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Opening Speech of the Conference

Prof. Dr. Dinçay Köksal

ULEAD Chair - Çanakkale Onsekiz Mart University

Distinguished Guests!

Ladies and Gentlemen!

I am delighted to welcome you here in Çanakkale to this International Conference on Applied Linguistics, organised in collaboration with the International Association of Research in Foreign Language Education and Applied Linguistics, the International Association of Educational Researchers, Çanakkale Onsekiz Mart University and Boğaziçi University. As you know, the theme of the conference is “Current Issues in Applied Linguistics” and you can see from the crowded programme that there will be presentations and workshops on a wide variety of topics, as well as a special workshop on the final day for local teachers of English.

As nearly everybody knows, during the last few months many ceremonies have been held to commemorate the beginning of the First World War. Çanakkale is no exception, as it was one of the places where some of the bloodiest battles were fought. In the century which has since passed, however, the former combatants have become firm friends, and Çanakkale is now known as a City of Peace. All throughout 2015, many events are being held in this province, both to remember the sacrifices of those who fought here on the Gallipoli Peninsula, but also to establish new friendships and cement the good relations which already exist, in the hope that such a terrible conflict will never occur again. We would like to think that this conference has a small part to play in this development, especially as our field is directly concerned with helping people to communicate with and understand each other, through the medium of language, and thus be in a position to establish good relations and alliances. If this symposium provides us with the impetus to improve our efforts in this respect, and thus contribute further, even if indirectly, to the establishment of peaceful relations between individuals and countries, then we feel that our efforts will have been worthwhile.

I am very happy to welcome participants from many different countries, and hope you will all take this opportunity to meet and share with colleagues from around the world. I am especially delighted that six distinguished scholars have accepted our invitation to share their knowledge and experience with us in the plenary sessions. Christian Abello Contesse, Sheena Gardner, Filomena Capucho, Andy Kirkpatrick, Nicos Sifakis and Stephanie Schnurr are all experts in their field and I am certain that they will offer us insights to enrich our understanding of the issues they discuss. I would like to thank all our invited guests and all other presenters for being with us today.

As anybody who has been involved in organising a conference will know, a great many people have put a lot of hard work into ensuring the success of this symposium. I wish to express my gratitude to the members of the Organising Committee and the Board of Advisors, and other members of staff and students of Çanakkale Onsekiz Mart University, who have assisted in various ways. I would also like to extend my thanks to those who have acted as sponsors for the symposium. They have all made valuable contributions, without which it would not have been possible for us to gather here today.

It only remains for me to wish all participants an informative and enjoyable time during the symposium, and to hope that everybody will leave Çanakkale feeling enlightened and motivated.

CONFERENCE PROGRAMME

8 May 2015, Friday	
08:00 - 09:00	REGISTRATION <i>Venue : TROIA KÜLTÜR MERKEZİ</i>
09:00- 10:00	OPENING SPEECH Opening ceremony - Concert Welcome Speech Prof. Dr. Dinçay KÖKSAL - ULEAD Chair- Çanakkale Onsekiz Mart University Prof. Dr. Yasemin BAYYURT Co-Chair of the Conference – Boğaziçi University Prof. Dr. Yücel ACER - Rector- Çanakkale Onsekiz Mart University
10:00 - 11:00	PLENARY 1 Session Chair : Dinçay Köksal Christian Abello CONTESSE, The University of Seville, Spain
11:00 - 11:15	BREAK
11:15 - 12:45	SESSION 1 ROOM 1 <i>Session Chair : Andy Kirkpatrick</i> <i>Venue : ROOM 1</i> <ul style="list-style-type: none">• Colloquium : The micro-analytic turn in Applied Linguistics: Conversation Analysis and L2 Learning/Teaching Practices OLCAY SERT, YASEMİN BAYYURT, NİLÜFER CAN DAŞKIN, UFUK BALAMAN, ÇİLER HATİPOĞLU• A Conversation Analytic Investigation into Negotiation of Meaning in Task-Oriented Video Chat Interaction OLCAY SERT, UFUK BALAMAN• Using Conversation Analysis for Micro-Analytic Investigation of L2 Learners' Classroom Interactional Competence: Students Building on Teacher Contributions NİLÜFER CAN DAŞKIN, ÇİLER HATİPOĞLU• A Longitudinal Study on the Use of Turn-initial Connectors in Group Discussion Tasks OLCAY SERT
11:15 - 12:30	SESSION 1 ROOM 2

	<p>Session Chair : İsmail Hakki Erten Venue : ROOM 2</p> <ul style="list-style-type: none"> • Towards an Intercultural Communication Competence Tool for Erasmus Mobility Students DİLER ABA • Individual Differences in Second Language Acquisition: Insights into Learners' Learning Styles and Language Perception ADEL ABU RADWAN • Business Japanese Education and Its Outcomes AYDIN ÖZBEK, TOLGA ÖZŞEN
11:15 - 12:30	<p>SESSION 1 ROOM 3</p> <p>Session Chair : Aysun Yavuz Venue : ROOM 3</p> <ul style="list-style-type: none"> • A Historical Look on Second Language Teacher Education: Past and Present of the Phenomenon GÖKHAN ÖZTÜRK, NURDAN ÖZBEK GÜRBÜZ • Copular Constructions in Portuguese L2 by Chinese Learners: Acquisition beyond the Critical Period NÉLIA ALEXANDRE, ANABELA GONÇALVES • Cross-linguistic Influence in the Italian Production of Spanish-Catalan Bilingual Learners AURELIA LUMBAU
11:15 - 12:30	<p>SESSION 1 ROOM 4</p> <p>Session Chair : Esim Gürsoy Venue : ROOM 4</p> <ul style="list-style-type: none"> • A Language Needs Analysis of Engineering Undergraduate Students at a Technical University: A Multidimensional Approach ÖZGÜR ŞAHAN, MUSTAFA ÇOBAN, ECE TOPKAYA • Assessing Students' Needs in English Language Teaching KRYSTYNA HEINZ, MARTINA CHYLKOVA • Holistic or Analytic Assessment of Speaking in ELT - Do the Scores Differ? ENGİN EVRİM ÖNEM
11:15 - 12:30	<p>SESSION 1 ROOM 5</p> <p>Session Chair : Oya Büyükyavuz Venue : ROOM 5</p> <ul style="list-style-type: none"> • Voice Onset Time of Plosives in L2 English of Turkish Speakers MEHMET KILIÇ, BİLAL GENÇ, ERDOĞAN BADA • The Effect of L1 Script Direction on Illustration Layout of L2 English Reading Texts EMRAH ÇINKARA • Understanding Pre-Service Teachers' Attributions for Their Achievements KADRIYE AKSOY
12:30- 13:30	LUNCH

	<i>Venue : ÖSEM</i>
13:30- 14:30	<p>PLENARY 2 Session Chair : Yasemin Bayyurt</p> <p>Sheena GARDNER, Coventry University, UK “Academic Writing: From Corpus Analysis to Classroom Teaching”</p>
14:30- 14:45	BREAK
14:45 - 16:00	<p>SESSION 2 ROOM 1</p> <p><i>Session Chair : Zübeyde Sinem Genç</i> <i>Venue : ROOM 1</i></p> <ul style="list-style-type: none"> • Alternative Assessment as a Motivational Tool in the Young Learner Classroom LYNNE BETHARD ÇETİN, NURDAN ÖZBEK GÜRBÜZ • Academics' Views on the New YDS Exam BURCU BASAK COŞKUN • Perceptions of Pre-service English Language Teachers about Their Pedagogical Content Knowledge ARZU KANAT, RECEP ŞAHİN ARSLAN
14:45 - 16:00	<p>SESSION 2 ROOM 2</p> <p><i>Session Chair : Ece Zehir Topkaya</i> <i>Venue : ROOM 2</i></p> <ul style="list-style-type: none"> • Miracle Touches on Pre-service Foreign Language Teacher Education Program: Establishment of a Speaking Club OYA BÜYÜKYAVUZ, HACİ MEHMET ÖCAL, DUYGU GÖK • Initial Teacher Socialization in the Context of Curriculum Reform YEŞİM BEKTAŞ ÇETİNKAYA • Turkish EFL Instructors’ Current Perspectives on “ELF”: A Comparative Study in Turkey PINAR KOCABAŞ, BURAK TOMAK
14:45 - 16:00	<p>SESSION 2 ROOM 3</p> <p><i>Session Chair : Çiler Hatipoğlu</i> <i>Venue : ROOM 3</i></p> <ul style="list-style-type: none"> • Understanding the Reasons behind Plagiarism in Undergraduate EFL Academic Writing SALİM RAZI • Reflections on Prospective English Teachers' Perceptions of Learner Autonomy & Changing Teacher Roles DEVRİM GÜNAY • The Age and Gender Effects on Achievement Attributions of Turkish EFL Learners İSMAİL HAKKI ERTEN

14:45 - 16:00	<p>SESSION 2 ROOM 4</p> <p><i>Session Chair : Olcay Sert</i> <i>Venue : ROOM 4</i></p> <ul style="list-style-type: none"> • Postmethod Pedagogy and Reflective Practice: Current stance of Turkish EFL Teachers İPEK DAĞKIRAN, DENİZ ORTAÇTEPE • The Attitudes of Pre-service and In-service Teachers towards Communicative Language Teaching KADİM ÖZTÜRK • The Beliefs and Practices of English Language Instructors about the Use of ICT and Multi-media Tools in ELT at the Preparatory Schools in Turkey SEDEN ÖNSOY, RAY WIGGIN
16:00 - 16:15	<p>BREAK</p>
16:15 - 17:05	<p>SESSION 3 ROOM 1</p> <p><i>Session Chair : Sheena Gardner</i> <i>Venue : ROOM 1</i></p> <ul style="list-style-type: none"> • What do 'I' and 'We' Do in Postgraduate Academic Writing?: An Exploratory Study of Turkish and British Students on Authorial Roles ERDEM AKBAŞ • /inglis/ or /inglis/? Greek Learners' Perceptions, Accentedness and Identity Issues. ANNY GEORGOUNTZOU, NATASHA TSANTILA
16:15 - 17:05	<p>SESSION 3 ROOM 2</p> <p><i>Session Chair : Nicos Sifakis</i> <i>Venue : ROOM 2</i></p> <ul style="list-style-type: none"> • ELF teacher education and professional development: transforming into an ELF-aware teacher STEFANIA KORDIA • ELF-aware pedagogical practices of senior Turkish EFL pre-service teachers in the Practicum Period: A Case Study into Changing Teacher Cognitions and Pedagogical Perspectives in the Tertiary Context IŞIL GÜNSELİ KAÇAR
16:15 - 17:05	<p>SESSION 3 ROOM 3</p> <p><i>Session Chair : Nurdan Özbek Gürbüz</i> <i>Venue : ROOM 3</i></p> <ul style="list-style-type: none"> • Reflective Practices via Online Discussions ELİF BURHAN HORASANLI, DENİZ ORTAÇTEPE • Time to Learn Not Only the Word but the World ZEYNEP MİNE DERİNCE
16:15 - 17:05	<p>SESSION 3 ROOM 4</p> <p><i>Session Chair : Stephanie Schnurr</i></p>

	<p><i>Venue : ROOM 4</i></p> <ul style="list-style-type: none"> • Integration of ICT Skills into the Instruction of Turkish as a Foreign Language MURAT DEMİREKİN • English as a Foreign Language Learners' Perceptions of Educational Podcasting HAZAL GÜL İNCE
17:05 - 17:15	BREAK
17:15 - 18:15	<p>PLENARY 3 Session Chair : Salim Razi</p> <p><i>Venue : TROIA KÜLTÜR MERKEZİ</i></p> <p>Filomena CAPUCHO, Portugese Catholic University, Portugal "Applied Linguistics in Intercultural Communication – A Plural Approach for Multidimensional Processes"</p>
20:00 - 22:00	CONFERENCE DINNER
9 May 2015, Saturday	
09:00 - 10:00	<p>PLENARY 4 Session Chair : Natasha Tsantila</p> <p>"English as a Lingua Franca in Asia: Suggestions for ELT/ELF Policy and Pedagogy" Andy KIRKPATRICK, Griffith University, Australia</p>
10:00 - 10:50	<p>PLENARY 5 Session Chair : Gölge Seferoğlu</p> <p>"The ELF-Ted project so far: lessons learnt and going forward" Nicos SIFAKIS, Hellenic Open University, Athens, Greece</p>
10:50- 11:10	BREAK
11:10- 12:25	<p>SESSION 4 ROOM 1</p> <p><i>Venue: ROOM 1</i></p> <p>ELFTED WORKSHOP* **</p> <p>Convenors: Yasemin Bayyurt & Nicos Sifakis</p> <p>*Group presentations</p> <p>**Panel discussion</p>

11:10- 12:25	<p>SESSION 4 ROOM 2</p> <p><i>Session Chair : Ece Zehir Topkaya</i> <i>Venue : ROOM 2</i></p> <ul style="list-style-type: none"> • Magical Moments in English Language Classrooms: How Can We Develop Ourselves Professionally and Make the most out of Critical Incidents? DERYA YILMAZ, OYA BÜYÜKYAVUZ • Professional Development of Language Teachers and Applied Linguistics ZÜBEYDE SİNEM GENÇ • EFL Students' Speaking Anxiety Experiences: A Case from Tertiary Level Students GÜLŞAH TERCAN, KENAN DİKİLİTAŞ
11:10- 12:25	<p>SESSION 4 ROOM 3</p> <p><i>Session Chair : Gonca Ekşi</i> <i>Venue : ROOM 3</i></p> <ul style="list-style-type: none"> • The Need Analysis of Turkish Academicians' Foreign Language Academic Literacy GÜL DURMUŞOĞLU KÖSE, İLKNUR YÜKSEL, MUSA TÖMEN, ZAFER SUSOY, NADİRE ARIKAN • Teacher Trainers as Action Researchers: Scrutinizing the Reasons for Student Failure ESİM GÜRSOY, ŞULE ÇELİK KORKMAZ • Can Teachers Teach What Learners Can Learn? FATİH BAYRAM
11:10- 12:25	<p>SESSION 4 ROOM 4</p> <p><i>Session Chair : Christian Abello Contesse</i> <i>Venue : ROOM 4</i></p> <ul style="list-style-type: none"> • Triggering Engagement through Project-Based Learning in Virtual Education Odesk as a Case Study: Challenges of Education in the Age of Attention MEHDI ZOUAOU • Immersion Language Education in Turkey: A Case Study of a Kindergarten Implementation of an Italian-Turkish Immersion Program VALENTINA CARBONARA • Elt Students' Views on Portfolio as an Alternative Assessment Tool in Writing Lessons MELTEM SARIHAN
12:25 - 13:45	<p>LUNCH</p> <p><i>Venue : Yamaç Restaurant</i></p>
13:45 - 15:15	<p>SESSION 5 ROOM 1</p> <p><i>Venue: ROOM 1</i></p> <p>ELFTED WORKSHOP (Cont.)* **</p> <p>Convenors: Yasemin Bayyurt & Nicos Sifakis</p> <p>*Group presentations</p>

	**Panel discussion
13:45 - 15:15	<p>SESSION 5 ROOM 2</p> <p><i>Session Chair : Erdoğan Bada</i> <i>Venue : ROOM 2</i></p> <ul style="list-style-type: none"> • Raising Awareness of Intercultural Education in ELT NİLGÜN YÜCEL, AYSUN YAVUZ • Evaluation of the Textbook Life in terms of Intercultural Components AYÇA BERNA BÖCÜ, SALİM RAZI
13:45 - 15:15	<p>SESSION 5 ROOM 3</p> <p><i>Session Chair : Filomena Capucho</i> <i>Venue : ROOM 3</i></p> <ul style="list-style-type: none"> • What are Foreign Language Academic Literacy Competencies? : A Delphi Study in Turkey GÜL DURMUŞOĞLU KÖSE, İLKNUR YÜKSEL, MUSTAFA CANER, YUSUF ÖZTÜRK • The Effect of Authentic Materials on 12th Grade Students' Attitudes and Motivation in EFL Classes ZERHAN VARMIŞ KILIÇ, BİNNUR GENÇ İLTER
13:45 - 15:30	<p>SESSION 5 ROOM 4</p> <p><i>Session Chair : Recep Şahin Arslan</i> <i>Venue : ROOM 4</i></p> <ul style="list-style-type: none"> • Diversity in Language Testing and Assessment (LTA) Literacy of Language Teachers in Turkey : Presentation of the Colloquium ÇİLER HATİPOĞLU • Diversity in Language Testing and Assessment Literacy of Language Teachers in Turkey ÇİLER HATİPOĞLU • Language Testing and Assessment (LTA) Literacy of High School English Language Teachers in Turkey SEVGİ ŞAHİN • Language Assessment in Tertiary Education: The Case of Language Preparatory Schools ZEYNEP AKŞİT • Past-Reference as a Form of Spontaneous Formative Assessment in L2 Classroom Interaction: A Conversation Analytic Perspective NİLÜFER CAN DAŞKIN
15:15 - 15:30	<p>BREAK</p> <p><i>Venue : TROIA KÜLTÜR MERKEZİ</i></p>

