



Teacher Training and Education

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## **ELT Teacher Candidates' Evaluations: What They Know, What They Want to Know, What They Learn at Practicum**

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This study explores ELT teacher candidates' thinking on the practicum period from three interrelated standpoints: what professional content knowledge the student teachers believed they possessed at the beginning of the practicum, what they thought that they needed to learn more to develop in academic terms during the teaching practice and their evaluations of what they actually learnt at the end of the period. Forty-four teacher candidates from the ELT Department of a Turkish university having their practicum at six different practice schools participated in the study. The participants' reflective journals they kept for 10 weeks, the notes of five discussion and experience sharing meetings held by the course lecturer and finally group interviews with totally 27 volunteering participants constituted the data sources for the study. Results reveal that student teachers base their knowledge to the courses they took at the department and related literature on the basis of which they evaluate themselves as highly competent. However, they regard themselves inadequate in terms of pedagogical content knowledge and expect to develop in practical issues. According to the student teachers' point of view, school mentors and university supervisors in the order of priority appear to be the responsible figures to lead them in this developmental process. In this respect, the findings exhibit discrepancies and suggest implications for the involving parties of the practicum.

*Keywords:* Teacher Education, ELT, practicum, professional development

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Multimedia and ICT in English Education

### **Using Kahoot to Improve Reading Comprehension of English as a Foreign Language Learners**

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With the advent of technology over the past decade, teachers have started to incorporate live games into second or foreign language (L2) teaching to create an active learning environment and thus keep learners engaged in learning tasks. The present study reports on the findings of an investigation into the impact of the online Kahoot game on improving reading comprehension of English as a foreign language (EFL) learners. The participants of the study included a total of 38 undergraduate students studying in an English department at a major state university in Turkey. Data were collected using EFL learners' reading quiz scores and the attitudes towards Kahoot questionnaire. Findings of the study indicated that there was a significant increase in learners' reading scores after six weeks of intervention incorporating reading questions. The participants' answers to survey along with the open-ended questions also revealed that they not only had positive attitudes towards the Kahoot game but also made significant gains, particularly in vocabulary. Overall, findings suggest that Kahoot as a game-based learning platform motivates EFL learners, thereby enhancing their ability to comprehend various reading materials.

*Keywords:* kahoot; gamification; reading comprehension; motivation



Intercultural Communication

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**Understanding Ourselves, Understanding Our Students: The Importance of Intercultural Competence**

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Language teachers are often exhorted to consider individual differences and learning styles of their students, but too often cultural differences are left out of the equation, or subsumed under individual differences. This paper examines how one's cultural background influences not only perceptions and beliefs educators bring to the language classroom, but also how we orchestrate classroom activities, approach our assignments and assessments, and behave in class. It is important that intercultural awareness is woven into our teaching practice in order to help understand how students make meaning of their learning experience. The paper examines two case studies from a university in the United Arab Emirates. The cases illustrate pedagogical challenges arising from intercultural misunderstandings, one regarding academic honesty in an English communications course, and the other concerning classroom management in a public speaking class. The discussion of the case studies will use the lens of intercultural communication, and draw on work done with high and low-context cultures, and the six dimensions of culture model. In conclusion, it is argued that contextualizing teaching practice to students' community and culture contributes to a more culturally sensitive learning environment. This environment provides a space in which students feel valued for their identity and are motivated to learn and use English, the target language.

Keywords: education and culture; intercultural communication; intercultural competence

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Language Testing and Evaluation

## Using Data Based Decision Making and Assessment for Learning in EFL Classes

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Assessment is very important for improving the quality of education and learning. Although there are a lot of approaches of assessment used in EFL classes, the most crucial approaches are considered as assessment for learning and data based decision making in EFL classes. As a result, this study investigates in these two approaches and the prerequisites for implementing them in EFL classes effectively. This study was conducted in the context of preparatory schools of universities in Turkey. 213 instructors working at preparatory schools of universities participated in the study. Quantitative data were collected through a questionnaire and qualitative data were collected through interviews. As the results suggest, even though English language instructors use various assessment approaches such as paper and pencil tests or asking questions in their classes, Data Based Decision Making and Assessment for Learning have not been fully integrated into assessment practices.

*Keywords:* Assessment for Learning; Data Based Decision Making; Assessment.



Intercultural Communication

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## How Personality Traits Moderate the Effects of Cultural Tightness on Intercultural Communication Competence Development?

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This paper draws on a PhD thesis exploring how tight versus loose cultural orientation affects international students' development of Intercultural Communication Competence (ICC) and the extent to which personality traits moderate this effect. To understand international students' intercultural adaptation, researchers consider both their personality characteristics and their cultural make-up (Brady et al., 2018, p. 11407). The framework of cultural tightness provides a starting point on the topic. This framework differentiates between tight cultures, where social norms are distinct and strictly enforced, and loose cultures, where social norms remain looser and clearer (Gelfand et al., 2006, p. 1227). The present research contributes to the literature by investigating the effect of international students' social norms and tolerance for deviant behaviours on ICC development and how it is moderated by personality traits. This longitudinal study presents a case study on 95 international undergraduates from 11 countries studying in Saudi Arabia. Based on the Five-Factor Model of Personality, Assessment of Intercultural Competence to measure participants' ICC at two different time points and the International Personality Item Pool to identify their personality traits of Neuroticism, Extraversion, Openness to Experience, Conscientiousness and Agreeableness, were administered. It found that international students travelling to a tighter culture showed less developed ICC than those who go to loose cultures. Further, the effect of cultural tightness is moderated by personality traits. Training programs could address issues related to tight social norms and target individuals who are likely to experience more difficulties in tight cultures.

*Keywords:* intercultural communication competence; cultural tightness; personality traits

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Applied Linguistics and Language Education

## **Is it really difficult to produce correct th (/ð / and /θ/) sounds in English for EFL Learners? A case study in Northern Cyprus.**

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Many EFL learners of English reportedly experience pronunciation problems because English has a different phonemic repertoire. In this regard, Yule (1987) indicated that producing the correct sounds is not easy due to the complexity of and the mismatch with the English spelling conventions. Moreover, he claimed that there is not intercommunication between symbol and sounds in the system of English writing. Therefore, mastery of both the English pronunciation and written English for EFL learners is challenging (Katz & Frost, 1992). In addition to this, English is an irregular language and this makes pronunciation more difficult. Hence, English orthography is disturbing and deep for EFL learners (Katz & Frost, 1992).

In light of the above-mentioned problems, this study investigated the pronunciation developing process of twelve different background EFL learners for six months at the Final International University (FIU), in the Turkish Republic of Northern Cyprus to reveal how th (/ð / and /θ/) sounds could be improved if opportunities were provided for them. The age of the participants ranged between 18 and 21 years. The learners received twenty-five hours of instruction in English that were divided into four divisions; 1- main course lessons (15 hours), 2- reading and writing lessons (4 hours), 3- listening and speaking lessons (4 hours), and project and communication lessons (2 hours) per week. In accordance with the research ethics, all participants were informed about the study aim. The researcher collected data through a pronunciation test and an interview. The purpose of the pronunciation test was to elicit development and correct pronunciation of th (/ð / and /θ/) sounds by the participants. The performance of twelve participants was video-recorded. In order to increase the validity of the results, the researcher and the associated ensured the inter-rater reliability of the analysis. The interviews were video-recorded, the related data were coded and subsequently analyzed by the researcher and two independent native English-speaking professionals.

After data collection, Microsoft Excel was used to calculate the coded and analyzed data, and SPSS (Version 20) was used to find the percentages and the frequencies of the data. The findings indicated that EFL learners were able to acquire and improve their pronunciation skills if they felt motivated and given opportunities. The results of the study are thought to be useful for both language learners and language teachers of English.

*Key words:* Pronunciation, EFL learners, mother tongue interference, th (/ð / and /θ/) sounds.



English Language Curriculum and Teaching Materials

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**The Effect of European Language Portfolio (ELP) as a Self-Assessment Tool on Students' Attitudes towards Learning English: Experience in Implementing the ELP with Turkish Adult Learners**

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The article sets out to highlight the principles and goals of the European Language Portfolio (ELP), which is designed to promote life-long foreign language learning and to strengthen intercultural experiences at all levels of education. The ELP's origins are discussed and its relationship to the Common European Framework of Reference (CEFR), another basic Council of Europe tool, is clarified. The ELP's two main functions are presented and its three obligatory components are described in detail – i.e. the Language Passport, the Language Biography and the Dossier. The impact of the ELP on foreign language learning and teaching across Europe and beyond is also discussed, as well as the ELP models and their implementation. Finally, the principal design features of the adult ELP are described with a reference to the experience of its implementation with Turkish adult learners at Bülent Ecevit University, School of Foreign Languages.

*Keywords:* European Language Portfolio (ELP), life-long foreign language learning, intercultural competence, the Common European Framework of Reference (CEFR), adult ELP

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English for Special Purpose

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**Use of the True Immersive Classroom to Enhance the ESP Learning Experience**

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More and more universities are offering programs that are partially or totally in English as a second language. As these are professional development programs, we would normally classify these as English for Special Purposes (ESP). To enhance the experience for the students and to better prepare them to truly work in English in their profession, emphasis needs to be placed on creating a totally immersive environment from the minute they walk in the door of the classroom. To achieve this goal, it is imperative that two steps are taken: proper use of writing as done in English in that profession and to use the immersive environment itself as a learning opportunity. Proper use of writing means, as an example, to use punctuation as is done in English by native speakers in that profession (and not as in the native language). Secondly, some teachers are reluctant to use a totally immersive environment as they feel that some students are left behind in learning content because of their lack of English proficiency. However, on the other hand, allowing use of the native language to ask questions and seek clarification is a crutch that delays internalization of English for professional purposes. Therefore, teachers should use the opportunity to ask questions as a learning tool where students can be provided missing terms or phrases as they ask their questions. To illustrate these points, the author will present learning tips gleaned from 15 years of teaching ESP in law.

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*Keywords:* ESP, immersive classroom, legal English, professional English

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Language Learning and Acquisition

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**Long vowels versus diphthongs in North American English: Which one is easy to recognize and hear?**

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The aim of this presentation is to measure to what extent long vowels are confused with diphthongs. A diphthong is made of two components. By definition and sound structure, diphthongs are a combination of two separate vowel sounds that, when uttered, the first vowel glide onto the second vowel forming a single syllable, as heard in /aɪ, aʊ, eɪ, oʊ, oɪ/. By nature, diphthongs happen to be long vowels. Long vowels, on the other hand, do not include two vowels that do not glide, as in /ɑ:, i:, u:, ju:, ɔ:, ɜ:/. No vowel sound has a fixed length and many other factors affect length, such as the voiced consonant sound directly after a vowel sound will affect its length (voicing), reduction and intonation. It is said that to hear vowel sounds within words is easier than it is to hear the sound alone. Long vowels are generally said to be the easiest vowels for non-native English speakers to distinguish and hear correctly. This assumption will be tested with 40 low intermediate level first year students of English language education department at a foundation university in Ankara. The perception of long vowels vs diphthongs in written words and the audition of them in oral forms will be measured within two separate applications of a pretest and a post test. The results will be discussed in detail.

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**Keywords:** long vowel, diphthong, gliding, monophthongs, vowel length

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English for Academic Purposes

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### **Oral academic Discourse Socialization through Formulaic Language**

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Formulaic language is viewed as multi-word utterances or chunks that are frequently used in both spoken and written discourse. These frequently occurring multi-word utterances can be an indication of a speech community's preference for certain language use (Kecskes, 2007); importantly these utterances are "a powerful means and end of socialization" (Burdelski & Cook, 2012, p. 174).

It should be noted that the literature on the role of formulaic language in second language socialization, particularly in the context of academia, is still scarce. In this regard, some socialization studies have emphasized the concept of indexicality, in that certain linguistic forms having "salient social meanings and resonances" (Duff, 2019, p. 12) are used to socialize novices to various social dimensions such as social roles, social statuses, power and social identities (Burdelski & Cook, 2012). Within this framework, the present study explored how a group of graduate students at an international university socialized to oral academic discourse through the use of various lexical bundles which are regarded as a defined type of formulaic language (Biber et al., 1999). The study adopted a corpus-based methodology by analyzing the whole-class discussions of a cohort of graduate candidates over one academic semester in a graduate ELT course.

The results of the study revealed that the graduate candidates resorted to various lexical bundles with various functions to socialize to their discourse community. The findings of the study offered some implications for the socialization role of lexical bundles to the given discourse community on the part of the graduate students beyond inner circle countries.

**Keywords:** formulaic language, lexical bundles, second language socialization, indexicality, functional analysis, corpus, oral academic discourse

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Teacher Training and Education

### **Student Teachers' Perceptions of Reflective Practice**

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The present study aims at engaging ELT student teachers in reflective teaching practice through the use of reflective diary during their school internship and finding out their perceptions about this reflective teaching practice that they were engaged in. The data were collected through the qualitative research instruments. After the student teachers were involved in reflective practice through the reflective tool, they were asked to keep reflective diaries during the twelve weeks school internship and following it the interview was conducted to learn their perceptions of reflective practice. The data obtained from the qualitative data were analyzed through thematic analysis. The results of the study put forward that the student teachers benefited much from the current study and were pleased with having participated in this reflective teaching practice by means of reflective diary. Engaging in reflective practice was found as an important opportunity for gaining awareness about teaching skills and practices, increasing self-evaluation and professional growth. The student teachers also stated that reflective diary use fostered the growth of reflective practice by encouraging them to engage in examining what was being done in the classroom. This process persuaded the individual to look for strengths and weaknesses and thus actively seek improvement in recognized areas. Though the growth of reflection and reflective practice, the student teachers used personnel experiences and connection with classroom theory to grow and develop as professionals.

*Keywords:* Reflective teaching, reflective diary, self-evaluation, professional development.



