



14TH INTERNATIONAL ULEAD CONGRESS

22-24 OCTOBER 2021 / BOLU, TURKEY

5TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS



“EMBRACING THE FUTURE: CONTEMPORARY ISSUES IN APPLIED LINGUISTICS”

ABSTRACT SUBMISSION DEADLINE: 1 AUGUST 2021

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14TH INTERNATIONAL CONGRESS ON RESEARCH IN EDUCATION



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5th International Conference on Research in Applied Linguistics ICRAL 2021

Embracing the Future: Contemporary Issues in Applied Linguistics

ABSTRACT BOOK

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Aralık 2022

5th International Conference on Research in Applied Linguistics ICRAL 2021

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5th International Conference on Research in Applied Linguistics ICRAL 2021

FOREWORD

Once more we as the International Education Researchers Association-ULEAD are pleased to have organised the 5th International Conference on Research in Applied Linguistics- ULEAD ICRAL 2021, hosted by Bolu Abant İzzet Baysal University held online on October 22-24, 2021. We usually convene ICRAL conferences face-to-face; however, due to the pandemic, we have organised the last two conferences online. Despite the pandemic conditions, I am happy that we have received several submissions from various academics and researchers across the world. The theme of our 5th conference is “Embracing the Future: Contemporary Issues in Applied Linguistics”. The world is constantly changing, and every field of science takes its shares from this change. It is for sure that the traditional issues and approaches in the field of Applied Linguistics have paved the way to the contemporary ones. Thus, the contemporary research issues in the field of Applied Linguistics will guide the researchers, academics, practitioners and all the other stakeholders in this field to the future. Due to the significance of focusing on the contemporary issues to be able to embrace the future, we have chosen this as our conference theme in the 5th International Conference on Research in Applied Linguistics.

The ICRAL 2021 has received 95 papers on a wide variety of topics from different countries. Also, we have seven distinguished keynote speakers. Hereby, I would like to thank all our authors and keynote speakers in contributing to this conference. We are especially honoured to introduce our keynote speakers Prof. Dr. Kenan Dikilitaş, Prof. Dr. Turan Paker, Prof. Dr. Yasemin Kırkgöz, Prof. Dr. Bonny Norton, Assoc. Prof. Dr. Christina Gkonou, Assoc. Prof. Dr. Inna Pevneva and Assoc. Prof. Dr. Katalin Csizér Wein.

I would like to express my thanks to Assoc. Prof. Dr. Sedat Akayoğlu and Assoc. Prof. Dr. Anıl Rakıcıoğlu-Söylemez, for their endorsement and commitment to support this conference as the co-hosts of the 5th ICRAL. Also, I would like to thank all those who have been involved or contributed in any capacity, whether members of the organising and scientific committees, academic or administrative personnel, students, other supporters and helpers, and of course all the delegates who are participating.

I hope that everybody will find ample opportunity to expand their knowledge, exercise their minds and connect with colleagues during the conference. We are delighted that you are all able to attend this online conference, but I think we shall be even more delighted if we have the opportunity of welcoming you in person to Amasya where ICRAL 2022 will take place.

Prof. Dr. Dinçay KÖKSAL

President of ULEAD

5th International Conference on Research in Applied Linguistics ICRAL 2021

Opening Speech 1

Friday, 22 October / 09:30 - 09:45 Keynote Event Venue: Opening Speech 1 Zoom MODERATOR: Sedat Akayoglu

Prof. Dr. Dinçay KÖKSAL

International Association of Educational Researchers

Opening Speech 2

Friday, 22 October / 09:45 - 10:00 Keynote Event Venue: Opening Speech 2 Zoom MODERATOR: Anil Rakicioglu-Soylemez

Assoc. Prof. Dr. Sedat Akayoğlu

Department Head

Plenary Speech 1

Friday, 22 October / 10:00 - 11:00 Plenary Event Venue: Plenary Speech 1 Zoom MODERATOR: Sedat Akayoglu

Prof. Dr. Yasemin Kırkgöz

Break

Friday, 22 October / 11:00 - 11:15 Coffee Break

Session 1

Friday, 22 October / 11:15 - 12:15 Online Abstract Session Event Venue: Session 1 Zoom MODERATOR: Nalan Bayraktar Balkır

Towards an Understanding of Authorship and Academic Integrity in L2 Writing Development: Reflections from Pre-service EFL Teachers.

- Sibel Söğüt

Do Language Teachers Affect Their Students' Attitudes to Translanguaging Pedagogies?

- Emel Kucukali, Dilara Koçbaş

The Benefits of Spontaneous Translanguaging Pedagogies on EFL Students' Language Skills

- Emel Kucukali, Dilara Koçbaş

Investigating EFL instructors' opinions, practices, and suggestions for infusing a global education perspective into FLE

- Nalan Bayraktar Balkır

Break

Friday, 22 October / 12:15 - 12:45 Coffee Break

Session 2

Friday, 22 October / 12:45 - 13:45 Online Abstract Session Event Venue: Session 2 Zoom MODERATOR: Dilşah Kalay

AN ANALYSIS OF APOLOGIES BY NATIVE AND NON-NATIVE INSTRUCTORS OF ENGLISH

- Dilsah Kalay

ENGLISH LANGUAGE LEARNING CONDITIONS of DEAF and HARD of HEARING STUDENTS in TURKEY and WORLDWIDE

- Sıla Ay, Özgür Şen Bartan

Examining the Role of Ideal L2 Self in Explaining EFL Learners' Directed Motivational Currents (DMCs)

- Tutku Başöz, Özge Gümüş

Morpheme Acquisition in EFL context: A Meta-Analysis of L1 Influence and Natural Order

- Sultan Tutku Budak Ozalp, Meltem Baysal Caliskan, Kübra Uğurlu

Break

5th International Conference on Research in Applied Linguistics ICRAL 2021

Friday, 22 October / 13:45 - 14:00 Coffee Break

Plenary Speech 2

Friday, 22 October / 14:00 - 15:00 Plenary Event Venue: Plenary Speech 2 Zoom MODERATOR: Anil Rakicioglu-Soylemez

Associate Prof. Dr. Christina Gkonou

Break

Friday, 22 October / 15:00 - 15:10 Coffee Break

Session 3

Friday, 22 October / 15:10 - 15:55 Online Abstract Session Event Venue: Session 3 Zoom MODERATOR: Özge Gümüş

Bringing lecturing back to life: An Interactive Translanguaging Perspective into University Literature Classes

- Vildan İnci Kavak, Yasemin Kırkgöz

AN INVESTIGATION OF TEACHER IDENTITY THROUGH METAPHOR ANALYSIS: TEYL TEACHERS IN TURKEY

- Fehime Aslan

Understanding the role of mindsets in explaining EFL learners' propensity to experience DMCs

- Özge Gümüş, Tutku Başöz

Break

Friday, 22 October / 15:55 - 16:10 Coffee Break

Session 4

Friday, 22 October / 16:10 - 16:50 Online Abstract Session Event Venue: Session 4 Zoom MODERATOR: Sultan Tutku Budak Özalp

Smaller Changes in the Digital EFL Classroom during the Covid-19 Pandemic for Better Results

- Dinçay Köksal, Tamari Dolidze (GE), Ömer Gökhan Ulum, Elmira Tazhibayeva

A Case Study: Tracking Changes in EFL Learners' Attitudes towards Learning English During the Time of COVID-19

- Sultan Tutku Budak Ozalp

Break

Friday, 22 October / 16:50 - 17:00 Coffee Break

Plenary Speech 3

Friday, 22 October / 17:00 - 18:00 Plenary Event Venue: Plenary Speech 3 Zoom MODERATOR: Anil Rakicioglu-Soylemez

Prof. Dr. Bonny Norton

Plenary Speech 4

Saturday, 23 October / 10:00 - 11:00 Plenary Event Venue: Plenary Speech 1 Zoom MODERATOR: Ali Erarslan

Assoc. Prof. Dr. Katalin Csizér Wein

Break

Saturday, 23 October / 11:00 - 11:15 Coffee Break

Concurrent Session 1

Saturday, 23 October / 11:15 - 12:15 Online Abstract Session Event Venue: Concurrent Session 1 Zoom MODERATOR: Fatma Kimsesiz

Digitalizing Teacher Visions Integration in Multimodal Metalanguage Awareness via Online Contexts

- Azra Tajhizi (IR), Davud Kuhi

Students' Online Learning Experiences and Their Perceptions of Online Course Quality, Course Content and Interactions during COVID 19.

- Nazmi Dinçer, Ayşegül Pamukçu

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<p>The Role of Motivation for Reading in Explaining L2 Vocabulary Size</p> <ul style="list-style-type: none">• Funda Ölmez-Çağlar <p>An Examination of English- Turkish Proverbs in terms of Interlingual Equivalency Across Cultures</p> <ul style="list-style-type: none">• Fatma Kimsesiz
Concurrent Session 2
<p>Saturday, 23 October / 11:15 - 12:15 Oral Abstract Session Event Venue: Concurrent Session 2 Zoom MODERATOR: Gülin Zeybek</p>
<p>Designing an AI Chatbot for Enhancing the SLA Competences of Pre-Service English Teachers: A Case for C.L.A.I.M.</p> <ul style="list-style-type: none">• Devrim Günay, Kürşat Adanalı, Nazım Can Atalay, Mücteba Talha Çiçek <p>A Review of Current Online Tools Used To Teach English As A Foreign Language</p> <ul style="list-style-type: none">• Ebru Kızıllarslan, Cemal Çakır <p>Graduate Students' Conceptions of Research and their Practices?: The Case of EFL Iranian MA Students</p> <ul style="list-style-type: none">• Mohammad Amini Farsani, Ladan Soleimani (IR) <p>Learning How to Integrate Multimodal Mobile Assisted Language Learning: A Study on Pre-Service Teachers</p> <ul style="list-style-type: none">• Gülin Zeybek, Safiye İpek Kuru Gönen <p>Application of the Reiner Learning Style and Edmonds Learning Styles Identification Scale in Elementary School, Middle School, and High School</p> <ul style="list-style-type: none">• Esra Ayten
Concurrent Session 3
<p>Saturday, 23 October / 11:15 - 12:15 Online Abstract Session Event Venue: Concurrent Session 3 Zoom MODERATOR: Suna Akalın</p>
<p>Intercultural Sensitivity levels of International and Turkish Students Studying at Turkish Universities</p> <ul style="list-style-type: none">• Çiğdem Karatepe, Cem Şencan, Gupse Çetin <p>A Study on the Relationship of Web 2.0 Tools and Language Learning Strategies</p> <ul style="list-style-type: none">• Suna Akalın, Senanur Kılıçarslan <p>Psychological Immunity of EFL Instructors: A Qualitative Study</p> <ul style="list-style-type: none">• Zekeriya Durmaz, Semiha Kahyalar Gürsoy <p>A Literature Review on the Flipped Classroom Approach</p> <ul style="list-style-type: none">• Merve Köksal, Turgay Han
Concurrent Session 4
<p>Saturday, 23 October / 11:15 - 12:15 Online Abstract Session Event Venue: Concurrent Session 4 Zoom MODERATOR:</p>
<p>Pre-Service EFL Teachers' Perceptions about Critical Pedagogy: A Descriptive Study</p> <ul style="list-style-type: none">• Hacer Kaçar, Hasan Bedir <p>The Necessity of Including Teaching Cultural Elements in ESP Classrooms</p> <ul style="list-style-type: none">• Tamila Dilaverova (GE) <p>Assessing the effectiveness of Augmented Reality (AR) to teach Vocabulary at the receptive level in Language Learning</p> <ul style="list-style-type: none">• Victor Marrahí-Gómez (ES), Jose Belda-Medina
Break

5th International Conference on Research in Applied Linguistics ICRAL 2021

Saturday, 23 October / 12:15 - 13:00 Coffee Break

Plenary Speech 5

Saturday, 23 October / 13:00 - 14:00 Online Abstract Session Event Venue: Plenary Speech 2 Zoom

MODERATOR: Ali Erarslan

Prof. Dr. Turan Paker

Break

Saturday, 23 October / 14:00 - 14:15 Coffee Break

Concurrent Session 5

Saturday, 23 October / 14:15 - 15:15 Oral Abstract Session Event Venue: Concurrent Session 5

Zoom MODERATOR: Veysel Altunel

Creating a Frequency-based Turkish-English Loanword Cognates Word List (TELCWL)

- Veysel Altunel, Xiaoli Yu

An Investigation of Coordinating Conjunction in Dutch Turkish Varieties within the Context of Cross Linguistic Influence

- Esma Nur Dikmen

Cognitive and Societal Mechanisms in Mock Spanish Juan Colomina-Alminana (US)
Epigenetic Aspects of Emotions in EFL Learning

- Anıl Rakıcıoğlu-Söylemez, Altay Eren

Concurrent Session 6

Saturday, 23 October / 14:15 - 15:15 Online Abstract Session Event Venue: Concurrent Session 6

Zoom MODERATOR: Aydan Irgatoğlu

The Relationship between Intercultural Sensitivity and Intercultural Communicative Competence of Turkish EFL Instructors

- Arzu Sevinç

Pre-service EFL Teachers as Participatory Action Researchers: Emerging Insights and Implications

- Eda Ceylan, İrem Comoğlu

The use of language learning strategies and its effect on blended learning

- Aydan Irgatoğlu, Arif Sarıçoban

Concurrent Session 7

Saturday, 23 October / 14:15 - 15:15 Online Abstract Session Event Venue: Concurrent Session 7

Zoom MODERATOR: Eda Nur Özcan

Revisiting Turkish EFL Teachers' Self-Efficacy and Training Needs in Distance Education: A Mixed-Methods Study

- Eda Nur Özcan, Esim Gürsoy

THE REVIEW OF WAYS TO BE AUTONOMY-SUPPORTIVE IN ONLINE LANGUAGE LEARNING CLASSROOM

- Hale Nur Söyler, Deren Başak Akman Yeşilel

Dialogical Learning: Principles, Practices and Benefits

- Aylin Yardımcı, Arif Sarıçoban

EFL Learners' Readiness for and Satisfaction with E-learning in Turkey during the COVID-19 Pandemic

- Esra Çam, Mutlu Çam, Levent Uzun

Concurrent Session 8

Saturday, 23 October / 14:15 - 15:15 Online Abstract Session Event Venue: Concurrent Session 8

Zoom MODERATOR: Orhan Kocaman

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Turkish EFL Instructors' Knowledge, Beliefs and Classroom Practices Regarding Pronunciation

- Esra Çam

To What Extent can Turkish People Help English Speaking Foreigners: in context of downtown and campus

- Suna Akalın, Gülalek Kurbanova, Zeynep Keskin

Effects of Explicit Corrective Feedback on Writing Skill: A private middle school example

- Orhan Kocaman, Buse Nur Maral

Does subtitling matter in adolescents' vocabulary development?