15:30- 17:05	<p>SESSION 6 ROOM 1</p> <p><i>Venue: ROOM 1</i></p> <p>ELFTED WORKSHOP (Cont.)</p> <p>Convenors: Yasemin Bayyurt & Nicos Sifakis</p> <ul style="list-style-type: none"> • An Action Research on Raising ELF-Awareness in Pre-Service Foreign Language Teacher Education ESMA BİRİCİK DENİZ, YONCA ÖZKAN • An In-depth Analysis of Pre-service Teachers' Teaching Practice in an ELF-aware Teacher Education Program ELİF KEMALOĞLU • Teaching ELF at Primary School Classrooms: Two Small-scale Case-Studies in Turkey and Greece STEFANIA KORDIA - JALE BAYYURT SARICI • In-service English Language Teacher Education in Turkish State Schools: A Transformative Perspective ZEYNEP MİNE DERİNCE, BAHAR ÖZGEN, PELİN TEKİNALP ÇAKMAK
15:30- 17:05	<p>SESSION 6 ROOM 2</p> <p><i>Session Chair : Deniz Ortaçtepe</i></p> <p><i>Venue : ROOM 2</i></p> <ul style="list-style-type: none"> • Core Professional Competencies for Teaching English at Primary Schools in Turkey: Findings from a Delphi Study MEHMET SERCAN UZTOSUN • The Use and Instruction of Vocabulary Learning Strategies: Students' and Teachers' Views and Practices FUNDA ÖLMEZ, FATMA ÖZLEM SAKA • Socrates in EFL Classroom GÜLSEREN ASLI SEÇMEN
15:30- 17:05	<p>SESSION 6 ROOM 3</p> <p><i>Session Chair : İlknur Yüksel</i></p> <p><i>Venue : ROOM 3</i></p> <ul style="list-style-type: none"> • Exploring "The Role of Accent" in Teacher Identity from an ELF standpoint: A Case Study in Turkey GÜRKAN TEMİZ • Are EFL Teachers Assessment Literate? Turkish EFL Teachers' Opinions BANU İNAN KARAGÜL, DOĞAN YÜKSEL • Professional Development Journey of Two English Language Teachers: Lessons Learned and Experiences Shared FATİH TOY, HÜSEYİN ATEŞ, OYA BÜYÜKYAVUZ
15:30- 17:05	<p>SESSION 6 ROOM 4</p> <p><i>Session Chair : Binnur Genç İlter</i></p> <p><i>Venue : ROOM 4</i></p> <ul style="list-style-type: none"> • Changes of Linguistic Forms (Prosody, Vocabulary, Word order) in Language Contact NİHAL DURMUŞ

	<ul style="list-style-type: none"> • Error Analysis in Second Language Learning and its Significance to Teaching and Learning HAKIMEH MORADI, MERYEM MİRİOĞLU • Stakeholders' Views on FATİH Piloting Project with Reference to English Language Teaching GONCA EKŞİ, YUSUF EMRE YEŞİLYURT
17:05 - 17:15	BREAK
17:15 - 18:15	PLENARY 6 Session Chair : Zübeyde Tezel Stephanie SCHNURR, Warwick University, UK
18:15 - 18:30	CLOSING SESSION

Plenary 1

Christian Abello CONTESSE, The University of Seville, Spain

Christian Abello Contesse is an Associate Professor at the University of Seville, Spain, where he teaches undergraduate courses in second language acquisition, foreign-language teaching methodology, and intercultural communication, as well as graduate seminars in bilingualism and bilingual education. He holds degrees in applied linguistics, education, English, and Spanish, and has taught at universities in Chile, Spain, and the USA. His areas of interest are psycholinguistic, sociolinguistic, and intercultural aspects of non-native language acquisition and use in both instructed and study-abroad settings. He is associate editor of the Spanish journal *ELIA* (Studies in Applied English Linguistics). He is co-editor of *Bilingual and Multilingual Education in the 21st Century: Building on Experience* (2013). Bristol: Multilingual Matters.

Achieving higher levels of proficiency in instructed L2 acquisition: Is an early start the way forward?

This talk examines age in instructed L2 acquisition by first making a fundamental distinction between the ‘age factor’ and the ‘critical period hypothesis’ (CPH) in SLA research. It then reviews empirical research on early-start school programs and looks at the main findings regarding learning outcomes at different ages. These findings are contrasted with current trends concerning an early-start in English as a foreign/international language (EFL/EIL) teaching and learning in various countries around the world, with a specific focus on recent educational reforms in Spain. The conclusion suggests that there are several relevant factors involved—age being only one of them—that can accurately show the presence or absence of optimal conditions for EFL/EIL learning in instructed settings.

Plenary 2

Sheena GARDNER, Coventry University, UK

Sheena Gardner’s research investigates the nature and use of English in educational contexts, with specific focus on classroom interaction and academic writing, from a broadly systemic functional perspective. Her research on the discourse of classroom-based assessment in multilingual primary schools with Pauline Rea-Dickins is evident in papers since 1999. Her research with Hilary Nesi since 2004 has involved the development of the BAWE corpus of student writing and a new classification of genres of student writing in higher education. Findings from this work have informed the development of online writing materials. She is co-author of *Genres across the Disciplines: Student writing in higher education* with Nesi (Cambridge 2012) and co-editor of *Multilingualism, Discourse and Ethnography* with M. Martin-Jones (Routledge 2012).

Academic Writing: From Corpus Analysis to Classroom Teaching

This presentation aims to describe a spectrum of approaches to using the corpus in the classroom, ranging from ready-made lessons, to online writing for a purpose materials to independent access. The ready-made lessons have been prepared by colleagues at Coventry University who use BAWE in their teaching of academic English. The online materials are freely available on the British Council Learn English website. Independent access will be

demonstrated through SketchEngine, one of several possible interfaces. This is an ever expanding project, and more work is needed to develop more lessons and to conduct research on the relative merits of the different approaches to using corpora in the classroom.

Plenary 3

Filomena CAPUCHO, Portuguese Catholic University, Portugal

Filomena Capucho is a professor at the Portuguese Catholic University and researcher at CECC of the same university. Doctor in Contrastive Interactional Sociolinguistics, Filomena Capucho is an expert in discourse analysis and communication. Her main research interests concern Intercomprehension, including the epistemological aspects of the concept and its educational applications to new audiences.

Applied Linguistics in Intercultural Communication – A Plural Approach for Multidimensional Processes

The study of cognitive, linguistic and social mechanisms underlying human interaction has become a useful tool for the description (and understanding) of the complexity of human mind, through the analysis of specific sociocultural manifestations. This study involves a diversity of disciplines determining specific aims and objectives that focus on a large multiplicity of situations and events.

Intercultural communication processes are one of the most recent objects in the epistemological field of applied linguistics (Dervin & Liddicoat, 2013), namely in the large disciplinary domain of Discourse Analysis. However, such a multidimensional object requires a multidimensional and plural approach comprising theories that are inscribed in diverse disciplinary backgrounds linked to this specific epistemological domain: conversational analysis, critical discourse analysis, oral and written syntax, lexicology, pragmatics, intercomprehension studies, sociology and psychology. The specific lens used by each of this disciplinary field will merge into a multi-layered and scaled model, in order to complexify the analytical models available so far.

This presentation will concern the design of such a model. Its application to the analysis of an authentic corpus of plurilingual interaction will demonstrate the coherence and efficiency of our approach.

Plenary 4

Andy KIRKPATRICK, Griffith University, Australia

Andy Kirkpatrick is Professor in the Department of Languages and Linguistics at Griffith University, Brisbane, Australia. He has lived and worked in many countries in East and Southeast Asia, including China, Hong Kong, Malaysia, Myanmar and Singapore. He is the author of *English as a Lingua Franca in ASEAN: a multilingual model* (Hong Kong University Press). He is the editor of the *Routledge Handbook of World Englishes*. His most recent books are *English as an Asian Language: implications for language education*, co-edited with Roly Sussex and published by Springer, and *Chinese Rhetoric and Writing*, co-authored with Xu Zhichang and published by Parlor Press. He is founding and chief editor of the journal and book series *Multilingual Education*, published by Springer, and has recently

been appointed editor-in-chief of the Asia Journal of TEFL. He is Director of the Asian Corpus of English (ACE) project.

English as a Lingua Franca in Asia: Suggestions for ELT/ELF Policy and Pedagogy

In this presentation I shall review recently conducted research studies which used data from the Asian Corpus of English (ACE). ACE is a corpus of some one million words of naturally occurring data of English used as a spoken lingua franca by Asian multilinguals. 8 data collection teams across Asia worked together to collect and transcribe the corpus. ACE is now freely accessible and stored at the Hong Kong Institute of Education

The studies looked at the cultural settings of topics discussed in the ACE corpus, the marking or non-marking of tenses and the communicative strategies of ELF speakers. The presentation will conclude with proposals, based on the research findings, for regional ELT or ELF policy and pedagogy.

Plenary 5

Nicos SIFAKIS, Hellenic Open University, Athens, Greece

Nicos Sifakis is a tenured associate professor in the School of Humanities of the Hellenic Open University (HOU). He holds a Ph.D. in language and linguistics from the University of Essex, UK. He is director of the Master's in Education (M.Ed.) in TESOL programme of the HOU. He is editor-in-chief of Research Papers in Language Teaching and Learning. His research has been published in various international refereed journals (among others, TESOL Quarterly, ELT Journal, ESP Journal, International Journal of Applied Linguistics, Language and Education, System), edited collections and conference proceedings. His research interests include intercultural communication and pedagogy, teaching and researching English as an international lingua franca, language teaching methodology, distance education, adult education and teacher education.

The ELF-Ted Project so far: Lessons Learnt and Going Forward

ELF (English as a lingua franca) has been around, at least as a notion in applied linguistics, for at least a decade. Its impact was initially evident in the domain of phonology, discourse analysis and pragmatics, with researchers analysing the ways that non-native speakers of English use to communicate effectively with other non-native speakers. In the last few years however, the ELF "spirit" has invaded the domain of teaching as well, mainly through the gate of teacher education. In my talk I will be referring to the reasons for ELF's (almost inevitable) entry in the wider ESOL community. More specifically, I will discuss the impact that ELF-aware teaching (a term that I will define) can have for EFL classroom contexts (i.e., in countries like Turkey, Greece, or Brazil). My aim is to highlight those features of the ELF construct that raise challenges and present opportunities for EFL teachers, teacher educators, curriculum and syllabus designers and policy makers alike.

Plenary 6

Stephanie SCHNURR, Warwick University, UK

Stephanie Schnurr is Associate Professor at the University of Warwick. Her main research interests are professional discourse and medical communication. She has published widely on these topics with a particular focus on leadership performance, gender, identity construction, the multiple functions and strategic uses of humour, and issues of (im)politeness. Stephanie is the author of *Exploring Professional Communication* (2013, Routledge) and *Leadership Discourse at Work. Interactions of Humour, Gender and Workplace Culture* (2009, Palgrave Macmillan).

A Sociolinguistic Approach to Understanding Leadership and Culture

This paper critically explores the complex relationship between leadership and culture. It takes as a starting point the claim that “leadership is essentially a cultural activity – it is suffused with values, beliefs, language, rituals and artefacts” (Jackson & Parry 2008, p. 63).

Although the complex relationship between leadership and culture has long been of interest to scholars, especially in business and organisational studies (e.g. the seminal GLOBE study), this topic remains largely un-explored from a sociolinguistic perspective. Drawing on data from a corpus of more than 80 hours of authentic workplace interactions recorded in a range of different multicultural workplaces in Hong Kong, this paper argues that a sociolinguistic approach which analyses how leadership and culture are enacted and oriented to on the micro-level of an interaction provides a promising alternative to approaching this complex topic. In line with the recent discursive turn in leadership research (e.g. Clifton, 2006; Fairhurst, 2007), this paper moves away from making grand claims about leadership and culture and rather critically analyses the ways in which culture is sometimes (made) an issue.

The analysis combines narratives and actual workplace interactions. First, it considers participants’ experiences in leading multicultural teams and their views about what constitutes effective leadership and how this might be affected by socio-cultural norms. Second, insights gained through these narratives are then compared and sometimes contrasted with an in-depth analysis of participants’ actual workplace interactions in which culture seems to be much less of an issue.

The paper ends with some suggestions on how this discrepancy between participants’ views and accounts, on the one hand, and their actual performance, on the other hand, can usefully and productively be conceptualised in a sociolinguistic analysis. Combining the two, I will argue, can lead to new insights into the complex relationship between leadership and culture, and enables researchers to move away from culturally bound generalisations and stereotypes towards more dynamic understandings of what is actually going on in an interaction.

Colloquium: The Micro-Analytic Turn in Applied Linguistics: Conversation Analysis and L2 Learning/Teaching Practices

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Conversation Analysis (CA) is an approach and a robust methodology within the social sciences that aims to describe, analyse, and understand talk as a basic and constitutive feature of human social life (Sidnell, 2010). During the last decade, we have witnessed the emergence of Conversation Analysis-for-Second Language Acquisition (henceforth CA-for-SLA, Markee & Kasper, 2004) as a subfield of second language studies/applied linguistics that uses techniques of CA to study embodied language learning behaviours (Markee & Kunitz, 2015). CA-for-SLA views social activity and learning “as an eminently local accomplishment emerging from the detailed moment-by-moment deployment of actions and turns at talk within interactionally organized courses of practical activities” (Pekarek-Doehler, 2013, p. 139). The microscopic perspective inherent in CA has had a primary impact in this field, and has enabled researchers to investigate micro-details of talk in L2 classrooms and beyond, paying attention to, for instance, micro-pauses, hesitations, overlaps, sound elongations, pace of talk, gaze movements, gestures, and body orientations. It is this micro-level detail and sequential, context-driven understanding of participant orientations that has enabled CA-for-SLA researchers to bring evidence for language learning-related phenomena in L2 talk-in-interaction (Sert, 2015). Despite the recent paradigm shift in L2 studies in the world, there are only few studies (e.g. Can Daşkın, 2015; Sert, 2015; Üstünel & Seedhouse, 2005) that have investigated L2 learning and teaching practices from a conversation analytic paradigm in the Turkish context. Furthermore, these rare studies are limited to the analyses of teacher-fronted classroom interaction, whereas some researchers in the world, although very few in number yet, have started to investigate L2 use in computer mediated spoken interactions (e.g. Jenks, 2014) and in learner-learner interactions where there is no presence of a teacher. With respect to all these language-learning domains, this two-hour colloquium aims to bring together CA research being carried out on teacher-fronted L2 classroom interactions, on task-oriented video chats, and finally on group discussion tasks. Following an introduction to CA-for-SLA research by the colloquium organiser, the first presenters (Can Daşkın & Hatipoğlu) will illustrate how L2 learners show displays of “L2 Classroom Interactional Competence” by building on teachers’ turns that result in further teacher or peer contributions or epistemic change. Taking a multimodal conversation analytic perspective, the second presenters (Balaman & Sert) will show how L2 users negotiate and orient to task rules in multi-party video chat interactions. The emergent patterns display rich instances of negotiation for meaning and the findings facilitate discussions on a renewed understanding of technology based TBLT. The third presenter of the colloquium (Sert) will explicate the ways emergent uses of turn initial connectors in discussion group tasks display development of L2 interactional competence on longitudinal basis. This presentation also aims to facilitate

discussions on combining CA methodology with usage-based linguistics and corpus linguistics. The presentations will be followed by a discussant (Yasemin Bayyurt), who will reflect on the findings and their implications on future discursive research in language learning in Turkey and beyond. Audience members will then be invited to share their comments.

Key Words: Conversation analysis, L2 (classroom) interactional competence, task-oriented interaction, online interactions, L2 learning

A Conversation Analytic Investigation into Negotiation of Meaning in Task-Oriented Video Chat Interaction

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Previous research in task-based language learning and teaching focused on the task mainly as-a-workplan (Ellis, 2003) taking the process aspect for granted. The interactional unfolding of collaborative task completion processes has also remained to be seen (Seedhouse, 2005). Therefore, task engagement and accomplishment of the learners have not been explicated on sequential basis using minute-by-minute examination of the naturally occurring task-oriented L2 interaction, which might bring concrete evidence to the process aspect of pedagogical tasks. In this study, we employ conversation analysis methodology to present a longitudinal investigation into task processes that include negotiation of task rules during multiparty video chat interactions. The data comes from the first five weeks of a 20-week-long English as a foreign language task-oriented interactions of 20 learners in five groups who met online once a week to complete a sequence of online tasks (i.e. web orienteering) through video chat sessions on Google Hangouts as part of a conversation club activity. The interactions have been recorded via a screen capturing software which can represent all the on-screen activities and multimodal resources such as gestures, web searches and candidate answer trials. Our preliminary analysis showed that learners negotiated the task rules to co-construct and establish intersubjectivity, given that a teacher or a moderator is not present to maintain the rules in the online chat environment. Therefore, we set out to show how the task and language rules were managed by the learners with an analytic focus on the micro details of talk-in-interaction. The findings showed that the L2 learners facilitated the emergence of the rules, repaired their teammates (other repair) and themselves (self repair) in a way similar to what Amir and Musk (2013) describe as policing, which is enacted when there is a possible divergence from the rules. Furthermore, the developmental data also included instances during which the negotiated rules were later oriented to by the interactants. Our findings bring concrete evidence to how L2 learners negotiate meaning on sequential basis to resolve ‘task rules related troubles’ through self and other repairs within policing actions and then orient towards these negotiations using self initiated self repairs. The results also bring new insights into technology-mediated TBLT research through methodological underpinning of conversation analysis integrated with a multimodal analysis enriched with a variety of semiotic resources, including gestures and embodiment of technological artifacts.

Key Words: Multiparty online interaction, conversation analysis, task-oriented interaction, L2 learning

Using Conversation Analysis for Micro-Analytic Investigation of L2 Learners' Classroom Interactional Competence: Students Building on Teacher Contributions

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With the use of Conversation Analysis (CA) research on classroom interaction, there is now much more attention being paid to naturally occurring talk-in-interaction in L2 classrooms. The three-part exchange of teacher Initiation, learner Response and teacher Feedback or Evaluation (IRF/E) (Sinclair & Coulthard, 1975), which has traditionally been used to describe classroom discourse, has been challenged in CA-informed studies (e.g. Waring, 2008, 2009). However, many of these studies still focus on teacher talk and teachers' Classroom Interactional Competence (CIC) and how they create learning opportunities although CIC involves not only teachers' ability but also learners' ability to use interaction as a tool for mediating and assisting learning (Walsh, 2011). Even though it is now recognised that learner agency, which involves the activity and the initiative of the learner (van Lier, 2008), is central to generating learning opportunities, there has been little attempt to investigate learner initiative in teacher-fronted classroom interactions and the effects it may have on classroom interaction (e.g. Garton, 2012; Waring, 2011). In particular, while there are some studies that specifically examined the ways teachers shape learner contributions (e.g. Can-Daşkın, 2015; Fagan, 2012; Walsh, 2002), there is no study that directly uncovers the ways learners build on teacher contributions/turns particularly in Turkish context. For this reason, this study investigated the ways learners take initiative in building on teacher turns in a traditional teacher-fronted classroom that involves exam and coursebook oriented instruction. This study also aimed to show how learner initiatives are dealt with both by an experienced and a novice teacher and how these initiatives change depending on the L2 classroom context (i.e. form-and-accuracy, meaning-and-fluency, procedural and task-oriented contexts) (Seedhouse, 2004). In doing this, an EFL class at an intermediate level was video-recorded for 60 classroom hours (only the eight-hour recording is analysed here) accompanied by non-participant observation and then transcribed for analysis. CA was used for the analysis since the context-dependent, participant and emically oriented nature of CA allows for uncovering the interactional complexities without imposing any predetermined categories and external viewpoint on the data. The analysis showed that students initiate a sequence by stepping in and self-selecting without the teacher asking for a contribution. These initiatives usually follow a teacher turn and like the teacher shaping learner contributions, learners also extend, paraphrase, challenge and complete teacher contributions. Some instances of students building on teacher talk result in further teacher or peer contribution or epistemic change. These patterns show variation in terms of the reaction of the experienced and the novice teacher towards such learner initiatives and the pedagogical context seems to determine the type and amount of initiative. Note: This study is based on a larger project that received a grant from TÜBİTAK (project number: 114K616).

