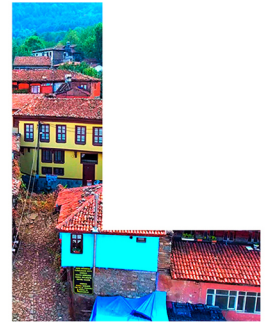
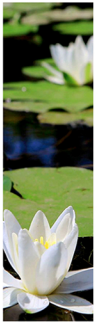




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“APPLIED LINGUISTICS IN THE 21ST CENTURY: LOOKING BACK AND MOVING FORWARD”

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Editors

Prof. Dr. Dinçay KÖKSAL

Prof. Dr. Zübeyde Sinem GENÇ

ISBN: 978-605-80039-2-7



13TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION

13TH INTERNATIONAL ULEAD CONGRESS



24 – 26 OCTOBER 2020

BURSA, TURKEY

"APPLIED LINGUISTICS IN THE 21ST CENTURY: LOOKING BACK AND MOVING FORWARD"

icral2020.ulead.org.tr

IV. International Conference Research in Applied Linguistics ICRAL2020

APPLIED LINGUISTICS IN THE 21ST CENTURY: LOOKING BACK AND MOVING FORWARD

ABSTRACT BOOK

Baş Editörler

Prof. Dr. Dinçay KÖKSAL

Prof. Dr. Zübeyde Sinem GENÇ

Ekim 2020

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

Yayıncı Sertifika No : 35376

ISBN : 978-605-80039-2-7

Baskı : Uluslararası Eğitim Arařtırmacıları Derneęi

Kapak Tasarımı : Dr. Öğr. Üyesi Deniz Kürşad

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Out of Sight, Out of Mind. The Influence of Pre-Task Modelling and Task Modality on Young Learners' Language Learning and Affective Variables

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Abstract

The goal of this study is to assess the impact of pre-task modelling (PTM) and task modality (TM) (oral vs. oral+written, henceforth oral vs. OW) on young learners' language learning opportunities, operationalized as language-related episodes (LREs) (Swain & Lapkin, 1998), and on their affective variables (motivation and anxiety). Within cognitive-interactionist approaches to L2 research (Long, 2015), variables such as pretask modelling (Kim & McDonough, 2011) and task-modality (García Mayo & Azkarai, 2016) have been claimed to impact language learning. Also, recent studies from different SLA perspectives (García Mayo, Gutiérrez Mangado & Martínez Adrián, 2013) underline the need to account for different individual variables to evaluate learners' performance. PTM studies have shown that models in the form of instructor demonstration and video watching prior to task performance increase the correctly solved production of LREs, defined by Swain and Lapkin (1998: 236) as "any part of dialogue where the students talk about the language they are producing, question their language use, or correct themselves or others". TM studies have highlighted the benefits of OW tasks for learners to focus on form (Long, 2015). However, research on these topics with the underexplored population of young learners in foreign language settings is basically non-existent (García Mayo & Imaz Agirre, 2019). Regarding affective variables, learners' motivation is considered crucial to face different tasks (Dörnyei & Tseng, 2009, Dörnyei & Ushioda, 2009) and differences found in learners' collaborative work should be attributed to their distinct motivation types (Storch & Aldosari, 2012). Anxiety has been claimed to interfere in the learning process (Dewaele & MacIntyre, 2014). However, research on affective variables and collaborative tasks is still scarce, much more so when considering young foreign language learners. Within this backdrop, the present study assessed the oral interaction of 40 6th year primary school Spanish EFL learners (aged 11-12, beginner A2 level) while engaged in oral (picture differences, information exchange) and OW (dictogloss, picture story telling) collaborative tasks. The experimental group (n = 20) received PTM in video format while the control group

(n = 20) carried out the tasks without previous modelling. Before completing the tasks, the children filled a questionnaire including relevant information about their linguistic background, motivation and anxiety towards English. Learner interaction was video- and audio taped, transcribed and codified in terms of the frequency, nature (lexical/grammatical) and outcome (correctly/incorrectly solved or unsolved) of LREs. Focus groups interviews were carried out to assess students' feelings about PTM and TM. Our findings indicate that the experimental group significantly outperformed the control group in the frequency and target-like LRE production, and that OW tasks triggered more attention to form. Regarding affective variables, the experimental group experienced the biggest gains with higher levels of motivation and less anxiety when performing OW tasks. Implications for the EFL classroom regarding the impact of PTM and TM on affective variables will be discussed.

Keywords: Children; collaborative pair work; pre-task modelling; task modality; affective variables

English and Spanish-English Bilingual Speakers' Acquisition of L2 Italian Simple Prepositions: The Influence of L1

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Abstract

The study focuses on the acquisition of L2 Italian simple prepositions by L1 English and Spanish-English learners, studying first-, second-, third-, and fourth-semester Italian courses. Katerinov's (1975) frequency lists of errors indicate the use of prepositions as one of the most difficult areas of Italian for the English and Spanish speaking learners. Thus, the effect of L1 (English, English-Spanish) on the acquisition of Italian simple prepositions was examined to determine native language interference and to find transfer strategies for language teaching and learning. While previous studies focused on L1 interference itself (e.g. Martínez, 2013; Mosca, 2018; Citraro, 2018), this study also provides the investigation of factors such as, L2 experience and gender which may interact with L1 interference. Moreover, results of the four tasks (gill-in-the-blank, multiple-choice, grammaticality judgment) were examined to evaluate the effect on learning outcomes and transfer patterns.

The participants were 48 students (24 males, 24 females, mean age = 19.3) enrolled Italian courses in a public university in the United States. The participants were divided into equal groups according to their level of L2 experience: low-beginners (1st semester), high-beginners (2nd semester), low-intermediate (3rd semester), and high-intermediate (4th semester). 50% of participants in each group reported speaking Spanish along with English as their first language. All Spanish-English participants were early bilinguals.

The online language background questionnaire was used to check participants' language background. Translation, fill-in-the-blank, multiple-choice, grammaticality judgment tasks with sentences where L1 and L2 prepositions act similarly and differently were used to collect the data.

The SPSS was used to perform all the statistical analyses. The statistical analyses showed that language background and proficiency level play a significant role in the acquisition of Italian simple prepositions while gender does not.

English-Spanish participants overperformed English ones in each task. Thus, the differences between tasks tend to decrease with the increase of experience level. The intermediate level participants overperformed beginning level ones in both cases where L2 and L1 prepositions act similarly and differently. The main source of errors in both groups were negative transfer from the native language. Both English and English-Spanish groups applied the use of L1 prepositions in the L2 context. Even if

native language interference decreases with increased L2 experience, L1 to L2 transfer patterns are similar in both groups.

Keywords: SLA, native language interference, language transfer, crosslinguistic Influence, Italian simple prepositions, L2 Italian

The Schwa Phoneme of English Language and Its Recognition Difficulties for Turks

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Abstract

The Schwa phoneme is demonstrated by /ə/ symbol in the IPA phonetic system. The recognition of the schwa phoneme of English is a mega pronunciation learning for Turkish learners of English language. Due to this recognition deficit, schwa has become a serious cause of fossilized pronunciation for Turks. Its location in weakly stressed syllables leading to schwa reduction combined with the fact that it is being spelled by almost all vowels letters of English language promote its levels of the difficulty of aural and written recognition. In terms of articulatory phonetics, even though schwa is an independent phoneme, many dictionaries do not use a separate symbol for schwa phoneme in the phonetic description of vocabulary items listed in their lexicon in terms of broad transcription. When schwa is not properly indicated in broad transcription in dictionaries, a great majority of non-natives of English assume that the related words are pronounced with /ə/ but /ʌ/, **which is another independent vowel phoneme in English**. In this presentation, how incorrect recognition of the schwa phoneme becomes a cause of confusion and frustration in pronunciation, transcription, intonation, reading, in connected speech, and spelling for Turks. The issue of how and why the schwa phoneme happens to be a spoken and written perception and recognition obstacle for Turks will be also put forward as a *psycho-orthographic and psychophonetic trauma*.