- Mehmet Asmalı

Plenary Speech 6

Sunday, 24 October / 10:00 - 11:00 Plenary Event Venue: Plenary Speech 1 Zoom MODERATOR: Anil Rakicioglu-Soylemez
Prof. Dr. Kenan Dikilitaş

Break

Sunday, 24 October / 11:00 - 11:15 Coffee Break

Concurrent Session 9

Sunday, 24 October / 11:15 - 12:15 Online Abstract Session Event Venue: Concurrent Session 1 Zoom MODERATOR: Fatma Kimsesiz

Word-Initial Entropy in Turkish

- Treysi Terziyan (NL)

Evaluation of the textbook used in the pandemic: From teachers' and students' perspectives

- Semahat Aysu

An Investigation on Learning English Proverbs in relation to the Reflection of Cultural Connection between English and Turkish Proverbs

- Fatma Kimsesiz

Exploring the Causal Mechanisms of Language Teachers' Self-Efficacy Beliefs in Teaching Writing: A Complexity Perspective

- Ayşe Nesil Demir

Concurrent Session 10

Sunday, 24 October / 11:15 - 12:15 Online Abstract Session Event Venue: Concurrent Session 2 Zoom MODERATOR: İrem Çomoğlu

Scrutinizing Needs and Language Functions in an Intensive English Program for Early Childhood Education

- Doğukan Şimşek, Kemal Sinan Özmen

Complexity in Foreign Language Teacher Motivation: Fluctuations in Motivation to Teach and for Profession

- Ceyda Zerenay

Parentocracy as an additional source of stress for English language teachers amidst the pandemic: A phenomenological study

- İrem Comoglu, Esra Erkan Yılmaz

The EFL Teachers in the Third Level Digital Divide

- İdil Sayın, Gülin Zeybek

Concurrent Session 11

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Sunday, 24 October / 11:15 - 12:15 Oral Abstract Session Event Venue: Concurrent Session 3 Zoom
MODERATOR: İsmail Erton

Lexical Associations in the L1 Turkish Mental Lexicon: Can L1 Intuition and a Representative Corpus Guide Teaching of Turkish as a Foreign Language Materials?

- Hakan Cangır

Screencast as a tool for microteaching self-reflections: Perceived affordances and constraints

- Merve Savaşçı, Seval Kaygısız, Gizem Akçor

Linguistic Phases and Requirements in Foreign Language Learning

- İsmail Erton

Examining the technological pedagogical content knowledge (TPACK) of Turkish pre-service EFL Teachers

- Rabia Dülger, Gülten Genç

Use of Short Story in English Language Teaching as an Instructional Material

- Feyza Nur Öztürk, Arif Sarıçoban

Concurrent Session 12

Sunday, 24 October / 11:15 - 12:15 Oral Abstract Session Event Venue: Concurrent Session 4 Zoom
MODERATOR: Özgür Şen Bartan

Parallelism and discourse connective relations in English-Turkish translations of TED Talks

- Özgür Şen Bartan

Russian-Turkish Marriages: The Dominant Impact of Language and Culture on Children Born in Russian-Turkish Families

- Vira Terzioğlu

An alternative look into collaboration in task-based EFL oral interactions

- Kadriye Aksoy-Pekacar

Improving EFL Learners' Reading Levels through Extensive Reading

- Egem Zaloğlu, Arif Sarıçoban

Concurrent Session 13- POSTER PRESENTATIONS

Sunday, 24 October / 11:15 - 12:15 Oral Abstract Session Event Venue: Concurrent Session 4 Zoom
MODERATOR: Nazım Ünlü

A comparative genre analysis of American and Chinese leaders' New Year speeches

- Rongrong Fu

Does foreign language learning undermine national identification? A big-data survey

- Zhixin Liu

Break

Sunday, 24 October / 12:15 - 13:00 Coffee Break

Plenary Speech 7

Sunday, 24 October / 13:00 - 14:00 Online Abstract Session Event Venue: Plenary Speech 2 Zoom

MODERATOR: Sedat Akayoglu

Assoc. Prof. Dr. Inna Pevneva

Closing Remarks for the ICRAL 2021

Sunday, 24 October / 14:15 - 14:30 Facilitated Q & As Event Venue: Closing Remarks Zoom

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ABSTRACTS

**TOWARDS AN UNDERSTANDING OF AUTHORSHIP AND ACADEMIC
INTEGRITY IN L2 WRITING DEVELOPMENT: REFLECTIONS FROM
PRE-SERVICE EFL TEACHERS**

Sibel Söğüt

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Abstract

The importance of promoting academic integrity remains a crucial and contemporary component of L2 development in higher education. Violations of academic integrity are prevalent in different language areas and specifically prominent in the development of writing skills. Failing to adopt an appropriate standpoint in expressing the learners' viewpoints through their own words, paraphrasing, challenges in proposing an effective authorial identity, and citing properly are among the factors playing an important role in violating the norms of academic integrity in L2 writing development. Considering the crucial role of these elements in L2 writing development, having an understanding of the learners' perspectives of authorship and academic integrity is needed to provide suggestions to enhance their authorial identity and to foster their knowledge to avoid plagiarism in their written works. Adapting the lens of author identity on academic integrity, this convergent mixed-method designs study aims at exploring the pre-service EFL teachers' perceptions about authorship and deciphering their perceived reasons for plagiarism in L2 writing development. Quantitative and qualitative data were collected at the same time and both forms of data were merged to provide a comprehensive analysis of the research problem (Creswell & Creswell, 2018, 52). The qualitative data were collected through the students' responses to the Avoiding Plagiarism Scenarios (2015) and course policy statements in the course syllabus served as background material. The learners' evaluated the scenarios by focusing on whether an action was plagiarism and the severity of the behavior. The quantitative data were gathered through the Student Authorship Questionnaire (SAQ) developed by Pitman, Elander, Lusher, Fox & Payne (2009). A total of 29 pre-service EFL teachers participated in the study. The quantitative data were analyzed through descriptive statistics whereas the qualitative data were examined through content analysis. The findings showed that the learners were found to have a basic understanding of plagiarism. Their perceived reasons for plagiarism were found to be heavy workload, time constraints for assignments, fear of failure, laziness, and lack of knowledge, motivation, self-confidence. They reported to having enough understanding about providing references, producing their own written work, the responsibilities of an author. Their responses showed that their lack of competence in expressing their views in their written works was a stumbling block in adopting an appropriate authorial identity. Responses to scenarios showed that presenting their old work as a new one was viewed as self-plagiarism. Further, their responses indicated that providing identical work as a result of a collaboration with their friends was not academic dishonesty whereas they provided vague responses about the acceptability of the re-written parts of their assignments by a friend. In light of these findings, this study would provide pedagogical implications to enrich the learners' understandings of authorial identity to avoid plagiarism in L2 writing development and to facilitate their perspective of authorship.

Keywords: academic integrity; L2 writing development; authorial identity; pre- service EFL teachers.

**DOLANGUAGE TEACHERS AFFECT THEIR STUDENTS'
ATTITUDES TO TRANSLANGUAGING PEDAGOGIES?**

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Marmara University / School of Foreign Languages

Dilara Koçbaş

Yeditepe University / Department of Teacher Training in English

Abstract

The present mixed-designed study aims to investigate the relationship between teachers' translanguaging pedagogies (TP) and students' attitudes to these pedagogies in a Turkish State University. Teachers (N=3) of English, teachers (N=2) of English and Russian/Turkish, and their students (N=157) were selected through convenient sampling. The students were learners of English (N=92) and Russian (N=13) as a FL (Foreign Language) and learners of Turkish (52) as a SL (Second Language). The data were collected through a questionnaire and semi-structured interviews. The questionnaire was developed by the researcher and contained two parts: (1) students' reports on the frequency of TP practiced in class by their teacher, and (2) students' attitudes to their teacher' pedagogies. The quantitative data collected from the questionnaire were analyzed through descriptive statistics and Spearman Rank correlation. The qualitative data were elicited from semi-structured interviews with both teachers and students and were analyzed through content analysis by using CLAN (Computerized Language ANalysis) Program. The findings displayed that students' preference for TP positively correlated with the extent to which it is used by their teacher in class. The more a teacher integrated two or three languages, the more students liked it. Similarly, the more a teacher adopted monolingual pedagogies, the more her students appreciated it. By being exposed to their teachers' methods, students adopt their teachers' attitudes and approaches to language learning. Students' statements were in correspondence with the explanations of their teachers about the preference of TP. Raising teacher's awareness of translanguaging in FL and SL education was suggested as an implication in teachertraining.

Keywords: FL Learners & Teachers, SL Learners & Teachers, Translanguaging Pedagogies

**THE BENEFITS OF SPONTANEOUS TRANSLANGUAGING
PEDAGOGIES ON EFL STUDENTS' LANGUAGE SKILLS**

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Abstract

The present mixed-designed study aims to explore the potential effect of spontaneous TP (Translanguaging pedagogies) on the achievement scores of EFL students in the School of Foreign Languages at a Turkish State University. Teachers (N=5) of English, and their five EFL classes with university students (N=92) were selected through convenient sampling. The students were exposed to different levels of TP by their teachers one academic year. There was no intervention in these classes, so teachers followed their teaching routine by integrating spontaneous TP. A questionnaire developed by the researcher elicited students' perceptions of the frequency of TP practiced in class by their teachers. The quantitative data was collected via the questionnaire and achievement scores of the students, which were analyzed through descriptive statistics and ANOVA. The qualitative data collected from semi-structured interviews were analyzed through content analysis by using CLAN (Computerized Language ANalysis) Program. The quantitative findings indicated that the classes exposed to a high level of TP with intensive integration of two languages only such as TL (Target Language) and students' L1/NL (First/Native Language), and culture, displayed significantly high scores in listening and reading skills. Interview data revealed that teachers' professional background contributed to the effective and intensive use of TP in class, and therefore to the potential development of reading and listening skills. Pedagogical implications involving EFL contexts were suggested at the end of the study.

Keywords: EFL Learners, Listening Skills, Reading Skills, Translanguaging Pedagogies.

**INVESTIGATING EFL INSTRUCTORS' OPINIONS, PRACTICES, AND
SUGGESTIONS FOR INFUSING A GLOBAL EDUCATION
PERSPECTIVE INTO FLE**

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Abstract

Living in a world experiencing countless challenges related to health, environment, climate, politics, economy, justice, security, and many other global issues (GIs) urges all professional groups, especially educators, to take immediate actions to raise citizens with high a level of awareness, knowledge, skills and potential to act for solving issues affecting all humanity and the globe. In this joint endeavor, foreign language education (FLE) professionals might play a pivotal role by infusing a global education (GE) approach into their teaching processes and practices. Being a comparatively recent educational approach, GE which aims to provide learners with the knowledge, skills, and ability to effectively communicate in a foreign language, and educate them to take actions to combat GIs in a socially responsible manner might perfectly serve to achieve this broad but extremely important goal. Despite the abundance of research concerning environmental education in the literature, the number of studies investigating GE efforts, specifically GIs, in a holistic sense is relatively fewer in quantity. Therefore, this study was designed to contribute to the narrowing of this gap by exploring tertiary level EFL instructors' existing perspectives of GIs, current practices about the coverage of GIs, and opinions and suggestions about the integration of GE in teaching English in a particular EFL setting. Adopting a qualitative research design, focus group interviews were implemented with a group of EFL instructors teaching in English preparatory program at a state university in Turkey. The data obtained through the interviews were analyzed utilizing the inductive content analysis technique. The findings showed some of the GI categories that emerged from the instructors' responses were related to economy, environment, climate, health, and society. They believed the coursebook series covered a range of GIs, and they were generally content with the extent that the series raised the learners' awareness of, informed, and enlightened them about the issues. In terms of their efforts to infuse GE into the teaching of EFL, they had some diverse ideas and practices. While some of them believed that it was a human obligation to educate their students about GIs that affect us all, some others' priority was to teach them English in the first place. They also added that adopting a GE perspective in their teaching practices depended on three conditions such as time concern, students' willingness, and the level of language proficiency. Finally, they shared their suggestions to exploit GIs more effectively using a variety of extension activities. The findings of this study might serve as a basis for the design of GE courses in English teacher education and in- service teacher training programs with the hope that foreign language educators can act as the agents of change to transform the world for the better.

Keywords: Global education, global issues, foreign language education

**AN ANALYSIS OF APOLOGIES BY NATIVE AND NON-NATIVE
INSTRUCTORS OF ENGLISH**

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Abstract

The present paper examines the pragmatic competence of Turkish teachers of English as a foreign language. For this purpose, a discourse completion questionnaire with eight situations targeted to elicit apology speech acts is given to both native and non-native speakers of English. The apologies provided by these two groups are thoroughly analyzed and categorized into apology speech act realization strategies. Following that, the data is also scrutinized in terms of strategy use and distribution of tokens across strategies with Pearson's chi-square test. The length of the apologies and the average number of strategies and sub-strategies per apology speech act are investigated using independent samples t-test. The results of the statistical analyses have indicated that non-native English teachers differ from native teachers in their use of apology strategies. That is to say, non-native English teachers do not meet the native norms with regard to their knowledge of pragmatics. Overall, the implications of the current study are supposed to help language teachers be a better model of native-like language use and also provide students with necessary exposure to native language use.

Keywords: Apology, Native Speakers of English, Non-native Speakers of English

**ENGLISH LANGUAGE LEARNING CONDITIONS of DEAF and HARD of
HEARING STUDENTS in TURKEY and WORLDWIDE**

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Abstract

Due to the coronavirus disease (COVID-19) in Turkey and worldwide, the problems posed by inaccessibility to education has been incrementally getting bigger. The difficulties of students who need special education, arising from access to English language learning, has been steadily increasing. In Turkey, most of the Deaf and Hard of Hearing (DHH) students join inclusive education with their hearing peers, and others attend deaf schools which offer special education. This study tries to explore English language learning conditions of Deaf and Hard of Hearing students in Turkey and worldwide. The following research questions were addressed in this study: 1) What are the characteristics of DHH English language learners and their ways of communication? 2) What are certain foreign language teaching methods and/or techniques recommended for this group of learners? Within the framework of these questions, the study investigated English language learning conditions of DHH students in Turkey and worldwide through the literature review of both empirical and theoretical studies concerning DHH English learners. Consequently, there have been few studies on DHH English language learners in Turkey and DHH learners do not have access to appropriate English language teaching. Having examined the studies concerning DHH English language learners worldwide, there are some practical implications regarding their characteristics, communication ways/needs, and methods and techniques recommended for this group of learners.

Keywords: Deaf and Hard of Hearing learners of English, English language teaching, accessibility

**EXAMINING THE ROLE OF IDEAL L2 SELF IN EXPLAINING EFL
LEARNERS' DIRECTED MOTIVATIONAL CURRENTS (DMCS)**

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Abstract

Recently, there has been an increasing interest in research on Directed Motivational Currents (DMCs) which refers to the phenomenon of a period of intense and enduring motivation in pursuit of a highly desired personal goal or vision (Dörnyei, Ibrahim, & Muir, 2015). However, no previous study has investigated the relationship between ideal L2 self and DMCs in the English as a Foreign Language (EFL) context. The purpose of the current study is to address this research gap by shedding light on the role of ideal L2 self in predicting EFL learners' DMC disposition. Besides, the variance in EFL learners' DMCs in terms of gender differences was examined in the study. In this quantitative study, a composite survey instrument which included the DMC Disposition Scale (Muir, 2016) and Ideal L2 Self Scale (Taguchi, Magid, & Papi, 2009) was administered to 144 EFL learners majoring in English Language Teaching at a state university in Turkey. Simple standard regression analysis was conducted to determine to what extent the variability in participants' DMCs can be predicted by their perceptions of their ideal L2 self. The independent samples t-test was also carried out to find out the role of gender differences in DMCs. The findings of the simple standard regression analysis demonstrated that ideal L2 self contributed to the prediction of DMCs, explaining 35% of the variance in EFL learners' DMCs. Gender was not found to affect the propensity to experience DMCs among EFL learners. Overall, the findings provide preliminary insights into an individual difference variable that accounts for variance in motivational surges in L2 learning, as well as having implications for promoting DMC practices in L2 educational contexts.

