

# GlobELT 2021 Conference



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## PROCEEDINGS

GlobELT 2021, 7th International Conference  
on Teaching and Learning English as an  
Additional Language

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*7<sup>th</sup> International Conference on Teaching and  
Learning English as an Additional Language*

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## **From the President of the Conference,**

Dear GlobELT 2021 participants,

This year our conference is organized as a hybrid event, both onsite in Porto Bello Hotel in Antalya, Turkey and as a virtual event. Our conference team has worked very hard to make the conference a big success again, and to keep the high academic standard of GLOBELT conferences.

This year, our opening speech is delivered by Sonja Lopez Arnak, the Executive Director of World Council for Curriculum and Instruction (WCCI). The keynote speakers, this year are, as usual, scholars from different educational institutions in different parts of the world. Arif Sarcoban from Secuk in Turkey; Christopher Jenks from Aalborg University, Denmark; Clarence Odey University of Calabar, Nigeria; Jonathan Chitiyo from University of Pittsburgh at Bradford in USA, Noorjehan Ganihar Karnatak University, India; and Fahriye Altinay from Near East University, Northern Cyprus.

Our local participants are from various universities in Turkey, such as Hacettepe University, Selcuk University, Ankara University, Ufuk University, Tokat Gaziosmanpasa University, Nevsehir Haci Bektas Veli University, Gaziantep University, Bozok University, Suleyman Demirel University, Gazi University, Karabuk University, Inonu University, Trakya University, Kahramanmaraş Sutcu Imam University, Akdeniz University, TED University, Baskent University, Uludag University, 19 Mayıs University, Adiyaman University and Anadolu University.

Our international participants are from Denmark, England, Ethiopia, India, Nigeria, North Cyprus, Pakistan, Russia, Turkey, United Arab Emirates, and the USA.

GLOBELT 2021 organization committee members have been working on the conference preparations with patience and full dedication. They are now definitely satisfied and feel great relief because you, our beloved GLOBELT friends have supported them via your kind messages and friendly attitude till the last moment of the conference preparation tasks. As you know there is a real team work behind the success of every single GLOBELT event.

As the chair of the GLOBELT 2021 conference, I express my deepest thanks and appreciation to our honorable guests, our distinguished keynote speakers, our ambitious and successful team, and surely to you our dedicated participants. I wish you a fruitful and memorable conference period and hope to conduct the 2022 conference in a venue which you will be more than happy to attend onsite and engage with colleagues from all around the world as it has happened in the past conferences.

Kindest regards.

Prof. Dr. İsmail Hakki Mirici

President of GlobELT 2021



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## Keynote Speakers



**WHAT MAKES A GOOD EFL TEACHER?  
21st CENTURY ELT TEACHER COMPETENCIES**

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**Abstract**

A variety of skills for good language teachers to help students become organized, focused, attentive on in-classroom tasks, and work/study orderly are needed. Some competencies such as subject-area (field)competencies, professional competencies, socio-cultural competencies, research competencies, curriculum competencies, lifelong learning competencies, emotional competencies, communication competencies, information and communication technologies competencies (ICT) and environmental competencies are believed to help facilitate, enhance, and maximize the language learning for students and the teaching for teachers. Therefore, English language teachers' awareness of those skills should be increased during their in-service education in the ELT departments and ELT Certificate courses for foreign language teacher candidates in the field of linguistics, English language and literature, translation and interpretation, and etc. Therefore, this paper tries to focus on some important concepts such as foreign language teacher competencies, models, and approaches in the field of foreign language teaching.



## **CRITICAL APPROACHES IN ELT: CURRENT PROBLEMS AND FUTURE SOLUTIONS**

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### **Abstract**

Much attention in recent years has been placed on understanding and addressing the structural inequalities and historical injustices of the world, such as racism and native speakerism. Applied linguists have taken on this task by adopting a more critical perspective to language, drawing from poststructural and postmodern theories developed in law, sociology, and education. Although these interdisciplinary efforts are praised within academic circles, there is still a disconnect between what is discussed in research and what happens “on the ground” in classrooms. Using the trans-language movement as an entry point of discussion, this presentation explores what it means to be critical, and how the ELT profession can benefit from such discussions. My talk first offers an overview of the trans-language movement. I then review how scholars have taken up different positions within this poststructural perspective. My talk then provides specific examples of how race and language intersect in ELT, connecting specific instances of racism to larger critical efforts in applied linguistics. I end my talk by identifying empirical and practical gaps in ELT research, exploring specifically how critical applied linguists can contribute to pressing social and pedagogical issues





## **FUTURE OF EDUCATION AND ONLINE EDUCATION**

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### **Abstract**

This presentation gives insights on the future of education. In addition to this, different aspects of education, especially online education will be discussed. In this presentation, the value of learning, learners, ways of teaching, the role of higher education, role of teachers and learner engagement, current research tendencies and inclusive education will be explained. The value adding projects and social responsibility in education will be examined.

### **Introduction**

Covid 19 pandemic and digital transformation changed the structure and the practice of the school culture and system. As school refers social system that consists of human interactions for desired learning outcomes, it is important to internalize the merits of technology in order to create a new culture based on social system. It is known that culture is established through values, symbols and stories. In covid 19 period of time, school culture is enriched with the impact of technology. In this respect, digital transformation becomes more essential for countries to set their sustainable development goals for the future of education (Imara and Altınay, 2021).

Future of education relies on strategic vision and goals of education systems that covers the importance of learning, teaching and skills development. Digital transformation and connected life standards with Covid 19, the nature of learners, styles of teachings and expected skills were changed (Altınay, et al, 2021). In addition to this, the future of education and sustainable development goals for the quality of education become like a larva. This metaphor shows the importance of strategic planning for the future of education within digital transformation. Proposed framework Larva Cell Model is shaped based on research findings and current literature during pandemic time. In the near future, the well being of individuals will depend on strategic actions and policies in education. (Sosyal, et al, 2021).

### **Key Terms for Future Tendencies in Education**

We are in the initial stage of future of education as a larva cell within the nucleus stage that encompasses different components to be opened like a sunflower during and after Covid-19. Considering future

tendencies based on leadership, skills and styles are required to develop intellectual

capacity building, profession, participative management and transformational learning. The study of Bogotch (2021) stresses the profession by inserting the social justice. The study revealed that diversity, equity, equality and inclusion are major steps towards leadership for social justice. On the other hand, participative management in sustainable leadership practice is essential. The study of Alrowwad, A., Abualoush, S.H. and Masa'deh, R. (2020) underline the role of intellectual capital and innovation. Accessible resources and competences are required for the performance and inclusiveness is connected to leadership in future education. Kuknor, Bhattacharya (2021) pay attention to inclusion and leadership in having an inclusive work environment. On the other hand, the study of Waruwu, Asbari, Purwanto, Nugroho, Fikri, Fauji, Shobihi, Hulu, Sudiyono, Agistiawati, & Dewi, (2020) puts an emphasis on the importance of transformation in leadership and learning in order to enhance innovation capacity. In this study, it is revealed that transformational leadership plays a great role in organizational learning and structure. This sheds a light to innovation capacity of teachers in future education. In addition, the study of Kilinc, Bellibas & Polatcan (2020) give insights on collaboration and professional learning in leadership. The study of Sayyadi Ghasabeh (2021) underlines the importance of culture and knowledge management for the leadership within the transformational learning. Solidarity, partnership, collaboration, interaction and social inclusion, motivation, cultural identity and value, innovation and ICT, inclusiveness, risk management, social justice are interconnected terms to implement strategic management in future of education in a sustainable manner (Soysal, et al, 2021).

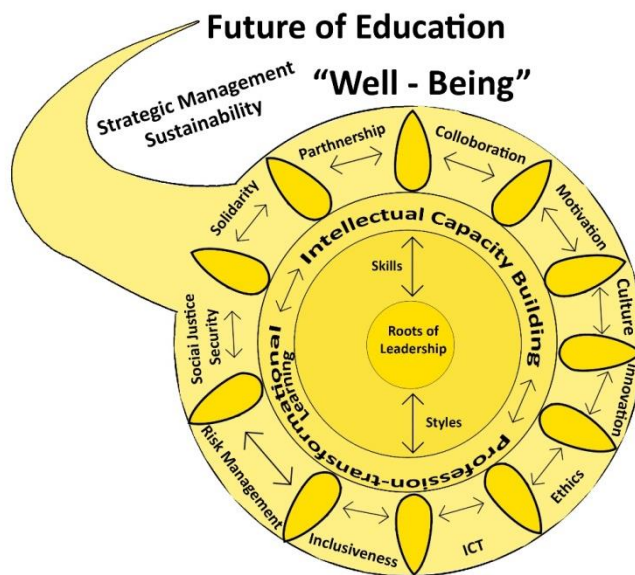


Figure 1. Larva Cell Model

### **New ways of Life, New codes of Behaviors for Connected Societies**

Transformational leadership is crucial that can be experienced in identifying needed change, creating a vision to guide the change through inspiration, and executing the change with committed members of a group. In Covid 19, unexpected life changes created a butterfly effect and chaos that makes new ways of life and established a new code of behaviors for connected societies. Paying attention to attitudes and readiness to change and transformation is the first step for the future of education in terms of new life. New tendencies in education give a comprehensive look into key terms such as change and development, transformation, adaptation to societal values and ethics, skills and professional

development, equal look, equal lives based on collaboration culture and partnership. Basic generic skills need to be enriched which are research, information, teamwork and responsibilities by the merits of technology. There is an intensified need to consider universal education based on inclusiveness, universal values and design, peer support learning, attention and respect (UNESCO 2020, Sakalli, et, al, 2021).

Future tendencies need to be framed based on different education and different school by transformation and radical change. In this respect, rethinking in designing schools, instruction, based on exchanging of ideas, policies, practices, and assessments is highly essential. Heart of education is based on human connections and interactions.

Education is the context of coming together in order to share knowledge by thinking together. Learning together, schools become a center of social services. Therefore, education and learning rely on human interactions, dialogue and exchange for collective living. This shows us value adding education and activities create a base for reimagining education ( Sakalli, et al, 2021).

Open pedagogy and online education become an opportunity for reimagining education based on sustainable development goals in terms of quality in education. Four hats of metaphors (Maor, 2003) become a road map of online teaching for the quality. These hat metaphors refers as pedagogical Role; interactive learning, Social Role; affective support, communication, Managerial Role; course structure and requirements and Technical Role: helping and guiding in the use of technology.

## **Conclusion**

Future of education and online education can reach out quality when inclusive learning and technology, building together as an act of negotiation, communication, mutual support, and cooperation, quality of life studies, online learning practices, artificial intelligence, global citizenship are considered and achieved. In this respect, services for all, is the future base of education for all societies in order to make value adding action and social responsibilities.

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## **VOTER EDUCATION AND SUSTAINABLE DEMOCRACY: IMPLICATIONS FOR SOCIAL STUDIES EDUCATION**

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### **Abstract**

Elections in Nigeria have steadily witnessed mass apathy. The disparity between the population of eligible voters and registered voters as well as between registered voters and accredited voters is alarming. Several misconceptions and malpractices have trailed democratic practice in Nigeria overtime. Consequently, Nigeria's 20-year democratic experiment has largely remained infantile or nascent. So many questions have been asked with regards to the challenges constraining democratic governance in Nigeria. In this study, the authors focused on voter education from the perspective of Social Studies Education. Using Vigotsky's constructivist theory, the authors argued that sustainable democracy can be realised in Nigeria through effective voter education mainly on the part of Social Educators. Data were collected form secondary sources of textbooks, journals, newspapers and online materials. Content analysis was made as to how voter education can be done for effectiveness in fostering sustainable democracy through the instrumentality of Social Studies Education.





## **EVIDENCE BASED PRACTICES IN SCHOOLS: WHAT EVERY EDUCATOR SHOULD KNOW?**

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### **Abstract**

Over the past decade, the use of Evidence Based Practices (EBPs) in schools has garnered attention across the globe. As a result, several governments have enacted laws that require teachers and other educational practitioners to use EBPs when working with students. Despite the increasing calls promoting the use of EBPs, implementation is still very low and many of the practices are not sustained upon implementation. One potential issue linked with EBPs has to do with their sustainability. This limitation is intricately linked to student outcomes. More specifically, the lack of sustainability of EBPs is negatively associated with student learning outcomes. This presentation will provide an overview of the factors that may be responsible for the low implementation and lack of sustainability of different EBPs in educational settings. Suggestions about how the implementation and sustainability of EBPs can be enhanced will also be discussed.



## **WOMEN EMPOWERMENT**

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### **Abstract**

Women empowerment implies the ability in women to take decisions with regard to their life and work and giving equal rights to them in all spheres like: personal, social, economic, political, legal and so on. Women empowerment is the much-talked about issue today. Women are increasingly getting empowered to decide the course of their life and professions and realize their fullest potential. This study is based on a detailed review of literature.

### **Introduction**

Women empowerment has become the buzzword today with women working alongside men in all spheres. They profess an independent outlook, whether they are living inside their home or working outside. They are increasingly gaining control over their lives and taking their own decisions with regard to their education, career, profession and lifestyle.

With steady increase in the number of working women, they have gained financial independence, which has given them confidence to lead their own lives and build their own identity. They are successfully taking up diverse professions to prove that they are second to none in any respect. But while doing so, women also take care to strike a balance between their commitment to their profession as well as their home and family. They are playing multiple roles of a mother, daughter, sister, wife and a working professional with remarkable harmony and ease. With equal opportunities to work, they are functioning with a spirit of team work to render all possible co-operation to their male counterparts in meeting the deadlines and targets set in their respective professions.

Women empowerment is not limited to urban, working women but women in even remote towns and villages are now increasingly making their voices heard loud and clear in society. They are no longer willing to play a second fiddle to their male counterparts. Educated or not, they are asserting their social and political rights and making their presence felt, regardless of their socio-economic backgrounds.

While it is true that women, by and large, do not face discrimination in society today, unfortunately, many of them face exploitation and harassment which can be of diverse types: emotional,

physical, mental and sexual. They are often subjected to rape, abuse and other forms of physical and intellectual violence.

Women empowerment, in the truest sense, will be achieved only when there is attitudinal change in society with regard to womenfolk, treating them with proper respect, dignity, fairness and equality. The rural areas of the country are, by and large, steeped in a feudal and medieval outlook, refusing to grant women equal say in the matters of their education, marriage, dress-code, profession and social interactions. Let us hope, women empowerment spreads to progressive as well as backward areas of our vast country.

### **Making the World a Better Place and Benefits of Women Empowerment**

We are living in an age of women empowerment. Women the world over are working shoulder to shoulder with men. By and large, they are now empowered to take decision about different aspects of their life and profession. Women empowerment adds to confidence of women in their ability to lead meaningful and purposeful lives. It removes their dependence on others and makes them individuals in their own right.

- They are able to lead their lives with dignity and freedom
- It adds to their self esteem
- It gives them a distinct identity
- They are able to gain positions of respect in society
- As they are financially independent they are able to spend on all their needs and desires
- They are able to make meaningful contributions to the well-being of society
- They act as capable citizens to make the country achieve enhanced Gross Domestic Product (GDP) growth
- They get fair and equitable access to resources of the country

### **Necessity of Women's Empowerment**

Without women's empowerment, we cannot remove injustice and gender bias and inequalities.

- If women are not empowered, they cannot enjoy security and protection in life.
- It also provides them a safe working environment.
- Empowerment acts as a powerful tool against exploitation and harassment of women.
- It is a great means to get adequate legal protection for women.
- If not socially and economically empowered, women cannot develop their own identity.
- If women are not employed, the global economy will be adversely affected as women constitute a vast chunk of the world's population.
- Women are highly creative and intelligent which makes it imperative to receive their contributions in socio-economic activities.
- For a just and progressive society, women need to be provided equal opportunities for work.

### **Means of Women Empowerment**

**Education:** Without proper and adequate education, women cannot become empowered individuals. They need to be encouraged to go for higher studies so that they can contribute significantly in the creation of a knowledge society

**Communication Skills:** Without developing skills for effective communication, women cannot make their voices heard. It is essential for them to communicate effectively to become successful. As leaders, they need to put across their points to the people so that a family, team or company can be effectively managed.

**Disposable Income:** Women need to earn well to have their say in important financial decisions governing their lives. Being financially independent gives women power over lives and also contributes to the growth of businesses.

**Power of the Internet:** Access to the internet has opened the floodgates of knowledge and awareness and increased social interaction reach and influence of women. The liberalizing influence of the World Wide Web has broken all taboos, myths and misconceptions regarding women.

## **Women Empowerment as a Key to Social and Economic Growth**

Women empowerment can be defined as a process leading to enhancing women's control over financial, human and intellectual resources in society. In any nation, the women empowerment can be measured by extent of their involvement in social, economic and political fields. Women can be made said to be truly empowered only when all the factors such as self-worth of women, their right to control their own lives, their ability to bring about social change, are addressed simultaneously.

**Need for Holistic Empowerment of Women:** Participation of women in politics through reservation is undoubtedly a positive development of recent times. Still, only the election should not be the end, but the active participation of women in decision making process and in planning and implementation of development programmes is also required.

Women's lives must converge effectively and all the efforts in this direction should be focused towards the goal to bring about a social change leading to manifestation of balance between male and female forces in the society.

**Ground Reality about Women Empowerment:** Though women comprise almost half of the total percentages of world's population, they are still deprived of their rights in most of the developing countries across the globe. Particularly in the South and East Asian nations apart from the African countries, the women are leading deprived lives, due to prevalent gender discrimination.

**Rural-urban divide:** Situation of women in rural areas is more miserable than their counterparts living in urban spaces. It has been widely prevalent that the women are mostly deprived of an equal status vis-a-vis men and thus they remain as passive beneficiaries in the societies in these countries. They remain powerless, due to their less participation and involvement in the generation of resources critical for development. Therefore, women must become active partners with men, if the goal of women empowerment is desired to be achieved in totality.

To make the efforts leading to modernization of any society successful, it is urgent to bring the women in the mainstream of development. We need to strike a perfect balance between male and female contributors in rural societies by providing equal opportunities to women without being biased towards men.

For this to happen, it is required to empower women on all fronts: social, economic, political as well as religious — in such a manner that they can participate actively in all the efforts meant to provide

growth to the society. If empowered with equal opportunities in different spheres of life such as social, economic and political, the women will have the choice to lead a publicly active life which may also bring about a positive change in the society. We need to create conducive environment in the society so that the women become confident enough to be able to articulate their thoughts and become more productive in their actions. They are required to be given equal opportunities to be involved in taking decisions for their family as well as society and the country altogether.

### **Conclusion:**

Contemporary societies across the world have been exposed to the major processes of transformation on social and economic development front. However, these processes have not been implemented in a balanced way and have augmented gender imbalances throughout the world in which women remained the ultimate sufferer. The situation has adversely affected the pace of women empowerment. Therefore, we require a completely transformed society in which equal opportunities of growth can be suitably provided to women so that they can co-exist with their male counterparts contributing equally in all the factors responsible for the growth of society in a larger sense.

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## **PARALLEL SESSIONS**



## CONTRAPUNTAL READING OF INTERCULTURAL COMMUNICATION

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### **Abstract**

Contrapuntal reading was proposed by Edward Said in his book *Orientalism*. He depicts about two categories of people. Those who speak English and born in English....all other peoples and nations come under the other ...category. I would like to apply his theory on intercultural communication and how people accept and unaccepting their slang in spite of British people themselves borrowed many words from other language and they spell it wrong and it becomes a word in dictionary in spite of wrong pronunciation compared to the native where the word born.



## THE WASHBACK EFFECT OF AN ENGLISH PROFICIENCY TEST FOR TEACHING ON HIGHER EDUCATION TEACHERS: IMPACTS ON SELF-ASSESSMENT

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### Abstract

The educators in higher education who teach English language and those who teach in English-medium departments are expected to have and to maintain a sufficient level of English proficiency, considering the fact that they come across with different student profiles and thus with different levels of English on a daily basis. Fulfilling this kind of an English proficiency requirement not only raises the quality of the academic work produced but also increases the chances of challenging the students with the effective use of course content, resulting in more capable and qualified graduates. To match this requirement, the English Proficiency Test for Teaching (EPTT) was designed to align with the context, content and the level of English of the educators who are required to teach in such settings. Besides measuring the level of proficiency of teaching staff in English, the test aimed to raise the educators' awareness concerning the sufficiency of their English proficiency levels. The aim of the current study is to investigate whether the EPTT has resulted in the anticipated washback effect among test takers. Twenty-five semi-structured interviews were conducted with participants who were among the test takers. The interviews were then coded and matched with the pre-defined themes. The coding frame was then further analyzed for any arising codes. The results of the analysis showed that the expected positive washback of the test was rather limited although the teachers found the exam content relevant to the context of their position and the construct representative of their language abilities in all or specific skills.



## TEACHING A FOREIGN CULTURE IN LANGUAGE CLASSROOMS TO VERY YOUNG LEARNERS

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### **Abstract**

In language courses or in school, teachers try to teach foreign language and also the target foreign culture but there are some unclear aspects of the subject that what is culture or not. Culture can be defined as a way of life, fine arts and patterns of living, behaviours and beliefs. Foreign language learning/teaching is a set which has various components such as grammatical competence, communicative competence, language proficiency, and the most important one; the attitude towards a foreign culture. The intended study focuses on the teaching a foreign culture in Turkey and how to give the target culture in classrooms without making the students repulsive to the culture. This study will include a questionnaire which will be implemented to very young learners. Observation area will be the language classroom. This study should be useful for other language teachers and it should also break our cultural prejudices.

## **A LITERATURE REVIEW ON EFL CLASSES FOR SECONDARY SCHOOL STUDENTS WITH MILD SPECIFIC LANGUAGE LEARNING DIFFICULTIES**

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### **Abstract**

Students with Mild Specific Language Learning Difficulties have many difficulties in learning English as a foreign language. For these students, performing language learning tasks may take considerably longer period of time than their peers to achieve independent skills. The aim of this study was to focus on reviewing the literature on some related studies, useful methods and applicable approaches. In the study, the Action-Oriented Approach of the Common European Framework of Reference for Languages (CEFR) was specifically considered as an effective implementation model. The sources were accessed via internet, printed and digital books. The obtained data were classified in accordance with the dates of their publication. The results indicated that the Action Oriented Approach implementations were effective in teaching English to students with Mild Language Learning Difficulties.

