse analysis, document analysis

TEACHERS' EMOTIONAL LABOUR DURING ONLINE TEACHING: AN EXPLORATORY STUDY

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Institutions around the world had to shift their working environments to online platforms due to the COVID-19 outbreak. During this period and after that some educational institutions have kept on using technology as the medium for teaching. This immediate and unexpected shift brought some constraints to both learning and teaching. Although there are many studies investigating teachers' emotional labour during face-to-face teaching, studies investigating this aspect of teaching in online education are still limited. This exploratory qualitative study aims to refer to this gap in the literature by giving voice to teachers' opinions about how they experience, control, and regulate their emotions. Data were collected by means of semi-structured questions in focus group interviews and twenty-five English language instructors working at the preparatory school of a state university in Istanbul participated in the study. Interpretative phenomenological analysis (IPA) was employed to analyse the interview data as this approach is appropriate to highlight and reflect on the participants' experiences closely and in-depth regarding a certain topic, namely emotional labour in this context. The results show that teachers experience complex emotions before-while-after the lessons. However, they manage to balance themselves and do not let anything interrupt their lessons. Yet, it is important to emphasise the fact that institutional structures should be formed to increase the well-being of teachers and professional development programs should always consider teachers' emotional labour in online environments.

Keywords: emotional labour, teacher well-being, job satisfaction, social presence, teaching presence

DARE TO BEGIN AGAIN: TURKISH PRE-SERVICE EFL TEACHERS' TEST WITH LANGUAGE AWARENESS TASKS

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With the preponderance of international speakers of English language over English-as-a-first-language speakers in various sociolinguistic contexts, it has been essential to consider the reflections of the changing profiles of language speakers on language teaching and teacher education research. In the field of English language teaching, a tendency to emphasise interculturally aware language learning and teaching has burgeoned in recent years, while there is still a need for more studies that examine instructional and pedagogical methods to raise pre-service EFL teachers' linguistic awareness in teacher education programs. To this end, a task-based instructional method developed in line with experiential learning theory and applied to prospective teachers in an ESL context through a small-scale study in the USA was adapted to the EFL context in Turkey, and a large-scale case study research design was adopted to explore 113 EFL pre-service teachers' experiences of completing the tasks. The tasks illustrated the major components of linguistically responsive teaching which encompasses multidimensional orientations, knowledge and skills. They featured as language shock activities that include a foreign language for instruction so that pre-service teachers could get a sense of the needs and experiences of foreign language learners in their classrooms. The tasks were followed by open-ended questions that lead them to reflect on the tasks immediately after the completion of the tasks. Data collected from participants' reflective accounts revealed important implications as to whether the efficient results of such a task-based instructional method developed to raise prospective ESL teachers' language awareness could be extrapolated to the Turkish EFL teacher education programs. Participants showed evidence in support of the realisation of the outcomes expected from the completion of language tasks in that they felt more empathetic to language learners by pondering on the cognitive, linguistic, and emotional challenges faced when learning a new language as they went through in their early years of English language education.

Keywords: Pre-service EFL teachers; language teacher education; language awareness; experiential learning.

INVESTIGATING EFL STUDENT TEACHERS' OPINIONS AND PERCEIVED COMPETENCIES REGARDING TECHNOLOGY INTEGRATION INTO LANGAUGE TEACHING

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As technology has become an inevitable part of our lives today and the pandemic has also proved the importance of using technology effectively for teaching and learning, it is crucial to equip future teachers with the qualifications regarding effective use of technology. Therefore, English as a Foreign Language (EFL) student teachers are required to have some theoretical and practical knowledge to use appropriate technological tools in a variety of settings for language teaching. However, current English Language Teacher Education Programs (ELTE) in Turkey do not offer any mandatory or elective courses specifically designed for integrating technology into language teaching. Yet, in the previous ELTE program, we used to offer a Computer-Assisted Language Learning (CALL) course for the senior students as an elective course. Considering this gap in the current ELTE programs and the challenges experienced by many colleagues in using the technology for online education through pandemic, the current study tries to investigate the perceptions of a group of EFL student teachers regarding technology integration into foreign language teaching, and also their perceived competencies about technology integration into foreign language teaching. Throughout the CALL course, the student teachers were presented with the theoretical knowledge on technology-enhanced language teaching and learning. They also had the opportunity to gain hands-on experiences for teaching English by using Web 2.0 tools for blogging, digital storytelling, designing animations and so on. We also sought for their opinions on these hands-on experiences they gained and theoretical knowledge we provided within the course. Put it succinctly, we felt it necessary to look into the student teachers' opinions about the effects of these applications in the CALL course on their competency of technology integration. Therefore, we asked for their opinions on this issue. To collect data for the study, a mixed-method design was followed. A questionnaire developed by Selevičienė and Burkšaitienė (2016) and adapted into Turkish educational settings by Keleş (2013) was administered as the quantitative data collection tool while interviews and reflective journals were used as the qualitative data collection tools. We are now carrying out the analyses. We plan to present our findings, interpretations, and discussion in dure course.

Keywords: EFL student teachers, Web 2.0 tools, technology integration, CALL, teacher competencies

PRE-SERVICE EFL TEACHERS AS DIGITAL MATERIAL DESIGNERS: A CASE STUDY INTO THE TPACK DEVELOPMENT OF EFL PRE-SERVICE TEACHERS IN THE TURKISH CONTEXT

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Prospective teachers of the 21st century are supposed to possess pedagogical and digital competence. It is crucial to provide the pre-service teachers with the opportunity to become digital material designers so that they can achieve effective technology integration in their future classes. However, the pre-service teacher education programs are likely to provide prospective teachers with a strong basis in technological pedagogical content knowledge (TPACK). This might constitute a challenge for the effective technology integration. This 10-week qualitative case study aimed to investigate the TPACK development of the English as a Foreign Language (EFL) pre-service teachers at a private K-12 school in the Turkish context as they are engaged in developing digital teaching materials for EFL learners from the kindergarten level to Grade 7 at a private K-12 school. It also explored how Turkish pre-service teachers' TPACK knowledge was reflected in the digital materials they developed. The participants were 24 pre-service teachers taking the elective course *Designing and Using Digital Materials for ELT* and 9 in-service EFL teachers at a private K-12 school in the spring semester of the 2020 and 2021 academic year (during the COVID-19 pandemic). The in-service teachers in the study acted as mentors for the pre-service teachers' digital material development process. The pre-service teachers had an advanced level of proficiency in English and completed their English language teaching methodology courses and a basic digitial literacy course prior to their involvement in the study. In-service English teachers at the private K-12 school were those who were actively integrating technology into their teaching. They provided the pre-service teachers with guidance, detailed and constructive feedback throughout their digital material development process. The purposive sampling strategy was utilized for the participant selection strategy. Pre-service teachers' reflective journals and a technology integration assessment instrument (for in-service teachers) were used as the data collection tools (Harris et al., 2014). The data were analyzed via content analysis. The findings suggested numerous gains regarding the components of the TPACK framework (Koehler & Mishra, 2009) in different degrees and enhanced awareness towards the effective integration of technology, content and pedagogy.

Keywords: technology integration, digital literacy, technological pedagogical content knowledge development, pre-service teachers, computer-assisted language learning, English as a Foreign Language context, digital materials

ACADEMIC LOCUS OF CONTROL: VOLUNTARY ENGLISH PREPARATION PROGRAM STUDENTS OF A TURKISH UNIVERSITY

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Academic locus of control (ALOC) has been an area of interest since it was developed as a construct. ALOC is concerned with the belief that one can control one's own academic success. English, in addition to being a language, is included as an academic course in the curriculum all over the world, which also makes it both an academic topic to question its effect on academic success and a concept whose relation to the area of ELT can be investigated. Also, its relations to attributions have also been investigated all over the world, as the attributions to success and failure might shed light on language learning process of individuals. However, very few studies have been conducted to see the relationship between the ALOC scores and attributions of students in a voluntary English preparation program. Thus, this study was conducted to investigate the ALOC scores of achievers and underachievers in the preparatory program they attended, if there was a significant relationship between the ALOC scores of achievers and underachievers, the attributions of those students to their success or failure, and their extra activities to improve their English. To achieve this aim, a mixed-method study was carried out. Quantitative data about the ALOC scores of the students ($N=184$) in the program was gathered via an ALOC scale, and analyzed via IBM SPSS 22.0 statistical package. For the qualitative part of the study, open-ended Google surveys with five open ended questions were sent to both achievers ($N=36$) and underachievers ($N=30$) with slightly changed versions. Data gathered via the surveys was coded, analyzed, and deductions were made. The results of the quantitative phase of the study indicated that both achievers and underachievers had higher internal ALOC scores. Also, there were no significant relationships between the ALOC scores of achievers and underachievers. As for the qualitative part of the study, the students reported that they mostly decided to study in this program by their own will and that they mostly wanted to improve their English. The achievers mainly attributed their success to strategy use, effort and teachers, whereas the underachievers attributed their failure to lack of effort, program-related reasons and COVID-19 pandemic. Extra-curricular activities done by both groups of students were also investigated. In conclusion, all these and other key findings were discussed in relation to language teaching and learning at tertiary settings. In the light of all these then, implications and insights for further research were also presented.

Keywords: Academic Locus of Control, English Language Teaching. English preparation program.