Keywords: schwa reduction, reduced vowel, weak vowel, neural vowel, psycho-orthographic trauma

A Comparative Stylistic Analysis: Nezihe Muhittin's Beauty Queen and Emily Bronté's Wuthering Heights

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Abstract

There has been a notable interest among scholars in the relationship ‘between patterns of language in a text and the way it communicates’ (Simpson, 2004, p. 50) since the classical ages. In the 19th century, the concept of “rhetoric” (the art of speech), which was emphasized in Greek tradition by Plato and Aristotle, was replaced by linguistics and stylisticians in literature. During the early twentieth century, there has been an academic inquiry, having an influence on the methods of contemporary stylistics. Many linguists, critics and stylisticians have developed analyses based on the relation of stylistic variants and linguistic markers in literary texts. As a branch of literature, Stylistics is the analysis of literary texts based on the study of linguistic forms to provide new interpretations to the reader via evidence and data. This study comprises of the study of Nezihe Muhittin’s *Beauty Queen (Güzellik Kraliçesi)* (1933) and Emily Bronté’s *Wuthering Heights* (1847) in terms of a comparative analysis. The study applies the checklist of linguistic and stylistic categories developed by G. Leech and M. Short in *Style in Fiction* (1981) to investigate the use and frequency of adjectives and nouns attributed to the heroines. Within this scope, Muhittin’s novel and Bronté’s novel were examined to conclude how two authors from different cultures and centuries used certain adjectives and nouns to convey their messages. The study concludes that the destructive power of men over women in patriarchal societies was presented via similar lexical items in the above mentioned novels.

Keywords: Stylistics, Nezihe Muhittin, Emily Bronté, comparative analysis, lexical items

Do Bilingual Texts Work in EFL Classrooms: The Case of Teaching False Cognates

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Abstract

Modern EFL classrooms are dominated by monolingual approach which highly recommends strict use of L2 in classroom practice. Although numerous benefits of intense L1 use were proposed for a long time especially in EFL context, such a domination did not end the controversy since L1 use in L2 classrooms have also some potential benefits. This study aimed to investigate the effect of bilingual texts in teaching false cognates in EFL classrooms. 30 beginner EFL learners participated in this between-subjects study by taking a 5-week reading instruction either with monolingual or bilingual texts including false cognates. During and after the instruction period, participants took weekly quizzes and final vocabulary tests. Additionally, participants who took parallel texts were interviewed about bilingual text use. The interview was supported with a course experience questionnaire. As for the results, we observed a facilitative effect of bilingual texts on learning false cognates. The results of the semi-structured interview and course experience questionnaire also confirmed test results proposing a positive attitude towards bilingual texts.

Keywords: EFL, bilingual texts, reading, false cognates

Investigating EFL Teachers' Burnout Levels: A Case Study

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Abstract

Burnout is defined as a “psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment” (Maslach, Jackson & Leiter, 1997, p.192). Teacher burnout is an issue, which yields important implications for identifying potential threats in terms of teachers’ job satisfaction, engagement, and motivation. In order to address this burning issue, the current study aims to shed light on the burnout levels of English teachers in Kırşehir and to investigate any effect of the school type as a workplace. 74 English language teachers working in public schools participated in the study. They were asked to fill in Maslach Burnout Inventory (Maslach, 1981) which examines teachers’ burnout levels in three different but related dimensions as Emotional Exhaustion, Depersonalization, and reduced Personal Accomplishment. The core findings showed that EFL teachers commonly have high levels of burnout. In addition, primary school as a school type was found to have a significant effect on teacher burnout.

Keywords: Teacher burnout; EFL teachers; teaching English

The Effects of Reflective Training on the Awareness of Turkish Pre-Service EFL Teachers' Corrective Feedback Strategies

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Abstract

It is an inevitable fact that a teacher has to make a number of instant in-class decisions in every single lesson. Providing corrective feedback to students is just one of those decisions. A language teacher is known to spend approximately 10% of his lesson on the provision of corrective feedback handling students' spoken errors. Although pre-service teacher education programs familiarize novice teachers with this issue, research shows that a huge number of language teachers, novice or experienced, do not feel knowledgeable enough about how to provide corrective feedback effectively or they are not certain whether what they do in their classes is the way it should be. Reflection is the most effective tool regarding one's lifelong professional development and there is a considerable amount of research on reflective teaching. However, there exists only a few studies, to the researchers' knowledge, with a focus on developing EFL teachers' practices of oral corrective feedback strategies through reflection. In Turkish context, only recently Demir&Özmen (2018) have worked with pre-service EFL teachers by preparing a blended reflective course program about oral corrective feedback strategies where pre-service teachers reflected on their own decisions through peer feedback. The purpose of this study is to discover the impact of a reflective training program about oral corrective feedback strategies on the awareness of 123 pre-service EFL teachers at a state university during the 2018-2019 academic year. The reflective program was composed of two input sessions and micro-teaching sessions with a focus on speaking. The data collection process took five weeks. The data about the participants' assumptions on oral corrective feedback strategies were collected through a pre-test and pre-training semi-structured interviews and the data regarding the impact of the reflective training program were collected via a post-test, post-training semi-structured interviews, self- and peer-reflection papers, and reflective journals. The results have revealed that there is a significant shift in pre-service EFL teachers' beliefs and practices about the provision of oral corrective feedback strategies in a positive way even though some of their beliefs remain the same. Despite a few limitations, this research is significant in the field as the findings verify that reflection is a powerful way to change teachers' beliefs and increase awareness.

Keywords: awareness, oral corrective feedback strategies, pre-service EFL teacher education, reflection, teacher development

Attitudes of ELT Students Towards Online Reading Skills II Course During Covid-19 Pandemic

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Abstract

Covid-19 created challenges for education by suddenly transferring traditional courses online. These online courses caused challenges and afforded favorable circumstances for students. Considering the Covid-19 pandemic and government decision to execute online learning, this study aims at inquiring the attitudes of ELT students on online Reading Skills II course during Covid-19 pandemic. 67 ELT students volunteered to participate in the study. Based on a mix methods research design, this study was carried out through both quantitative and qualitative methods of data collection. The instruments employed in this study were a questionnaire and a semi-structured interview which were administered to the students online. The results of the study suggest both positive and negative attitudes towards the function, learning environment, and assessment of the online Reading Skills II course. Accordingly, future prospective researches are encouraged.

Keywords: Reading Skills II course, online courses, Covid-19 Pandemic, ELT students

The Impact of Teacher Self-efficacy on Teaching Techniques: Traditional or Contemporary?

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Abstract

There are countless factors that impact the process of second language learning and teaching in both positive and negative ways. These factors are not limited to only student-oriented factors since some of them might stem from teachers themselves as well. One of the teacher-oriented factors that shape the learning/ teaching process is teacher's levels of self-efficacy (SE). For decades, teacher SE has been holding its position as being one of the most popular topics of investigation. Many studies have been conducted to further understand its effect on classroom environment. These studies have put forward a great deal of invaluable findings. However, only a few examined its effects on teaching methods and techniques used in the classroom. The present research investigates the effects of SE on teaching techniques of EFL teachers teaching in private and state institutions in a large city in Turkey. Mixed method research design was used for the present study. The data were collected from 64 EFL teachers using both quantitative and qualitative methods with a three-staged survey. The first stage of the survey asked the participants to state their personal information including their age, years of experience to name a few. The second part of the survey involved a teacher SE scale that would assess the participants' levels of SE. The third and final stage of the survey included open-ended questions that would allow the participants to explain the in-class techniques they use while teaching English as a foreign language. The findings showed: 1) Turkish EFL teachers have moderately high teacher SE, 2) age and gender are not factors affecting teacher self-efficacy while teaching experience is, 3) teachers with high self-efficacy use more modern techniques in their lessons and 4) high self-efficacy leads teachers to more implementations of communicative and collaborative tasks. The findings have numerous implications for further research that will be conducted in Turkey as they shed light on the relationship between teacher self-efficacy and teaching methods. Teachers of foreign languages should also be aware of the teaching implications that have been suggested throughout the study and criticize their teaching techniques in terms of traditional or contemporary, by bearing in mind their levels of SE. If they think they have low SE, they might wish to find ways to improve it since there is a big chance it affects students' learning process of a foreign language.