Keywords: Directed motivational currents, ideal L2 self, motivational surges, EFL learners, gender

**MORPHEME ACQUISITION IN EFL CONTEXT: A META-ANALYSIS
OF L1 INFLUENCE AND NATURAL ORDER**

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Abstract

This study aims to revisit the major morpheme order studies in English as L2 from 2010 to 2020, considering mainly L1 influence. It addresses studies from various L1 contexts which aim to investigate minimum six morphemes in English as L2 and their accordance with the Krashen's (1977) Natural Order Hypothesis (NOH) regarding the presence of a universal order in morpheme acquisition. Within this purpose, the current study examines seven articles published in indexed journals classified into categories as participants from different L1 contexts, the year of the publications, minimum six grammatical morphemes under investigation, and measures that rely on TLU (Target-Like Use). As for data analysis, the results of the included studies were synthesized to investigate whether learners showed a universal pattern in the acquisition of English grammatical morphemes and the revealed TLU scores were statistically analyzed to examine how much of the variance among participants from different L1s could be predicted by the universal pattern in the acquisition order of morphemes. The results revealed strong correlations between Korean and Arabic, also between Persian and Filipino, lastly between Filipino and Spanish- Intermediates. Furthermore, only Arabic speaking learners had a positive correlation among themselves in the acquisition order. All these findings suggested that the significance of morpheme order studies lies behind their partly predictable but very dynamic nature.

Keywords: natural order, morpheme acquisition, L1, L2, acquisition order

**BRINGING LECTURING BACK TO LIFE: AN INTERACTIVE
TRANSLANGUAGING PERSPECTIVE INTO UNIVERSITY
LITERATURE CLASSES**

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Abstract

Lecturing is often seen as an outdated and tedious mode of teaching at university education due to its monologue-style content delivery and this prevents meaningful interaction and the maximal use of home and target language in EMI classrooms from a translanguaging perspective. Therefore, various strategies – verbal, presentational or discursive– are adopted by lecturers to deliver a more interactive class experience in various contexts. The efficacy and efficiency of these strategies and their contribution to students’ comprehension have always been an intriguing issue in classroom research. There is still a gap in the literature on the contexts, practices and functions of methods used to make the lecture more engaging and inclusive for participants. The way the content of an academic course is delivered has a direct bearing on the effectiveness of teaching and the success of learning in university classrooms. Some lecturers deliver their courses solely from their notes offering academic content in the form of monologues; others, on the other hand, tend to embrace a more interactive approach to ensure a democratic and participatory learning environment, in which students are encouraged to contribute to discussions, problem-solving or critical thinking tasks. The latter strategy allows participants to interact and cooperate more equally, which levels the power asymmetry between lecturer and students. In the light of this discussion, the data for this study was collected through audio recordings, interviews, observations, and field notes in the English Language and Literature Department at Gaziantep University in Turkey. Eight teaching hours were audio- recorded and transcribed with Jeffersonian transcription codes (1984) for an in- depth conversation analysis of classroom translanguaging practices as well as lecturer-student and student-student interaction. The data along with complementary information from interviews and notes were also used to identify the interactional architecture of academic lectures with a focus on translanguaging practices. Representative extracts will be provided to illustrate how the strategies are put into use and presented in the interaction. This paper thus offers an insight into the interactive lectures and techniques used to make teaching more interactive and cooperative in content-based classrooms, which would potentially be beneficial for lecturers to develop an awareness of their interactional habits and language alternation practices.

Keywords: Interactive lectures, content-based classroom, translanguaging, conversation analysis, higher education.

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AN INVESTIGATION OF TEACHER IDENTITY THROUGH METAPHOR ANALYSIS: TEYL TEACHERS IN TURKEY

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Abstract

In countries where a strict early language education policy has been adopted, the practices of Teaching English to Young Learners (TEYL) has gained much importance. In Turkey, one of these countries, this importance has brought about the need for research about TEYL. The present study aims to contribute to the field by giving insights about teacher identity of TEYL teachers in Turkey through metaphor analysis. The data were collected from 34 TEYL teachers from both state and private schools in Turkey. Half of the participants were experienced teachers whereas the other half were novice teachers in the study. There were two research instruments in the study. Firstly, participants were asked to complete the sentence “A TEYL teacher is like...because...” in an online questionnaire. Then, semi-structured interviews were carried out with 3 of the teachers, whose metaphors could not be clearly categorized by the researchers. This qualitative design study showed that the metaphors most commonly fall under the two categories: *teacher as provider* and *teacher as interest arouser*. Furthermore, there are slight differences in the categories of the metaphors used by experienced or novice teachers.

Keywords: Teacher identity; metaphor analysis; teaching English to young learners

**UNDERSTANDING THE ROLE OF MINDSETS IN EXPLAINING EFL
LEARNERS' PROPENSITY TO EXPERIENCE DMCS**

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Abstract

Directed Motivational Currents (DMC), a novel concept in the mainstream motivational research, describes highly intense motivational surges directed towards a self-concordant goal/vision. The notion has received a growing research interest in recent years. However, to date, to the best of our knowledge, only one study was conducted to investigate the learner characteristics that give rise to individual level variability in DMC experiences (Sak, 2021). No study to date has tried to examine the role of mindsets in explaining such variations in learners' DMCs empirically. As such, this study tried to address this research gap by exploring whether growth mindset helps explain individual-level variations in DMCs of 221 EFL learners studying at Schools of Foreign Languages at a state university in Turkey. Furthermore, the probable effect of gender on the relationship between DMC Disposition and Mindset was also sought for. Data were gathered by means of the Turkish version of the 10-item DMC Disposition Scale (Gümüş & Başöz, 2021) and Dweck Mindset Instrument (Dweck, 2000). Standard regression analysis indicated that learners' growth mindset was a partial predictor of in propensity to experience DMCs in an EFL context. Gender was found not to impact the relationship between DMC Disposition and Mindset. Suggestions for future research was offered and the current study also provided implications in relation to how SLA teachers engineer DMC or DMC like experiences by facilitating individual-level practices.

Keywords: Directed motivational currents, mindset, EFL learners, vision

**SMALLER CHANGES IN THE DIGITAL EFL CLASSROOM DURING
THE COVID-19 PANDEMIC FOR BETTER RESULTS**

Dinçay Köksal

Tamari Dolidze

Ömer Gökhan Ulum

Elmira Tazhibayeva

Abstract

We all agree that Covid-19 has extensively affected human behaviors in that almost all countries have applied online education during the pandemic process which has changed the way people live, work, study, and socialize (Gentili & Cristea, 2020). Similarly, many countries have employed technology as the main learning tool in the Covid-19 period to continue the learning process, in spite of the absence of interaction between students and teachers (Fansury, Januarty, & Ali Wira Rahman, 2020). Technology in education was implemented long before the pandemic since it plays a significant role in assisting both learning and teaching to make lessons more entertaining and motivating for students. Currently, the employment of technology in education is seen as an alternative way to take over the classical learning practice (Alrubaie, Alrubaie, & Hassoon, 2020). During Covid-19, EFL/ESL instructors have regularly represented new online teaching methods to keep their students motivated (Kawinkoonlasate, 2020). However, the students' motivation to learn English was highly low since they solely studied at home. EFL/ESL instructors must accordingly solve this problem in order to obtain adequate learning outcomes (Fansury, Januarty, & Ali Wira Rahman, 2020). Considering all the mentioned factors, the transformation in EFL instruction from the traditional classroom setting to the digital EFL instruction during the Covid-19 pandemic was probed by means of the conceptions of EFL teachers from different contexts. Countries all over the world are at diverse conditions in terms of their Covid-19 infection rates. It is known that around 1.5 billion students were affected by school closures or confinements as a result of the pandemic throughout the world (Unesco). With this abrupt change from the traditional classroom into the digital one in numerous countries, it is wondered whether the employment of online education will go on prevailing post- pandemic era as well. It is also crystal clear that the pandemic has changed the accustomed route of education, just like the case in EFL classes. In order to gather the data of this qualitative study, a qualitative research was conducted to clarify the related cognitive constructs of the informants engaged in EFL teaching in Higher Educational Institutions in Turkey, Georgia and Kazakhstan to evaluate smaller changes in the digital EFL settings during the Covid-19 pandemic. The informants included in the study are Turkish, Georgian and Kazakhstani EFL teachers.

Keywords: online learning, digital classroom, Covid-19, Changes; EFL Classes

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A CASE STUDY: TRACKING CHANGES IN EFL LEARNERS' ATTITUDES TOWARDS LEARNING ENGLISH DURING THE TIME OF COVID-19

Sultan Tutku Budak Ozalp

Çanakkale Onsekiz Mart University / Department of English Language Teaching

Abstract

Attitudes as part of human nature may change in varied ways and in relation to the varied conditions of life. COVID-19 pandemic was an example for one of these unplanned life circumstances. This unprecedented crisis presented an urgent need for system change in schooling around the world, which has required the acceleration of digitalization of teaching and learning at all levels of formal education in a revolutionary way. This has resulted in essential changes in English language teaching and learning practices, materials, activities, methods, and techniques as well. Since learners are considered as an axis around whom this system revolves, it is vital to start exploring the changes in their attitudes towards learning English during the times of COVID-19 pandemic. To this end, this quantitative case study investigated whether this shift from face-to-face education to emergency remote mode of delivery because of the pandemic led to any significant differences in learners' attitudes towards learning English. An attitude scale was carried out with 300 undergraduate students at MSKU to collect data and their responses were analyzed using SPSS 26.0. The results indicated no significant difference in learners' attitudes towards learning English when the delivery mode of education changed.

Keywords: English as a foreign language, emergency remote instruction, Covid-19, attitude, attitude change

**DIGITALIZING TEACHER VISIONS INTEGRATION IN MULTIMODAL
METALANGUAGE AWARENESS VIA ONLINE CONTEXTS**

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Abstract

Technological literacies, in the critical literacies advancement model are essential skills in today's technology-dependent society. In this article, the researcher illustrates how educators, by using social media, can help students develop these literacies and thinking skills. Critical literacy-based instruction is a critical thinking development technique that helps students become active meaning-makers. The need to exploit the potential of the other modes of making meaning that accompany language is in line with developing digitalized literacy skills in the educators as they are increasingly exposed to multimodal texts. This purpose of this inquiry is to investigate the influences that shape college teachers' beliefs and practices about teaching metadiscourse in using the lens of critical literacy based instruction model. Specifically, this inquiry seeks to examine 25 college teachers' initial understandings of critical literacy, their engagement with professional learning opportunities designed to support their understanding and teaching of critical literacy, and the enablers and inhibitors they experience in the process. Over one semester, the teachers engaged in professional learning workshops on critical literacy, implemented personally-designed critical literacy modules, and participated in action learning meetings. A combination of cross-comparative qualitative data analysis and content analysis was used to interpret the findings of this inquiry. The findings indicate that action learning is a viable means of professional learning for teachers. Action learning helped teachers enhance their pedagogical knowledge of critical literacy, share their reflections on its possibilities and challenges, develop a metalanguage to interpret visual texts, and enact micro-transformations in their beliefs and practices regarding teaching literacy.

Keywords: Keywords: critical thinking, critical literacy, digital literacies, critical literacies advancement model

**STUDENTS' ONLINE LEARNING EXPERIENCES AND THEIR
PERCEPTIONS OF ONLINE COURSE QUALITY, COURSE CONTENT
AND INTERACTIONS DURING COVID 19**

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Abstract

Instruction has had to be presented online due to the unprecedented outbreak of COVID-19 pandemic and the consequent lock-down in many countries all around the world including Turkey. Today schools carry out their programmes online and this situation necessitates research on online education to provide information for schools and educators. This basic descriptive qualitative study was conducted to examine the learning experiences and perceptions of students in online courses and focuses mainly on interactions at a foundation university in Turkey. Moore's transactional distance learning theory provides a basis for this research in understanding the interactions between course content, students, platforms, and teachers. Purposive sampling was used to select 12 students who volunteered to participate in the study. Research questions focused on how participants perceived their learning experiences in online courses and how they described interactions with instructors and other students. The qualitative data collection was multimodal. The interviews were conducted online through Microsoft Teams. The field notes were collected during class observations through video-recorded lessons. Interview transcripts, field notes, and questionnaire data were coded using inductive coding on NVivo software and deductive coding as well. Results showed that students did not prefer online learning as a substitution for face-to-face learning. Additionally, students were satisfied with the overall quality of their interactions with platforms, and teachers. They also expressed their appreciation about the quantity of the content despite some concerns over its variety due to repetitive tasks. Lastly, the COVID-19 pandemic has had negative impacts on students' motivation, discipline and attitudes towards the course.

Keywords: Online education, Transactional distance, COVID-19 pandemic, Student Perception

**THE ROLE OF MOTIVATION FOR READING IN EXPLAINING L2
VOCABULARY SIZE**

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Abstract

It is widely accepted that reading in a foreign language (L2) contributes greatly to lexical development. With this in mind, this study sought to scrutinize the interplay of L2 reading motivation and vocabulary size. The study further explored the extent to which the L2 learners' levels of reading motivation predict their L2 vocabulary sizes. Data were gathered from 91 freshman students enrolled in the English language teaching department of a state university in Turkey. For data collection, the participant students were administered a scale that measured their L2 reading motivation and a vocabulary test which displayed their lexical knowledge at five levels. Statistical analysis of data provided three major findings. As expected, students with higher levels of reading motivation appeared to have significantly larger vocabulary sizes. An inspection of reading motivational patterns of students with high, medium and low levels of vocabulary knowledge indicated some differences among these groups. While linguistic utility and extrinsic utility value of reading were the top two motivational orientations of students with low and medium levels of vocabulary knowledge, intrinsic value of reading followed up linguistic utility for the motivational orientations of students with a high level of lexical knowledge. However, among the dimensions of L2 reading motivation, only intrinsic value of reading and reading efficacy exerted significant predicting effects on L2 vocabulary size. Therefore, the results showed that besides the level of reading motivation, the nature of the motivational orientation is of crucial value for its contribution to lexical knowledge.

Keywords: L2 vocabulary size, vocabulary knowledge, L2 reading motivation

**AN EXAMINATION OF ENGLISH- TURKISH PROVERBS IN TERMS OF
INTERLINGUAL EQUIVALENCY ACROSS CULTURES**

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Abstract

Proverbs are metaphorical and figurative linguistic items commonly noticed in a particular community. As cultural mirrors of a given culture, proverbs may pose a resemblance in meaning and structure across cultures. By their common traits, proverbs engage researchers to contrast and investigate ‘equivalents’ in the source language (SL) and the target language (TL). This study aims to examine Turkish – English proverbs in terms of their interlingual equivalents based on the theory of reconceptualization (Tomaszczyk, 2010) on a comparative basis. The English proverbs examined in the study have been selected from the list of proverbs that are used with high frequency in the United States (Mieder, 1992) and their Turkish equivalences have been verified from an official website of Turkish proverbs available at <https://sozluk.gov.tr/>. Totally 25 English proverbs are compared with their equivalences in Turkish culture with their literal and literary meanings demonstrated. Moreover, the study signalizes a reconceptualization – based examination of the change in meaning and form. As a result, among these proverbs, 8 of them are found to be equivalent, and 8 of them are found to be highly equivalent according to the theory of reconceptualization and the rest (N=9) is found to be non-equivalent proverbs in Turkish culture. The study also reveals common grounds that are shared by both cultures with regard to equivalent proverbs.