Preparatory Year Programs through the Lenses of Undergraduate EMI Students, Faculty Members, EFL Instructors and Administrators: A Case of Four Universities in Turkey

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This qualitative case study aimed to reveal the perceptions of undergraduate EMI students, EFL instructors, faculty members and administrators about the reasons of launching and abolishment of compulsory preparatory year programs at four higher education institutions in Turkey. The universities were selected to demonstrate a variety of attributions such as region, university ranking and the population size of the students. The current study was conducted in the spring term of 2018-2019 academic year. In this direction, the data were gathered from 30 EMI students studying at the mechanical engineering, computer engineering, tourism management and tourism guidance departments who already graduated from the preparatory year programs, 10 EFL instructors and 6 faculty members, 4 faculty and 5 PYP administrators through one-to-one semi-structured interviews. The perceived reasons of launching and abolishment of PYPs were coded and thematically analyzed through NVIVO11 Pro. The results were categorized as the reasons of launching PYPs and the reasons of abolishing PYPs. With regards to the category of the reasons of launching PYPs, the analysis of student interviews yielded 2 themes and 3 subthemes, whereas EFL instructor interviews revealed 2 themes and 2 subthemes. Accordingly, faculty member interviews yielded 2 themes and 3 subthemes. In addition to them, the analysis of PYP administrator interviews revealed 2 themes and 2 subthemes, whereas faculty administrator interviews yielded 2 themes and 3 subthemes. As for the category of the reasons of abolishment of PYPs, 2 themes and 3 subthemes emerged from the students' interviews. Also, the analysis of EFL instructors' interviews yielded 1 theme and 4 subthemes. Moreover, faculty members' interviews revealed 3 themes and 5 subthemes. In addition, faculty administrator interviews revealed 1 theme and 2 subthemes, whereas faculty administrator interviews yielded 2 themes and 3 subthemes. Regardless of the differences among the universities, the findings of the study showed that higher education institutions launched PYPs to internationalize their institutions, establish a preparatory step for EMI programs, meet the general and academic language needs of students. On the other hand, the findings regarding the reasons of the abolishment of PYPs illustrated that the lack of policies, standards and instructional principles that were not clearly stated by the institutions caused the incoordination between the PYPs and EMI programs. Then, the lack of coordination was reflected in both curricula and teaching approaches. Therefore, the PYP remained inadequate in terms of meeting the academic language needs of students. Finally, the PYPs were abolished as a result of higher-administrative decisions and the lack of institutional policies.

Keywords: Preparatory Year Programs (PYPs), English as a medium of instruction (EMI), Turkish Higher Education.

Philosophical Foundations of Educational Research; Epistemological, and Ontological Analysis of Three Studies

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Educational research emerged as a new discipline in the late nineteenth century, and since then, the scope of this systematic investigation of education-related issues has expanded. The theoretical underpinnings of educational research, as a discipline, allow for systematic investigation of the inquiry. The philosophical perspective based on ontology and epistemology become two cornerstones of educational research, and assumptions about reality, possible ways to acquire this reality, and the relationship between the researcher and the research become essential while building the philosophical foundation of research. Epistemology and ontology are philosophical foundations of educational research that guide a researcher on how to conduct research and ensure study consistency. Thus, the purpose of this study is to examine three educational studies conducted in the context of language learning and teaching from the ontological and epistemological perspectives. These selected studies are conducted in various contexts, and they have multiple ontological and epistemological assumptions so their methodologies differ. The first study was conducted in the Iranian EFL context, and the study's analysis revealed that reality can never be completely known, but it can be examined by researchers in various ways to obtain the proximate fact but it is only predictable, not a fixed entity, and the researchers' approach to the truth is objective from an epistemological standpoint. The second study under consideration was conducted in the Japanese EFL context; the findings showed that the reality in this study was constructed by the participants and interpreted by the researchers to gain a deeper understanding of the phenomenon. Researchers take an emic approach to knowledge, and the relationship between researchers and knowledge is based on participants' personal experiences. The previous study was conducted in the Asian EFL context; the analysis revealed that the truth in this study was once discernible and then restructured under social, cultural, or economic values. In this study, the researcher's epistemological perspective is subjectivist, and the researcher's position is very into because it is action research, and the researcher of the study is also the practitioner of the course. The conclusion drawn from in-depth analyses of studies indicated that the philosophical foundations of these three studies are in line with the aim of the research and support these assumptions. Finally, ontological and epistemological research assumptions construct the theoretical underpinnings of educational research, and these philosophical foundations of research guide a researcher and create a research layout. The ontology and epistemology of research provide consistency of the study and effective systematic investigation of a problem, which are the primary concerns of educational research.

Keywords: Ontology, Epistemology, Methodology, Education, Research, Philosophy

A CONVERSATION ANALYTIC STUDY ON CRITICAL INTERCULTURAL AWARENESS IN TASK-ENHANCED VIRTUAL EXCHANGE

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Advances in online communication technologies offer many opportunities for language learning and intercultural exchange. Through these advancements, telecollaboration has been a recent focus in educational settings and its implications have come into prominence in language teaching. However, the social actions and cultural practices performed in these settings and opportunities for critical intercultural awareness (CIA) have been investigated only to a limited extent. From this point of view, drawing upon the 16 hours of screen recordings of over a 4-weeks period of video-mediated task-oriented interactions in eleven tasks in a virtual exchange project between two universities from Turkey and Tunisia, this study contributes to the emergence of opportunities for interactants' critical intercultural awareness (CIA) through a telecollaborative exchange project. By applying the principles of Conversation Analysis methodology, this study aims to describe how an assessment sequence is identified and how the concurrent stances are constructed sequentially, and how the first assessment makes the second assessment relevant in and through intercultural tasks. The findings present various uses of lexical and grammatical items and positive or negative assessing responses towards cultural behaviors. The result from analyzing the study suggested that proffering assessments is closely embedded within the enhancement of critical intercultural awareness (CIA). As a CA study to explore critical intercultural awareness (CIA), the findings of this study are expected to bring a new perspective to interculturality and highlight significant implications interactional organization of assessments with its contribution to the online language learning and telecollaboration.

Keywords: conversation analysis, assessment sequences, telecollaboration, intercultural communication, critical intercultural awareness

THE EFFECTS OF SOCIAL MEDIA ASSISTED TASK USE ON HIGH SCHOOL STUDENTS' WILLINGNESS TO COMMUNICATE

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Willingness to communicate (WTC), defined as the intention to speak or to remain silent when given free choice (MacIntyre 2007, 2020), has long been recognized as an important construct in the second language learning process since it affects speaking performance and contributes significantly to successful language learning. Thus far, many studies examining WTC have been conducted on the relationship between WTC and some affective variables, such as anxiety, confidence, and motivation in different contexts. However, there is a lack of studies examining the influence of social media use for educational purposes on individual learners' WTC. The purpose is to investigate the effects of social media assisted task use on high school students' WTC levels and their perceived motivation levels. The current study is a pre-test post-test design quasi-experimental investigation. A total of 46 ninth-grade students participated in the study. The students were assigned into groups of four to work on a YouTube video creation task on their chosen topics for a period of four weeks. The *Willingness to Communicate During a Speaking Class Scale,* developed by Peng & Woodrow (2010), is used as a data collection tool. According to the descriptive statistics of the pre-test results, students' WTC was 3,03. Since this is an ongoing study, the findings can only be anticipated. We hypothesize that the students' level of WTC will increase after engaging in a collaborative video recording project, and the use of social media assisted tasks will motivate students to communicate in speaking classes. The findings of this study will shed light on the WTC from a contemporary perspective by adding new insights to the understudied body of literature. Therefore, this study makes a major contribution to research on WTC in EFL classrooms.

Keywords: willingness to communicate (WTC), project-based learning, English as a foreign language (EFL), social media, YouTube

Attitudes of Native and Non-Native EFL Instructors' to In-Service Teacher Training in University Context

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The present study aims to explore the attitudes of EFL instructors toward in-service teacher training at a private university in Turkey from both teachers' and trainers' perspective. The participants, who were selected through convenient sampling, consist of native and non-native EFL instructors (N=6) and teacher trainers (N=2). The data was collected via semi-structured interviews with the teachers and Behavior Observation Rubric completed by teacher trainers. First, teachers were observed in class and given feedback by trainers, who completed the rubric evaluating the reactions of the teachers to four categories: (1) Attitude to feedback, (2) Response to feedback, (3) Behavior, and (4) Independent work. Next, teachers were interviewed about their perceptions of the teacher training process. Interview data was analyzed through content analysis, while descriptive statistics (frequency) was used for the analysis of Behavior Observation Rubric scores. The findings indicated differences between native and non-native EFL instructors. According to interviews, native EFL instructors felt more enthusiastic about teacher training sessions compared to non-native EFL teachers due to education background and cultural differences. This was supported by the results from Behavior Observation Rubric which revealed higher scores for native EFL instructors than for non-native instructors in terms of attitude to feedback, response to feedback, behavior, and independent work during the teacher training process.

Keywords: : Native vs. Non-Native EFL instructors, Teacher Training, EFL Teachers' Attitude

Investigating the relationship between ELT students' verbal working memory capacity, reasoning ability and foreign language proficiency of productive skills

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The role of memory in the domain of foreign language learning and use has already been well-established on the basis of the available empirical data. Memory-related studies in the field of language research have predominantly targeted either at comprehension or acquisition, and the productive modalities have remained underrated in terms of exploration within that scope. Moreover, the number of studies carried out in the Turkish context, and especially with people whose main area of specialization is foreign language itself, is quite limited. Conducted to address this gap, the aim of the current study is twofold; a) investigating the relationship between English Language Teaching (ELT) students' verbal working memory (VWM) capacity, grammatical reasoning ability, and language proficiency in productive skills of English, and b) testing if there are any differences between first-year and forth-year ELT students in terms of the VWM capacity and grammatical reasoning ability. 40 ELT students, 20 of whom are in the first-year while the other 20 are in the fourth year, voluntarily participated in the research. They were asked to take two tests on the website of Cambridge Brain Sciences; the Digit Span Test to measure their VWM capacity and the Grammatical Reasoning Test to to reveal their reasoning ability. They were also tested on their speaking and writing skills in English using the independent writing and speaking tests of TOEFL-IBT. The scores on language tests are compared with the scores on the Digit Span and the Grammatical Reasoning Tests by running multiple regression analysis and a full-factorial ANOVA. The results revealed that while the writing ability has a relationship with the VWM and reasoning ability, the speaking ability cannot be predicted by them. Moreover, it was also yielded that the grade level of the students does not have any effects on the L2 productive skills.