Keywords: teacher self-efficacy, teaching methods, EFL teachers, Turkish EFL context

English Speaking Anxiety and Accent in an Online Speaking Classroom

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Abstract

Anxiety is one of the most powerful obstacles posed in the language learning process in terms of speaking. As a result of speaking anxiety, language learners sometimes find speaking in the target language really difficult, particularly in face-to-face classroom situations. Nowadays, face-to-face classrooms have moved to online platforms. By means of the widespread use of distance education environments due to the pandemic, lectures have started to be delivered on online platforms more than before. Several research studies have aimed to find out whether speaking anxiety is affected in online classroom situations differently from face-to-face classroom situations, and they have resulted as online classroom environments have a positive decreasing effect on speaking anxiety; however, the results have also shown that language learners might have speaking anxiety in every situation. There are various reasons causing speaking anxiety such as differences in personality traits, low vocabulary knowledge, or fear of making mistakes and being judged by others. Pursuant to this, the present study set out to clarify the effect of Google Meet Group Speaking Session on speaking anxiety, and also tried to find an answer for whether accent is one of the deliberating reasons for speaking anxiety. With this aim, based on a mixed research design, three data collection tools including two quantitative and one qualitative were implemented during the research. For the data collection process, 25 English Preparatory Class students were exposed to a five-point Likert scale for their General English Speaking Anxiety and an ordinal scale to measure the anxiety level after Google Meet Group Speaking Session. Out of 25 participants, only 20 of them were willing to contribute to the qualitative data, which was a semi-structured open-ended questionnaire. The related quantitative results showed that learners had a low moderate level of speaking anxiety in Google Meet Group Speaking Session compared to their general English-speaking anxiety. By the virtue of qualitative results, the accent was not found as directly interrelated with the anxiety. Although most of the participants seemed aware of their own identity when it comes to their accent, some of them still desired to possess a native-like accent as believing that it would enhance their intelligibility.

Keywords: english speaking anxiety, accent, identity, online speaking, online education

Teaching Implicatures of English at University Preparatory Schools in Turkey

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Abstract

One of the relatively scarcely studied topics in pragmatics is implicature. Implicature refers to the utterances that carry extra-semantic messages that are intentionally hidden in the words and expected to be picked up by the addressee. They are categorized into conventional and conversational categories, the latter being divided into particularized and generalized conversational implicatures. Though little exists in the literature on implicatures, some studies have proven that they are not only teachable but also positively affected by instruction (Bouton, 1994). In the current study, we focused on Sentence-Level-Conventional Implicatures (SLCIs) and Particularized Conversational Implicatures (PCIs) in the EFL context in terms of three dimensions in language teaching: course books, instructors, and teaching approaches. More precisely, we intended to find the place teaching implicatures has at the tertiary level ELT and which teaching approach proves to be more effective. Not only were the course books evaluated through content analysis in order to determine how much they included teaching of implicatures, but also the materials that we designed were used during the quasi-experimental study. For the course book analysis, a qualitative research method, namely content analysis, was conducted. A total number of 14 course books used in the upper-intermediate English preparatory schools of Bilkent, METU, Ankara, Hacettepe and Gazi Universities were carefully scrutinized to identify occurrences of PCIs and SLCIs. We gave the instructors a relevant questionnaire to find out how much they are familiar with implicatures and how much they incorporate implicatures in their teaching. The content of the supplementary materials consisted of activities aimed at explicitly teaching the conventional and conversational implicatures. Finally, the effects of implicit and explicit teaching approaches in teaching implicatures were checked. Even though past research on the effectiveness of these approaches to teaching pragmatics indicated that explicit teaching is generally more effective than implicit teaching, our study checked this hypothesis on upper-intermediate level adult learners, exclusively with a focus on the teaching/learning of PCIs and SLCIs. The results of the content analysis of the course books indicated that they mainly took an implicit approach to the teaching of implicatures if they had any activities aimed at teaching them at all. Additionally, the results concerning the students' exposure to the PCIs and SLCIs in the upper-intermediate level English course books might lead us into evaluating the exposure insufficient. This was in line with Velenga's (2004) study, which found the teaching of

pragmatics in the course books far below sufficient. The analysis of the teachers' responses to the questionnaire revealed that a small portion of teachers are familiar with implicatures conceptually. It can be concluded from their responses that they have not been formally introduced to the concept of implicatures, and therefore it does not come as a surprise that they do not give any special attention to teaching implicatures. However, the answers also reflect an inclination in teachers towards improving the teaching of pragmatics in general and implicatures in particular. Finally, while the results of the quasi-experimental study showed that a particular focus on teaching implicatures –whether implicit or explicit– has a positive effect on students' knowledge of them, it verified the past studies indicating that the explicit teaching proved to be more effective. It was also observed that the SLCIs were more teachable than the PCIs, confirming the relevant study by Bouton (1994).

Keywords: pragmatics, Implicatures, conventional implicatures, conversational implicatures, content analysis, quasi-experiemntal study, questionnaire

Making Global Online Training Courses More Effective - A case study on how local mentor input helped

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Abstract

This study explores a different approach to online language teacher training programs. The researchers investigated the pros and cons of having local mentor support for an online course titled Using Technology in the English Language Classroom provided by the AE E-Teacher Program. The course was offered to preservice teachers from 24 different universities across Turkey. The study collected data through a pre and post online survey, a focus group meeting and individual semi-structured interviews. The results reveal that local mentoring contributed to teacher candidates' emotional and professional attachment to their profession by helping them relate theory to contextualized educational settings. It can be further improved by mostly integrating more interactive tasks, particularly ones that would help participants to experience specific practical implementation of the educational technology tools covered by the program.

Keywords: online teacher training, mentoring, local mentors, technology integration in ELT

The Essence of a Lesson: ELT Trainees' Metaphorical Conceptualisations

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Abstract

The present study aimed to explore ELT trainees' metaphors of the essence of a lesson. To this end, a descriptive-exploratory research design was used. The participants of the study were 125 2nd year-ELT trainees at an ELT Department of a large state university in Turkey. Data were gathered by means of an online task that the ELT trainees were given as part of the ELT Curricula course in the spring term of 2019-2020 education year. In the task which was taken from Ur (1996), the participants were asked to choose among a set of given metaphors that best expresses the essence of a lesson (a variety show, climbing a mountain, eating a meal, a wedding, a menu, a conversation, doing the shopping, a football game, a symphony and consulting a doctor) and to state their reasons for choosing those specific metaphors. The task also allowed the trainees to invent their own metaphors if they could not find any that best reflects their conceptualisations of the essence of a lesson. Data were both qualitatively and quantitatively analysed. Among the most frequently mentioned metaphors were 'football game', 'eating a meal', 'climbing a mountain', and 'a conversation'.

These and other key findings in the present study were discussed in relation to both pre-service and in-service language teacher education.