Keywords: culture; English; equivalency; proverb; Turkish

**DESIGNING AN AI CHATBOT FOR ENHANCING THE SLA
COMPETENCES OF PRE-SERVICE ENGLISH TEACHERS: A CASE
FOR C.L.A.I.M.**

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Kürşat Adanalı
Nazım Can Altay
Mücteba Talha Çiçek**

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Abstract

This study highlights the rationale, design process and the evaluation of an AI powered Second Language Acquisition chatbot named C.L.A.I.M. (Cerrahpaşa's Linguistics focused Artificially Intelligent Mentor) which came out as a result of a collaborative action research conducted with 60 (N=60) sophomore level Pre-service English Teachers (PETs) at Istanbul University- Cerrahpaşa. Fueled by the Covid-19 Pandemic and the resulting substantial reliance on distance learning in Higher Education, the integration of digital tools and resources into the classroom has marked an irreversible shift to E-Learning Ecologies. In an attempt to compensate for the absence of physical contact, virtual presence of the learners has been facilitated by pedagogically enhanced communication services (i.e. zoom, teams, google classroom, etc.), Learning Management Systems, E- textbooks, flipped classroom utilities, games and simulations, discussion boards, Web workspaces, E-Portfolios, machine assessment utilities and accompanying classroom practices (i.e. learning by design, multiliteracies, etc.) In order to respond to this accelerated digital turn by developing the teachers' and learners' digital literacy, the European Union introduced the 2021-2027 Digital Education Action Plan, with particular emphasis on fostering the development of a high-performing digital education ecosystem. Hence, the emergent E- Learning ecosystem is characterized by a paradigm shift in the means employed for interaction, learning outcomes to be reached, methods of measurement used in assessment as well as the roles and competences to be fostered for constructing knowledge. However, placed amidst this technologically populated landscape, Data Intensive Technologies such as Artificial Intelligence, have received limited attention by teachers and learners due to their complex algorithmic infrastructure and the lack of programming skills for training them. Indeed, either trained through Natural Language Processing or Autoregressive Language Models, AI powered chatbots offer the potential to respond to ubiquitous learning needs of the learners and teachers anytime/anywhere. In order to fill this gap, the current study adopted a design thinking perspective (suggested by Stanford Design School) and utilized collaborative action research methodology to bring together an 298 item corpus of Second Language Acquisition related concepts and accompanying question-answer series. Successively, the AI chatbot named CLAIM was trained as an SLA assistant for Q/A series by an ICT focused Special Interest Group formed by 3 sophomore PETs via scenario branching technique, uploading intents and entities and making task specific fine tunings. The Prototype was launched and evaluated by the participants of the collaborative action research through an 11 itemed post

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evaluation survey. Initial results of the study indicate that a vast majority of the PETs were increasingly engaged in SLA conceptually by actively designing a corpus and an AI chatbot, reportedly perceiving the design thinking routine as an effective way of personalizing the SLA course content. A great many also reported that AI chatbots will be useful as ubiquitous assistants and help them practice and reflect on their SLA competences by drawing similarities between acquisition and machine learning when they become English Teachers. Thus, the results of this collaborative action research sheds light on the estimated outcomes of utilizing a Learning by Design perspective in English Language Teaching programs as well as integrating AI to their learning ecologies.

Keywords: Second Language Acquisition, Artificial Intelligence, Design Thinking, E-Learning Ecologies

**A REVIEW OF CURRENT ONLINE TOOLS USED TO TEACH
ENGLISH AS A FOREIGN LANGUAGE**

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Cemal akır

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Abstract

Using online tools is becoming central to teaching English as a foreign language. Since the digitized, globalized world calls for teachers to keep up with technological innovations, the philosophy of teaching has started to change direction accordingly. In addition to these recent developments, COVID 19 outbreak has been another factor for teachers to concentrate on online facilities to help empower foreign language learners. A primary concern in using online tools is to overcome such learning barriers as time constraints, motivation problems, distraction, inadequate multimodal affordances, and physical distance. In the meantime, questions have been raised about the right types of online tools to use and the effective ways of integrating them into teaching English as a foreign language. The reason behind the questions lies in the abundance of online tools and the lack of sufficient information about how to use these tools. Teachers are challenged by the sheer number of websites and applications which attract the attention of learners. Mastering the skills to use digital tools and getting familiar with ICT skills have been prerequisite for the teachers recently. For this reason, the central thesis of this paper is to review up-to-date online tools that are used to teach English as a foreign language. Moreover, the previous studies conducted about online tools and their key findings are summarised and discussed. The online tools are categorized on the basis of language skills; and the interests of students, the preferences of teachers, and the related literature on the topic are used as criteria for the selection of online tools. Twelve tools for four skills of English, i.e., listening, speaking, reading, and writing, are described and discussed, three tools being for each language skill. Further implications of the use of online tools for both educators and learners are provided, and advantages and disadvantages of the online tools under focus are presented in terms of teaching and learning English as a foreign language.

Keywords: ICT, online tools, digital tools, COVID 19

**GRADUATE STUDENTS' CONCEPTIONS OF RESEARCH AND
THEIR PRACTICES?: THE CASE OF EFL IRANIAN MA STUDENTS**

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Abstract

Over the last years, several studies have addressed the issue of the conceptions of research in different disciplines. In particular, in the field of applied linguistics, postgraduate students' conceptions of research and their conducted researches has been an untouched area. As such, this in-progress qualitative case study explores the *conceptions* of 30 MA students in TEFL who were writing their MA dissertation toward research and *their practices*. They were interviewed, and grounded theory was used to analyze the obtained data. The results revealed that the participants' MA dissertations had a symbiotic relationship with their perceptions regarding the chosen topic to do research about, but a reciprocal with their conceptions toward research[A1] . The results also revealed that although most of the participants had common reasons towards research, such as solving a problem, being interested in the topic and etc., , some students considered research as an instrumental motivation and started writing their MA thesis with the purpose of preparing a strong resume, being accepted in a well-known university, being hired somewhere. The study also showed that the participants' conceptions toward their MA dissertations were influenced by some factors such as their supervisors and future goals. Since the supervisors play a significant role in making students eager in conducting research(es), losing interest as the main reason in conducting a research, students do research(es) in order to just publish a paper during master's degree and this issue can even affect students' career in the future. The findings have implications for supervisors and TEFL research courses as the supervisors can adjust practice to enhance MA education.

Keywords: conceptions of research; research; applied linguistics; qualitative approach; grounded theory; MA students in TEFL

**LEARNING HOW TO INTEGRATE MULTIMODAL MOBILE ASSISTED
LANGUAGE LEARNING: A STUDY ON PRE-SERVICE TEACHERS**

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Safiye İpek Kuru Gönen

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Abstract

The use of mobile devices such as laptops, PDAs, tablets, and smartphones not only have affected the lives of individuals but also influenced learning environments as well. In educational settings, a great number of institutions have started to embrace the recent digital technologies and adopted them as the new learning medium. Mobile technologies, available for many people today, have provided continuous learning opportunities during problematic situations such as the worldwide pandemic, and enabled learners and teachers to carry out their lessons outside the classroom context without interruption. This study aimed to understand the perceptions of pre-service English teachers (PSTs) on using multimodal mobile technologies in foreign language teaching and was implemented on two PST groups at a state university in Turkey. The first group was in a micro-teaching context with 18 PSTs who were enrolled in a selective course named *Technology use in ELT* and the second group was in a teaching practice context with four PSTs who were enrolled in a *Teaching Experience* course. A training program on Multimodal Mobile Assisted Language Learning (M-MALL), including a presentation on M-MALL and on multimodal mobile application evaluation checklist, and instruction on how to prepare lesson plans, was designed and implemented on both groups. After the training process, both groups were asked to integrate M-MALL in their own teaching contexts. Participants' perceptions on the training process and M-MALL applications were gathered through training evaluation questions, data-led reflections, and researcher's field notes. The findings in general revealed the potential problems or external factors that might have an effect on the integration of M-MALL in ELT. According to participants the lessons became more enjoyable, motivating and interactive. However, they also stated some problems due to technological insufficiencies such as internet connection. Furthermore, they stated that the training on M-MALL should include more practices next to theoretical background. This study provided insight into effectiveness of M-MALL applications in PST education and offered valuable suggestions for teachers, teacher educators, and PSTs.

Keywords: Multimodal Mobile Assisted Language Learning, English Language Teaching, Mobile Technologies.

**APPLICATION OF THE REINERT LEARNING STYLE AND
EDMONDS LEARNING STYLES IDENTIFICATION SCALE IN
ELEMENTARY SCHOOL, MIDDLE SCHOOL, AND HIGH SCHOOL**

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Abstract

Reinert (1976) divided learning styles into four groups: those who learn by seeing, those who learn by hearing, those who understand by verbal symbols, and those who learn by movement (kinaesthetic). This article aims to teach English in the classroom using the Reinert learning style and the scale (ELSIE) that he has developed by himself. This study is a mixed study in which quantitative data is collected through scale, while qualitative information is collected through classroom observation. Fifty participants and the primary, middle, and high schools where the research was conducted, were randomly selected. This research, which demonstrates the effectiveness of the Reinert learning style, emphasizes that any foreign language teacher can easily apply this technique at all ages and levels.

Keywords: Reinert, Foreign Language Teaching, ELSIE, learning style

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INTERCULTURAL SENSITIVITY LEVELS OF INTERNATIONAL AND TURKISH STUDENTS STUDYING AT TURKISH UNIVERSITIES

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Abstract

With the advancing communication means and ease of international travel, many young people prefer to study abroad. Turkish universities have recently attracted many international students. However, not many studies have been carried out to explore to what extent Turkish students have Intercultural Sensitivity (ICS) to enable them to interact with their international peers. ICS refers to 'an individual's ability to develop a positive emotion towards understanding and appreciating cultural differences that promotes an appropriate and effective behaviour in intercultural communication' (Chen and Starosta 2000, p. 5). In order to investigate this issue, 81 participants (41 Turkish and 40 international university students) were asked to fill in a questionnaire through google forms (Chen and Starosta 2000). The questionnaire is composed of 5 constructs: 'interaction engagement (7 items), 'respect for cultural differences (6 items), 'interaction confidence' (5 items), 'interaction enjoyment' (3 items), 'interaction attentiveness' (3 items). The questionnaire data were analysed by using the SPSS programme. Descriptive statistics were calculated and sample t-tests, independent of parametric tests, were used to investigate. International students scored higher on the first 5 constructs mentioned above. The last construct 'interaction attentiveness' did not yield any statistically significant differences between groups. The results of the data analysis indicated that there were 9 significant differences out of 24 items. The results did not indicate overall significant differences between two groups. Among the Turkish group those who spent at least 3 months abroad scored higher than others by disagreeing the item 'I don't like to be with people from different cultures.'. As the international students have had an undeniable 'intercultural' experience in another country, this result is not a surprise. However, all participants seem to have high ICS scores.

Keywords: Intercultural Sensitivity, Intercultural Communication, University Students

**A STUDY ON THE RELATIONSHIP OF WEB 2.0 TOOLS AND
LANGUAGE LEARNING STRATEGIES**

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Abstract

With online education, an increase has been observed in the use of Web 2.0 tools in teaching processes. This study investigates which learning strategies are used or at the forefront in the use of Web 2.0 tools, which have gained importance with the emergence of online education. For this research, the data obtained as a result of the assignment of a Web 2.0 tool that can be used in the field of foreign language to the 2nd year students of the English Language Teaching department and investigating its relationship with language learning strategies that were used. Students have created their homework based on questions such as "What does this tool do in foreign language education? How is this tool used? How can students make Web 2.0 tools more efficient by using language learning strategies?" A total of 26 assignments with productive information were used in the research. Most of the Web 2.0 tools researched were selected from categories such as website, quiz application, brain mapping, vocabulary learning, and listening. In the data obtained as a result of the examination of the assignments, it has been revealed that direct strategies, which are among the language learning strategies that are divided into two as direct and indirect, are more prominent, but they are considerably important in indirect strategies that enable more students to be mentally ready for learning.

Keywords: Web 2.0 Tools, Language Learning Strategies, Language Teaching

**PSYCHOLOGICAL IMMUNITY OF EFL INSTRUCTORS: A
QUALITATIVE STUDY**

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Hasan Kalyoncu University**

**Semiha Kahyalar Gürsoy
Çağ University**

Abstract

In recent decades, teachers have been subjected to a more demanding evolution (Hiver et al., 2018; Mercer & Gregersen, 2020), and they are susceptible to a range of problems. (Palmer, 1998; Mercer & Gregersen, 2020). In this regard, teacher immunity plays an important role on teachers' resilience, motivation as well as the effectiveness in the classroom (Hiver, 2018). Dörnyei and Ottó (1998) identify motivation as a complex and dynamic state. Also, Noels (2001) applied self-determination theory: motivation based on intrinsic interest and motivation based on extrinsic desires. Finally, MacIntyre et al. (2015) stated that "motivation has adaptive and self-organizing properties. Metaphorically, Language teacher immunity refers to "a robust armouring system that emerges in response to high-intensity threats and allows teachers to maintain Professional equilibrium and instructional effectiveness" (Hiver & Dörnyei, 2015). This study followed a nonexperimental, descriptive research procedure based on the sentences said by real informants (Dörnyei (2007). In order to determine inferable reasoning and generalization, a qualitative research was operated (Burns and Grove, 2005). Within a descriptive approach, we could get in-depth information through a qualitative research method. Therefore, 15 open-ended questions were asked to the participants of the study selected in a convenience sampling approach (Fraenkel and Wallen, 2006). Therefore, a group of instructors (n=11) who were conveniently available for this study were selected. The target population in this study was English language instructors at public and foundation universities in Turkey. The participants were selected among teachers working in the Fall and Spring term of 2020-21 academic year at English Language Preparation Schools and English Language Teaching departments of six universities (Dörnyei, 2007). To collect data for the study, open-ended questions were asked to the participants from different universities and departments in order to get varied data. We personally contacted some of the participants, and we communicated some others through their emails or mobile phones. Finally, the received raw data were organized and saved to be used for the analysis. A thematic analysis was conducted for analysing the answers (Creswell, 2014). Appropriate coding and categorizing procedures were followed for the reliability of the study's results (Gibbs, 2007). As a result of the content analysis, the codes were identified, and they were categorised as a total of 10 categories. As a result of the content analysis of the answers to the questions, the codes were identified. As a result, ten factors are accepted to be the factors that may have an impact on instructors' language teacher immunity level. To conclude, participation to trainings, intending to be a lifelong learner, and collegiality in academic life were identified as to have positive impact on teacher immunity.

Keywords: language teacher immunity, collegiality, coping, teacher motivation, professional development

**A LITERATURE REVIEW ON THE FLIPPED CLASSROOM
APPROACH**

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Abstract

The aim of this study was to analyze and discuss the effects of the flipped classroom on English Foreign language (EFL) learners and highlight the trend of the flipped classroom before and during Covid-19. For this purpose, a total of 44 research papers, from journals listed in the Social Sciences Citation Index (SSCI), Education Resources Information Center (ERIC), Springer and Scopus were analyzed. Only recent studies between 2017-2021 were reviewed for this study. Literature review was used as the research methodology. From the studies analyzed, writing skills was tested more than speaking and grammar skills. The findings of the study revealed that the flipped classroom had a positive effect on EFL learners writing, grammar and speaking anxiety. Both, learners and teachers were positive towards this approach. The findings also revealed that the trend started to increase rapidly after 2017. One of the greatest benefits of the flipped classroom is that it allows most learners to learn flexibly and at their own pace. Therefore, the results show that the flipped classroom has a positive effect on learners overall.

Keywords: Flipped classroom; Covid-19; English Foreign language (EFL); language teaching

**PRE-SERVICE EFL TEACHERS' PERCEPTIONS ABOUT CRITICAL
PEDAGOGY: A DESCRIPTIVE STUDY**

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Hasan Bedir

Çukurova University / Department of Foreign Languages

Abstract

Critical pedagogy, rooted in critical theory, as a philosophy of life guides educators accomplish a preferable understanding of what teaching really entails by raising awareness to reflect upon their practices in educational settings. Integrating critical pedagogy into teacher education programs not only encourages pre-service teachers to think and perceive about teaching and learning in the context they are involved in, but also aids them comprehend how those perceptions may influence their educational practices. This paper, as its title suggests, introduces some perspectives that pre-service teachers hold about critical pedagogy and examines the extent to which they define and understand the term. Open-ended survey revealed that the participants in this study have a limited definition and understanding of critical pedagogy. In addition, participants' responses clarified that critical pedagogy has been perceived in line with the critical thinking. The results of this examination stress the importance critical pedagogy has in education today, especially in language teacher preparation programs, and how they provide a new opportunity for pre-service teachers to re-think their pedagogical experiences to overcome misunderstandings and misconceptions.