Key Words: Learner initiative, building on teacher contributions/turns, conversation analysis, classroom interactional competence

Towards an Intercultural Communication Competence Tool for Erasmus Mobility Students

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In this research, an intercultural communication assessment tool (Mobile Students' Intercultural Competence Scale) is developed. This tool focuses mainly on analyzing Turkish Erasmus students' intercultural competence before and after their study abroad experience and it can also be utilized in different cultural environments rather smoothly. It is created after an extensive study on the concept of intercultural competence and it is based on some current intercultural communication inventories and scales. The research starts with a theoretical background on intercultural communication (IC) and its main components. It progresses with a discussion on the assessment of intercultural competence and the relationship between academic mobility, foreign language learning and the development of IC. In the present literature, many intercultural competence tools exist, however there is a lack of tools in this context which mainly focus on mobile students' intercultural communication competence. Through application of this tool the researchers will be able to gain information about the participants' intercultural communication competence level. Low and/or high scores in the data analysis will provide implications about the participants' adaptation ease to the new culture during their study abroad experience. To illustrate, if the students' IC attitudes such as openness and positive-solution towards differences are high, it is theorized in this study that those students will experience less problems in terms of adaptation to the new culture compared to the students with low IC scores in these aspects. The speed of adaptation and/or starting to understand other cultures can be crucial for determining the achievement of academic mobility programmes because the students' study abroad experience generally lasts no more than one or two academic semesters. If the students are open to new experiences and different ways of living, studying and communicating, they will adapt rather easily to the new lifestyle in the host culture and therefore have more time to improve their academic skills as well as their intercultural understanding and competence level. Each statement in the tool has been designed to elicit data related to different components of intercultural competence such as IC attitudes, skills and knowledge. In the theoretical review of this paper, these categories have been identified to constitute the essential aspects of intercultural competence. The analysis of the participants' scores will therefore provide information as to which components of IC the students have highest and lowest competence level. As a result, the researchers will be able to identify the target group's specific needs concerning intercultural communication competence.

Key Words: Intercultural communication competence, academic mobility, Erasmus programme, foreign language development

Individual Differences in Second Language Acquisition: Insights into Learners' Learning Styles and Language Perception

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Over the past two decades, second language research has focused on the differences among students in how they approach the learning tasks. While, for instance, some learners might prefer reading a textbook, others like listening to verbal explanations. One factor contributing to such differences is learners' preferred learning styles and strategies. Many researchers believe that learning styles and strategies are among the most important factors that determine the extent of success in learning a foreign/second language. This study presents the results of an investigation into the relationship between variables such as gender and language proficiency and learning style preferences, language perception and use of EFL learners. Participants in this study were 216 undergraduate students majoring in English at Sultan Qaboos University (SQU) in Oman. The students were 58 males and 158 females from different years of study. The students' learning styles and patterns of language perception and use were measured using a questionnaire consisting of thirty items. The results showed that although all styles were represented in both groups of learners to varying degrees, the female group was significantly more communication oriented than the male group. The results did not reveal any significant differences between the two groups with regard to their perception of the importance of English. They did reveal, however, significant differences between them in the amount of time they spent practicing English outside the classroom, as well as in their enjoyment of learning English. As for proficiency level, statistical analysis of participants' responses showed that the two groups of learners differed significantly in their overall learning styles. In particular, the results showed that the dominant learning style of the 'proficient' group was 'communicative', followed by 'analytical' and 'authority-oriented' respectively. In contrast, the 'less proficient' learners were split between the communicative and the authority-oriented styles of learning. In addition, results demonstrated significant differences between the two groups with regard to individual strategy preferences. While the 'proficient' learners favored specific strategies reflecting their communicative orientation, the other group preferred individual strategies reflecting their 'authority-oriented' style of learning. Furthermore, the results showed a significant difference between the two groups in terms of the amount of time spent practicing English outside the classroom, and in their enjoyment of learning English as a second language. The study suggests that success in learning a foreign language depends on adopting effective learning strategies, as well as on the learners developing awareness about their own learning. The study also maintains that language teachers need to help learners expand their learning styles by encouraging them to use more effective learning techniques.

Key Words: Learning styles, learning strategies, language perception, strategy training

Business Japanese Education and Its Outcomes

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Japanese business language usage and their business etiquette is one of the most investigated research keywords in sociolinguistics and pragmatics studies on Japanese. Many of us are keenly aware of Japan's significance to the world economy as well as Turkey. According to the data from JETRO (Japan External Trade Organization), Japan's exports to Turkey reached US\$3.6 billion in 2012 from US\$2.7 billion in 2009. And we should note that Japanese companies which has located their Eastern Europe and Middle East Branches are extremely increasing day by day (more than 250 companies). These economic relations are reflected in our classrooms in terms of steady enrolments in our Japanese and Business Japanese courses, in particular. A recent study estimates that about 47% of all Japanese learners elected our department to enroll a Japanese Company (in our out of Turkey) or an International Company while 32% of Japanese learners first reason is to be a Japanese Language Teacher. So, from this data it is crystal clear that in JLT course, not only teaching Japanese and education skills but also having courses on Business Japanese and Japanese Society and their behaviors is a must to teach in the classroom. Two major themes have emerged in this study: the first is to describe the cross-cultural diversities between Turkish and Japanese in business life (e.g business writing, honorifics, ambiguous expressions etc.). The second is the before-after effect of improving the curriculum of JLT department by adding Business Japanese and Japanese Society courses from both micro (linguistic discourses) and macro (social practices) level perspectives based on our survey which is applied on 79 test subjects.

Key Words: Business language education, sociolinguistics, pragmatics, Japanese

A Historical Look on Second Language Teacher Education: Past and Present of the Phenomenon

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Second language teacher education (SLTE) is a relatively new phenomenon for many scholars in the field. However, the roots of it date back to early 60s when language teaching discipline began to be an autonomous field. Since then, SLTE has undergone a considerable change in terms of both its scope and research base and it is crucially important to examine how this change occurred, what led to such a change and how SLTE was influenced in this process. Initially viewed as gaining discrete set of behaviours to use the required methodological skills, learning to teach a language is now seen as a dialogic process formed by multifaceted factors. While research examined teachers' behaviours with a special emphasis on their outcomes during 1960s, recent decades have witnessed a bulk of research investigating how language teachers learn to teach, what forms their knowledge base and how their classroom practices are shaped by other factors. Besides, the field is currently dominated by socio-cultural and critical paradigms which view teachers as the creators of knowledge, but it had a totally behaviouristic standpoint in its initial years. In the light of this considerable change and

following the widening gyre model of Freeman (2009), this review paper presents a historical look on the development of second language teacher education. Each of the decades SLTE went through is separately evaluated in terms of the perceptions about teachers and teaching, how learning to teach was conceptualized and how research examined teachers and teaching. Transitions among these periods are touched upon referring to some seminal studies in the literature and how these transitions influenced the field is also discussed. Finally, this paper gives a picture of how second language teacher education currently views teachers and teaching, learning to teach and potential research areas by comparing the past and today of the field.

Key Words: Second language teacher education, historical development, current trends in SLTE

Copular Constructions in Portuguese L2 by Chinese Learners: Acquisition beyond the Critical Period

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Languages differ with respect to the occurrence of a copula in predication structures. European Portuguese (EP) require the copula to be always overt (1), but Mandarin Chinese (MC) do not express the copula in certain contexts: if the main predicate is an AP, the copular verb *shì* 'be' is usually not required (2a) and when used it triggers a contrastive (Huang et al., 2009) reading (2b). The copular verb may be omitted even in the context of negative clauses (3). However, if the main predicate is an NP or a PP, the copular verb generally occurs (4). (1) A Maria *(é/está) feliz. 'Mary is happy.' (2) a. Zhang san gao-xing le. 'Zhang San is (now) happy.' b. Zhang san shì gao-xing le. 'Zhang San is (now truly) happy.' (3) Zhang san bú gao-xing le. 'Zhang San is (now truly) unhappy.' ((2-3) from Sun 2006, p. 151) (4) Mulan shi yi-ge yanyuan. 'Mulan is an actress.' (Wu, 2011, p. 851) The goal of the talk is twofold: (i) to observe at what extent the properties of the L1 influence the L2 productions of the learners; (ii) to present a comparative analysis between EP and MC that accounts for the above mentioned contrast and for the way adult MC speakers acquire the predicative copular construction in EP. We will claim that the difference between the two languages rely on the feature specifications of the functional category Pred (Adger & Ramchand, 2003). The data is part of the Learner Corpus of Portuguese FL/L2 (COPLE2), an ongoing project of the University of Lisbon. The subcorpus under study comprises 323 written productions of 129 adult Chinese native speakers from two learning levels (elementary and intermediate). In this talk we are capitalizing on a theory of L2 acquisition that assumes that beyond the critical period L2 learners cannot access to the underspecified functional features of the L1 and therefore they cannot construct a near-native grammar of the L2 (see the failed functional feature hypothesis - FFFH, Hawkins & Chao, 1997). We then predict that where functional feature specifications in MC and EP are different, EP-L2 Chinese learners fail to set the value for the functional formal feature in the L2 and their syntactic representations are closer to the L1, as in (5), from intermediate level Chinese EP-L2 learners; (ii) when they are similar, EP-L2 Chinese learners approximate closely in their syntactic representations to those of native speakers, as we observe in (6), with native-like productions of Chinese EP-L2 speakers even in the elementary learning level. (5) A praia Øé [AP fatástica], ondas Øsão [AP boas] e pessoas Øsão [AP alegres e simpáticas]. 'The beach is fantastic, the waves are good and the people are cheerful and nice.' (zh001CVMTD) (6) a. Lisboa é [DP um cidade lindissimo].

‘Lisbon is a beautiful city.’(zh023CAETF) b. Agora eu estou [PP em Lisboa]. ‘Now I am in Lisbon.’ (zh029CAETF1)

Key Words: Copula, Portuguese L2, Mandarin Chinese

Cross-Linguistic Influence in the Italian Production of Spanish-Catalan Bilingual Learners

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In this work I'm interested in the acquisition of Italian as third language in a bilingual context, where the learners' native languages are Spanish and Catalan. I therefore analyze cross-linguistic influence (CLI) in the oral and written production of Catalan-Spanish bilingual learners of Italian with three different levels of proficiency (beginner, intermediate, advanced) in Barcelona. I discuss the importance of the similarity between the two L1(s) and the target language (TL) Italian. I focus mostly on the occurrence of CLI in the lexical area and I discuss the importance of the similarity between the two L1(s) and the target language (TL) Italian, as well as other possible interfering factors, (i.e level of proficiency, frequency of use, etc). To do so I present a review of the theoretical currents on CLI and the evolution of the phenomenon, as well as the different directions in which it has been studied: direct, reverse and bi-lateral and combined. At the same time, I explain the factors involved in the emergence of the phenomenon, such as linguistic and psycholinguistic factors, emphasizing on the "perceived linguistic similarity" factor (Kellerman, 1983, Cenoz, 2001, Ringbom, 1987, 2007), which has been quite relevant in this analysis. At the same time, I address the factors related to linguistic experience, such as age, competence and the factors involved in transfer from non-native languages. With the ultimate goal of analyzing and understanding the behavior of these learners, in this study, we also review the way in which CLI appears at the lexical levels. Given the context of related languages learning and seeing the characteristics of this type of learning, I concentrate on the literature on the languages involved in our study: Catalan, Spanish and Italian. The analysis reveals the very specific nature of the learning context: this situation of languages in contact implies the application of CLI strategies in detriment of other compensatory strategies, such analogic word-formation. Moreover, significant differences are found as a function of level of competence, and also as a function of modality of production.

Key Words: Multilingualism, bilingualism, cross-linguistic influence

A Language Needs Analysis of Engineering Undergraduate Students at a Technical University: A Multidimensional Approach

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This study investigated the English language needs of engineering students at Bursa Technical University (BTU) for their academic achievement in the content area courses offered in

English. Data were collected from engineering students (N=104), EFL instructors (N=18), faculty members (N=9), engineers (N=12) and employers (N=4) through a 5 point Likert type scale adapted from Canbay (2006) and semi-structured interviews. The results of the study indicate that listening and speaking were the most important skills overall although faculty members and EFL instructors rated reading as the most important skill. Based on the results, this study suggests the need to revise the curriculum of the English language preparatory year to include more technical English to address the needs specific to the sector.

Key Words: English Language, needs analysis, curriculum revision, engineering needs

Assessing Students' Needs in English Language Teaching

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Assessing Students' Needs in English Language Teaching Krystyna Heinz, Martina Chylková
The European Union is trying to develop a society based on knowledge. Learning foreign languages improves general cognitive and meta-cognitive skills, reinforces understanding of one's mother tongue, strengthens reading and writing and develops general communication skills. The ability to understand and communicate in foreign languages is now one of the basic skills that citizens need if they are to participate fully in European society. Within a very short time, the European Union has undergone its most significant enlargement, therefore, at present, it is more important than ever that citizens have the skills necessary to understand and communicate with their neighbours. The question of effective communication among people of different nations is essential to ensure understanding, therefore it is necessary to give university students, including those studying at School of Business Administration in Karviná, Silesian University in Opava, an opportunity to develop their business communication skills that should be implemented in situations related to business communication and to confront them to the reality of a professional environment. Creating of the English curriculum at the mentioned faculty depends on the requirements provided by so called specialist departments, as for example the departments of economics, finance, marketing and management, which confirms the fact that teaching foreign languages is perceived as a service. Consequently, the role of English teachers is to design the curriculum involving especially skills related to reading specialist texts, their comprehension and mastering business terminology. This situation shows a discrepancy between the mentioned requirements and the application of current new trends in teaching business communication. Moreover, it is necessary to take into consideration further factors - big numbers of students in language classes and the fact that their level of English knowledge has been steadily deteriorating. The students' needs and their analysis are often neglected although it seems to be crucial to put forward a question related to the students' expectations and their knowledge acquired during their study at various types of secondary schools. The presented article is based on the analysis of the data gathered in a questionnaire survey conducted in the selected groups of the 1st year students who begin studying English at School of Business Administration in Karviná in the summer semester of the academic year 2014-2015. It is possible to estimate that the students' opinions will bring a new dimension that should be

taken into account when designing English syllabi in the future. Moreover, the results of the survey are intended to be compared to the data gathered from students finishing the English course at the end of the semester.

Key Words: Business English, communication skills, students' needs

Holistic or Analytic Assessment of Speaking in ELT - Do the Scores Differ?

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Because of the change in the language teaching and testing philosophy that took place in the 1970s and the 1980s, there has been a shift from the traditional holistic assessment to analytic assessment in the 20th century (Bachman and Cohen, 1999; Brown, 2004). Although at first glance the shift seemed promising in terms of issues related with the reliability of the scores issues, it was later found that it was not the case. Since then, studies focusing on the scores and the reliability issues obtained via either holistic or analytic assessment can be found in the literature (Bacha, 2001; Barkaoui, 2007, 2010; Carr, 2000; Chuang, 2009; Nakamura, 2004; Song & Caruso, 1996; O'Loughlin, 1994, etc.). Also, as known, assessing productive skills in language teaching such as writing and speaking is a difficult task for not only the students but also for the raters (Brown, 2004; McNamara, 2000; Luoma, 2004). Especially, the spontaneity and the interactive nature of speaking makes it even harder to assess (Fulcher, 2007; Luoma, 2004). Although both holistic and analytic tools of assessment have been used widely in language testing, when it comes to speaking, the literature is limited about whether there is a difference among the scores obtained by using analytic or holistic assessment tool. In fact, to the best of the knowledge of the researcher, there is no study conducted in Turkey focused on comparing the raters' scores for speaking obtained via both types of assessment. As a result, this ongoing study aims to find out whether the scores obtained via holistic and analytic assessment of speaking differ or not. The quantitative data collection method included both students and language instructors as participants. The data collection process started in January 2015 and will be completed at the end of March 2015. So far, 10 prep class students and 24 English instructors of a state university in Turkey volunteered to take part in the study as participants. First, the students were given speaking exams individually, which was held according to criteria set by the Testing Office of the prep class of the state university. Each exam was recorded by the researcher and combined into an MP3 file. Before the assessment process, although the instructors were experienced about using the holistic assessment tools previously, they were nevertheless trained for 2 hours by the researcher about using the holistic assessment tool, which was obtained from the Testing Office of the department. Then, the instructors were asked to assess the speaking samples obtained from the students using the holistic assessment tools. To decrease the retention effect for the raters to remember the speaking samples, the instructors will be trained again to use the analytic assessment tool in March and will be asked to assess the same speaking samples by using the analytic assessment tool after the training. The results are to be compared to see whether a statistically significant difference occurs in the scores obtained via holistic and analytic assessment of speaking.