Keywords: ELT, trainees, metaphor, language teacher education

Students' Perspectives on Distance Education

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Abstract

Distance education has been a recent phenomenon all around the world. More and more institutions are using distance education for many reasons every year. Perspectives regarding distance education, which is frequently used these days, needs to be searched. This paper aims to reveal students' perspectives on distance education. It also provides data about the perspectives of students depending on their gender and degree they are studying. The required data has been gained through a questionnaire. Quantitative method has been applied for the analysis process. The results of the study have shown that female and male students have different opinions about self-study and adapting to technological platforms. However, no significant difference has been found between education levels, namely high school and university. While students' overall impression of distance education is mainly positive, they prefer face-face learning more.

Keywords: Distance education, gender, degree, ICT

CEFR and Quality Assurance in Language Teaching

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Abstract

Since quality assurance in teaching is a basic concern in many institutions as it directly reflects on the performance of the students, many countries have focused on reviewing the system of improving the quality of teachers as well as on their teaching itself. In line with these purposes, many projects have been implemented to address quality issues in language teaching and most of these projects are related to CEFR. The Quality Assurance Matrix for CEFR use is one of these projects that aims to promote effective language learning by supporting teachers and other language education professionals by engaging in the renewal and revision process of curriculum supported by the CEFR's point of view to teaching and learning. The action-oriented approach fostered by the CEFR integrates planning, teaching and assessment as a means to promote quality in language education. QualiMatrix is a web-based tool to support CEFR-based innovation and it is the core of this project.

In this study, firstly, basic issues related to quality in language teaching will be discussed and then they will be associated with CEFR's action oriented approach to language teaching. Then, by giving detailed information about this web-based tool, it is aimed to increase the awareness of language teachers and teacher trainers. In this study, document analysis method, which is a qualitative research method used to analyze the content of written documents meticulously and systematically, has been used in accordance with the purpose of the study.

Keywords: CEFR, Quality, Language Teaching

Communication Anxiety Level of Turkish English as a Foreign Language (EFL) Learners

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Abstract

Individual characteristics has always caught the attention of L2 researchers. Anxiety is the most popular of these characteristics. Recently, L2 researchers found that anxiety could affect language acquisition to great extent. Therefore, the main goal of this study is to find out the communication anxiety level of Turkish English as a Foreign Language (EFL) Learners and its relationship with different variables such as gender, abroad experience, proficiency level, favourite skill area and perceived competence in English. 711 EFL students who were registered in the one-year preparatory school at a state university in Turkey participated in the study. 18 items from 33 items of FLCAS developed by Horwitz et al. (1986) which were directly related to communication anxiety were utilized to assess learners' foreign language speaking anxiety level. The results revealed that Turkish EFL learners experienced moderate level of speaking anxiety. Gender, abroad experience, proficiency level and perceived competence were found to be significant indicators of learners' speaking anxiety level, whereas there was not any significant relationship between learners' favourite skill area and their foreign language speaking anxiety.

Keywords: anxiety, speaking, EFL, gender, proficiency, abroad

Deaf or Hard-of-hearing High School EFL Students' Self-Esteem, Attitudes and Perspectives on Motivational Orientations

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Abstract

With the globalization of the world, the inclusiveness has become a growing concept affecting the educational contexts. As English being the lingua franca, more and more students all over the world have been learning it as either a foreign or a second language. However, teaching and learning languages to individuals with special needs has long been neglected. Individuals with hearing impairment have been no exception. Regrettably, most of the deaf community still lacks the opportunity of learning a foreign language as there are still not enough studies to understand the basics of foreign or second language education for the hearing impaired. Fortunately, recently, more studies have been conducted to understand the perceptions of the deaf and to provide them with better education. Thus the present study aims to shed some light to the issue by investigating the self-esteem, attitudes and motivational orientations of deaf or hard-of-hearing students. The data were collected through a scale. The participants of this study were 85 deaf high school students in a vocational high school. "The Scale of Motivation in English Language Learning" was used to investigate the self-esteem, attitude and motivational orientations of the participants. The scale was given to the participants in a written form, and it was explained/translated in Turkish Sign Language. The scale was originally designed for hearing students to learn about their degree of motivation towards English language learning, however the statements were shared with the participants by expressing them in sign language by one of the researchers in order to fit the purpose of the current study. The results indicate low self-esteem among the participants regarding their beliefs on their language learning abilities. Yet, travelling, communicating with others and self-improvement were found to be the orientations that trigger learners' interest into learning a foreign language. Although the male participants were found to be more confident with themselves compared to females no statistically significant differences were found between their attitudes. Previous studies and studies like the current one can be used to have deeper understandings of motivations of hearing impaired students when developing specialized learning programs and curriculums fit for them.

Keywords: deaf, hard-of-hearing, DHH, motivation, orientation, attitudes

The Effect of Using Educational Computer Games on the Achievement and Attitudes of Students in Teaching English Vocabulary

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Özet

Bu çalışmanın amacı, eğitici bilgisayar oyunlarının öğrencilerin İngilizce kelime öğretimindeki başarıları ve tutumları üzerindeki etkilerini incelemektir. Araştırmada ön test / son test kontrol gruplu gerçek deneysel model kullanılmıştır. Araştırmanın uygulaması iki devlet okulundaki 5. sınıf EFL öğrencileri ile gerçekleştirilmiştir. Çalışma grubu deney grubunda 166, kontrol grubunda 171 öğrenciden oluşmaktadır. Araştırmada kullanılmak üzere beş farklı oyun geliştirilmiştir; bunlara seçim eşleştirme-boşluk doldurma oyunu, hafıza oyunu, kelime yakalama oyunu, bulmaca oyunu ve milyoner oyunu dahildir. Araştırmada kullanılan oyunlar Adobe Captivate 9.0 programı kullanılarak hazırlanmıştır. Deney grubunda eğitici bilgisayar oyunları ile öğretim yapılmıştır. Kontrol grubunda, öğretim mevcut programa göre yürütülmüştür. Veriler, uygulama öncesi ve sonrasında akademik başarı testi ve tutum ölçeği kullanılarak toplanmıştır. Uygulamadan bir ay sonra, gecikmeli test öğrencilerin ısrarlarını belirlemek için kullanıldı. Verilerin analizinde nicel veri analizi yöntemleri kullanılmıştır. Nicel veri yöntemleri; Bağımsız örnekler için T-Testi, bağımlı örnekler için t-Testi, Mann-Whitney U testi ve Wilcoxon işaretli sıra testi kullanıldı. Araştırma sonucunda eğitici bilgisayar oyunları ile kelime öğrenen öğrencilerin mevcut programa göre kelime öğrenen öğrencilere göre daha başarılı olduğu tespit edilmiştir. Efekt boyutuna göre fark küçüktür. Deney grubundaki öğrenme, kontrol grubuna göre daha kalıcıdır. Efekt boyutuna göre fark küçüktür. Hem deney hem de kontrol grubundaki öğrencilerin İngilizce dersine yönelik tutumlarında anlamlı bir farklılık yoktur.