Keywords: Critical pedagogy, pre-service teachers and pre-service teacher education

**THE NECESSITY OF INCLUDING TEACHING CULTURAL
ELEMENTS IN ESP CLASSROOMS**

Tamila Dilaverova

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Abstract

Being multilingual directly involves being multicultural. There is no doubt that acquiring a language does not only mean knowing its vocabulary and grammatical points because they cannot guarantee a successful communication process. For successful communication one needs to know deal with ‘mindsets’ of the language speakers. While discussing the importance of teaching cultural elements, there arises a very actual question: Do ESP learners need to know these cultural peculiarities? It is widely known that ESP is considered to be acultural. This paper tries to argue the idea of ESP acultural nature and show the significance and vitality of raising cultural awareness in ESP learners in order to prepare them to meet the requirements of successful communication process and later, meet the requirements of professional field.

Keywords: ESP, education, medical education, culture, awareness

**ASSESSING THE EFFECTIVENESS OF AUGMENTED REALITY (AR)
TO TEACH VOCABULARY AT THE RECEPTIVE LEVEL IN
LANGUAGE LEARNING**

Victor Marrahí-Gómez

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Abstract

The recent emergence of digital authoring tools related to Augmented Reality (AR), such as Zooburst, Roar or Aumentaty, has facilitated the integration of this cutting-edge technology in Education (Tzima et al., 2019; Elmqaddem, 2019). Thanks to the worldwide expansion and availability of new technological devices, such as tablets and smartphones, AR applications can be effectively used today in language learning with different learning purposes such as vocabulary or grammar. Consequently, different publications have come out to light about the affordances and limitations of integrating AR in the EFL/ESL classroom (Hsu 2017; Forsythe & Raine 2019; Parmaxi & Demetriou, 2020). This research aims to assess the effectiveness of using AR technology to learn vocabulary related with Geography and to evaluate the attitudes among Secondary Education students. For this purpose, participants were randomly assigned in a control (CG) and experimental group (EG), and were required to complete several in-class activities based on paper-based materials (CG) and vision-based AR programs (EG). Quantitative and qualitative data were gathered through different instruments: a Cambridge English placement test, an on-line pre-post-test including a scale with different sections, which partly adapted from previous research (Küçük et al., 2014), a vocabulary test containing questions about the geographical terms included in the learning materials, and semi-structured interviews with students as well as in-service teachers. Cross-correlation analysis based on the statistical data demonstrated that the learning outcomes regarding the knowledge of geographical terms was higher among students in the EG as compared to the CG, despite some technical hindrances such as lack of mobile devices and software problems. The research findings also revealed that a great amount of students show a positive attitude towards the adoption of AR in the EFL classroom, but some issues arose as regards in-service teachers' attitudes towards this breakthrough technology due to their lack of preparation.

Keywords: Augmented Reality (AR), English as a Foreign Language (EFL), vocabulary learning, effectiveness

**CREATING A FREQUENCY-BASED TURKISH-ENGLISH
LOANWORD COGNATES WORD LIST (TELCWL)**

Veysel Altunel

Hacettepe University / Department of Teacher Training in English

Xiaoli Yu

Middle East Technical University / Department of Teacher Training in English Abstract

Abstract

Second or foreign language learners enter language classrooms with their existing linguistic knowledge from the first language (L1), which may positively or negatively influence their learning of the target language (Selinker, 1972). For Turkish and English, although the two languages belong to different language families, there are evident connections between them (Karababa, 2011). A large number of studies have revealed the facilitative effect of cognates regarding the recognition and production of words between diverse pairs of languages (Costa et al., 2005). However, few studies have extensively explored the loanwords and cognates between Turkish and English and their pedagogical implications. Based on a broader synchronic definition of cognates (Daulton, 2008), this study aims to establish a frequency-based Turkish-English loanword cognates word list (TELCWL) that can be employed by both learners and teachers to enhance the English language learning experience of Turkish speakers. Commonly based on the features of frequency, range, and dispersion, word lists have shown considerable efficiency and effectiveness to promote one's vocabulary learning. The New General Service List (NGSL) was developed by Browne, Culligan, and Phillips (2013) for studying English as a second language, providing over 92% coverage for most general English texts. The list includes 2801 high-frequency words in English that were derived from the 273-million-word subcorpus of the Cambridge English Corpus (CEC). In alignment with the principles used in establishing the NGSL, the Frequency Dictionary of Turkish (FDT) was also developed with the consideration of assisting learners of Turkish as a second or foreign language. The base corpus of the FDT is the 50-million-word Turkish National Corpus (TNC). Both written and spoken language were involved in the corpus. Thus, the FDT includes the 5000 most frequently used words in contemporary written and spoken Turkish and the current study employed the FDT as the base Turkish word list to identify the English cognates. A final list of 582 Turkish-English loan-based cognate word pairs was derived from the New General Service List (NGSL) and the Frequency Dictionary of Turkish (FDT). For pedagogical purposes, the TELCWL was divided into five sublists with different features of the cognates in spelling and pronunciation as well as false cognates. The five sublists include loanword cognates that are (1) same/similar in both spelling and pronunciation, (2) different in both spelling and pronunciation, (3) same/similar in spelling but different in pronunciation, (4) same/similar in pronunciation but different in spelling, and (5) partially loanword cognates. Coverages of the final TELCWL were examined against different corpora. The coverages were particularly high in discipline and field-specific corpora (e.g., BNC Med, BNC Law, BNC Social Science) on average compared to general service written (5%) and spoken corpora (3.5%), accounting for more than 7%. In particular, for the NGSL, more than one sixth of the entire word list can be found with corresponding

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loanword cognates in Turkish, meaning that with effective guidance, Turkish English learners will be able to easily detect one Turkish loanword cognate in every six high-frequency English words. This result suggests that the TELCWL may be more beneficial for enhancing learners' reading and writing ability; in addition, not only general Turkish English learners but also learners who need to improve their English language proficiency in specific disciplines can benefit from the TELCWL. Taking into account the existing linguistic knowledge of the learners, especially vocabulary knowledge, the employment of the TELCWL in Turkish EFL teaching and learning practice is expected to be beneficial for lowering learners' anxiety and promoting motivation and effectiveness in learning English. Further pedagogical implications are made for English instructors regarding the employment of the TELCWL in English classrooms in Turkey.

Keywords: Loanwords, Cognates, Frequency, Coverage, Word List, Corpus Linguistics

**AN INVESTIGATION OF COORDINATING CONJUNCTION IN
DUTCH TURKISH VARIETIES WITHIN THE CONTEXT OF CROSS
LINGUISTIC INFLUENCE**

Esma Nur Dikmen

Bolu Abant İzzet Baysal University / Department of Teacher Training in English Abstract

Abstract

In communities where more than one language is spoken, languages contact with each other inevitably. Languages are living entities and they may be vulnerable when they encounter different varieties of language contact, in return languages are said to show a tendency to differ or even change. In situations of language contact, language maintenance, complete language shift or creation of new mixed languages can be observed (Winford 2003:11). Frequency of use is an important item when deciding whether a change has occurred or not. In the present study, two corpora are investigated to compare the frequency of coordinating conjunction use in NL-Turkish bilinguals and TR-Turkish monolinguals spoken data. By looking at the frequency use of coordinating conjunction among monolinguals' and bilinguals' if statistically significant differences are observed, cross-linguistic influence will be suggested as a facilitator for the occurrence of contact-induced language change. In Turkish, there are simple (have only main clause) and complex (encompass a main and a subordinate clause) sentences. In complex sentences, Turkish allow forming both finite and non-finite clauses. In Turkish, finiteness means that the predicate of the subordinate clause is finite while non-finiteness indicates a subordinate clause that comprises a subordinator ending attached to a non-finite verbal predicate (Kornfilt, 1997). However, most of the subordinate clause uses of Turkish are non-finite. Though finite constructions are grammatical, it is less frequent. In Dutch language use, there is more of an analytic structure observed, whereas in Turkish they tend to make use of morphological constructions. It is argued that analytic constructions are more attractive compared to synthetic ones (i.e. morphological) and it is believed that analytic constructions are easier to be copied. Therefore, Johanson (2002) hypothesized that in language contact settings a replacement of a synthetic construction with an analytic construction borrowed from the other language might be observed when the right conditions are present. Therefore, the aim of the present study is to investigate the coordinating conjunction "ve"(and), "ve sonra" (and then), "en"(and) used by Dutch-Turkish bilinguals living in the Netherlands by looking at their frequency of use. In order to answer the research question presented below, this study adopts a quantitative method research approach and Usage- based linguistics as its theoretical framework. Do 2nd generation NL-TR bilinguals increase their use of finite clauses by making use of coordinating conjunctions "ve", "ve sonra", "en" compared to TR monolinguals, due to Dutch influence? The corpus investigated in the study is obtained from Dr. Mehmet Akkuş with his permission. Akkuş selected the participants through convenience and snowball samplings from two research contexts, the Netherlands and Turkey. All transcriptions are counted utterance-by- utterance by two researchers (Akkuş, 2019). As a result, the following subcorpora is constructed: 2nd generation bilingual Dutch-Turkish speakers' subcorpus: 22.163 utterances, 1st generation bilingual Dutch-Turkish speakers' subcorpus:

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21.822 utterances, and Monolingual Turkish speakers' subcorpus: 23.125 utterances. The corpus then is analyzed by looking at the frequency of 've', 've sonra', 'en' uses of 2nd generation NL-TR bilinguals, 1st generation NL-TR bilinguals and TR monolinguals. According to the results of the present study, it is shown that the 2nd generation bilingual group made the most use of coordinating conjunction compared to the 1st generation bilingual group and the monolingual group. The frequential analysis of the use of coordinating conjunction produced by the 2nd generation Dutch-Turkish bilinguals showed that they tended to make more use of coordinating conjunctions than the 1st generation bilingual speakers. In that sense, it could be seen as a signal of language change in Turkish spoken in the Dutch context.

Keywords: Cross Linguistic Influence, Language Change, NL-TR Bilinguals, Bilingualism, Corpus Linguistics, Coordinating Conjunction

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COGNITIVE AND SOCIETAL MECHANISMS IN MOCK SPANISH

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Abstract

In contrast to prevailing theories, this paper argues that there are several meaning layers in the formation of Mock Spanish, each of which requires its own exploration. Therefore, Mock Spanish meaning formation is best explained by accounting for phenomena dependent on the layer one addresses. In order to do so, I first critically assess the linguistic mechanisms in previous scholarship. I then discuss examples via the cognitive and societal mechanisms that create meaning and defend my multi-layered account to Mock Spanish through presupposition and common ground. Finally, I conclude with the advantages of my layering theory for current research in language acquisition, a better way of thinking about and teaching a second language and incorporating the hearer's interpretation and not just the speaker's intended meaning. My theory, therefore, demonstrate that the use of Mock Spanish can be bleached of their negative meaning and have a liberating potential when appropriated by native speakers (which shifts the power dynamics behind the phenomenon).

Keywords: Discrimination, Social Harm, Pragmatic Presupposition, Common Ground, Linguistic Appropriation

EPIGENETIC ASPECTS OF EMOTIONS IN EFL LEARNING

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Abstract

The role of emotions in English as a Foreign Language (EFL) has been recently addressed as a prominent factor in forming effective teaching practices in addition to increasing the quality of competent teaching experiences (e.g., Dörnyei & Ryan, 2015; Richards, 2020). EFL teachers are expected to act as role models of the target language in addition to constructing effective language learning environments for the students to use the language. This would result in high demands inherent in the teachers' role in the EFL classrooms (e.g., using the target language in the classroom), because the foreign language being introduced in the classroom is both the medium and the subject of a resourceful foreign language instruction (Freeman, Katz, Gomez, & Burns, 2015). Therefore, these challenging demands could result in experiencing negative emotions in EFL classrooms and thus could be established and further sustained by the foreign language teachers'/PTs' anxiety in using the target language in the classroom (e.g., Tüm, 2015). Indeed, considering certain negative emotions (i.e., anxiety when learning/using a foreign language, MacIntyre, 1999) in language teaching practices and evaluating its antecedents and consequences would be essential to address the current concerns of EFL teaching and learning, (e.g., teaching EFL effectively in a communicative classroom setting) and increasing EFL teacher quality and effectiveness. As addressed by the relevant fields of study (e.g., social psychology), emotions shape and are shaped by the belief systems of the individuals; therefore, fundamentally interconnected with the decision-making process of the individual (Barcelos & Ruohotie-Lyhty, 2018). In addition to the relationships between emotions, teachers' decision-making processes, and foreign language teaching practices, there is a growing body of research showing that the effects of many individual difference variables, particularly the non-cognitive variables (e.g., mindsets), on teaching practices as well as learning outcomes are not without their underlying epigenetic activities (e.g., Bouregy, Grigorenko, Latham, & Tan, 2017). Although the importance of emotions in foreign language teacher education programs has been highlighted (e.g., Richards, 2020), the factors potentially influencing pre-service teachers (PTs) teaching-related decision-making processes in their initial professional learning phase have been neglected. By discussing the potential roles of negative emotions (e.g., anxiety) with regards to the epigenetic activities in PTs, the current study could provide crucial implications for the EFL teacher education programs in general, and for the EFL teaching and learning processes, in particular. Specifically, the depths of these relations would require researchers to move beyond questioning the nature of relations between the constructs mentioned above and

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to explore and consider the underlying sources and their effects on the observable teaching actions. Thus, the current study attempts to discuss the existing theoretical frameworks in terms of how emotions could be considered as associated with epigenetic activities of EFL pre- service teachers and to review the extent to which possible epigenetic activities could be associated with and affecting EFL PTs' language learning/teaching-related decision- making processes.

Keywords: EFL, teacher education, mindsets, epigenetics, anxiety

**THE RELATIONSHIP BETWEEN INTERCULTURAL SENSITIVITY
AND INTERCULTURAL COMMUNICATIVE COMPETENCE OF
TURKISH EFL INSTRUCTORS**

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Abstract

EFL educators play a significant role in creating a classroom environment conducive to intercultural learning. Developing English competency requires effective ICC and intercultural sensitivity characteristics to enable students to understand the context of the language in English-speaking cultures and to raise awareness and understanding of English-speaking countries' core values and beliefs. The central goal of the research was to examine the association between intercultural communicative competence and intercultural sensitivity in the context of English as a foreign language in Turkey. The purpose of the study was to address the primary identifiers of ICC and intercultural sensitivity among EFL instructors in Turkey. This study incorporated a mixed method design and the research tools consisted of two different questionnaires and a semi-structured interview. The study found that self-reported level of intercultural sensitivity and awareness in ICC is relatively high among Turkish EFL instructors, and that there is no statistically significant relationship between Turkish EFL instructors' ICC and intercultural sensitivity. In addition, there is no correlation between gender, undergraduate majors, and intercultural communicative competence scores.

Keywords: English as a foreign language, intercultural sensitivity, intercultural communicative competence

**PRE-SERVICE EFL TEACHERS AS PARTICIPATORY ACTION
RESEARCHERS: EMERGING INSIGHTS AND IMPLICATIONS**

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Abstract

The purpose of this study is to explore seven senior pre-service EFL teachers' emerging understanding of participatory action research as a professional development practice at a state university in the west of Turkey. We adopted a qualitative holistic single case study design to better understand the pre-service teachers' emerging insights into participatory action research following a PhD project [i] in which they examined their own interactional awareness and competence for teaching within the 2020-2021 academic year. For data collection purposes, we gave the participants two options to explain their own perspective and insights: written and audio-recorded reflections, considering that they could prefer different modes of recording their reflections. We first identified the In Vivo codes in the data and then co-discussed these codes and reflected on the deeper meanings they evoked and how they interrelated as three overarching themes (Saldana & Omasta, 2018): action research as a combination of research and teaching, action research as a tool for professional development, and action research a means for empowering teachers. We conclude with some implications and suggestions for integrating action research into pre- service language teacher education programs.