### **Introduction**

The language ability of human beings, who are social beings, and the way they use it, always attract the attention of linguists and researchers. “How does an individual acquire the language he/she speaks?” is the general question which shapes researches and is tried to be explained from different perspectives. The rationalist perspective shaped by Chomsky's views is the starting point of the individual and his innate linguistic skills and argues that the mind is not empty. The second perspective, called the empiricist approach, takes into account the experiences of the individual. The mind claims that it was originally a tabula rasa (blank slate), and experiences filled it. To put it more clearly, language acquisition takes place as a result of learning. The last approach, the interactionist perspective, combines the philosophy advocated by the previous two approaches. In other words, both the individual himself/herself and lives are extremely important in learning. Rather than arguing that only innate features are important in language acquisition or that everything is acquired later, it seems much more realistic to say that an individual is born with a certain potential and this potential is supported by experiences (Fijalkow, 2008). A similar situation exists in language learning. In addition to the fact that the individual has a certain potential, there is a social environment that will activate this potential.

According to anthropologist, the process of learning to walk and the process of language acquisition are completely different phenomena (Sapir, 2004).

The individual learns to walk, which presents a biological view. It is almost impossible to say the same thing when it comes to language. Sapir states that is that people \*both should have speaking skills and there must also be a cultural community. Only then does the language begin to be learnt. In the first year

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\* This study was prepared from the thesis titles as ' The Effects of Action-Oriented Approach on teaching English to students with 'Mild Specific Language Learning Difficulties' Hacettepe University,2020.



after birth, the child finds himself in an imitation process, first with gestures and facial expressions, and then with the use of various linguistic units and repeats what has been done or said. He shows great curiosity and effort to learn his mother tongue.

From time to time, he makes vague sounds and talks to himself in a game environment. In these periods, his language is almost like his toy. Other members of the family often become partners in the child's actions. They imitate the child's actions, Moreau and Richelle (1997: 140) call this language as "modified language". Using language in this way has its own peculiarities in terms of sound, syntax and meaning.

Adults talk to children more slowly, pause more on utterances, and use short utterances. All these efforts of adults appear as phenomena that facilitate the child's language acquisition. On the other hand, it is much quicker and easier to have another child a few years older than the child learning the language in the family. In other words, language is learned only in an interaction. In foreign language learning, we see that the same is true for verbal comprehension and expression. Speaking effectively, fluently and clearly requires constant practice. Since we do not learn a foreign language in a natural environment, we often experience problems in the speaking dimension of the language.

Language learners in educational institutions use little or no speaking activities. Therefore, they cannot speak the foreign language they have learned due to inadequate practices in this field. This situation can sometimes be caused by the individuals themselves and sometimes by the language teachers. Learners keep themselves in the background in speaking activities by having the anxiety of making mistakes or exhibiting shy behaviours due to their personal characteristics. Teachers, on the other hand, are reluctant to encourage students to speak from time to time. As it is known, one of the main factors for a child learning foreign language to be overly eager to speak is that the people around him show interest in him and encourage him. Sometimes, instructors do not apply enough teaching methods and strategies in this field. Much of what and how people learn and acquire comes from the interface of language and practice. Via identification, description, classification, and modification stuffs and opinions, awareness and knowledge are developed and the control of language has been increased. Therefore, language comprises practice and experience. Words become the bank in which a growing fund of knowledge and concepts are saved. So language becomes the channel through which new learning is absorbed and described. Each student regardless of their disabilities or difficulties should be in this process and language should also become the channel through which new learning is absorbed and described for these students. However sometimes this process becomes difficult or sometimes impossible when there are learning difficulties.

### **Foreign Language Learning Difficulties**

The broad term 'learning difficulties' is the general term which includes 'specific learning difficulties (language and speech difficulties, foreign language learning difficulties.). There are still debates on the scope and definition of this concept. Learning difficulties cover a wide spectrum of disorders ranging from mild to severe. They can include mental, physical, behavioral and emotional difficulties (Sari,2017).

Students who cannot transfer learning strategies because of many reasons such as being slower, less strategic, gain less knowledge and have more difficulties to connect tasks are named as students who have learning difficulties (Vianin, 2011). Peculea (2015) mentions that some researchers also sustain that this lack of transfer has an explanation at a motivational level which is low for these students.

Peculea (2015) also states that outside factors such as quality and type of education, teachers' expectations, curriculum relevancy, class environment, interpersonal dynamics inside the group and

relationship with teacher will be more professional to investigate, rather than always focusing on students' internal factors or from his culture and family.

The attempt to identify best ways to help a student with learning difficulties implies finding the most significant factors, which has to be approached, offering to students a high-level education. High level of teaching usually suggests clear presentation of information, abilities and strategies by the teacher, explicit teaching, direct, active engagement of students, practice guided with feedback, independent practice and frequent revisions.

Without borders the term "learning difficulties" is defined universally in general ways. The scope and the description of this term endure its controversy. As mentioned by Westwood (2008) students who are not fast in learning, less strategic, gain less knowledge and have many troubles in connecting tasks however don't have any specific language learning difficulties are the results of their inability to transfer learning strategies. Vianin (2011) also supports the idea that at a motivational level which is low for these students may be the explanation of this lack of transfer. Language is a progressive process for all students however there are continuum of learning difficulties and these levels are vital for adapting teaching skills in classroom. Students with profound intellectual and multiple disabilities, or profound and multiple learning disabilities (PMLD), can be some of the most disabled individuals in our communities. They have a profound intellectual difficulty, which means that their intelligence quotient (IQ) is estimated to be under 20 and therefore they have severely limited understanding. Students with a severe learning difficulty often use basic words and gestures to communicate their needs. Students with a moderate learning difficulty are likely to have some language skills that mean they can communicate about their day to day needs and wishes. Students who are experiencing These three levels are the ones who need special education and individual education however the last level which is Mild Language Learning Difficulties are students who are usually able to hold a conversation, and communicate most of their needs and wishes. They may need some support to understand abstract or complex ideas. People are often independent in caring for themselves and doing many everyday tasks. They usually have some basic reading and writing skills.

Furthermore, NCCA (2019) states that however more specifically, nearly all students with Mild Specific Language Learning Difficulties (hereafter MSLLD) experience late oral language development, and some may also reveal distinctive patterns in oral language development. Although the Secondary School Curriculum states that "the child comes to school with considerable foreign language verbal facility" (English Curriculum, 2013 cited in NCCA, Communication and Language, 2019), it cannot be anticipated as true for all students with Mild Specific Language Learning Difficulties. As NCCA (2019) mentions it is very significant to diagnose the particular communicative or oral challenges that students with Mild Specific Language Learning Difficulties face during learning a foreign language at an early stage of their lives because of the related nature of oral language and literacy. Therefore; acquisition of firstly literature becomes the principal concern for students with Mild Specific Language Learning Difficulties. It is crucial to take the needs of students with Mild Specific Language Learning Difficulties into account and mediate the Secondary School curriculum towards their needs while the main aims, comprehensive objectives and content of the Secondary School Curriculum are generally planned for all students by not leaving one of the students behind.

Mogonea (2010) intends to underline the specificity of the students with Mild Specific Language Learning Difficulties' improvements. Moreover, Mogonea (2010) aims to characterize the useful methods, techniques and materials for students with Mild Specific Language Learning Difficulties' metacognitive skills this is because to include the non-cognitive factors in the learning process/ activities and to encourage the mental processes of those students. Also, to include self-

reflection as a foundation for the development of metacognition and to assess the abilities of self-knowledge, self-analysis, self-appreciation and self-evaluation of the students who have Mild Specific Language Learning Difficulties.

There may be many reasons of Specific Language Learning Difficulties in general arising from cognitive issues or psychological and social issues and they may vary according to their levels therefore, these reasons may be grounded to theories which help experts to understand the process of learning or acquiring English Language.

There are many researches on 'how to teach English' to each level of students who are continuing their normal education and training processes, also there are many researches on 'how to teach language to learning difficulties (mother tongue)' separately. However, while reviewing the literature, the lack of researches on 'how to teach English language to students with Mild Specific Language Learning Difficulties' is determined and therefore this research will only present some ideas on how to teach foreign language to students with difficulties via literature.

### **Cognitive Psychology and Social-Emotional Strategies**

Cognitive psychology accepts learning as the activity of processing cognitive, emotional, social and affective information and divides information into three groups as declarative, procedural and conditional. Descriptive knowledge is what information will be taught, procedural knowledge is how to teach information, and conditional knowledge is when they will be taught.

The procedural dimension deals with the activation of learned or taught information, the stages of performing an action in learning, and the processes that enable an action to be performed. In more concrete terms, when it comes to foreign language teaching, the teacher directs the learner to be active in an action. This orientation brings us the communicative approach. The communicative approach aims to teach speaking and communicating in situations required by daily life. Communicating and teaching speaking require cooperation and interaction, which are included in social-affective strategies in a foreign language. Expressing that interaction requires cooperation in a sense, Cyr (1988) states that such activities not only offer many meaningful and functional practice opportunities in the classroom, but also encourage the learner to adopt appropriate behaviours towards himself and others, and contribute effectively to his development in the learning process. The author states that sometimes there is a risk of learning mistakes while working with others, but still, active participation in activities in cooperation will provide more benefits to the learner. The learner uses or learns to use different techniques that require self-confidence, increasing motivation, encouraging oneself, not being afraid of making mistakes or taking risks.

### **Interaction and In-Class Groups**

Language studies carried out in small groups in the classroom lead us to the concept of interaction and some language teaching strategies that carry the essence of this concept. Especially in today's world, in an environment where international relations increase and borders are removed in the world, the importance of this concept is felt more in the dimension of speaking, which is the most fundamental problem we experience in foreign language teaching. Ollivier (2011) defines the concept of mutual interaction as the communication of at least two or more people verbally or in writing. According to him, since this concept shapes human relations, in a sense, it also expands within the field of communication. And it also concerns disciplines related to language such as sociolinguistics, psycholinguistics and especially pragmatics. He also states that it is defined as the linguistic exchange that takes place between the people that the partner tries to influence each other in groups and in the form of mutual conversation. Jean-Marc Colletta (2004: 67) states that the basic function of language is

to take action by interacting with others. One of the methods in which mutual interaction comes to the fore is the communicative approach, which has been widely used in language teaching since the 1970s. It is an approach that emerged within the framework of the European Union language criteria in the 1990s, when the approach led to its emergence. This approach requires the learning process to be active. The learner must be able to speak the target language and communicate in that language. They should be able to create and create opportunities, share their knowledge with their partners, and create an informational helping relationship with smaller groups formed in the classroom.

On the other hand, he must take the risk of making mistakes in learning after demonstrating his intention to communicate. The important thing here is to try to communicate between people, to place the learner in the centre of the learning process, to make him more active and more free. The operational approach, which adopts all these dimensions of the communicative approach, sees the learner as a social actor who develops their knowledge and skills, puts them into action, and performs various tasks in different contexts within a social structure. It is seen that cognitive psychology also emphasizes this concept. In other words, it accepts the learner who realizes his own learning as the main actor of this learning. This concept has an extremely important place in the phenomenon of learning.

Far ahead from all these approaches, strategies and techniques there is the trendiest approach 'Action Oriented Approach' comes forward when the subject is teaching to special children with special environment, strategies and techniques.

### **Action Oriented Approach**

The development of the CEFR (2001) coincided with fundamental changes in language teaching, with the move away from the grammar-translation method to the functional/notional approach and the communicative approach. The CEFR reflects these later approaches.

The CEFR is also the result of a need for a common international framework for language learning which would facilitate co-operation among educational institutions in different countries, particularly within Europe. It was also hoped that it would provide a sound basis for the mutual recognition of language qualifications and help learners, teachers, course designers, examining bodies and educational administrators to situate their own efforts within a wider frame of reference.

There are many definitions for Action Oriented Approach given by various resources. According to the Dictionary of Cambridge (2013), Action Oriented in general is stated as willing or likely to take practical action to deal with a problem or situation or involving practical action to deal with a problem or situation. The action-oriented approach to language acquisition views communication as a social activity designed to accomplish specific tasks. The Common European Framework of Reference for Languages CEFR (2001) advocates going beyond the communicative approach to emphasize active language use that develops five language skills – spoken production, spoken interaction, listening, reading, and writing which includes the skills required for writing to interact. It recognizes students as active participants in the learning process. According to CEFR (2001) the Action-Oriented Approach “views users and learners of a language primarily as ‘social agents’, members of society who have tasks to complete in a given set of circumstances, in a specific environment and within a particular field of action. This term Action-Oriented Approach appears in CEFR to flesh out the ‘very general view of language use and learning’ (Council of Europe, 2001:9) that is deemed necessary in order for a frame of reference to be comprehensive, transparent and coherent as the CEFR intends to be. Piccardo and North (2019) indicate that in fact the Action-Oriented Approach *‘views users and learners of a language primarily as ‘social agents’ as members of society who have tasks to accomplish in a given set of circumstances, in a specific environment and within a particular field of action’* (CEFR, 2001:9) therefore, the most important point



highlighted by the Piccardo and North (2019) this first statement is further developed by three more sentences that specify the way individuals act with languages. They refer to the relationship between language activities and the social context, the vision of tasks adopted and the role of resources of diverse nature (cognitive, emotional and volitional) and of different individual abilities which will be discussed.

### **Suggestions and Conclusion**

Peculea (2015) draws attention to students' involvement through coherent pedagogical interventions on covering various learning situations and gaining cognitive and metacognitive experiences which enable the student to overcome his learning difficulties and perform important transfers to new learning situations. Deriving from all these studies conducted on either Learning difficulties or English Language Teaching it is understood that this is not something new, because for many years, this issue was discussed in depth and over again. Changing expresses that “one could assume that the realization established that students who are directly involved in the teaching process and get the opportunity to deal creatively with and in a foreign language, learn more easily and more effectively than others “(Vandergrift, 2006). Action-oriented learning and teaching prove to be a form of education that allows the learner to learn more than only technical knowledge and skills. A requirement for success is to structure the training and teaching contents in the form of questions and problems.

Consequently, Students with Mild Specific Language Learning Difficulties are actually known as students who definitely cannot learn, but the most important issue is if you know how to teach these students, they will, can, and did learn better than students who showed normal progress. Children with Mild Specific Language Learning Difficulties are perhaps children who learn with different learning methods and can be called different children and maybe the obstacle to them is the education system, therefore; general applied methods and techniques may be not beneficial to them. Furthermore, calling them Specific Learning Difficulties may infer that individual with MSLLD do not have difficulties at all – but that they simply learn in different, unexpected ways (Pollak, 2009).

Peculea (2015) draws attention to students' involvement through coherent pedagogical interventions on covering various learning situations and gaining cognitive and metacognitive experiences which enable the student to overcome his learning difficulties and perform important transfers to new learning situations. During these difficult processes cooperating with families, their teachers, educators and managers and the system is invaluable.

### **Acknowledgement**

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**CHALLENGES ENCOUNTER ON TEACHERS' PRACTICE OF USING LITERARY  
TEXTS TO TEACH READING SKILLS: SOME SELECTED HIGH SCHOOLS IN ENBSE  
SAR MIDER WOREDA**

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**Abstract**

This study aimed to assess challenges encounter the teachers' practice of using literary texts to teach reading skills: in case of Abreha Woatsebeha, Alusha , Segno Gebya, and Debo Secondary school. For this, descriptive survey design and both quantitative and qualitative data analyses approaches were employed. The samples were 38 teachers selected using comprehensive sampling. Questionnaire and semi structured interview were data collection tools. Descriptive statistics (frequency and percentage) was used to analyze the quantitative data and thematic narration for qualitative. The findings of the study revealed teachers' practices of teaching reading skill through literary texts faced challenged by a number of factors. Of which teachers' and students' attitude toward literary texts, lack of experience and preparation, text authenticity, difficulty, length, and large class size, students' motivation, and perception, shortage of time, lack of literary texts in the school, lack of in-service training and supervision are found the major ones. Finally, to meet the needs and interest of the teachers' and students', English language curriculum, syllabus designers, should consider their cultural background, linguistic level, and communicative competences.

## THE EMERGENCE OF ALIENATED WORLDS DERIVING FROM THE LACK OF COMMUNICATION IN ANN TYLER’S “TEENAGE WASTELAND” (1983)

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### **Abstract**

Concerning a literary basis of Ann Tyler’s “Teenage Wasteland,” the aim is to specify the force of a lack of communication in the creation of individuals’ alienated worlds and reflect how postmodern world results in their fragmented living. This study will be about the unwillingness to improve in “Culture and Literature in English Education.” Tyler underlines the manifestation of a meaningless living while focusing on how parents become unable to have a close relationship with their children. While children pursue their educational facilities, unfortunately, they have inacquition of a proper educational system and they become desperate of uprising in their educational format at the end. Having a meaningless living in their intention of rising in the educational system, they experience individual experience a significant matter. Both parents and children pursue their educational aims in their alienated way of living. To illustrate, the teenage boy and his parents are in the debths of their personal living and neglect having a mutual communication with the other family members in their family unit. Therefore, lack of communication causes alienated worlds for each family members as reflected in Ann Tyler’s “Teenage Wasteland.” However, undesirable indifference to each other end up in unwelcome generation of alienated worlds that signify students’ teenage wasteland.



## THE ROLE OF AUDIOVISUAL TRANSLATION IN FOREIGN LANGUAGE CLASSES: A LITERATURE REVIEW

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### **Abstract**

As technology became an essential part of the classrooms, the number of teachers who have started to use audiovisual translation (AVT) as an aid in foreign language education have increased. The aim of this review is to analyze the recent studies about AVT's role in foreign language classrooms through examining the foreign language teachers' and students' attitudes towards AVT and finding out what type of AVT is preferred the most. The data were collected from published articles in the last ten years by examining databases like Education Resources Information Center and Google Scholar. The findings of this review showed that the teachers believe AVT is a helpful aid that increases student motivation, cultural awareness and helps students improve their fluency and pronunciation. The students stated that AVT helped create an atmosphere that promotes learning and improved their vocabulary. The results also showed that subtitling is preferred the most out of all AVT types.



## TEACHING READING USING THE FUNCTIONAL APPROACH

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One of the more challenging skills for English language learners is reading comprehension. This workshop will propose a model for teaching reading using a rhetorical functional (RF) approach in conjunction with hierarchical charts. Virtually all academic texts employ at least one rhetorical function (e.g., cause – effect, generalization - supporting details, comparison – contrast) generally with one main function and additional subordinate functions. Thus, problem-solution texts often include the cause of the problem as well as the solution. The RF Approach teaches learners to recognize textual functions, which leads to better comprehension. To enhance reading comprehension, learners extract the core information from a text and place that information in hierarchical charts. This helps them understand levels of generality, which in turn helps them to understand the key points and supporting details.



## ENGLISH TEACHERS' EXPERIENCE AND ATTITUDE TOWARDS ONLINE EDUCATION IN THE PANDEMIC

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### **Abstract**

Due to the pandemic we have experienced radical changes in education. At the beginning of these changes is moving the school to our homes. The sudden shift from traditional face-to-face instruction in the classroom mode to at home base distance learning exposed the need for the teacher to increase their capacity building. (Hermanto, 2020) In addition to this radical change, it is obvious that the course materials, course durations and methods used also changed. Since most of the teachers had no experience of teaching online, they had to keep up with this new era and cope with the difficulties. The situations and difficulties faced by teachers may undoubtedly vary according to the institution they work for, their students and the parents. The purpose of this research is to investigate the attitude and the experiences of the teachers about the education they gave during the covid-19 pandemic because it was aimed to gather information in this field from the perspective of teachers. Qualitative research method was used in this research. One-on-one interviews were conducted with different teachers to gather information. Further researches could be done to explore attitudes and experiences about online education from students' perspectives.



## COMBINATION OF GENERATIONS: HOW DO WE FIT IN?

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### **Abstract**

Development is constant while flexibility is an obligation in the ELT/EFL classes. It is an inevitable fact that students' needs and expectations are major factors that determine the overall teaching and learning experience. Therefore, teachers have to keep themselves up-to-date by observing their students' behaviors and interests to come up with applications that will enhance the second language teaching process with meaningful context for their students. It would be proper to state that as generations change, the attitudes and perceptions vary in education, particularly in foreign language education. Named within the categories as generations X, Y or Z, learners tend to present different personal traits and learning habits. Being the latest generation, Generation Z tends to be more sociable, tolerant, mindful, and responsible compared to previous generations (Singh & Dangmei, 2016) and they need further deliberation on the side of educators to have their educational needs fulfilled. Therefore, this study involves three main parts. In the first part, a brief explanation of the learning awareness and expectations of students that belong to Generation Z will be presented. Second part comprises of applications, which could not be found in the books, practiced in the field will be demonstrated to exemplify and explain the rationale behind the profile and habits of students. This part will be more interactive in terms of the exchange of experiences of the participants/audience. Building up, the latest learner profile, as known as Generation Z, will be discussed to compare and contrast former and novel classroom implementations. Finally, in order to support the building up process, the presenter will exhibit her own experiences both as a student and as a teacher from the same generation. For the purpose of fulfilling the contents of this presentation, various examples and ideas, which will increase teachers' familiarity with their students, will be provided to increase student engagement and motivation in ELT/EFL classes. Also, certain recommendations at the end of the session could enhance the teachers who deal with Generation Z. By the end of the presentation, there will be a Q&A session regarding the topics covered in the presentation.