Key Words: Speaking, holistic assessment, analytic assessment, scores

Voice Onset Time of Plosives in L2 English of Turkish Speakers

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Voicing is one of the primary segmental features of consonants in all natural languages. Voice Onset Time (VOT) has been determined to be the most prominent indicator of the voicing property of consonants. However, it can only be measured for plosives, since there is a clear time interval between the burst of the plosive and the closure of the vocal folds. Research has proved that voiced plosives have negative VOT, whereas voiceless plosives have positive VOT in most languages. This basically means that vocal folds start to vibrate before the burst of voiced plosives, while they have delayed vibration for voiceless plosives. VOT, which has also been suggested to be a factor in determining non-native accent, has been measured for a number of languages. We can assume that VOT values of plosives in a second language of learners bear similarities to those of the first language rather than to those of the second language. Therefore, this study aims to analyze the VOT values in English spoken by Turkish speakers of English. The study serves to distinguish Turkish-accented English with digital means. The participants were proficient and fluent speakers of English. They read some carrier words containing syllabi starting with the six plosives (/p/, /b/, /t/, /d/, /k/, /g/) in English, and they were recorded with the help of a PC and an omni-directional microphone in a sound-treated environment. VOT values were measured using Praat version 5.3.63. Obtained VOT values from the recordings were compared with existing, standard VOT values previously identified for both English and Turkish. Our findings demonstrated that proficient Turkish speakers of English articulate plosives in a rather dissimilar fashion to that of native speakers of English.

Key Words: Voicing, plosives

The Effect of L1 Script Direction on Illustration Layout of L2 English Reading Texts

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Although the process of second language reading comprehension has been well investigated, there are limited number of studies investigating L1 script direction and its effects on ESL reading comprehension process. Studies in L1 script direction and ESL reading have mostly covered cognitive aspects rather than linguistic varieties. There are studies concerning single character and word recognition (Jonides, 1979; McKeever & Huling, 1971; Smigasiewicz et al., 2010); visual asymmetry in reading (Battista & Kalloniatis, 2002; Heath, Mahmasanni, Rouhana, & Nassif, 2005; Pollatsek, Bolozky, Well, & Reiner, 1981); and lateral dominance (Diamond, 1977; Orbach, 1967); syntactic features (Foucart & Frenck-Mestre, 2012). The purpose of this study was twofold: to discover the any possible differences in reading process of L1 left-to-right and right-to-left learners of English; and to investigate possible effects of L1 script direction on ESL reading text and picture layout. More specifically, ESL learners

with left-to-right L1 script direction (such as Turkish learners) and right-to-left L1 script direction (such as learners from Syria and Iraq) were asked to do a reading task as their eye movements are recorded with eye-tracking computer set-up. The findings were compared against each other. For these purposes, two instruments were employed: Reading text with illustrations and *Use of illustrations in reading texts* questionnaire. The results of the first data collection tool suggested that students with left-to-right L1 script direction fixated more on the illustrations on the left than others; and similarly students with right-to-left L1 script direction fixated more on the illustrations on the right of the text. These findings from the first tool were also verified with the questionnaire findings, in which the effect of L1 script direction on learner preference of illustration layout was proven.

Key Words: English as a foreign language, L1 script direction

Understanding Pre-Service Teachers' Attributions for Their Achievements

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As a part of motivation research studies, attribution and achievement studies have an important role in predicting and improving academic performance since controllable and uncontrollable attributions have an effect on learners' future actions. In line with this, this study aims to find out initially what pre-service teachers of English attribute their course achievement to and secondly identify what attributions best predict achievement. To do this, an attribution achievement scale (LAAS) and causal dimension scale (CDS) have been administered to 117 second-year undergraduate students majoring in English Language Teaching in Turkey. The midterm scores of students from a departmental course have been taken as an indicator of their levels of achievement. In LAAS, there are items which asked the reason why they might have taken their midterm scores on a scale of six. Descriptive statistical analysis revealed that the learners were fairly satisfied with their midterm scores (M(102)=3.05, SD=1.67). Students appeared to attribute their course marks to the level of difficulty of the exam (M(116)=4.46, SD=1.27), their amount of effort they put for the exam (M(117)=3.55, SD=1.62), teacher (M(117)=3.44, SD=1.36), ability in understanding the course (M(117)=3.28, SD=1.33), their mood on the day of the exam (M(117)=3.23, SD=1.56), their use of effective study skills (M(117)=3.22, SD=1.28), liking the course (M(117)= 3.01, SD=1.34), classroom atmosphere (M(117)=2.35, SD=1.22), and luck (M(117)=1.96, SD=1.13). The learners attributed their scores as unchangeable (M(116)=6.43, SD=1.65), as other people have an effect (M(117)=5.75, SD=1.67), and as they have the control (M(117)=5.65, SD=1.57). A further analysis revealed that there was a strong positive correlation between learners' exam scores and their attributions as "using effective study skills" ($r=.63$, $n=117$, $p<0.01$), "ability in understanding the course" ($r=.53$, $n=117$, $p<0.01$) and "liking the course" ($r=.53$, $n=117$, $p<0.01$). A multiple regression analysis was used to find out what attributions best predict achievement. The results of the regression indicated the three predictors explained 47% of the variance ($R^2=.483$, $F(3,112)=34.902$, $p<.000$). It was found that using effective study skills significantly predicted achievement ($\beta=.63$, $t(114)=8.848$, $p<.000$).

Key Words: Attribution theory, teacher development, achievement

Alternative Assessment as a Motivational Tool in the Young Learner Classroom

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With the latest educational reform in 2012 young learners start learning English around the age of five. As students of English begin the process of language learning earlier and earlier, the task of assessing and motivating learners becomes more challenging. The purpose of this presentation is to present the findings of a case study that explores the role of assessment as a motivational tool for young learners. The purpose of this case study was to explore and develop a better understanding of the implementation of alternative assessment in the young learner classroom by taking into consideration the complexity of assessing young learners due to their variance in linguistic, cognitive, psychological and emotional levels. This in-depth, qualitative study focuses on teachers' practices and beliefs, as well as the student perspective and the role of alternative assessment in the instructional process. The assessment tools under examination in this study are teacher observation and record keeping, student work, written exams, speaking tests, and portfolios. There are four main areas of focus with relation to the different types of assessment: "child friendliness", "feasibility" or "teacher friendliness" and "compatibility with the curriculum" and "transparency". Data were collected from nine different English language teachers and their use of alternative assessment strategies and tools over a six month period in their first, second, third, fourth and fifth grade English classrooms by means interviews, observations and relevant documents. The findings of the study indicate that teachers use a variety of different alternative assessment methods and tools with varying degrees of regularity and effectiveness. Teachers believe that alternative assessment shows learning and interaction between thinking and learning, emphasizes the student as an individual and encourages active and autonomous learners. They also believe that alternative assessment promotes differentiated learning, clarifies expectations and motivates both learners and teachers. Furthermore, teachers believe that alternative assessment has a positive impact on the learning process and outcomes, as well as on the affective and cognitive development of the students. Six classroom implementation factors were determined to impact the use of alternative assessment in the classroom: language ability, cognitive ability, planning, time, training and classroom environment. It is hoped that the findings of this study will help us, teachers of young learners, design a framework for assessing student progress and development with a set of recommended developmental procedures based on criteria for effective assessment.

Key Words: Young learners, assessment, alternative assessment

Academicians' Views on the New YDS Exam

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Academicians at Turkish universities take proficiency exams for a number of reasons. One purpose may be to get a small amount of rise in their salaries. Another most important reason is to get a satisfactory score, which is a prerequisite for entering M.A. /Ph.D programs. One

other is to get the required score in order to continue their academic careers as associate professors. This study attempts to reveal academicians' ideas related to the content, level of difficulty, relevance of the new YDS exam. The study was conducted with 5 assistant professors who work at state universities in Turkey. They work at different departments at the Faculty of Education. Their common aim is to get 65 (out of 100) in order to apply for associate professorship. They all have entered previous valid exams, namely KPDS and ÜDS but could not succeed in getting the expected score for a number of times. In order to fulfill the aims of the study, a semi-structured interview consisting of 6 questions was developed as data instrument by taking the research questions of the study into consideration. Data from the interviews were analysed qualitatively. The answers were analysed one by one and each answer was compared to the other participants' answers and thus get a general idea about their views. The analysis of the interviews showed that the academicians were dissatisfied with this exam in terms of the structure, content and difficulty. It is seen that the exam has negative wash back effects on the academicians' writing, listening and speaking skills, as these areas are neglected in the exam. It may be suggested such an exam should integrate all the four skills in order to assess test-takers' general language proficiency accurately. Apart from that, the level of the questions should not be so high. The structures used in sentences, phrasal verbs, other low frequency are not really easy to deal with for the academicians.

Key Words: Academicians, proficiency, career

Perceptions of Pre-service English Language Teachers about Their Pedagogical Content Knowledge

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The higher trend of learning English as a foreign language (EFL) results in seeking for the quality in teaching environment. Along with the physical facilities of language learning environments, teachers as the most precious members of the teaching process, represent and present the quality of the language learning process. The quality of a teacher is directly related to the professional knowledge of teachers and the ability of practicing the knowledge. Studies over the years have tried to determine the extent of professional knowledge bases for teachers. Most of the studies shed light on that teachers need to have knowledge of the content, that is, the teachers' knowledge about the subject that they teach and knowledge of pedagogy, which indicates knowing how to teach a certain subject-matter. In the mid-1980s, Shulman, a social scientist introduced a new knowledge base which can be identified as a breakthrough to decide on what teachers should know in order to be well-qualified teachers. It was introduced as pedagogical content knowledge (PCK) being the blending of the knowledge of content and pedagogy by Shulman in 1986. Accordingly, the current study sought to find out the situation of gaining the pedagogical content knowledge in English language teaching (ELT) departments in Turkey. Three pre-service English language teachers who enrolled in "Practice Teaching" course at an ELT department of a state university were selected as participants of the study with the aim of learning their perceptions about their own pedagogical content knowledge and comparing their perceptions with their practices as part of the course. Data for this qualitative study was collected by interviews, observations, and self-reflection forms in order to present how pre-service English language teachers evaluated their own content,

pedagogical and pedagogical content knowledge, how they performed in the classrooms and how they used their knowledge in their practices of teaching. The results of the study suggested that they highly believed that they gained the necessary knowledge to become effective English language teachers and their perceptions about teaching English matched with their practices in general. The current study also aimed to reveal the perceptions of the pre-service teachers about the education they have at the ELT program in respect to its effect on pedagogical content knowledge. The pre-service teachers stated that the influence of the knowledge they gained through the course remained important and the courses equipped them with both language and teaching skills during the interview. For the most impressive course, each pre-service teacher named “Teaching English to Young Learners”. During the practices, it was found out that the principles and elements that the course covers have effects on pre-service teachers’ implementations. They sought to choose their activities and materials bearing the principles they learnt through this course. In conclusion, it was figured out that pre-service teachers had positive perceptions about their own pedagogical content knowledge and the influence of the courses in the ELT departments on the pedagogical content knowledge.

Key Words: Pedagogical content knowledge, teacher knowledge, pre-service teacher education

Miracle Touches on Pre-service Foreign Language Teacher Education Program: Establishment of a Speaking Club

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Housed in the schools of education, prospective language teachers of English are trained in the English language teaching departments in Turkey. The problems related to the four-year formal training program have long been raised by both teacher trainers and student teachers at scholarly meetings. In the current literature on foreign language teacher preparation the need for a balanced combination of theory and practice is repeatedly voiced by researchers. That is, the theoretical courses integrated into the teacher preparation programs should be enriched with adequate practices thereby helping student teachers internalize the theories and construct reflection-on-action teaching experiences. The study aims at publicizing a ‘best practice’ experience experimented in an ELT department at a state university. By establishing a Speaking Club in the department the junior student teachers were provided with a learning-to-teach laboratory. As a requirement of the Community Outreach lesson, a required course offered in the third year second semester, junior students were asked to moderate speaking club activities. Based on their proficiency, the junior students enrolled in the ELT department at Süleyman Demirel University were assigned to moderate speaking club activities with the guidance of the instructors. The volunteer-based club activity was open to the student teachers enrolled in the departments other than ELT. The data for the study were collected through observations and pre and post interviews with both student teachers as moderators and the other student teachers and teaching staff as attendees. The club activity was also used for microteaching purposes of speaking skills within the teaching language skills course. The researchers plan to conduct a follow-up study when the moderators, that is, the junior student teachers start their practicum next year.

Key Words: Teacher education, teacher development, speaking club

Initial Teacher Socialization in the Context of Curriculum Reform

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Currently, teacher learning is viewed “as a form of socialization into the professional thinking and practices of a community of practice” (Burns & Richards, 2009, p.2) In this socialization process, language teachers are considered not only the users but also the creators of legitimate knowledge. As early as 1980s, through rich, descriptive case study Elbaz (1983) coined the construct “practical knowledge” and Clandinin (1986) “personal practical knowledge” to refer to the contextual nature of teachers’ knowledge. Johnson (2009) described practitioner knowledge within the second language education field as “legitimate knowledge that is generated by and from practitioners as they participate in the social practices associated with L2 teaching and learning” (p.22). The aim of this study is to explore how pre-service English teachers construct knowledge through participating in the practices at the university and later at the practice school in the context of curriculum reform in Turkey. This study utilized qualitative research approach. A group of pre-service teachers was followed through their practicum experiences throughout two semesters while they were observing the English language classes and later teaching them at a public school in a big city in Turkey. Data was collected through nonparticipatory class observations, recall protocols, pre-service teachers’ reflections, and interviews with pre-service teachers and mentors. In data analysis, inductive approach was used (Creswell, 2008). Data was reduced into themes which address the concern of the study. Results are organized under the themes of problems that these pre-service teachers experienced during the practicum in time of nationwide curricular reform and of the solutions that they generated to address these problems. Thus it is aimed to unfold the initial development of practitioner knowledge. The results are discussed in relation to similar studies in Turkey and abroad and suggestions have been made to aid pre-service teacher socialization during practicum.

Key Words: Pre-service teacher education, curriculum reform, practicum, mentoring

Turkish EFL Instructors’ Current Perspectives on “ELF”: A Comparative Study in Turkey

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English was predicted to be the world’s future lingua franca, especially among multi-competent language users in international communications (Graddol, 1999). The role of English as a lingua franca (ELF) has realized itself as in Graddol’s prediction and even gone further. Up to now, none of the languages has such an internationally-recognized role which is as distinctive as English does at present (Dewey, 2007). As in all parts of the world, English has taken its place in the heart of foreign language teaching field in Turkey, especially after the 1980s. In the last 15 years, there is a great tendency to relate English language teaching to

the ELF concept and its practice (O'Regan, 2014). Following this trend, there is a need for scrutinizing the ELF issue in Turkey, too. Since investigating language teaching and learning is obviously bound to learning about teachers (Varghese, Morgan, Johnston & Johnson, 2005), this paper aims to examine how ELF, ELF-related concepts and their pedagogical are viewed through the lens of Turkish EFL instructors. 12 instructors from a state university in Istanbul and 10 instructors from a foundation university in Ankara have participated in the study. Data have been collected via audio-taped semi-structured interviews, which are based on 8 basic ELF-related questions and instructors' first-hand experiences. There are three major research questions that the study seeks answers: 1) what are the instructors' opinions about ELF and World Englishes? 2) should these aspects of English be a focus of instruction in preparatory classes? , and 3) what are the instructors' own opinions about learning the varieties of English? As for data analysis, open-coding has been employed to do content analysis of the transcribed interviews. The results of the study have shown that the ELF issue is still such a new concept in Turkey that EFL instructors from both institutions abstain from the ELF concept, other varieties of English and their pedagogical use for various reasons. In relation to the results, educational implications of this study will also be provided on how to integrate "ELF" into classroom practice.

Key Words :English as a lingua franca, ELF, Turkish English language instructors

Understanding the Reasons behind Plagiarism in Undergraduate EFL Academic Writing

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Plagiarism is using others' ideas or words without citing appropriately and as novice authors, undergraduate students have been under the risk of being accused of plagiarism more than the others. Following the implementation of a plagiarism detector for several years, the researcher of the present study revealed a decline in the number of plagiarism incidents. However, there were several plagiarism incidents despite the implementation of a plagiarism detector. A number of 194 student-papers in Advanced Reading and Writing Skills course of 2013-2014 academic year spring semester were considered. A careful investigation of originality reports retrieved from a plagiarism detector revealed the incidents of plagiarism in 28 assignments. Accused students were interviewed individually by the lecturer, and also the researcher of this study, to reveal their reasons of plagiarism. In spite of the existence of several reasons for plagiarism, they mainly complained about their weaknesses in paraphrasing skills. During the interview, they were also instructed on benefiting from similarity reports of plagiarism detectors. Following the interview session, they revised their papers and resubmitted within two weeks. Seventeen of these 28 students managed to submit plagiarism-free assignments. Although the contribution of plagiarism detectors on declining the number of plagiarism incidents cannot be declined, the results of the study highlight that a plagiarism detector may not be sufficient in preventing plagiarism. Therefore, understanding the reasons for plagiarism will assist academics to develop more appropriate curriculums for their courses and policies against plagiarism.

Key Words: Academic writing, digital feedback, plagiarism, plagiarism detectors

Reflections on Prospective English Teachers' Perceptions of Learner Autonomy & Changing Teacher Roles

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This study explores how the changing teacher roles -considered among the implications of learner autonomy for the language class- are perceived by the future English Teachers, successively discussing the reflections such perceptions may have on the actual practice of English Language Teaching in Turkey. It has been a fairly long time since "Learner Autonomy" first came to be employed at policy and planning level across several language teaching curricula all over the world as the preferred learner ability to be fostered both inside and outside the classroom. Inspired by a shift of focus on learning rather than teaching, learner autonomy emphasizes ones taking over of his/her own language learning responsibility and utilizing the self-resources to the fullest possible extent in order to account for a multi-competence language development. Conceptually marking a social turn in the philosophy of ELT, the term has had various practical implications for the language learner as varied as a scope for individualized learning, an increased focus on strategy teaching, reliance on alternative self-assessment tools and utilization of self-access materials, each of which have been intended to make a meaningful change in the way languages are learnt. Evolving in tandem with these changes, the expected roles of the language teachers have also been re-characterized, minimizing their direct influence on the students' learning styles and maximizing the self-initiated activity of the learners. Although in theory these changes for-the-better have been recognized by the Turkish Ministry of National Education in the English Language Teaching Curricula published in 2006 and 2014, the extent to which the Prospective English Teachers currently enrolled in Teacher Education Programs of Education Faculties prioritize the autonomy inspired teacher roles over the teacher-directed ones still remains an issue to be discussed. In an attempt to address this question, the current study features the results of a teacher roles ranking survey delivered to 80 (N=80) participants enrolled in the 1st, 2nd, 3rd and 4th grades of the ELT departments at Istanbul University. The results of the survey outline the future English Teachers' perceptions of learner autonomy as well as their level of willingness to adopt the new teacher roles in the class, emphasizing the need for an increased focus on the experiential, applicable and exemplary language learning practices that promote learner autonomy in English Language Teacher Education.