Keywords: participatory action research, teacher research, pre-service EFL teachers

[i] This study is part of ongoing PhD research by the corresponding author

**THE USE OF LANGUAGE LEARNING STRATEGIES AND ITS
EFFECT ON BLENDED LEARNING**

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Worldwide, Coronavirus, also called Covid 19, threatens the lives of millions of people. There have been significant changes in the learning environment as a result of the COVID-19 pandemic that also spread throughout Turkey, especially at universities. At preparatory schools, English is taught in a proper classroom setting with the appropriate equipment and facilities. COVID-19, on the other hand, mandates online learning in order to be qualified. Despite the fact that the priorities have not changed, the whole system has. Because of COVID-19, all Turkish institutions have implemented a learning system based on online media. This altered the way pupils were taught in order to keep them engaged. The adoption of online learning was in accordance with the demands of the 21st century, but today there is equal access to safe and effective vaccinations that are crucial for eliminating the Covid-19 epidemic. As a result, the majority of universities recommended blended learning. Blended learning is a kind of education that uses a variety of delivery methods in order to maximize the learning experience. Since it is a new approach, it is not known how blended learning affects learning outcomes. Using language learning strategies has affected student accomplishment, and when mediated in a hybrid learning environment like blended learning, it will further result in assessment and performance of the hybrid learning environment. To explore the usage of language learning strategies and their link to the perceptions of blended learning in terms of gender, this study has been undertaken. The research sample consists of 214 students from a state university's preparatory program. While the perceptions of blended learning are studied utilizing dimensions of process, content, and usability, Oxford's Language Learning Strategies Scale (1990) is utilized to identify the language learning strategies employed by students. Students' opinions of blended learning are analyzed using a one-way ANOVA to determine the association with the use of language-learning strategies. Considering the results, it appears that language learning strategies are somewhat employed, with metacognitive strategies being the most popular. Indirect strategies are the most common ones, whereas compensatory strategies are the least common. While female students utilize indirect strategies more than male students, direct strategies are not significantly different between the sexes. The results of this study indicated that there is no meaningful difference between the students' language learning strategies and their views of blended learning.

Keywords: Language learning strategies, blended learning, metacognitive strategies

**REVISITING TURKISH EFL TEACHERS' SELF-EFFICACY AND
TRAINING NEEDS IN DISTANCE EDUCATION: A MIXED-METHODS
STUDY**

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Abstract

The sudden outbreak of COVID-19 has caught teachers unprepared, and the majority of teachers did not have experience in distance education. The unfamiliarity has caused anxiety amongst teachers and makes them question their TSE (teacher self-efficacy) in new teaching environments. As a requirement of the century, many teachers have been received training on the use of technology as well as training on language instruction both in pre- service and in-service programs. However, it is assumed that teacher training needs should be revisited during this period. Therefore, this study aims to predict the effect of received teacher training (RTT) on TSE in distance education and explain the mismatches and emergent training needs in this respect. A mixed-methods design has been adopted, and 103 Turkish EFL teachers participated in this study. Even though quantitative findings indicate moderate levels of TSE and RTT, interviews indicate areas of inefficacy. The results show the inadequateness of received training and the existence of other factors in TSE. Additionally, the study addresses the emergent training needs of teachers while teaching online. Therefore, this study implies that policymakers should revisit the content and effectiveness of training programs and meet the emergent needs of teachers in distance education.

Keywords: distance education, self-efficacy beliefs, teacher training, professional development, online teaching

**THE REVIEW OF WAYS TO BE AUTONOMY-SUPPORTIVE IN
ONLINE LANGUAGE LEARNING CLASSROOM**

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Abstract

Online learning gains importance in all educational stages from primary schools to universities. The reason for its unforeseen popularity arose out of Covid-19 outbreak. At the beginning of 2020, Covid-19 has affected the education of each country because of its rapid spreading. This situation forced the governments to announce school closure and education in all stages was switched from face-to-face learning to online learning. The unexpected implication of online learning has caused many problems for students who have not experienced that kind of learning before. The autonomous nature of online learning requires students to take responsibility for their learning by giving their decisions and controlling their learning process. Self-determined Theory based studies found that the characteristics of students with self-determined motivation meet the requirements of online learning. Thus, increasing the self-determined level of students in online learning have a positive impact on students' success and persistence in the course. For the formation of students' self-determined motivation, teachers' motivating style plays important role in the online learning setting. While teachers with an autonomy-supportive style increase students' self-determined motivation by nurturing their psychological needs and interest, those with a controlled style hinder students' thoughts and feelings by shaping them according to their will and decrease students' self-determined motivation. The positive effect of the autonomy-supportive style creates a question in the educational setting that is how teachers become more autonomy-supportive in their classroom. To answer this question, the previous studies investigated the characteristics of autonomy-supportive teachers and determined five basic instructional behaviors that teachers pay attention to be more autonomy-supportive. These instructional behaviors are nurturing inner motivational resources, relying on informational and noncontrolling language, communicating value and provide rationales, acknowledging and accepting students' expressions of negative effects, and allowing time for self-paced learning to occur. Therefore, the aim of this paper is to explain these instructional behaviors and other autonomy-supportive ways in detail by adapting them to online learning. Besides, examples from online classroom settings are discussed to conceptualize which ways can be used in online English language teaching and further implications of the use of autonomy-support ways for English teachers and instructors are provided.

Keywords: Online learning, teacher autonomy-support, self-determined motivation

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DIALOGICAL LEARNING: PRINCIPLES, PRACTICES AND BENEFITS

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Abstract

Dialogical learning provides a practical framework in which these learning communities are developed. It encourages people's communication to learn through interaction with other people, which is the main educational resource. From a dialogic learning perspective, interaction with third parties is essential to establish a learning process or mechanism. During this dialogue process, we initially prepare a set of information from a social and intersubjective plane to assimilate it later as self or subjective knowledge. As a result of this fact, early learning communities began to evolve as they understand them today. It aims to give more importance to equal dialogue in which learning group and to change the teaching methods applied so far. Principles of Dialogical Teaching Dialogical teaching requires a dialogue-based interaction. On the other hand, not all teaching that includes dialogue can be described as dialogic. In order to talk about dialogic teaching, teaching must also carry some basic principles. These principles are commonality, reciprocity, supportiveness, accumulation and purposefulness (Alexander, 2008a, 37-38). In order to drive dialogue-based learning, 7 basic principles should be given as follows: equal dialogue, cultural intelligence, transformation, instrumental dimension, establishing meaning, solidarity and equality of differences. Given the information so far, it can be concluded that dialogical learning has several benefits such as creating a common language, accompaniment and involvement in a working group, generation of synergies. Therefore, dialogic learning is an important element in language learning and teaching process. The fact that the education process cannot be conducted face to face due to the pandemic conditions experienced in recent years can create disruptions for both teachers and learners in the dialogic learning process. The aim of this study is to determine the problems that online education creates for teachers and learners in terms of dialogic learning and to seek solutions to these problems.

Keywords: dialogical learning, dialogical teaching, online education, challenges

**EFL LEARNERS' READINESS FOR AND SATISFACTION WITH E-
LEARNING IN TURKEY DURING THE COVID-19 PANDEMIC**

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Levent Uzun

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Abstract

With the emergence of the COVID-19 pandemic, online learning is a new, and therefore, a challenging experience for most university students in Turkey. Determining whether these students are ready for or satisfied with distance learning practices is essential for the stakeholders of higher education to design and implement it efficiently. This quantitative study aimed at investigating EFL learners' readiness for and satisfaction with web-based English courses in Turkey during the COVID-19 pandemic. It further aimed to examine the role of e-learning readiness on e-learning satisfaction. Data were collected through questionnaires from 169 EFL students taking online English courses at the A1 level in an intensive English programme in a state university in Turkey during the COVID-19 pandemic. Findings revealed that the study sample had an above-average level of readiness for and satisfaction with the English courses they took in virtual environments. Furthermore, e-learning readiness was found to be associated with e-learning satisfaction, and readiness for e-learning successfully predicted satisfaction with it. Important implications for school leaders and instructors are suggested based on the findings.

Keywords: e-learning readiness, e-learning satisfaction, web-based English courses

**TURKISH EFL INSTRUCTORS' KNOWLEDGE, BELIEFS AND
CLASSROOM PRACTICES REGARDING PRONUNCIATION**

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Abstract

The global function of English as the most common L2 around the world has served as the driving force behind the shift in goals and intentions to teach and learn pronunciation, namely a shift from native-speaker norms to international intelligibility. Whether or to what extent L2 instructors' beliefs and practices in Turkey reflect this shift is still under-researched. Accordingly, the present study investigates to what extent and how pronunciation is incorporated in L2 curricula and which approaches EFL instructors favor to teach it in the Turkish context. The study also aims to explore EFL instructors' educational backgrounds and beliefs regarding pronunciation and instruction on it. In line with this purpose, the current study addresses four major research questions: (1) What pedagogical training in pronunciation do EFL instructors in Turkey have?, (2) What are the reported classroom practices of EFL instructors in Turkey regarding pronunciation? (3) What are the beliefs of EFL instructors in Turkey toward the teaching of pronunciation?, (4) What are the beliefs of EFL instructors in Turkey toward the learning of pronunciation?. The study was designed as a cross-sectional survey study, and data were collected from 95 EFL instructors working at 25 different universities in Turkey through an online survey. For the descriptive analysis of the closed-response items, the Statistical Package for Social Sciences software (SPSS), version 25.0 was also utilized. A content analysis was conducted to analyze open-ended items in the questionnaire. The findings lead to significant conclusions. First, the majority of the instructors in Turkey lack sufficient training in teaching pronunciation. Second, a heavy reliance on textbooks for pronunciation instruction, limited use of supplementary materials, and a relatively small portion of class time devoted to pronunciation must also be pointed out. In regard to pronunciation, suprasegmentals are the most problematic area both for teachers and learners. Intelligibility and the type and goal of the language activity in hand are the major factors affecting teacher error correction. Unfortunately, pronunciation is seriously neglected in the assessment. Then it is important for the majority to integrate pronunciation into English curriculum and classes, and communicative practice is the ideal way to accomplish it. Although respondents in general believe that a heavy accent is a cause of discrimination against L2 speakers, they regard successful communication as more important than a native-speaker accent; thus, for the many, pronunciation instruction aims to make students comfortably intelligible speakers. Besides, non-native teachers can teach pronunciation successfully. Finally, although there is a critical period for the acquisition of pronunciation, L2 learners can improve in this linguistic aspect through hard work and purposeful interaction with native speakers of English. The findings have direct implications for textbook and curriculum designers, teacher trainers, and pronunciation researchers. Initially, a principled integration of pronunciation aspects and various pronunciation activities are needed in textbooks as instructors are less likely to supplement them with extra materials. After that, the phonetics/phonology courses in EFL programs are undoubtedly important to

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provide pre-service teachers with subject- matter knowledge about the sound system of English; however, they also need some pedagogical knowledge to be able to teach and assess pronunciation in their future practices. Therefore, teacher training programs should provide pre-service and in-service teachers with information about theory and research that can inform their practice. Finally, EFL instructors need empirical evidence of aspects that influence intelligibility and comprehensibility and how to incorporate them in their instruction. More research on pronunciation and, more importantly, dissemination of research findings to instructors are essential.

Keywords: pronunciation, EFL teachers, beliefs, practices, knowledge

**TO WHAT EXTENT CAN TURKISH PEOPLE HELP ENGLISH
SPEAKING FOREIGNERS: IN CONTEXT OF DOWNTOWN AND
CAMPUS**

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Abstract

This case study investigated whether Turkish people in downtown and city center can understand and answer English speaking people's direction questions. Besides, researchers tried to find out the rate of helping and its connection with the locations. The study focused on the relationship between academic level, age and English level of speakers. In this study 43 participants were interviewed, with their informed consent. 23 people were chosen from the university campuses, the other 20 from downtown. This study was carried out by applying a qualitative case study research method. The researchers found out that there is a positive relationship between academic degree and English-speaking level. That is, the higher the academic degree, the higher the rate of helping. However, we have to bear in mind that sudden questions may make people feel excited and nervous. In Coşkun's (2007) study, the researcher came to the conclusion that in Turkey most people think "I can understand English but I can not speak". This qualitative case study also confirmed Coşkun's (2007) results. The researchers generally focus on the lack of teachers in terms of methodology, other factors such as individual, social and societal factors are neglected. Conclusively, most of the people of Turkey can understand questions in English but they are living hardships to express themselves. People at Campus mostly explain their ideas to the tourists in a simple and clear way therefore, the researchers find out that the locations of surveys impacts the rate of answers.

Keywords: sociolinguistics, language teaching, linguistic landscape, qualitative case study, speaking skills

**EFFECTS OF EXPLICIT CORRECTIVE FEEDBACK ON WRITING
SKILL: A PRIVATE MIDDLE SCHOOL EXAMPLE**

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Abstract

In the current study, the effects of explicit corrective feedback (ECF) on foreign language writing skill are examined and discussed. Writing skill, in the process of second language learning, is one of the most critical skills to set meaningful access to the target language. ECF is also the key point to gain the skill of writing while learning a second language. In spite of the importance of ECF in language learning, many scholars often neglect the idea by accepting it as a behaviourist technique. The paper first focuses on the definition of ECF and then reviews various research in the field. Besides, it discusses the research findings of the writing tasks applied to 43 private middle school students (B1 level) taking 5 subcategories into consideration. The paper concludes that the research findings reveal a significant correlation between explicit corrective feedback and improving writing skills.

Keywords: Explicit Corrective Feedback, Writing Skill, Foreign Language Learning

**DOES SUBTITLING MATTER IN ADOLESCENTS' VOCABULARY
DEVELOPMENT?**

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Abstract

With the advancement of technology, ELT-related research has started to be dominated by studies conducted on the impact of watching films, online videos or media in foreign language for the past few decades. The reason why video-based papers enjoy popularity in this specific field is due to the positive impact of comprehensible input exposed through videos on foreign language acquisition. Foreign language learning performance has been found to be positively correlated with the amount of exposure to media in several recent studies regardless of learners' age (e.g. Azizi & Aziz, 2020; Baranowska, 2020). Unsurprisingly, considering potential impact of videos on vocabulary development, researchers have attempted to explore the ways to boost vocabulary acquisition ranging from using subtitles (Abdullah & Hamadameen, 2020; Karakaş & Sariçoban, 2012) to captions (Yüksel & Tanrıverdi, 2009). This study attempts to investigate the potential impact of subtitling while watching animated cartoons on learners' vocabulary development. In line with this aim, the present study employed nonequivalent control groups design, one of the experimental methods, including two intact classes participants of which are not randomly selected. The pool of participants composed of 40 secondary school students studying in grade eight (aged 13– 14) at a public school in a western city of Turkey. The experimental group (10 females and 11 males) and the control group (10 females and 9 males) consisted of 21 and 19 participants, respectively. At the beginning of the study, the students in both groups were given 5-point self-report vocabulary knowledge scale (Wesche & Paribakht, 1996) which was also used as the post-test. 18 words were chosen according to the context of the videos. They were all in the format of noun. The videos were animated cartoons broadcasted on the website of British Council (<https://learnenglishkids.britishcouncil.org/short-stories>). The length of the videos ranged from 1.37 to 2.24 with the average of 2.01 minute. The students watched six videos in three lessons, two videos each week. The students in the experimental group watched these videos with English subtitles, whereas the students in the control group watched the videos without any subtitles. Before each video an online word matching game was played in both groups through which the students had the opportunity to hear the pronunciation of the words several times. After watching the videos for two times, another online game was played that required students to put the sentences in order according to the video. For the analysis of the data, independent samples t-tests and paired samples t-tests were conducted to see the differences between the scores of the experimental and control group students in pre-test and post-test and to see the progress of each group between the two tests. The findings showed that the students who watched the videos with English subtitles compared to the students in the control group demonstrated significantly better performance in post-test vocabulary knowledge scale. In addition, the results indicated statistically significant improvement from pre-test to post-test scores of the students in the experimental group. The

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study concludes with discussions regarding the previous research concerning the impact of subtitling on vocabulary development and some implications for further research and practice.