Anahtar Kelimeler: Educational computer games, English vocabulary teaching, L2/EFL, 5th grade EFL students

A Comparative Analysis of Teachers' Beliefs and Practices on the Assessment of 4th Grade-EFL Students in Turkey, Finland and Italy

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Abstract

Upon the recent changes in Turkish educational system, English language teaching programs have been redesigned taking the learners' needs into consideration. The new curriculum focuses more on communicative skills and includes some nontraditional methods such as student portfolio, self-assessment and peer-assessment for evaluation. However, the studies in various countries, including Turkey, have shown that grammar and vocabulary items constitute the content of the tests used in assessing young learners' foreign language competence. Moreover, most of the assessment procedures for young EFL learners ignore listening and speaking skills. The aim of this study is to find out EFL teachers' beliefs and practices regarding the assessment of 4th grade EFL students attending primary school and to discover whether there are matches or mismatches between the expected quality and the realities in assessment practices of teachers in Turkey, Finland and Italy. A total of 89 EFL teachers in Turkey, 40 teachers in Italy and 41 teachers in Finland constituted the sample of the study. For data collection, a questionnaire consisting of two main parts and a semi-structured interview were used. The qualitative data obtained through interviews were subjected to content analysis whereas the quantitative data collected through the questionnaire were analyzed using descriptive statistics and one-way ANOVA. The results of the study indicated that the use of assessment practices of EFL teachers varied across countries according to the curriculum and the book they used, their beliefs, classroom size, students' characteristics and the materials. Despite the observed differences in the countries investigated, teachers face similar difficulties in assessing young learners such as learning environment problem (e.g. crowded classroom), instructional technology and material (e.g. inadequacy of books and technological devices in the class), students (e.g. being reluctant to speak, shyness), parents' perception, class hours and assessment tools. In addition, the analysis of the interviews revealed that teachers tended to use ready-to-use exams adapted from the course books as well as additional materials for the exams. Most of the teachers in the study suggested that using formative types of assessment were more appropriate for young learners.

Keywords: assessment, EFL teachers' beliefs and practices, Finland, Italy, Turkey

Experienced and Novice EFL Teachers' Knowledge, Beliefs and Practices of Speaking Assessment Literacy

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Abstract

Assessment has been among the core parts of any language program in terms of its crucial impacts on both teaching and learning. An appropriate implementation of language assessment tools makes language education more fruitful and effective. Because of the fact that different skills including reading, writing, listening, speaking and grammar are supposed to be assessed differently in language education, language teachers are required to be assessment literate on each of these sub skills. Namely, it is of prime importance for language teachers to have competency on language assessment literacy (LAL). Whereas it is possible to observe many studies conducted on teachers' assessment literacy on reading, writing, listening and grammar skills, the number of studies about speaking assessment literacy is not enough. Therefore, the aim of this study was to shine new light on speaking assessment literacy of experienced and novice teachers. Data for the study was collected from 16 EFL teachers, including eight novice and eight experienced teachers. As the instrument, nine semi-structured interview questions were posed to teachers, either face to face or online. The data were analyzed with respect to three aspects; knowledge, belief and practice. The findings showed some differences between experienced and novice teachers as well as similarities such as common speaking assessment practices.

Keywords: Assessment, assessment literacy, speaking, speaking assessment

An Analysis of Literature and Culture Integrated into EFL Coursebooks

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Abstract

Considering the intermingled relationship among language, literature, and culture, and their benefits for language learning, it is indispensable to include both literary works and cultural content in EFL coursebooks, “the visible heart of any ELT program” (Sheldon, 1988). Within this scope, this study aimed to find out to whether literary texts are integrated, and literary figures are referred in EFL coursebooks used at high schools in Turkey. The second goal was to investigate the cultural content in these coursebooks of an expanding circle country in terms of L1, L2, international, and culture-neutral types, and explore whether cultural topics were addressed through literature in EFL coursebooks. To this end, the data from seven EFL coursebooks were analysed descriptively, and frequencies and percentages were calculated. The findings revealed that literary texts in EFL coursebooks were limited, and stories and poems had the priority in terms of literary genres. However, there were constant references to literary texts, authors and literary figures. Each coursebook contained cultural content from the concentric circles, including the local culture, in varying degrees, but culture was rarely addressed through the literary texts. These findings bear some implications for ELT field, English language teachers, coursebook authors, and curriculum developers.

Keywords: English Language Coursebook Analysis, Literature, Literary Texts, Cultural Content.

Documenting Experiences of ELT Student Teachers as Narrators of Children Picture Story Books: A Case Study

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Abstract

As a branch of children's literature, well-designed picture story books are often embraced by young EFL learners as children become excited, stimulated, and involved due to multimodal elements in picture story books. The fact that the success of the story-telling process to contribute to English language development of young learners (YLS) depends on the competency of teachers as narrators requires student teachers to be equipped with the effective story-telling techniques. This is why pre-service education should enable student teachers to gain appropriate methodologies to be followed in different teaching contexts. Thus, the researcher, as the instructor of the "Teaching English to Young Learners (TEYLs)" course, involved practicing story-telling as one of the micro-teaching tasks to be performed in the lesson. Accordingly, the study aims to investigate the strengths and weaknesses of ELT student teachers as narrators of picture story books to facilitate YLS' English language development. The design of the study is a case study conducted with 25 3rd year ELT student teachers enrolled at Bursa Uludag University by following a qualitative methodology. The data collection instrument was an open-ended questionnaire via which student teachers were asked to complete the two half sentences: "Performing a story-telling task was an easy experience for me because..." and "Performing a story-telling task was a difficult experience for me because..." The data were analysed through inductive content analysis. The extracts were examined under two codes: the story-telling techniques considered as easy to utilize and the story-telling techniques considered as difficult to use. The emerged themes reported by the narrators in their extracts were using appropriate gestures, disguising their voices, catching students' attention, involving students through the repetition of the target chunks, doing actions together, asking questions to children, singing songs together, and using flash-forward. They attributed their success in telling stories to having self-confidence in telling stories and knowledge of the way of telling stories to YLS in addition to being well-prepared. On the other hand, the participants reported what made the story-telling process difficult for them as interacting with the class, disguising their voices, dealing with several materials such as puppets, story books, and some realias used when telling stories, practical use of books, asking clever questions to involve students, using their gestures appropriately, involving students to do the actions, and making comments. They attributed their failure in telling picture story books to lack of

being well-prepared and their high level of anxiety. The results were discussed and suggestions were offered to provide scaffolding to both student teachers and practicing teachers who would like to integrate picture story books into their EFL primary classrooms.

Keywords: Picture story books, telling stories effectively, ELT student teachers

Noun Phrase Use and Undergraduate L2 Writing Performance

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Abstract

This study aimed to find out if noun phrase use differed in different L2 essay score groups. To this end, analyses were run to see if noun phrase use correlated with essay score, if it discriminated the highest scores from the lowest ones and if it differed in different score groups. The corpus of the study consisted of 185 literary analysis essays that were written by 185 students of English Language Teaching and previously scored reliably. Python 3.8.5, the Natural Language Processing Toolkit, TextBlob and JASP 0.13.1 were used for the analyses. Log-likelihood clustering, which is an unsupervised machine learning technique, was used to produce essay score groups that were different from one another. In accordance with the results of the assumption tests, Spearman's Rank Order Correlation, t-test and ANOVA were run on the data set. The results indicated that noun phrase use had a weak and positive correlation with essay score, it discriminated the highest scores from the lowest ones with a medium effect and there were significant differences in noun phrase use among different essay score groups. The findings confirmed the importance of encouraging nominalization over narration in undergraduate academic writing.

Keywords: noun phrase use, undergraduate L2 writing, literary analysis essay, expository essay

A Qualitative Study on Metacognitive Knowledge of Turkish EFL Students about Writing

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Abstract

The developments in cognitive psychology have not only suggested possible research directions to scholars for investigating the promising role of metacognition in writing achievement but also facilitated language instructors to adopt a different perspective on writing instruction to deal with the difficulty of writing. The current study explored Turkish EFL students' awareness about the three components of metacognitive knowledge: the person, task, and strategy variables. Thirty-five students studying English at B2 level at a preparatory school in Turkey participated in the study. Data for the study were collected through retrospective interviews and argumentative essay writing tasks. For the analysis of the qualitative data collected through interviews, a content analysis was used. To detect the differences in their metacognitive knowledge, participants were divided into three groups as high-performing (HP), average-performing (AP) and low-performing (LP) based on their writing achievement in the argumentative essays. The findings revealed that students' awareness of the person variable involved the person-related factors affecting their writing performance negatively and positively, their self-efficacy beliefs, their awareness of strengths and weaknesses, their endeavours and goals to learn English writing. Participants' knowledge of the task, on the other hand, comprised the task-related factors affecting writing performance, the challenges in completing a writing task, the awareness of task requirements, and the characteristics of a good piece of writing. Regarding their strategy knowledge, participants addressed the objectives of writing goals, planning ahead of writing, monitoring while writing, revising and editing. The content analyses also demonstrated significant differences among the three groups of writers in their person and strategy knowledge, but similarities in their task knowledge. To be more specific, during the interview sessions, the HP and AP writers provided more in-depth information about themselves as writers, and about the strategies they employed to achieve writing tasks. However, regardless of their writing achievement scores, participants in all groups mentioned very similar aspects of task knowledge with similar frequency. Based on its findings, this study suggests that a writing instruction that focuses on the development of metacognitive knowledge about the person, task and strategy variables will not only pave the way for EFL writers to be more self-regulated, but also benefit their writing performance.