Keywords: Verbal working memory, reasoning, L2 productive skills, digit span

An assessment of a Hybrid Language Proficiency Examination at a state university in Turkey. Voices of test takers

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Due to the pandemic, there has been a forced shift of traditional education to online-digital education all around the world. In parallel to this shift, assessment methods have also been into a transformation process. Hybrid language assessment methods are inevitably becoming very popular in formal educational settings, and they are becoming a standard way of language proficiency assessment. However, learners' perceptions of hybrid language proficiency exams in developing countries have remained unexplored. Therefore, the purpose of this study is to investigate the opinions of Erasmus Language Proficiency test takers towards the implementation of a hybrid language exam and their readiness for the Erasmus mobility program in terms of their language proficiency level. A total of 300 university students from various departments took the Erasmus language proficiency exam consisting of reading, writing and speaking sections which was employed in two sessions. A mixed method research design was employed in the study. Quantitative data considered participants' opinions about the hybrid exam gathered via a survey, whereas qualitative data considered test takers' opinions in response to some open-ended questions. A comparative analysis was conducted among the departments at which the students are studying, their years of academic study, their skills on each exam sections, and gender. Positive and negative perceptions of test takers towards hybrid language proficiency examinations were discussed from various aspects such as reliability of grading, practicality, efficiency in terms of time and effort, and affective factors effecting the exam process.

Keywords: hybrid exams, language proficiency, online examination

PEDAGOGICAL USES OF WEB 2.0 TOOLS IN FOREIGN LANGUAGE TEACHING: A STUDY TO DEFINE BEST PRACTICES

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The rapid growth of the use of technological tools in education has been one of the most important differences in education in recent years which was partly one of the results of the COVID-19 pandemic although this process had even started before this period. Among the technological tools which can be used in education, Web 2.0 tools became one of the most popular among teachers in Turkish context, and this term is mentioned a lot especially in relation to eTwinning, a European Commission initiative. Because of the tools' popularity and importance, the actual use and good results experienced by the teachers have become extremely important research subjects and little has been known well about such usage especially in K-12 context in foreign language teaching (FLT). In this study, 19 foreign language teachers' experiences and thoughts on Web 2.0 tools are presented to shed light on their actual implementations and discover best practices as they were very experienced in using Web 2.0 tools. The advantages and challenges of using the tools in FLT, the examples of best practice and the most effective ways to use them in FLT context, the potential of tools according to the teachers, and other related themes and patterns as the results of teachers' experiences are presented as an outcome of semi-structured interviews conducted with them. Whether Web 2.0 tools can be used to provide important aspects to learn foreign language as defined in the literature before were also investigated in the study. Among others, results revealed that evaluation, video recording and editing, and fostering speaking were among some of the common purposes to use the tools by the teachers who were experienced in using Web 2.0 tools. Among the advantages stated by the participants many focused on positive perceptions of the tools by the teachers and learners. Regarding the challenges and disadvantages of using Web 2.0 tools for teaching, e-safety issues, technical difficulties, and financial constraints were most remarkable and commonly repeated by the teachers. Results may imply important issues to consider for practice, policy, and subsequent research.

Keywords: Web 2.0, foreign language, teacher, best practice, K-12

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INVESTIGATING THE 'SPEAKING CLUBS' AS A SOCIAL LEARNING PLACE: AUTONOMY IN FOCUS

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Autonomy refers to having the possibility of exercising one's agency within the space, and thereby, space is identified as one of the dimensions of autonomy. Spaces provide affordances to become places by giving rise to opportunities for interaction in which participants practice their autonomy. To put it differently, spaces can turn into places through social relations and actions. The 'Speaking Clubs' (SC) emerged as a metaphorical learning space in this study. Wherefore, this study, informed by the basic tenets of mediated discourse analysis, sought to explore whether the SC as a space could turn into a place, how participants ascribed meaning to the SC and how their practices in the SC influenced their understandings of this place and their learning experiences. To this end, this study employed language learning histories, participant observation, and semi-structured interviews with six EFL student teachers to understand the semiotic process of the SC as a social learning place.The findings revealed six possibilities of the SC as a social learning place. First, the SC served as a place for EFL student teachers to practice their target language skills. The SC also became a place to learn in an intimate and relaxing environment, which encourages them to take risks in using the target language, and as a result, become more confident speakers of English. Besides, the SC served as a place to socialize, which provides additional support to fulfill their social and psychological needs. In addition, the SC provided a place for student teachers to exchange their ideas and learn from each other. Furthermore, the SC served as a place to become aware of their strengths and weaknesses in their language skills and characteristics. Finally, the SC provided a place for student teachers to practice their future teachings. Overall, the SC served as a place to facilitate student teachers' practices of autonomy. As such, autonomy appears in the form of student teachers' freedom to exercise their agency, in the form of learning within the ZPD, and in the form of taking action. In line with the results, this study has pedagogical implications.

Keywords: Speaking clubs, Social learning place, Autonomy, Foreign language learning

INFORMAL LANGUAGE LEARNING IN ONLINE SETTINGS: PERCEPTIONS OF UNIVERSITY STUDENTS

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Since the beginning of the 21st century, there has been enormous development in terms of information and communication technology. Today, language learners are more involved with technology more than ever which affects their learning patterns as well. With diverse alternatives, language learning precedes the traditional classroom and embraces a more autonomous role. Therefore, investigating online informal language learning is inevitable because now the availability of the internet and the popularity of online tools lead nonnative speakers to expose the language in an authentic environment. This study aims to investigate the frequency of use of the technologies that provide engagement with the English language; perceptions of usefulness of the technologies for language acquisition by the students; and reasons behind the choice of a particular digital tool within the theoretical framework of complex dynamic systems theory (CDS). The participants of this study are learners of English as a foreign language at the preparatory school of a private university in Ankara. All participants are Turkish and there are 216 females and 157 males aged between 18and 21. For the quantitative data five point Likert scale questionnaire was applied to the partıcıpants. In order to have a deeper understanding of the results, semi-structured interviews were conducted with 12 participants.

Keywords: informal language learning, complex dynamic systems theory, language acquisition

A quantitative investigation into Extramural English and EFL anxiety

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Extramural English (EE) is an informal language learning which refers to both intentional and unintentional language learning initiated by the learner beyond the classroom walls. EE research focused on whether incidental and intentional EE activities have an impact on foreign language learning and several studies concluded that such activities facilitate language learners' vocabulary acquisition, active learning as well as self-regulated skills. Considering the potential contribution of EE to language development, the main purpose of the present study was to show what EE activities Turkish EFL learners do most frequently and to reveal whether students with different anxiety levels statistically vary in being engaged in some EE activities. A questionnaire was designed in two parts. In the first part, participants were asked to report how much time they spent on six EE activities per week: playing video games, watching TV, listening to music, reading in English, writing in English and speaking in English. In the second part, participants responded to four anxiety scales each of which refers to an anxiety level in a particular language skill: reading, listening, speaking and writing. The data were collected from 252 EFL learners at an English language teaching department at a Turkish state university. Cluster analyses were conducted by using SPSS v. 25 to group participants according to their anxiety levels. The descriptive analyses and One-Way ANOVA were conducted to reveal popular EE activities and the differences between students with different anxiety levels. The findings revealed statistically significant differences between participants with different anxiety levels in being engaged in EE activities. It was found that participants who were engaged in EE activities frequently reported less levels of anxiety especially in listening, reading and speaking. These differences indicate that EE could foster positive affect states, and hence, contribute to the language learning process.

Keywords: Extramural English, Extramural English activities, anxiety

CODE GLOSSES IN TURKISH ACADEMIC WRITERS' ARTICLES

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Various research has been done in order to investigate the use of metadiscourse in academic texts. Some researchers have analysed the use of metadiscourse across cultures. Different uses of metadiscourse devices by native speakers of English and EFL learners' have been compared. However, little attention has been given to the extent that authors explicitly reveal themselves when making epistemic judgement: a more nuanced disciplinary and cultural influence on stance-making practice is also less fully explored. This study analyses Turkish academic writers' code gloss use in articles written in English and on literature, and it is based on written discourse analysis. Hyland defines code glosses as actions that the writer or speaker performs to elaborate their discourse to make it clear and accessible to their audience, or as "small acts of propositional embellishment.'' The aim of this study is to see how research writers organise their texts for their articles and interact with their audience. For this study, 40 articles in the field of literature written by Turkish academic writers were analysed with the aim of finding which ones are the most often used and which ones are the least used. The data was randomly chosen from Hacettepe University Journal of Faculty of Letters journal. The articles were published online. A descriptive analysis that is based on frequency use was used for analysing the data of this study and code glosses from interactive discourse markers of Hyland's metadiscourse taxonomy were analysed. Findings indicated that not every code gloss is used by every researcher, and some of them are not used at all. According to the findings, the most often used code gloss is used 58 times more than the second most used one. For this study, Hyland's Interactive Metadiscourse taxonomy was applied in order to analyse Turkish academic writers' use of code glosses.

Keywords: Code glosses, Discourse analysis, Interactive metadiscourse

EFFECTS OF MINDFULNESS INTEGRATED SPEED-READING TRAINING ON READING SPEED AND ATTITUDES OF PRESERVICE TEACHERS

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Reading is considered to be a core skill in education and society, as being a competent and motivated reader relates highly to academic and societal success. The multidimensionality of the reading skill has received attention in both educational practice and research (Afflerbach, Cho, Kim, Crassas, & Doyle, 2013). Besides cognitive aspects of reading (e.g., strategies for decoding and comprehending texts) (Okkinga et al., 2018), affective aspects (e.g., reading motivation and attitudes) (De Naeghel et al., 2014) have gained attention in recent research. Although research in general has focused on students' reading motivation and attitudes towards reading along with teachers' instructional practices to enhance reading (De Naeghel, Van Keer, Vansteenkiste, Haerens, & Aelterman, 2016), there is a lack of research concerning pre-service teachers' reading attitudes that can be considered vital for their reading-oriented promotive teaching practices and students' reading motivation (George *et al*. 2018). The present study, therefore, aimed to find out whether participating in mindfulness integrated speed reading (MISR) training will make any changes in the attitudes of pre-service teachers (PTs) towards reading and in their reading speed measurements. The study also explores the perceptions of PTs about integrating such reading training into their future classroom practices. A mixed-methods research methodology was used in this study, with quantitative surveys and qualitative open-ended questions. Data were collected from pre-and post-reading attitude scale (Kırmızı, 2012) reading measurements and open-ended questions. The results of the study revealed that the training positively affected the PTs' reading attitudes and increased their reading speed. It was also stated that PTs expressed positive reflections on the use of speed-reading strategies enriched with mindfulness activities. Considering the results obtained, this study offers some pedagogical implications and recommendations for further research.