Teacher Training and Education

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**Fostering Learner Autonomy of ELT Pre-Service Teachers by Using Self and Peer Assessment Tools During Teaching Practice**

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In a communicatively designed language classroom focus has been shifted from teacher to learner and adapting reflective tools into teacher education becomes a requirement. This study tries to help pre-service teachers to get control over their own learning and become aware of the possible strategies that can be beneficial in their future teacher career. With the guidance of four teacher trainers, these tools can form a base for rising awareness and help student teachers to understand their own learning process. In this context, this study aims to foster learner autonomy by using European Portfolio for Student Teachers of Languages (EPOSTL) as a self-assessment tool, an observation sheet as a peer assessment tool and semi structured interviews. The findings are expected to reveal both self and peer assessment have important roles to promote autonomy, reflection and awareness while they decrease the students dependence on the feedback of the trainers.

*Keywords:* learner autonomy; reflection; portfolio; self-assessment; peer assessment

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Language Testing and Evaluation

### **The Tail That Wags the Dog: Writing Evaluation in a University English Preparatory Program**

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Scholars have given little attention to testing's influence on the outcomes of university English preparatory programs (UEPP). Variations on the two main classifications of writing evaluation, the holistic and the analytic were examined. First, the aim was to identify the assumptions for inclusion of writing in UEPPs, analyze the skills and abilities tested and finally, to examine the correlation between program assumptions and testing and the potential of different testing methods to impact student motivation. The aims and assumptions of the programs and course materials were analyzed via synchronic and diachronic comparisons of program structures and teaching materials, using two examples from the past and one currently in use. Results revealed that testing instruments designed and used only for grading, failing and promotion of students do not provide constructive student feedback, which is a demotivating factor. Testing and evaluation in general should be primarily constructive and positive. UEPP writing examinations should be evaluated analytically rather than holistically for reasons of fairness and to provide constructive and serious feedback to students. Rubrics should be constructed for the marking of paragraphs and essays to ensure fair and consistent marking in large programs with team teaching. The objective testing of writing skills must be implemented to support instructional goals. Thus, evaluation should be analytical, not holistic. The attention drawn to the linking of student motivation to elements of analytical writing evaluation is the significant contribution of this study.

*Keywords:* writing evaluation; analytic; holistic; student motivation



Teacher Training and Education

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**Is Pygmalion Effect real? Teachers expectations and Success in Language Teacher Education.**

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The famous play *Pygmalion* by Bernard Shaw starts with two old gentlemen meeting in the rain one night at Covent Garden. Professor Higgins is a scientist of phonetics, and Colonel Pickering is a linguist of Indian dialects. The first bets the other that he can, with his knowledge of phonetics, transform the cockney speaking Covent Garden flower girl, Eliza Doolittle, into a woman as dignified and eloquent as a duchess in a short period. The challenge is taken and the story ends in Ms. Doolittle's correct pronunciation and manner. Moving from the idea that high expectancy of self fulfilment in young learners and adolescents in language learning relates to success *and expected behaviours are likely to occur*, this entry aims to test the validity of "Pygmalion effect" also known as the "Rosenthal effect" in ELT classrooms in Turkish context. To state clearly, it purports to explore the link between teacher expectations and student achievement in Turkish EFL context. The hypothesis is that the learners exposed to high achievement expectations will be more successful than those with low expectations. Learners may show different patterns of success caused by a variety of affecting factors in all contexts. In an EFL setting, the possibility to be affected by the expectations of surrounding people involved in the learning process may be presented as one of these factors. Learner differences may appear as a result of the success expectations of the language teachers. The study suggests that prejudices and underestimation need to be avoided in education because they may cause low motivation and failure. For teachers seeking excellence in teaching, creating a climate where every individual has a potential to be cultivated is invaluable.

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*Keywords:* Pygmalion Effect, Teacher education, Expectancy of self fulfilment

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Teacher training & education

### **The Interaction Between Academic Motivation and Engagement**

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The purpose of this study was to investigate the interplay between academic motivation and engagement of teacher trainees studying at a foundation university in Ankara, Turkey. To this end, the Academic Motivation Scale (Vallerand et al, 1992) and the Turkish version (Uğur & Akın, 2015) of the student Engagement scale (Mazer, 2013) was administered to 181 teacher trainees. The Cronbach's alpha coefficients for the overall scales were .86 and .91 respectively. Subscales of the Academic Motivation Scale (Vallerand et al, 1992) had reliability coefficients above .71. Descriptive analysis of the data revealed that teacher trainees has above average engagement levels ( $M=5.24$ ,  $SD=1.05$ ) and that they were mainly extrinsically motivated ( $M=5.32$ ,  $SD=.88$ ), followed by intrinsic motivation ( $M=5.16$ ,  $SD=.98$ ), and amotivation ( $M=2.86$ ,  $SD=1.33$ ). Significant gender differences were observed in introjected regulation (female  $M=5.27$ ,  $SD=1.14$ ; male  $M=4.98$ ,  $SD=1.38$ ) with female teacher trainees reporting significantly ( $p < .05$ ) higher. Engagement correlated negatively with amotivation ( $r = -.43$ ,  $p < .01$ ) and positively with intrinsic motivation for knowledge ( $r = .38$ ,  $p < .01$ ), intrinsic motivation for accomplishment ( $r = .32$ ,  $p < .01$ ), intrinsic motivation for experience stimulation ( $r = .39$ ,  $p < .01$ ), extrinsic motivation for identified regulation ( $r = .41$ ,  $p < .01$ ), extrinsic motivation for introjected regulation ( $r = .30$ ,  $p < .01$ ), extrinsic motivation for external regulation ( $r = .35$ ,  $p < .01$ ). The multiple regression analysis revealed amotivation and intrinsic motivation for experience stimulation to be the only predictors of teacher trainee engagement in their courses. The results of the study will be discussed in light of the related line of literature.

*Keywords:* Academic motivation, intrinsic motivation, extrinsic motivation, amotivation, engagement



Language Policy

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## Students' Perspectives Towards Learner Autonomy in CEFR

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Learner autonomy is considered as taking control of one's own learning and development processes willingly. Common European Framework of Reference for Languages (CEFR) which is organized as a guide for both learners and the teachers in order for assessment includes learner autonomy by giving individuals a chance to evaluate themselves and to manage their improvement. This study mainly intends to find learners' point of views as a response to learner autonomy in CEFR. Learners' attitudes, their level of awareness, and their own ideas towards learner autonomy in CEFR constitute the scope of the investigation. The process of data collection is conducted by eight open-ended interview items to better acquire the real opinions and actual words of the learners about learner autonomy in CEFR. Eight learners who are currently students at a state university in Ankara are chosen according to their attentiveness to learner autonomy activities in the class. Besides, the number of the female and male attendees is also considered to obtain data without an effect of a specific gender. At the end of the research, it has been revealed that some learners do not view learner autonomy as a positive phenomenon in the class curriculum even if they believe the importance and benefits of it. In addition, thanks to the activities made in the class for learner autonomy in CEFR, the awareness level of the learners' towards learner autonomy arise, but this improvement cannot be attributed to the CEFR scale and its requirements.

*Keywords:* learner autonomy; CEFR; opinions of learners

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Intercultural Communication

### **Acculturation Attitudes and Strategies of Turkish Immigrants in the United Kingdom: Focus on Real and Ideal Situation Difference**

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The concept of acculturation attitude is interested in how immigrants desire to protect their own identity and how they associate themselves with members of a host society. The Relative Acculturation Extended Model (RAEM) in the literature was developed in order to overcome some shortcomings of the previous acculturation models. It differentiates between acculturation strategies adopted (real situation) and acculturation attitudes preferred (ideal situation) and takes different areas of life into consideration that are work, economy, social relationships and friendship, family relations, religious beliefs and customs, ways of thinking, principles and values as well as political and government system. As each specific immigrant group can experience the acculturation process differently, the current research mainly aimed to identify general acculturation attitudes, specific acculturation attitudes and strategies of thirteen Turkish immigrants living in London (UK). It also examined the relationship between acculturation strategies and behavioral indicators. The data came from a survey package adapted based on the RAEM which included items for socio-demographic variables (e.g., age, gender, duration of stay in the UK, occupation etc.), general acculturation attitudes, specific acculturation attitudes and strategies as well as the immigrants' behavioral indicators. For data analysis, acculturation strategies and attitudes were identified and categorized under the titles of assimilation, integration, marginalization and separation. Following this, a set of non-parametric tests and descriptive statistics were applied. The overall results revealed that the mostly adopted general acculturation attitude was assimilation while the acculturation strategies followed and the acculturation attitudes adopted diversified based on the acculturation areas investigated.

*Keywords:* general acculturation attitude; acculturation strategies; acculturation attitudes; areas of acculturation; Turkish immigrants



English for Specific Purposes

## **The Effects of ESP Learners' Beliefs on Their Learning English**

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Learner beliefs plays a crucial role in their learning English language in an educational setting. However, there has been best to our knowledge no study examining the effect of ESP learners' beliefs about English language learning on their English course. Therefore, this study aims at investigating the effects of ESP learners' beliefs on their learning English by 58 Turkish students at the Faculty of Law in the Eastern Mediterranean University. Data was collected through both quantitatively and qualitatively. For the quantitative part, a background questionnaire which aims to collect demographic and background information related to the ESP learners and Horwitz's (1987) "Beliefs About Language Learning Inventory; ESL Version (BALLI)" were used. With the use of the BALLI, the data about ESP learners' beliefs which include difficulty of language learning, foreign language aptitude, the nature of language learning, their learning and communication strategies and their motivations and expectations were collected. For the qualitative part, a semi-structured interview guide which was designed by the researcher was administered with ten ESP – legal English students. The interview guide includes seven questions related with learner beliefs about English language learning. The data from the student's questionnaire (the BALLI) were analyzed through using optic answer sheets and a computer program especially designed to process the data from the students' questionnaires. Results suggest that the majority of the students have positive attitudes towards learning English. There is belief among the majority of the students that learning English is not difficult and they have desire to learn and speak English well. On the other hand, they do not have desire to get to know English people or their culture. However, this view contradicts with their desire to have English friends.

*Keywords:* English for Specific Purposes (ESP); legal English, learner beliefs; beliefs about language learning; Beliefs About Language Learning Inventory; BALLI; Turkish students



Language Learning and Acquisition

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### **Lexical and Grammatical Collocations in Writing Production of EFL Learners**

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Collocations are one of the areas generally considered problematic for EFL learners. Turkish learners of English like other EFL learners face various problems in producing written collocations. Since collocations play a crucial role in vocabulary acquisition and in students' productive skills, the present study set out to evaluate the rate of collocations in Turkish higher education L2 learners writing productions. The secondary aim of the study is to investigate the role of L1 interference in learners' writing samples. To this end, 70 higher education students enrolled at English Language and Literature Department were chosen as the participant group. The students are second grade students. The participants were asked to write three essays on three topics which are related to the course "Teaching Language Skills". After students' writing production were collected, the rate of lexical collocations was calculated and the results are presented in the form of descriptive statistics. Different categories of collocations, such as verb – noun or noun – verb collocations, were compared. Tentative results indicate that one of the most influential factors in collocation errors is L1 influence.

*Keywords:* Collocations, L1 interference, EFL, writing

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Language Learning and Acquisition

### **Using SNSs for Informal EFL Learning**

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The use of social networks has increased in recent years. It has become an important tool in both private and academic life. It was argued that the use of social networks enables users to interact more and provides an opportunity to enhance learning and break away from traditional classroom teaching. In this study, we explore how the participants used SNSs to learn EFL in an informal basis. The term informal learning is used to refer to all learning activities outside classrooms and by learners themselves without the teachers, where learning is planned and structured. The study answers the following research question: How do students of this study use and perceive SNSs for EFL informal learning? The data used in this section comes from two sources: questionnaires and focus group discussions.

The questionnaire findings provide an overview of the students' use of SNSs in language learning. The focus group discussions describe the students' online activities in SNSs to improve their English language proficiency. Themes for the students' uses of SNSs in language learning have been identified. This exploration helps to expand our understanding of how SNSs are used or could be used for language learning. Furthermore, some challenges students faced in their use of SNS are highlighted.

*Keywords:* Language Learning; Social Networks; Informal Language Learning; Challenges

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Language Testing and Evaluation

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**Language Assessment Literacy Training of Prospective Language Teachers for the Challenges in Classroom-based Language Assessment**

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Recent developments in the field of language assessment (LA) have expanded and restructured our understanding of LA. The concept has been moved from the “assessment of learning” to the “assessment for learning” stage which aims to contribute as much as possible to student change and improvement. For this goal to be fulfilled, this shift should also be reflected in classroom-based language assessment (CBLA) practices employed by language teachers for closer targeting of relevant skills and improved authenticity in assessment. In this regard, language teacher education (LTE) programs have a critical role in training prospective language teachers’ Language Assessment Literacy level to employ and develop valid, reliable, and suitable assessment tools incorporating context-specific and contemporary assessment techniques and topics into the Language Testing and Assessment (LTA) courses. To this end, this study investigates how LAL level of prospective EFL teachers in Turkey is developed in LTA courses in English Language Teacher Education (ELTE) programs focusing on learning objectives, course contents, materials, and students’ perceived amount of LAL training in LTA. The study is a convergent parallel design mix-method study for which three sets of data were collected and analyzed: semi-structured interviews with 21 instructors teaching the LTA, 36 course outlines, and LAL training questionnaire administered to 843 prospective EFL teachers from 24 different universities in Turkey. The qualitative data were analyzed following a systematic content analyses method while the quantitative data were analyzed through IBM SPSS Statistics Program to run descriptive analyses. Results of the present study reveal how the nature of LAL training of prospective EFL teachers and the assessment policies in the educational context mould teachers’ CBLA practices and teaching methods. The findings also show that one single LTA course in LTE programs falls short of covering alternative assessment tools and age-specific assessment techniques and ends up mainly focusing on traditional assessment techniques.