Key Words: ELT, learner autonomy, language teacher education, curriculum development

The Age and Gender Effects on Achievement Attributions of Turkish EFL Learners

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This study sought to explore whether female and male learners of English as a foreign language tend to explain their achievement in their English classes. The study also investigated an age factor on achievement attributions. To do this, a composite instrument was administered to a total of 559 learners of English across five cities in Turkey. A total of 260 students were from the 6th grade while 299 were studying English at the 10th grade. Of participants, 331 were female while 228 were male. The composite instrument sought

achievement attributions after their latest English exam results were released. An analysis of the data revealed that both groups identified the teacher input as the most important attribution for their achievement although the 10th graders reported a much lower mean value for the teacher effect. A further analysis of the data revealed main effects both for gender and age and interaction effect of gender and age on attributions given for the test performance. The results will be discussed and suggestions will be made in relation to current literature.

Key Words: Age, gender, achievement attributions

Postmethod Pedagogy and Reflective Practice: Current stance of Turkish EFL Teachers

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Current discussions about the methods in English language teaching show the dissatisfaction with the outcomes of the implementations of the conventional teaching methods. The postmethod pedagogy argues that traditional methods have limiting and limited effects on both language learners and teachers (Kumaravadivelu, 2006). In this sense, postmethod pedagogy, which highlights the importance of location specific, context-sensitive and teacher-generated educational settings, values teachers' decisions during teaching and highlights the importance of actual practices of teachers. One of the overarching features of postmethod pedagogy is that it highly emphasizes the role of the teachers as decision-makers. In that sense, teacher reflection is seen as a major component as teachers with the help of self-observation, self-analysis and self-evaluation can shape and reshape classroom learning and teaching (Kumaravadivelu, 1994). This process can only occur with teachers who have a sense of plausibility, which means "subjective understanding of the teaching they do" (Prabhu, 1990, p. 172). Akbari (2007) claims that one of the consequences of the postmethod era can be regarded as the rise of reflective practice in language teaching. In this sense a reflective teacher is defined as a critical examiner of classroom practices who comes up with different ideas to enhance students' learning and be able to put these ideas into practice (Akbari et al., 2010). This ongoing quantitative study aims to focus on the relationship between EFL teachers' perceptions of postmethod pedagogy and their reflective practices in respect with demographic (e.g., age, gender, and years of experience) and educational variables (e.g., academic major). The data will be collected in Turkey via a nation-wide online survey consisting of two separate sets of questionnaires focusing on postmethod pedagogy and reflective practice. The survey also includes a set of questions to obtain demographic data. The data gathered via this survey will be analyzed to see whether there is a relationship between teachers' perceptions of postmethod pedagogy and their reflective practices. Also, T-test and ANOVA will be employed to see whether teachers' perceptions towards postmethod pedagogy and reflective practices differ according to their background and educational variables. To the best of the knowledge of the researcher, there is no such a study conducted in Turkey so far. Thus, the results will be beneficial for method designers, teacher educators and also teachers since the findings will raise awareness about teachers' perceptions on postmethod pedagogy and reflective practices.

Key Words: Methodology, postmethod pedagogy, reflective practice

The Attitudes of Pre-service and In-service Teachers towards Communicative Language Teaching

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The Communicative Language Teaching has become increasingly popular in foreign language teaching all over the world particularly since the early 1990s. Putting the emphasis on the communicative functions of language and aiming to provide the learner with the necessary skills so that s/he can communicate the meaning in unrehearsed contexts in a creative and meaningful way, this method has influenced the majority of the teacher training programs of educational faculties, foreign language curriculums as well as the vast market of teaching materials, namely the textbooks. This situation is also valid for the teaching of English in Turkey. This study aims to find out the attitudes of the pre-service and in-service teachers towards the Communicative Language Teaching in order to compare the two groups as well as to determine the factors according to which these attitudes may vary. The data have been collected from 101 pre-service teachers at Dokuz Eylul University, ELT Department and 40 in-service teachers working at different schools in İzmir, Buca via the Attitude Scale for Communicative Language Teaching developed by Karavas-Doukas (1996). The results are expected to reveal the attitudes of the pre-service and in-service teachers towards the Communicative Language Teaching and show the factors according to which their attitudes vary.

Key Words: Communicative language teaching, attitudes, in-service teacher, pre-service teacher

The Beliefs and Practices of English Language Instructors about the Use of ICT and Multi-media Tools in ELT at the Preparatory Schools in Turkey

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This study explores the beliefs and practices of English language instructors about the use of ICT and multi-media use in ELT at the Preparatory Schools of both state and private universities in Turkey. This study specifically examined how instructors perceive and make use of ICT and multi-media tools in language instruction and their possible classroom implementations by exploring the factors that affect their use of ICT tools. Data was collected through an online questionnaire on Survey Monkey. There were 41 instructors from state universities and 26 instructors from private universities participated in the study. The results of the findings revealed statistically that there is a significant difference on the items whether ICT tools helped them to teach listening more effectively and there is a tendency to be significantly different on item whether the instructors can read easily from an i-Tool. Moreover, the results also indicate that instructors' beliefs and their classroom practices match on most of the items covered in the survey. However, the results also show that there are differences between the beliefs and practices of instructors on the items stated below: - ICT and multi-media tools are beneficial in improving reading skills and ICT and multi-media

tools helped them to be more effective in teaching reading, - ICT and multi-media tools are beneficial in improving listening skills and ICT and multi-media tools helped them to be more effective in teaching listening, and - the learners can learn more via ICT and multi-media tools than via books and their learners have benefited more from the uses of ICT than they have from traditional course books.

Key Words :Information and communication technology, teachers' beliefs, teachers' practices

What Do 'I' and 'We' do in Postgraduate Academic Writing?: An Exploratory Study of Turkish and British Students on Authorial Roles

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This study reports an exploratory research of authentic texts written by Turkish native speakers (TL1), Turkish speakers of English (EL2) and English native speakers (EL1). Ivanic and Camps (2001) highlighted the fact that there are three crucial components in the production of knowledge, i.e. research, thinking and writing. This simply indicates that the authors as the text owners can achieve various rhetorical roles while presenting the knowledge after carefully constructed within intended meaningful units. Therefore, the focus of the paper shall be on the authorial roles taken over by the postgraduate writers in writing one of the most influential sections of dissertation, that is discussion section. The corpus of the research included 90 successfully completed dissertations, and a corpus-informed discourse analysis approach was applied in the identification of choices of authorial roles in a written genre. A manual analysis of sample texts from the corpus resulted in a list of explicit and implicit authorial references, which, then, was used in the analysis of whole corpus. Following Fløttum (2012), the accompanying verbs in combination with the explicit and implicit authorial references were taken into consideration in allocating the roles to the representation of authors in the texts. The qualitative analysis suggested that there were four different rhetorical roles assigned to the manifestation of authorial presence by the postgraduates: Research Conductor; Opinion Holder; Discourse Creator and Participant; and Community-self. Interestingly, although there was not a great variation across groups in using one of the roles more frequently than the others, the types of the authorial references (explicit or implicit) to accomplish such roles statistically differed across groups as Turkish L1 writers tended to construct a more impersonal academic prose compared to EL2 and EL1 writers.

Key Words: Postgraduate academic writing, cross-cultural and linguistic study, genre analysis, corpus

/inglis/ or /ingliS/? Greek Learners' Perceptions, Accentedness and Identity Issues

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Extensive research on L2 learning has indicated that learners' and speakers' attitudes, as they are shaped by various psycho-socio-political as well as linguistic factors, bear an important aspect in language learning. This is the case as L2 learners and speakers can liaise their own identity with the culture of the target linguistic community (Ellis, 1994). These attitudes in turn will affect their success in learning the target language. Pronunciation, a salient component in L2 learning, has been closely associated to successful or unsuccessful oral interaction among interlocutors from heterogeneous linguistic backgrounds. What's more, accent, an inherent part of pronunciation, is also associated with speakers' identity and identity construction as evinced by research. In fact, it has been asserted to be one of the prime indicators of speakers' socio-cultural identity. Thus, despite being intelligible, a number of L2 learners and/or speakers, at large, might intentionally try to manipulate their pronunciation towards a native-like norm, should they better associate themselves with the target community and wish to converge towards it. Similarly, others might decide to sound just intelligible and diverge from the target community pronunciation norms if they prefer to associate themselves with the L1 group they originate (Dalton and Seidlhofer, 2001; Jenkins, 2005) and feel that their cultural identity may be called into question (Bialystok & Hakuta, 1994; Pullen, 2011). In an attempt to investigate the relationships of the aforementioned constructs in Greece, i.e., the interconnection of the cultural identity, the degree of accentedness and the viewpoints that native Greek advanced speakers of English hold towards English pronunciation, a study was conducted. The participants of the study were advanced-C1 and above-undergraduate university students in Athens, Greece, who use English as a foreign language. After having answered questions on demographic information, the participants responded to a 5-point Likert-based questionnaire about their cultural identity and attitudes towards English accented speech. Descriptive statistics were performed to analyse the data gathered from the questionnaire. Based on the research findings, conclusions are drawn on the interconnection of cultural identity and the Greek speakers' attitudes towards English pronunciation, the degree of accentedness in their speech as well as on whether and to which extent native-like pronunciation of English constitutes a threat to their cultural identity. Conclusions lead to pedagogical implications on the pronunciation instruction in the EFL classroom.

Key Words: EFL, cultural identity, accented speech, speaker perceptions

ELF Teacher Education and Professional Development: Transforming into an ELF-aware Teacher

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The overall purpose of this paper is to provide an insight into the way English as a lingua franca (ELF) teacher education may contribute to the transformation of English as a foreign language (EFL) teachers into reflective ELF-aware practitioners. To this end, the author's personal transformative journey towards embracing the ELF-aware paradigm is critically discussed, illustrating the ways through which her attitudes and practices have shifted as a result of her participation at the 'ELF-TEd Project', a pioneer professional development programme organized by Bogaziçi University and Hellenic Open University. More specifically, adopting a blended e-learning approach, this programme, which lasted for about nine months, aimed at raising in-service teachers' awareness of the implications of ELF research for teaching and learning; in this regard, the participating teachers, including the

author herself, were engaged, on the one hand, in critical reflection and constructive dialogue on fundamental ELF-related issues as discussed in the relevant literature and, on the other, in generating their own theory of effective language teaching in their own contexts. Using qualitative and quantitative data gathered through multiple sources, research carried out in the framework of the ‘ELF-TEd Project’ actually intends at investigating possible links between transformative ELF teacher education and ELF-aware pedagogy. In this paper, therefore, after briefly discussing the purposes and the content of this programme, data generated by the author are presented, providing a comprehensive account of the processes she went through while transforming into an ELF-aware teacher; such data include parts of the reflective journal she kept throughout the programme’s implementation, responses to questionnaires with closed- and open-ended questions administered at the beginning and at the end of it, as well as teaching materials she produced during the last phase of the programme involving carrying out ELF-aware action research in one’s teaching situation. The paper concludes with the lessons she has learned out of this experience, highlighting the significance of the ‘ELF-TEd Project’ in terms of her professional development; in this respect, aiming at contributing to the body of knowledge in the field of ELF teacher education, it is argued that, based on the data presented in this paper, true ELF-aware transformation may actually entail experiencing an overlapping cycle of deep, intense and often contrasting emotions, ranging from bewilderment, self-doubt and self-disappointment to enthusiasm, optimism and self-assurance.

Key Words: ELF-ted project, English as a lingua franca, professional development

ELF-aware Pedagogical Practices of Senior Turkish EFL Pre-service Teachers in the Practicum Period: A Case Study into Changing Teacher Cognitions and Pedagogical Perspectives in the Tertiary Context

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This qualitative case study, framed by transformative learning and the community of practice, aimed to investigate the new ELF-aware insights and classroom practices that a group of senior Turkish pre-service teachers developed during the practicum period in the tertiary context in the academic year 2013 and 2014. A group of 40 EFL pre-service teachers from a major state university doing their practicum in different schools and with different learner profiles participated in the study. The participants were also involved in an international teaching English as a Lingua Franca project in the practicum period. The project incorporated a theoretical and a practical component. The former required pre-service teachers' engagement in ELF- related articles and various reading materials and watching ELF-related videos and replying to discussion questions uploaded to an online portal (ELF Portal - <http://teacherdevelopment.boun.edu.tr>). It also incorporated asynchronous ELF-related discussions among the participants based on certain prompts posted to a closed ELF Project Facebook group. On the other hand, the latter required the participants to prepare an ELF-aware lesson plan and apply it in a real classroom setting in the practicum schools. The data was collected via the responses that participants uploaded to the ELF project website, their comments to the prompts in the Facebook group, the ELF-aware lesson plans, the video-recordings of the ELF-aware lessons in class and the ELF Project evaluation form that the participants filled in at the end of the study. The data was analyzed through the constant comparison method based on the coding of the emergent themes in the data. The findings

indicated that the majority of the participants experienced varying degrees of changes in their level of awareness concerning the ELF-related issues and that engaging in ELF-aware classroom practices enabled them to internalize a global perspective into teaching English during their practicum. They pointed out that through the establishment of a theoretical basis in the teaching and learning of ELF followed by their involvement in ELF-related pedagogical practices, revising their teaching philosophies by incorporating ELF-aware elements, restructuring their own role as an ELF-aware teacher and, conceptualizing themselves as informed educators engaged in transformative learning in the post-method era, they have become empowered as future teachers of English.

Key Words: ELF-aware, pre-service teachers, practicum, lesson plans, emic perspective, conceptual changes, pedagogical applications, insights

Reflective Practices via Online Discussions

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Reflective practices, which can be defined as deliberate thoughtfulness of teachers via which they can control their own learning with the assessment and application of their knowledge in order to come to a conclusion of a problem or situation, have been considered an essential element of teacher education. With the help of recent technological developments, they have been utilized in online platforms via discussions. Studies in the field have shown that reflective practices via online discussions provide participants a richer context for examining each other's ideas. Yet, the effective use of online discussions in reflective practices and the content analysis of the online discussions have been disregarded in teacher education. In this study, findings of a qualitative study on reflective practices via online discussions are presented. The study is conducted with nine experienced English as a Foreign Language (EFL) teachers who are pursuing their Master's Degree at a private university in Turkey. The purpose of this study is to investigate a) the types of reflection (reflection-in, on and for-action) experienced EFL teachers engage in during their reflective practice oriented online discussions and b) how, if at all, online discussions contribute to reshape teachers' beliefs and practices about teaching and learning. Over four months, the participants write five reflective papers in their methodology course. The contents of reflective papers assigned by the course lecturer can be categorized under themes as a) teacher as a language learner, b) reflecting on current teaching practices, c) reflecting on post-method era, d) teacher as a cultural mediator, and e) teaching with technology. The first two assignments expect participants to refer to their experiences as a teacher and learner. For the next three papers, the participants are expected to complete their reflective assignment by blending the information they get from the assigned readings of the course with their personal ideas and experiences. Upon the completion of each reflective paper, the students are expected to post their own reflection, and are asked to comment on at least three other students' reflective posts in each discussion session. After completing all five reflection assignments and discussion sessions, the participants have one-to-one interviews with the researcher for each online reflective practice regarding their previously posted reflective paper and discussion comments and evaluate, if at all, the effect of these sessions on their teaching practices and learning. The content analysis of the discussions and interviews are used as data in this study. This study offers that online

interaction can be used as a significant tool for developing EFL teachers' reflective practices. The findings of the study may contribute to the literature by providing further support for RP-oriented discussion forums application not only as a support for face-to-face (FTF) courses but also for distant education. Moreover, the study may reveal findings regarding reconstructing teachers' beliefs in their teaching and learning.

Key Words: Reflective practice, online education, technology, teacher development

Time to Learn Not Only the Word but the World

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In Turkey schools in higher education started following a more progressive approach in their foreign language curricula in recent years. Nonetheless, while progressive pedagogy is known for its innovative methods and process-oriented approaches, it does not concentrate much on sociocultural and sociopolitical backgrounds of the learners. It follows a mainstream curriculum with the use of market course books in language learning and teaching settings. When critical literacies are employed, however, teachers can explore alternative ways to read texts that can reposition learners as active and critical agents, rather than passive robots. Critical literacy makes it possible for teachers to facilitate essential thinking processes by employing language material that feeds itself on a more transformative pedagogy and by acquiring a critical understanding of the language, experience, and cultural forms of the learners that are historically situated and politically analyzed in wider economic and social contexts. Accordingly, this qualitative study presents an example of critical literacy practices in which learners in a state preparatory school engage in questions and activities that go beyond the course book reading texts. The study aims to equip and empower not only learners but also teachers with critical literacy approach. The findings of this study suggest that when critical literacies are taken into account, both teachers and the learners develop questioning critically, explore alternative perspectives, reconstruct and negotiate meaning to gain a deeper understanding of the world issues and the social realities of their own lives and of their communities.