Keywords: reading attitudes, speed reading, pre-service education, mindfulness.

EFFECTS OF BLENDED LEARNING ON TURKISH EFL LEARNERS' SPEAKING ANXIETY AFTER THE POST-PANDEMIC RECOVERY

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Blended learning is seen as the most logical approach to be used after the post-pandemic recovery as it integrates both face-to-face and online learning methods. The present study intends to show the effects of integrating online and face-to-face learning on learners' speaking anxiety. Furthermore, it examines learners' perceptions of the blended learning environment. The following research questions are sought to be answered:

1. Are there any differences between B1+ level English learners who are exposed to a blended learning environment (experimental group) and a traditional face-to-face learning environment (control group) in terms of speaking anxiety?

2. What is the B+ level English learners' perception of the blended learning environment in terms of language skills development?

The study was conducted at a preparatory school of a state university in Turkey. Participants of this study were 120 preparatory program students, and their proficiency level in English was B1+. A quasi-experimental design is used to investigate the differences between the two groups. 60 participants in the study were exposed to blended learning instruction, while the other 60 were exposed to only face-to-face instruction. Quantitative research techniques were used to answer the research questions. Data was collected through questionnaires for both speaking anxiety and learners' perceptions of blended learning. As the data were normally distributed, Pearson correlation was used to examine the difference between the blended learning group and the face-to-face group. Lastly, ANOVA was used to gain insights into learners' perceptions about blended learning instruction. The result of the study showed there is a positive correlation between blended learning instruction and speaking anxiety, which indicates that learners who are exposed to blended learning tend to have more anxiety when it comes to speaking in the target language. The following factors were the primary causes of their anxiety: being afraid of making mistakes, fear of not understanding what the teacher is saying, lack of practice, and feeling nervous when talking to a native speaker. Another finding of the current research shows that gender and experience in the preparatory program affect learners' perceptions of blended learning instruction.

Keywords: Blended learning, speaking anxiety, higher education, English as a foreign language, post-pandemic recovery

IMAGINATIVE ACTIVITIES IN TEACHING WRITING

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This paper deals with the notion of imaginative writing and ways of improving one of the most important productive skills. It also suggests a great number of activities appropriate to different ages and levels to keep learners interested and engaged till the end of the lesson. As we know, writing in a foreign language can be boring and difficult since it comprises several steps and takes too much time to accomplish the written task. In most cases, students have no reason or motivation to write anything in class as a result of which they cannot form relationships between ideas, concepts, and words. But it is also one of the main language skills which should be taught and learned as a means of communication. Language teachers are always in search of new ideas and approaches to make this productive skill happen effectively during the lesson. To contribute, this paper explores one of the ways of tackling the challenging writing task: motivation. A motivated learner is provided with ideas and reasons, invited to exercise imagination, and guided not only in the individual but also in pair and group works. The paper includes 8 activities that encourage students' active engagement and creativity. The activities were chosen from different teaching resource materials, observations, and my own practices. Our analysis shows that writing can become students' favourite class activity via the imaginative exercises appropriate to their level and interest. These activities usually consist of 2 or 3 parts to improve students' writing skills step-by-step. The students have to complete the first part properly so that they can accomplish the next. The most important thing is that students use their imagination and should be creative to cope with the exercises designed to keep them engaged till the end. Finally, this imaginative approach to teaching writing through varieties of activities make language class more goal-oriented, learner-centered, and interactive.

Keywords: writing activities, motivation, writing skills, imagination, teaching writing

An Analysis of Language Teacher Education Programs: A Comparative Study of Turkey and Kyrgyzstan

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Teacher education constitutes an essential part of education systems around the world as the qualities of a teacher may have great impact on qualities and success of students. In particular, English language teacher education programs are gaining importance for the reason that English is accepted as a lingua franca across the globe. In this vein, English language teacher education programs are regarded as a worthwhile research area. Although, there can be found many studies on ELTEPs in Turkey, the number of comparative studies between different countries is limited. This current study presents the findings of a comparative analysis of ELTEPs in Kyrgyzstan and Turkey in terms of basic characteristics and the courses offered for developing linguistic competence, pedagogic competence and general knowledge competence. The results revealed that there are similarities and differences between two programs in terms of basic characteristics. Although, the total course credit that students need to complete are same in two programs, the number of practical courses offered by ELTEP in Kyrgyzstan is higher than the number of practical courses offered in Turkish ELTEP. While ELTEP in Kyrgyzstan offers more compulsory courses than Turkish ELTEP, it offers fewer elective courses than Turkish ELTEP. Furthermore, Turkish ELTEP offers fewer courses for developing linguistic competence when it is compared to Kyrgyzstani ELTEP. On the other hand, the number of pedagogic courses in Turkish ELTEP is dramatically higher than the one in Kyrgyzstani ELTEP. Also, the number of general competence courses of Kyrgyzstan ELTEP is slightly higher than that of Turkish one. Although there have been found similarities in two ELTEPs in terms of basic characteristics, this study highlights the differences in terms of courses for developing linguistic, pedagogic and general competence in two programs. In the light of the findings, some implications were drawn at the end of the study.

Keywords: Turkey, Kyrgyzstan, teacher education, English language teacher education program, comparative analysis

English Language Policy in Azerbaijan

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The role of English as a global language is getting more and more important day by day. Though this language functions differently in different societies, it has a similar trend. The number of its users is increasing, and it intrudes into almost all the spheres like education, media, business, etc. This process is more evident in post-colonial countries, namely Azerbaijan. This paper researches the main reasons for the expansion of the English language in Azerbaijan where the implications of globalization are obvious. After gaining independence, like many other post-colonial countries, Azerbaijan justifies many grounds for the promotion of English in the local context, because this country has highly been affected by the worldwide socio-political changes. The paper also discusses major developments in the English language policy and concerns regarding social and cultural issues. Besides, the research reports that the English language policy is closely integrated with the education system in Azerbaijan. According to the study, English is the most prevalent and preferred foreign language and one of the core subjects in the local public and private schools, as well as higher educational institutions. Lots of qualitative and quantitative methods were used to conduct this research to identify what other areas were affected by the English language policy. The paper concludes that Azerbaijan could not be away from all these processes and the expansion of this language is unavoidable as its role as a lingua franca is increasing in Azerbaijan, too.

Keywords: language policy, English, globalization, expansion of English

Plenary Session: Pia Sundqvist 15 Years of Researching Extramural English: Lessons Learned for ELT

Tuesday, 17 May / 09:30 - 10:20 Keynote Event Venue: **Room 1**

In this talk, keeping the theme of the conference in mind, I will focus on what fifteen years of research on extramural English has taught us about informal learning of English in out-of-school settings, and how such research findings can inform English language teaching (ELT). During this time period, there has been a clear global trend of implementing formal instruction of English as a foreign/second/additional language (L2) early in primary school (Nikolov & Mihaljević Djigunović, 2011), even though there is little empirical evidence that an early start is beneficial for learners in the long run (Muñoz & Singleton, 2011). Interestingly, during the same period, the opportunities for learning English informally have been richer than ever thanks to technological advancements, learners' increased access to the internet, and the status of English as a global language (Graddol, 2006). Extramural English (EE) refers to 'English outside the walls of the classroom' in activities such as listening to music, reading books, watching streamed media content, and online gaming (Sundqvist, 2009). EE activities are initiated by the learners themselves, generally for the purpose of entertainment. However, both incidental and intentional (and online and offline) learning of L2 English is covered by the concept (Sundqvist & Sylvén, 2016). Because EE plays a crucial role in most learners' daily lives, it is essential that teachers gain knowledge about learners' EE, but how can that be done, and what are some pedagogical implications for ELT? My presentation aims to shed light on questions such as these.

EXPLORING PRE-SERVİCE EFL TEACHERS PERCEPTIONS OF EARLY FIELD EXPERIENCE

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Since raising qualified students equipped with 21st century knowledge and skills is among the main objectives of education, it is essential for teachers who are responsible for guiding the education process of students to be equipped with both field and professional knowledge. Pre-service teachers' field experiences are viewed as key to enhancing teaching practice. That being the case, enabling pre-service teachers to have field experience in real classroom settings as early as possible is recognized as an essential process for teacher candidates to successfully adapt to the classroom. Even though English language teacher candidates can get their internship experience in their fourth grade within the scope of the English Language Teaching Program, this period does not seem sufficient to gain the necessary experience. In this study, upon providing opportunities for ELT students to observe language classes and plan and apply teaching techniques in language classes at a state university as a part of Teaching Language Skills I course they take in their third year, we wanted to explore their perceptions regarding the impact of field experience on their pedagogical and content knowledge. The results of qualitative data gathered in the form of participants' reflections showed that being involved in actual practice of teaching among real students had a positive impact on their teaching competence and motivation.

Keywords: field experience, mentoring, pre-service EFL teachers, practicum

The Impact of Teacher Characteristics on Enjoyment and Classroom Anxiety in Foreign Language Learning

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Traditionally, the field of second language acquisition (SLA) focuses on mental processes, capabilities to learn a language and aspects influencing language acquisition. These traditional approaches to SLA can be associated with cognition. Recently, the researchers' attention has been shifted to the emotional side of SLA as prominent scholars argued that emotions are inseparable from cognitive processes naturally. Even though emotion is not a new agenda for SLA research, some scholars recently indicated that there is an emotional deficit in the field of SLA. The role of emotions in SLA is important as they are not only instant reactions to specific actions; however, they linger on individuals for a while. Emotions can be divided into two categories as negative and positive. While negative emotions may hinder individuals' language learning process, positive ones can elevate their language learning chances, opportunities, and at the end their language learning process. The previous studies generally focus on negative side of the emotions especially language anxiety, while positive emotions have been mostly neglected. Thus, the recent studies have started to change their focus from negative emotions to positive emotions, especially enjoyment, and to give equal value to them. The recent studies also added more stimulating issues such as the role of factors related to learners' internal processes and external processes such as peers, materials, classroom environment, teachers. More recently, scholars interested in the field have expanded their scope and tried to scrutinize more teacher effects on FLE and FLCA such as having a foreign accent or not, and teachers' characteristics including friendliness and strictness. This is a new area for research and the studies focusing on this issue are scarce. Thus, the present study aims to discover the relationship among teacher characteristics (friendliness, strictness, use of English, age), FLE and FLCA in English as a Foreign Language (EFL) context. The participants were 218 students who were enrolled in preparatory programs of two private institutions. Data collection was carried out by utilizing a questionnaire in order to gain information about teacher characteristics, FLE and FLCA. Data analysis was conducted through descriptive statistics, a Pearson correlation, an Independent Sample T-test, Multiple Regression and Simple Linear Regression analyses. The findings revealed that there was a negative relationship between FLE and FLCA. The findings also pointed out that only friendliness predicted 9% variance in FLE while two variables, friendliness and strictness, predicted 4% variance in FLCA. Accordingly, teacher characteristics are more influential on students' FLE than FLCA. Therefore, it can be argued that teachers might regulate their behaviors in order to establish a comfortable classroom environment for EFL students.