## THE EFFECT OF SFL-BASED GENRE INSTRUCTION ON ACADEMIC QUALITY OF STUDENTS' ESSAYS

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### Abstract

There is a continuing search for a fruitful method to help language learners comprehend the nuances of academic texts especially at university level EFL settings. Therefore, the use of Systemic Functional Linguistics (SFL) Theory in genre instruction is becoming widespread as a promising way to help novice academic writers notice how diverse linguistic choices make them achieve diverse goals in diverse contexts. Following this trend, a mixed-method research study was designed to discover the effectiveness of the SFL-based Genre Instruction (SFLGI) given to B1 level language learners in an essay writing course in the language preparatory program at a Turkish university over a 9-week period. During the study, the experimental group (N=30) were instructed the five main distinctive features of academic texts and their linguistic representations in relation to ideational, textual, and interpersonal metafunctions while the control group (N=30) got a cognitively influenced version of Process Writing Instruction, where the initial instruction is limited to sharing the rhetorical structure of an essay. This paper reports the quasi-experimental part of the mixed-method study by focusing on the impact of the SFLGI on academic quality of the learners' expository / argumentative essays regarding the employment of distinctive features of academic text namely, information density, technicality, abstraction, authoritativeness, and linear thematic progression. The data were collected via the essays of the experimental and control groups which were written at four time points as pre-test, test 1, test 2, and post-test over the 9 week-study. SFL-Based text analysis method was utilized to code the learners' final drafts using the aforementioned features of academic texts. The quantified results were subjected to primarily Two-Way Mixed (Split-Plot) ANOVA on SPSS 20. When the assumptions of split-plot ANOVA were not met, Repeated Measures ANOVA, ANCOVA and Freidman tests were conducted. Two-Way Mixed ANOVA results indicate that the 9-week SFLGI created statistically significant differences between the texts of the experimental and control groups regarding three features, i.e "information density,"  $F(1.994, 115.668)=20.518, p < .001, \text{partial } \eta^2 = .086, \epsilon=1340.286$ , "abstraction,"  $F(3.174) = 26.47, p < .001, \text{partial } \eta^2 = .313$ , and "linear thematic progression"  $F(2.644, 153.349) = 37.818, p < .001, \text{partial } \eta^2 = .395, \epsilon = 6187,83$ . After the adjustment for the pre-test technicality scores, one-way ANCOVA results reveal that there was a statistically significant difference in the post-test technicality scores between the experimental and control groups,  $F(1,57) = 87.91, p < .001, \text{partial } \eta^2 = .607$ . Follow-up pair-wise comparison indicates that adjusted technicality score mean was statistically significantly greater in the experimental group ( $M = 4.09, SE = .091$ ) compared to the control group ( $M = 2.84, SE = .091$ ) with a mean difference of 1.25, 95% CI [.986, 1.521],  $p < .001$ . As technicality data sets did not have normal distribution, Freidman test was run on two data sets separately for each group, and the results indicated that authoritativeness scores of the experimental group (N=30) determined by first person singular use in the unmarked theme position was statistically significantly different at three different time points during SFLGI, for both the experimental group,  $\chi^2(3) = 39.87, p < .0005$  and the control group,  $\chi^2(3) = 33.00, p < .0005$ . The statistical differences between the groups in information density, technicality, abstraction, and linear thematic progression demonstrate that SFLGI has prospects to assist learners who are unaware of the demands and distinctive features of academic writing to improve the academic quality of their essays.



## SCORING INDEPENDENT VS. INTEGRATED WRITING TASKS

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### **Abstract**

Most foreign language writing tests involve the assessment of a single skill; however, it is known that language learners (especially at university level) practice writing in a foreign language to reflect their interconnected cognitive skills to communicate their opinions or defend their thesis by transferring the input they get through listening, speaking or reading in the target language. Thus, the assessment of foreign language writing skills can be more valid and meaningful when one or more other skills are integrated under the supervision of test-designers. This study aimed to investigate students' writing performances on both independent and integrated foreign language writing tasks to examine whether the scores assigned for different components including content, organization, vocabulary and grammar of an analytic writing rubric change significantly. 72 responses (36 to an independent writing task, 36 to an integrated writing task) from 36 -intermediate level language learners were scored by 8 expert graders. The results revealed that students' overall writing-test scores increased significantly in the integrated writing task. Moreover, it was observed that there were significant score differences in content and vocabulary components; whereas, no significant score difference was observed in organization and grammar components of the analytic rubric.

### **1. Introduction**

For foreign language learners, writing in the target language is a skill that is of great importance for academic success. For this reason, a separate part of the most well-known foreign language proficiency exams they take may be concerned about the writing skills required of these students to prepare their homework in the courses they will take in their own faculties in the future, to fill in a CV when they graduate, or to have mastery in the target language at a level where they will demonstrate the required language skills in order to be accepted into a postgraduate education program (Alderson, 2005; Crocker, 2006; Weigle, 2002). However, while this need is underlined, it should also be noted that is not a simple educational goal for students to gain writing skills in a short time and to use these skills effectively when necessary, even with well-equipped foreign language teachers and teaching programs (Plakans, 2008). Intermediate language learners who have taken foreign language classes for a particular time can check their grammar or vocabulary use at the sentence level enough to produce correct and acceptable sentences. However, presenting a wide range of accurate forms and meanings of words, placing them in grammatical sentences and equipping them with necessary justifications and/or examples are extremely difficult and demanding for these language learners, not only in a foreign language but also when using the mother tongue in academic writing (Yu, 2009).

Majority of the language learners have probably already gone beyond the limits of writing simple sentence during their adventures in foreign language learning when they are at university level, and this skill can only be made possible through paragraph or essay writing exercises that specifically involve attempts at organized academic writing skills (Chenoweth et al., 2001). Today, because of students' prior digital learning habits, the common trend to measure their actual language skills by multiple-choice tests, and students' motivation to write, which has not been triggered well, are at very low levels in

foreign language writing lessons due to the fact that most of their daily writing practices is mostly done via computer and mobile phone keyboards.

Another issue that is different from this problem is the fact that students' reading habits are decreasing dramatically compared to the past (Hamp-Lyons, 2001). Since they read very little in their daily lives, when academic writing in any language is required, they cannot reach a ready database and the relational patterns they have to produce by using the data in their brains that is dependent on the basic general knowledge which for almost all writing practices they need. This problem confronts us with the following question in the measurement of writing skills; in order to write in a foreign language writing task effectively do we first need the to use the target language well or is it somehow related to the personal general knowledge required to write an organized or a well-grounded text?

## **2. Literature Review**

Since the 1960s, when the need to use production-based exams in foreign language assessment was felt, writing exams were added to language assessment. Halliday and Martin (1996) described this change as a "significant shift to validity". In a typical independent writing task, the student expresses his or her own knowledge via writing in the target language (Cho, 2003). This actually differs from speaking tests which requires expressing ideas verbally by simply expressing them in written words. However, this form of language measurement has been criticized by many researchers for some valid reasons (Cumming et al., 2000; Hayes, 1996; Jennings et al.,1999.; Kobayashi & Rinnert, 1996).

It is difficult to apply the writing skill that is aimed to be measured in any foreign language test in a valid and reliable way with minimum errors, because it is difficult to say that the measured performance is only the targeted performance, especially when measuring a production-level skill (Bereiter, 2002). Anderson (1995) thought that independent writing exams are neither theoretically valid methods for measuring a foreign language, nor have a genuine connection with real-life situations. To support this case with examples, students should not write an assignment or report using only their experience, knowledge and experience in life, because their professors usually expect them to take notes of the information given in the lectures, do research and write something using only these notes, research results and related publications to show their academic writing skills. Thus, the content validity and justification of the written assignment is formed automatically (Jin, 2001).

Another important problem that we encounter in dependent writing tasks is the matter of "having sufficient knowledge and experience" about the subject (Cumming, 1989). If students are not given a writing topic that they are sufficiently familiar with or prepared for, this moderator variable may negatively affect students' foreign language performance, and naturally, students may focus on the writing content rather than using the target language effectively, which creates an important handicap for the validity of the exam (Shavelson & Webb, 1991; Weigle, 2004). For these reasons, the use of integrated task to increase the validity of foreign language assessment can be considered as an important and rational solution to overcome the basic problems that may arise in the way of measuring writing skills, which is called a classic or independent task (Mislevy & Yin, 2009).

Research has shown that academic writing tasks are rarely used in well-designed writing tests which would serve as the basis for students' writing (Brown, 1991; Carson, 1993; Cho, 2003; Cox et al.,1990; Crowhurst, 1987; Ramineni et al., 1996; Song & Caruso, 1996). Biber and Gray (2010). suggested that reference use can simulate academic writing contexts that students will frequently encounter in the future in exams where they are asked to demonstrate their writing skills using integrated tasks. Thus, by providing written or visual resources to the students, the writing exams enable language learners to use

the target language in an original way, to produce their ideas while putting them on paper, and to transform all these into advanced academic writing skills that they will use in their education and career. Indeed, Connor-Linton (1995) defined authenticity as a high level of communication and interaction between test content and cognitive factors and skills displayed. By reading a text, examining a graphic, or watching a video (or all at once), students are expected to write a paragraph, essay or report on the same topic according to the instructions in the test (Cumming, 1989).

Thus, the reading text used in a model in which all students read and then write in the exam can provide equal input opportunities for all students and the validity error seen during the writing assessment problem can be minimized (Kintsch et al., 2007). Moreover, integrated writing tasks represent educational opportunities for students to build conscious and useful bridges between his/her reading and writing skills for future academic purposes.

In recent years, significant research has been conducted supporting a strong relationship between first reading and then writing designs in foreign language speaking and writing tests (Attali, 2007; Cho, 2003; Lewkowicz, 1997; Peirce, 1992). Lumley (2002) stated that reading, listening or watching in the target language is a good opportunity and exercise to write in that language again because the proficiency in writing in the target language is partly due to exposure to data in that language, and it is common knowledge that good listeners and readers usually make good writers. (Quilan et al., 2009). This inference clearly explains why it is necessary to switch from classical writing tasks to integrated writing tasks in foreign language exams.

Therefore, the aim of this study was to find a solution to the question: "What are we going to write now?" that foreign language students mostly encounter in their writing exams. The aim of the current research, thus; was to compare the existing independent writing test results with integrated writing tasks that can solve the research problem.

For this purpose, answers to the following research questions were sought in the study:

1. Was there a significant difference between the success estimates obtained from integrated and independent tasks?
2. Were there significant differences between the success estimations obtained from the integrated and independent tasks, on the basis of score averages considering the components of the analytical criteria used in the study?

### **3. Methodology**

This exploratory study aimed to investigate students' writing performances on both independent and integrated foreign language writing tasks to examine whether the scores assigned for different components including content, organization, vocabulary and grammar of an analytic writing rubric change significantly. 72 responses (36 to an independent writing task, 36 to an integrated writing task) from 36 -intermediate level language learners were scored by 8 expert graders. The writing task was "The greenhouse effect on the world's climate". All the students and graders joined to the research voluntarily. The essays written according to two different assessment techniques were all written by the same students. First the independent writing model was used the task was assigned to the participants in their classrooms and a total of one hour was given them to write their opinion essays. Secondly, after 3 weeks, the integrated writing in which all the students were given a photocopy of a newspaper report, simplified by the researcher, taken from a weekly English magazine. The students were given an hour to read and study on "The greenhouse effect on the world's climate" which was the content of the photocopy. Later, a total of one hour was again given them to write their opinion essays. Finally, all the student papers were digitalized and sent to the graders for scoring, using the same analytical criterion in



one week. Finally, the scores were collected, grouped and analysed by the researcher to identify which testing method was superior, Independent vs Integrated Tasks.

#### 4. Findings

The aim of the current research, thus; was to compare the existing independent writing test results with integrated writing tasks that can solve the research problem. For this purpose, answers to the following research questions were sought in the study:

1. Was there a significant difference between the success estimates obtained from integrated and independent tasks?
2. Were there significant differences between the success estimations obtained from the integrated and independent tasks, on the basis of score averages considering the components of the analytical criteria used in the study.

Table 1. Mean scores assigned in each model

Rater	n	Independent Task	Integrated Task
1	36	12.72	13.96
2	36	13.08	15.03
3	36	14.23	15.08
4	36	12.22	14.17
5	36	13.62	14.13
6	36	13.17	14.01
7	36	12.90	14.12
8	36	13.95	14.82

(Out of 20 points)

Findings revealed in Table 1 were the mean scores of the 8 participants assigned to the opinion essays written by 36 participants on “The greenhouse effect on the world’s climate”. The minimum mean score in independent writing model was assigned by rater 4 (12.22 pts) and the maximum mean score was assigned by rater 3 (14.23 pts), whereas the former was 15.08 and the latter was 14.01 in the integrated writing model. The results in Table 1 also revealed the fact that rater scores increased in the integrated writing model compared to the independent writing and this increase was significant ( $p < .05$ ). Therefore, it could be interpreted that students’ writing performance got better when they were tested through integrated writing tasks and the increase in the mean scores was statistically significant.

Table 2. ANOVA of the rater scores

ANOVA									
	Independent Task					Integrated Task			
	Sum	of	df	Mean	F	Sig.	Mean	F	Sig.
Between	7271,302		8	1919,078	3,357	*,064	2120,482	2,972	*,076
Within Groups	48577,760		280	352,099			386,130		
Total	65849,662		288						

\*( $p > .05$ )

The ANOVA results in Table 2 revealed that rater scores when compared to each other did not differ significantly in either model. The score difference was a bit higher in independent task scoring compared

to the integrated task, however; this difference was not significant ( $p > .05$ ).

Table 3. Component based score differences' (Independent vs Integrated Tasks) t-test

Component	n	df	t	Sig. (2-tailed)
Content	1152	1148	1.454	*0.012
Organization	1152	1148	-0.237	0.241
Grammar	1152	1148	-0.189	0.306
Vocabulary	1152	1148	3.682	*0.000

\*( $p = .05$ )

The results revealed in Table 3 showed that students' overall writing-test scores changed significantly in certain writing criteria components. Moreover, it was observed that there was a significant score difference in content and vocabulary components ( $p < .05$ ); whereas, no significant score difference was observed in organization and grammar components of the analytic rubric ( $p > .05$ ).

## 5. Discussion & Conclusion

The present study aimed to investigate students' writing performances on both independent and integrated foreign language writing tasks to examine whether the scores assigned for different components including content, organization, vocabulary and grammar of an analytic writing rubric change significantly. Analyses results showed that students' writing performance got better when they were tested through integrated writing tasks and the increase in the mean scores was statistically significant. Moreover, the ANOVA results revealed that rater scores when compared to each other did not differ significantly in either model. The score difference was a bit higher in independent task scoring compared to the integrated task, however; this difference was not significant ( $p > .05$ ). In addition, it was concluded that that students' overall writing-test scores changed significantly in certain writing criteria components. Moreover, it was observed that there was a significant score difference in content and vocabulary components ( $p < .05$ ); whereas, no significant score difference was observed in organization and grammar components of the analytic rubric ( $p > .05$ ). All in all, considering all the findings gathered from this study, it could be interpreted that the use of Integrated Tasks in writing assessment could lead the learners take higher scores and the institutions to gain better performance measurement results where multiple graders are involved.

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## **A THREEFOLD APPROACH IN TEACHING ENGLISH: CONTENT, LANGUAGE, PROJECT OLGA VAVELYUK**

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### **Abstract**

We propose a new threefold-focused approach in teaching English based on merging Content and Language Integrated Learning (CLIL) and Project activities methods and consider its practical advantages. Project activities enable high degree of learners' motivation and engagement while CLIL provides relevant curricular content in tandem with a foreign language. Taking such school subjects as Mathematics, Chemistry and Fundamentals of Medicine as an example, we prove that with this new triple-focused approach students develop the most crucial skills for the 21st century: self-motivation and a teamwork, creative problem solving, negotiation and conflict resolution. Our teaching experience shows that the approach effectively develops learners' soft skills while providing them with subject knowledge. We share an example of survey conducted and demonstrate the results to illustrate how the approach increases efficiency as well as motivation in learning English.

**Keywords:** CLIL approach, Project activity method, soft skills, self-motivation

### **1. Introduction**

One of the popular new trends in teaching is task-based learning. It means a global shift from English being taught as a foreign language along with many other subjects to English as an instrument to fulfill different purposes. Moreover, COVID-19 pandemic highlighted the urgent need for our students to become independent learners: being able to take lead on their own learning, sustaining high levels of motivation under limited supervision, all while improving their academic performance.

As a high school English teacher, my main mission is to prepare students for their future career and teach them 21<sup>st</sup> century skills. My approach is based on merging an adjunct Content and Language Integrated (CLIL) model (Bentley, 2010; Coyle et al., 2010), where language teaching runs parallel to the content, and the Project activities method, a game method where the result is achieved through collective group activity. Project activities enable high degree of learners' motivation and engagement while CLIL provides relevant curricular content in tandem with a foreign language (Vavelyuk, 2015) .

### **2. Implementing the approach**

The suggested approach includes three stages.

In the first stage, students choose their favorite curricular subject. Since the school has a medical focus, these are often Biology, Chemistry or Fundamentals of Medicine. Then, they generate an introductory survey to find out relevance and necessity of developing specialized courses in English.

The idea of survey conduction is always accepted with enthusiasm since even if the level of English is not high, students are eager to demonstrate that they are good at subject. On this stage meaningful interaction, talking about what they are familiar with, together with positive attitudes of learners show significant increase of **motivation** and **self-confidence**.

Let us consider as an example the survey held by Andrey Lapshin, the student of the 9<sup>th</sup> grade.

*Dear friends,*

*Kindly ask you to take part in our survey that has been made up to find out relevance and necessity of developing an introductory intensive Chemistry course in English for anyone who might be interested*

*in it. Please, read the questions and circle a suitable answer.*

*1. How often do you run across academic texts in Medicine, Biology, Chemistry and Physics in your English textbooks?*

- a) Each lesson*
- b) Sometimes*
- c) Rarely*
- d) Never*

*2. Do you like reading scientific texts?*

- a) Yes, I adore*
- b) Yes, I like*
- c) I do not mind*
- d) No, I do not like*

*3. Do you find scientific texts...?*

- a) ...curious to read*
- b) ...always cognitive*
- c) ...hard to read*
- d) ...too boring*

*4. Would you like to study Science in English?*

- a) Certainly, yes*
- b) It sounds pretty interesting*
- c) I feel doubts about it*
- d) No, I would rather not*

*5. Which subject is the most curious for you to study in English:*

- a) Mathematics*
- b) Biology*
- c) Chemistry*
- d) Physics*

*6. Do you agree that studying Science in English will help you in your future career?*

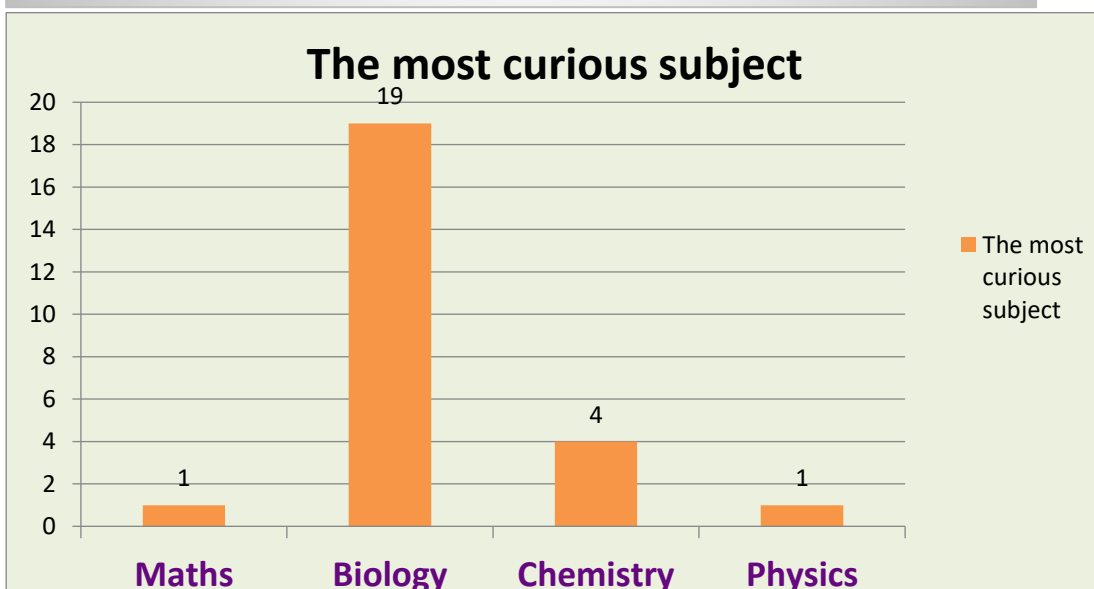
- a) Undoubtedly*
- b) Suppose so*
- c) Perhaps*
- d) Disagree*

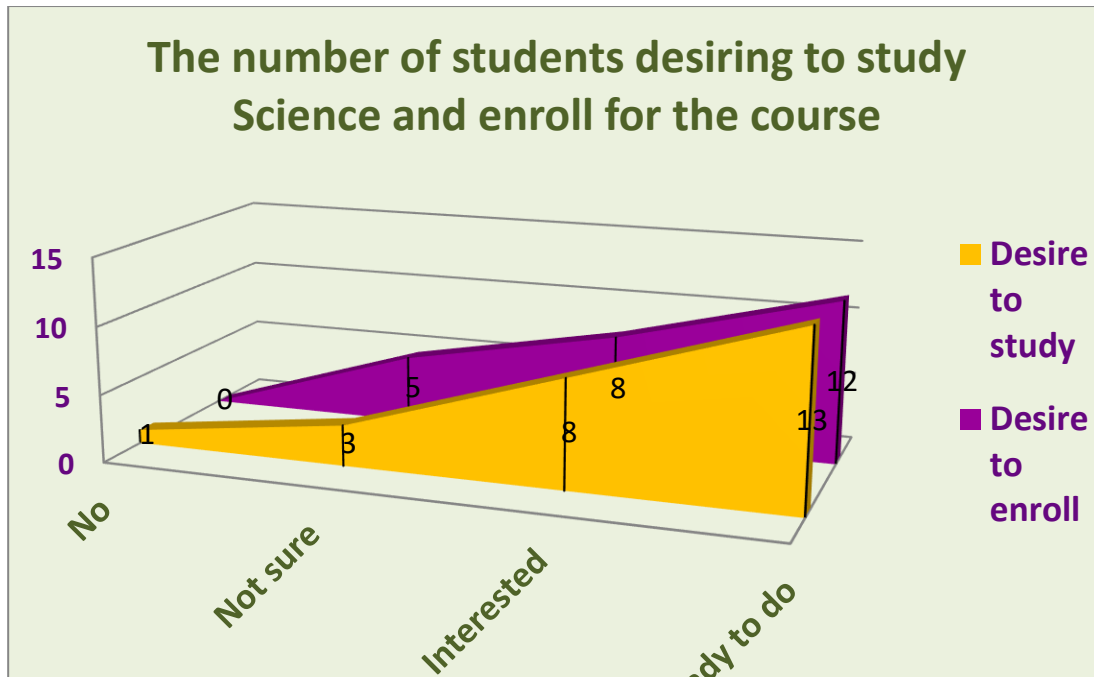
*7. Would you like to enroll for a free intensive course in Science?*

- a) Of course, yes*
- b) I would prefer*
- c) I am not sure*
- d) No, never*

The survey above revealed that the vast majority of respondents (72%) hardly ever stumbles on

scientific texts in their school study aids in spite of their high interest (approximately 84% responses) in reading such texts. Furthermore, 72% students find scientific texts either curious or cognitive and over a half of students expresses a strong desire to study Science in English as well. The percentage of students willing to study Science in English equals the number of students who believe that studying Science in English will help in their future career. Practically, all of them are determined to enroll for an intensive course in this discipline. Among four subjects offered to the students for studying in English, the palm of supremacy has been given to Biology 76%, whereas Chemistry has been chosen by 16% respondents. Neither Mathematics nor Physics have been welcomed by the survey participants with 1% each subject. The visual results of the survey are represented on the diagrams below.