*Keywords:* English Language Teacher Education; Language Assessment; Language Assessment Literacy; Classroom-based Language Assessment

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Culture and Literature in English Education

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### **Travel in Time with Comedy**

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The study of literature, history and culture of the target language is undoubtedly an indispensable element of improvement in language teaching/learning. This presentation aims at exhibiting how a closer look at literature can help and improve language learning/ teaching. With this aim, we accompany the journey of Ancient 'Old Comedy' and 'New Comedy' into English drama as 'The Comedy of Manners' and focus on its evolution in the 16th, 17th and 20th centuries referring to three masterpieces: Shakespeare's 'Much Ado About Nothing', Congreve's 'The Way of the World' and Shaw's 'Arms and The Man'. The study of a literary form through its journey in time can be effectively used benefiting the learners in various fields. First of all, it creates an awareness, interest and motivation towards the target language. Secondly, the reading material to be supplied for the learners/or the research period given to the students to study the historical and cultural background of related periods will equip learners with further reading, comprehension and oral-written expression skills along with acquisition of large lexical space. Finally, a creative and entertaining dimension can be added when extracts from theatre plays are analysed, compared, contrasted and re-created with 21st century discourse to reflect 21st century human relations and problems. From theory to practice, the presentation will exhibit how useful and important the study of literature and culture is in order to enrich and refine learners' use of the language with sensitivity towards 'style' by diversifying activities in language teaching.

*Keywords:* language teaching; literature in language teaching; comedy in language; teaching; creativity in language teaching

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Teacher Training and Education

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**Interpretative Phenomenological Analysis: Exploring the Lived experience of Reflective Practice for ELT teachers in Saudi Arabia**

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Reflective Practice (RP) is an increasingly important approach in ELT. Previous research has revealed that English language teachers admitted the usefulness of reflective practice as it contributes to the enhancements of their teaching; hence, reflective teaching is viewed as a key element of teacher development (Constantinou, 2009; Yassaei, 2011; Farrell & Mom, 2015). The aim of this qualitative study is to explore and understand the experience of RP lived by EFL teachers working in a Saudi academic institution. There is a plethora of RP studies conducted in different EFL contexts worldwide; however, little attention is paid to the psychological/emotional side of ELT teachers while engaging in the reflective approach in a Saudi EFL context. Therefore, an Interpretative Phenomenological Analysis (IPA) was employed to achieve this; to explore EFL teachers meaning making for the RP experience. IPA is a qualitative methodological approach to research (stemmed from Psychology and is being used in different disciplines, including Education), and is generally committed to examining the way people make sense of their lived experience (Smith, Flowers, and Larkin, 2009). Teachers were required to individually reflect on critical events (critical incident approach was selected to stimulate teachers' reflection), and then collaboratively with colleagues. They then aimed to submit their reflective journals where they recorded the critical events. Data were collected through semi-structured interviews (which took place in the final week of the RP program) and reflective journals from 5 experienced multinational EFL teachers over 13 weeks. The findings revealed that teachers exhibited enthusiasm towards RP, confirmed the shift from being unconscious to being aware of their practice; as an improvement was observed. Yet, they stated their disappointment towards the institutional role towards the process of teaching English; e.g. as extra non-teaching duties and marginalizing the professional development element crippled them to do RP. This study extends our knowledge of EFL teachers' voice towards the lived experience of RP from a psychological perspective through IPA (which, to the best of my knowledge, was not used to investigate RP in EFL context before).

*Keywords:* Interpretative Phenomenological Analysis; Reflective Practice; EFL teachers; Psychology

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Teacher Training and Education

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## **Evaluating Readiness for Teaching Practice: A Case of Turkish Pre-service EFL Teachers**

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The present research is concerned with the conceptualization of readiness for teaching English. Many studies have been conducted to understand the characteristics of effective language teachers and the concept of teacher self-efficacy, yet research related to the components and dynamics of readiness for teaching English has been scarce. To fill this gap in literature, pre-service EFL teachers at a state university in Turkey were administered the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001). As a result of the analysis of the scale data, five students with the highest teacher self-efficacy scores and five with the lowest teacher self-efficacy scores were recruited as the participants of the qualitative component of the research. Semi-structured individual interviews were conducted with the ten participants to identify the principal components of their readiness for teaching English. The verbatim transcriptions of interviews were subjected to inductive content analysis through open coding and the themes underlying the concept of readiness for teaching English were identified. Suggestions are provided for initial EFL teacher educators with reference to potential curricular amendments.

*Keywords:* EFL; readiness for teaching; teacher education; teacher self-efficacy

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Intercultural Communication

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**Presentation Strategy in ESL Communication**

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Public performance creates an additional risk factor for ESL learners. Not only are they measured on their content, but failure to present confidently in a second language can result in an audience dismissal of their presentation. Although ESL curriculums often feature oral presentation requirements, the ability to effectively present in front of audiences requires a separate skill set apart from language proficiency. In other words, knowing the language is often not enough to meet audience expectations. In order to adequately prepare students for the workforce requirements of an English language market, ESL curriculum can be supplemented with a public presentation based toolset. When a student is given the tools they need to understand how their body, voice, and breath function when communicating efficiently in their first language, and how those same elements behave differently when placed under the pressures of a second language, they can better navigate public presentation. Self awareness, combined with fundamental public presentation tools, help the student successfully represent their language learning success, mitigate performance risks, and fully access the benefits of English language fluency. This 30min long interactive workshop is designed to provide participants with the same experience that ESL students receive in Ms. Kellner's workshops in universities. Beginning with a foundational overview on performance preparation for all presenters, we will explore how to assess the attributes of the communicator, intended outcomes, and given circumstances for any presentation. Next we will introduce concepts drawn from the training and tradition of performing artists. We will emphasize the importance of the breath-thought connection in speech, constructs of how the body moves through space, how physical orientation influences both communicator and audience, and how different types of gesture enhance meaning.

*Keywords:* ESL public speaking; ESL communication; presentation skills; presentation strategy

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Approaches and Methods in English Education

### **Acting as an Essential Part of Learning**

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Nowadays, we have a lot of different researches about the influence of using drama while teaching English. For instance, Doc. Dr. Hasan Cakir in his research “Using drama in teaching English for young learners” has proved the impact of this approach while teaching grammar. But the problem is that the most amount of information is about teaching young learners, those from 3 to 12. I was confused and decided to research how could help acting in teaching teenagers and adults, if it is possible to be used at all. I believe it will make unconfident teachers aware about the necessity of acting in ELT. The respondents of this study are mostly the learners from my groups (we started when they were at the 7<sup>th</sup> grade and finished at the 10<sup>th</sup>) and me as well (I decided to join a TESOL course by TEFL Org UK). The conduct of the research took place during a period of 4 years, followed by two months for data analysis. I found out that even teenagers can be taught with using this approach and, moreover, learners expressed their desire to be involved in further performances that shows us the highest level of motivation. As for me, I was impressed by communicative approach using acting while studying teaching. It has motivated me to make this research.

*Keywords:* communicative approach; motivation; self-confidence; playing drama



Approaches and Methods in English Education

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**Polish learners' and teachers' evaluation of self-assessment in an EFL classroom**

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Self-assessment is an important part of formative assessment, the aim of which is to promote the development of learners' competences in the course of learning. The value of self-assessment seems to be fully justified within the primary learner-orientation of today's English language teaching. As acknowledged by researchers (e.g., Andrade and Heritage 2018; Brown 2004; Cheng and Fox 2017), self-assessment makes learners more engaged in the learning process and stimulates their reflections about their own progress, in this way stimulating their intrinsic motivation and autonomy. The talk will report on the results of a study which aimed at investigating the opinions held by both learners and teachers of English about the roles of self-assessment in the process of learning. More specifically, the following themes were explored: the presence of self-assessment in lessons and learners' experience with it, learners' abilities to assess themselves, and the usefulness of self-assessment in promoting the process of learning. The participants were 80 Polish high-school learners and 22 Polish teachers of English. Two kinds of questionnaires, one for the learners and one for the teachers, served as research tools. A combination of closed- and open-ended items yielded both quantitative and qualitative data. The results revealed a rather positive evaluation of self-assessment in enhancing the learning process. At the same time, the participants seemed to believe that a combination of self- and teacher-assessment brings the best results. The study leads to implications concerning the role of self-assessment in ELT procedures of implementing it.

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*Keywords:* self-assessment; EFL; learners' opinions; teachers' opinions

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Teacher Training and Education

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### **Factors Influencing Pre-service Teachers' Attitudes Towards the Profession**

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Teaching has become more demanding and complex as teachers have to deal with increasing challenges such as diverse student populations, higher social expectations, globalization, educational technology, and mounting responsibilities. Therefore, teaching does not only require intellectual ability but also the aptitude for working with children and adolescents. Teachers need to have positive attitudes towards teaching and learning. This presentation reports on a study that sought to ascertain the attitudes of college of education students towards the teaching profession. The student sample was drawn from nine education majors at the College of Education at Sultan Qaboos University, Sultanate of Oman. 464 participants completed a questionnaire that solicited their views towards the teaching profession. The study revealed that while many of the students intend to join the teaching workforce, a large number do not seem to share the same interest. There is a range of internal and external factors that contribute to the positive and negative views students develop about teaching. Students' views reflect their perceptions about the status of the teacher and teaching in general. The study concludes that despite being admitted to the College of Education, student teachers are vulnerable to internal and external factors that can affect their decision and destination. This research has important implications for pre-service and in-service teachers, teacher educators, researchers and policy makers, all of whom play a crucial role in enhancing the quality of the teaching workforce.

*Keywords:* Pre-service teachers; Prospective teachers; Teacher attitudes; Teacher preparation programs

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Language Learning and Acquisition

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### **Exploring the Relationship between Big Five Personality Traits and Directed Motivational Currents**

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The present study sought to explore the relationship between Big Five personality traits and directed motivational currents (DMC). The participants were enrolled in a preservice English as a foreign language (EFL) teacher education program at a major state university in Ankara, Turkey. The university students (N = 102; female: 80, 78.4%; male: 22, 21.6%) participated voluntarily and gave consent for data collection. They ranged in age from 19 to 23 years (M = 20.56, SD = 1.11). Data were collected using the 50-item version of International Personality Item Pool (IPIP; Goldberg, 2001) and 15-item DMC Disposition Scale (Muir, 2016). The findings revealed a statistically significant positive correlation between personality traits and DMC. Furthermore, personality traits significantly predicted variability in the participants' DMC, accounting for 28% of the variance in DMC 1, 38% in DMC 2, and 27% in DMC 3. Conscientiousness and openness to experience appeared as the strong predictors of DMC 1 and DMC 2, while extraversion and conscientiousness were strong predictors of DMC 3. Conscientiousness was the strongest predictor of DMC in all three models. Findings imply that the interaction of the Big Five personality traits may greatly contribute to the production and promotion of motivation in learning a second or foreign language.

*Keywords:* L2 motivation; directed motivational currents; second language learning; vision; personality

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Language Learning and Acquisition

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**University Jordanian Learners of English: Difficulties and Solutions**

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Referencing related literature and drawing upon my experience, observation and talks with specialists, I have realized that the problem of difficulty encountered by Arab learners of English in general and by Jordanian university English students in particular is sporadically addressed by researchers. They mention it along with their focus on errors committed by those EFL learners. At the university, English majors study English language, linguistics, and literature courses over a period of four years. While enrolling in the English program, they encounter difficulties or problems like teaching methods, cultural and language problems and teaching settings which negatively affect their language proficiency and, thus, graduate committing gross errors in various language skills, pointing to their weakness, low proficiency and unsatisfactory achievement which do not meet teachers' and society's expectations. The present paper is meant to diagnose the problems that confront university Jordanian English majors and to propose some solutions including strict requirements on transfer students, a TOEFL score of 500, and a small class size intended to play a role in reforming the present status quo of English departments, thus upgrading their outputs, and helping students improve their level linguistically and extra linguistically.

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*Keywords:* English; learning; difficulties; solutions

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English Language Curriculum and Teaching Materials

## **A Study of the Needs Analysis of English Preparatory Class Students at University Level**

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The purpose of this research is to identify the needs of the preparatory program students whose departments are English Language Teaching (ELT) and American Culture and Literature (AMER) in one of the foundation universities in Ankara, Turkey. The study was designed as a practitioner research and both quantitative and qualitative research techniques were used. A sample of 44 students, 2 lecturers from American Culture and Literature Department, 2 lecturers from English Language Teaching Department and 4 EFL instructors from English Preparatory School of the institution participated in this study. The quantitative data were obtained through a needs analysis questionnaire which was applied to the participating students. As for the qualitative data, semi-structured interviews were administered to the lecturers and instructors stated above. The results of the study revealed that a skills-based syllabus should be followed for the target students and it is utmost important to emphasize productive and academic skills, but the current materials meet these needs to some extent. From the findings, it came out that both curriculum and testing and evaluation component of English preparatory program need to be revised.

*Keywords:* needs analysis; curriculum; syllabus; learners' needs



Language Testing and Evaluation

## **A Comparison of Analytical and Impression Grading Methods of Student Writings at Pre-Intermediate Level**

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There is limited consensus in literature on whether use of analytic or holistic scoring is effective, and there are not many studies comparing analytical and impression scoring methods. The present study is designed to investigate the effects of these methods the scores of the written outputs of students, then determine whether the use of these methods would result in an increase in students' scores and motivation. The study is carried out in the fall semester of 2018-2019 academic year with two B1 level classes in preparatory program at a state university. Forty-three participants take part in the study; one of the groups including twenty-one students; the other including twenty-two students. The research is completed in four weeks, and during these weeks, eight writing tasks are completed by students and scored by the instructor. One of the groups is assessed by impression while the other group is assessed analytically. In addition, interviews with participants are conducted to obtain qualitative data. Quantitative data is analyzed by SPSS 21.0, and the qualitative data is interpreted. The quantitative data indicates that both groups get similar scores, and related analysis shows that method of assessment has no significant effect on the scores. For qualitative data analysis results, participants of analytical scoring state that they are pleased with the type of assessment and find it motivating. However, students scored by impression prefer a method where they can see their performance in detail. These consequences reveal the fact that analytical evaluation is more preferable for students and instructional purposes.

*Keywords:* evaluation; writing; scoring; holistic; analytic; impression





Language Testing and Evaluation

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## **Teachers' Perceptions of Factors Influencing the Quality of Assessment on English Communication Courses in Japanese Universities**

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This paper describes a research project which includes reflections on assessment and education policy. The study reported in this paper draws on the work of Inbar-Lourie (2008), who conducted research into teachers' perceptions of classroom assessment on advanced English courses, and (Gorsuch, 2000), who investigated factors which influenced teachers' instruction. The objective was to probe teacher perceptions of the factors currently influencing assessment on English Communication courses.