Keywords: Teacher characteristics, Foreign Language Enjoyment, Foreign Language Classroom Anxiety, Tertiary Level Education

EFL STUDENT TEACHERS IMPLEMENTING LESSON STUDY IN PRACTICUM COURSES

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This study aims to explore how Lesson Study (LS), a teacher-led professional development practice carried out in 3 phases, encourages reflection among Turkish pre-service EFL teachers. The study took place in the 2021-22 fall semester with the participation of 6 student teachers implementing LS in 2 groups. Data were collected through one-to-one interviews and reflective reports, and analyzed thematically.

In LS, teachers work in collaboration to prepare a lesson plan, implement it, observe each other's implementation, and modify the lesson plan in light of the data gathered through their observations. LS was implemented in 3 steps for 9 weeks. In step 1, student teachers collaborated for lesson planning. Next, one student teacher implemented the jointly planned lesson while the others observed. Then, the group gathered one last time to reflect on the lesson and modifications to be made based on their observation. Finally, the modified lesson plan was presented to the mentor teacher and supervisor to serve as the basis for discussing the strengths and points to improve. A new LS cycle was repeated with each student teacher taking part in the study.

Findings suggested LS had several benefits and challenges. As for its benefits, it enabled student teachers to engage in video-taped self-observation. Student teachers' account of their classroom practices in an objective, yet critical manner helped them question their teaching practices as well as helping them consider their short-term professional development goals. It was also found out peer observation was a great source for critical insight. Student teachers' observing each other, talking about teaching, and offering comments on their peers' classroom implementations enabled them to see themselves from another perspective. Student teachers also reported they could evaluate their classroom practices by collecting data from different sources such as their peers and students, to be eventually used to improve their teaching in the form of revised practices and lesson plans. The process facilitated by the joint effort of supervisor and mentor teachers during lesson planning and evaluation steps proved extra beneficial when scaffolding opportunities were considered. As to the challenges, since collaborative lesson planning was not common in pre-service teacher education, student teachers had to form a consensus as to what it means in theory and how it should be conducted in practice. Another challenge was informing the mentor teacher about the model and its implementation. Lastly, LS needed to be adapted to meet the time-bound and curriculum-based requirements of practicum courses.

The study proposes for LS to be a more effective practice, certain issues such as encouraging collaborative arrangements more often in teacher education and designing a tailor-made LS to cater for the contextual differences stemming from K12 education in Turkey need to be addressed.

Keywords: EFL Student Teachers; Lesson Study; Practicum; Pre-service Teacher Education

A Comparative Study on the Perceived Opinions of Teachers and Learners in ESP Context

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Recent developments in technology and science stimulate the individuals to raise themselves to be a qualified person in the necessary field. In particular, people make an effort to be able to have a good job and fulfil the requirements of their professions. Knowing a foreign language is also one of these requirements for the individuals. Accordingly, learners are supposed to master the foreign language skills to meet the needs of the labour market.The aim of this study is to identify and compare the opinions of the tourism vocational secondary students and their English teachers on the students' linguistic and occupational needs and academic performances in ESP courses. A 100 second-year tourism students and ten English teachers in vocational secondary schools involved in this study. This is a descriptive survey study and the quantitative data were collected through the data collection tool which is a semi-structured questionnaire. Then, descriptive and inferential statistics were employed in analysing the data. The findings show that the teachers and students need ESP sources and materials. Moreover, it can be concluded that many students need to develop their speaking and listening skills since they are expected to use these skills potently in their future careers.

Keywords: ESP, English, tourism students, occupational needs

DEVELOPMENT AND EVALUATION OF A QEMI SEMINAR-WORKSHOP PROGRAM FOR A CIVIL ENGINEERING DEPARTMENT

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English as a Medium of Instruction (EMI) has become widespread especially in higher education worldwide. Along with its popularity, there has been significant interest and increase in research focusing on different aspects of it, such as students' learning needs, preparatory year program (PYP), PYP and its connection to faculty and quality assurances policy-related needs of these EMI programs. When the foci of these EMI studies are examined, particularly EMI quality and EMI policy standards appear to be the least researched areas, even though policies and standards of EMI and Quality EMI (QEMI) contain an essential role in the sustainability of the EMI programs worldwide. With this research gap in mind, the study aimed to reveal the QEMI-related needs of a Civil Engineering Department (CED) (full EMI) at a state university in Turkey and develop a seminar-workshop program for its faculty members to raise their knowledge and awareness of EMI and QEMI. To this aim, a four-step mixed-method research design was employed. (I) Firstly, document analysis, including relevant national and institutional policy documents, websites, and CED accreditation documents, was undertaken to explore institutional and departmental-level EMI policies and standards. The results indicated that no EMI-related standards or policy-related issues were available in any of the documents inquired. (II) Secondly, a situation analysis through the QEMI questionnaire and semi-structured interviews with the participation of 16 CED faculty members were conducted. The situation analysis also showed that a clear-cut EMI understanding, policy and quality requirements were unfamiliar to the CED faculty members. (III) Then, based on the needs revealed, the QEMI seminar-workshop program was developed and implemented by the researchers in collaboration with two other specialists in the field of EMI and QEMI. (IV) Next, the evaluation of the QEMI seminar-workshop program was carried out to investigate its effectiveness in raising the CED faculty members' awareness of EMI and QEMI. The results showed that the program was perceived to be effective. The participants reported having grasped the knowledge and essence of the EMI-specific concepts, mission and vision, quality, PYP-faculty connections, and roles. Moreover, they stated having realised the significance of EMI micro policies as; content development and sharing with students, EMI-focused evaluation, transparency and accountability. Finally, the QEMI seminar-workshop program and its impact on the QEMI awareness-raising of faculty members are discussed relatedly, and implications are given.

Keywords: EMI, QEMI, quality, policy, evaluation

A Comprehensive Study on the Language/PYP/EMI Policies, Planning and Strategies of Turkish Higher Education Institutions

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The present study aimed to examine the language/PYP/EMI policies, planning and strategies across a small sample of universities in Turkey. In relation to that, since policy makers and HE administrators persist in implementing EMI programs to increase international recognition of universities and financial resources without considering the stakeholders' needs, problems and available human capital and financial resources, most of EMI programs experience inadequate implementations due to administrative and linguistic limitations. In this sense, the examination of these policies is important to understand how the institutional language policy is stated in meso-level documents and how it is translated to the micro level and to investigate how meso-level policies are supposed to be conducted through in actual classroom practices. Also, investigating English language policies, planning and strategies provides valuable information about whether the universities have standards in terms of linguistic qualifications of students and lecturers, language support mechanism, the actual use of English in teaching, study and evaluation. Therefore, the examination of these policies, planning and strategies seems to be necessary to get more concrete results concerning the EMI programs and PYPs. In this context, this study presented the analysis of policy documents and website data on language/the EMI and PYP policies and practices at four state universities in Turkey. This study was formed in three separate but related sub-headings, therefore, each construct of the study was presented separately. The qualitative analysis of the web pages of the selected universities, the PYPs, the departments, and the strategic plan documents and institutional evaluation reports of universities that were sent to the Turkish HEC in 2019, and the program foundation documents of the one of PYPs showed that the selected universities did not have explicit language and EMI policies, planning and strategies. On the other hand, the findings indicated that two of universities had PYP policies, planning and strategies. One of the PYPs in the study declared information about the policies and course content of the preparatory program on its webpage, however, they did not implement or use students in the past. In addition, as for KSU, since the PYP policies, planning and strategies were not stated clearly on its webpage, the foundation documents were obtained from its program administrators. The data obtained from one-on-one semi-structured interviews indicated that the policies of the selected universities mainly consisted of the goals including becoming an international and prestigious institution, enrolling more students, increasing the number of international programs, and increasing the employability prospects of graduates. The universities stated their internationalization goals in their policy documents instead of stating explicit language, the PYP and the EMI policies, planning and strategies. Top-down decisions of university administrations were implemented without clear language, PYP and EMI policies, planning and strategies.

Keywords: PYPs, EMI programs, foreign language, policies, standards.

The Effects of Metacognitive Listening Instruction on Turkish EFL Learners

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The present study aimed to discover the effects of metacognitive listening instruction on A2 level Turkish EFL learners' listening comprehension and metacognitive awareness levels. Another purpose of the study was to reveal the students' attitudes towards the metacognitive instruction. To this end, a total of 71 students in two intact classes in mechanical engineering department, Balıkesir University were assigned as the experimental group ($n = 36$) and the control group ($n = 35$). The experimental group was given an 8 - session metacognitive training in English using the Metacognitive Pedagogical Sequence for Listening Instruction. This instruction aimed to help the experimental group participants to build and use metacognitive, cognitive, and socio-affective strategies along with person, task, and strategy knowledge for effective L2 listening by putting the metacognitive processes - planning, monitoring, problem-solving, and evaluation, in the center of the lessons. The control group, on the other hand, was taught via traditional listening lessons consisting of pre-, during, and post – listening steps by the same instructor during the same time period. Quantitative data was collected by an official sample of the KET listening section, and the Metacognitive Awareness of Listening Questionnaire that were used as the pre- and post-tests to track and compare developments of the two groups in terms of comprehension and metacognitive awareness in L2 listening. Furthermore, 15 voluntary learners in the experimental group were interviewed to gather qualitative data regarding their attitudes towards the metacognitive instruction. The quantitative data was analyzed through the independent samples *t*-test, whereas the semi-structured interview responses were analyzed using inductive content analysis through open coding, axial coding, and selective coding procedures. The findings of the quantitative analyses indicated that metacognitive listening instruction significantly helped learners improve their listening comprehension and metacognitive awareness levels. These findings were also supported by the analysis of the subjects' interview responses. The qualitative analysis also indicated that the metacognitive instruction was remarkably supportive in increasing the learners' self-efficacy and motivation levels during L2 listening comprehension and learning how to listen. The participants also reported that their listening anxiety was alleviated as a result of the intervention period. Finally, discussions of the findings along with implications for listening pedagogy and further research were presented in the light of related literature.