Having analyzed the survey, Andrey came to the following conclusions:

1. Seldom do the students come across academic texts in Medicine, Biology, Chemistry and Physics in their school study aids.
2. The students seem very enthusiastic about studying Science in English and consider the discipline beneficial for their future career.
3. It is Biology that the students would prefer to study in English.

In his project work he wrote: *“Taking into account the results of the analysis, I am firmly convinced that my project is relevant indeed and it is worth being developed. Also, I am thinking of a new project for the next year ‘Biology in English’ since Biology has been chosen as the most preferable subject to study in English”.*

Consequently, the analysis of the survey and taking a final decision on a course to develop help students improve **communication** and **cooperation** (even among difficult, withdrawn students), develop **negotiation and conflict resolution**.

The second stage is the developing of a concise intensive course in the chosen subject. It implies the analysis and discussion of subject specific vocabulary, necessary grammatical structures and functional expressions needed for gaining knowledge of a curricular subject and communicating ideas (Vavelyuk, 2014). For example, obligatory functional language for Biology consists of expressions for describing objects or giving explanations. There are cases when specific grammar is required: to describe a laboratory experiment or write a report. It may require learning or revising past tenses. During this stage we see the boost of **higher order thinking and problem-solving** skills. Search and selection of materials advances **responsibility**.

The third stage is a public course presentation. It demonstrates **creativity** of the students, their **communication and presentation** skills. Finally, we have a general discussion and reflection on well done things, difficulties, and things to improve.

### 3. Conclusion

The proposed approach broadens and deepens understanding of concepts for subjects relevant to them outside of an English class. We see how learners begin to understand a wide range of spoken and written language in both general and specialized topics and use the target language to achieve their





communicative goal in a variety of situations.

The approach is worth sharing since it significantly increases the level of students both in English and a chosen subject and effectively develops 21<sup>st</sup> century skills important for their future. It is practical and easy to implement. It also changes the teacher's role: instead of manually steering the ship, the teacher merely becomes her navigator, allowing the crew to sail independently and with full confidence.

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## **INTERNAL VOWEL CHANGES IN TEACHING VOCABULARY ITEMS AS A GREAT DIFFICULTY**

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### **Abstract**

Schwa is one of the most frequently occurring vowels in Germanic languages. Also, schwa is the most common vowel sound in English, and it is a reduced vowel that takes place in many unstressed syllables. It is often transcribed in with the IPA phonetic symbol /ə/. It is a very short, mid-central, unstressed, and toneless neutral vowel phoneme both in British English (BrE) and General American English (GA). In GA, schwa is one of the two vowel sounds that can be flapped (rhotacized). This sound is used in words with unstressed "er" syllables, such as teacher, speaker and listener, and its precise quality varies depending on the neighboring vowels and consonants. Being a special vowel phoneme, the schwa sound constitutes a psycho-phonetic difficulty to Turks to whom it has almost no perceptual difference (Demirezen, 2010b: 1575; Demirezen, 2010d: 377- 380). Since schwa is the most confused vowel phoneme for Turks, it has to be analyzed in terms of educational phonetics, which is also called as pedagogical phonetics (Messum, 2002:26). In this paper, how vowel reduction and lexical stress cause a pronunciation problem for Turkish teachers and teacher trainees will be explored. Additionally, certain applications of schwa production will be demonstrated by electronic dictionaries and computer programs.

## MORPHEMIC PATTERNS OF PHARMACEUTICAL BRAND NAMES ON GHANAIAN MARKETS

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### Abstract

Pharmaceutical products though are meant to cure ailments, they can be harmful to our systems especially to those who practice self-medication. As such the information contained in the names of the product is critical to our rational understanding of the properties and factors that determine the formation of the names of the products. The names of the pharmaceutical products that are circulated on the Ghanaian markets appear to follow some morphological structures which can reveal some basic facts about the products to users and as a result can aid in abusing products that are not meant for a particular ailment. This study aims at analysing the morphological structures that are followed by pharmaceutical companies in naming their products and how such naming patterns suggest the influence the effects of the products on users. Using the purposive sampling technique, the researchers sampled 1000 Pharmaceutical products that were fully registered under Food and Drugs Authority (FDA) in Ghana. The Lexical Morphology (LM) theory advanced by Katamba (1995) was applied to the data to identify the morphological structures followed by pharmaceutical companies in Ghana. The study revealed clipping, blending, compounding, mono-morphemic, di-morphemic and poly morphemic names as the structures of pharmaceutical product names in Ghana. Again, the study showed that the composition, structure, physicochemical properties, and sensory attributes constitute the naming of pharmaceutical products on the Ghanaian markets. These results have implications for the scholarship on morphology and advertising as well as further research.

## APPOSITION MARKERS: A CORPUS-BASED STUDY OF POST-GRADUATE GENRES

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### Abstract

A great deal of research has now been established that academic writing embodies disciplinary and cultural conventions maintained by the use of particular linguistic devices. These devices have been examined in academic genres written in English to reveal disciplinary and cultural variations. Among linguistic devices of academic writing, apposition markers signal the rewording of the preceding structures, which help to contribute to the clarification, expansion and definition. Up to now, far too little attention has been paid to the use of appositions in postgraduate genres. Drawing on a corpus of 1.148.992 words consisting of MA and PhD theses of native academic writers of English and Turkish academic writers of English, the present study seeks to compare the use of appositions by these two groups of academic writers. AntConc version 3.5.8, a free corpus analysis toolkit, will be utilized to analyze the frequency counts of appositions in the corpus. Log-likelihood statistics will be conducted to explore whether the use of these markers across the four corpora statistically differ. Considering that there are no current data on the use of apposition markers in postgraduate genres, the study might make an important contribution to academic writing studies.

### Introduction

Since the 19 th century, appositions merit close investigation from linguists. While linguists have studied appositions in detail, they have varied in the freedom with which they define the term. Acuna-Farina (2009, p. 454) claims that the term has been “ill-conceived” from the start since it covers a variety of structures fulfilling a range of functions: as a juxtaposition of co-referential, as a dependency structure and as coordination. Biber et al. (1999) and Quirk et al.(1973) define appositions from a grammatical perspective. The term is a grammatical relation between two linguistic units which specifies or restates the propositional content in the first unit. For Radford and Curran (2006, p.671), “appositions are typically adjacent coreferent noun phrases (NP) that often add information about named entities (NEs)”. Consider the following examples taken from the corpus of the present study:

While the treatment did seem to motivate some participants to study linguistics or incorporate linguistics topics into a related field of interest, one of the strongest emergent themes was renewed motivation toward a particular language. **In other words**, HL treatment did not just motivate participants to learn more about HL or linguistics in general but inspired them to add or continue with a specific modern language (CPhDN, 7).

The results showed that 61 % of the responses were nouns, 4 % verbs, and 35 % adjectives. **Namely**, for most of the adjectives nouns are preferred as word associations (CMAT, 13).

Surprisingly, the 46+ group reported the lowest mean ranks for all variables, suggesting that age is an effective factor in evaluating the Rates of the program. **That is**, as the participants grow older, they report

more negative attitudes towards program Rates (CPhDT, 9).

In these three examples, bold expressions are among the most common expression that linguists consider appositions. In the two examples, the first unit is paraphrased in the second unit while in the third example, the second unit states a conclusion that can be derived from the information in the first unit.

As can be deduced from the examples above, AMs can fulfill different semantic functions. Mutesayire (2004, p. 64)) explains that the second unit reflects a variety of functions such as “*a specification, an explanation, a glossing, a summary, a denomination, an implication, a deductive conclusion, a paraphrase, or a translation*” based on the manner of rewording of the first unit. These semantic functions can be labeled in three broad categories:

- *Explicitating* function refers to semantic functions such as specification, explanation, glossing, and translation.
- *Implicitating* function includes a summary, denomination, implication, and deductive conclusion.
- *Paraphrasing* function reflects one semantic function only paraphrase.

Appositions are categorized by two subtypes: close and loose appositions (Acuna-Farina, 2009). Lekakou and Kriszta (2007) emphasize the differences between close and loose apposition. The first involves a single intonational unit in which one element is stressed while the latter one has an intonational pause between its sub-parts, usually reflected by a comma. Each sub-part may likely feature its stress. Another difference is that each sub-part of the loose appositions can be separated by certain expressions like *in other words, rather, namely*, etc. but nothing interferes between the two parts in close appositions. Finally, in close appositions, the two subparts determine the reference to the entity whereas it is provided in the second entity in loose appositions. A great deal of previous research into appositions has focused on both close appositions (Acuna-Farina, 2009; Keizer, 2005; Lekakou and Kriszta, 2007) and loose appositions (Eynde & Kim, 2016; Kim, 2014).

Some studies of appositions have directly addressed how we can discriminate appositions from other constructions. Blakemore (1996) provides a critical analysis of some discourse markers and their functions rested on Sperber and Wilson’s relevance theory. These markers are used to present utterances in connected discourse in addition to signaling a sequential relationship between two segments of the utterance, which reflects an appositive function. In both functions, these markers are the parts of propositional content and their relevance is closely related to their contribution to the interpretations of the explicit content in the main utterance. Similarly, Rodriguez-Abruneiras (2011) identifies the differences between apposition and *exemplification*. Although classified as a category of appositions, *exemplification* does not fit into this concept. The two units of appositions are at the same level and identify the same external reality by carrying out the same syntactic function. Thus, one of the units can be omitted with no change in meaning but the units of *exemplifications* reflect a relationship of

dependency, and the omission of one unit may result in changes in meaning.

Using a corpus-based approach, some researchers have been able to identify genre-based and culture-specific differences in the employment of appositions. In a corpus-based study, Mutesayire (2004), using two corpora of literary genres, one of which includes translated versions, investigated the occurrences and semantic functions of eight particular apposition markers and found more frequent employment of these markers in the translated corpus. Regarding semantic functions of these markers, *explicitation* in discourse was an outstanding function compared to other functions: *implication* and *paraphrase*. This function was highly frequented in the translated corpus, which might be due to the features of source texts, the lack of shared information between the translator and the readers, and the individual style of the translator. Additionally, in a cross-cultural study, Murillo (2012) concentrated on the use of appositions in L1 English, L1 Spanish, and L2 English research articles in the field of Business Management. She observed high occurrences of appositions and their explicitation functions in the research articles written in L1 English than L1 Spanish. She also revealed that Spanish academic writers tended to transfer L1 conventions to their texts in L2 English while using appositions.

To date, several studies have investigated a variety of constructions that have been described as appositions. The recognition of corpora as a valuable source of data has led to compilations of corpora of different genres for the investigation of appositions. Previous corpus-based studies have dealt with appositions in literary genres (Inosaki, 2020; Pahta & Nevanlinna, 2011), in translated corpora (Mutesayire, 2004), and research articles (Murillo, 2012). Successful academic texts are the keys for engaging in the disciplinary communities for academic writers. Hence, linguistic features of academic genres need to be examined in all academic genres to clarify the linguistic norms prevalent for each academic genre. Being aware of these norms, academic writers can employ them appropriately in their academic texts and be a member of their disciplinary communities. Adapting a corpus-based approach, this study explores appositions in a comparable L1 and L2 English corpus comprising two academic genres, particularly MA and Ph.D. theses. In today's academic world, where publishing conventions relate predominantly English as a lingua franca, marking aspects of appositions in L1 and L2 academic English may enhance our understanding of appositions as one of the linguistic features of academic writing.

The following research questions constitute the essence of this study;

- What are the distributions of apposition markers in MA and Ph.D. theses written by Turkish academic writers of English and native academic writers of English?
- Do native academic writers of English, and Turkish academic writers of English differ significantly in the use of apposition markers in MA and Ph.D. theses?
- What semantic functions do apposition markers fulfill in MA and Ph.D. theses written by Turkish academic writers of English and native academic writers of English?



## Methodology

The present study adopts a corpus-based approach to analyze the use of apposition markers (AMs) in the corpus comprised of MA theses and Ph.D. dissertations written by native academic writers of English (NAWs) and Turkish academic writers of English (TAWs). Both descriptive and inferential statistics were applied to compare the employment of AMs across four sub-corpora.

## Corpus

Including 1.148.992 words in total, the corpus of this study consisted of MA and Ph.D. theses written between 2010 and 2019 in the field of English language (English Language Teaching, Applied Linguistics, and English Literary Studies). The following steps were followed to compile the corpus:

- The consent of the writers was obtained via e-mails.
- The corpus was categorized into four sub-corpora:
  1. CMAN: the MA corpus written by native academic writers of English: 121.846 words from 12 theses,
  2. CMAT: the MA corpus written by Turkish nonnative academic writers of English: 320.169 words from 19 MA theses,
  3. CPhDN: the Ph.D. corpus, written by native academic writers of English: 322.475 words from 16 theses,
  4. CPhDT: the Ph.D. corpus, written by Turkish nonnative academic writers of English: 384.502 words from 15 theses.
- The sections of introduction, results and discussions, and conclusion were included in the corpora by excluding all quotations and paraphrases to avoid possible interference of other authors cited in the dissertations.
- Each thesis was converted into a *text file*.
- Raw frequency counts of AMs were normalized to 1000 words to ensure a standard basis for the comparisons in the four corpora.

## Data Analysis

Following Mutesayire (2004), appositions indicated by specific apposition expressions were exposed to analysis in the present study. Instances of appositions reflected by punctuation marks such as brackets or colons were out of the scope of the study due to the size of the corpus.

The following items were examined here: *in other words, that is, i.e., that is to say, namely, to be precise, to be more precise, to be exact, and to be more exact*.

The distribution of AMs in each corpus was calculated through AntConc version 3.5.8 (Anthony, 2019), a freeware corpus analysis toolkit. Each set of the corpus was uploaded to the software and the frequency counts of each item of AMs in each corpus were extracted. The concordance lines that did not

function as appositions were discarded manually. Following that, the raw frequencies related to the overall distribution of AMs in each corpus and individual counts of each item of AMs were normalized per 1000 words. Log-likelihood (LL) statistics were performed to explore whether the use of AMs across the four corpora statistically differed.

The three semantic functions of AMs and their sub-categories suggested by Mutesayire (2004) were explained in detail by drawing examples from the four corpora in the following section.

### Findings and Discussion

The first concern of the present study is to examine the overall distribution AMs in the four corpora. The four corpora contained a total of 825 items counted as AMs in this study. Some general remarks can be made about the results displayed in Table 1. In the four corpora, the incidence of AMs was quite low. They were relatively rare in CMAT, CPhDT, and CPhDN with normalized frequency counts below 1 per 1000 words. CMAN contained 1.2 AMs per 1000 words.

*Table 1. The overall distribution of AMs in the four corpora*

	CMAN		CMAT		CPhDN		CPhDT	
	n	n/1000	n	n/1000	n	n/1000	n	n/1000
Appositions markers	154	1.2	166	0.5	259	0.8	246	0.6

n: raw frequency of AMs

n/1000: normalized frequency of AMs per 1000 words

To examine whether Turkish academic writers of English significantly differ in the use of AMs in MA and Ph.D. theses compared to native academic writers of English, LL statistics was conducted. Suffice to add that the overuse or underuse of AMs by Turkish academic writers was not treated as a deviation from international academic conventions but merely culture-specific norms of nonnative academic communities.

*Table 2. LL ratio of AMs in the four corpora*

	CMAT	CMAN	LL Ratio (p< 0.05)	CPhDT	CPhDN	LL Ratio (p< 0.05)
Appositions markers	n	n		n	n	
	166	154	-60.79	246	259	-6.52

n: raw frequency of AMs

As shown in Table 2, the LL ratio of AMs in CMAT and CMAN was -60.79, which revealed statistically significant underuse in CMAT compared to CMAN whereas the LL ratio of -6.52 did not prove a statistically significant difference between CPhDT and CPhDN, which would indicate that Turkish academic writers of English tended to adapt conventions of native English academic writers while writing their Ph.D. theses. The observed opposite trend in MA theses might be explained by a differentiating factor between MA and Ph.D. theses. MA theses envisage a smaller local audience so; Turkish academic writers of English might not comply with native-like conventions regarding the use of AMS. Probably, they might not be aware of these conventions as novice academic writers.

The value of -4.43 LL presented in Table 3 indicated that Turkish academic writers of English employed the same conventions regarding the use of AMs in their MA and Ph.D. theses. As the LL value (+18.97) shows, significant overuse was found between MA and Ph.D. theses written by native academic writers of English. AMS are linguistic devices used for two main purposes: to provide background knowledge for the readers and to clarify information that is potentially challenging to comprehend (Mutesayire, 2004). Considering these purposes, MA theses writers, as novice academics, might share much background knowledge with their readers or elaborate given information, which might explain the overuse of AMs in MA theses written by native academic writers of English.

Table 3. LL ratio of AMs in the native and Turkish corpora

	CMAT	CPhDT	LL Ratio	CMAN	CPhDN	LL Ratio
Appositions markers	n	n	(p< 0.05)	n	n	(p< 0.05)
	166	246	-4.43	154	259	+18.97

n: raw frequency of AMs

In line with Mutesayire's study (2004), nine items of AMs (*in other words, that is, i.e., that is to say, namely, to be precise, to be more precise, to be exact, and to be more exact*) were analyzed in this study. Among these items, four items (*to be precise, to be more precise, to be exact, and to be more exact*) were not observed in the present corpora. Consistent with Murillo (2012), *that is, namely, in other words, and i.e.* were common in the four corpora while *that is to say* was less frequented.

Table 4. Distribution of selected AMs in the four corpora

Appositions markers	CMAN		CMAT		CPhDN		CPhDT	
	n	n/1000	n	n/1000	n	n/1000	n	n/1000
in other words	27	0.2	43	0.1	67	0.2	119	0.3
that is	36	0.2	18	0	48	0.1	67	0.1
i.e.	70	0.5	36	0.1	103	0.3	23	0
that is to say	3	0	27	0	1	0	8	0
namely	18	0.1	42	0.1	40	0.1	29	0

n: raw frequency of AMs

n/1000: normalized frequency of AMs nouns per 1000 words

In MA and Ph.D. theses are written by native academic writers, the item *i.e.* was the most frequented one. *In other words* and *that is* were also found frequent in both corpora. *Namely* took fourth place in both corpora with a frequency of 0.1 per 1000 words. Seemingly, the employment of these five items was identical in MA and Ph.D. theses of native academic writers of English. *In other words* was on the top of the table with a frequency of 0.3 and 0.1 in CPhDT and CMAT, respectively. *That is* was the second frequently applied item in CPhDT while *i.e.* was observed as the second frequented item of AMs in CMAT. Both items had a frequency of 0.1 per 1000 words.

The findings mentioned above reflect the genre-based conventions of linguistic devices. Compared to Mutesayire's study of literary texts (2004), more instances of AMs were observed in the present

corpora. The more frequent use of AMs in postgraduate genres may be associated with the rendition of arguments. Given the fact that AMs signal a reformulation of the preceding sentence (Blakemore, 1996), postgraduate academic writers might emphasize the truth conditions of their claims through the deployment of ATMs. In doing so, they might negotiate their claims and create opportunities of recovering interpretation of these claims for readers.

For Mutesayire (2004), AMs fulfill mainly three semantic functions: *explicitating*, *implicitating* and *paraphrasing* depending on whether the indicator precedes or follows the second appositive. Let us explain each of these semantic functions by focusing on examples from the corpus of the present study. When the second unit apposition adds new information to the first unit, it expresses an *explicitating* function. This function is treated in four sub-functions: *specification*, *explanation*, *glossing*, and *translation*. Before presenting the examples of these sub-functions, let us state that the data reveals no instances of *glossing* and *translation* function, which facilitates the readers' understanding of the characters stated in the first unit.

In the examples below, the second units contain a *specification* function. They specify the underlined words and phrases referred to in the first units.

- (1) Besides morphological portmanteaux, Woolford argues that some languages derive portmanteau forms via a different mechanism, **namely**, syntax. (CMAN, 2).
- (2) However, direct uses of corpora in teaching are mostly restrained to advanced levels (**i.e.** higher education) (CMAT, 5).
- (3) This finding was consistent for learners from different L1 groups, **namely** Chinese, Japanese, and Spanish (CPhDT, 5).

In appositions within the sub-class of *explanation*, the second units clarify the first unit by adding new information that facilitates the readers' interpretation of the content of the first unit. In example (4), the second unit of the apposition explains "Rahel's memory of the three weeks". Another example is this sub-function can be seen in example (5). Here the second unit explains a general conclusion based on the findings stated in the first unit.

- (4) The highest mean score for item 48 was obtained for Boğaziçi (M=5.00) followed by METU (M=4.83) University, followed by Istanbul, Çanakkale, and Hacettepe universities. **That is**, all these universities were highly rated in increasing their students' powers of self-evaluation. (CPhDT, 9).
- (5) The contact languages are simply influencing adverb placement in these English varieties. **In other words**, India and Singapore are more geographically proximate than India and Canada. (CMAN, 6).

The data also includes instances of *implicitating* function, where the first unit supplies information for the understanding of the second unit. The category has four sub-categories: *summary*, *denomination*, *implication*, and *deductive conclusion*.

In examples (6) and (7), the second units of the apposition, introduced by "*namely*, and *in other words*" are the summaries of the content explained in the first units.

- (6) Similarly, Celik, et al. (2014) developed an online questionnaire to find out the common mistakes in research articles editors and referees identify by looking at the effects of these mistakes in rejection. **Namely**, one way or another, these and other relevant studies issue the constructional features of genres by marking what editors and referees sense on the matter (CPhDT, 7).
- (7) The literal orientation of the older age group may be attributed to the fact that the figurative meaning and the literal meaning of the idiom can be primed on an equal basis, **in other words**, both meanings may be used, more or less, equally frequently in real situations. (CPhDT, 7).