This project utilized an online survey of teachers to collect empirical data from eleven teachers on English Communication courses in seven Japanese universities. Multiple choice and an 'Other (please specify)' option were provided for each question, to gauge perceptions and to collect qualitative comments. The questions were focused on factors affecting reliability, validity, criteria, and grading systems as measures of assessment quality. Teachers' self-reports about assessment practices are presented for discussion. The results indicate that assessment on English Communication courses is low in reliability and validity, and that teachers are largely assessing in isolation without coordination from above and without collaborating with other teachers. Student grading and assessment in this sample of Japanese ESOL programmes are not decided by the sort of universal, coordinated system which is required to ensure fairness and to ensure quality assessment.

This is an exploratory study of only eleven respondents, so the results are not generalisable. However, findings suggest that English Communication courses in Japanese universities are not ensuring reliable, valid assessment, but it will be necessary to conduct further, more rigorous studies to support this hypothesis.

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*Keywords:* Assessment; policy; Japan; university

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Applied Linguistics and Language Education

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## **The Relationship Between Genre-Based Literacy and Writing Performance of EFL Learners**

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Genre awareness and genre-based approach has attracted the attention of researchers in writing studies and ESP context (Hyland, 2002, 2007 Paltridge, 2001). Because of the growing interest in genre-based studies and as it has a potential value in writing pedagogies, as well as the limited number of studies conducted in Turkish context, this study aims to uncover whether there is any relationship between genre awareness and writing performance of EFL students in a writing class. This study also investigates the relationship between learners' paragraph writing performances in Turkish and English regarding the genre-based literacy awareness. In this study, 33 Turkish learners of English as a foreign language took part in. A genre awareness and production questionnaire (Reiff & Bawarshi, 2011) as well as two writing tests were administered to the participants, one of which tested their English paragraph level while the other one tested their Turkish paragraph writing performance. Quantitative data gathered was analyzed using a statistical program SPSS 22.0. At the end of the study, there found to be a weak relationship between genre awareness and L2 paragraph writing performance of students. Also, L1 paragraph writing performance does not have an effect on L2 paragraph writing performance. This study may have some implications for stressing the importance of integrating genre-based literacy in writing classes and educating learners not only in English but also in Turkish in terms of improving their writing abilities.

*Keywords:* genre awareness; English paragraph writing performance; Turkish paragraph writing performance

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Teacher Training and Education

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**Peer feedback for professional identity development in foreign language teacher education from the social representations perspective**

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Social representations perspective was used in this study, considering that it might provide a framework to understand the thinking of the student teachers (STs) on their practices through their peer feedback sessions as imagining and practising individuals and may be as a means for analysing professional practice in foreign language teacher education. In this study, the methodological implications of the social representations perspective were used considering that they can help us understand the symbolic forms of thought and the thoughts about action to be analysed in an integrated way through the analysis of the social context of practice.

The participants of the study comprise 10 pairs of student teachers (STs) (20 STs) randomly chosen out of 52 pairs (104 STs) who participated a task of peer feedback project in their "Practice Teaching (Practicum)" course in their final year at the English Language Teaching and Applied Linguistics department of a state university, Istanbul, Turkey in the 2018-19 academic year. The data were collected through the recorded stimulated sessions and written descriptive narratives. The data were analysed through the content analysis of qualitative methodology.

As the findings indicated, many forms and dimensions of the perspective such as social, knowledge, normative, contextual, and action were mentioned and revealed by the participants. However, contextual and knowledge dimensions were underlined more than the others.

**Keywords:** peer feedback, social representations, professional practice and development, foreign language teacher education, professional identity

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English Language Curriculum and Teaching Materials

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### **A Coursebook Analysis: Classifying Speaking Activities for Beginner Levels**

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The paradigm shift with CLT has resulted in a many variable realisation of in-class implementation in Turkey, most of which still failed to remedy the inability to communicate effectively. Coursebooks, meanwhile, has maintained its pivotal role in teaching because of their convenience. Accordingly, the speaking activities they provide have been subjected to several classifications one of which belongs to Littlewood (1981), who aggregates them under the heading of four types: structural, quasi-communicative, functional communication, and social interaction. Our analysis aims to display the general proportion of speaking activities in Talent 1 Student's Book and the internal distribution of these activities by using the taxonomy devised for this study: Taxonomy for Identification of Coursebook Speaking Activities (TICSA). Through the analysis, it has been found that Talent 1 meets the general demands of a communicative coursebook, within the requisites of CEFR, by allocating over one fourth of the activities to the speaking skill. It highlights quasi-communicative activities over structural ones and even gives a few opportunities for functional communication, but none for social interaction. Hence, it could become a rewarding teaching material in the right hands. To ensure these 'right hands', the education of pre-service and in-service teachers should be more principled with a room of improvement for a more communicative teaching practice.

*Keywords: coursebook analysis, speaking activities, classification, CLT*

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Language Learning and Acquisition

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**Contextual Factors that Influence Directed Motivational Currents: A Longitudinal Study**

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In recent years, there has been a growing research interest in Directed Motivational Currents (DMCs). However, there still remains a current paucity of evidence to acknowledge that all specific properties of DMCs have been completely captured. In this sense, while much of the existing research on DMC has investigated the validity of DMC as a construct in different learning settings, relatively little is known about its validity in the Turkish EFL context. Besides, whether and in what ways L2-related contextual factors influence DMC experience remains unexplored. Addressing these gaps, the current study set out to meet two primary objectives: (1) to explore the potential L2 parameters that may cause a positive or negative fluctuation in participants' DMC-induced motivational trajectory; (2) to provide further evidence for the validity of DMC in the Turkish EFL context. To this end, a database of 4-week of narrative data collected from 2 self-reported DMC cases was examined using inductive thematic analysis. The findings revealed 2 main factors that influence DMC processes: Classroom climate and exam pressure. Moreover, core characteristics of a DMC (goal-orientedness, a salient facilitative pathway and positive emotionality) were identified in the cases of participants. These findings not only add to literature that seeks evidence on the validity of DMCs, but also have implications for the scaffolding as well as the intentional generation of DMCs in instructed learning settings.

*Keywords:* L2 motivation; directed motivational currents; vision; second language learning.

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English for Specific Purposes

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**Analysis of the Constraints Teachers Encounter in the Implementation of Outcome-Based Educational Approach in ESP Classroom in Pakistani Universities**

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Outcome-Based Educational (OBE) approach in teaching of English for Specific Purposes (ESP) is the emerging trend that has been adopted in educational institutions around the world. It is seen as a shift from the input based traditional teaching approaches to the specific outcome based approach. The Pakistan Engineering Council (PEC) has made it mandatory for the curriculum to be OBE based for universities offering engineering programs. Although the attempts are being made to follow the OBE approach however, attitudes of the practitioners have yet to be determined for the effective implementation of this change process. The study aims to determine the constraints faced by the English language teachers in implementing the OBE approach in the ESP classroom. For the purpose of the study, the qualitative descriptive method has been used to collect the data from the English language teachers through survey and interviews. The results indicate that although the respondents show a positive attitude towards OBE in the ESP classroom but lack of training and ignorance of technical details are the impediments in the effective implementation of the OBE approach.

*Keywords:* Outcome-Based Education; ESP; Engineering Curriculum; Teachers Attitude;

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Intercultural Communication

## Overcoming Barriers in ESL Public Speaking

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Public performance creates an additional risk factor for ESL learners. Not only are they measured on their content, but failure to present confidently in a second language can result in an audience dismissal of their presentation. Although ESL curriculums often feature oral presentation requirements, the ability to effectively present in front of audiences requires a separate skill set apart from language proficiency. In other words, knowing the language is often not enough to meet audience expectations. In order to adequately prepare students for the workforce requirements of an English language market, ESL curriculum can be supplemented with a public presentation based toolset. When a student is given the tools they need to understand how their body, voice, and breath function when communicating efficiently in their first language, and how those same elements behave differently when placed under the pressures of a second language, they can better navigate public presentation. Self awareness, combined with fundamental public presentation tools, help the student successfully represent their language learning success, mitigate performance risks, and fully access the benefits of English language fluency.

This 30 minute interactive workshop is designed to provide participants with the same experience that ESL students receive in Ms. Kellner's one-on-one public presentation consultations. We will provide strategies to address the three most prominent ESL student concerns we encounter in our university programs.

“Will my accent be clearly understood by an English speaking audience?”

“What do I do when I am unable to remember the word I need in English, but I can access it clearly in my own language?”

“How can I present a confident body on stage when I am fully occupied with giving a strong presentation and avoiding mistakes?”

Skills covered in this session include:

- Directive Thoughts
- Harnessing the Breath-Thought Connection
- The Think-Breathe-Speak pattern
- Planning around Articulation and Resonance
- Projecting and Protecting the Emotional Center
- Using Line Focus to draw and direct attention
- Using Gesture to improve recall

*Keywords:* ESL public speaking; ESL communication; presentation skills; presentation strategy



Language Learning and Acquisition

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**Perception of relaxed pronunciation by nonnative students of English language education**

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Relaxed pronunciation is otherwise called condensed pronunciation or word slurs, which is a pronunciation phenomenon that happens when the syllables of common words are slurred together. Some shortened forms of words and phrases, such as contractions or weak forms can be considered to derive from relaxed pronunciations, but a phrase or a word with a relaxed pronunciation is not the same as a contraction. In all natural languages, it is almost always present in normal talking in connected speech. It also takes place in literary works, like novels and short stories. It is markedly informal in register. In written literature, it is called pronunciation spelling which was used by many notable literary people such as Charles Dickens, William Faulkner, John Steinbeck, Mark Twain, and so on, who have been using it in their novels and short stories. In this research, a pre-test that includes 50 items in a multiple choice test will be administrated to 30 last year students of English language education at a foundation university in Ankara to measure their familiarity on the utterances that carry relaxed pronunciation. After the application of the pre-test with 50 items in multiple choice forms, 6 hours of explicit teaching on them by means of several types of sample sentences and exercises. Two weeks later, the pre-test will be applied as post-test, whose results will be discussed in detail at the end of this research.

Keywords: Relaxed pronunciation, contraction, pronunciation spelling, eye dialect, weak forms

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Teacher Training and Education

## **Linguistics Courses and Professional Development in Foreign Language Teacher Training Programs**

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The form and shape of pre-service English Language Teaching (ELT) training curricula in Turkey have changed a number of times since 1944 but they have always included linguistics courses (Hatipoğlu 2017a, 2017b; Hatipoğlu & Erçetin, 2016). That is, without taking and passing them, no candidate has been allowed to become an English language teacher because the linguistics courses introduce the basic components of the concept “language” and raise future language teachers’ awareness about its workings. These, in turn, allow language teachers to do their jobs more efficiently and more successfully (YOK 2018).

But is this how pre-service teachers see linguistics courses? What do pre-service teachers think about their effects on their professional development? The current paper aims to answer these questions by looking at data coming from second and fourth year undergraduate students in the ELT Department at Middle East Technical University (METU). The utilized data collection tool was a two-part questionnaire developed specifically for this study. The first part of the questionnaire aimed to gather as detailed background information related to the participants as possible while section two asked students to assess the contributions of the introductory linguistics courses to their professional development as language teachers.

The results of the study show that the majority of the pre-service teachers know and understand the benefits of the linguistics courses in their curriculum and that they believe that the more they know about the workings of the language the better they would be able to teach it.

*Keywords:* pre-service English language teacher training; linguistics courses; curriculum; Turkey



Teacher Training and Education

### **Becoming “TEFL Certified”**

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Obtaining a TEFL/TESOL certificate is often the first step individuals take when they are interested in teaching English as a foreign language. Schools and language institutes routinely accept this form of certification in lieu of a degree in education or prior teaching experience. While the proliferation of short-term certificate programs has contributed to the growth of the TEFL industry around the world, it has also brought with it the close association of teaching English as an easy way to travel and work (e.g., the backpacker English teacher) subsequently hurting the reputation/professionalism of the field. This study seeks to better understand the diversity of teaching certificates by reviewing the curriculum of popular online courses. The basic qualification of having a TESOL/TEFL certificate remains an industry standard and an increasing number of online teaching companies are requiring their applicants to be “TEFL certified.” This study provides a better understanding of the current climate and considers if a teaching certificate should necessarily qualify as an appropriate qualification for those interested in teaching English.

*Keywords:* TEFL/TESOL certificates; language teaching; language teacher education; online learning



English as an International Language

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**Libyan EFL Undergraduates 'attitudes towards Accents and Accented English of Europe and Asia**

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The ubiquitous spread of English has gained a considerable prominence in the world since World War II, not only as a second language but also as the global Lingua Franca. The significance of this research relies on addressing the attitudes of undergraduate students of Elmergib University majoring in English language towards six different accents and accented English; British, American, German, Italian, Chinese, and Filipino. The study focused on discovering students' awareness of English varieties and their preferences. There has been no research conducted yet at tertiary levels in Libya about the attitude aspects of English varieties. This work is a quantitative cross-sectional type of research that a five likert-scale questionnaire and audio recordings of English varieties are used. The findings of this study revealed that most of the participants showed a positive attitude toward the following English accents and accented English respectively; American, British, German, Filipino, Italian, and Chinese. The rationale behind this positive attitude was that they were found to be interesting, pleasant, well-pronounced, prestigious, and strong. Gender and intelligibility were also investigated. It was concluded in the study that the awareness of the EFL learners' attitudes towards English varieties is utmost importance to accelerate learning and have better learning outcomes. In line, the findings of this study can guide the decision makers of the Libyan Ministry of Education when hiring a foreign English speaking staff.