Keywords: L2 listening comprehension, metacognitive listening instruction, metacognitive awareness, learner attitudes

The Effect of EFL Teachers' language Awareness on Students' Grammar Knowledge: An Exploratory Analysis

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The purpose of this study is to investigate the effect of Iranian EFL teachers' language awareness on Iranian EFL learners' grammar knowledge. To this end, it drew upon theoretical foundations of teacher language awareness. Three hundred and twenty-two EFL learners and fourteen EFL teachers participated in the study. To fulfill the purpose of the study, all the required instruments were carefully selected, designed, piloted and validated. At the beginning of the project, a placement test was administered to the EFL students to determine their homogeneity regarding their general language proficiency and their grammar knowledge specifically. This test served as a pre-test. Then utilizing a reliable and valid test of language awareness, EFL teachers were categorized as high, middle, and low-language-aware based on their scores. Moreover, two questionnaires to explore learners' and teachers' grammar perception were also administered.. In the second phase of the project, EFL learners were randomly assigned to experimental groups according to their EFL teachers' language awareness scores. After the completion of the instructional treatment (sixteen sessions), two other reliable and valid achievement tests were administered as the post-test and delayed post-test. Descriptive statistics, one-way ANOVA, and three-way ANOVA were the data analysis techniques performed. The findings of the study indicated that learners' performance depended on their grammar perception and their EFL teachers' language awareness levels. Overall, the major outcome of the study was the confirmation of the learner-centered philosophy in foreign language grammar learning.

Keywords: Accuracy, Explicit teaching, Metatalk, Teacher Language Awareness

Investigating Writing Assessment Literacy of English Language Instructors at Tertiary Level

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Considering the role of assessment which is crucial in the teaching and learning process with the fact that teachers are at the core of evaluating students, there has been increased attention in language assessment literacy (LAL) and teachers' self-evaluation. Although there are several related studies in the Turkish context, more research is needed to reveal the assessment literacy of language teachers, specifically on writing assessment which is rather limited. Correspondingly, the current research aims at investigating the writing assessment literacy of English Language Teachers at tertiary level in Turkey. The present study utilized a questionnaire developed by Lam (2019) and semi-structured interviews. The participants consisted of 14 English language instructors working at a state university in Edirne, Turkey. The results showed that the instructors reportedly have a good level of writing assessment literacy. They self-reported to have considerable knowledge of washback and classroom-based assessment and be knowledgeable on validity and reliability. However, it is also implied that there is a need for training focused on assessment as learning. In this vein, it can be asserted that to cultivate instructors' assessment literacies (1) it is crucial to incorporate the assessment training as professional development along with cooperation with colleagues, (2) to adopt an applicable design of curriculum by utilizing multiple writing assessment types, 3) to create space for instructors by eliminating time constraints. Considering the role of assessment which is crucial in the teaching and learning process with the fact that teachers are at the core of evaluating students, there has been increased attention in language assessment literacy (LAL) and teachers' self-evaluation. Although there are several related studies in the Turkish context, more research is needed to reveal the assessment literacy of language teachers, specifically on writing assessment which is rather limited. Correspondingly, the current research aims at investigating the writing assessment literacy of English Language Teachers at tertiary level in Turkey. The present study utilized a questionnaire developed by Lam (2019) and semi-structured interviews. The participants consisted of 14 English language instructors working at a state university in Edirne, Turkey. The results showed that the instructors reportedly have a good level of writing assessment literacy. They self-reported to have considerable knowledge of washback and classroom-based assessment and be knowledgeable on validity and reliability. However, it is also implied that there is a need for training focused on assessment as learning. In this vein, it can be asserted that to cultivate instructors' assessment literacies (1) it is crucial to incorporate the assessment training as professional development along with cooperation with colleagues, (2) to adopt an applicable design of curriculum by utilizing multiple writing assessment types, 3) to create space for instructors by eliminating time constraints.

Keywords: assessment literacy, writing assessment literacy, writing, tertiary level

Flipped Learning and Learner Perceptions

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In our present world where limitless sources of information offer access to ubiquitous knowledge, following a traditional in-class teaching method may sometimes lead to ineffective results for learning and the growth of students. It would be unfair to expect them to listen to lectures passively transmitted by the teachers given the fact that any information learners seek to find is just one click away. To this end, in the present study we explored students' perceptions on taking a traditionally lecture-type course in a flipped format. Junior ELT students at a state university in Istanbul, Turkey were given one of the departmental must courses in a flipped design where course-related materials and practice activities were uploaded on a Google classroom created for this course. They were also required to watch the video lectures assigned on Edpuzzle, answer the questions inserted within the video, and be ready for the in-class discussion in the pertinent week. At the end of the term, the students filled out an open-ended questionnaire regarding their experience with flipped-learning. The results showed that there are both strengths and weaknesses inherent in the model. Specifically, reviewing unclear points, time flexibility and comfortable learning environments emerged to be the biggest benefits whereas insufficient teacher facilitation due to poor platform interface and limited opportunities for feedback were found to be mostly cited drawbacks. These findings can inform all the stakeholders about the implementation of flipped-learning at higher education institutions and whether it is suitable to meet the 21st century education demands.

Keywords: flipped learning, benefits, drawbacks, perceptions, Edpuzzle

Exploring the Online Reading Strategies of Pre-Service EFL Students

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As the number of people using computers increases, so does the demand for language learners to learn how to read online. Even if they have certain similarities, previous studies have shown that internet reading is more difficult than offline reading. The three types of texts that readers encounter online are nonlinear texts, multiple-media texts, and interactive texts. Readers, especially those learning a second language, have new challenges with each of these text types. Accordingly, readers may change or apply different skills and tactics in a web-based context, even if they use the same paper-based text reading strategies (Park & Kim, 2011). These different skills and strategies must be investigated in order to improve online reading in a second language.

The goal of this study is to look into the online reading strategies of EFL pre-service students. As a result, an Online Survey of Reading Strategies (OSORS) was used (Anderson, 2003). It's a five-point Likert scale with answers ranging from never (1) to always or almost usually (5). Global reading strategies (GLOB) (18 items), problem-solving strategies (PROB) (11 items), and support strategies (SUP) are the three subcategories of the survey (9 items). According to the study's findings, both female and male students prefer global reading strategies to other types of reading strategies. Female students also prefer scanning the text before reading and reading for enjoyment on the Internet, but male students prefer reviewing texts by looking at the organization and length, as well as participating in live chat with other learners of English.

Keywords: Online reading strategies, EFL pre-sevice students, Foreign language education

EFL teacher candidates' attitudes towards inner, outer, and expanding circle English varieties: an experimental study

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This study investigated the attitudes of EFL teacher candidates towards native and nonnative English varieties, as they are used in English listening teaching materials. The study aimed to answer two research questions, the first one of which was: What are EFL teacher candidates' attitudes towards native and nonnative English varieties and their use in listening classes as teaching material?; and the second research question was: Would the participants' attitudes change in any direction after they took different semester-long treatments regarding the classroom practices and English varieties they are exposed to? The varieties utilized in the study were selected in a fastidious way to reflect the Englishes used by nations in Kachru's (1985, 1992) three concentric circles of World Englishes (WE) Model. A quantitative quasi-experimental research design with repeated measures was used in order to collect data about the participants' initial and post attitudes towards the selected English varieties. 83 participants were placed in three separate groups; and they were administered a structured questionnaire before and after a semester-long experiment, during which they were exposed to native versus nonnative English varieties as listening materials. In other words, the participants in each group took a different treatment concerning both the materials used and classroom procedures followed in the course. The results revealed significant between and within-subjects differences, which are interpreted as the impact of the experiment.

Keywords: Keywords: World Englishes, English varieties, listening, culture, teacher candidates

English Instructors' Perceptions on English Course Books: A Military School Case

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Course books are guides for both teachers and students. since they can provide a framework for the syllabus. Course materials need to be carefully selected and evaluated in view of actual needs and objectives. It is of great importance to meet the necessities of the learners in specific teaching situations with the help of evaluating, adapting or supplementing materials so that learners can enhance their learning potentials. Furthermore, evaluation process is useful to anticipate the potential strengths and weaknesses of the used course books. There have been limited researches on investigating EFL teachers' perceptions of course books particularly in military school context even though researchers have addressed the course book analysis and evaluation.Thus, this research aims to evaluate the English course books by Cambridge University Press through understanding English instructors' perceptions and views in order to meet the needs of military cadets and enable effective English learning environment in National Defense University. This research is carried out with 15 English instructors who have been teaching general English from elementary level to pre-intermediate level to the military cadets. A mixed-method design is used in the study via three instruments in order to obtain the data. Firstly, it aims to investigate English instructors' perceptions on the English course books through using Teacher Questionnaire by Tekir and Arikan (2007). Secondly, the participants are interviewed through open-ended questions which are adopted by Akkaya (2019). Ultimately, the English instructors are expected to write an essay by focusing on what areas they see problematic in the classroom while using the course books. The data obtained from Teacher Questionnaire is analysed through SPSS Statistics 20 with the help of descriptive statistics and frequency tables. Next, the interviews are analysed through content analysis which consists of systematic data coding. Lastly, essays written by the participants are also analysed qualitatively through thematic coding and content analysis Common themes are used in order to analyse the data.In accordance with Teacher Questionnaire, the findings revealed that the participants perceive the particular course books adequate for learning general English. However, it is figured out in the interviews that the course books are not convenient for the needs of the military students even if they are acceptable for general English. Most of the participants stated in the interviews that military cadets do not only require to learn general English and daily conversations but also they need to learn both basic military phrases and terminology along with daily issues. Besides, it is frequently cited that they are not interesting and appealing for military cadets. Finally, it can be deduced from the data obtained from the essays that the course books are unable to meet military cadets' needs and interests and they are not up-to-date.