Keywords: EFL writing, metacognition, metacognitive knowledge, person knowledge, task knowledge, strategy knowledge

Digital Divide in Higher Education: Turkish EFL Instructors' Access to ICT

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Abstract

Information and communication technologies (ICT) are immensely intertwined with educational, economic and social activities and continue to promise tremendous innovation and development opportunities, provided that enabling conditions are available (European Commission, 2013). In this context, the existence of digital inequalities poses a major threat to the fulfilment of ICT potential. The term “digital divide” has traditionally referred to inequalities in physical access to computers and the Internet. van Dijk (2005) has reconceptualised the theory of digital divide to better refer to its multifaceted construct and suggested four successive levels of access to ICT as motivational, physical (or material), skills and usage. He has posited that problems regarding the ICT access progressively shift from motivational and physical access to skills and usage access and digital divide might occur at any levels of access to digital technologies.

Studies on digital divide have majorly focused on students' physical access to digital technologies. However, research on teachers' and specifically higher education instructors' access to technology is scarce. The present study reports on preliminary research forming part of a larger scale study and aims to address higher education instructors' access to digital technologies at four levels. The participants were 44 EFL instructors from three private universities in Istanbul, Turkey. Analysis of the data coming from the Faculty's Information and Communication Technology Access (FICTA) scale (Soomro, Kale, Curtis, Akcaoglu, & Bernstein, 2018) revealed the following findings: (1) The participating instructors had high motivation to adopt digital technologies- more endogenously than exogenously; (2) majority of them had a physical access to technologies such as laptop computers, Internet and printers both at home and/or on-campus; (3) the instructors' perceived abilities in three types of skills (operational, informational and strategic) appeared to be quite high; and (4) the instructors had a relatively high level of general usage and instructional usage access to ICT. The findings gained from the present study would provide valuable insight for the planning and implementation of professional development experiences for university level EFL instructors.

Keywords: Digital Divide, Access to ICT, EFL

An overview of the adaptation process of the instructors to emergency remote teaching during the COVID 19 pandemic period at Middle East Technical University School of Foreign Languages

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Abstract

This paper presents the experiences of language teachers following the onset of the pandemic. The aim was to scope the variety of practices they tried as their teaching went online, their view of the challenges they faced, and how they coped with them. The sample comprised instructors at Middle East Technical University, in Ankara, who gave remote classes during the second semester that coincided with the first wave of infections and were conducted under emergency measures. Data were collected using a locally developed survey and a semi-structured interview. Teachers report to have substantially benefited from the experience, particularly in terms of collaboration with colleagues. All reflect that “distances were closed” between them and more significantly they felt that the quality of their teaching had improved. The teachers said they needed to cope with the shock of the situation as well as day-to-day issues with implementing a curriculum prepared for the face to face environment. Teachers soon found that working from home necessarily required them to organise their time differently. Albeit stressful at times, the novel situation also afforded them opportunities to uptake on activities and interests they had previously been forced to leave aside. Rather than feeling isolated or unempowered, the majority wanted to “hang out in the virtual staffroom”. They reported using and augmenting the pre-existing online platform not just for “sharing and learning”, but increasingly for social purposes and maintaining their “sense of mission”. They felt engaged with the institution they are part of and mentioned topics of discussion and “strong and spontaneous endorsement” of our department’s vision and traditions. Unprompted, the majority of participants mentioned that they had dedicated time for “self-investment”, gained some new skills or insights, “taken risks” and tailored their materials and courses to meet the demands of “online mode” education. While all experienced some hardships, most felt they were more confident both in terms of their technical abilities and the degree to which they had met the individual needs of their students.

Keywords: emergency remote teaching, COVID 19, online teaching, EMI university

Suggested Syllabus for the Elective Course: Child Psychology

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Abstract

This research aims to design a suggested syllabus for the Child Psychology Course with the help of teachers, teacher candidates', and teacher educators' opinions to lead a much more effective class for the further stages of the profession. To achieve this aim, 5 syllabi of Child Psychology courses given at different universities, and 6 books named "Child Psychology" were content analysed. After the document analysis, a questionnaire was designed with the help of the books, Council of Higher Education's program, and expert opinions, which had 31 items in total. This questionnaire was applied using Google Forms. There were 158 participants. 37 of the participants were males and 121 of them were females. There were 49 pre-service, 74 in-service teachers and 35 teacher educators. The data were analysed through SPSS 21. Descriptive and One-way ANOVA analysis were used for the analysis. According to the descriptive analysis result, mostly preferred 14 topics were determined. To detect any significant differences among the departments, genders, years of experience and work status, ANOVA analysis was applied. Some implications and suggestions were presented at the end of the study for ELT Departments.

Keywords: child psychology, syllabus design, English language teaching, elective courses

The Effect of SFL-Based Genre Instruction on Metafunctional Awareness in Academic Writing

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Abstract

There is a continuing quest for an effective way to help language learners demystify the genre differences between academic and everyday texts especially at tertiary education in EFL settings. Accordingly, the use of Systemic Functional Linguistics (SFL) Theory in genre instruction is gaining popularity for its prospects to help novice academic writers notice how different linguistic choices are made to reach different aims in different contexts. Following this trend, an experimental research study was designed to discover the effectiveness of the SFL-based Genre Instruction (SFLGI) given to B1 level language learners in an essay writing course in the language preparation class at a Turkish university context over a nine-week period. During the study, the experimental group (N=30) were taught the five main distinctive features of academic texts and their linguistic representations in relation to ideational, textual, and interpersonal metafunctions while the control group (N=30) continued to get a cognitively influenced version of Process Writing Instruction. This current paper intends to report pre-experimental part of the main mixed-method study by focusing on the potential impact of the SFLGI on the experimental group learners' awareness of the link between the metafunctions and their linguistic choices they made while writing their essays. The data were collected via the learners' self-evaluative annotations which were written alongside the four essays they produced during the 9 week-study. In these self-evaluative annotations, the experimental group participants reflected on the linguistic choices they made in their final drafts and explained the reasons for doing so after getting feedback from the instructor during the drafting process. Directed content analysis method was utilized to code the self-evaluative annotations using three prescribed categories named "linguistic representations of distinctive features of academic texts", "the distinctive features of academic texts", and "the metafunctions". The quantified results were subjected to repeated measures analysis of variance on SPSS 20. The results indicate that the 9-week SFLGI created a statistically significant change in the learners' awareness regarding all three categories, i.e "linguistic representations of distinctive features" $F(2.506, 72.677) = 8.19, p < .001$, "the distinctive features of academic texts" $F(1.897, 56.909) = 27.90, p < .001$ and "the metafunctions" $F(2.023, 60.689) = 19.968, p < .001$. These statistical increases reveal that SFLGI may guide learners who are unfamiliar to the demands of academic writing even if they do not have high language proficiency levels by helping them to notice how their certain linguistic choices enable their texts to realize the three metafunctions with a more academic tone. These findings also hint that SFLGI

can provide language learners with the necessary metalanguage to discuss their own linguistic choices in their written productions and consequently facilitate self-evaluation.