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*Keywords:* English varieties; Native & non-native; EFL Learners; Attitudes

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Applied Linguistics and Language Education

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**Inside-school Factors as Predictors of Teacher Burnout across Iranian and Turkish EFL Teachers**

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Burnout is a reaction to chronic emotional and interpersonal stressors in the workplace, and is widely characterized by the three dimensions of emotional exhaustion (EE), depersonalization (DP), and personal accomplishment (PA). Burnout has an alarming effect on the achievement and improvement of the educational goals because of its severe psychological, sociological, and physiological consequences on teachers. Thus, the study would generate more useful information about the effectiveness of our EFL teachers in achieving ongoing educational goals. The study aimed at determining the role of six inside-school factors (i.e., Workload, Student Misbehavior, Over-sized Classes, Mixed-ability Classes, Teaching Materials, and Social Support) in predicting EE, DP and PA burnout processes across Iranian ( $n = 230$ ) and Turkish ( $n = 156$ ) EFL teachers. The Maslach Burnout Inventory-Educators Survey (MBI-ES) was used to measure the perceived burnout levels of the participants, and a six-dimension scale (36 items) was developed to measure the participants' perceptions in these areas. The results revealed that EE, DP, and PA subscales were better predicted among both Iranian and Turkish groups by Mixed-ability Classes, Social Support, and Student Misbehavior factors, respectively. Moreover, the contrasted results showed that the strongest burnout source among Turkish group was Social Support, whereas among Iranian group it was Workload.

*Keywords:* Burnout; Maslach Burnout Inventory; Inside-school factors; EFL teachers

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Applied Linguistics and Language Education, Teacher Training and Education

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## **Peer Editing As a Way of Developing ELT Students' Writing Skills: An Action Research**

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Inspired from problematic nature of writing, this study adopted an action research through peer editing as a way of developing writing skills of students at an ELT department. This study was designed through the specific stages of an action research which are planning, action, observation and reflection. In planning and action stages, the researchers designed general and specific criteria to follow during the cycles, and they applied these criteria accordingly. In observation stage, the peer editing processes in specific cycles were observed. The researchers used cycles at this stage. These cycles were application processes which were followed step by step during peer editing. In reflection stage, reflections of the participants on peer editing in writing classes were gathered through a form. Qualitative data collected from participants were analyzed and reported descriptively at the end. The reflections were categorized as before and after writing classes, advantages and disadvantages of peer editing. In conclusion, peer editing in writing classes affects foreign language learners positively, and peer editing can be used in writing classes as an alternative way of developing ELT students' writing skills.

*Keywords:* peer editing; action-research; writing skill; ELT

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Teacher Training and Education

## English Language and Literature Students' Awareness of Teacher Identity

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Teacher identity appeared as an interesting topic in the field of education in 1980s, and nowadays there has been an increasing attention on this topic. If a foreign language teacher wants to develop a strong teacher identity, it means that s/he will have a unique ability to teach any of the subject and s/he will be able to make better educational decisions in every phase of teaching activity. However, teachers who have weak teacher identity face with difficulties in teaching activities. In this research the teacher identity is tried to be examined in detail. In this vein, in order ascertain the teacher identity awareness level of the students at Karabük University-Turkey, a survey was carried out. The participants study at the English Language and Literature Department of Karabük University. They are likely future English teachers after the graduation after receiving formation courses. The participants of the research were both males and females and their ages are between 19 - 30. It is a quasi-experimental study and a quantitative research technique was implemented. The participants of the survey were given a questionnaire to be responded. And according to their responses a data analysis was fulfilled. In the data analysis, SPSS, Mann-Whitney-U, Kruskal-Wallis test was used. In addition to this, for multiple comparisons Post Hoc test was also used.

*Keywords:* English teaching; teacher identity; learning; quasi-experimental



Approaches and Methods in English Education / **Language Policy**

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## **Teacher Autonomy on English Communication Courses in Japanese Universities**

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This paper describes a research project which measured teacher autonomy and includes reflections on education policy. According to Findley & Cooper (1983), Pintrich & Schunk (1996), and Marks & Louis (1999), among the benefits of autonomy are greater teacher motivation, a greater sense of professionalism, and freedom to adapt teaching and content to the needs of learners. The results of this research have implications for the style and quality of course design, instruction, and assessment on English Communication courses in Japanese universities.

This project utilized an online survey to collect empirical data about curricular autonomy, general autonomy, and assessment autonomy from educators from English Communication courses in Japanese universities. Survey constructs were a combination of those created for Pearson and Hall's (1993) Teacher Autonomy Scale and Pritchard & Moore's (2016) instrument to measure teacher autonomy. A 4-point Likert scale was used for the 20 items.

In this presentation, teachers' self-reports about levels of teacher autonomy are presented for discussion. The results indicate high levels of teacher autonomy and low levels of top-down coordination. This suggests that English Communication courses in universities in Japan, do not utilise coordinated curriculum, instruction, or assessment systems. However, this was a small exploratory study, so the results are not generalisable. It will be necessary to conduct further, more rigorous studies to support this hypothesis.

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*Keywords:* Autonomy; Assessment; Japan; university

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Applied Linguistics and Language Education

### **The Perception of Diphthongs in Vocabulary Items by English Teachers**

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Diphthongs are double vowel sounds made by combining two vowels in the same syllable. During their articulation in the oral cavity, the first vowel sound glides onto the next vowel from one position of the mouth to another within the same syllable. That's why they are heard as single-vowel phonemes by listeners. Because of a gliding movement in their articulation, most learners find them difficult to articulate and understand them at first. Hence, they can be tricky sounds to master for non-native speakers. The aim of this research is to explore the perceptibility of North American English diphthongs (NAE), which are /aʊ, oʊ eɪ, oɪ, aɪ/, by Turkish English language teachers. A pretest will be used to measure the perception of in vocabulary items, which will be given to 30 Turkish English language teachers in a five scale multiple choice test.

The participants will be asked to choose the correct option. Then, a three-hour implicit and explicit teaching will be conducted by doing practices in a variety of exercises in the classroom. After the elapse of two weeks, the same pre-test will be administrated to the participants as a post-test. A comparison and contrast of the two tests results will be made to find out the existence and degrees of the perceptibility of the diphthongs in vocabulary items by Turkish English language teachers.

*Keywords:* Diphthong; monophthong; long vowel; slurring; "checked" vowels





Applied Linguistics and Language Education

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**The Effects of Using Rubrics and Face to Face Feedback in Teaching Writing Skill in Higher Education**

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The use of rubrics in assessing the writing performance of students is very popular around the world. In general, educators in universities and schools use rubrics for more accurate assessment of students writing performance. The first aim of this study is to investigate how using of rubrics in teaching writing skill can affect writing performance of students. The second aim is to investigate how giving of face to face feedback by teachers can have influence on students writing performance. To this end, ESL Writing Grading Rubric was used in teaching of writing skill to the preparatory school students (n=40) to help them understand the targets for their learning and the standards of quality for writing skill in order to improve their writing performance. Also, face to face feedback were given to the writing assignments of students to promote the students awareness about their writing drawbacks. The qualitative analysis of the findings based on open-ended questionnaires and semi-structured interviews showed that using of rubrics in teaching writing skill and also giving face to face feedback by the teacher improved the students writing performance. Students reported that by gaining awareness about the rubrics, they could check their writing work, give feedback to their peers work, produce high quality writings, and got better grades. They also explained that receiving face to face feedback from their teacher helped them to promote their writing skill.

*Keywords:* writing skill; writing rubrics; preparatory school students; face to face feedback

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English Language Curriculum and Teaching Materials

**Vocabulary in *İngilizce 2*: An analysis of its lexical density, diversity and accord with the established measures of high-frequency English words**

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To improve the quality of English language education for primary students in Turkey, the Ministry of National Education (MoNE) revised the curriculum in accordance with the new educational system in 2013. The most notable change was the implementation of English instruction from the 2<sup>nd</sup> grade onward which necessitated the need for a new curriculum and accompanying materials. This study reports the findings of the lexical analysis of *İngilizce 2* which is a mandatory English textbook assigned by the MoNE as a starter book to the foreign language for the second graders. The coursebook analysis comprises the calculation of the lexical density of the written and oral material and examines the extent to which words are recycled. Furthermore, whether vocabulary in the textbook corresponds with the established measures of English high-frequency words is also examined. The results indicate that the nation-wide textbook *İngilizce 2* is lexically quite thin yet recycling of the words between chapters is mostly reserved to the ones only in the instructions. The key words seem to appear only once or twice without much repetition some even being absent in the chapters. The analysis further shows that even though many words do indeed correspond with general high-frequency words, only 20% of the 1,000 most frequent English words included in the materials. This poses a problem for vocabulary learning for young learners who depend on exposure and repetition to retain words. Furthermore, teachers do not receive enough support from the mandated materials and are left on their own to sustain their pupils' lexical development.

*Keywords: coursebook analysis, lexical density, lexical diversity, young learners, high-frequency English words*



Translation Studies & Language Teaching

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**Register Matters. Issues in Translation Competence Acquisition**

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The paper discusses aspects of the translation training process in the context of translation competence acquisition (TCA), a newer field of research in the Romanian context, and focuses on a group of first-year students of the Applied Modern Languages programme for the academic year 2018-2019. The participants in the present research are students enrolled in a class on “Practical and theoretical initiation to translation”. The course is meant to raise the students’ awareness concerning issues of appurtenance of structures and vocabulary to formal and informal register, and to help students put these into practice in intra- and inter-language translations, with a particular focus on the formal register. The study is a small-scale qualitative research which zooms in on the changes of student attitudes and behaviours through the use of diaries as a research tool. The students start from discussing in small groups different translation errors (which occurred in the formal end-of-semester evaluation) and continue with a process of reflection on what they consider difficult when they have to preserve a particular register, the instruments they use to overcome these challenges and finally draw conclusions regarding the strategies in which they can further build up translation instruments. We consider our findings to have a strong impact on the students’ development of both register sensitivity and good practices for translators who find themselves at the early stages of their career.

*Keywords:* translator training, translation competence acquisition, (extra-) linguistic elements in translation, intra-/inter-language translation

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Language Testing and Evaluation

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**State-of-the-Art of Language Testing and Assessment in Non-Formal Education:  
The Case of English Language Schools in Turkey**

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Purveying insights from a mixed-methods research design, this study aims to enlighten the exploitation of the European guidelines in language testing and assessment practices in non-formal educational settings. Accordingly, three non-formal English language schools renowned for quality in Turkey were taken to in-depth analysis in order to offer a general paradigm from a sample of leading professionals on the utilization of the European benchmarks in language testing and assessment practices. The results have yielded that (1) there is a need for a more practical curriculum molded with a real auditing system for the enhancement of the current language testing and assessment practices; (2) there is a request for the validation process for language certificate examinations implemented in non-formal educational settings; (3) there is a demand for cooperation amidst the allies for the standardization process in language testing and assessment practices. The results are laced with some recommendations, and implications for language learning and teaching.

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*Keywords:* language testing; assessment; non-formal education; CEFR.

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Teacher Training and Education

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### **Exploring EFL Teachers' Self-Perceived Beliefs about Teacher Autonomy**

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Teacher autonomy has been debated for a long time as a term and for its possible functions. Teacher autonomy is a multi-faceted term which has lots of definitions in the literature. And more studies have been conducted to investigate it but there is still a need for in-depth analysis of the term and its dimensions. The purpose of this study is to explore EFL teachers' self-perceived beliefs about teacher autonomy. The present study seeks out the answers to what EFL teachers know about teacher autonomy, how they define it, whether they have had any practices in their teaching career so far or not in terms of teacher autonomy and what assumptions are underlying behind their practices. The participants of this study were EFL teachers (12 female and 2 male) who work in different contexts. The data was collected through written interviews/self-reports and primary data was further discussed in a focus group interview. The findings of the study reveal that all the participant teachers have an idea about teacher autonomy. While most of the teachers have a broader perspective about the issue, a few of them have some views about the term even if they don't perceive themselves as a fully autonomous teacher. It also shows that most of the participant teachers are aware of the significance of the teacher autonomy.

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*Keywords:* Teacher perceptions; teacher beliefs; teacher autonomy; ELT; EFL

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Multimedia and ICT in English Education

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## **The Use of Modern Technologies as Promoters of the Development of Foreign Language Skills**

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The theories of foreign language learning used to be based on accuracy but now with the introduction of the concept of communicative competence, the meaning has gained importance. Yet, the problem is creating environments for language learners inside and outside the language learning class. Therefore, integration of technology into language learning has become much more valuable where the target language is taught as a foreign language than where it is taught as a second language. The reason for this is that computers and other forms of technologies allow learners to expose themselves to the target language and help create natural environments for language learning. Meanwhile, active learning has become one of the most required skills of the 21st century and thus integrating technology is an inevitable part of it. There is no doubt that today's young learners are really good at using technology and some are really enthusiastic to use it as a tool to improve their language skills. Yet, using technology well does not mean that the learners use it very effectively and efficiently to integrate it into the language learning environment. Besides, not to get drown in the ocean of information and sources and more importantly to be able to pick up and apply the right strategies among many others to improve their language skills, they need teacher leadership. Therefore, teachers themselves must be skillful at applying these brand new technologies into their lessons and be able to lead their students to the right paths. The aim of this study is to find the most efficient technologies promoting the development of language skills; listening, speaking, reading and writing. To answer these questions, a small scale research was carried out among English language prep school teachers and students at a state university. By interviewing teachers and applying questionnaires to students, the question of which technologies are used or preferred in language learning environments is answered.

*Keywords:* use of technologies, development of language skills

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Language Testing and Evaluation

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## Study Examining the Validity of Translation Items Used in the National English Proficiency Exams in Turkey

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Measuring English proficiency through multiple-choice translation questions is controversial; yet, there is no direct evidence for the efficiency of this method. In this respect, the goal of this paper is to present preliminary results of the study examining whether translation items used in the National English Proficiency Exams in Turkey (YDS and YÖKDİL) are valid tools to measure proficiency in English. For this purpose, firstly, scores of the 15 participants of different proficiency levels obtained for the YDS and YÖKDİL (2018 Spring) were correlated with their scores for the reading section of TOEFL PBT, which is assumed as a benchmark for assessing English language proficiency in the study. The findings revealed that the scores obtained for the YDS and YÖKDİL strongly correlate with the scores obtained for the reading section of TOEFL (.81 and 0.82 respectively), which allows us to argue that YDS and YÖKDİL are valid tools for assessing reading skills in English. Secondly, the scores obtained by the participants for the translation items were correlated with their scores obtained for TOEFL. The findings revealed that the correlation between the scores obtained for translation items and TOEFL was .56 and .65 for YDS and YÖKDİL respectively. This also suggests strong validity of the translation items. Nevertheless, the t-tests that were conducted to see whether there is a significant difference between the participants' mean scores obtained for the translation items and the rest of the test items, revealed that the participants did significantly better on the translation items ( $p < .0001$ ) in comparison with all the other task types in both YDS and YÖKDİL. This finding indicates that translation items seem to be the easiest task in these exams and tend to increase the overall score.