As in example (8), the underlined word stated in the second unit of the apposition is a *denomination* of the italic words in the first unit since it refers to the concept defined in the first unit. In example (9), the second unit of the apposition reflects the implied meaning of the first unit. Thus, it functions as an *implication*.

- (8) If there is indeed a difference in the level of reduction due to meaning, we would expect the more grammaticalized uses of *HAVE and BE* (i.e. auxiliaries) to have the highest level of reduction. (CPhDN, 2).
- (9) The God of Small Things centers on Rahel's memory of the three weeks leading to the drowning of Sophie Mol, the death of Velutha, the exile of Ammu, and the loss of childhood of Rahel and Estha; **that is**, before the day of Terror which shattered forever the world they live in, the day which is so traumatic that it signifies to them "the end of living (CMAT, 2).

Appositions within the sub-category of *deductive conclusion* enable readers to reach a logical conclusion about the propositional content. In the examples below, the readers draw a conclusion based on the rule stated in the first unit.

- (10) Finally, there is a constraint against lexically {L} stems; **in other words**, all lexical items must have at least one H tone, and this H tone prefers to be on the right. (CMAN, 9).
- (11) In sum, Individual Number takes the best parts of each proposed representation namely, that plurals are built in some fashion and dispenses with the semantic and/or morphological incongruities. (CMAN, 2).

The last semantic function of the appositions is *paraphrase* where the second unit simply paraphrases the information explained in the first unit. In the three examples below, the second unit does not clarify the first unit but just restates it in a different form.

- (12) In this respect, it may be argued that the beating of the effeminate character is included in the text to point to the negativity of effeminacy. **Namely**, the effeminate character is tortured while the masculine character stays safe. (CMAT, 10).
- (13) According to Walsh, "this [psychological] deficiency in the literature becomes all the more remarkable when it is realized that all the major global threats to human survival and wellbeing are now primarily human-caused. **That is**, they stem directly from our behavior and can therefore largely be traced to psychological origins" (59). (CPhDT, 4).



- (14) There is an interaction with age, with a positive coefficient, meaning the facilitatory effect of high speaker contraction rate on target contraction is only strengthened over time. **That is**, an older child with a high contraction rate is even more likely to contract in a specific instance than a younger child with a high contraction rate. (CPhDN, 2).

## Conclusion

The culture-specific and disciplinary-based linguistic conventions of academic writing have attracted the attention of researchers in the last three decades. Contrastive studies carried out concerning different academic genres have proven the significance of linguistic devices to gain credibility in academic communities. As one of the linguistic devices of academic writing, apposition markers (AMs) have received scant attention in the research literature of academic writing. Currently, there are no data on the use of AMs in postgraduate genres such as MA and Ph.D. theses. This study was set out to compare the employment of AMs in the two postgraduate genres written by native speakers of English (NAWs) and Turkish-speaking academic writers of English (TAWs). A corpus of MA and Ph.D. theses written by these two groups of academic writers was aimed to examine the distribution of AMs and their semantic functions in the four corpora.

The analysis has identified statistically significant underuse of AMs by TAWs compared to NAWs in MA theses. It is possible that MA theses may be characterized by cultural conventions of the Turkish academic community or TAWs may have low awareness of the functions of AMs in academic writing. However, there was no significant difference between Ph.D. theses written by TAWs and NAWs. In other words, TAWs as L2 writers of English applied AMs with approximately the same overall frequency. We can assume that the linguistic requirements of the Ph.D. genre seemed to be more important than cultural-linguistic conventions for TAWs. Murillo (2012) claims that there has been a growing pressure for all academics to publish internationally in English. In our case, TAWs may consider their Ph.D. theses as a means of their recognition in both cultural and international disciplinary communities. MA and Ph.D. theses showed the same patterns in the use of AMs in the Turkish academic community in English language-related fields while the patterns were shaped differently in the native academic community. Possibly, NAWs may have had different awareness of themselves as academic writers in MA and Ph.D. theses. Regarding their semantic functions, we observed the examples of the three functions (*explicitating*, *implicitating*, and *paraphrasing*) and their sub-categories. The only category that was not seen in the corpus was the *glossing* sub-function of the *explicitating* category.

The findings of this study have some teaching implications for academic writing classes. Specialized corpora consisting of different academic genres in L1 and L2 English contexts may provide excellent materials for teaching appositions in academic classes. As we have seen in the present study, AMs fulfill various semantic functions in postgraduate genres. Thus, a closer investigation of these functions through corpus-based materials may assist novice, academic writers, to capture the functions

of AMs in cultural and disciplinary communities. When they are familiar with these functions, they may be able to develop their academic style within the conventions of their disciplines. To be credible members of their academic communities, academic writers need to make an original contribution to their field, which can be conveyed by the effective use of linguistic devices of academic genres.

The identification of certain linguistic devices in a corpus requires certain techniques, which Hunston (2010) calls 'keyword in context (KWIC), or the concordance line. This particular method highlights the search for repetition and co-occurrence. Through concordance programs, academic students may find instances of AMs in the corpora including samples of academic genres, and figure out the patterns and functions of AMs in academic contexts. They can also explore the preceding and following structures used with AMs.

Taken together, the results of the present study indicated that the use of AMs in postgraduate genres may vary depending on academic communities. The reasons for these variations may be examined in further corpus-based studies concentrating on various L1 and L2 English academic genres and registers. Through corpus-based studies, it is also possible to gain insights into the semantic functions of AMs across academic genres and disciplines.

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## LANGUAGE POLICIES IN EGYPT AND ALGERIA: CHALLENGES AND PROSPECTS

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### Abstract

Multilingualism is a global concept in language policies which has been identified as a source of integration, linguistic democracy and opportunities. However, language policies of some countries, especially in the Middle East and North Africa (MENA), tend to neglect these gains. This meta-analysis aimed to find out the linguistic situation in Egypt and Algeria as it relates to multilingualism. The study also purposed to unravel the probable challenges beclouding language policies in those countries. Egypt and Algeria are selected because they are both Arabic speaking countries, however, they have different perceptions about themselves within the Arab region. The articles used for the review were systematically selected through Google Scholar database. In order to have information about the latest developments in the language policies of both countries, only works published between 2014 to 2020 were selected for the study. The result of the study indicates that, against the linguistic realities in both countries, monolingualism still exists in their educational policies. But this tends to be more in Algeria than it is in Egypt. The finding also suggests that Arabization, diglossia, top-down approach to language policy, and poor implementation are the basic challenges besieging language policies in those countries.

### Introduction

Language policy in Egypt is strongly influenced by some factors, and mostly the issue of diglossia, quest for identity and then two parallel structure of education, including secular structures and the religious Al Azher structure (Abdel Latif, 2017; Ibrahim, 2017). This has undoubtedly raised the linguistic complexity in terms of implementation. Egypt is known for rich ancient cultural history, of which language is a core value. Historically, any attempt to divest it of this value was usually faced with resistance. For instance, the Arabization (Cook, 1999) policy is a form of protest to the perceived infiltration of the cultural heritage with the Western norms. But then, the Arabic, which is the official language in Egypt is faced with diglossia complexity. The language policy in Egypt acknowledges the Arabic High code which is mainly spoken in Urban area as the official language, at the expense of the Low code which is spoken by the majority of the rural dwellers, constitution higher percentage of the populace. This questions the multilingual dimension of language policy in Egypt.

Despite the initial negative perception towards English language in Egypt; as predicated by the global dominance of the language and other social dynamics, the role of English in Egypt has continued to advance. And consequently changes in language policy in education have projected improvements in the teaching of English language in Egypt (Abdel Latif, 2017).

Similarly, Algeria as another Middle East and North Africa (MENA) country has witnessed language policies encumbered with challenges not much different with those of neighbouring countries. Unlike the Egyptian counterpart, however, colonialism in Algeria made conspicuous language policies that ensured the dominance of French in the country, at the expense of other native languages (Djebbari, 2016). Language and cultural identities in Algeria are marked by the use of standard Arabic, Algerian, Arabic, Berber and French, and this has complicated the issue of language policy. This has seen concerted efforts from different regimes of government to make top-down planning that would streamline language use to accommodate the native languages (Zouir 2014). But then, the extent of the yielding of these policies is still questionable. This is because the Arabization rather brought about more disenfranchisement to many Algerians, linguistically; thereby negating the linguistic plurality in the country (Le Roux, 2017).

With the theme of linguistic plurality in Algeria, Classical Arabic is used as the national language, particularly in the media, the colloquial Arabic is used by the more populated rural dwellers; French given the historical antecedents, still remains the second language, or rather first foreign language, while English is the second foreign language (Medjahed, 2011). In view of the complex nexus of linguistic situations in Egypt and Algeria, this article paper aims to find out what researchers are saying about the linguistic situation in both countries, as it relates to multilingualism and monolingualism. It also wants to through research findings of the researchers glean the basic challenges of language policies in Egypt and Algeria. The study would achieve these aims by answering the following research questions:

1. What is research saying about the language situation in Egypt and Algeria in terms of multilingual and monolingual approaches?
2. What has research findings highlighted as the basic challenges of language policies in Egypt and Algeria?

### **The role of language policy in education and development**

Language policy has been identified to be a pivotal agency in shaping many spheres of a country's existence. In the first instance, understanding the concept of language policy is key to gleaning how relevant it is for education and development. Smolen (2016), citing Wolff, posits that language policy lays the ground for functional hierarchy of official language(s), national language(s), foreign language (s) and other languages spoken within the state, indicating their roles and the institutional support. Just like every other policy of the government, language policy is meant to add value to the education and other developmental strides of the state. An official language is a language that has been given legal backings to be used in the institutions of the government; national language may or may not be ascribed with legal status, but is used for wider communication, often the language of the majority (Smolen, 2016). Language planning which often defines the goals of language policy represents the efforts to manage, modify, or influence the regular use of language by individuals as part of the community. It can be inform of status planning or corpus planning (Bassiouney, 2014).

Language policy determines the instructional mode of a state, and it greatly influences people's access to education (Tollefson & Tsui, 2014). This implies that language policy dictates the educational tone of the state. Tollefson and Tsui (2014) markedly ascribe access and identity to language policy. Access here implies that it serves as the gatekeeper to the education of the country. This is more so because it aids the educational achievement of the learners (Tollefson & Tsui, 2014). For instance, some researchers have argued that when a child is taught sciences with the mother tongue, it



demystifies the mysteries therein, thereby giving the learner motivation for higher performance. Regarding identity, language is not only an access, but also a resource bearing the identity of the people. So, in the language policy, the government determines how much the people are valued by giving due recognition to their language. On this note, when the language policy foregrounds the internal language(s) of the people above the foreign one, the language policy is said to be having an endoglossic dimension, but when it favours the foreign language(s) (which may have been nationalised, as in many African countries), it is said to be exoglossic in nature (Smolen, 2016).

Apart from the state's decision, language policy can also exist at the family level, where parents and care givers make deliberate decision on the language(s) they want to raise their children with (Reay, 2020). Reay (2020) however, found out that many parents do not make this conscious decision as they raise their children. Nonetheless, the power in determining which languages would be used for instruction at different levels of educational domain, resides with the government. But teachers have a lot of roles to play on this (Crandall and Bailey, 2018). Sometimes, there is a kind of a mismatch between the paper policy and the implementation reality (Trudell & Piper, 2014). It therefore means that when dishing out language policy, all relevant stakeholders must be involved.

In recent times, with the digital innovations which have further compressed the supposed distant world, in order for language policy to enhance development, it has to be predicated on multilingualism (Kioko, 2016). This avails wider opportunity in terms of job for instance, and further engenders developmental partnership among countries. Multilingualism in language education is the new order of business and career opportunities (Crandall & Bailey, 2018).

### **The Linguistic Situation in Egypt**

For some decades now, researches on the language situation in Egypt have remained in a continuous flux. Many researchers have picked interest on the majorly diglossic situation that characterizes not only Egypt but also many other countries in the Arab world. For instance, Kindt and Kebede (2017) investigated on how the colloquial Arabic is written, and how people react to this development. The findings of the study were based on two surveys conducted in Greater Cairo (2013) and Greater Rabat (2015). The selection of participants was intentionally skewed to favour the elites, so as to ascertain their views, given that the colloquial Arabic is assumed to be the language of the illiterate. This is with a

total representative sample of 2450 in Cairo, and 959 in Rabat. The outcome of this study showed that the majority of the participants write with the colloquial Arabic (Ammiya and Darja) more regularly than the Classical Arabic and English. This outcome is antithetical to some previous studies who had claimed that the Colloquial Arabic is only spoken, by the illiterate majority and not documented. However, Kindt and Kebede (2017) admitted that there might be biases in the outcome, as associated with surveys. Kindt and Kebede's (2017) outcome is consistent with the position of Aboezz (2017) who maintained that a preponderant number of Egyptians are beginning to have a tolerant attitude towards the Colloquial Arabic otherwise known as the Egyptian Arabic. The reason put forward for this is that territorial nationalism is beginning to take precedence over the Arab world nationalism, thereby constituting a parallel linguistic situation between the Classical Arabic and the Colloquial Arabic on the vertical plane. The implication of this is that the Egyptian nationalists shunned the link with other Arabic world (Aboezz, 2017). Perhaps, this is because of the numeric strength, as Egypt is the most populous Arabic speaking country (Bassiouney, 2014).

Similarly, in a study by Yacoub (2015), three varieties of language were identified to be prominent in Egypt, namely, the Classic Arabic (CA), Egyptian Arabic Variety (EAV), and English Variety (EV). Beyond the linguistic complexity of diglossia, the study further reveals the negative perception that the people have about the existence of CA with the assumption that it is the major reason behind the general backwardness of the Arab world. As a result, the people keep propagating the use of the Egyptian Variety, especially as enhanced by the nuances in the technology. As for the increasing use of English language in Egypt, its antecedent with the British colonial rule in Egypt between 1882-1922 quickly comes to the fore (Yacoub, 2015). The colonizers implicitly set policies that favoured the use of English in Egypt. In addition, globalization has inadvertently kept English in a vintage position, where it is now considered across the globe as the language of prestige. More so, a lot of job opportunities are exclusively associated with the use of English. Little wonder, Yacoub (2015) acknowledges that almost all streets of Cairo are replete with centres where people of all ages besiege for the learning of the English language. Other salient submissions by Yacoub (2015) are that there is often code mixing and code switching by the users of CA and EAV, and then the firmness of CA owing to its religious leaning; as it is the language of the Quran.

In order to highlight on the linguistic situation in Egypt, Bassiouney (2014) investigated on the relationship between language and identity in Egypt. The study used data from Newspapers, journal articles, and archives. The study revealed that Egypt is particularly unique among other Arab nations, and sees herself as the centre of civilization, and therefore should take the leading role in the entire Arab world. Providing insight into the language plurality in Egypt, Bassiouney, (2014), lists the languages being used in Egypt as follows, the Standard Arabic (official language), Egyptian colloquial Arabic, with different varieties, Nubian, Bedja and Siwi. These are in addition to English which now serves as number one foreign language. Another insight provided by Bassiouney (2014) is the role of Arabization in the course of defining identity. Between 1882-1952, Arabic and English served as an official language. But as a result of Arabization which also cut across other Arabic speaking countries, English lost that status (Bassiouney, 2014). It is noteworthy too, that the Classic Arabic, too, is perceived as an imposed language as it is a legacy of the Arab conquest of Egypt. This thus justifies why an average Egyptian prefers the Egyptian Colloquial Arabic.

In 1945, the teaching of English at the primary stage of Egyptian education was cancelled so as to give room for the overwhelming Arabization (Abdel Latif, 2017). However, since then, the Egyptian Ministry of Education has had to take series of policy reforms to improve on the teaching of the English language. For instance, establishing special schools that provides intensive English instruction, introducing English education for primary graders, and adopting new policies in English language teacher recruitment and education (Abdel Latif, 2017), are all geared towards meeting the yearning of the people. In addition, there have been curricular reforms in English, changes in the use of English textbooks, for instance. On the whole, there has been an increased attention paid to the teaching of English in Egypt, which implies that language policy is geared towards multilingualism. These reforms, however, are only noticeable at the primary level of education (Abdel Latif, 2017).

### **The Linguistic Situation in Algeria**

In the Algerian context, the major factors that shape the language policy are colonization, Arabization, diglossia, globalization and the search for identity (Khelloul & Benmaghrouzi, 2020 Le Roux, 2017, Ouahmiche et al., 2017, Meghaghi, 2016; Negadi, 2015; Bagui, 2014; Benrabah, 2014).

Ouahmiche et al (2017) reflected in the linguistic landscape and the prospects of English language teaching in Algeria, and submitted that the Algerian landscape is typically characterised by four major languages: Arabic, which is sub-divided into two varieties, Standard Arabic (being the national and the sole official language of the country), the dialectical Algerian Arabic; Tamazight (an indigenous language also serving as a national language), and French, the ex-colonizers' language. Besides, other languages commonly used in Algeria are English, German, Spanish, Italian, Turkish, Russian, and Chinese. However, Ouahmiche and colleagues maintain that English is gradually taking the place of French in the country, given that learners are having a more positive disposition towards English than French. This may not be unconnected with globalization, which has basically favoured English language more than any other language. Meziani (2018) did a descriptive diachronic study of the linguistic situation in Algeria. The researcher, after a critical investigation came to the conclusion that almost all the speech contact phenomena that presently exists in Algeria, ranging from bilingualism, diglossia, code switching, and borrowing are a reflection of the past linguistic strategies, majorly orchestrated by invasions. In the same vein, Meghaghi (2016) researched on the issue of language contact in Algeria. A salient submission of the study is that languages spoken by bilinguals are often altered in a way that the outcome of the alteration becomes distinct from the internal changes within the monolingual communities. More succinctly, what the researcher implies is that with the long historical existence of French in Algeria, it has been domesticated to the extent that the users often switch from French to Arabic in the course of their conversations. This linguistic reality is also underscored by Bagui (2014) who posits that code switching from French to Arabic further extends the complexity of diglossia in Algeria.

Bagui and Babou (2019) carried out an empirical study of language policy and education in Algeria, following a sociolinguistic interpretation. The major thrust of the study was to examine how diglossia impacts on formal education. It also examined the language policy in Algeria, with focus on the medium of instruction. The study used a mixed method of collecting data through recording classroom observation, questionnaires, and interviews. Findings from the study show the following: The Arabic language teachers indicate a diglossic switching towards the colloquial Arabic. In particular, there is a form of a middle variety, in between the Classic Arabic and Colloquial Arabic, which is common amongst the teachers in the classroom. One reason adduced for teachers' incessant switch of codes is due to poor proficiency of the pupils on Classic Arabic. The implication of this outcome is that the diglossic situation in Algeria is not only limited to the informal use of the language, but also in classroom situations. Language policy direction found itself in a complex dilemma after independence in Algeria. The question was whether to use French or Arabic as a medium of instruction in schools. Following the Arabization policy, Classic Arabic was adopted. However, even ministry officials have acknowledged the inimical effect of this policy as it has affected the performance of learners. As a result, Algeria is moving towards multilingualism, where French and the colloquial Arabic are also used in the classroom for instructional purposes (Bagui & Babou, 2019).

Daoudi (2018) explores on the complexity of the language question in Algeria, and reveals that unlike the hard power of the colonizers of Algeria, who forcefully imposed their language, the post-independence era has experienced a soft power dimension that glided from Arabization, Islamization, to globalization. While the Arabization has a predilection for a monolingual community, globalisation is gearing towards multilingualism. In this perspective, we draw insight from the empirical study by Bouhmama (2019) on the comparison of students' language use and attitudes towards Modern

Standard Arabic (MSA) and English at Al-Ain University (UAE) and MSA and French at Tlemcen University, Algeria. The study used mixed methods in the collection of data, and the analysis of the data showed that the students in the Algerian University, although show more positive attitude towards the MSA, yet indicate a high level of use of French as a foreign language. The participants also displayed moderate attitudes towards the colloquial Arabic in the classroom. Following the trend of globalization and its linguistic agency-English, Negadi (2015) forecloses how French has become the bedrock for students' learning of English, through the means of transfer. This therefore implies that L2 can facilitate L3 learning.

According to the study by Le Roux (2019), language policy in Algeria is summed up by the Arabization project, which since independence has concertedly attempted to crystallize a monolingual society using the Classical Arabic. However, the study gives insights that the sociolinguistic realities in Algerian educational system prove otherwise. For instance, at the higher institution, Arabic is ill equipped for modern sciences and even literature. Teachers are grappling with a lack of materials. As a result, a larger number of the students prefer the use of French as a medium of instruction. The fact is that the Arabization project is rather divesting Algeria of her identity, and is keeping education in a bad shape (Le Roux, 2019). The policy makers have to acknowledge the sociolinguistic reality of multilingualism instead of the anti-people Arabisation policy which has a predilection for monolingualism.

## **Methodology**

### **Retrieval of studies**

The reporting items for a systematic review and meta-analysis checklist protocol were used for this review. The systematic review of published works, and few post graduate theses on empirical and theoretical studies was conducted by adapting the Google Scholar database. The following search terms were used for the search: "language policy", "multilingualism", "linguistic situation" "Egypt", "Algeria". The robustness of the Google scholar database gave access to all the relevant works used for the study, as there was a rich supply of literature that resulted in overarching materials for the meta-analysis. In order to ensure currency, and to have a full grasp of the present situations in the two contexts of the study, only works that date between 2014 and 2020 were selected. This is more so because interests in the linguistic situation in the two countries in the research discourse have increased within the period.

### **Inclusion Criteria and Exclusion Criteria**

For Egyptian context, before the time frame filter was applied, a total of 203 hits was recorded, while for Algerian context, it was 255. The application of time frame filter reduced it to 48 and 53 in Egypt and Algeria, respectively. The abstracts of these works were read and the inclusion and exclusion criteria were applied. For any work to be selected for this review, it must meet the following conditions

#### **Inclusion Criteria**

- a) The work was published between 2014 and 2020

- b) The study focused on language policy and/or planning
- c) The study was focused on either Egypt or Algeria
- d) The study was published in English language

### 3.4 Exclusion Criteria:

- a) The study was published earlier than 2014
- b) The study did not focus on language policy and/or planning
- c) The study did not focus on Egypt or Algeria
- d) The study was not published in English language.