Keywords: animated cartoons, language learning, subtitling, vocabulary,

WORD-INITIAL ENTROPY IN TURKISH

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Abstract

Is Turkish an orthographically shallow (i.e. transparent) language? The answer appears to be a straightforward and it is “Yes” according to a Turkish saying: “Türkçe okunduğu gibi yazılır ve yazıldığı gibi okunur” ‘Turkish is read the way it is written and written the way it is read’. Moreover, many researchers also presume the answer is “Yes” without citing relevant studies (i.e. Öney & Durgunoğlu, 1997; Raman & Weekes, 2005; Babayiğit & Stainthorp, 2007; Kartal, Babür, & Erçetin, 2016; Coşkun et al., 2018). Admittedly, to the knowledge of the author there have not been many in-depth investigations into the orthographic depth of Turkish. There are various objective measures of orthographic depth (for a review see Protopapas, 2009). An issue that can arise in cross-cultural research on orthographic depth is some languages might not have corpora with pronunciations (e.g. Hungarian in Borgwaldt, Hellwig, & de Groot, 2004). This is also true for Turkish. If Turkish was “entirely transparent” as it can be sometimes claimed in the literature (Miller, Guldenoglu, & Kargin, 2019 p. 669), there would be no need for corpora with pronunciations because the letters of a word would be providing all the necessary information. However, this is not the case. There are letters in Turkish that have more than one pronunciation due to borrowed words, such as “ilaç” /iːlaʃ/ ‘medicine’ and “ilan” /iːlan/ ‘announcement’ (Taylan-Erguvanlı, 2015). However, the prevalence of these is unknown. The current research project intends to quantitatively define the orthography depth of Turkish and to expand the cross-linguistic research on this topic. A commonly used measure of orthographic depth is word-initial entropy (e.g. Borgwaldt, Hellwig, & de Groot, 2005), which explores the bidirectional correspondence of word-initial sounds and letters with an emphasis on the frequency of these correspondences. Sound-to-letter word-initial entropy in Turkish is 0 because a word-initial sound is never spelled with two different letters in Standard Turkish. Letter-to-sound direction is more complicated due to letters that can represent more than one sound. These letters are “a”, “e”, “u”, “i”, “k” and “l”. Initially, a list of 75,983 words was obtained from Abece İmla Kılavuzu (Ece, N.d.). The words that did not begin with the target sounds were excluded from the list because their entropy is 0 (i.e. those letters have a one-to-one correspondence with a sound). Then, a Python script was written in order to obtain information on the pronunciations of the remaining words from the online TDK Dictionary. This dictionary does not provide a pronunciation for all words but it provides notes for marked cases. For example, for palatal pronunciation of “l”, it notes “l ince okunur” ‘l is pronounced fronted’. When the numbers of occurrences were found per each letter-sound pair (e.g. “k”-/k/ and “k”-/ç/), the entropy equation from Borgwaldt, Hellwig, and de Groot’s study (2004) was utilized. The most transparent language in their study was Hungarian with 0 for sound to letter entropy analogous to Turkish and about 0.13 for letter to sound entropy. Similarly, Turkish word-initial letter to sound entropy is 0.11. These results suggest that Turkish is a fairly transparent language such as Hungarian. However, these results should be taken in with a grain of salt because word-initial entropy circumvents many other issues that blemish the transparency of Turkish orthography such as the letter “ğ”, which does not have a corresponding sound

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(Göksel & Kerslake, 2005), or borrowed words whose official spelling does not comply with Turkish phonotactics as in the example “tren” /tiren/ ‘train’, which is pronounced with an epenthetic vowel. Still, the current study provides a solid preamble for research into the orthographic depth of Turkish.

Keywords: orthography, orthographic depth, spelling, pronunciation

**EVALUATION OF THE TEXTBOOK USED IN THE PANDEMIC:
FROM TEACHERS' AND STUDENTS' PERSPECTIVES**

Semahat Aysu

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Abstract

The textbook has a significant role in language teaching process for both teachers and learners. Therefore, teachers should select it considering the needs of learners, language teaching method or channel. In other words, a textbook might be appropriate for foreign language learners but not for second language learners or a textbook might be very useful for face-to-face teaching but not for online teaching. Therefore, this current study aims to evaluate the course book *Life*, which was used in an elective preparatory school of a state university in Turkey. It was used through online learning during the pandemic. In order to evaluate the textbook, since the number of English teachers in the elective preparatory class is less than twenty and the results, in turn, cannot be statistically significant, qualitative analysis will be carried out. Furthermore, students' opinions about the book and its activities will be revealed through the parallel questionnaire. Therefore, open-ended questions will be employed in this study. The information gathered by means of the questionnaires will be analysed via thematic analysis. Suggestions for teachers, curriculum or program developers will be provided.

Keywords: Textbook evaluation, COVID-19 pandemic, online teaching, teachers' opinions, students' opinions

**AN INVESTIGATION ON LEARNING ENGLISH PROVERBS IN
RELATION TO THE REFLECTION OF CULTURAL CONNECTION
BETWEEN ENGLISH AND TURKISH PROVERBS**

Fatma Kimsesiz

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Abstract

As verbal folklore genres, proverbs are an essential part of cultural, social, and linguistic patterns in a given language, yet with universal tendencies present in all languages (Skara, 1995). They are among those phrasemes whose translation may address a challenge for any contrastive study. This is the focus of the current study that aims to examine learners' performance in translating interlingual and intralingual English proverbs into Turkish. For this aim, 80 learners of English at A2 levels participated in translating 3 groups of proverbs: maximally equivalent, roughly equivalent, and non-equivalent English proverbs in Turkish. The study is quantitative in nature and the data was collected through papers uploaded by the learners on an online education programme that enables remote learning called AYDEP, administered by Kırşehir Ahi Evran University. The study revealed that learners performed better in maximally equivalent interlingual English proverbs than roughly equivalent proverbs, and they translated and interpreted non-equivalent proverbs differently. Given these points, intertwining an intercultural affinity between the source language and the target language, interlingual equivalent proverbs prove to have facilitating roles in discerning and translating English proverbs into Turkish equivalence.

Keywords: Intercultural relationship; interlingual proverbs; intralingual proverbs

**EXPLORING THE CAUSAL MECHANISMS OF LANGUAGE
TEACHERS' SELF- EFFICACY BELIEFS IN TEACHING WRITING:
A COMPLEXITY PERSPECTIVE**

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Abstract

Although self-efficacy of teachers has been extensively investigated in SLA literature, it has attracted less care in the L2 writing domain. In addition, whenever L2 written self-efficacy research occurs, this tends to be cross-sectional in form, with a single perspective. Thus, this study intends, using qualitative approaches and longitudinal research on the dynamic and complexity of teachers' self-efficacy in teaching writing, to supplement this domain of literature. This present study is a case study that aims to investigate a single individual in which the researcher explores in-depth data relating to numerous variables. To achieve this process tracing more specifically of the case-centric type (Bennett & George, 1997), a single-case study design was adopted. Multiple data sources were adopted to find answers to the research questions including interviews, reflective journals, video recordings, and follow-up interviews. To capture the idea of dynamic research, the study was carried out with a single teacher, and at the same time the data were collected at many regular measurement points over the course of one semester. The findings crucially emphasized that all experiences regarding self-efficacy are not the same. Some have greater influence than others just as the sources of self-efficacy are not all equal for their impact on efficacy in teaching writing. Findings also suggested that teacher's self-efficacy in teaching writing is best describes as a dynamic domain, rather than a fixed one, as complex rather than one- dimensional. This study thus offers new ways of interpreting the efficacy of teachers as a complex dynamic structure.

Keywords: Teachers' Self-Efficacy Beliefs, Teaching Writing, Process-Tracing Method, Causal Mechanisms, Complexity Theory

**SCRUTINIZING NEEDS AND LANGUAGE FUNCTIONS IN AN
INTENSIVE ENGLISH PROGRAM FOR EARLY CHILDHOOD
EDUCATION**

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Abstract

Teaching English to young learners has gained great importance in Turkey and around the world for decades. To cater for this demand Common European Framework of References (CEFR) proposed a new level in 2016 which is called pre-A1. Viewed as a milestone towards A1 proficiency level, pre-A1 is a level of competence at which the learner has not yet developed productive abilities, and instead relies on a knowledge of words and formulaic phrases. Nevertheless, there is a limited number of studies in terms of needs of young learners of English in Turkey. Using a quantitative design, this study investigates participants' perceptions about young learners' needs with regards to what and how to teach English. To this end, this study tries to find out English teachers' perceptions related to young learners' needs about language functions such as heuristic, informative, personal, regulatory, instrumental, and interactional functions, and activities which may be used in young learners' classrooms. In this present study, 42 English teachers completed a two-part questionnaire. The analyses revealed that using songs in young learners' classrooms was highly effective according to the participants, whereas teaching grammar deductively was the least efficient technique to teach English to young learners, and heuristic functions such as speaking to teacher, asking something to teacher were frequently suggested by the teachers as language functions to be utilized in young learners' classrooms. Based on the data, the study offers a curricular model and a rationale for teaching English in early childhood education.

Keywords: young learners; English learning needs; English language functions; pre-A1; CEFR

**COMPLEXITY IN FOREIGN LANGUAGE TEACHER MOTIVATION:
FLUCTUATIONS IN MOTIVATION TO TEACH AND FOR
PROFESSION**

Ceyda Zerenay

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Abstract

Second language field is multi directional and consists of two participants as teacher and learner. As well as learners, their complex learning trajectories, the language teacher side is equally crucial to study. Therefore, what teachers do, feel, believe and think are essential to understand their psychology which is in turn affects their classrooms and their learners. One of the central components in respect to psychology in language learning and teaching is motivation. There is a need to define motivational constructs and understand language teacher motivation. However, the amount of research in the field of language teacher motivation is still meagre, few of them focused on L2 teacher motivation. This study is an in- depth single case examination that adopts process tracing as research method in order to trace causal mechanisms by using detailed, empirical analysis of one case. In the current study, it is aimed to ‘zoom in’ within the nested system and focus on teachers’ motivational fluctuations in their contexts. With this aim, as participant of single case, an instructor from a state university was selected to explore the factors that support, hinder, and maintain teacher’s motivation. It also examines her motivational fluctuations within and between online teacher education programs. Classroom observations, both online and face to face in depth interviews are utilized to uncover the details of teachers’ motivational trajectories. The findings were categorised under four basic components according to the literature (Dörnyei and Ushioda, 2011) namely internal components, social contextual influences, temporal dimension and negative influences as the main causes of motivational outcomes of our participant teacher. Through these causes there were a number of processes, various components which were all in interaction with others in an unpredictable way and there was not a stable, a fixed pattern.

Keywords: second language teaching, teacher motivation, complexity, motivational fluctuations

**PARENTOCRACY AS AN ADDITIONAL SOURCE OF STRESS FOR
ENGLISH LANGUAGE TEACHERS AMIDST THE PANDEMIC: A
PHENOMENOLOGICAL STUDY**

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Esra Erkan Yılmaz

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Abstract

The sudden outbreak of the Covid-19 pandemic has brought on substantive setbacks for teachers who were not used to teaching online. The previous studies mentioned teacher challenges like poor infrastructure, low technology skills, stressors in family life, a blurred work-life balance and problems in teacher-student relationships (Carillo&Flores, 2020; Çakın&Külekci-Akyavuz, 2020; Kırmızıgl, 2020; MacIntrye et.al., 2020). In this current phenomenological study, we aim to reveal the full meaning of the participants' lived teaching experiences concerning parentocracy -increased parental involvement- as shared in their own words (Marshall & Rossman, 1999). Five female English language teachers who experienced the research phenomenon and agreed to share their experiences openly were included in the study. The participant teachers with 8 to 10 years of experience work at primary level public schools in the west of Turkey. The data were collected through written reflections and an online semi-structured focus group interview which lasted about 60 minutes. In their written reflections, we asked the participants to focus on their experiences of the phenomenon in their own particular contexts. In the follow-up focus-group interview, we explored further the meaning of the common experiences we pinpointed as essences of the phenomenon in the analysis of written reflections. We analyzed the data following Saldana's (2010) In vivo coding procedures and identified three main themes: "My personal boundaries are crossed!", "I am tired of being recognized as a solution-finder"; "Because parents are there, too ...". Findings are discussed and implications are included to boost the emotional wellbeing of teachers inside and outside the workplace.

Keywords: parentocracy, EFL teachers, pandemic

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THE EFL TEACHERS IN THE THIRD LEVEL DIGITAL DIVIDE

İdil Sayın

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Abstract

The challenging conditions that the world is going through made technology integration in education more essential than ever. This has caused all stakeholders of education to face a new reality. During this new reality, many stakeholders took place in the unfavorable side of technology integration due to lack of necessary equipment. On the other hand, the number of those who had all the equipment but could not use these efficiently was too high to be underestimated. This phenomenon regarding the beneficial use of technology is tried to be described under 3 level of digital divide. The first level is concerned with possessing necessary equipment, the second level is ability to use these and the third level deals with the efficient use of these technologies. Therefore, encompassing the first two level of digital divide is not enough to produce beneficial results. For this reason, determining where in-service English language teachers perceive themselves third level digital divide is increasingly important for developing both pre-service and in-service teacher training. Accordingly, this quantitative study which adopts cross-sectional survey design attempts to investigate the perceptions of in-service English language teachers regarding their third level digital divide skills. Data were collected with an online questionnaire consisting of three parts and 12 four-point Likert type items aiming to determine the third level digital divide perceptions was distributed to in-service English language teachers working in various parts of Turkey. 132 in-service English language teachers returned the questionnaire. The collected data were analyzed with descriptive statistics and chi-square test. Overall results indicate that teachers perceive themselves possessing sufficient level of necessary skills. However, closer inspection to the descriptive statistics results shows that compared to other parts of questionnaire, higher number of teachers indicated having low level skills regarding technology preparation. Additionally, it was also examined whether various independent variables have any effect on how in-service English language teachers perceive their presence in the third level digital divide. Chi-square test results showed that age, gender and marital status independent variables have a statistically significant effect on their perceptions. Findings indicate that there is a definite need for a focus on the efficient use of technology in language education in both in-service and pre-service English language teacher training, and a solid infrastructure in educational institutions for teachers to use these skills.

Keywords: English as a Foreign Language, Third Level Digital Divide, In-service Teachers

**LEXICAL ASSOCIATIONS IN THE L1 TURKISH MENTAL LEXICON:
CAN L1 INTUITION AND A REPRESENTATIVE CORPUS GUIDE
TEACHING OF TURKISH AS A FOREIGN LANGUAGE MATERIALS?**

**Hakan Cangır
Ankara University**

Abstract

Studies to date using corpus linguistic and psycholinguistic approaches have investigated the collocational links in both the L1 and L2 brain. They have attempted to test the role collocations play in the mental lexicon and question how corpus data can guide us in our investigations. However, there have been almost no attempts to explore the relationship between the L1 Turkish users' subjective judgements of collocational use (frequency) and the association strength of collocational items in Turkish evidenced in representative corpora. This research mainly with a corpus-linguistic approach aims to (a) detect the possible relationship between the collocational links in the L1 Turkish mental lexicon and the collocational frequency profiles on the TNC (Turkish National Corpus) (b) and thus question if L1 speaker intuitions regarding collocational frequency and the frequency profiles of the items as evidenced through representative corpora can/should be exploited in an attempt to create target vocabulary lists or vocabulary teaching materials for teaching Turkish as a foreign language. The results indicate that the collocational links in L1 Turkish users' mental lexicon seem to resemble the lexical associations represented in the TNC. To be more precise, higher Delta-P (1 > word 2) scores are associated with stronger collocational intuitions. Additionally, the Delta-P (1 > word 2) as well as the CEFR level are significant predictors of subjective judgements for frequent collocational use. The results have been discussed in light of the psycholinguistic research highlighting collocational processing and some pedagogical conclusions have been drawn.