Keywords: course book evaluation, military case, EFL, perception, material development

Multimodal critical discourse analysis of an EFL coursebook: 'Progress 11th grade'

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Textbooks are resources infested with social, cultural, and political meanings. These meanings are not just conveyed through written or spoken language but a variety of other meaning making resources such as semiotic resources, music, pictures, colour choice and many more. This complex discourse conveys salient and hidden meanings of ideologies, stereotypes, values of which teachers, as end-users of them need to be mindful of. Thus, this study is a multimodal critical discourse analysis of an EFL coursebook named as 'Progress 11th grade' selected based on the criteria of richness of visuals and ideologies that can be promoted in the high school context.

The methodology of this study includes the adoption of the framework consisting of seven analysis dimensions for visual elements by Machin and Mayr introduced in the book 'How to do Critical Discourse Analysis' with a focus on its visual elements. These dimensions consist of iconography with sub-dimensions of connotation and denotation , representation of speakers' attitude with sub-dimensions of gaze and poses, position of the viewer with sub-dimensions of distance and angle, individualisation versus collectivisation with sub-dimensions of individuals and groups, generic and specific depictions, and exclusion: ways of not representing others, attributes with sub-dimensions of objects and meaning potential of the objects, settings, and salience with sub-dimensions of potent cultural symbols, size, colour, tone, focus, foregrounding and overlapping. For this, unit 6 named as 'Fashion and Beauty' from the coursebook has been selected based on a set of criteria including the length of the unit, distribution, and the number of the visuals in the unit. The analysis included a three-step approach. Firstly, the visuals were described in detail based on dimensions and sub-dimensions. Then, the detailed descriptions were categorized under emerged themes. Lastly, the frequencies of emerged themes regarding the visuals were calculated, and the evident themes were reported.

The results of the study indicate that the visuals in the respective units promote certain ideas and values to different extends such as extensive, moderate and no promotion. These ideas and values are predominantly promoted through salience (f=33 out of 43), iconography (f=32 out of 43), position of the viewer (f=28 out of 31), and attributes (f=24 out of 43) although setting is the least used medium for promotion (f=5 out of 43). The themes emerged are racism, gender stereotypes, physical appearance stereotypes, cultural stereotypes, femininity and masculinity, positive and negative feelings, and consumerism. The study concludes that book authors and editors who do not intentionally promote certain ideologies and teachers should be critical in their image selection because images may be unwittingly biased.

Keywords: multimodal critical discourse analysis, semiotics, K-12 EFL course book, critical pedagogy

Common Lexical Errors and the Possible Effect of L1 Turkish

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Research studies investigating learner errors show that language teachers consider lexical errors to be most the significant infelicities in student writing. They are particularly important because the existence and frequency of these errors is most likely to create a communication breakdown in written production. The systematic investigation of these errors and their possible sources can help language instructors plan their lessons accordingly and guide L2 English students in their writing. The detection of these infelicities and their possible causes has also the potential to contribute to Second Language Acquisition (SLA) theories and illuminate the interlanguage phases of the L2 English learners in different contexts. There are various reasons for lexical errors in L2 English, such as L1 transfer. Studies to date has indicated that cognitive reasons seem to dominate these language problems and they are seen as the reflection of the learning (acquisition) process. One may assume that more proficient learners make fewer lexical mistakes, but research so far has confirmed that the phenomenon is much more complicated than that and more elaborate investigation is needed. Over the years, experts have had certain attempts to categorize learner errors and used different approaches to this end. The current study uses Hemchua ve Schmitt's (2006) taxonomy as the starting point since it is one of the most comprehensive in the literature. However, the taxonomy is also adapted according to our learner corpus and considering the Turkish context. The writers of the texts in the corpus are 100 undergraduate students of English Language Teaching. The preliminary frequency and percentage analyses show that L1 Turkish learners of English tend to make relatively more semantic lexical errors than formal lexical errors. To be more precise, nearly a quarter of the errors we detected are due to the confusion of sense relations, around twenty percent of them are due to wrong use of prepositions, and a little less than fifteen percent of the errors are due to collocational problems. In addition, we have attributed certain collocational errors to L1 transfer and found some calques in our sample. Our findings are discussed in light of the current SLA theories and based on the detected lexical errors; some pedagogical conclusions are drawn.

Keywords: Lexical Error, Learner Corpus, SLA, Interlanguage

THE LANGUAGE LEARNING MOTIVATION OF UNIVERSITY-LEVEL STUDENTS REGARDING THE L2 MOTIVATIONAL SELF SYSTEM AT A TURKISH UNIVERSITY CONTEXT

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The aim of this study is to understand whether Dörnyei's (2005, 2009) motivational self system fits well with the language learning motivation of the participants in this Turkish university context

The study has been carried out in a university in Western Turkey. In order to answer the research questions, the study has adopted a quantitative research design. The study has been conducted using a 109 item Likert scale questionnaire. The total number of participants in the study is 250. The study includes English prep class participants from the Department of Molecular Biology and Genetics, the Department of Environmental Engineering, the Department of English Language Teaching, the Department of English Language and Literature and the Department of Biology.

The results of the study show that the motivational self system partially fits well with the language learning motivation of the participants in this Turkish university context. As the results suggest, the model needs some modifications in order to fit within this context. The three main components of the motivational self system (ideal L2 self, ought to L2 self, and attitudes toward learning English) are seen to be related to the intended learning efforts of the participants, and are confirmed as distinct independent constructs that measure the different dimensions of L2 motivation. However, the two standpoints, own and other, overlap in terms of instrumentality promotion, instrumentality prevention and family influence.

The contribution of attitudes toward learning English to the intended learning efforts of the participants is higher than the ideal L2 self, and the effect of the ought to L2 self is questionable. In addition to this, the study shows that family influence is related to the ought to L2 self, rather than the ideal L2 self, but, contrary to Dörnyei's (2005, 2009) model, milieu does not have any significant relationship with the ought to L2 self. The results also show that instrumentality has two foci: instrumentality promotion is related to the ideal L2 self, and instrumentality prevention is related to the ought to L2 self. Furthermore, imagination is found to be related to the ideal L2 self, as shown in the motivational self system. The results also suggest that the international community is important instrumentally for the imagined selves of the participants. This result supports the discussion that the international position of English attracts the participants' future selves as suggested in the L2MSS.

Key words: motivational self system; ideal L2 self; ought to L2 self; attitudes toward learning English; instrumentality promotion; instrumentality prevention.

Language Learning and Acquisition - Understanding learning strategies

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This paper reviews the difference between language exposure and learning. Learning a native language is completely different from learning a foreign language. The first one develops naturally without making any effort or studying any grammar rules. Babies are constantly exposed to their mother tongue by their parents or other relatives, with no pressure to produce the language immediately and correctly. They just repeat what they hear around them. Whereas the foreign language is not taught in a similar way and happens later than L1. Learning a foreign language is mainly based on structures and rules, and in most cases, the class environment is the only source of language input and output. This research offers to understand the difference between them and aims to help teachers to identify and evaluate strategies to integrate some of the language exposure techniques into classroom language learning. The data collected from the class observations, learners' test results, and interviews show that the more teachers expose their learners to the foreign language, the more learners see the authentic language in context and learn it as their native language. In that way, learners have more chances to make associations between the language and its use. Another important finding is that L2 exposure can happen not only during the lesson but also within the school/university and outside the school/university. The activities suggested in this paper help to introduce learners to the incidental language and maximize how they learn. In this research, we also share the experiences of different language teachers and our personal ones on how to implement different activities in order to increase learner exposure to English. The paper concludes that language acquisition techniques and strategies can be highly beneficial in the language classroom and can give learners confidence "to pick up" the language instead of focusing on grammar rules or structures.

Keywords: language acquisition, language learning, a foreign language, language exposure

Keynote Speech: Amanda Yeşilbursa Taking Positive Steps for a Brighter Future for English Language Teachers and Teaching

Tuesday, 17 May / 14:00 - 14:50 Keynote Event Venue: **Room 1**

Taking Positive Steps for a Brighter Future for English Language Teachers and Teaching

Amanda Yeşilbursa

With the acceptance of the defining role of the teacher in successful language education, the field of language teacher psychology has attracted a lot of attention recently, resulting in a considerable body of work on psychological constructs such as language teacher motivations, cognitions, and emotions. Demands on language teachers because of the rapidly changing education systems of the 21st Century, which have been exacerbated by the COVID-19 pandemic, have triggered a particular interest in demotivation and burnout, and Turkey has been no exception. However, as Seligman (2002) pointed out, psychology has had the tendency to focus on repairing what is broken, rather than building on positive experiences. Following this tenet, researchers in language teaching are now focusing on positive constructs such as well-being, resilience, optimism, and hope.

This talk will be structured in three main sections: First, I will discuss the current demands on language teachers, and the focus of research on teacher burnout; second, I will outline some of the positive present and future-oriented constructs that have recently gained attention; third, I will present a number of practical, proactive suggestions for English language teachers to take to maintain their professional well-being.