**Table 1:** Search results for Egyptian context

Database	Keywords	Filter	Hits
Google Scholar	Egypt, language policy	---	56
		2014-2020	12
Google Scholar	Egypt, multilingualism	---	54
		2014-2020	8
Google Scholar	Egypt, linguistic situation	---	93
		2014-2020	28

**Table 2.** Search result for Algerian context

Database	Keywords	Filter	Hits
Google Scholar	Algeria, language policy	---	61
		2014-2020	15
Google Scholar	Algeria, multilingualism	---	44
		2014-2020	11
Google Scholar	Algeria, linguistic situation	---	27

To further ensure a systematic process, the selected articles were exported and organized in the reference system program, Endnote. For the articles to be analysed, they were illustrated in a chart that contains the research objectives and questions, theoretical framework, and the methodology for each study. Consequently, the results of the articles were identified. In order to answer the second research question of this meta-analysis, and then extrapolate the similarities and differences in Egyptian and Algerian research results, the identified studies were analysed based on the prevailing topics discussed in the articles.



## Results

The aim of this study is to find out the linguistic situation in Egypt and Algeria in relation to multilingualism and monolingualism; and then find out what researches are saying about the challenges of language policy in both countries. Firstly, the identified studies from the two countries are listed below:

### Identified Studies

For the Egyptian context, a total of five studies merited the inclusion criteria and were selected for the meta-analysis thus:

- a) Bassiouney (2014). Language and identity in modern Egypt
- b) Yacoub (2015). The Diglossic situation of Arabic language in Egypt: is the low variety planned to get standardized
- c) Aboelezz (2017). The Arabic language and political ideology
- d) Kindt and Kebede (2017). A language for the people? Quantitative indicators of written darija and ammiyya in Cairo and Rabat
- e) Abdel Latif (2018). English language teaching research in Egypt: trends and challenges

Ten studies matched the inclusion criteria for the Algerian context

- a) Benrabah (2014). Competition between four “world” languages in Algeria
- b) Bagui (2014). Aspects of diglossic code switching situations: a sociolinguistic interpretation
- c) Negadi (2015). Learning English in Algeria through French-based background proficiency
- d) Meghaghi (2016). Language contact in Algeria
- e) Daoudi (2017). Multilingualism in Algeria: between ‘soft power’, ‘Arabization’, ‘Islamization’, and globalisation
- f) Ouahmiche et al (2017). Reflections of the linguistic landscape and the prospects of English language teaching in Algeria
- g) Le Roux (2017). Language in education in Algeria: a historical vignette of a ‘most severe’ sociolinguistic problem
- h) Bouhmama (2019). A comparative study of students’ language uses and attitudes towards MSA and English in Al-Ain University (UAE) and MSA and French in the Tlemcen University (Algeria)
- i) Meziani (2018). A descriptive diachronic study of the linguistic situation of Algeria
- j) Khelloul and Benmaghrouzi (2020). The linguistic history and the ideological inhibitions in foreign language context in the post-independence Algeria

The illustration above shows that the majority of the articles were published in the year 2017. This may not be unconnected with the language reform in education that took place particularly in the context in that year. Again, the majority of the studies from both countries have the idea of

Arabization and diglossia in common. However, while the studies from Egypt are more concerned about the true identity of the Egyptians vis-à-vis their languages, those of Algeria have the focus description of the linguistic situation vis-à-vis the language policy. Aboezez (2017) had argued that Egypt perceives itself as the centre of civilization in the whole Arab world, Bassiouney, (2014) attributes this to the numeric strength of Egypt among other Arabic speaking countries.

**Table 3.** Research focus of the included studies

Research focus	Egypt	Algeria
National language policy/multilingualism	2	4
Perception of learners of the language used	1	3
Linguistic situation (Arabization & Diglossia)	2	3

A critical look on the content of the analysed articles for both countries can reveal four subtopics thus: Arabization, Diglossia, awareness of multilingualism, and the place of foreign language(s).

### Arabization

One basic factor that influenced language policy in the Middle East and North Africa, Egypt and Algeria in particular is the process of undoing colonial legacies in order to restore Islamic values, which is known as Arabization. Almost all the articles reviewed are in agreement that this has affected language pluralism in those countries (Abdel Latif, 2018, Kindt & Kebede 2017; Le Roux, 2017, Bagui, 2014). However, it is observed that this project affected language policy more adversely in Algeria than in Egypt as the language policy tends to be more monolingual. Le Roux (2017) found out that after the independence of Algeria in 1962, Arabization efforts were used as a vehicle to eliminate all traces of gallicisation, and then ensure national unity. The researcher argued that this project ended up alienating the Algerians linguistically. As Bagui (2014) found out, after the Algerian independence, the policy makers imposed Classic Arabic as the only official language, so as to elbow out French which had been the official language during the colonial rule. Bassiouney (2014) also found out how the same policy was implemented in Egypt after independence to ensure that Arabic displaces the use English.

### Diglossia

This is another common factor among all the articles reviewed. It defines a situation where two varieties of a particular exist, one being regarded as the standard, and the other as the substandard. Egypt and Algeria are both Arabic speaking countries, and diglossia is common to Arabic. Kindt and Kebede (2017) investigated on how people react to the use of the colloquial Arabic in Egypt, also known as the Egyptian variety. The participants were teachers and learners. The study reported that teachers and learners are beginning to use the Egyptian variety in the classrooms. This goes to say that the users are conscious of the linguistic plurality. This consciousness is also revealed in the study by Bassiouney (2014), where he found out that the Egyptians also perceive the Classic Arabic as an imposed language, being that it is a legacy of the Arab conquest. Bagui and Babou (2019) carried out an empirical study of language policy and education in Algeria, following a sociolinguistic interpretation. The major thrust of the study was to examine how diglossia impacts on formal

education. The finding of the study showed that the colloquial Arabic is gaining more influence as it is beginning to be used by teachers and students in the classroom.

### **Awareness of Multilingualism**

Both Egypt and Algeria represent typical plural linguistic societies. However, it is found that the language policy is still grappling with this fact. In Egypt, the study by Bassiouney (2014) indicate that the nationalists are beginning to acknowledge this fact as they tend to incline towards territorial nationalism than regional nationalism, as defined by the Arab world. The Arab world is interested in a monolingual society where only the Classic Arabic that preserves the religious virtue is being used. In contrast, the study by Yacoub (2015) found out that three varieties of language prominently exist in Egypt. These include the Classic Arabic (CA), Egyptian Arabic Variety (EAV), and English Variety (EV). According to Yacoub (2015), these varieties have a visible presence in the Egyptian educational setting. In concurrence, Bassiouney (2014) lists the languages being used in Egypt as follows, the Standard Arabic (official language), Egyptian colloquial Arabic, with different varieties, Nubian, Bedja and Siwi. These are in addition to English which now serves as number one foreign language. However, for the fact that the policy makers still solely acknowledge Classic Arabic as the official language, there is still a gap in the language policy as it relates to the plural linguistic society of Egypt.

In Algeria, the linguistic situation proves multilingualism, however, the manner for which the government goes about the Arabization policy, which is more like the French assimilation process during the colonial rule, the language plurality is being stifled.

### **The Place of Foreign Language**

Despite the Arabization project in both countries, foreign languages are deep rooted. The major foreign language in Egypt is English, while in Algeria, it is French. The study by Abdel Latif (2017) gives us insight into the place of English as a major foreign language in Egypt. Following a diachronic perspective, the researcher found that the teaching of English in primary schools was out rightly cancelled in Egypt in 1945 so as to facilitate the Arabization project. The researcher, however found that since then, the perception towards English has evolved as English continues to occupy global dominance, to the extent even the government now have special schools for intensive English lessons for pupils. This is because parents are in high demand that their wards be taught English as it gives more opportunity to the child. On his own, Yacoub, (2015) found out that British colonial rule in Egypt has domesticated the language to the extent that the majority of Egyptians are in love with it. In the case of Algeria, the study by Le Roux (2019), which investigated language use at the tertiary institution in Algeria, revealed that although the policy recommends that only the Classical Arabic be used as a medium of instruction, however, with the difficulty of accessing reading materials, especially in sciences, teachers and students are left with no other option than to be using French. Besides, the study found out that both teachers and students have more positive perceptions towards French than Arabic. The study by Bouhmama (2019) at Tlemcen University, Algeria further affirms that there is a high level of use of French by the students. Ouahmiche et al (2017) found out that although French is deeply rooted to the extent that Algerians code-switch between Arabic and French, English is gradually assuming the role of the major foreign language in Algeria. This is not unconnected with the hegemonic capacity English across the globe as the language of technology.

Similarly, the study by Bagui and Babou (2019) where secondary school teachers were observed and interviewed showed that not only that Arabic teachers were code switching between Classic Arabic to the Algerian Arabic, the researchers also observed that French was also being used in the school for instruction, in some instances, which is contrary to the educational language policy.

## **Conclusion**

This meta-analysis has painstakingly analysed the language situation in Egypt and Algeria through the lens of the previous researchers. A common finding amongst all the researchers is that although the countries reflect multilingual societies, whereby two or more languages are being used by the people, the educational language policies do not conspicuously recognize this fact. The policy tends to only recognize Classic Arabic as the medium of instruction in schools. However, the reality on the ground is that it is difficult for teachers to wholly implement this policy because the people prefer the colloquial Arabic and sometimes the foreign language. In comparison, of the two countries, research findings indicate that this is higher in Algeria, where the government is still making efforts to keep to the Arabization policy. In Egypt, it is found that although, the Classic Arabic still holds sway, and the language policy is beginning to come to terms with plural linguistic society as they are. This is mainly because unlike many other Arab nations, Egypt is no longer pursuing the Arabization project seriously. The reason is that as a result of identity it gives herself as the centre of civilization amongst other Arabic speaking countries, and as matter of fact, the most populated, it is beginning to pursue more territorial nationalism than the regional nationalism, unlike the Algerian counterpart. As a result, Egypt is broadening the language policy to accommodate not only the colloquial Arabic, but also English language.

The studies reviewed commonly show that minority languages have no defined place in the language policies. This can be attributed to the hegemony of colonial legacies and the Arabization project. For instance, in Egypt, Nubia, Bedja and Siwi are minority languages, and are not equipped to be used as a medium of instruction, as it lacks codification, and books written in it. Although, the language policy acknowledges that mother tongue can be used to teach the learners at the earliest level of education, its implementation is difficult for the teachers, for lack of materials. This brings us to another general finding among the works reviewed, that the implementation realities in both countries do not match with paper policy. For instance, where the policy has given recognition to only the Classic Arabic to be used as a medium of instruction up to the university level, the reality is that both teachers and students are more at home by using French. This is because they can access more materials in French than in Arabic, and French more or less defines their social lives. The implication is that language policy should reflect the yearnings of the people and not imposed; as, the language belongs to the people, and not otherwise.

In sum, apart from the Arabization project, other challenges facing language policies in Egypt and Algeria are the issue of deflation, top down policies, and the concomitant poor implementation of the policies.

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## **ACTION RESEARCH AS A TOOL FOR CHANGE FOR THE EFL INSTRUCTORS' CONCEPTUALIZATION OF AN EFFECTIVE TEACHER**

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### **Abstract**

When the assets of doing action research in terms of empowering and emancipating teachers are considered together with the dynamic relationship between teacher agency and effectiveness, the current study aims to explore the impacts of conducting action research on EFL instructors' conceptualization of an effective teacher. It is a qualitative study and the participants are seven EFL instructors working at a state university. As data gathering instruments, repertory grids, semi-structured interviews and observation technique were used. Before conducting action research, the participants were given repertory grids in order to explore their constructions of an effective teacher. Follow-up interviews and observation technique were utilized to validate the findings. After the action research procedure, which lasted for six weeks, repertory grids were administered again followed by semi-structured interviews and classroom observations to find out the impacts of conducting action research on their constructions of an effective teacher. The results revealed that although five out of seven participants' repertory grids illustrated significant changes, all of the participants reorganised their thoughts on the qualities of an effective teacher.

### **Introduction**

With the rise of the teacher-guided Professional Development (PD) activities such as action research and reflective teaching, the requirement for continuous teacher education has a new focus (Richards and Farrell, 2005). Since it is considered to be a potentially beneficial form of professional development enhancing the improvement of professional practice, engaging in research is widely recommend to language teachers.

Action research can be a tool to bridge the gap between research and teaching. Although action research was inspired by Dewey's (1929) ideas about continuous education, it emerged with Lewin (1946), who regarded it as an alternative to positivistic research. Initially, its potential to empower and emancipate participants via cycles of reform based on reflection and action was emphasized. Nevertheless, more recently its contribution to an individual teacher's professional self-development has been highlighted (Burns, 1999; Rainey, 2000). Burns (1999) summarized certain features of action research as follows:

1. Action research is contextual, small-scale and localized-it identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for

change. (p.30)

Teacher effectiveness is defined as “the capacity of a given teacher to lead their students to sustained achievement gains” by the World Bank (p. 16). It has been indicated in many studies that teacher effectiveness is a significant factor which affects the students’ achievement (Ketsman, 2012; Yilmaz, 2011). Hence, characteristics of effective teaching and effective teacher need to be investigated because if teachers and teacher educators are informed about them, it may help the improvement of practices (Park & Lee, 2006). However, the qualitative nature of 'being effective' has made it difficult to reach a definite list of characteristics of an 'effective' instructor.

Considering the significance of conducting teacher research and action research regarding the professional growth of the teachers together with the concept of effective teacher, the current study aims to investigate the impact of conducting action research on the perceptions of EFL instructors regarding an effective teacher.

The results of the study are believed to have contributions to both teacher education, in-service training and professional development programs. There are various studies regarding the two different parameters of the current study namely action research and effective teacher. However, to my knowledge, the number of studies investigating how conducting action research affects the perceptions of EFL instructors working at a state university on an effective teacher is limited.

The research questions of the study are as follows:

1. How do the participant teachers conceptualize the qualities of an effective teacher before involving in action research?
2. Can we detect any changes in the way the instructors perceive an effective teacher after involving in action research?

### **Related Studies**

Yuan and Hu (2018) investigated the qualities of effective EFL language teacher educators from the perspectives of pre- and in-service teachers at a university in China. Data was gathered from focus group interviews and the findings of the study demonstrated the perceived qualities of effective language teacher educators, including, in the words of some of the participants, being ‘fountains of knowledge’, having ‘eyes on the stars and feet on the ground’, and ‘providing a personal touch’.

Göksel and Söylemez (2018) explored English EFL pre-service teachers’ conceptions of the characteristics of an effective EFL teacher. The data were collected through concept maps from a group of EFL pre-service teachers attending the same teacher-education program, focus group interviews with 20 pre-service teachers selected randomly from the participant group, and the researcher’s notes taken throughout the study. The results showed that the most important characteristics was having the necessary language skills to be able to use English fluently and accurately in the classroom. Moreover, being patient, helpful and humorous with good relationships with their students were also mentioned.

Kim et. al. (2021) interviewed 23 teachers to find out their opinions on the qualities of an effective teacher during the pandemic. As a result they identified two themes namely; caring for pupil wellbeing, and dealing with uncertainty which gained importance during the pandemic.

Cabaroğlu (2014) explored the impact of action research on English language teacher candidates' self-efficacy beliefs in a 14-week course in which action research was utilised. Self-efficacy scales, reflective journals and a course evaluation form were utilized as data gathering instruments. The results revealed that the participants experienced growth in teaching efficacies, increased self-awareness, improved problem-solving skills and enhanced autonomous learning. These results show that action research is a valuable tool to develop pre-service English language teacher candidates' self-efficacy.

Castro Garcés and Martínez Granada (2016) studied the impact of conducting collaborative action research on the professional development of in-service and pre-service teachers in a BA in English program through journals, surveys, and meeting proceedings of collaborative sessions. As a result they found that the process contributed to the professional development of the participants.

In a nutshell, while the findings of the studies on teacher effectiveness before the pandemic focused on personality features and teacher-student relationship, the features such as dealing with uncertainty and pupil's wellbeing emerged during the online teaching process. Regarding the findings of the action research studies, it is observed that the action research procedure has added to the professional growth of the teachers.

## **Methodology**

A qualitative research design which is based on interpretive paradigm was used in the study. The study is an exploratory case study. The need to use case studies emerge when an empirical inquiry must examine a contemporary phenomenon in its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. (Yin, 1981).

The study is also based on Kelly's (1955) personal construct psychology, which proposes that internal constructs form each person's individual sense and reality and we construe the world using these constructs.

## **Sampling**

Criterion sampling which is a kind of purposive sampling technique belonging to non-probability sampling techniques, is used for the selection of the participants. In the current study, the participants are seven EFL instructors who work at the same institution. Moreover, their students' profiles are similar in age and level of English. All these features make them suitable to the scope of the study. All of the participants are females and their ages range from 31 to 44, and their years of experience range from 8 to 21 years. Instead of real names pseudonyms which the participants chose were used.

Demographic information about the participants can be seen in table 1 below.

Table 1

*Demographic information about the participants*

Participant	Sex	Age	Years of experience	Institution
Sea	Female	39	16	State University
Astronaut	Female	32	11	State University
Elly	Female	32	9	State University
Blueberry	Female	45	22	State University
Tobe	Female	38	16	State University
Melisa	Female	42	20	State University
Ginger	Female	38	15	State University

Data Collecting Tools and Data Analysis

Repertory grid technique, a non-directive elicitation technique is used to reveal the constructions of the participants regarding an effective teacher before and after conducting action research. Rep Plus V1.1 Program was used to analyse the participant teachers' time 1 and time 2 repertory grids via FOCUS and EXCHANGE analyses. Moreover, the constructs and high priority constructs and follow-up interviews were analysed using content analysis.

Furthermore, to get a deeper and more detailed understanding of the constructions of the participants semi-structured interviews and lesson observation technique are used before and after conducting action research. In order to analyse the data gathered through semi-structured interviews and observations, content analysis technique is used.

Action Research Procedure

The participants were informed on the action research procedure. The researcher gave a presentation on the concept, aims and practice of the action research procedure. Then, the participants decided on a problem in their classrooms and started the action research procedure.

During the practice, the researcher met them twice a month and they reflected on their study. The practice lasted for 6 weeks. At the end of the procedure the participants presented their studies and shared their experiences. In this paper, we focus only on one of the participants' data, Elly's.

**Findings**

In order to understand the personal constructs of the EFL instructors regarding the qualities of an effective teacher before and after conducting action research, the repertory grids were analysed through FOCUS and EXCHANGE analyses. Although there were seven participants in the study, Elly's results will be presented in this section since she is the participant whose repertory grid revealed the most



significant changes.

Elly's FOCUS grid analysis before conducting action research can be seen in figure 1.

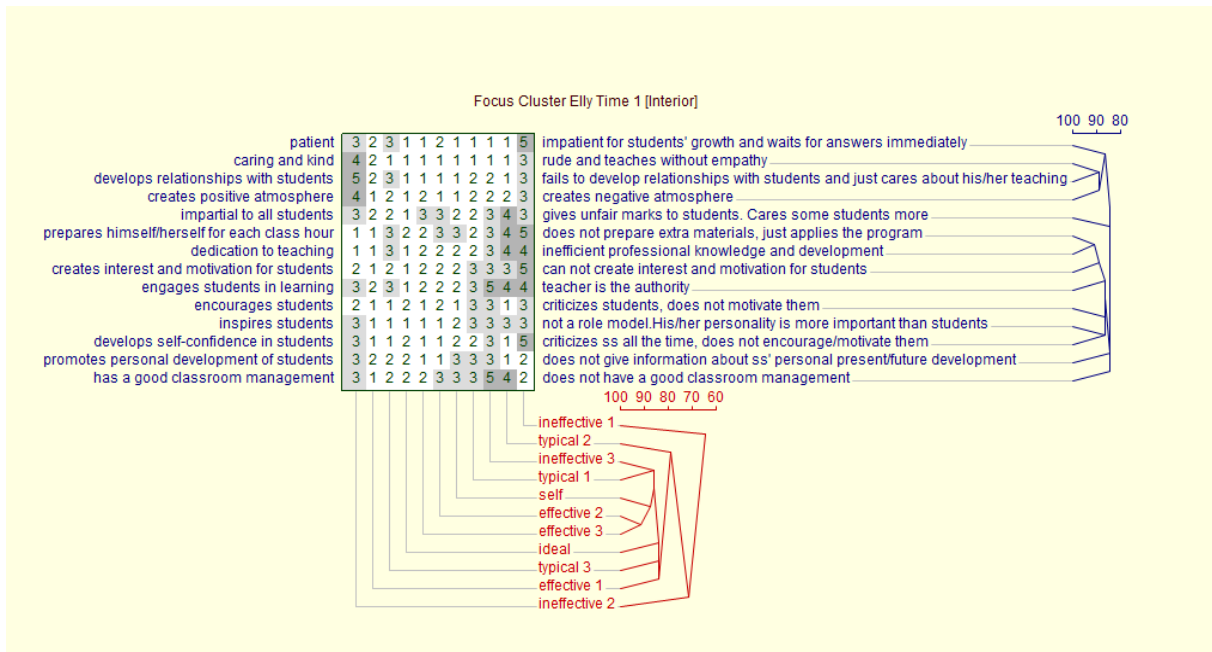


Figure 1 Elly's FOCUS grid analysis before conducting action research

The grid data of Elly at Time 1 consists of fourteen constructs and eleven elements. The constructs constituting the first pair associate at about 90% match level, and includes the constructs “caring and kind” and “develops relationships with students” which are also two of her high priority constructs. This link reveals that Elly thinks a teacher who is caring and kind will probably create positive atmosphere in the classroom.

The second pair which is a tighter match with nearly 95% level, involves the constructs “prepares himself/herself for each class hour” and “dedication to teaching”. Drawing on the established link, we can infer that according to Elly, a teacher who prepares himself/herself for each class hour is also dedicated to teaching. When asked if she thinks teachers should come to the classroom prepared and how it is related to being a dedicated teacher, she replied:

**Extract 1**

It is a positive thing. I'm kind of in the middle because I think that you should get prepared for warm-up and for post activities because it's also important as well as the main teaching. Because you practice with them so yeah I can say that, it is more related to being a dedicated teacher.

Finally, the constructs “inspires students” and “develops self confidence in students” form a relatively loose pair which associates at about nearly 90% level. This indicates that she thinks a teacher who inspires students will also develop self-confidence in students.

In the element links at Time 1, it is observed that there is a main element cluster and two sub-clusters with one tight, one relatively looser pair, and six isolate elements. It is observed in the grid that she does not associate her ideal teacher to other teachers. Moreover, although she is in the same cluster

with two of her effective teachers (E2 and E3), she does not link herself with any of the teachers which shows that she needs time to improve herself.