Keywords: Collocation, Frequency, Intuition, L1 Turkish, L2 Turkish Teaching

**SCREENCAST AS A TOOL FOR MICROTEACHING SELF-
REFLECTIONS: PERCEIVED AFFORDANCES AND CONSTRAINTS**

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Seval Kaygısız

Gazi University / Department of Foreign Languages Education

Gizem Akçor

İzmir Bakırçay University / School of Foreign Languages

Abstract

Microteaching is amongst the fundamental teacher training techniques in pre-service teacher education, after which pre-service teachers (PSTs) are involved in different reflective practices (i.e., reflection-on-action) given that critical and deeper reflection on one's actions is deemed important for teacher development (Schön, 1983). Such reflective practices involve both traditional tasks such as filling out checklists, taking part in interviews, and writing self-reflections and comparatively more recent tasks such as video editing (Tripp & Rich, 2012) to cultivate reflection. Prevalently used for tutorials or instructional purposes such as lecturing and providing feedback, screencasting which enables users to digitally record their screen activities accompanied by real-time audio narration might be considered one of these tools. However, in the literature, no study has attempted to employ screencasting for reflective purposes until now. As a novel initiative, this qualitative inquiry thus utilizes screencasting as a reflection tool and explores PSTs' perceptions of their experience with self-reflection through screencasting for their video-recorded microteaching practices alongside its perceived advantages, disadvantages, and applicability. Participants were 35 pre-service ELT teachers at a state university in Turkey. Data collected via reflections, an open-ended questionnaire, and interviews were content analyzed. Findings indicated that PSTs held positive attitudes towards this experience and the majority uttered their preference for screencasting over written self-reflections for their future courses which require microteaching practices. This study contributes to the literature by offering a new area of use, which might help practitioners make more informed decisions in reflective practices and the integration of educational technology.

Keywords: microteaching, screencast, self-reflection, technology, pre-service teacher education

**LINGUISTIC PHASES AND REQUIREMENTS IN FOREIGN
LANGUAGE LEARNING**

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Abstract

The main premise of the present paper is that foreign language learning (FLL) is best accomplished once the linguistic competencies are developed among learners. Apart from this, it is crucial for instructors to know that, to do so, one cannot simply rely on linguistic structural development; rather, other forms of language have to be addressed as well to improve the skills and capabilities necessary. In turn, this will lead to more critical, creative, and strategic communication, formation of a global perspective in light of the sociolinguistic factors, and finally connecting the local and global sign systems that promote time-efficient communication among individuals. Against this backdrop, it could be argued that a thorough and comprehensive FLL curriculum allows learners the chance to further their competencies with the goal to enrich interpersonal interactions under alternative socio-cultural settings, be they within the academia or outside. In short, only under such conditions will the FLL program fulfill its goals: to move beyond mere structure and to become more communicative and, hence, more practical and applicable, instead.

Keywords: Linguistics, foreign language learning (FLL), competence

**EXAMINING THE TECHNOLOGICAL PEDAGOGICAL CONTENT
KNOWLEDGE (TPACK) OF TURKISH PRE-SERVICE EFL
TEACHERS**

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Abstract

The present quantitative research based upon the survey method aims to measure pre-service English teachers' technological pedagogical content knowledge competency levels and search for a possible relationship between TPACK levels and gender, age, grade, and self-reported technology competency. The participants of the study are 129 pre-service EFL teachers from two state universities in Turkey. The data was collected through the adapted version of the EFL-TPACK questionnaire, a 5-point Likert scale consisting of 6 sub-dimensions of TPACK. The findings revealed that the highest mean score belonged to the Technological Knowledge (TK), one of the sub-factors of TPACK. In terms of gender, females were seen to have higher mean scores than males in each sub-dimensions of TPACK except for Technological Knowledge (TK). Technological Knowledge was the only sub-dimension in which males had higher mean scores than their female counterparts. The grade of the participants was not found significant with any of the sub-factors of TPACK. The highest correlation between age and TPACK sub-factors was found between Technological Content Knowledge (TCK) and age. Finally, the results also showed that all the six sub-dimensions and self-reported technology competence were significant. It was suggested that pre-service teachers should be informed about new technological tools and use and integrate them into the course content effectively.

Keywords: Technological pedagogical content knowledge, ELT, pre-service English teachers

**USE OF SHORT STORY IN ENGLISH LANGUAGE TEACHING AS AN
INSTRUCTIONAL MATERIAL**

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Abstract

Breaking the artificial nature of textbooks, literature might be an instructional material in English language classes. In addition to providing an authentic model and presenting examples of the use of different language forms, literature eliminates the uniformity of a usual language course and brings forth motivation necessary for the students to acquire the target language. The culture of the target language, the importance of which cannot be ignored while teaching a language, is transmitted best to the student thanks to these literary works. In addition to being an invaluable instructional aid for teachers in assisting students' knowledge of vocabulary and grammar and in the development of language skills such as reading, writing, listening and speaking, it also shows how these structures and skills are applied to the various aspects of the language framework by the speakers of that language. Nevertheless, it is still possible to encounter students who are biased towards literature and find literary works long, boring, and difficult to focus on. At this point, short story gets on the stage as the most suitable material with its ideal length. The present study examines the reason why it is advantageous to incorporate short stories into English language teaching curriculum and what are the perceptions of students on this issue. The study is conducted with the participation of 30 high school students via online education. Students' writings and a survey are utilized as the instruments to collect data. Findings of the research Project utilized to come to a conclusion whether students' negative perspectives are changed at the end of lessons and the use of short stories promoted their linguistic competence.

Keywords: ELT, literature, short story, language skills

**PARALLELISM AND DISCOURSE CONNECTIVE RELATIONS IN
ENGLISH- TURKISH TRANSLATIONS OF TED TALKS**

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Abstract

This study attempts to analyse the discourse connective relations of the arguments with the usage of parallelism, specifically anaphora in the TED-MDB corpora consisting three texts (English) and their translations (Turkish). Anaphora is a rhetorical device that features repetition of a word or phrase at the beginning of successive sentences, phrases, or clauses. A variety of methods are used to analyse discourse relations, and each has its advantages and drawbacks. For this study, the guidelines of the PDTB 3.0 were used to analyse the discourse connective relations of the arguments with the usage of anaphora and their explicitness and implicitness. The main questions addressed in this paper are: a) Which connective relations in PDTB 3.0 relation hierarchy are being used with anaphora? b) Are they used explicitly or implicitly? c) Do translators translate anaphora as anaphora? The analysis of the usages of the rhetoric device anaphora in English and its translation to Turkish shows that writers and speakers of TED Talks mostly prefer to use anaphora in their speeches with implicit discourse connective relations (60%) and translators translate them through implicitation (75%), which means they do not use discourse connectives explicitly. It is interesting to note that the percentage of explicit relations was found to be “quite stable across languages and falls between 42-44%” (Zeyrek, et al), however, different conclusions from this study may emphasize the usage and the nature of anaphora, which have the tendency of implicitation. Moreover, the dominantly explicit usage of and in anaphora shows that, although implicitation was performed in both source and target text, the relations can be associated with an explicit connective and. Accordingly, ExpansionConjunction relations are frequently being used with anaphora 60%. Also, mostly, the translators did not translate anaphora as anaphora (98%), instead there were three instances (11.5%) that cataphora is used as the equivalence of anaphora, which can be recommended due to the syntactic structure of Turkish. However, with a small sample size, caution must be applied, as the findings might not be transferable to the general tendency of anaphora translation, implicitation and explicitation, and their discourse relations. Some of the issues emerging from this finding relate to translator training, specifically English to Turkish, is that translators partly have the devices to reveal the multiple senses of connective relations and translate accordingly; consequently, connective relations including multiple senses are recommended to be taught in curricula of translation studies.

Keywords: TED Talks, discourse relations, corpus stylistics, parallelism/anaphora, translations of literary devices, PDTB 3.0 sense hierarchy

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RUSSIAN-TURKISH MARRIAGES: THE DOMINANT IMPACT OF LANGUAGE AND CULTURE ON CHILDREN BORN IN RUSSIAN-TURKISH FAMILIES

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Abstract

Over the past 20 years, Russian-Turkish marriages have become widespread and this popularity has evolved into a separate culture. This "nova" culture includes different lifestyles and perceptions about language, culture, society, education, economic of Russian- Turkish kids. In this area, almost no research has been carried out, but only individual topics and particular situations have been studied, but such general research in terms of culture, language and dominance has not yet been carried out. Since "Russian-Turkish Marriages" has become an influential aspect of the life and culture of Russian-Turkish families and their children, studying it closer gave, gives, and will give us new information about how to understand this new "metis culture" among Russian and Turkish people. This study was aimed to explore underneath all the earlier researches about mixed unions and find something unprecedented and new such as Russian-Turkish marriages, and their children. Particularly, about the superlative power of language and culture on kids born in these relationships. This research enabled us to acquire new information and erudition about Russian-Turkish unions including their children since this new "metis-culture" between Russian and Turkish nations is gaining popularity day by day and becomes a part of our life.

Keywords: Russian-Turkish Marriages, Russian-Turkish Families, Children, Culture, Impacts

**AN ALTERNATIVE LOOK INTO COLLABORATION IN TASK-BASED
EFL ORAL INTERACTIONS**

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Abstract

The researchers investigated ‘collaboration’ in peer interactions by relying on language-related episodes (LREs), which have been also regarded as sources of learning. They also focused on factors such as task type, learners’ proficiency levels, number of participants, etc. to better understand which one would facilitate more LREs and the nature of them. As an alternative approach to the investigation of collaboration rather than adopting LREs as an analytical tool, this study adopted a qualitative analysis of naturally occurring interactions of Turkish EFL learners. A total of 15 learners, who had B1+ proficiency level and were randomly distributed to 3 learner groups, participated in the study over a period of 8 weeks. They completed 2 different types of tasks, namely convergent and divergent tasks in unstructured (without having roles) and structured (performing some roles) environments. The qualitative analysis yielded both language- and task-related collaborative behaviours in learners’ interactions. This study particularly focuses on task-related collaboration types, which are found to be 5 in total in the current context. The results are discussed in relation to social interdependence theory and learner autonomy from self-directed learning. The study also offers suggestions for the inclusion of peer interaction activities in EFL contexts and adoption of an emic perspective for the investigation of collaboration in learners’ interaction rather than using LREs as an analytical framework.

Keywords: task-related collaboration; peer interaction; collaborative behaviours; LREs

**IMPROVING EFL LEARNERS' READING LEVELS THROUGH
EXTENSIVE READING**

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Arif Sariçoban

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Abstract

There has been developing concern in extensive reading (ER), which aims to improve learners' reading skills and provides the basis for other skills in the target language. The effectiveness of extensive reading has been demonstrated in many countries with various articles, which shows evidence that extensive reading plays a crucial role in the language learning process. Motivated by previous extensive reading studies, this study set out to investigate the possible effects of a short-term extensive reading program on reading levels in the preparatory class at the tertiary level in the Turkish EFL context. 66 participants whose proficiency levels were pre-intermediate were engaged in this five-week study. There were two groups of participants: treatment group (n=33) and control group (n=33). Two formal reading level assessments were conducted during the study as pre and post-tests. Besides, as an informal assessment, students' record sheets were utilized. The paired sample t-test analysis results revealed a notable improvement in the students' pre and post-test scores in the treatment group. These results provide important insights into the effectiveness of a short-term Extensive Reading (ER) program on EFL learners.

Keywords: extensive reading, reading levels, outside class, reading articles, reading skill

**A COMPARATIVE GENRE ANALYSIS OF AMERICAN AND
CHINESE LEADERS' NEW YEAR SPEECHES**

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Abstract

It is common in many countries that state leaders deliver New Year speeches every year which conveys information about the country's current situation to the world and builds a closer relationship between state leaders and the public. Recently, New Year speech delivered by state leaders is becoming increasingly important and gaining more and more attention. This study aims to conduct a comparative genre analysis of New Year speeches delivered by American and Chinese leaders. A corpus of New Year speeches by American leaders was compared with a counterpart corpus of Chinese leaders' New Year speeches. Based on Swale's (1990) genre analysis, the study analyzes the rhetorical structure of New Year speeches made by the leaders of two countries, figuring out their similarities and differences in organizational pattern and content. The results indicate that American and Chinese leaders involve the same moves and similar steps in their New Year speeches in order to achieve their communicative purposes. Both American and Chinese leaders involve three typical moves in their New Year speeches: expressing New Year wishes, reflecting on the past and looking to the future, and delivering New Year wishes again or thanking the public for listening. They include similar steps to achieve communicative purposes, such as outlining difficulties and achievements in the past, showing gratitude to the public, identifying challenges and tasks at present, and inspiring the public to struggle for a better country. Moreover, Chinese leaders tend to mention various groups of people who live in different parts of the world when greeting the public while American leaders use "everyone" generally in their speech. Exploring similarities and differences of American and Chinese leaders' New Year speeches with regard to content and structure, the study helps to understand the communicative styles in these two countries and cultural differences of the two nations.

Keywords: New Year speech, genre, genre analysis, move, step

**DOES FOREIGN LANGUAGE LEARNING UNDERMINE NATIONAL
IDENTIFICATION? A BIG-DATA SURVEY**

Zhixin Liu

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Abstract

Psychological variables remain a much under-investigated sub-category of individual differences (IDs) compared with cognitive ones. The present paper aims to gain a better understanding of the psychological effects of bilingualism by investigating national identity (NI), a socio-psychological construct (Müller-Peters, 1998) that has rarely been examined based on big data surveys. Previous studies have already showed that language is a most important factor in the formation and/or maintenance of NI according to empirical studies from various fields ‘over the last four decades’ (Joseph 2004, 94). However, in the field of applied linguistics, we need to probe further: which language is important for NI when it comes to bilinguals? This big question is particularly important and relevant to most of the world’s population, as bilingualism is the norm in most parts of today’s world. Unfortunately, notwithstanding the significance of the above big question, there has been very limited empirical research that can provide insight into the relationship between FL-based bilingualism and NI. Drawing upon the 2015 Chinese Social Survey (CSS), which utilised a nationally representative sample (N = 10242) from China, we employed a ‘more refined’ version (Wei, Liu, and Wang, 2020) of hierarchical regression analysis (i.e., provide a range of effect sizes for each predictor) on the influence from foreign-language (FL)-based bilingualism and other sociobiographical variables on NI. Out of the 18 initial independent variables, satisfaction with life (1.7% - 2.2%) and age (1.2% - 1.4%) emerged as important predictors for NI because their minimum effect size (ΔR^2 , see the range in brackets) value exceeded the ‘typical’ benchmark (1%); in contrast, the influence respectively from FL mastery (.006% -.040%) and FL use (.000% - .004%) turned out to be negligible. In other words, our key finding is that one’s FL-based bilingualism had little to do with his/her NI. In China, many critics believe that too much English learning will instil the belief that English has a higher status than Chinese among students, which may ultimately result in an identification with ‘the Western culture’ and a corresponding loss of the identifications with the traditional Chinese language and culture. To shed light on such on-going public concerns about the potential detrimental effect of FL learning on learner’s NI, implications for China’s plan to reform FL (e.g., English) learning are discussed. Future directions for research (e.g., making full use of publicly available big-data surveys, and making a topic-specific effect size interpretation benchmark) are also proposed.

Keywords: Foreign language learning, National identification, Bilingualism, Big-data survey, Psychological profile