AN EXPLORATORY STUDY OF EPISTEMIC MODAL VERBS IN CIVIL ENGINEERING AND EDUCATION JOURNAL ARTICLES: IMPLICATIONS FOR L2 ACADEMIC WRITING

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In this study, the use of epistemic modality in the category of modal verbs was comparatively examined in the journal articles written in the disciplines of Civil & Structural Engineering and Educational Sciences. For this purpose, the Corpus of Journal Articles (CJA) 2014, which is a collection of 760 articles from high-impact journals in 38 disciplines, was used. The articles have further been divided into three sub-corpora: Research articles, Review articles and Theoretical articles. The CJA 2014 corpus consists of 6,015,063 words in total. The aim of the study was to explore professional academic writers' versatility and overall rhetorical awareness with regards to the use of epistemic modal verbs for making academic argumentation in the three sub-corpora. Another aim was to find out whether there are any significant differences in terms of epistemic modal verb usage between the two academic disciplines. In line with these aims, this study investigated in quantitative terms the frequency analysis of the modal verbs "could, may, might, should, will, would, couldn't, wouldn't, shouldn't" for the above-stated three sub-corpora in both Civil Engineering and Education disciplines. Log-likelihood tests were also conducted to determine any significant differences among the three sub-corpora for both disciplines. Findings of the study indicated that the most frequently employed modal verbs in the Civil Engineering discipline are "*will, may, could*", respectively; while in the Education discipline they are "*may, would, might*", respectively. The log-likelihood tests returned statistically significant differences for *may* (LL 14.13), *might* (LL 9.74), and *would* (LL 16.15) between the two disciplines at the $p<0.01$ level. Qualitative examples from the corpora were also provided in the manuscript. This study is expected to have important implications for the teaching and learning of academic writing in English for different research disciplines and different types of articles.

Keywords: Academic writing, epistemic modality, modal verbs, journal articles, research disciplines

Rating Scale Development for an Integrated Writing Task

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This paper reports a study that aimed to develop a rating scale for an integrated writing task (listening and reading into writing) which was part of a high-stakes language test. An integrated writing task conforms with the 'test usefulness' concept, and it especially promotes situational and interactional authenticity. Rating of an integrated writing task, however, requires careful consideration due to the complex nature of the task and the variables that affect test-taker performance. Rating scales emerge from various sources, including expert input, performance data, and language proficiency frameworks. Two major approaches are common: measurement-driven and performance-driven approaches. Whereas the former uses expert opinion, the latter refers to analyzing performance samples to establish a context-appropriate interpretation of test scores. The Common European Framework suggests that a "complementary and cumulative process" of combining the methods is the best approach. In the present study, both intuitive and qualitative methods were used to create a rating scale. Twelve judges, all experienced language instructors, participated in the study. In the first session, the researchers introduced the integrated skills task explaining its purpose and the corresponding target language use task. Next, the judges examined 15 writing samples and identified traits to discriminate students' papers as high, medium and low performance papers. Afterwards, they described and discussed the features of each paper. The discussions were tape-recorded and later analyzed for content. The ratings of each judge and the analysis of discussions were taken as a basis to define a draft rating scale. In the second round, 30 more papers were rated by nine experienced instructors, including the two researchers. For the fine-tuning of the rating scale, an additional 90 papers were graded by two instructors and one of the researchers. The final product was a 6-band rating scale that described each band with the features that were believed to reflect the primary traits that differentiate among performances. Using empirical data and expert opinion throughout the study helped us establish a context-appropriate rating scale. This study informs practice by carefully explaining the stages of rating scale development. In our presentation, we will introduce the context, the background, and the methodology of the study, briefly discuss the workshops, and how the data from the recordings were transformed into a rating scale.

Keywords: integrated skills; rating scale; measurement-driven; performance-driven

Reflection on Practice through Critical Friendship: A self-study

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This study adopted self-study teacher research method which enables language practitioners to approach and reflect on a problem or an aspect of their teaching context and practices from multiple perspectives through critical friends. The aim of the study was to reveal a tertiary level English as a Foreign Language (EFL) instructor's language learning and teaching assumptions and the extent to which the teacher researcher had been able to put these reported beliefs into practice. Therefore, the researcher collaborated with three critical friends in each step of the self-study - from formulation of the research purposes and questions to data collection and analysis procedures. The first critical friend was an experienced teacher trainer and professor in an English Language Teaching (ELT) department at a Turkish state university. The other was a young research assistant in an ELT department at another Turkish state university. The third critical friend, on the other hand, was a Chinese colleague who was staying temporarily in Turkey for receiving a master's degree in the field. For the purposes of the study, the researcher first wrote reflections about the best ways of learning and teaching English as a foreign language. According to the results of the content analysis of these reflections, a coding scheme was constructed. Then another colleague from the researcher's workplace conducted non-participatory observations during a total of four class hours by using the coding scheme. The instructor also kept lesson diaries during this time period. The analyses of the observations and lesson diaries indicated three important points. First, the instructor held some certain beliefs regarding how English should be learnt and taught. These included providing learners with ample amount of comprehensible input with noticing opportunities, conducting various types of interaction-based activities with a focus on fluency, integrating language skills, increasing and sustaining student motivation, promoting learner autonomy and incorporating strategy training, and using deliberate practice for functional linguistic structures and vocabulary. Second, the instructor was able to put the reported assumptions into practice to a great extent with some minor discrepancies. Third, the instructor also performed some practices that had not been articulated during reflection, showing the crucial support of engaging in reflective practice through self-study teacher research and critical friendship in promoting practitioner awareness. The findings along with their implications were also discussed based on the relevant literature.

Keywords: self-study, critical friendship, self-awareness, teacher development

A NARRATIVE INQUIRY INTO NOVICE ENGLISH LANGUAGE TEACHERS' CHALLENGES

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Teaching profession is a lifelong process in which teachers encounter several experiences; however, especially for novice teachers who begin their early career teaching practices, the first-year experiences could be more challenging. This study aims to identify four novice English language teachers' challenges and main concerns in the first year of their teaching profession, and to understand how they coped with these challenges. The study followed a qualitative approach in which narrative inquiry and multiple case studies were employed. Participants were four novice English language teachers who had just started their teaching career in April 2019 in different regions of Turkey. As data collection tools, reflective teacher diaries and follow-up semi-structured interviews were used. Data were collected online through e-mails and phone calls from participants. The data were analyzed qualitatively through narrative and content analysis. The findings of the study revealed that novice English language teachers encountered various challenges in the early career profession such as sociocultural problems, poor physical teaching-learning contexts, classroom management challenges and teaching English to students with low English proficiency and dealing with unmotivated students. Some challenges related to social and contextual factors could not be overcome by the participants. Also, they were concerned about limited opportunities for professional development and developing negative affective states towards students and teaching profession. Overall, data collected through diaries and detailed interviews provided reflections concerning novice teachers' teaching practices which are significant implications for regulating pre-service teacher education programs, Turkish educational policy, and novice teachers. The findings related to challenges experienced by novice teachers should be addressed in these programs. Hence, novice teachers could develop an awareness of how to deal with these concerns. Specifically, based on the findings of the present study, for example, it may be useful to offer some practical courses in pre-service teacher education on how to teach English to multilingual learners and learners with special needs. Additionally, induction programmes should be centered around novice teachers challenges and concerns, and hence, could be more effective when they show possible ways to improve professional development.

Keywords: Early career teaching, English language teaching, Induction process, Narrative inquiry, Novice English language teachers, Reflective teacher diary

The Relationship between EFL Instructors' Emotional Intelligence and Job Satisfaction

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In a world where the English language is so widely used, it is not surprising that it is a universal language. This prevalence has increased the number of language-teaching staff all over the world, and accordingly, the number of institutions providing language education. Especially when universities are concerned, a certain level of English is expected from students in many undergraduate departments. For this reason, the number of English language instructors in universities is increasing day by day. Many studies suggesting that job satisfaction level differs depending on the institution they work for has been the main source of the question of whether the EFL instructors working in a foundation or state university in the context of Turkey makes a difference in their job satisfaction. In addition, the logical reality of the possibility that emotional intelligence has an effect on job satisfaction has led to the questioning of the correlation between these two variables. Considering the social factors, it was deemed appropriate to make an evaluation in terms of gender, too. For this purpose, this quantitative study was conducted using random sample sizing with female (n=119) and male (n=35) EFL instructors working at state (n= 78) or foundation (n=76) universities (154 in total). Two scales with high reliability (the Job-related Affective Well-being Scale, JAWS (Van et al., 2000) and the Schutte Self-Report Emotional Intelligence Test (SSEIT) (Schutte et al, 1998)) were used to measure these two variables. As a result, although there was a weak negative correlation between the EI and JS of the instructors, gender was not found to be a factor for a significant difference for either. On the contrary, it was concluded that working in state or foundation universities make a significant difference in job satisfaction and those working in foundations are more satisfied.

Keywords: EFL instructors, emotional intelligence, job satisfaction, gender, workplace

Exploring the Perceptions of Turkish EFL Instructors with Different Demographic Variables towards Academic Misconduct

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All academic work conducted from a faculty member to a student with even less knowledge of academic integrity must comprise six fundamental values of academic integrity: honesty, trust, fairness, respect, and responsibility. Lack of these fundamental values can result in academic misconduct such as plagiarism, cheating or collusion which basically refers not to be honest and trusty when conducting any academic work. As a result of increases in employing technology in contemporary times, the Internet has started to allow individuals to reach infinite resources in both everyday life and education life. However, although this increase has positive effects, it can also have negative effects in academia. Technological advances facilitate academic misconduct and cause it to remain hidden. In order to prevent these situations, the perceptions and attitudes of institutions and academics are important. In this regard, this study aimed to measure the attitude of the teaching staff working in the English preparatory departments of universities in Turkey towards academic violations in terms of different demographic variables such as gender, workplace, experience and academic value. For this purpose, it adapted a quantitative method to get descriptive data and it was conducted with 67 EFL instructors. All participants completed a survey consisting of 25 items related to academic misconduct, by deciding to what extent these items were a behaviour of cheating according to them. As a result, although there was no difference in perceptions in terms of the workplace, there was variation in the items selected for other variables. That is, instructors do not have a common sense of perceptions towards specific academic misconduct behaviours. Regarding teaching experience, it was concluded that perceptions are strengthened with increasing experience. Although the t-test was not applied due to the fact that it was a descriptive study, there were differences in the mean score of both genders in any item. In addition, it was uncovered in this study that the instructors with the highest academic degree were able to detect more academic misconduct behaviours.

Keywords: academic misconduct, EFL instructors' perceptions, the Turkish context

Tuesday, 17 May / 16:00 - 16:30 Plenary Event Venue: **Room 1**

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