Her lesson observation report at Time 1 illustrates that eight constructs out of fourteen could be observed during the lesson. All of her high priority constructs except “creates interest and motivation” could also be observed.

Elly’s FOCUS grid analysis after conducting action research can be seen in figure 2.

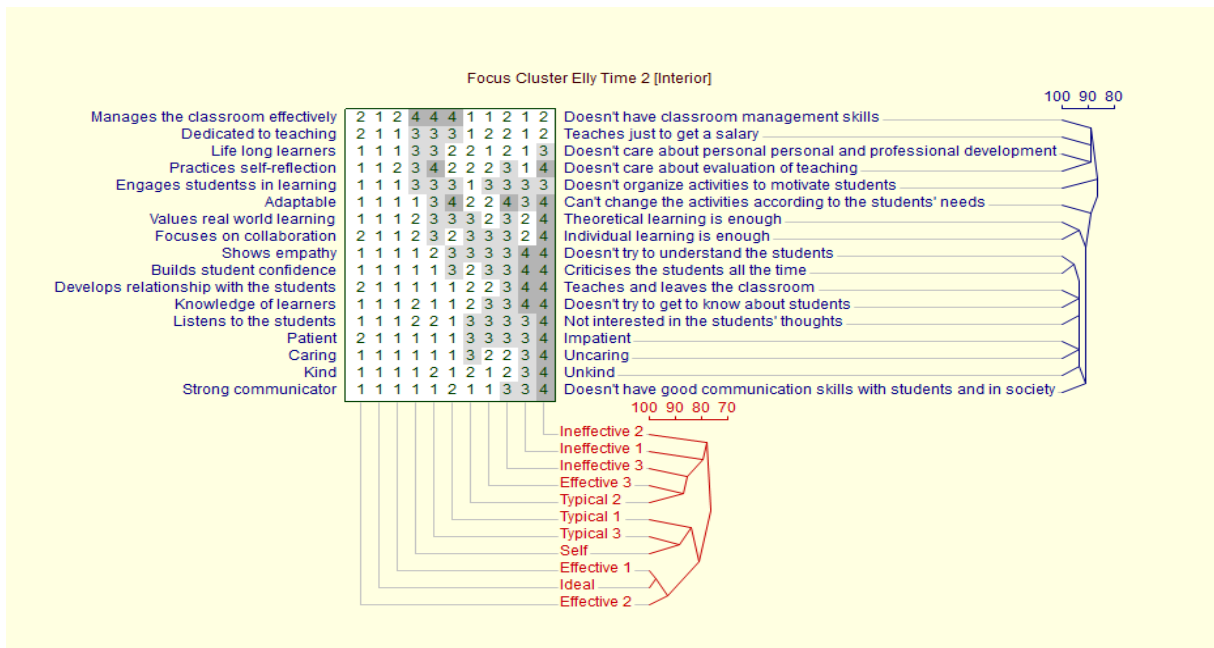


Figure 2 Elly’s FOCUS grid analysis after conducting action research

The grid data of Elly at Time 2 consists of seventeen constructs and eleven elements. The first pair is a loose one associating at about 90% includes the constructs “life-long learners” and “practices self-reflection”. This shows that Elly believes that there is a link between being life-long learners and practicing self-reflection.

Besides, Figure 2 displays that another pair is formed by the constructs “values real world learning”, which is among her high priority constructs, and “focuses on collaboration” matching at around 95% level. Drawing on the established link, she seems to think that teachers who value real world learning will focus on collaboration. She elaborated on this link as follows:

**Extract 2:**

We shouldn’t think English apart from real life it’s not like the history lesson because we use it in real life so we should think about their real life situations while we are teaching. Moreover, if you focus on collaboration more to value real life we can create real life situations by means of collaboration.

The third pair, which is a rather tight match, associates at about 98% match level and includes the constructs “shows empathy”, which is one of her high priority constructs, and “builds students’ confidence”. Elly seems to think that a teacher who shows empathy will build students’ confidence.

Moreover, the constructs “develops relationship with students” and “knowledge of learners”

form a tight pair associating at about 95% level. This suggests that Elly believes that a teacher who develops relationship with students will have knowledge of learners.

The last pair is also a tight match with about 95% match level and includes the constructs “patient” and “caring”. Elly seems to believe that being patient and caring are linked to each other.

In the element links at Time 2, it is observed that there is a main element cluster with two rather loose pairs, a relatively tighter one and five isolate elements. Furthermore, we observe that Elly matches herself with one of her typical teachers (T3), which suggests that she and T3 share somehow similar characteristics.

Her lesson observation report at Time 2 illustrates that twelve constructs out of seventeen could be observed during the lesson. All of her high priority constructs except “values real-world learning” could also be observed.

The EXCHANGE analysis which compares Elly’s Time 1 and Time 2 grids can be seen in figure 3.

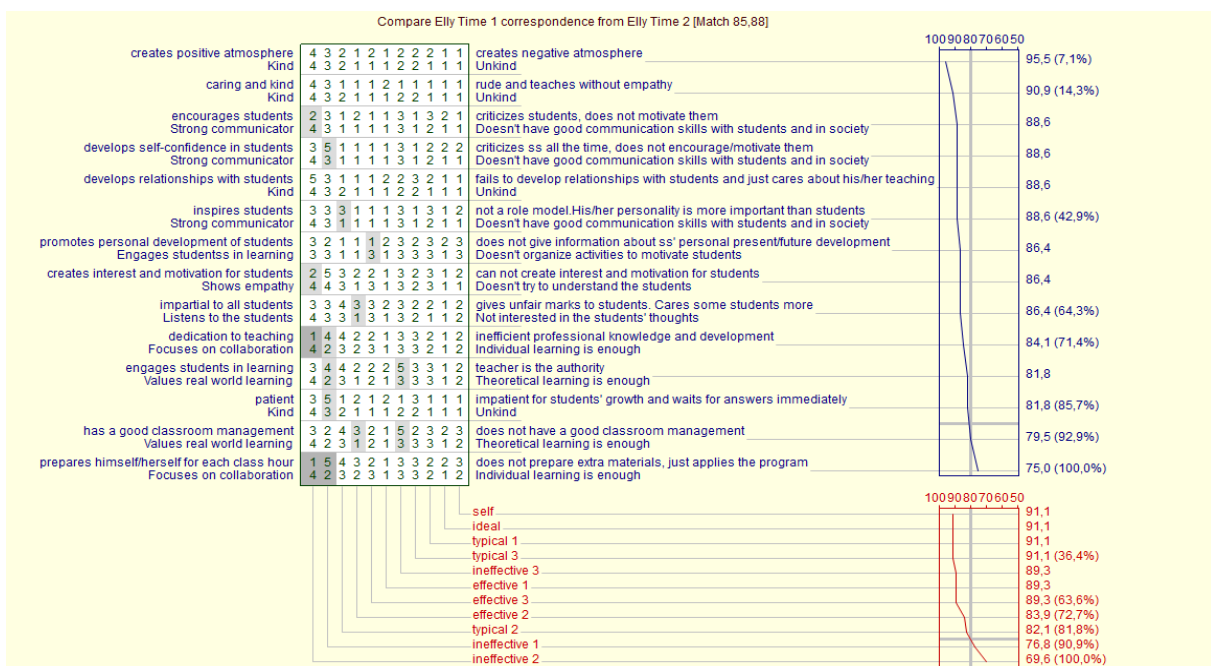


Figure 3 EXCHANGE analysis comparing Elly’s Time 1 and Time 2 grids

The Exchange analysis of Elly’s grids at Time 1 and Time 2 (see Figure 9) reveals that the overall element and construct consensus is 85.88% over 80% match level.

It is observed that there seems to be significant structural changes in four of Elly’s constructs which are “has a good classroom management”, “values real world learning”, “prepares himself/herself for each class hour” and “focuses on collaboration”.

At the beginning of the study, the construct “has a good classroom management” was an isolate construct. In her second grid she cited this construct as “manages the classroom effectively” and although it does not associate with the other constructs, it is observed to be in the same cluster with “dedicated to teaching”, “life-long learners” and “practices self-reflection”.

Moreover, the construct “values real world learning” was not involved in her first grid. However, in her second grid, it forms a tight match with “focuses on collaboration” at 95% match level and she included it among her high priority constructs.

In addition, at the beginning of the study while the construct “prepares himself/herself for each class hour” forms a tight match with “dedication to teaching” at about 95% match level, at the end of the study this construct was not included in her grid. Finally, although she did not cite the construct “focuses on collaboration” in her first grid, it is noticed that it forms a tight match with the construct “values real world learning” in her second one.

Regarding the changes in the element links, there seems a statistically significant change in two of her ineffective teachers (I1 and I2). Although these two elements were isolate in her first grid, her second grid reveals that they form a cluster with I3, E3 and T2.

Another evidence of this change can be the number of matching constructs at the beginning and at the end of the study. While in her first grid there were three matching constructs, in her second grid five matches were observed. In conclusion, it is clear that some of Elly’s constructs and the links between her elements have changed regarding the way she construes an effective teacher during the study.

Finally, when asked about her how the action research procedure affected her ideas regarding an effective teacher, s

he stated:

### **Extract 3**

I mentioned self-reflection in my second grid. It affected my ideas in that way. If we want we can really self-reflect on our teaching, what we are teaching and how we can teach better so I tried it in my action research. I saw that I managed. I somehow contributed to my students’ English language improvement so we can change some missing things and we can contribute to students’ language development and also I saw that I can complete what I couldn’t give to my students thanks to action research. I mean I can find ways.

### **Content Analysis of the Constructs**

The content analysis of Elly’s constructs at Time 1 and Time revealed that while she cited 14 constructs at Time 1, she noted 17 constructs regarding the features of an effective teacher at the end of the study. Four categories were determined and the constructs were placed under each category which are; Personality Features, Instructional Practice, Teacher-Student Relationship and Professionalism. Table 2 shows the frequency of Elly’s constructs under each category at Time 1 and Time 2.

Table 2

*Frequency of Elly's constructs under each category at Time 1 and Time 2*

Category	f (T1)	f (T2)
Personality Features	5	6
Instructional Practice	4	4
Teacher-Student Relationship	3	4
Professionalism	2	3

As Table 2 depicts, while the number of constructs belonging to the “Personality Features”, “Teacher-Student Relationship” and “Professionalism” categories increased at Time 2, it was stable in the “Instructional Practice” category.

Then Elly's high priority constructs (i.e. top five) on the qualities of an effective language teacher both at Time 1 and Time 2 are analyzed and it is explored whether these high priority constructs have changed within time in EFL teachers' second grid data. Table 3 illustrates the high priority constructs of Elly both at Time 1 and Time 2.

Table 3

*Elly's High Priority Constructs both at Time 1 and Time 2*

Participant	High Priority Constructs at Time 1	High Priority Constructs at Time 2
Elly	<ol style="list-style-type: none"> <li>1. engages students in learning</li> <li>2. creates interest and motivation</li> <li>3. creates positive atmosphere</li> <li>4. develops relations with students</li> <li>5. caring and kind</li> </ol>	<ol style="list-style-type: none"> <li>1. engages students in learning</li> <li>2. values real world learning</li> <li>3. listens to the students well</li> <li>4. adaptable</li> <li>5. shows empathy</li> </ol>

When Elly's high priority constructs are examined, it is observed that the construct “engages students in learning” is noted at both times. Moreover, at Time 1, first three of her constructs belong to the category “instructional practice”, the other two belong to the categories “teacher-student relationship” and “personality features”. Time 2 analysis reveals that first two of her constructs belong to the category “instructional practice”, the third one belongs to “teacher-student relationship” and the other two are related to the category “personality features”. Hence, in terms of categories there seem to be only small changes.

Finally, the element links of Elly's self as a teacher and ideal self as a teachers at Time 1 and Time 2 are examined. It is observed that while at the beginning of the study she did not associate herself with any of the teacher categories, at the end of the study, Elly associated her current self with one of her typical teachers (T3). Regarding the Elly's constructions of her ideal self at Time 1, it is observed that Elly's ideal self seems to be isolate not matching with other teachers. Nonetheless, at the end of the study, we observe that she related her ideal self to one of her effective teachers (E1).



## Conclusion

In the present study personal theories of seven EFL instructors on an effective teacher were elicited by means of repertory grid technique, semi structured interviews and lesson observations before and after conducting action research.

The repertory grids were analysed in 3 steps namely focus grid analysis, exchange analysis and content analysis of constructs. The semi-structured interviews and lesson observations were also analysed using content analysis to validate the findings.

In the current paper, the results of one of the participants of the study namely Elly's results are presented. The results of the Focus grid analyses and The Exchange analyses comparing T1 and T2 rep grids which is used to illustrate if there is a significant difference indicate that Elly's repertory grids illustrated significant changes and she reorganised her thoughts on the qualities of an effective teacher at the end of the study.

Moreover, it is observed that at the end of the study the grid data of Elly illustrated more matches. This reveals that her ideas developed during the study and formed more links with one another. In addition Elly and Sea seem to be the participants whose grids display more statistically clarified changes when compared to other participants of the study. This may be because of the fact that Elly is the youngest participant who has less experience than the others. Moreover Sea is the only participant who does not have an MA degree. These features may make them more open to change.

The content analysis of the final interviews revealed that all of the participants mentioned benefiting from the action research procedure. Elly noted benefiting from the action research procedure in terms of self-reflection, improving her teaching, contributing to her students' English language improvement. She also stated that she realised she could take action when she encountered a problem thanks to the action research procedure. Similarly, the results of Cabaroğlu's study (2014) which explored the impact of action research on English language teacher candidates' self-efficacy beliefs revealed that the participants experienced growth in teaching efficacies, increased self-awareness, improved problem-solving skills and enhanced autonomous learning.

The content of the Elly's constructs includes four categories; Personality Features, Instructional Practice, Teacher-Student Relationship and Professionalism. The results revealed that she produced more constructs under the category of "Personality Features" at both times. This suggests that she regards Personality Features as significant to become an effective teacher. In the same vein, the findings of the studies on an effective teacher revealed constructs mainly about instructional practice and personality features (Göksel and Söylemez, 2018; Kim et. al., 2021 and Yuan & Hu, 2018)

The analysis of Elly's high priority constructs reveal that she reorganized her most important five constructs at the end of the study. In terms of the changes in Elly's construction of "Self" and "Ideal" between Time 1 and Time 2 at the beginning of the study, she did not associate herself with other

teachers in her element links directly. On the other hand, at the end of the study, it is observed that Elly associated her current self with one of her typical teachers (T3). Regarding Elly's constructions of her ideal self at Time 1, it is observed that she did not link her ideal self to any of the teachers. Nonetheless, at the end of the study, we observe that she related her ideal self to one of her effective teachers (E1).

Finally, the results of the study reveal that the action research procedure seems to have certain effects on the personal theories of Elly on an effective teacher. She reorganised her thoughts on the qualities of an effective teacher at the end of the study. The action research procedure has made essential contributions such as assisting self-reflection, improving her teaching, taking action, contributing to the students' learning etc. to the participant while she was struggling with the difficulties of online teaching during the Covid 19 pandemic.

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## **THE PRACTICE OF TEACHERS IN TEACHING READING COMPREHENSION: A CASE OF DEBRE MARKOS ADMINISTRATIVE TOWN SOME SECTED SCHOOLS**

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### **Abstract**

This study aimed to assess practices of teachers in teaching reading comprehension in secondary schools of Debre Markos administrative town. For this, descriptive survey design and both quantitative and qualitative data analyses approaches were employed. The samples were 254 students and 33 teachers selected using systematic random sampling. Questionnaire, interview, classroom observation and documents were data collection tools. Both descriptive (mean, SD, frequency and percentage) and inferential statistics (one sample-test) were used to analyze the quantitative data and thematic narration for qualitative. The one sample t-test value for pre-reading phase obtained from teachers ( $M=3.01$ ), which is almost equal to expected mean t-value ( $t=0.36$ ,  $df=32$ ,  $p>0.05$ ) and from students ( $M=2.21$ ) is significantly lower than expected mean value ( $t=103.27$ ,  $df=253$ ,  $p<0.05$ ). This indicates that the implementation of pre-reading activities was not as expected. The while reading phase mean scores obtained from teachers ( $M=2.73$ ), ( $t= -7.93$ ,  $df=32$ ,  $p<0.05$ ) and students ( $M= 2.27$ ) are lower than the expected mean value ( $t=103.27$ ,  $df=253$ ,  $p<0.05$ ) indicates that the implementation of while-reading activities was not as expected. Similarly, for post reading phase, the mean score obtained from teachers ( $M=2.82$ ), ( $t= -3.76$ ,  $df=32$ ,  $p<0.05$ ) and from students ( $M= 2.16$ ) both found lower than the expected value ( $t=78.34$ ,  $df=253$ ,  $p<0.05$ ) implies that the implementation of post-reading activities was not as expected. The one-sample test score for the application of teaching strategies obtained from teachers ( $M=3.67$ ) is significantly greater than the expected mean t-value ( $t=13.83$ ,  $df=32$ ,  $p<0.05$ ). But the mean value ( $M=2.50$ ) obtained from students is significantly lower than expected mean t-value ( $t=91.54$ ,  $df=253$ ,  $p<0.05$ ). This indicates that teachers and students react differently. Moreover, student, teachers, subject content and context related factors were found affecting teachers teaching practice significantly with some differences in between teachers and students. The qualitative data also showed that the three phases of reading comprehension were not practiced to the expected level. In addition, teachers, students, the context were causal factors that hamper the practice dominantly. Thus, it is possible to recommend that trainings should be organized starting from school level to the MoE in order to improve teachers teaching capacity and to overcome the problems identified.

## **ACADEMIC PERFORMANCES AND DIGITAL CAPABILITIES OF FOREIGN LANGUAGE LEARNERS THROUGH ONLINE EDUCATION**

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### **Abstract**

During the COVID 19 pandemic, education in higher education could not be done face-to-face and online education process has started in almost many universities. The aim of this study is to evaluate the academic performances of students in foreign language lessons during the online education process carried out due to the pandemic, by examining the digital capacities, the characteristics of individuals and the environmental factors in independent learning processes. A questionnaire used in a similar study by Limniou et al. (2021) was adapted and applied to 183 students who are enrolled in language studies such language teaching, linguistics, literature, translation and interpretation. As a result of the findings obtained in the study it can be concluded that the participants have almost positive beliefs about their digital capabilities and self-efficacy skills as a learner in foreign language education during COVID 19. The participants utilize their digital capabilities and self-efficacy skills to a fairly great extent.

**Keywords:** Digital capability, foreign language learning, higher education, academic performance

### **Introduction**

During the COVID 19 pandemic, education in higher education could not be done face-to-face and online education process has started in almost many universities.

The aim of this study is to evaluate the academic performances of students in foreign language lessons during the online education process carried out due to the pandemic, by examining the digital capacities, the characteristics of individuals and the environmental factors in independent learning processes.

The topic of research into the integration of digital technologies in education is becoming increasingly popular. This procedure highlights the revolutionary changes that have increased the widespread use of new technology in the educational process. In our opinion, the development of digital competencies among pre-service teachers deserves special attention in this study because, in most situations, the future of social achievements is dependent on them (Karsenti et al., 2020).

The significant transition to distant education as a result of Covid-19 has exposed the flaws in the development of digital skills among university and school teachers once again. The current scenario is akin to an iceberg, in which people only use a small portion of the vast array of digital technology and opportunities available to them. As a result, research focused at resolving real issues that arise when integrating digital technology into the teaching process, as well as research aimed at uncovering the challenges that university and school foreign language teachers confront in the digital context, is given considerable weight.

In order to gain a more objective understanding of the situation, this study looked at the many types of teaching and learning activities that take place while using digital technology in foreign language instruction (Karsenti et al., 2020). Pedagogical digital competence, according to Lázaro-Cantabrana et al. (2019), is "a collection of skills, abilities, and attitudes that the teacher must develop in order to use digital technology into their practice and professional growth." According to Lund et al. (2014), when integrating technology into the educational process, a teacher educator must demonstrate

not only how to use it for professional goals, but also how to be 'capable of employing technology in constructive ways,' which they refer to as 'transformative competence' (Lund et al., 2014, p.286).

## Method

The purpose of the current study was to evaluate the academic performances of students in foreign language lessons during the online education process carried out due to the pandemic, by examining the digital capacities, the characteristics of individuals and the environmental factors in independent learning processes.

For this purpose, the following research questions have been formulated:

1. What are the beliefs of the participants in their digital capabilities and self-regulation skills?
2. Is there a statistically significant difference between age and their digital capabilities and self-regulation skills?
3. Is there a statistically significant difference between gender and their digital capabilities and self-regulation skills?
4. Is there a statistically significant difference between department and their digital capabilities and self-regulation skills?
5. Is there a statistically significant difference between years of study and their digital capabilities and self-regulation skills?

This study was conducted during the fall semester of the academic year 2021/2022 at different public universities in Turkey. It adopted a quantitative design seeking to gather information about the academic performances of students in foreign language lessons during the online education process carried out due to the pandemic. The study was conducted with 183 students 136 of whom were female (73,5%) and the rest 47 were male students (25,4%), enrolled in English Language Teaching, English Language and Literature and Translation or Interpretation departments.

A questionnaire by Limniou et al. (2021) was adopted for data collection in order to gather information about the academic performances of students in foreign language lessons during the online education process carried out due to the pandemic. It consists of 47 statements for which the participants are asked whether they strongly agree (1) or strongly disagree (7). The reliability of the questionnaire was measured using the coefficient of Cronbach Alpha for internal consistency and it was found .930 that indicates a high level.

## Results

The researchers aim to examine the views of the participants about their beliefs in their digital capabilities and self-regulation skills. A careful analysis of Table 1 clearly indicates that the participants utilize their digital capabilities and self-efficacy to a fairly great extent ( $M=4,49$ ).

RQ1. What are the beliefs of the participants in their digital capabilities and self-regulation skills?