Key Words: Higher education, critical literacy, transformative pedagogy, course books, foreign language curriculum

Integration of ICT Skills into the Instruction of Turkish as a Foreign Language

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In this age, various sources of information technology enable language learners to access, store, transmit, and manipulate information. Likewise, the use of Information and Communications Technology (ICT) also provides with lots of chances for teaching and learning language skills. In this study, we have tried to find out whether we can contribute to instructional capacities by shedding the lights on use of ICT tools when teaching Turkish as a Foreign Language. Therefore, the benefits that will bring about for students in terms of improving four language skills are negotiated are discussed in the study. The applications

within the internet websites and the social media tools appear to be assisting the students to improve their language skills both inside and outside the classroom environment. Yet, considering the contents of such applications, it is obvious that it should be provided with further practice and training on how to integrate ICT in to the instruction. The study suggests an extensive use of ICT tools for the institutes of Turkish as a foreign language. Such implementations will finally affect and facilitate the process of teaching and learning receptive and the productive language skills.

Key Words: ICT (Information and communications technologies), language skills, writing, reading, listening, speaking, technology and language teaching

English as a Foreign Language Learners' Perceptions of Educational Podcasting

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Podcasts are audio files which can be automatically downloaded to the user's computer or mobile device whenever a new episode is available through subscription to the feed. Apart from being used for entertainment and information purposes, they have also started to be used for language education. As it is a recent technology, there are a limited number of studies on podcasting as a language learning tool, and more studies are needed in order to determine its effectiveness in improving learners' language skills. This paper presents an ongoing study on English as a Foreign Language (EFL) learners' perceptions of educational podcasting directed at developing listening skills. The purpose of the study is to investigate the perceived effectiveness of podcasting as a language learning tool for EFL learners' listening skills. Over a six-week period, 50 EFL learners taking preparatory courses at a state university in Turkey will be provided with podcasts prepared by British Council. The learners will listen to the podcasts as an out of class activity. Two episodes each of which takes ten minutes at most will be listened to each week. Moreover, the learners will be provided with short comprehension activities which will be checked by the researcher over an online platform. In addition to the chosen podcasts, some other podcasts directed at improving language skills will also be recommended to the students. At the end of the six-week period, the learners will be asked to fill out a questionnaire gauging their perceptions of this technology. In addition to the questionnaire, interviews will be conducted with eight participants in order to explore their reactions to this technology more fully. Data collected from the questionnaire and interviews will be analyzed using both quantitative and qualitative analysis. The findings of this study will reveal the reactions of language learners towards a promising technology which can be used to enhance learners' language skills. Language learners, teachers and school administrators may consider the results of this study while integrating educational podcasting into learning process.

Key Words: Educational podcasting, technology, listening skills

Magical Moments in English Language Classrooms: How Can We Develop Ourselves Professionally and Make the Most Out of Critical Incidents?

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Rapid developments in the field of English language teaching are leading to changes in institutions as well as curriculum, national tests and students' needs. Language teachers need to develop themselves professionally and to do so they can take part in several activities once their formal training is over. The critical incidents the teachers face in their classrooms can be regarded as a chance for their professional development too. A critical incident is an unexpected and unplanned event that occurs in a lesson and which might trigger insights about some aspect of teaching and learning. Critical incidents prompt the teachers to stop and to reflect on the meaning of the event and to consider its longer-term effects on the teaching. Critical incidents serve to many purposes such as a form of reflective inquiry, heightened sense of professional awareness etc. In this study, the researchers investigated the commonest critical incidents occurring in the English language classrooms. In doing so problems identified and solutions enacted by practicing English language teachers would be specified. The data was collected via online questionnaire with the participation of the practicing English language teachers. It was a three-part questionnaire. In the first part, practicing English language teachers were to write the biographical knowledge. In the following part, they were supposed to write the school information they work at. In the final part of the questionnaire, the practicing English language teachers were expected to write the most frequently faced critical incidents that occurred in their classrooms and the solutions they enacted. The study is expected to provide insights for practicing teachers, particularly those relatively new to language teaching, and for the prospective English language teachers enrolled in the ELT departments as well.

Key Words: Professional development, critical incidents, ELT

Professional Development of Language Teachers and Applied Linguistics

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Studies on professional development for second/foreign language teachers focus on the theoretical and practical avenues that help teachers to acquire the knowledge and skills in order to analyze and evaluate the learning/teaching processes in their own contexts. This paper presents the results of a survey to explore the topics that EFL teachers need most for their professional development. The paper discusses the links between applied linguistics and the topics stated, and emphasizes the importance of a good knowledge base in applied linguistics for language teachers.

Key Words: Professional development, EFL teacher education, place of applied linguistics

EFL Students' Speaking Anxiety Experiences: A Case from Tertiary Level Students

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Anxiety is one of the key issues in the acquisition of speaking by EFL learners in instructed language teaching context. Although extensively studied, speaking anxiety, there are still areas to be explored. With this in mind, this study investigates the causes for anxiety in foreign language speaking. The major aim is to find out to what extent different variables such as proficiency level, onset of learning, and gender affect speaking anxiety. In addition, how these variables are connected to different types of anxieties such as speaking, preparedness, question-answer, testing, discussion, public speaking, error correction was searched. The study was conducted at preparatory school of a private university. A Likert-scale questionnaire administered to collect data. The questionnaire had two parts. In the first part, personal information was elicited, while in the second part, the participants were given an adapted version of the Foreign Language Speaking Anxiety Scale (FLSAS), developed by Huang (2004). The questionnaire was administered to 159 prep class students. The data obtained from the questionnaire were analyzed through Independent-Samples t-Test, Bonferroni post hoc test, and correlation by using SPSS. It was found that degrees of anxiety differ in terms of the mode and context of speaking. More specifically, students experience less anxiety in non-threatening context. The study offers implications for instructors and curriculum designers with regard to teaching and testing speaking skills. Rather than one-shot exam sessions, speaking skills should be taught in socially non-threatening settings. It should not be tested under threatening circumstances such as verbal exam format. Rather, formative approach to assessment of speaking should be followed to encourage students to perform this skill in an effective way.

Key Words: Speaking, anxiety, foreign language learners

The Need Analysis of Turkish Academicians' Foreign Language Academic Literacy

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English language competence is of great significance for academic success in this global world. Particularly, for academicians, foreign language academic literacy is essential in order to read and analyze the academic sources in foreign language effectively as well as to produce and present own studies in that language. In spite of various studies and trainings on EAP, it is still questioned why academicians and graduate students cannot have this literacy. To solve this problem, it is urgent to examine and determine their needs for foreign language academic literacy. Addressing to this, the present study conducted a large scale need analysis on the academicians and graduate students across different disciplines all over Turkey. In this way, the present study aimed to determine and discuss which language skill is the most difficult and what language skill competencies they should improve from the academicians and graduate students' perspective. It is believed that the results of such comprehensive and macro

view on the academicians' academic language literacy needs could guide academic language teaching testing in Turkish context. For the study, academic language literacy need analysis survey (ALLNAS) was developed. The survey consisted of the list of language skill competencies, constituting foreign language academic literacy. This list was determined and standardized through a Delphi study in which 81 experts across different disciplines with different academic titles discussed each competence of academic reading, writing and listening. Then, the total 67 competencies were questioned in a survey format with 5 Likert scale. The pilot study was conducted with 300 participants. As a result of explanatory factor analysis and reliability studies (96.0), the final version of survey with 64 statements under 3 factors were sent to the academicians and M.A and PhD. students across Social Science, Science and ELT disciplines at the different universities of the seven regions of Turkey. Through online need analysis, 3000 participants responded the survey. The results were analyzed in terms of the language skill competencies and the participants' disciplines they study. The findings indicated that the participants needed the most of the competencies questioned in the survey and their needs are language skill specific rather than discipline. The participants mostly emphasized the academic writing competencies, which supported the assumption in the literature that the productive skills are the most difficult skill that the ELLs need to improve. The results of the need analysis were discussed for each language skill competency considering the different discipline perspective so that the Turkish academicians' needs for academic language literacy would be described cross sectionally.

Key Words: Academic literacy, EAP, needs analysis

Teacher Trainers As Action Researchers: Scrutinizing the Reasons for Student Failure

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Believing that conducting an action research can be a very effective way for teachers to reflect on their teaching and assessment, understand their classroom practices, identify students' reasons for failure or success, evaluate course materials, etc. the current research aims at identifying the students' reasons for failure in TEYL course at a large state university. The course is offered by two teacher trainers implementing a mutually approved syllabus. In the final exam of the TEYL course 98 of 217 (45%) students failed. Moreover, the students who passed the exam had a very low average of pass grade (49 over 100). Having such low pass grades and high failure rate triggered the researchers to conduct an action research to identify the possible reasons for this situation. For this purpose, the trainers have developed a 35-item questionnaire consisting of four parts investigating student, instructor, course, and exam related reasons. The student related reasons had also four sub categories such as study skills, critical thinking ability, in-class performance/attendance and group work performance/attendance. The questionnaire had an open-ended part having the same categories in addition to the students' suggestions with regard to the course and the exam. 89 students completed the questionnaire in the makeup exam. The overall reliability of the questionnaire was found to be .80 and .77, .78, .70, .81 for respective sub-groups. The results revealed that, having the highest mean score, student-related reasons were identified to be the major reason for the participants' failure from the course. Moreover, the participants' responses indicated that their failure did not result from the instructors of the course. To support the findings and to have an in-depth understanding, the researchers will conduct an

interview with 20 students. The results will have implications for teacher trainers facing similar problems in Turkish context.

Key Words: Reflective teaching, action research, EFL teacher trainees, success and failure, teacher training

Can Teachers Teach What Learners Can Learn?

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This study scrutinises the relationship between second language acquisition and teaching foreign languages. Based on the idea behind the Teachability Hypothesis and the predictions of Processability Theory, it discusses whether taking into account the developmental hierarchy found in both natural and instructed SLA can help improving the process and outcome of teaching foreign languages, curriculum design and error correction.

Key Words : Teachability, processability theory, input, output, second language acquisition

Triggering Engagement through Project-Based Learning in Virtual Education Odesk as a Case Study: Challenges of Education in the Age of Attention

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There process of leaping from traditional education to modern education that has technology as basis for students' interaction with different stakeholders consists a challenge for all these parties and how they will be fulfilling their respective roles. This resulted in an unprecedented spread of knowledge due to the multi-faceted technology tools. This has led scholars to shift their terminology of the present era from 'the age of information' to 'the age of attention'. However, this shift has, inevitably created some hindrance in terms of engaging students while trying to change the real world class with a virtual one. This article presents a descriptive account status quo of tools and methods that are used to engage students, and more precisely, the application of project-based-learning as way to gain students focus, motivation and Engagement. The rationale behind this project based learning represents an optimal framework through which engagement maybe spurred with the right implementation. The famous online freelance jobs website Odesk will serve as a platform where we will ask freelancers who have taken parts in Multiple Open Online Courses (MOOC) whether it helps them or not. The evaluation and assessment of that will conducted through questionnaires and analysing the outcome of these data. The outcomes of this article will not serve as one one-click solution for all the issues E-learning is facing but rather it aims at shedding light on some dimensions that virtual education may benefit from by using the right procedures and approaches which will turn that experience from the bore into an epic win experience. With that said, the hypothesis I am advancing is that online freelance jobs are a form of project based learning that have the potential raising students engagement in a virtual education environment and that the methods that are being used in the age of information are no longer applicable in the age of attention.

Key Words :Virtual education, engagement, project-based learning, Odesk, age of attention

Immersion Language Education in Turkey: A Case Study of a Kindergarten Implementation of an Italian-Turkish Immersion Program

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Turkey has a long tradition of bilingual and immersion education, in particular due to the importance of its minorities in the past. (Karahan, 2005). Recently Turkish educational policies started to support the importance of learning foreign languages in early years of education both in public and private schools, permitting them to set their starting point of a second language instruction at an early age (Bayyurt & Alptekin, 2000). In a commonly studied foreign languages rank in Turkey, Italian language is in the fourth position, after English, French and German. Moreover the number of Italian immersion programs has been increased in the last decade (Amadori & Campari, 2011). In this research we analyze Evrim School case: a historically important institution which includes kindergarten, primary and secondary school, offering Italian language education. Evrim School foreign language education policy can be considered an example of micro language planning (Baldauf & Richard, 2006) since the school's implementation of an Italian immersion program in kindergarten (ITIMP) in order to develop additive bilingualism and intercultural understanding in children (Tedick, Christian, & Williams Fortune, 2011). We described ITIMP collecting data by means of structured and semi-structured questionnaires to school managers and parents, interviews with children and teachers, classroom observations, recordings of teachers' daily activities and keeping logs. We measured the impact of ITIMP on the achievements of 5 years old students in receptive vocabulary knowledge and in oral production in two different groups: the treatment group was attended ITIMP for two year, the comparison group was enrolled in the program for one year. Results indicate that the treatment group outperformed the comparison group in both receptive vocabulary and oral production tests. Bibliography: Amadori G., Campari D. (2012). *L'italiano in Turchia. Rilevazioni statistiche sull'insegnamento della lingua italiana*, Istanbul, Consolato Generale d'Italia. Baldauf Jr., Richard B. (2006) 'Rearticulating the Case for Micro Language Planning in a Language Ecology Context', *Current Issues in Language Planning*, 7: 2, 147 — 170. Bayyurt, Y. and Alptekin, C. (2000). EFL syllabus design for Turkish young learners in bilingual school contexts. J. Moon & M. Nikolov (Eds.). *Research into Teaching English to Young Learners* (ss. 312-322). Pécs: Pécs University Press. Karahan F. (2005). *Bilingualism in Turkey*. Proceedings of the 4th International Symposium on Bilingualism, ed. James Cohen, Kara T. McAlister, Kellie Rolstad, and Jeff MacSwan, 1152-1166. Somerville, MA: Cascadilla Press. Tedick, D. J., Christian, D., & Fortune, T. W. (Eds.) (2011). *Immersion education: Practices, policies, possibilities*. Clevedon, England: Multilingual Matters, Ltd.

Key Words: Early language education, immersion program, Italian language, bilingualism, language education in Turkey

ELT Students' Views on Portfolio as an Alternative Assessment Tool in Writing Lessons

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Portfolio assessment has gained importance due to the shift from product oriented teaching to process oriented approach. Accordingly, the purpose of this study was to identify the views of first year ELT students studying at Akdeniz University in Antalya on using portfolio as an alternative assessment tool and to find out whether they preferred portfolios or pen and paper tests for assessment. The participants of the study were 70 ELT first year students who enrolled in the course advanced reading and writing. The course lasted for six months and during the course, portfolios were used both as an instructional and assessment tool for the writing lessons. Questionnaire was used as data collection device. Participants were asked to rank the statements on a five-point scale ranging from “strongly disagree”, “disagree”, “neutral”, “agree” to “strongly agree”, which measure the degree to which the participants agree with those statements. SPSS 21 for windows was employed for the analysis of data. Descriptive statistics including means, standard deviation, frequency, percentage were calculated to reveal the opinions agreed by most of the participants. The findings of the study were examined under three headings which are; participants' awareness about the portfolio, participants' attitudes related to actual practice in preparing the portfolio and evaluation process, and participants' attitudes related to the advantages and disadvantages of portfolio. The results of the study revealed that most of the participants are aware of the contents and purpose of the portfolio. Furthermore, they have positive attitudes towards using portfolio and they prefer portfolio evaluation to paper-and-pen tests. Another result of the study illustrated that the participants of the study find portfolio assessment advantageous in the issues such as helping them organize and arrange their learning, increasing their willingness, providing them to be more autonomous, understanding their strengths and weaknesses, reflecting on their learning and keeping the habit of writing in English regularly.

Key Words: Portfolio, assessment process

Raising Awareness of Intercultural Education in ELT

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This study aimed at investigating the effect of intercultural training on pre-service English language teachers' with regard to their understanding of intercultural education in English language classrooms. The sample for the study was ten pre-service English language teachers who study in their final year at the Department of English Language Teaching. The data were collected through focus-group interviews and analyzed through constant comparison method. The findings indicated that the training raised participants' awareness of intercultural education and its role in English language classrooms. Yet, the participants' understanding of intercultural education showed some similarities as well as some differences since they went through different cognitive processes depending on their backgrounds and previous knowledge.

Key Words :Intercultural education, ELT, pre-service teacher training

Evaluation of the Textbook Life in Terms of Intercultural Components

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Integration of culture into foreign language classes has taken attention in the recent years as a result of the changes in the field of English Language Teaching. The principles of ‘Communicative Approach’ and the lingua franca status of English encourage teachers to integrate intercultural dimensions into language classrooms. Then, the ultimate goal of an intercultural approach to language teaching does not so much deal with ‘native speaker competence’ but rather focuses on developing ‘intercultural communicative competence’. Regarding such discussions in mind, the present study mainly aimed to reveal how the development of intercultural communicative competence is taken into consideration in teaching EFL by means of a textbook constituting of authentic materials. To achieve this aim, firstly, intercultural elements in A1 and A2 level textbook ‘Life’ that was published by National Geographic Learning were determined. The activities that were related to teaching four basic skills were analyzed through a checklist that was developed Xiao (2010) to investigate the cultural contents of textbooks. The checklist provided categories on ‘target culture’, ‘source culture’, and ‘international culture’. The images and the videos used in ‘Life’ were analyzed in terms of their cultural representations. Furthermore, actual users of the book at university preparatory classes in 2014-2015 academic year spring term, either as instructors or as students, from Yeni Yüzyıl University and Medipol University in Istanbul were delivered a questionnaire that was developed by Skopinskaja (2003). Six instructors and 26 students volunteered to answer the questionnaire where the aim was exploring their opinions about the cultural content of ‘Life’. The questionnaire consisted of five parts dealing with ‘cultural content’, ‘knowledge’, ‘attitudes’, ‘intercultural awareness’, and ‘culture and language’. Besides, four of the lecturers were interviewed. Collecting data from several sources enabled a comparison of qualitative and quantitative findings. The findings of the qualitative data indicated the existence of rich cultural components from various cultures and themes in the textbook. ‘Life’ does not solely focus on British or American cultures; instead, offers a variety of cultures in the activities. It encourages students to be aware of their own culture by means of personalization activities in each unit. Descriptive statistics indicated the superiority of intercultural awareness section in terms of mean scores over the other cultural categories. Findings from the questionnaire indicated similarities between instructors and students and they were parallel to the findings of the quantitative data. As revealed in the interview session, ‘Life’ takes learners attention to the international features of English language and has the potential to develop students’ intercultural skills. However, further assistance for teachers in order how to implement cultural components during their lectures should be provided.