Keywords: genre, genre-based writing instruction, metafunctional awareness, self-evaluation, academic writing

A Case Study on EFL Teachers' Views on Material Adaptation for Teaching Pragmatics

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Abstract

Textbooks are indispensable components of language classrooms; however, recent research has documented that they are unsatisfactory in terms of pragmatic information (Barron 2016; Crandall & Bařtırkımen, 2004; Gilmore, 2004; Ren & Han 2016). Previous studies have documented that the features of pragmatics are teachable, and that explicit teaching can be more effective in EFL teaching contexts where textbooks are one of the few sources readily available for teachers and learners. the presentation of the use of these features looks sketchy and fails to provide a good source of language use in real contexts. Due to this limitation, teachers are sometimes need to adapt existing textbook activities for teaching these features, such as speech acts.

This study investigated a group of Turkish EFL teachers' views on an adapted activity for the instruction of pragmatics. the second aim of the study was whether there was a significant difference between the views of EFL teachers who had taken a course on pragmatics and the ones who had not. A dialogue activity from a textbook which was adapted by the researchers. The adaptation was based on the findings of the previous research (Barron, 2016; Karatepe & Yılmaz 2018; Ishihara & Cohen 2010; Siegel 2016).

The participants were 77 Turkish EFL teachers (19 male and 58 female) who were teaching different age groups. The participants were given a questionnaire with 29 statements and asked to evaluate the adapted activity for teaching pragmatics. The reliability of the questionnaire was calculated by using Cronbach's α and found to be reliable (.929). Moreover, it was examined by two experts (one of them teaches material design to EFL teacher candidates and the other has got a PhD in Interlanguage Pragmatics) and three Turkish EFL teachers. After consulting their opinions, the wording of the statements and the presentation of the terminology related to pragmatics (e.g. head act) were revised and rewritten. In addition, some of the participants were also interviewed to elicit further information on their specific views on the adapted activity.

Frequency analysis and independent samples t-test were employed to analyse the questionnaire data. The frequency analysis revealed that teachers had positive views on the modified version of the activity under investigation. The independent t-test results documented that there was no significant difference between the views of the teachers, who had taken a course on pragmatics during their teacher training, and the ones who had not. These results were supported by the interview data analysis findings. The

information given by the interviewees revealed that teachers regard material adaptation for the instruction of these features as a must. However, they admitted that none of them had made such adaptations as they thought they were not equipped with a satisfying level of knowledge on pragmatics and material development to this end. Therefore, they stated that they did not feel competent for adapting textbook activities for the instruction of pragmatics.

The findings indicate that topics related to teaching the features of pragmatics are not fully represented in teacher training programmes. Since even the teachers who took a pragmatics related course do not feel confident enough to make materials adaptation, a specific aspect of creating / adapting materials for the purpose of teaching pragmatics can be integrated with the existing courses in teacher training programmes.

Keywords: teaching pragmatics, speech acts, requests

Reflective Teaching Practices of English Language Teachers: A Critical Review

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Abstract

This study has been meticulously designed to portray English language teachers' reflective practice which is known as a strong pillar of continuing professional development. To that end, full-length research articles published between 2009 and 2019 in esteemed journals across the globe in the discipline of foreign language studies were identified and incorporated into the analysis according to eligibility criteria. This review revealed the current trends in reflective practice by generating themes. Hence, content analysis method was utilized. Finally, it was discovered that studies majorly handled reflective practices of in-service teachers through qualitative methods rather than discussing the cases of prospective teachers as a research group. Moreover, findings of this analysis would indicate that 'raising awareness towards teacher education through reflective practice' was the most researched aspect of reflective teaching, and strong liaisons must be maintained between pre-service and in-service teacher education. This principled review also offered some suggestions for further directions.

Keywords: reflective teaching, continuing professional development, teacher education

Prejudice Language and Translation: The Case of Lee's "To Kill a Mockingbird"

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Abstract

In the USA, Harper Lee's award-winning novel *To Kill a Mockingbird* despite being a classic in a number of school curriculums and libraries, by various societies is seen to be improper for school children to read and is therefore banned. The underlying reason for such a censorship is due to its reference to the history of racism in America. It is banned because one of the main themes running through the novel is based on the segregation between African-Americans and white people, in the society of Alabama, in the 1930s. This novel is narrated from a child's perspective and reflects the child characters' views about their surrounding environment. The language employed by certain characters reflects their attitudes and prejudice in the usage of ethnic slurs and in this respect has made the novel quite controversial. In the contemporary period it is possible to see that there are readers who either praise it or on the contrary despise it because of its racially disturbing discourse.

From the current debates of whether *To Kill a Mockingbird* should be included or not in the school children's reading lists displays the point that this novel is as popular as when it was published in 1960. Being such a popular novel, for decades it has been translated into many languages. One of the earliest translations of *To Kill a Mockingbird* from English into Turkish can be dated back to 1967 and has been repeatedly translated and published in Turkey ever since. Due to the point that translating a novel is problematic because of its recreation of meaning and style of language, the present research attempts to investigate *To Kill a Mockingbird* within the scope of prejudice language in terms of (a) depicting the linguistic entities of implied or explicit prejudice, (b) to investigate how the meanings embedded in the prejudice language employed were recreated in its Turkish translation, and (c) raise an awareness on the potential impact that discourse which embeds prejudice language can have in expressing the message of the author. As can be seen from this study, *To Kill a Mockingbird* both in its source language English and its target language Turkish, portrays the point that language is a very powerful tool that can reflect, shape and manipulate people's biased perceptions and aspects of reality.

Keywords: prejudice language, translation, novel, racism

Linguistically Oriented Qualities of Translator and Interpreter

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Abstract

Translation is a multidisciplinary scientific field in social sciences. So far so good, it has received a lot of interest from sociology, psychology, computer sciences, information technologies and especially from applied linguistics. Research shows that translation is not only a linguistic activity, but a reflection of a set of skills and capabilities of the translator/interpreter. In this respect, the formation of translation competence and related practices require a perception of worldwide affairs embodying the value systems of language framed through sociocultural practices. Relatedly, sociolinguistic, communicative, pragmatic and semiotic competencies structure the cognitive bases of translation/interpretation. Such disciplines might seem independent of each other, but are correlated in their nature. Therefore, it can be said that translation/interpretation is a communicative activity, a reflection of value systems framed through sociocultural practices and a mindset structured with a cognitive perception. Briefly put, this presentation provides a set of linguistically-oriented qualities that a translator/interpreter should become aware or develop.

Keywords: Translation, interpretation, translator, interpreter, cognitive linguistics.

A case study of Arabic phonological acquisition of a simultaneous bilingual Syrian Arabic- English child in comparing with a Syrian Arabic peer

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Abstract

The present study is a comparative phonological study of a 3;4 years male child who simultaneously has acquired both Syrian Arabic and English since he was four months old and a Syrian Arabic monolingual peer. The primary objective of this study is to describe the phonetic inventory of the bilingual child in Arabic in comparison with the Arabic monolingual child. Besides, it aims to identify the phonological processes of the subjects.

This study tries to highlight the phonological development of the two subjects in Arabic; the two main questions of the study are:

- Is the bilingual subject acquiring phonemes in a similar manner with regard to place and manner of articulation? In other words, how are his phonemes similar to or different from the monolinguals' ones?
- What are the kinds of phonological processes that the bilingual child has (substitution, deletion, insertion...etc.) and how these are similar or different from the monolinguals' ones?
- Nasruddeen

Nasruddeen, a simultaneous Damascene Syrian Arabic-English speaking child was 3;4 years-old when he was first assessed. He had moved to India when he was 2 months old.