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*Keywords:* testing; English proficiency exams; translation items; validity

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Language Testing and Evaluation

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### Turkish EFL Teachers' Use of Assessment and Assessment Results

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Numerous pedagogical decisions language teachers give rely on how they assess and evaluate student performance. What is more, assessment results are a substantial tool in providing feedback to all stakeholders in the instructional setting, i.e teachers, students, parents, administrators, etc. Therefore, teachers' conception of assessment is significant in understanding how they make use of assessment as an integral part of their teaching practices and curriculum. Still, there is limited research in this field in the Turkish context. Therefore, this study aims to identify Turkish EFL (English as a Foreign Language) teachers' use of assessment and assessment results in their instruction. An online survey prepared as a Five-point Likert scale was given to 348 public and private school EFL teachers across the country. Initially convenience sampling method was used, then wider distribution of the survey was enhanced via snowball sampling. In addition to the participant teachers' demographic information, the data collection tool gathered participants' responses on four main domains (factors): teachers' use of different assessment methods, student involvement in assessment, knowledge on assessing language skills (assessment literacy), and teachers' use of assessment results. As the data were normally distributed, parametric tests were used in the data analyses: Independent samples T-Test for dual comparisons and One-Way ANOVA for multiple comparisons. According to the results there were no statistically significant gender differences in sub-factorial groups. However, there was a statistically significant difference on behalf of private school teachers on their use of different assessment methods and between novice and experienced teachers on students' involvement in assessment results, use of assessment results and method of assessment. The research has implications for policy makers and language teachers in terms of increasing awareness on learner assessment and practicing alternative assessment methods.

*Keywords:* assessment; use of assessment results; methods of language assessment; student involvement in assessment

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Culture and Literature in English Education

### **Development of a Scale on Pre-service English Teachers' Attitudes towards the Use of Literature in English Language Teaching**

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Considering the related literature, it is possible to state that there are limited numbers of scales dealing with the attitudes of pre-service English teachers towards the use of literature in English language teaching. With this regard the aim of this present study is to develop a reliable and valid scale. Taking the reflections of 77 pre-service English teachers as a base, an item pool was prepared. After expert evaluation, a pilot form with 35 items was constructed. Selected through convenient random sampling, 213 pre-service teachers from nine different state universities participated to the study. For the validity of the scale, exploratory factor analysis (EFA) and for the reliability Cronbach alpha analysis were conducted. After finding the item-total correlation coefficient values, the result of Bartlett's test of Sphericity test showed that chi-square statistic was significant ( $X^2$ : 3273, 471,  $p$ : .000) and KMO value was found to be .899. After eliminating the items with a factor load under .32 and the ones with factor load difference under .10, total variance explained were found to be 45, 689. Lastly in order to provide evidence for the construct validity of the scale, total scores of the scale was tested whether they showed any difference according to the university of the participants. Cronbach Alpha value was found to be .903 for the scale and  $\alpha$ = .889 for the factor 1 and  $\alpha$ = .843 for the factor 2. As a result, a valid and reliable attitude scale with two factors and 21 items was developed.

*Keywords:* literature; ELT; attitude; scale development



Teacher Training and Education

## Reflections of EPOSTL for Planning and Conducting Lessons by Prospective Language Teachers: Self-assessment

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Planning lessons is the most crucial stage in teaching which includes the main didactic questions of why, what and how. In that stage, it is recommended that specific learning objectives, what materials to select and how to use them be carefully determined by teachers. So is the case for inexperienced or prospective language teachers in this field of study. They should be trained and given the opportunity to practice those crucial stages in their pre-service teacher training programs for their self-assessment. For this reason, those candidate teachers should be provided with the necessary theoretical background of the curriculum issues and how to transform the above-mentioned issues into transparent aims and objectives. Of course, there is no doubt that there is a strong link between these aims and objectives and the content to be chosen. When planning a lesson, the teacher's knowledge of language learning theory, a wide scope of methodology, resources and learner activities should be taken into account. The next stage is conducting a lesson in which the lesson plan is coherently yet flexibly implemented in order to achieve the ideal learner performances in class and hopefully help them to transfer these learnings into their real-life situations. Classroom management in that sense is an important process in conducting effective lessons, organizing different ways of working, using a range of resources and instructional methods, techniques, and activities which will provide students with the opportunity to use the target language for their ultimate aims. For this purpose, the ultimate aim of this study is to scrutinize reflections of EPOSTL for planning and conducting lessons by prospective language teachers at tertiary level in Turkish context. A questionnaire has been adapted from Newby, Allan, Fenner, Jones, Komorowska and Soghikyan (2007). This questionnaire has been formed as a five-point Likert scale in order to get quantitative data for interpretation. The findings of the study have indicated almost apposite reflections of EPOSTL by the participants.

*Keywords:* EPOSTL, lesson, planning, conducting lesson, reflections



English for Specific Purposes

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### **Argumentative structures in English for Social Sciences Writing**

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One of the challenges in ESP classroom is teaching writing genres, especially to students who come from fields that are taught in an L1. This is presumable because “not only because different languages seem to have different ways of organizing ideas and structuring arguments but because students’ prior writing experiences in the home, school or elsewhere do not prepare them for the literacy expectations of their university or professional workplace” (Hyland 95). In our study, we analyze 50 argumentative essays written by students in the Social Sciences in an English for Social Sciences course taught at the West University of Timisoara. The essays are written in English and the students’ L1 is Romanian. The aim of the study is to find out to what extent argumentative structures in English are influenced by Romanian academic writing genre norms. For our analysis, we use corpus linguistics methods, looking at frequencies and phraseology patterns as well as prominent rhetoric features that are related to argumentation. We argue that translations of Romanian structures feature prominently when certain moves are employed.

**Keywords:** argumentative, corpus, ESP, writing genre

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Intercultural Communication

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### **Raising Global Citizens: The Predicting Impact of Willingness to Communicate on Intercultural Communicative Competence**

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Over the past decade the notion of global citizenship has attracted many scholars' attention due to the phenomenon of globalization. It is now much more crucial to enable global citizens to possess Intercultural Communicative Competence (ICC) to communicate in intercultural environments. Thus, the present study aimed to investigate the impact of willingness to communicate in a second or foreign language (L2 WTC) on ICC which could help to shape language learning environments. A total of 150 English as a foreign language learners (EFL) enrolled in preparatory programs at several universities in Ankara voluntarily participated in the study and gave consent for data collection. Data were collected using Intercultural Communicative Competence Questionnaire (ICCQ) and Willingness to Communicate in English Scale (Ryan, 2008). It is expected that the findings of quantitative data analysis will indicate the degree of predicting impact of L2 WTC on ICC. This finding may help to revise the implementations where enhancing interpersonal relationship and developing intercultural communicative competence are practiced regarding raising global citizens in EFL context in Turkey.

*Keywords:* English as a foreign language; globalization; intercultural communicative competence; willingness to communicate

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Language Learning and Acquisition

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**Turkish EFL Learners' Acquisition of Psych-Verbs and Unaccusative-Verbs: A Preliminary Study on Underpassivization and Overpassivization**

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The processability account anticipates that learners will make more underpassivization errors than overpassivization errors since passivization entails more processing. Although one study on psych-verbs and a few on unaccusatives examined Turkish L2 learners' acquisition, no research compared a single set of learners' acquisitions of these verbs together from a processing point of view. In this regard, the current study aims to investigate whether the processing complexity of passivization influences acquisition of psych and unaccusative verbs. It also questions whether general accuracy levels in Grammaticality Judgement Task (GJT) and degree of familiarity with target verbs are related to their level of accuracy with individual psych and unaccusative verbs. 33 undergraduate-level university students performed on the GJT and a Word Familiarity Rating Task (WFRT). The GJT includes 38 items with 12 sentences for psych-verbs, 12 sentences for unaccusative-verbs, 12 sentences for distracters and 2 sentences for examples. The WFRT was a survey questioning familiarity with 6 psych and 6 unaccusative verbs. To analyse the data, a set of nonparametric tests and descriptive statistics were used. The results revealed that learners performed more accurately on unaccusatives than on psych-verbs. They did more underpassivization errors by accepting ungrammatical active constructions of psych verbs. Their performances on psych and unaccusative verbs went parallel with their general accuracy levels in GJT while their degree of familiarity with and accuracy level for two verbs do not correlate with each other. The results suggest that such factors as processability, L1 transfer and transitivity seem to impact the acquisition.

*Keywords:* second language acquisition; psych verbs; unaccusative verbs; underpassivization; overpassivization, processability.

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Translation Studies & Language Teaching

## **Subtitling in Local Original Series of Netflix: Is “The Protector” Protecting Culture?**

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Technology offers a variety of services that facilitate both the flow of information and the circulation of the products of entertainment industry. Among these products, the world’s one of the leading video on demand streaming platform, Netflix, has reached more than 130 million viewers around the world. In addition to a variety of American movies, TV shows, and documentaries, Netflix started to offer local original series from Spain, Germany, Italy, and the U.K. In December 2018, Netflix released its first Turkish original series “The Protector”, which was viewed by more than 10 million audiences in the first four weeks. This rapid and vast number of view raises the question how culture is represented in English subtitles and if the text style guide offered to subtitlers by Netflix has an effect on the subtitling process. Thus, in the framework of Polysystem Theory by Even Zohar (1990), this descriptive study aims to examine the subtitles of “The Protector” in terms of cultural references by utilizing subtitling strategies by Diaz Cintas and Remael (2007) to determine if the cultural tone is preserved or the meaning is brought closer to the target culture for the sake of providing audience friendly subtitling. The results of the study show that text style guide of Netflix had an influence on the translation and cultural references were highly domesticated for international audiences. Future studies may be conducted for comparative analysis of subtitles of this series in other languages, and for the subtitling of other local Netflix original series.

*Keywords:* Netflix; subtitling; cultural references, the protector



Language Policy

### **Implementation of Language Passport in EFL Classrooms**

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European Language Portfolio (ELP) is a medium to provide standardization in language learning process and assessment by strengthening plurilingualism, learner autonomy and self-assessment, and its main goal is to support both integration of different cultures and an understanding community. This study is based on implementing language passport in EFL setting and focusing on participants' familiarity with ELP and its component Language Passport. One of the main concerns of this study is to figure out to what extent Turkish EFL students are familiar with ELP and Language Passport. The participants are expected to fill in a Language Passport sample which is derived from BEDAF - British Educational Affairs. The sample has 13 items in which students define their competencies at target languages that they have learned according to their own terms. By means of the Language Passport sample, it is also intended to find out whether students are familiar with plurilingualism, learner autonomy and self-assessment concepts. The study is conducted in two A1 level classes with 27 students of a state university, preparatory school, and has a qualitative paradigm the findings of which are considered by means of plurilingualism, self-assessment and learner autonomy. Data analysis is based on numerical analysis. At the end of the study, it is deduced that Turkish EFL learners are not adequately acquainted with ELP and Language Passport, and they are not competent enough to determine their own proficiency. Moreover, the learners' autonomy is quite restricted in school context, and they are not used to adapting themselves into plurilingual settings.

*Keywords:* European Language Portfolio, Language Passport, plurilingualism, self-assessment, learner autonomy



Intercultural Communication

### **The Use of the Six Thinking Hats to Raise Intercultural Awareness**

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The prevalence of technology across the world has made change in every walk of life; communication facilities are developing faster than ever nowadays (Chen & Starosta, 1996). One aspect undergone this change is education. This globalization in the world reveals the need for intercultural awareness in educational contexts. Therefore, this study aims to raise intercultural awareness of participants, aged between twelve and thirteen through the use of the “Six Thinking Hats” model with several modifications and offers an alternative way for the original model proposed by Edward De Bono. No study investigating Six Thinking Hats has been used to promote intercultural awareness before and this is how the current paper contributes to the relevant literature. For implementation of the alternative model, with the use of purposive sampling, participants found to have less intercultural awareness were taken into the study. For close and immerse observation, one group pretest posttest design was preferred. To track the differences and similarities occurred in behaviors of participants during the treatment; qualitative data was collected and analyzed with the use of constant comparison method. The findings showed that modified version of the “Six Thinking Hats” model changed subjective orientation of participants into objective orientation. Participants began to approach the culture-based issues for not to criticize but to question and understand. Such findings have been found practical, considering the needs of the 21<sup>st</sup> century teachers and learners in educational settings.

*Keywords:* Six Thinking Hats; Intercultural Awareness; Parallel Thinking; Intercultural Communication





Language Learning and Acquisition

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**An Investigation of English Idiom Comprehension and Production by Turkish Advanced Learners of EFL**

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This study aims at investigating Turkish EFL learners' comprehension and production of 15 English idioms, which were categorized into three types based on their (dis)similarity to learners' L1, which is Turkish. The current study also examines whether there is a relationship between learners' idiom comprehension/production scores and their university year (e.g. first or fourth). Data was collected through two tasks-one multiple choice test for the comprehension and one fill-in-the-blank test for the production. We calculated and compared mean scores of the two tasks across idiom types and university year. Results showed that our learners comprehended the idioms better than they produced them and the university year had a significant effect only on the idiom comprehension scores of our learners.