Key Words: Cultural components, intercultural communicative competence, teaching culture, textbook evaluation

What are Foreign Language Academic Literacy Competencies?: A Delphi Study in Turkey

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Academic literacy in English is crucial in this globalized world. Regardless of disciplines, any graduate and faculty are expected to have academic literacy to produce and share knowledge. Although many studies to develop and evaluate academic literacy ELLs have been conducted, there is still urgent call to investigate the academic literacy competencies of ELLs in their learning and discipline contexts. This paper reports the primary findings of a national project on foreign language (English) academic literacy of Turkish graduate and faculty members. As the first phase of the project, a Delphi study was conducted to determine the academic reading, writing and listening competencies. The Delphi technique is a research approach used to obtain a consensus opinion from experts through a series of questionnaires. Applying this technique, this study aimed to reach a consensus on the competencies for each language skill of academic literacy through different disciplines in Turkish context. Although there are different definitions and assumptions on the foreign language academic literacy in literature, there is a need for a list of these competencies agreed and standardized by the experts and target group; considering all disciplines in Turkish EFL context. Thus, 81 experts with different academic titles across different disciplines covering Social Sciences, Science and ELT participated in the Delphi study. Firstly, the standardized skill competencies in literature were reviewed and focus group discussions were conducted and a list of academic literacy competencies (94 items) were formed. Then two Delphi rounds were conducted with the experts. Through online Delphi surveys with 5 Likert scale, the experts evaluated the academic literacy competencies for each skill anonymously. The quantitative and qualitative data for each question and each expert were analyzed and the competencies that the experts agreed were determined considering SD and Mean values. After extracting the items below the consensus level, the experts reached consensus on 66 items. The overall results showed that the experts in all disciplines concentrated on academic reading competencies more and they reached high consensus level. Some competencies such as inferring the main idea, comprehending the common expressions and scanning the texts became prominent. As for academic writing and listening, the competencies rated as the most important were avoiding plagiarism, using different sources, and understanding important terminology. The variations on the experts' ideas across skills were striking, additionally, the experts' comments on the necessity of the target competencies revealed the context-sensitive nature of academic language competencies. The results were further discussed referring to the different perspectives of the experts at different disciplines.

Key Words: Academic literacy competencies, ELL, Delphi

The Effect of Authentic Materials on 12th Grade Students' Attitudes and Motivation in EFL Classes

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This study was designed to investigate whether authentic materials have a positive impact on developing the attitudes and motivation of 12th grade students in EFL classes. This study was conducted over 12 weeks. The participants were 37 twelfth grade students in Bucak Anatolian High School. In order to accomplish the objectives of the study, quantitative research method was applied. In this experimental study, pre-test – post-test with a control group design was used. An experimental and a control group participated and the instrument of the study was an attitude scale. During the ten week training program, the experimental group received suggested activities and exercises using authentic materials such as films, videos, newspapers whereas the control group received the traditional instructional approach using the current course book while focusing on almost the same language items. Both groups were administered the pre-tests at the beginning of the training, and the post-tests at the end of the training in order to analyze the students' attitudes towards English course before and after the implementation of authentic materials. The data collected through the students' pre and post-tests were analyzed using Microsoft Office, Excel 2003 and SPSS 13.00. Descriptive statistics, independent-samples t-test and paired samples t-test were used in the analysis of quantitative data. Based on the quantitative research findings, it can be stated that although pre-test results indicated no significant difference between the means of the experimental and the control group, the means of the experimental group was found to be significantly higher than the control group according to post-test results. In conclusion, it can be said that authentic materials have marked a positive effect on the attitudes of students towards English course.

Key Words: Authentic materials, foreign language teaching, motivation, attitude

Diversity in Language Testing and Assessment (LTA) Literacy of Language Teachers in Turkey: Presentation of the Colloquium

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The educational system in Turkey is very examination oriented (Hatipoğlu, 2010). At every ring of the system there are both compulsory classroom-based (e.g., quizzes, midterms, take home exams) and end of the term exams (e.g., finals). There are also end of the year national exams regularly taken by students at different levels of the educational system (e.g., TEOG, ÖSS) as well as international exams (e.g., TOEFL, IELTS, PISA) given to selected groups of students. That is, every year the demand for and use of assessment data increases. Now, it is also widely recognised that effective schooling is closely related to effective assessment since when assessment is used in the pursuit of student success, student confidence builds up and the progress they show is enhanced (Stiggins, 1999). Therefore, the call for more accurate assessment of students' achievement becomes more urgent every year. Research shows,

however, that only assessment literate teachers are able to use testing and assessment in a way that meets the changing needs of students and other stakeholders in the educational system (Fulcher, 2012). Scrutiny of the teacher training programs reveals a paradox in the educational system in Turkey, though. Despite the importance of assessment in the educational system, teacher training programs in the country did not require a course in language assessment as a requisite for graduation till 1997 and in the current programs there is only one Foreign Language Testing and Evaluation course. Studies investigating the assessment practices of classroom teachers around the world have consistently revealed that inadequate training, similar to the one received in Turkey, leads to limited expertise related to language testing and assessment procedures (Vogt & Tsagaris, 2014) which in turn leads to failing students and poor education. Therefore, the issue of language teachers' language testing and assessment (LTA) literacy has been a hotly debated topic in the field of education in the last three decades (Brindley, 2001; Gullickson, 1984; Hatipoğlu, 2010, 2014, in press; Inbar-Lourie, 2008, 2013; Jeong, 2013; Stiggins, 1999, 2001, 2002; Taylor, 2009, 2013; Vogt & Tsagari, 2014) but no study thoroughly investigating the level of LTA literacy of language teachers in Turkey has been conducted so far. Therefore, the papers in this colloquium aim to be the first steps in filling this important gap in the field. These studies aim to identify and describe the type of training received by language teachers in Turkey, level of LTA literacy of the teachers and the type of training needed so that the teachers are able to cater for the needs of the groups of students they teach. There are four papers in the colloquium and the first two of them (Çiler Hatipoğlu and Sevgi Şahin) aim to uncover what type of pre- and in-service training language teachers currently working in the primary, secondary and high schools in Turkey have received in relation to language testing and assessment procedures. They also try to gauge what those teachers know about language testing and assessment in general and about the specific testing techniques associated with the particular age groups of students they are teaching. Finally, they discuss what the perceived needs of language teachers are in relation to language testing and assessment. The third paper (Zeynep Akşit) looks at the LTA literacy of language teachers working at university prep schools and aims to identify the types of assessment procedures commonly used in language preparatory schools in higher education in Turkey and how those procedures affect the teaching practices. Finally, Nilufer Can Daşkın aims to broaden our horizon when it comes to classroom assessment and investigates when and how conversational analysis can be used as a method to analyse formative assessment practices and how techniques such as these one can make language classrooms more productive. It is believed that the papers presented in this colloquium will contribute to the development of the fields of foreign language testing and evaluation, teacher training and material development in particular and to the progress in the field of applied linguistics in general. It is also hoped that the results of these studies will lead to the creation of a number of pre- and in-service training courses/programs that will help language teachers access the expertise that they need to perform their responsibilities related to testing and assessment better. Finally, although the studies were conducted in Turkey, it is thought that their results will resonate in other contexts where English language teachers strive to elicit information related to their students' progress in the most efficient way.

Key Words: LTA literacy, pre-service and in-service LTA training, types of testing techniques, conversational analysis and assessment.

Diversity in Language Testing and Assessment Literacy of Language Teachers in Turkey

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Day-to-day classroom assessment regulates and determines the level of progress of students since it consistently focuses students' attention on the desired achievement standards (Stiggins, 1999). Among the most important factors determining the success or failure of classroom-based language testing and assessment (LTA) procedures are the teachers who usually organise and administer them. Therefore, there have been calls for expanding the assessment literacy of language teachers around the world (Inbar-Lourie, 2008, 2013; Jeong, 2013; Stiggins, 2002; Vogt & Tsagari, 2014) and in Turkey (Hatipoğlu, 2010, 2014, in press). Improving assessment literacy is important because assessment literate teachers know what assessment methods to employ and when to employ them so that they are able to gather reliable information about their students' progress (Stiggins, 1999). They also are able to communicate assessment results effectively to students, parents and other educational professionals (Stiggins, 1999). Third, they have "the capacity to ask and answer critical questions about the purpose for assessment, about the fitness of the tool being used, about testing conditions and about what is going to happen on the basis of the results" (Inbar-Lourie, 2008, p. 389). Finally, those teachers carefully consider who their students are, why they learn the target language and what their aims are. The group of language learners should be given particular attention especially when they are young learners (i.e., 4-13 years of age) since as with most things that involve children, language assessment procedures for children should be 'special' (Hasselgreen, 2005). Using the statements above as a springboard, the aim of the present study was to uncover whether or not language teachers working with young learners in Turkey have the required training and are prepared to cater for the special needs of their students when it comes to the language assessment processes. To uncover the current level of English language teachers in LTA literacy in Turkey, data from teachers working in primary and secondary public and private schools were collected using questionnaires. The questionnaires had three sections and aimed to elicit information related to teachers' training in LTA, their practices related to classroom-based LTA and their knowledge about the various techniques usually employed to evaluate students' knowledge in the target language. The results of the study showed that teachers working with young learners in Turkey have only limited LTA expertise. To compensate for their insufficient training, teachers employ readily available test and/or teaching materials.

Key Words: Language testing and assessment (LTA) literacy, teaching English to young learners, testing and assessing young learners, teacher training programs in Turkey

Language Testing and Assessment (LTA) Literacy of High School English Language Teachers in Turkey

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Training teachers in classroom-based Language Teaching and Assessment (LTA) is considered as significant as training them for the teaching process since the results coming

from the testing and assessment procedures reveal how much of the learning objectives have been achieved and what needs to be done to better cater for the needs of the learners. In Second Language Teacher Education, testing and assessment knowledge is also considered an essential component of language teacher's knowledge base (Roberts, 1998) because teachers prepare exams and spend most of their time scoring these exams in addition to assessing throughout the learning process. The problem, however, is that few teachers have the necessary qualifications to cope with the challenges of classroom-based LTA due to the fact that they have not obtained sufficient training to do so (Stiggins, 2002). This problem has led to the increasing tendency for research on teachers' literacy in LTA (Davison & Leung, 2009; Tsigari & Csépes, 2011; Vogt & Tsigari, 2014) which aim at finding out solutions to this problem. By doing this, teachers will be better equipped theoretical and practical knowledge in LTA. When the issue of LTA in Turkey is taken into consideration, it is seen that it was only after 1997 when a course in language assessment was included into the pre-service teacher education programs and currently only one Foreign Language Testing and Evaluation course is being offered. With a single course within a term, both theoretical and practical aspects of LTA are taught to the prospective teachers, which often results in inadequate competence in designing reliable, valid and appropriate tests for the specific groups of learners (Stiggins, 2002; Vogt & Tsagaris, 2014). Considering the statements mentioned above, this paper aims to reveal the training received in LTA by in-service language teachers currently working in high schools in Turkey. More specifically, it focuses on uncovering these teachers' knowledge base in language testing and assessment in general and the specific techniques for testing language skills and areas related to the particular age groups of learners. It also discusses in-service English language teachers' perceived needs with regards to LTA. To this end, the data were gathered through questionnaires from teachers working in public and private high schools to shed light on the LTA literacy of language teachers, their practical experiences in relation to classroom assessments and their perceived needs in LTA. The findings revealed that in-service EFL teachers working in high schools in Turkey have received limited LTA training, and they believe that they need in-service training related to specific test and assessment types appropriate for the age group they are teaching and steps/procedures for designing these tests.

Key Words: Language testing and assessment literacy, teacher education, in-service teacher training

Language Assessment in Tertiary Education: The Case of Language Preparatory Schools

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In tertiary institutions where English is used either partially or completely as a medium of instruction students spend one to three semesters to receive English language instruction and as part of the curriculum processes, they undergo various assessment procedures. The prevalent view of conventional assessment is that "assessment follows teaching and that the aim of assessment is to discover how much has been learned" (Boud, 1995). In this type of assessment the instruments that are widely used are standardised exams which are timed, are usually in multiple choice format and focus on one right answer. Standardised exams are necessary for test users, that is, teachers, administrators or registrar offices, to make decisions about certification or admission. Different from this, some alternative forms of assessment are

used with the aim of improving learning rather than focusing on student outcomes. In this type of assessment, called assessment for learning, the instruments are designed in such a way that they complement and reinforce learning (Stiggins, 2002). Assessment literate practitioners encourage learners to be active and take responsibility for their own learning. They help to build students' confidence through procedures such as continuous assessment, writing portfolio, and contextualized communicative tasks (Brown, 2003). With the aim of identifying the types of assessment procedures commonly used in language preparatory schools in higher education, I investigated the assessment system of 15 preparatory language schools within public and private universities. Despite differences in the frequency and types of the assessment batteries used, the decision making processes at different stages of instruction seem to be very similar. Based on traditional assessment models, most institutions employ placement, achievement/progress and proficiency tests at different stages of instruction. The areas where most institutions converge are the use of standardised tests designed to measure learners' knowledge about language through vocabulary and grammar items usually in the multiple choice format, and learner's ability in the reading and listening skills through comprehension questions, again in the multiple choice and true/false formats. Learners' performance in writing is almost always assessed through the use of a direct measure, that is, by collecting one sample of writing such as a paragraph or an essay. Speaking ability is the least assessed skill perhaps due to the need for more time and resources for the administration of a speaking test. Alternative assessment methods that utilise self- and peer-assessment or other forms of process oriented assessment methods are found to be very scarce among preparatory schools in higher education. This presentation will emphasise the difference between assessment of and assessment for learning. I will present a summary of the assessment procedures used in various institutions and briefly discuss the backwash of a standardised test on teaching and learning in the case of one institution through instructor comments.

Key Words: Preparatory school, assessment for learning

Past-Reference as a Form of Spontaneous Formative Assessment in L2 Classroom Interaction: A Conversation Analytic Perspective

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It is now recognized that unlike standardised formal assessment, formative language assessment is locally situated, dynamic and co-constructed in classroom interaction. That is, it does not only involve individual learning outcome or performance but also collective performance and is integrated with teaching. However, assessment processes that are a part of everyday classroom practices are still not adequately known. From an interactionist point of view, there are studies in mainstream SLA investigating teacher feedback, recasts and negotiation of meaning usually under experimental conditions but they do not reframe them as formative assessment (e.g. Mackey, 2002; Oliver, 1998). Only a few of the studies analyse naturally occurring classroom interaction from the perspective of interaction hypothesis or systemic functional linguistics and highlight the importance of interaction for classroom-based formative assessment (Leung & Mohan, 2004; Sherris, 2011). For these reasons, as well as planned formal assessment/tests, which have long been an issue in literature on formative assessment (e.g. Bachman and Palmer, 1996), there is a need to reveal patterns for spontaneous or incidental formative assessment occurring in actual classroom interaction.

Therefore, this study investigated patterns for “past reference” as a form of spontaneous formative assessment from the perspective of Conversation Analysis (CA). Although past reference has been investigated in ordinary conversation in the form of reference to shared past events and memories (You, 2015), it has not been studied in classroom interaction. In this study, video-recordings of an EFL class (60 classroom hours) in a preparatory school at a state university constitute the database and eight-hour recordings from this database is transcribed and analysed for this study. The class was taught by a novice and an experienced teacher. Different from the studies in the field of classroom-based formative assessment, this study used CA as a methodology as it involves a micro-analytic investigation from an emic perspective revealing details that otherwise might go unnoticed. Overall, the analysis showed that past reference was commonly used by the experienced teacher usually in form-and-accuracy contexts. While some of the instances of past reference occurred when the teacher was trying to elicit a response from the students and hence, used past reference as a hint to encourage participation, other instances occurred when the teacher was shaping learner contributions and thus, used it to initiate repair on learner responses or to elaborate on these responses. Past reference was evident not only in teacher turns but also in student turns when the students referred to a past learning experience to assess the accuracy of the previously learnt language item that they used in a new context. As a result, this study has important implications for language assessment and learning, classroom interactional competence and in turn, for teacher education. Note: This study is based on a larger project that received a grant from TÜBİTAK (project number: 114K616).

Key Words: Past reference, formative assessment, classroom interaction, conversation analysis

An Action Research on Raising ELF-awareness in Pre-service Foreign Language Teacher Education

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The pivotal status of English as a lingua franca or the world’s first truly global language has inevitably many implications in the agenda of foreign language teaching and teacher education. In this respect, the role of language teacher education programs is crucial to well prepare pre-service language teachers to create a context in which all Englishes are valued and respected. Nevertheless, the global ELT enterprise and ELT teacher education programs do not enough prompt pre-service language teachers to be involved in critical pedagogy instead of reviewing traditional principles and approaches. One of the implications of the ELF paradigm is the need to review and change the ELT teacher education programs to trigger pre-service teachers to critically consider and ultimately transform their deeper convictions about ELF instead of being merely exposed to principles on language teaching and learning. The current research aims to explore the value of ELF integration into ELT pre-service teacher education programs. It evaluates the effect of a fourteen-week ELF training program in which the participants raise awareness on five ELF-related issues such as the dichotomy of NEST and NNEST , ELF and EFL, Standard English or World Englishes, cultural aspects in language teaching, ownership of English. The research comprises the development and implementation of focus group interviews and semi-structured interviews carried out both

before and after the training program. Also, during the training sessions, the participants wrote weekly journals in which they yield different perspectives about ELF literature they read. Before the training program a great majority unconsciously resisted adopting ELF approach in their teaching because of their pre-occupied assumptions which they have never questioned. However, over the course of this training, it was observed that the participants started to question their assumptions and a great majority felt that they did not themselves construct those ideas so they began to question them and construct their own perspectives. Finally, there is a significant difference between the data collected through pre and post interviews showing that almost all of the pre-service language teachers transformed into ELF-aware practitioners after being exposed to ELF literature during the training program.