- Baraa

Baraa, a Damascene Syrian Arabic speaking monolingual child was 3;4 years old when he was first assessed. Baraa's parents are native speakers of Syrian Arabic. He is their only child and was not sent to any preschool.

Spontaneous sessions of Arabic were arranged. These assessment sessions involved an adult interacting with the child. The data included spontaneous speech samples collected while playing with toys and looking at picture books.

Three sessions for the bilingual child in Arabic, and three sessions for the Arabic monolingual child were arranged.

The total time for the sessions for both of the children is almost equal. Nasruddeen and Baraa's sessions were audio-recorded, then phonetically transcribed. The sessions were spontaneous conversations

between the children and adults who sometimes used toys or books to stimulate the dialogue. The total time for the three sessions of each child is about forty-five minutes.

The speech samples were analyzed manually to provide data for the phonetic inventories and phonological processes. The data of the bilingual child was compared to his monolingual peer to find out how the features of the phonological system are similar or not.

The present study shows that it is possible for the bilingual children to acquire two separate phonological systems; however, the nature of development of the two phonological acquisitions may not be alike to their monolingual peers. The bilingual subject in this study has acquired the phonemes/ʃ, ʒ, h, f/ which have not been acquired by his monolingual peer. These phonemes are common between Arabic and English so the bilingual child has gained necessarily more exposure to these common phonemes in comparing with his monolingual peer. The bilingual subject hasn't acquired fully or yet the phonemes/ s^ʕ, d^ʕ, t^ʕ, z^ʕ, ħ, ʕ/ that have been acquired by his monolingual peer; the role of exposure may also explain, but in a different way, how the monolingual child acquired them. The monolingual child has generally much more input in his language than what the bilingual has. The acquisition delay of these phonemes can be explained depending on markedness or complexity and vocal matureness.

Keywords: language acquisition. simultaneous bilingualism. phonology. Arabic acquisition.

L2 Acquisition of Russian Aspect by L1 Turkish Speakers

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Abstract

As a part of an ongoing research, this study looks at second language (L2) acquisition of aspect in Russian by adult first language (L1) speakers to examine whether L1Turkish-L2 Russian speakers are as sensitive as native Russian speakers to the morphosyntax of Russian aspect involving perfective and imperfective form with its telicity-assigning mechanisms in Russian. Aspectual information as lexicalized or expressed by functional morphology or through discourse shows whether an utterance denotes a completed (terminated), or an incomplete (ongoing) event. In Russian, the majority of Russian dynamic verbs can appear in either one of the two existing aspectual forms: imperfective (IMP) or perfective (PERF). For example, the perfective aspect is overtly marked with a prefixed verb, such as do-pisat (finished writing) whereas the imperfective aspect uses the same root without a prefix like pisat (was writing, write). In Russian, dynamic verbs involving activities and accomplishment get their telicity value compositionally (a combination of denotation of the root and the morphological structure of the whole predicate. In Turkish, however, perfective aspect is expressed by the verbal suffixes-DI and mIş, as in (iki saat çalış-tı-m) and imperfective aspect is expressed by the verbal suffixes -(I)yor, -mAktA as in (çalış-ı-yor-du) and -(A/I)r and by the past copular marker -(y)DI as in as in (iki saat çalış-dı-m)(Göksel & Kerslake, 2005). Unlike Russian, Turkish verbs get their telic value indirectly from incremental theme argument.

We tested 15 L1Turkish/L2 Russian speakers and 15 L1 Russian speakers on an online Semantic Entailment Task (SET) and a Truth-Value Judgment task (TVJT) involving sentences with perfective and imperfective forms. The results of the independent samples t-test conducted with the data from the SET indicated no significant difference between the two groups ($t(28)= 1.598$; $p=.121$), which suggest that L1Turkish/L2 Russian speakers are as successful as native Russian speakers in the comprehension of aspect information and telicity, which is overtly marked in Russian. The results of the TVJT replicated these findings. The Independent samples t-test conducted on the means of L1 and L2 groups showed no significant difference between L1 and L2 judgement of aspectual information and telicity in Russian ($t(28)= -.785$; $p=.439$). These findings suggest that adult L2 speakers have acquired native-like competence in L2 Russian with respect to aspectual morphology and its telicity feature.

Keywords: Aspect, telicity, L1 Russian, L2 Turkish

Online Processing of Derived and Inflected Words in L1 Turkish: A Masked Priming Experiment

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Abstract

Whether L1 speakers process morphologically-complex words through decomposition or full-listing has been the core issue in the investigation of the mental lexicon. Relevant studies have mostly focused on nominal derivations and verbal inflections, and their findings have pointed to a decomposition-based route. However, several studies that have examined the processing of derivation and inflection in different word categories have brought about the question of whether word category influences the processing of morphologically-complex words. Due to a lack of studies focusing on different word categories in the investigation of morphological processing and the inconclusive findings, the goal of the present study is to provide a broader picture of L1 morphological processing. More specifically, this study attempts to investigate the inflectional and derivational paradigms in both nominal and verbal forms via a masked priming experiment with 24 adult L1 speakers of Turkish, an agglutinative language with rich morphology. The experimental stimuli consists of a nominal list and a verbal list, both of which were designed to form six different conditions (i.e., Identity, Derivation, Inflection, Semantic, Orthography, and Unrelated) with the same targets to achieve a direct comparison between different types of primes and thus determine the real source of any priming effects. A repeated-measures ANOVA was conducted on the experimental stimuli and a significant interaction was found between prime type and response time (RT). Pairwise comparisons on the verbal stimuli revealed repetition priming effects in Identity, while the absence of a statistically significant difference in the mean RT between Identity and the two morphological conditions, i.e., Derivation and Inflection, was indicative of a full-priming pattern. Yet, the mean RTs in Inflection and Derivation differed significantly from the mean RTs in Semantic and Orthography, indicating that the full-priming effects were not due to an orthographic overlap or a semantic relationship between the prime-target pairs. The nominal stimuli, on the other hand, yielded a different result with respect to Inflection. While pairwise comparisons revealed repetition priming in Identity and full-priming in Derivation, no priming effects were obtained in Inflection, suggesting full-listing for inflected forms. On the other hand, the mean RTs in Semantic and Orthography differed from the mean RT in Derivation significantly, indicating that the full-priming effects yielded by the derived primes were purely morphological in nature. Our findings show that morphologically-complex verbs, whether derived or inflected, are decomposed in L1 Turkish, whereas

morphologically-complex nouns are only decomposed when they are derivational. Therefore, we conclude that word category is a determining factor in the processing route of morphology for L1 Turkish speakers.

Keywords: morphological processing, masked priming, Turkish, inflection, derivation, decomposition, full-listing, L1 speakers

Exploring the Pragmatic Functions of Okaying in an English-Medium Instruction Geometry Class

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Abstract

Relying on the importance of teaching through English-medium instruction (EMI) in the Turkish context, the purpose of this study is to explore the use of *okay* by a professor at a Turkish university using EMI. This particular utterance as a discourse marker has multi-functions at pragmatic level within classroom discourse paving the way for interpersonal communication and creating dialogic space. In line with this, using corpus linguistics and conversation analysis methodologies, we investigate a relatively small specialized corpus of lectures from the field of mathematics offered at undergraduate level. The analyses of *okaying* in the corpus resulted in a range of key findings with respect to the particular uses of the device in an EMI geometry course. The 90 minute classroom talk by the professor constituting the body of the course involved a highly frequent use of *okay* (15.93 per 1000 words) in an engaging and meaningful manner to achieve educational goals in the class. With extracts of classroom discourse presented in detailed excerpts from our dataset, we also discuss the ways in which the professor promotes and manages his teaching and the classroom.

Keywords: higher education context (HEC), English-medium instruction (EMI), discourse marker, okay, corpus linguistics, multimodal analysis