*Keywords:* idiom comprehension, idiom production, idiom taxonomies

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Applied Linguistics and Language Education

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## **Corpus Based Concordancing Versus Paper Based Practice On Parallel Texts: Two Approaches in Collocation Learning**

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Corpus linguistics, emerged with the advancements in computer technology, has attracted attention of many researchers in the field of language teaching. Taking advantage of these forms and transferring their usage to classroom context has recently started to be investigated, and research studies have sought answers to find how utilization of corpus tools in language education can benefit language learning. Taking its share from other fields of inquiry, teaching and learning vocabulary with the aid of corpus has become topic for research and the importance of teaching collocations, phrases, idiomatic expression through this mean evoked interest among researchers. While different methods were proposed for teaching collocations, few research on the aid of corpus based practice and practice on parallel texts on collocation learning have been conducted. Thus, the aim of this study was to teach verb noun and adjective noun collocations through two different data driven approaches: web based concordancing and paper based practice on parallel texts. The study also aimed to compare efficiency of both approaches in terms of learning gains of verb noun and adjective noun collocational receptive and productive knowledge.

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*Keywords: Corpus, Corpus-based, Collocation, Concordancing.*

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Teacher Training and Education

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## Perceptions of Continuous Professional Development of Language Teachers in Higher Education Institutions

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Professional development has undergone major changes in its form and content because of the developments in society, education, technology and pedagogy and thus it becomes continuous in its nature. ‘Learning to learn’ has become the motto of lifelong education. Teaching / learning environments have started to be arranged as learner-centered ones rather than teacher-centered. In the area of English teaching, things are no different. Language teachers need to follow the pedagogical and practical developments in ELT (English Language Teaching). This study aims at figuring out and comparing the perceptions and applications of continuous professional development of language teachers in higher education institutions in Latvia and Turkey. The authors carried out a small scale research in order to answer the question “What are the most effective forms of professional development for English language teachers?” A semi-structured interview was used to gather the data. The main finding of the study is that English language teachers in higher education institutions think that the responsibility of continuous professional development primarily belongs to themselves and then their institutions and the other professional institutions. Majority of them claim that their professional development is triggered by their curiosity and passion. Attending of research-oriented events such as seminars, conferences, workshops is mentioned as very effective for continuous professional development. Also, while elderly teachers think that collaboration among teachers is not of great importance, young generation language teachers believe that teacher collaboration helps them a lot.

*Keywords:* continuous professional development; English language teachers

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English for Academic Purposes

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## **A Corpus Based Comparison of the Use of Hedges and Boosters by Turkish ELT MA and PhD Students**

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In the process of academic writing, authors interact with their readers through the means of metadiscourse markers such as hedges and boosters. There have been many studies that dwell on the function of metadiscourse markers (Crismore, 1984; Longo, 1994; Hyland, 1999, 2000, 2001; Abdi, Rizi, & Tavakoli, 2010). However, the ones that focus solely on hedges and boosters and comparison of the level of students such as MA versus PhD in a specific field of study are not as many. Therefore, the present corpus-based study investigates the possible reasons for changes of frequencies of hedges and boosters from MA to PhD level Turkish EFL students who proceed on their academic journey in the field of English Language Teaching. The discussion parts of ten MA and ten PhD theses were selected by the same students to be able to compare the possible improvements between levels. The texts were analyzed with the concordance program AntConc 3.5.7.0. The investigation revealed that the frequency of the occurrences of boosters was higher in PhD than in MA level, whereas the students used more hedges in their MA theses than in PhD theses. These findings may imply an increase in students' self-confidence while conveying ideas and discussing their findings from MA to PhD level, based on a broader academic experience and expertise having been gained in time by PhD students, as well as a need to cover better the issues pertaining to metadiscourse in MA level.

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*Keywords:* metadiscourse markers; hedges; boosters; ELT

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English for Academic Purposes

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**Contrasting Perspectives on Teaching Academic Literacy Skills: Whose Responsibility Is It?**

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This paper reports on the partial results of a longitudinal study. I conducted to investigate the first-year students' experiences in dealing with the challenges they face while attaining the academic literacy skills required of them and constructing their academic identities at an American university in the UAE. While the challenges encountered by the students were reported elsewhere, the focus of this presentation is on the contrasts between the students' and professors' perspectives on academic literacy development in English.

I used frequent in-depth interviews conducted regularly with each student participant throughout an entire academic year, document analysis, and interviews with the professors as the main methods of data collection for this study. The analysis of the interviews with the professors highlighted a discrepancy between their expectations and students' knowledge of the required academic literacy demands. It also revealed that many of the professors either underestimated or were unaware of the struggles students go through to meet those expectations. This lack of awareness not only manifested itself through the professors' oversimplified explanations for the challenges faced by the students, whom they generally described as spoiled, under-challenged, or not-motivated, but was also confirmed by the students' accounts of their interactions with their professors. Another important discrepancy revealed was between the perspectives of professors who teach academic writing courses and those who teach discipline-specific courses.

These findings call for enhancing communication not only between professors and students, but also collaboration between English language/writing experts and academic staff in the disciplines.

*Keywords:* Academic literacies, higher education, English for Academic Purposes, L2 writing

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Approaches and Methods in English Education

### **The Agent Factor on the Indirect Written Corrective Feedback Process in English as a Foreign Language Classes**

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Who is the most effective agent when giving indirect written corrective feedback (IWCF) to English as a foreign language (EFL)? The answer is ambiguous, and factors such as gender have been neglected. For these reasons, this study attempts to reveal the most effective agent when giving IWCF and seeks to highlight the impact of gender when receiving IWCF from different agents. A quasi-experimental study was carried out in which the participants were three classes of EFL learners studying at a private university's preparatory school. One of the classes was named class A, which only received instructor IWCF, another class B, which only received peer IWCF, and the last class C, which only received collaborative IWCF for a five-week period. Each group produced five written texts regarding the same topic each week at the same time. The data, or the participants' texts, were analyzed quantitatively. It was revealed that class C who received only collaborative IWCF significantly improved their writing skills compared to the other classes that received teacher and peer IWCF. In terms of gender, it was revealed that the male participants performed better than the female participants in class A, and the female participants in classes B and C produced better written texts compared to the male participants. Pre-service and in-service teachers should provide IWCF to their EFL learners collaboratively, and they should consider the gender factor. It is suggested that future research focuses on other factors (i.e. age, proficiency). It is also suggested that researchers focus on the other type of feedback, namely direct written corrective feedback.

*Keywords:* gender; English as a foreign language learners; writing improvement



Language Testing and Evaluation

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### **The Comparison of Paper-Based and Computer-Based Assessment regarding Students' Performance and Attitudes**

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The urge to get the results of teaching is inevitable in all educational platforms, and teachers need to be aware of the effects of teaching on learners and have insights about the degree to which learners reach curriculum goals. There is a necessity for assessing the efficiency of teaching and learning atmosphere and getting feedback about learners. This study explores the comparability of two assessment methods as paper-based and computer-based. The research also aims to find out second language (L2) learners' attitudes towards these assessment procedures, and whether or not there is a relationship between their actual performance and assessment preference. A total of 93 students studying in an English preparatory school of a foundation university in Ankara participated in the research. As data collection instruments, two previously used attitude scales (Al-Qdah & Ababneh, 2017; Chin, 1990) were adapted for the specific purposes of this study to determine L2 learners' assessment preferences and their attitudes. Additionally, to reach the previously stated aims, participants' grades from two assessment procedures were compared and analyzed. Findings demonstrate the fact that they had higher success in the computer-based assessment. Learners' young ages and computer familiarity could affect their good performance in the computerized application. Participants had positive attitudes towards both assessment types with a preference of paper-based version. It can stem from learners' familiarity with traditional paper-based exams during their education. These results can shed light on the context specific nature of assessment.

*Keywords:* Computer/paper-based assessment; student performance; assessment preference

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Language Testing and Evaluation

### Topic Familiarity in Oral Tests

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Topic familiarity is an important issue for oral assessment. There may be factors (such as readiness through in-class activities or background knowledge of the students) that affect students' success. Furthermore, familiarity with the 'speaking exam' topics before the exams may contribute to this issue. Therefore, this study investigated if students' familiarity with the 'speaking exam' topics before the exams has a positive effect on students' speaking scores or not. The study was conducted at Gaziantep University School of Foreign Languages with 245 students and 25 interviewers. The data was collected by means of interviews in three stages. The first and second stages were to examine the difference between two different implementations about students' speaking topic familiarity. The third stage was to investigate the opinions of the students about the implementation. The results revealed that the students' un/familiarity with the speaking topics before the exams made no difference on the students' speaking scores.

*Keywords:* topic familiarity; oral assessment; speaking





Early English Education

### **English Immersion in a Non-native Speaking Country**

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Acknowledging the importance of English, the Ecuadorian education authorities have included English in elementary school. As of 2016, English is mandatory beginning at the first grade of formal education. Besides the lack of teachers for this age-group learners, parents are far from supporting their children's learning. Results of a survey, indicated that most parents would like to join workshops to help their children not only in their assignments of all subjects, but to consolidate what is being taught in class. Regarding English, the situation is worst since most parents have reported a very low proficiency.

There is extensive research to demonstrate academic success through parents' involvement, and current studies highlight the use of technology to improve learning. Thus, the researcher conducted a case study in which a child was immersed in English from the age of three by watching childish television programs in English. The girl is now approaching age seven. Results indicate that she can translate some words, she can follow instructions in English and can interact with English native speakers in basic routine conversations. Implications of this study are for parents' using available technology to immerse their children in English from early ages and for authorities to include these suggestions in the curriculum not only to parents but to teachers.

*Keywords:* Early English education, parents' involvement, television.



Teacher Training and Education

**Age of Learners: Prospective English Teachers' Preferences for Teaching English to Different Grade Levels**

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Learner age is claimed to be a significant component of individual differences that is directly related to the nature of selected classroom applications, teaching materials and testing practices. Nevertheless, English Language Teaching (ELT) departments and Intensive Formation Programs (IFP) which offer teaching certificate to the graduates of other English majoring programs do not provide a comprehensive age oriented training that addresses teaching English to different age levels. This study aims to investigate the preferences of prospective English teachers in terms of teaching to five different age groups such as students from preschools, primary schools, secondary schools, high schools and universities. A group of 156 teacher candidates from ELT departments and IFPs answered a questionnaire before they graduated. Ranking the five age groups from the most preferred to the least (5 to 1), the participants reported their preferences for different age levels. In addition, they explained the reasons for their choices by answering an open-ended question. The statistical results of Friedman test indicated that there is a significant difference in the preferences for different age groups ( $p=.0$ ). The mean rank indicated that learner groups were listed from the most preferred to the least as secondary school, primary school, high school, university level and pre-school. Qualitative data revealed that beliefs about the learner group and self-efficacy beliefs emerged as important factors that guide the preferences of prospective English teachers.

*Keywords:* prospective English teachers; learner age; preference; influential factors



Approaches and Methods in English Education

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### **L1 and L2 Secondary Teachers' Perceptions of Instructional Methods Use in Public Schools in Lebanon**

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This study explores the use of various instructional methods which equip secondary students with the necessary 21<sup>st</sup> century skills as perceived by the language teachers in public schools in Lebanon. Participants were 38 Arabic, 21 English, and 22 French language teachers with various teaching experiences teaching in public schools across Lebanon.

Data were collected using a survey with closed-ended and open-ended questions including items related to 9 instructional methods commonly used. The analysis of the qualitative data reveals that the three groups of teachers shared somehow similar preferences for the 3 highly used student-centered methods of instruction. However, problem solving was mainly used by teachers of French (40.9%), discussion by teachers of English (71.4%), and cooperative learning by Arabic teachers (63.2%). Cross tabulation analysis and Pearson Chi-Square were performed to analyze the quantitative data using SPSS (V. 20). Results show that there are no significant differences among the percentages of the 3 groups of language teachers and (a) their use of instructional methods and (b) their years of teaching experience except for the field trip ( $\text{sig} = 0.028$ ). The study ends with some limitations and recommendations for future research.

*Keywords:* secondary teachers; Arabic language; French language; English language; instructional methods; students' 21<sup>st</sup> century skills

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Teacher Training and Education

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**No Matter What the Training Imposes,  
Grammar is the “Skeleton” for Pre-service English Teachers**

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Accompanied with the ever increasing reputation of communicative language teaching, grammar has been stigmatized in teacher education programs and communication skills superseded its role. However, previous research indicated that the tacit beliefs of teachers about grammar and grammar teaching hamper the targeted communicative change in teachers' practices. This research aims to scrutinize the potential change in pre-service teachers' perceptions about grammar during their pre-service years in relation with the priorities of teacher education program. The data were collected through metaphor elicitation in two phases, first when the participants entered the teacher education program as freshman students and second when they were about to graduate from the department after four years. In addition, a focus group interview session was conducted with 4 pre-service teachers and semi-structured interviews were held with 2 instructors to investigate the priorities of pre-service program. A cohort of 58 pre-service English teachers created 105 metaphors for “grammar” by answering an open-ended questionnaire in the two phases. It was revealed in the analysis that the participants tend to perceive grammar as in the center of language and language learning both in the first and the second phases, which pinpoints that their perceptions did not change during the four years of pre-service education. Nevertheless, the program is emphasizing communication skills over grammar, which shows a discrepancy between the program aims and pre-service teachers' belief systems. The results of our study shed light on the difficulty in changing the subtle beliefs of teachers through training.

*Keywords:* beliefs about grammar; pre-service English teachers; teacher training; difficulty in changing teacher beliefs

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Multimedia and ICT in English Education

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### **Improving University Students' English Proficiency with Digital Storytelling**

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The purpose of the study is to help my university students improve their English proficiency by creating their own digital stories. Digital storytelling was introduced as an optional assignment in an English language communication course at university in 2017-2018. Participants were 20 junior students majoring in English education. After completing their individual or group digital stories with the help and support of the researcher, the videos were uploaded on the researcher's YouTube channel then shared on Facebook and Whatsapp. Participants filled a survey with open-ended questions to share their experience with digital storytelling, an activity which weighed 2% of the total grade.

After experiencing digital storytelling, participants:

- found it an enjoyable and educational activity
- were ready to work on a new digital story (19 out of 20) despite the hardship they faced when searching for free copyrighted images and a calm area when recording
- learned the correct pronunciation of many words after repeating the recordings
- improved their self-confidence and decreased their shyness
- enhanced their research, presentation, organizational, and technical skills.