Key Words: ELF, ELF-awareness, ELF teacher education, pre-service teacher education

An In-Depth Analysis of Pre-Service Teachers' Teaching Practice in an Elf-aware Teacher Education Program

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In pre-service language teacher education programs, it is necessary to inform the teachers about the linguistic creativity and diversity across cultures and have them integrate ELF into their lessons. Yet, there are very few programs with such aims and how pre-service English language teachers adapt ELF related aspects to their teaching practice remains unexplored. Built on the ELF-aware teacher education program originally developed by Bayyurt and Sifakis (2013) and taking Mezirow's Transformative Learning Theory as basis, this PhD thesis study in progress advised by Prof. Dr. Yasemin Bayyurt, builds an innovative educational framework for pre-service teachers aiming to transform them into ELF-aware practitioners with intensive reflection and experience and analyzes how teachers design, implement and evaluate their ELF-related lesson plans in the form of both micro teaching and real in-class teaching. The data were collected by ELF-oriented lesson plans, video –records of the applications of those lesson plans, semi-structured interviews with teachers, and journals kept by teachers during their whole ELF experience and analyzed qualitatively by thematic content analysis. According to the preliminary results, the teachers report that ELF has given them a more flexible and broader way of teaching English. Despite the seemingly uncontrollable conditions like strict school policies or nation-wide curricula, the teachers have been able to integrate ELF explicitly and/or implicitly into their lessons. Some examples include transmitting ELF awareness to students by means of videos, texts and discussions, linking the themes in the English lessons to different non-native cultures in the world and most importantly, students' own culture, letting students speak freely as long as their errors do not hamper intelligibility and allowing for the use of L1 when need be. Last but not least, by doing these, the teachers report their students have become more engaged in learning and using English.

Key Words: ELF, teacher education

Teaching ELF at Primary School Classrooms: Two Small-scale Case-Studies in Turkey and Greece

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The overall purpose of this paper is to explore the pedagogical implications of ELF research and provide an insight into the possible ways an ELF-aware pedagogy can be implemented in primary school classrooms in Expanding Circle countries. To that end, two small-scale case studies carried out in Turkey and Greece are presented, illustrating that certain key considerations need to be taken into account in order for an ELF perspective to be appropriately incorporated in language teaching; such considerations refer, among others, to the context within which teaching and learning occurs, the learners' age and level of development, their specific needs, views and attitudes, as well as their background knowledge of ELF-related matters. The procedures carried out in each case study are described in detail throughout the paper, with reference to the teaching methodology adopted and the learners' response to it. The paper concludes with the lessons learned from these two case studies, hoping that they will prompt a fruitful debate among ELF researchers and ELT practitioners on the actual teaching possibilities for ELF.

Key Words: ELF-aware pedagogy, multiculturalism, communication strategies

In-service English Language Teacher Education in Turkish State Schools: A Transformative Perspective

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Foreign language education policy makers in Turkey have recently decided to integrate the Common European Framework of Reference for Languages (CEFRL) into the curricula at primary, secondary and high schools. CEFRL has also launched a framework for Language Teacher Training and Development which focuses on many key areas for teacher performance. According to this framework, the teachers need to be aware of issues relating to the knowledge of general educational theory, the acquisition and learning of the mother tongue and second languages, and universal aspects of languages. The framework does not explicitly address English as a Lingua Franca (ELF) yet it hints on the notion of 'native-speakerism'. An observed characteristic of CEFRL is its conformance with the norms of 'Standard English', as explicitly stated within the descriptors to identify learner performance. Moreover, in Turkey, the ELT sales market is dominated with various textbooks and self-study material favoring the use of 'Standard English' in the classroom and teachers seem to rely too much on the restrictions of this model. Therefore, this study argues that the language issues covered in the framework fail to imply and need the support of the knowledge of ELF. The study aims to focus on raising teacher awareness to the principles of CEFRL in favor of ELF. The data come from 30 English teachers from various secondary and high schools from Istanbul. Two questionnaires are conducted; one for detecting ELF and the other for CEFRL awareness. After the questionnaires, an intensive seminar on the integration of ELF and

CEFRL is delivered, and some teachers are interviewed for their impressions after the seminar. This initial part of the study will be presented. The next step of the study will be in-service teacher training sessions to raise more awareness on ELF issues through various readings and workshops to see if it is possible to break down the glorification of “native speaker norm” among teachers. A further step is planned to be based on lesson plans and class observations in which the teachers are expected to evaluate their materials and the curriculum from an ELF perspective.

Key Words: CEFRL, ELF, teacher education, Turkish state schools

Core Professional Competencies for Teaching English at Primary Schools in Turkey: Findings from a Delphi Study

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In 2012, the National Ministry of Education (NME) made significant changes in the structure of Turkish educational system. 4+4+4 educational system was established and the duration of compulsory education was prolonged from eight to twelve years. The new system offers important changes in the teaching of English as a foreign language, in that students begin learning English at the second year of Primary school when they are eight years old, which was at the fourth year of Primary school in the old system. Consequently, teachers of English teach English to younger learners and this makes it necessary to have professional competencies to teach English to learners aged around seven and eight. Considering that the new educational system changed the profiles of learners of English, it is essential to provide systematic in-service teacher training programmes with a particular focus on how to teach English at Primary Schools. To do so, professional competencies for teaching of English at Primary School should be identified and research studies should be carried out to understand what competencies teachers need to develop in order to teach English effectively. This is the main impetus of the present study which was designed to explore core professional competencies that teachers at Primary schools need to develop. This study aimed to achieve consensus among teachers and teacher educators about core teacher professional competencies for teaching of English at Primary School. To this end, the study implemented the Delphi Technique, which is one of the most widely used techniques to measure consensus among different stakeholders. The panels of the study consisted of 31 members (15 teachers and 16 teacher educators). Snowball sampling was used to select panellists. The criterion for selecting teachers was to have experience in teaching English to the second and/or third year students at Primary Schools. Teacher educators were selected on the basis of their experience in teaching the ‘teaching English to young learners’ course at ELT Departments. Similar to most Delphi studies, the present study comprises three rounds. Consensus was measured through frequencies and inter-quartile range. According to the findings, the panellists agreed on the importance of twenty-nine competencies. The highest consensus was achieved on “to be able to give simple instructions.” This was followed by “to be able to use the body language (gestures, mimics) effectively” and “to be able to use appropriate materials”. This presentation will present top ten competencies found in the study and discuss what suggestions can be made to design pre-service and in-service teacher education programmes to develop competencies to teach English at Primary schools effectively.

Key Words: Teaching English at primary school, teacher competence, young learners

The Use and Instruction of Vocabulary Learning Strategies: Students' and Teachers' Views and Practices

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As a prominent aspect of foreign language learning, vocabulary development is of critical value to language learners. Due to the complexity of the vocabulary learning process, independent efforts of the learners are needed besides classroom activities. The vocabulary learning strategies used for lexical development and the instruction of these strategies therefore require special attention from both students and teachers. This study aimed to investigate and compare students' and teachers' opinions and practices with regard to the use and instruction of vocabulary learning strategies. Data were gathered through the semi-structured interviews conducted with a total of twenty 9th grade students and ten English teachers from ten different high schools in Antalya in 2013-2014 academic year. The qualitative data collected through these interviews were subjected to descriptive analysis by two different evaluators. The results revealed that both students and teachers ascribed a high level of importance to the use and instruction of vocabulary learning strategies. However, despite the congruity of student and teacher views relating to the prominence of vocabulary learning strategies, a disparity was found between student and teacher practices regarding the use and training of vocabulary learning strategies. Descriptive analyses indicated that the teachers reported actively teaching a wide range of strategies, which was also supported by student interviews. Yet, it was also found through student interviews that students used vocabulary learning strategies to a more limited extent. These results demonstrated that although vocabulary learning strategies were attached considerable importance by both students and teachers, the instruction of vocabulary learning strategies did not entirely reflect on student practices. Therefore, it is recommended that the reasons for the discrepancy between student and teacher practices be revealed through further research. Based on these results, strategy instruction can be planned better and implemented more systematically, which in turn can result in a more effective use of strategies by students.

Key Words: Vocabulary learning strategies, lexical development, student and teacher views, student and teacher practices

Socrates in EFL Classroom

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One of the teaching strategies involving adult learners for the concepts of learning is the Socratic method. In order to think critically and creatively, students need to be given the opportunity to attain, explore, and construct the knowledge in the process of learning. Initially practiced in teaching philosophy and ethics, Socratic Method is used to involve students in the process of thinking critically based on asking and answering questions. Within this framework, the present study aims at examining preparatory class students' attitudes towards Socratic Method and its role in teaching critical thinking skills. The study also intends to

contribute to literature by providing insights about using Socratic Method which has been taught and practiced for ages. The research was carried out at Akdeniz University School of Foreign Languages in Antalya during the second term of the 2014-2015 academic years. The participants were sixteen students in the same class. All the participants were native speakers of Turkish and having English lesson for a year as a preparation to their department. The curriculum at the university was designed to promote communicative competence and successful mastery of the language through course books chosen by the committee. The study followed a descriptive research method and the data was collected through open-ended questionnaire. In the course, the students are supposed to identify and discover the meaning of the painting 'The Scream' by Edvard Munch through group and class discussions. The course content was divided into three sections. In the first five minutes the teacher raises some opening questions. The second task is to compare their impressions and discuss their answers within their group. In the final part, open class discussion takes place, in which each group finally presents their results. As it was understood from the reflections of the participants, none of them defined Socratic Seminar as time consuming or useless. On the contrary, they considered the seminar as a break from their tiring lessons.

Key Words: Socratic method, critical thinking, explore meaning

Exploring "The Role of Accent" in Teacher Identity from an ELF standpoint: A Case Study in Turkey

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Having the role of a mean for communication among people coming from different backgrounds, English has become a global language in the world. This global status of English has brought a contradictory approach to the traditional view of English in English Language Teaching (ELT) within the past two decades. This approach has been called as English as a Lingua Franca (ELF) and changed the conventional conception of English in ELT. As the English language gained international status worldwide, Maley (2009) states that the ELF issue has arisen from the reality and recognition that English has become the main language of international communication in the world. With its emergence, the ELF approach affected the role of accent in language learning and teaching, and so teacher identity in the teaching & learning context. In that sense, considering the widespread implementation of English, teachers' perception of accent and its impact on teacher identity is important for the feasibility of an ELF approach in ELT. Therefore, the aim of this study is to investigate the attitudes of; (1) Turkish EFL (English as a Foreign Language) teachers towards accent in ELT considering their local vs. foreign (model) accents, (2) Turkish EFL teachers towards the concept of ELF pedagogy and its feasibility within the triangle of accent, identity and ELF. For the study, eight English language instructors were interviewed following the pattern in Jenkins' (2005) study in a similar fashion to elicit their views on ELF and its feasibility in relation to their perceptions of "Accent". Findings of the study showed that the participant EFL teachers are in favor of teaching native-like pronunciation norms in class, but at the same time they are in favour of an ELF pedagogy in the sense that it contributes to language classes by exemplifying various accents of English in the world.

Key Words: Accent, teacher identity, English as lingua franca

Are EFL Teachers Assessment Literate? Turkish EFL Teachers' Opinions

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Assessing learner performance is one of the most important parts of being a teacher no matter what the content or level of teaching is and a significant amount of teaching and learning time is allocated to assessment activities in most classrooms. The aim of this study is to discern how assessment literate EFL teachers from primary school, high school and university are and to learn about their opinions on the role of assessment and evaluation courses in teacher education programs. A questionnaire on assessment literacy has been given to 120 primary school, high school and university English teachers working in public schools. The results of the questionnaire have been analyzed to look for any correlation between the level of assessment literacy and educational background and teaching level. The results will be presented together with implications during the session.

Key Words: Assessment of literacy, EFL, teacher perceptions

Professional Development Journey of Two English Language Teachers: Lessons Learned and Experiences Shared

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Professional development (hereafter PD) is an ongoing process of continuous improvement. It is not considered as an isolated and detached event or series of events from teaching practices since it is aimed at improving teacher quality and teacher performance and enhancing student achievement. Within the limited facilities of PD in current educational system, particularly in Turkey context apart from in-service trainings provided in metropolitan cities, most of the teachers are not likely to attend professional training events in their whole careers. On the other hand, the recent innovations in information technology and relevant fields seem to force some teachers to become aware of PD. Some scholars suggest that poorly organized in-service training seminars do not seem to boost the quality of teaching practices. In PD, keeping a teaching journal is treated as an indispensable component teaching practice. A teaching journal is an ongoing written account of observations, reflections, and other thoughts about teaching and it is supposed to track a dynamic and first-hand / natural record of classroom events and observations. It also provides a teacher an opportunity to generate teaching ideas, to work out pedagogical problems, to reflect on his/her successes and struggles in the classroom and put his/her past insights to work in planning future courses. The present case study includes journal records of teaching practices of two researchers who also teach English to young learners at two different public primary schools in Burdur and Isparta. By means of keeping teaching journals, two teachers aim at extending the level of their knowledge and skills in the field of teaching. By tracking the record of their teaching journals, they are willing to draw some crucial beneficiary suggestions for teachers of English how to

keep an effective and practical teaching journal and to pose reflections on their practices. The researchers shared their observations, experiences, thoughts and feelings related with their lessons and the methods they utilized in their classes by keeping and discussing a teaching journal as data collection method. That is, the study includes first-hand practices of these two practicing English language teachers. In this study, it is intended to indicate that “Keeping a teaching journal in PD is an effective element for better teaching” by presenting reflections on their practices recorded in journals, and to what extent keeping a teaching journal have roles in language preparation and improving a teacher's teaching skills.

Changes of Linguistic Forms (Prosody, Vocabulary, Word order) in Language Contact

NIHAL DURMUŞ¹

As part of an ongoing research project I am working on the topic: Changes of linguistic forms (prosody, vocabulary, word order) in language contact. In particular, the project deals with the changes in the Turkish language, which in language contact, triggered by global migration processes, seems to have taken a development towards pluricentric languages. As a result of this type of decentralized developmental processes the hypothesis is set up that the language use of migrant Turks ultimately triggers creative developmental processes that entail the emergence of special varieties in the language use of Turkish. Migrant Turks who have learned and experienced the Turkish language primarily as a family language or rather a spoken language, show particular patterns in their use of language (code-switching). Specifically, this means that the use of Turkish of migrant Turks exhibits, under the influence of the local language, and also in view of the dialectal usage, changes particularly with regard to language specific vulnerable domains. In language contact with the Turkish language community migrant Turks experience criticism with regard to their use of Turkish, whereby their type of language use is subjected to the rules of the Turkish writing (-norm-) language. What kind of linguistic phenomena are at the heart of the criticism shall be examined in the context of the targeted research project. The body of research, drawn from different socio-cultural settings, comprises the language use of migrant Turks, which are analyzed as norm violation errors detected as such by the Turkish language community.

Key Words: Prosody, vocabulary, word order

Error Analysis in Second Language Learning and its Significance to Teaching and Learning

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Error analysis (EA) can serve as an important tool for teachers and researchers to observe the learners' second language learning (SLA) process and their main problems because analyzing errors helps them to examine the learners' own linguistic system. However, adding error annotation to students' written production is not sufficiently emphasized. This study tried to shed light on the significance of supplying students with feedback in the form of explanatory notes in their written corpora. This study examined errors in 54 learners' corpora from 5 different proficiency levels according to Common European Framework of Reference (A1, A2, B1, B2, C1, C2) in a language institute which provides instruction using the Interchange Textbooks series (fourth edition, 2014) for levels A1 to B2 and The Passages book (second

edition,2008) for levels B1 and B2 . All of the participants came from non-English speaking background and hardly use English outside the institute and/or school. The participants in each level were asked to watch a 10–minute video called The World Travel and then write a summary of the video. Teachers in each level were requested to correct the errors providing written feedbacks. All of the errors in the students’ writings were identified, analyzed and classified into various categorizations by the researchers to find out the most common errors made by the learners and the reasons were sought as to why these errors were committed by these learners. Hence, remedial activities were provided to eradicate the problems of each student in each level. Finally, the teachers and students were interviewed to find out the effect of this strategy in second language teaching and learning. Providing momentous information on common trouble-spots in language learning, this research justifies the idea that learners must be given error annotation to their written productions in order to consciously be aware of their errors. Error analysis and providing adequate remedies can lead to learners’ accomplishment in second language learning because students learn from their errors and teachers feedbacks. Bibliography Dahlmeier, D. and Ng, H. T. (2011). Grammatical Error Correction with Alternating Structure Optimization. In Proceedings of ACL-HLT , pages 915–923 Dale, R., Anisimoff, I., and Narroway, G. (2012). HOO 2012: A Report on the Preposition and Determiner Error Correction Shared Task. In Proceedings of BEA , pages 54–62. Ulla, Mark B.(2014). Analysis of the Language Errors in Writing among BSEE and AB English Students. European Journal of Academic Essays 1(3):39-47.ISSN:2183-1904Retrieved from <http://euroessays.org/wp-content/uploads/2014/04/EJAE-150.pdf> Han, N.-R., Tetreault, J., Lee, S.-H., and Ha, J.-Y. (2010). Using an Error-Annotated Learner Corpus to Develop an ESL/EFL Error Correction System. In Proceedings of LREC, pages 763–770. Error analysis, second language learning and teaching, feedback, CEFR, corpora

Key Words: Error analysis, second language learning and teaching, feedback, CEFR, corpora

Stakeholders’ Views on FATİH Piloting Project with Reference to English Language Teaching

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The "Fatih Project" is a government supported educational investment that provides tablet PCs to all students in secondary educational institutions. This study aims to investigate the views of the stakeholders, namely teachers, students, parents, administrators and policy makers, about the piloting process. The study specifically focuses on English language teaching and learning in FATİH project. To this end, qualitative data is collected via semi-structured interviews conducted with the school administrators, teachers, students and parents in Gölbaşı TOKİ Erdem Beyazıt Anatolian High School in Ankara. Representatives from the Ministry of Education and Educational Technologies department are also interviewed about the project and its aims. The participants have expressed their views on the effectiveness of the project, any problems encountered and suggestions for improvement.

Key Words: English language teaching, technology, ICT