What participants liked most is sharing their work online with their friends and other English speaking people around the globe.

*Keywords:* digital storytelling; English language; English proficiency; pronunciation; oral communication skills; social media

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Teacher training and education

## **A Visual Investigation of Teacher Identity for Pre-Service and In-Service EFL Teachers**

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Teachers' professional identity is strongly linked to the concept of agency, professional development and learning (Beauchamp & Thomas, 2009). In a word, teachers' beliefs or assumptions regarding their profession could have an impact on the teaching practices and/or attitudes towards learners. For this reason, unraveling how teacher identity is formed could be helpful for highlighting key challenges and concerns about professional development through pre-service and in-service teacher education. With this in mind, in this study, the drawings by the senior EFL pre-service and in-service teachers were obtained and investigated in order to find out their sense of teacher identity. The content analysis was adopted to gain an insight into their understanding of the teaching profession. Consequently, the findings derived from the study will be illustrated and the pedagogical implications will be discussed.

*Keywords:* teacher identity; EFL teachers; pre-service teacher education; in-service teacher education



Language Learning and Acquisition

**Mechanical IRF Interaction Disguised as Meaning-focused Communication: A  
Critical Analysis of ESL Teacher-student Interaction in a Major North  
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It is established in instructed second language acquisition (ISLA) that classroom meaning-focused interaction is especially effective when the instructor complements it through noninvasively redirecting learner attention to non-salient linguistic features (Long, 2017, 2018; Ellis, 2015). This approach is referred to as focus-on-form, in comparison to the exclusively form-oriented variation focus-on-forms (Long, 1988; 1991; Ellis, 2015). It is, however, not clear how much form-focused enhancement is incorporated before interaction degenerates and loses its communicative nature. The present study examines teacher-student interaction assessing its adequacy as a meaning-focused incidental learning tool seeded with intentional form-focused enhancements; that is, does this interaction represent a healthy venue for learners to receive rich input and produce acceptable amount of output. The data consisted of observation and audio-recording of three advanced speaking lessons of teacher-student interaction in a modern ESL classroom in North American university. The instructor proclaimed utilization of communicative instruction with limited diversion to focus-on-forms approach. Qualitative analysis of turns and patterns of interaction revealed that what was supposed to be rich meaning-driven communication turned out to be a limited-scope repetitive drill in disguise. The teacher inadvertently followed a persistent drilling pattern that focused on communicating about the language rather than communicating through it. Implications for ISLA is discussed based on the findings.

*Keywords:* ISLA; classroom interaction; input enhancement; IRF



Language and Peace Education

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### **Effectiveness of Foreign Language Classrooms in Peace Education**

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The world has faced many conflicts and wars throughout its history; however, none of these conflicts were a threat to the existence of the human kind on earth. In the present day, the population increase, environmental degradation, violence in every community, social injustice and insufficiency of the natural resources are on the rise aside along with the previous conflicts. As humanity, we are at a point where we can only come to a solution to our greatest problems with kindness, empathy, creativity and initiative which come alongside by the study areas of peace education. Peace education aims to give the necessary information, values and behavioral skills to create mutual understanding and harmonious relationships among people, communities and nations especially by understanding intercultural differences. Language classrooms are one of the most appropriate places to create intercultural understanding as language classrooms have the power to give the students not only the knowledge of new languages, but also let them get into the insight of the target cultures. While learning a new language, students come to know the way of behaving, the cultural spirit, religious beliefs and many other aspects of other nations other than their own. As Galtung indicates, while teaching a language you are also building bridges between nations. For that reason, the topic is much broader than just language. Just as we borrow words and expressions from other languages, we shall borrow from other cultures, and have always done so in a spirit of exchange (1996).

This current study aims to shed a light on the importance of language classrooms in peace education.

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*Keywords:* language classrooms; peace education; foreign language education

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Language Learning and Acquisition

### **The Effects of Task-induced Involvement Load, Input Modality and Language Proficiency on Incidental Vocabulary Acquisition**

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Knowing enough vocabulary is crucial for second language learners to comprehend and produce the language. Therefore, a substantial bulk of research has aimed at finding the most effective ways to acquire new words. Task-induced Involvement Load Hypothesis (Laufer & Hulstijn, 2001) states that vocabulary tasks are efficient when they induce higher learner involvement. The present study investigates how tasks with the same involvement load but different input modalities (written vs. audiovisual) affect vocabulary acquisition at different proficiency levels. 236 Turkish (lower- or upper-intermediate) EFL learners from an English Preparatory Program performed six vocabulary tasks with three involvement loads and two types of input. Four tasks included gap filling or sentence writing with eight target words after reading a text or watching a video, while two tasks involved reading or video comprehension only. Productive and receptive knowledge was tested through vocabulary post-tests which required the target form or meaning. Data were obtained by counting the number/percentage of the correct forms and meanings with a scoring protocol (Barcroft, 2000). The results showed that for receptive knowledge, sentence writing (higher involvement load) was more effective than gap filling (lower involvement load) for both levels regardless of input mode, but audiovisual input fostered more knowledge among upper-intermediate learners. As for productive knowledge, the pairing of gap filling with written input and sentence writing with audiovisual input was more effective for both levels. While these findings partially confirm the predictions for receptive knowledge, they also highlight the role that input modality plays in productive knowledge.

*Keywords:* L2 vocabulary acquisition; task-induced involvement load; task efficacy; input modality



Teacher training & education

**Cultural interest, attitudes towards the L2 community, interest in the English language as predictors of academic motivation in an English language teacher training program**

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The aim of this study was to explore academic motivation in relation to cultural interest, attitudes towards the L2 community, and interest in the English language. For this purpose, the Academic Motivation Scale (Vallerand et al, 1992) and the cultural interest, attitudes towards the L2 community, and the interest in English language scales (Taguchi, Magid, & Papi, 2009) were administered to 190 teacher trainees studying at the ELT department of a foundation university in Ankara, Turkey. The reliability coefficients for the scales were .86, .77, .79, and .73 respectively. There were no significant gender differences with respect to any variable. Academic motivation was positively correlated with cultural interest ( $r = .15, p < .05$ ) and interest in English language ( $r = .26, p < .01$ ). The relationship between academic motivation and attitudes towards the L2 community was not significant. The multiple regression analysis ascertained interest in the English language to be the only predictor of academic motivation. The results of the study will be discussed in light of the related line of literature.

*Keywords:* Academic motivation, cultural interest, attitudes towards the L2 community, interest in the English language



Approaches and Methods in English Education

### **An Exploration of Discourse Analysis in an EFL Classroom**

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The analysis of classroom discourse of foreign language teaching and learning may display much about how teachers operate their teaching practice to provide comprehensible target language input. The present study, based on class videotapes of three English instructors, attempted to investigate and analyse teacher talk time and questioning patterns from the angle of classroom discourse analysis. The findings revealed that although the communicative approach has been advocated by the teachers, it is not applied effectively in the classrooms. Also, most of the questions asked by the teachers were found display questions which prevent the students from personalize and internalize the target language. More researches and studies should be done to raise awareness between teachers to increase more comprehensible and communicative environment for students.

*Keywords:* discourse analysis, teacher talk, questioning pattern



English for Academic Purposes

## **EFL Learners' Perceptions about Critical Thinking Dispositions and Their Achievement Level in Academic English Course**

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For a number of years, there has been numerous studies about the importance of teaching critical thinking. More specifically, several researchers in the field of ELT have focused on the notion of critical thinking and emphasized the integrating critical thinking dispositions/pedagogy in language teaching (Canagarajah, 1999; Norton & Toohey, 2004). From this perspective, this study is an attempt to determine learners' attitudes and perceptions about critical thinking dispositions and their achievement level in business language classes. The participants (N=91, 61 males and 30 females) are second and third year undergraduate students from management and information systems department enrolled in the faculty of economics and administrative sciences at a state university in Turkey, who have taken the Business English Course conducted by the researcher during the 2018-2019 academic year, autumn term. The study was designed as quantitative descriptive using quasi-experimental method. For the measurement of learners' tendency towards critical thinking dispositions, the California Critical Thinking Disposition Inventory (CCTDI), a survey instrument (51 questions, 6 subscales) adapted and translated into Turkish by Kökdemir (2009) was employed as the data collection tool. These subscales were truth-seeking, open-mindedness, analyticity, systematicity, critical thinking self-confidence and inquisitiveness. At the end of the semester, for the English achievement level of learners, final exam results were taken into consideration and evaluated. The data collected were analyzed through SPSS 22.0. Findings indicate that the relationship between students' critical thinking dispositions and the final scores are not statistically significant. Also, students' class does not affect the tendency of the participants in terms of critical thinking dispositions. However, it can be said that female students are more successful than male students. Implications are included for critical thinking dispositions to enhance academic English language courses in Turkey.

*Keywords:* EFL learners; perceptions; critical thinking dispositions; academic English course



Language Learning and Acquisition

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### **Diving into Imaginary Worlds: Teaching Discourse Markers through Drama**

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Discourse markers occupy a prominent position in assisting EFL learners to be fluent speakers, and contribute greatly to carry out a variety of pragmatic functions in the flow of the discourse generated in oral interactions. The skillful command of discourse markers often marks a higher level of fluency and shapes the ultimate success in ability to produce and understand authentic language although it remains largely unexplored in the literature. Moreover, with the wave of drama in language teaching and learning, the present study investigates the effects of teaching spoken discourse markers through process drama and explicit teaching on the acquisition of natural communication and risk-taking behavior in EFL context at a state university. Foreign Language Classroom Anxiety Scale, teacher reflections, in-class recordings and speaking exams map understandings in students' risk-taking behavior and reveal if process drama or explicit teaching is more effective. To this end, 60 Turkish EFL learners at B1 level provide data with profound insights about which discourse markers learners employ in their spoken interactions later presents the predominant reasons for integrating them. It also intends to offer new insights about the risk-taking behavior of learners after learning DMs by carrying out a comparative analysis between Explicit Instruction versus Drama. It is deduced that drama provides better outcomes and sustainable development in teaching spoken discourse markers. Furthermore, the study pinpoints practical drawbacks faced by Turkish EFL learners in learning and using discourse markers, and recommends possible ways of tackling difficulties from a pedagogical point of view.

*Keywords:* drama, spoken discourse markers, risk taking behavior, university students, communication

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Teacher Training and Education

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### **Reflections on the necessity of EFL coursebooks in foreign language teaching programmes**

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Printed coursebooks used for teaching and learning English as a foreign language (EFL) are still accepted as the most efficient means in EFL classes even though digital resources have been gaining importance recently. They are still invested a lot and still in use by EFL teachers all over the world although there has been a debate on their necessity and also the impact of them on students' learning and teachers' teaching. In spite of its common use, there has still not been a certain consensus on whether the users of EFL coursebooks believe they are necessary to be used since their understandings and expectations have a variety, especially at the digital times of the 21<sup>st</sup> century.

This study explores senior pre-service teachers' reflections on the necessity of EFL coursebook use in foreign language programmes in schools, as prospective teachers in foreign language teacher education (FLTE). The participants of the study comprise 100 senior student teachers in their final year (year 4) at the department of English Language Teaching (ELT) at a state university in İstanbul, Turkey, in the 2018-19 academic year. Participants were asked to state their reflections on the necessity of EFL coursebooks after taking the course "Material Evaluation and Design" in year 4. They stated their ideas through the narratives they wrote. Along with the narratives, semi-structured interviews were held with 10 volunteers. The research was conducted as a descriptive quantitative research and the data were analysed through the content analysis techniques.

The findings indicated that pre-service teachers had various ideas on the necessity of EFL coursebooks since they thought they were still the most prominent and safe tools for teaching a foreign language to their students, and also they are not personalised enough. A majority of them believed that they should not have leaned on them anymore and should have been ready for finding alternative ways including digital adaptations.

*Keywords:* Foreign language teacher education, EFL coursebooks, pre-service teachers, material evaluation

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Teacher Training and Education

### **The Relationship between personality and ELT teachers' professionalism**

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Individual differences such as motivation, learning styles, learning strategies, learner characteristics, personality etc. have been investigated extensively in education. Personality is documented as one of the most important predictors of learning and academic achievement. In many studies, a significant relationship between personality and learning has been reported. According to those studies, personality was found to be in relationship with academic performance, teacher satisfaction, teacher burnout, etc. However, to the best of researchers' knowledge, there are no studies conducted on the relationship between teachers' personality types and professionalism. The present study aims to determine any possible relationship between these two variables. The data is collected via two online questionnaires, and will be analyzed quantitatively. The occupational professionalism of teachers scale (OPTS) and the Five-factor Personality Inventory were used as data collection tools. To date, a total of 244 teachers of English have participated voluntarily. This study is still in progress; thus, the preliminary findings will be discussed at the conference.

*Keywords:* Professionalism, personality, big-five inventory, ELT teachers



Theme: English for Specific Purposes

**The Difficulties that Hinder the Effectiveness of teaching ESP in the Law  
Department**

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**Abstract:**

Teaching English for specific purposes is an important issue among EFL teachers. This paper is an attempt to find out the way to overcome the difficulties of teaching/learning English in the department of law in Abou Bakre Belkaid University. Hence, the English language is of a paramount importance because it is a lingua franca for science and technology and is a necessary requirement for both development and international communication in many countries. Although Algeria is trying to integrate ESP into tertiary education to respond to this growing demand for English, there are still some fields where students are not taught English since the secondary school. Students in the department of law lack an important competence – proficiency of English. A case in point are students of master who start learning English in the last year of graduation. They haven't practised English for at least four years. Hence, the utility of learning English is likely to be more apparent when writing their final thesis because they need to consult references and documents. The staff of this department must take the initiative in conducting the necessary needs-analysis, designing an appropriate syllabus, preparing suitable materials, meeting and getting to know the students, teaching the course and devising and administering appropriate tests. Hence, we will achieve a kind of professionalism.

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*Keywords:* The difficulties, the effectiveness, teaching ESP, the teacher role