**Table 1. Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
B_DeviceUseMean	185	1,84	7,00	4,3627	1,14790
C_DigitalCapAttMean	185	1,00	7,00	4,9129	1,40224
C_TechnicalMean	185	1,00	7,00	4,6746	1,49835
C_CognitiveMean	185	1,00	7,00	4,4243	1,34920
C_SocialMean	185	1,00	7,00	4,3892	1,62601
D_EmployAwareMean	185	1,00	7,00	4,9207	1,88041
D_SelfRegulateMean	185	1,00	7,00	4,0432	1,39101
ScaleMean	185			4,4930	
Valid N (listwise)	185				

In terms of using digital devices, it is clear from descriptive statistics that the participants



consider themselves skillful especially in the following areas:

- Access Learning resources (M=5,16)
- Supplement lecture notes (M=5,18)
- Access course/module information (M=5,01)
- Read journal article(s) and other relevant learning material provided by teachers (M=4,99)
- Browse webpages related to lecture topic (M=5,24)
- Use searching database tools (M=4,52)
- Browse and watch videos related to the lecture topic(s) (M=5,17)
- Complete assignment(s) and/or complete online tests/ tasks (5,00)
- Communicate with my peers on study/learning related matters (M=4,88)
- Use social media networks for learning purposes (M=4,55).

In terms of attitudes about their digital capabilities, it is clear from descriptive statistics that the participants consider themselves skillful especially in the following areas:

- Using digital device(s) for learning (M= 5,46)
- Learning better when digital device(s) are used (M= 4,78)
- Using digital device(s) learning is more interesting (4,83)
- Motivated to learn using digital device(s) (M= 4,74)
- A lot of potential in the use of digital device(s) for learning (M=5,30)
- Teachers encourage to use digital device(s) for learning (M= 4,54)
- Teachers use of digital applications in their teaching (M= 5,03)
- School encourages to use digital device(s) during studies (M= 4,55).
- The use of digital device(s) for learning purposes allows to be a self-directed and/or an independent learner (M=4,94).

In terms of technical dimension, it is clear from descriptive statistics that the participants consider themselves skillful especially in the following areas:

- Learn new technologies easily (M=5,14)
- Keep up with the latest digital technology developments (M=4,65)
- Have the technical skills needed to use digital device(s) for learning (M=4,85).

By using digital device(s) most of the participants reported that they were able to collaborate better with their peers on project work and other learning activities (M=4,62).

In terms of employability awareness dimension, it is clear from descriptive statistics that the participants consider themselves skillful especially in the following areas:

- To apply their digital skills in their professional career (M=4,58)
- To apply their digital skills in social/private life (M=5,11)
- To apply their digital skills in their university life (M=5,05).

RQ2. Is there a statistically significant difference between age and their digital capabilities and self-regulation skills?

There is a statistically significant difference between age and their digital capabilities and self-regulation skills (sig. .017). And this difference is clearly seen in:

- Technical (sig. .044),
- Cognitive (sig. .007) and
- Employability awareness (sig. .002) dimensions.



Table 2. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
C_TechnicalMean	Equal variances assumed	,321	,572	-2,051	183	,042	-,45034	,21959	-,88359	-,01709
	Equal variances not assumed			-2,030	167,507	,044	-,45034	,22182	-,88827	-,01242
C_CognitiveMean	Equal variances assumed	1,133	,289	-2,764	183	,006	-,54152	,19594	-,92811	-,15492
	Equal variances not assumed			-2,743	169,795	,007	-,54152	,19741	-,93121	-,15183
D_EmployAwareMean	Equal variances assumed	,844	,360	-3,188	183	,002	-,86491	,27130	-1,40018	-,32964
	Equal variances not assumed			-3,178	173,219	,002	-,86491	,27215	-1,40206	-,32776
ScaleMean	Equal variances assumed	,027	,870	-2,422	183	,016	-,30251	,12490	-,54894	-,05608
	Equal variances not assumed			-2,419	174,558	,017	-,30251	,12506	-,54933	-,05569

The participants over 21 years and over are found to be more digitally capable and to have better self-regulation skills in terms of:

- (a) employability awareness (M=5,39),
- (b) cognitive (M=4,92), and
- (c) technical (M=4,72) dimensions.

Table 3. Difference between age and their digital capabilities and self-regulation skills

	Age	N	Mean	Std. Deviation	Std. Error Mean
B_DeviceUseMean	17-21	102	4,2198	1,14619	,11349
	21 and over	83	4,5384	1,13224	,12428
C_DigitalCapAttMean	17-21	102	4,8333	1,29263	,12799
	21 and over	83	5,0107	1,52857	,16778
C_TechnicalMean	17-21	102	4,4725	1,41807	,14041
	21 and over	83	4,9229	1,56449	,17173
C_CognitiveMean	17-21	102	4,1814	1,28161	,12690
	21 and over	83	4,7229	1,37764	,15122
C_SocialMean	17-21	102	4,3873	1,67377	,16573
	21 and over	83	4,3916	1,57544	,17293
D_EmployAwareMean	17-21	102	4,5327	1,81017	,17923
	21 and over	83	5,3976	1,86572	,20479
D_SelfRegulateMean	17-21	102	4,0028	1,45047	,14362
	21 and over	83	4,0929	1,32131	,14503
ScaleMean	17-21	102	4,3573	,84023	,08319
	21 and over	83	4,6598	,85066	,09337

Table 4. Group Statistics for Technical and Cognitive Dimensions

	Age	N	Mean	Std. Deviation	Std. Error Mean
C_Technical1	17-21	102	4,1765	1,59462	,15789
	21 and over	83	4,7108	1,74279	,19130
C_Technical2	17-21	102	5,1373	1,56090	,15455
	21 and over	83	5,1446	1,66845	,18314
C_Technical3	17-21	102	4,5098	1,93327	,19142
	21 and over	83	4,8434	1,68553	,18501
C_Technical4	17-21	102	4,6275	1,81262	,17948
	21 and over	83	5,1325	1,65110	,18123
C_Technical5	17-21	102	3,9118	1,85677	,18385
	21 and over	83	4,7831	1,73942	,19093
C_Cognitive1	17-21	102	4,2745	1,36546	,13520
	21 and over	83	4,6627	1,42518	,15643
C_Cognitive2	17-21	102	4,0882	1,56764	,15522
	21 and over	83	4,7831	1,60067	,17570



Table 5. Independent Samples Test for Employability Awareness

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
D_EmployAware2	Equal variances assumed	8,252	,005	2,28	183	,024	-,72395	,31697	-1,34935	,09856
	Equal variances not assumed			4,30	179,529	,023	-,72395	,31474	-1,34502	,10289

	Age	N	Mean	Std. Deviation	Std. Error Mean
D_EmployAware2	17-21	102	4,7941	2,20862	,21869
	21 and over	83	5,5181	2,06221	,22636

RQ3. Is there a statistically significant difference between gender and their digital capabilities and self-regulation skills?

No statistically significant difference has been observed on ScaleMean based on gender (sig. .482). However, a careful analysis of this table simply indicates that we can mention a statistically significant difference in digital capabilities-technical dimension (sig. .001). Male participants were found to be more digitally capable and had better self-regulation skills than the females in terms of technical use (M=5,32).

Table 6. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
<b>C_TechnicalMean</b>	Equal variances assumed	,004	,949	3,626	181	,000	,89105	,24575	,40614	1,37596
	Equal variances not assumed			3,615	79,627	,001	,89105	,24645	,40056	1,38155
<b>ScaleMean</b>	Equal variances assumed	,387	,535	,689	181	,492	,10020	,14545	-,18681	,38720
	Equal variances not assumed			,706	83,615	,482	,10020	,14201	-,18223	,38262

Table 7. Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
<b>C_TechnicalMean</b>	Male	47	5,3234	1,45874	,21278
	Female	136	4,4324	1,45026	,12436
<b>ScaleMean</b>	Male	47	4,5641	,82840	,12083
	Female	136	<b>4,4639</b>	,87003	,07460

For the technical dimension, the participants from the translation and interpretation department believe that they know how to solve their technical problems on their own to a great extent (M=5,16). They also report that they can learn new technologies easily (5,92). These participants record that keep up with the latest digital technology developments (M=5,28). Additionally, they declared that they have the technical skills they need to use digital device(s) for learning (M=6,04). And lastly, they think that they have good ICT skills (M=5,04).

Table 8. ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
	Total	361,794	184			
<b>C_TechnicalMean</b>	Between Groups	34,071	2	17,036	8,180	,000
	Within Groups	379,019	182	2,083		
	Total	413,091	184			
<b>D_EmployAwareMean</b>	Between Groups	39,557	2	19,779	5,891	,003
	Within Groups	611,058	182	3,357		
	Total	650,615	184			
<b>ScaleMean</b>	Between Groups	1,638	2	,819	1,119	,329
	Within Groups	133,191	182	,732		
	Total	134,830	184			

For the technical dimension, the participants from the translation and interpretation department believe that they know how to solve their technical problems on their own to a great extent ( $M=5,16$ ). They also report that they can learn new technologies easily ( $5,92$ ). These participants record that keep up with the latest digital technology developments ( $M=5,28$ ). Additionally, they declared that they have the technical skills they need to use digital device(s) for learning ( $M=6,04$ ). And lastly, they think that they have good ICT skills ( $M=5,04$ ).

As to the employability awareness dimension, these participants differ in being able to apply their digital skills in:

- their professional career ( $M=5,56$ ) and
- social/private life ( $M=5,88$ ).

RQ5. Is there a statistically significant difference between years of study and their digital capabilities and self-regulation skills?

In order to see if there is a statistically significant difference between years of study and their digital capabilities and self-regulation skills, one-way ANOVA test has once again been used and a statistically significant difference has been observed (sig. .003) in terms of:

- digital capabilities dimension (sig. .032),
- technical dimension (sig. .001),
- cognitive dimension (sig. .000), and
- employability awareness dimension (sig. .001).

The juniors have favorable attitudes towards:

- their digital capabilities ( $M=5,36$ ),
- technology use ( $M=5,37$ ),
- cognitive abilities ( $M=5,02$ ),
- their employability awareness ( $M=5,40$ ).

On the other hand, the seniors have favorable attitudes towards

- their cognitive abilities (M=5,05) and
- their employability awareness (5,68).

For the digital capabilities, the junior students report that the use of digital device(s) for learning purposes allows them to be a self-directed and/or an independent learner (sig. .002; M=5,77) and they consider there is a lot of potential in the use of digital device(s) for their learning (sig. .028; M=6,00). In order to further analyze the difference in the technology use, one way ANOVA Test has been run. The analysis simply implies that the juniors:

- are capable of solving my own technical problems (sig. .008; M=5,16),
- can learn new technologies easily (sig. .018; M=5,77), and
- they have the technical skills they need to use digital device(s) for learning (sig. .000; M=5,77),
- whereas the seniors report that they believe they have good ICT skills (sig. 000, M=5,04).

As for the cognitive dimension, the seniors report that they feel confident with their research and evaluation skills in regard to obtaining learning-related information from the Web (sig. .002; M=5,02), whereas only the juniors believe that they are familiar with issues related to web-based activities e.g., cyber-safety, search issues, plagiarism (sig. .000; M=5,22).

For the last dimension which is employability awareness, the researchers have used one way ANOVA test to see whether there is a statistically significant difference between the participants years of study and their employability awareness in detail. The analysis indicates a statistically significant difference in this dimension. The seniors reported that:

- they are able to apply their digital skills in their professional career (sig. .000; M=5,64),
- they are able to apply their digital skills in social/private life (sig. .005; M=5,70) and
- lastly they believe that they are able to apply their digital skills in their University life (sig. .045; M=5,70).

## **Conclusion**

The ultimate aim the current study is to examine the views of the participants about their beliefs in their digital capabilities and self-regulation skills. For this purpose, the researchers have administered a questionnaire in order to gather information about the academic performances of students in foreign language lessons during the online education process carried out due to the pandemic. As a result of the findings obtained in the study it can be concluded that the participants have almost positive beliefs about their digital capabilities and self-efficacy skills as a learner in foreign language education during COVID 19. The participants utilize their digital capabilities and self-efficacy skills to a fairly great extent. They believe that they are able to use the digital devices effectively enough for learning, they can learn new technologies faster and better by keeping up with the developments in technology and adopt them in their learning process, for their professional and social lives. They are happy to collaborate better with peers on project works and other learning activities as well. As to the age factor, there is a meaningful difference in terms of the dimensions of technical use, cognitive variety, and employability awareness. The participant at the age of 21-and-over have more positive attitudes to the young ones. No statistically significant difference has been observed regarding gender. However, a statistically significant difference between digital capabilities-technical dimension and gender has been observed. Male participants were found to be more digitally capable and had better self-regulation skills than the females in terms of technical use. Furthermore, no statistically significant difference has been observed regarding departments. However, a further analysis shows this difference in technical use and employment awareness dimensions. In this regard, this difference is in favor of Translation and Interpretation Department. A significant finding is about the difference between years of study and digital capability and self-efficacy-skills in terms of digital capabilities, technical, cognitive, and employability awareness dimensions. The juniors have favorable attitudes towards their digital capabilities, technology use,



cognitive abilities, and their employability awareness, while the seniors have favorable attitudes towards their cognitive abilities and employability awareness.

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## SUSTAINABLE DEVELOPMENT GOALS IN HIGHER EDUCATION EFL TEXTBOOKS

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### Abstract

The United Nations (UN) Decade of Education for Sustainable Development (ESD) was launched in 2005 to enhance the role of education in promoting sustainable development (UNESCO, 2005; 2017). Language has the power to contribute to sustainability. English, as a lingua franca, provides a common space where people build relationships across borders and communicate with each other effectively. It also enables the formation of societies with a shared understanding of global issues. English as a foreign language (EFL) education thus plays a significant role in presenting the issues about sustainability in the classroom and makes changes in beliefs and attitudes of learners through the discussion of global topics with a range of educational materials, activities and tasks. In this respect, language textbooks are important as they can convey messages about social, cultural and environmental issues and help transformation towards sustainability. This presentation aims to examine the promotion of sustainable development goals (SDGs) in a recently published language education textbook series widely used in English preparatory programs at Turkish higher education. We gathered data from beginner, elementary, and pre-intermediate levels of the textbook since the majority of learners enroll in Turkish higher education with low levels of English proficiency. Reviewing the objectives and themes of the units and checking the target vocabulary and comprehension questions in reading and listening passages, we analyzed whether and how the content about sustainable development was addressed across the levels of the textbook. Content analysis was employed for data analysis. In this process, a framework, or a list of categories based on the targets for each of the 17 SDGs was first developed. Then each unit was systematically analyzed comparing the SDG targets on the list to the content presented in the textbook. Preliminary findings have indicated that the textbook provides the content about SDG3 (Good health and well-being), SDG11 (Sustainable cities and communities), and SDG4 (Quality education) at most, but lays little or no emphasis on SDG1 (Ending poverty), SDG2 (Zero hunger), SDG7 (Affordable and clean energy), and SDG13 (Climate action) across its three levels. Thus, a more balanced approach to the incorporation of sustainability and SDGs in language teaching textbooks is recommended.

## STRATEGIES FOR TEACHING STUDENTS OF EFL TO UNLEARN WRONG EXPRESSIONS IN ENGLISH LANGUAGE

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### Abstract

Local expressions abound in Nigeria which students of English as a Foreign Language (EFL) acquire purportedly as English and bring to class but which are not. Rather, such expressions are inaccurate, nonstandard and also different from borrowed words being actually the coining of independent expressions which are better understood as direct translations from their L1, L2 or L3. In the Nigerian context the expressions include ‘go slow’ (traffic jam), ‘drop’ (alight), ‘house girl’ (maidservant) and much more. The aim of this presentation is to pinpoint this problem to teachers of EFL based on the conclusion that allowing such expressions in the lexis of EFL learners portends the manifold problems of being a threat to the international intelligibility of English language as well as students’ lack of proficiency in the English language. This paper recommends among other strategies that teachers of EFL should be observant enough to identify such expressions among particular students and be innovative enough to devise the means to correct them within their approved EFL curriculum to help their EFL students unlearn them appropriately and adequately. For instance, in Nigeria, the context of the curriculum of Universities and Polytechnics consists of topics under grammar and reading comprehension through which the problem could be resolved by engaging students in conversation drills, reading comprehension and fill in the blank English grammar exercises.

### Introduction

English Language also pertains to the use of the brand names of a product to refer to the different brands of similar products, for instance, Maclean being one brand of tooth paste used in place of other brands including, Pepsodent, Close up, Oral B, Colgate, etc. or Maggi a brand of food seasoning used in place of others like Knorr, Royco, Mr Chef, etc. Similarly, indomie as a noodle is used for Mimeo, Chikki and Honeywell which are other noodles while Omo, the name of one brand of detergent is used for other brands such as Ariel, Viva, Sunlight, Waw, etc.

In addition, Nigerian Students have the tendency to bring to the classroom some distorted English for instance, *Letter headed paper* (*paper with letter head*); *Cross carpeting* (*defection, Party switching*), *K leg* (*Knock Knee*), *Transport fare* (*Fare*), etc. (Nairaland.com, 2018; Bamgbose, 2018) with other approaches to wrong expressions in English by Nigerian Students being fictive terminologies which include expressions like Cousin Brother/ Sister (Cousin) and tautology (Short nicker, Extreme end, True fact, Returned back, etc. (everyevery.ng, n.d.; Ojetunde ,2013).

A further common error of Nigerian Students of English as a foreign language is the incorrect wording of some proverbs/idioms of Standard English, for instance, *What is good for the goose is good for the gander* (What is sauce for the goose is sauce for the gander).

The focus in this context are all the wrong expressions otherwise called errors that are not easily associated with the expressions that they represent in the standard British or American English because they do not have any semblance with them, which therefore means that such expressions are difficult to comprehend semantically and are definitely lacking in international intelligibility (Alhassan, 2017) as a result of which acquiring them defeats the aim of studying English language as a foreign language. An acceptable description of the wrong expressions or errors is as suggested by (OnTESOL, 2020) is fossilized error, indicative of such error making occurring as a habit. However, Alhassan, (2017) does not blame students for the errors or wrong use of English language and ascribes the problem to ignorance by students for very obvious reasons which we could attribute to the poor background of many English language teachers themselves, inadequate English language learning environments, large classes, and dearth of teaching materials among many more factors prevalent in the present Nigerian English Language teaching and Learning situation.

According to Alhassan, 2017, all errors, regardless of type are unacceptable since they result to a breakdown in communication, so that, the logical thing to do is to address the situation but the English as a Foreign Language curriculum in our schools does not make provision for correcting them in terms of time allocation with other parameters. Therefore, to do so, requires hard work, commitment and critical thinking on the part of a teacher who decides to address the problem.

### **Problem Statement**

The expressions that are of concern here which students bring into the class are not standard English and do not enhance proficiency in English language nor are they internationally intelligible which calls for concern given the present situation of our world being now a global village and the need for students to undertake a lot of international ventures including participating in workshops, debates or seminars, essay competitions, going for further studies, undertaking interview procedures as well as many international English examinations including IELTS, PTE, OET and TOEFL for instance. There is therefore no gain saying the fact that our students must not be allowed to be tied down from making any needed progress in life or from being successful in international English tests as a result of the wrong expressions they have acquired ignorantly or informally and which they are oblivious of having Aboje (2019).

### **Objectives**

These researchers had in mind the objectives of:

- Creating the awareness of the danger of the situation of students' acquisition of nonstandard English language expressions
- Providing teachers some strategies for helping students unlearn nonstandard English expressions and replace them with their Standard English equivalents.
- Enhancing the overall international intelligibility of Nigerian speakers of English as a foreign language

## Approach

This article is majorly based on the personal observations of the authors with a blend of literature review. Being engaged for several years in teaching English as a foreign Language to students of various backgrounds and having observed this problem, we resolved to create the awareness of the danger of the situation of students' acquisition of nonstandard English language expressions and provide our colleagues some strategies for helping students unlearn nonstandard English expressions in order to replace them with their Standard English equivalents to enhance the international intelligibility of Nigerian students of English as a Foreign language.

## Strategies for Teaching Students to Unlearn wrong English Language Expressions

The following strategies devised and adapted by these researchers as well as more could be engaged as the need arises in solving the problem of students' acquisition of wrong expressions which affect their comprehension of Standard English in line with the claim of OnTESOL (2020); R L Agamah (personal communication, September 12, 2020) that error correction is a part of every English Language teaching situation:

- **Conversation drills**

After providing a necessary background scenario or scaffold according to Dellar (2021), students are given the chance to take up roles and discuss on an idea necessitating the use of a target expression during which a teacher could intervene with the necessary corrections along the line then, thereafter, repeating the exercise on other occasions using different sets of students until it becomes obvious that the class of students have all taken to the correction(s).

- **Correction corner/ Box on the white board/ flip chart board**

Having a space or corner on the white board/ flip chart board with a wrong expression and the correct one for each week written as follows:

- I just dropped from a taxi. (**WRONG**)
- I just alighted from a taxi. (**CORRECT**)

- **Fill in the gaps or cloze test**

A teacher could develop or adapt a reading comprehension passage of relevance to students' profession. From the passage, some words and phrases which need to be corrected are removed. The tendency would be that students would fill in the caps with the wrong instead of the Standard English version of the expressions. Thereafter, a revision of the exercise is used to provide the correct expressions. Further reinforcement could be achieved by use of conversation drills and correction corner, subsequently.

- **Restatement exercise**

Another strategy of correcting a wrong expression which students have acquired, is to let them realise why it is wrong, for instance, in the case of the word, drop used in place of alight, students could be made to understand the dictionary meanings of the two words to convince them that people don't drop (fall down) from vehicles but they alight (get off) vehicles. When students have understood, they could be requested to write and submit a given number, like ten (10) or twenty (20) times of a sentence such as: "Since people should not say I dropped from a taxi just now, henceforth, I would say instead that I alighted from a taxi just now." given as an assignment

- **Essays writing with a wrong expressions as titles**

Even when essay writing is not included on a semester's curriculum, students could be given the task to write a short essay with a proverb or idiom which they have been found to have acquired the wrong version of, as an essay title, in order to draw their attention to the error. Such an exercise with future reinforcement through other strategies should pay off. Examples of such titles are: A problem shared is a problem halved [A problem shared is halve solved (Nigerian Version)]; (Birds of a feather flock together [Birds of the same feather flock together (Nigerian Version)].

- **Reading comprehension passages with objective type questions**

Undertaking a reading comprehension passage on which objective type questions are asked and the distractors provided as answers include both the wrong expressions acquired alongside correct expressions is also recommended. During the revision of the answers to such passages, the appropriate expressions are identified and discussed with future reinforcement through other strategies like correction corner/box/ flip chart board and restatement exercise.

- **Telling a story which includes a wrongly worded proverb or idiom**

When the focus is to correct a wrongly worded proverb or idiom and to enhance their subsequent correct understanding, a teacher could tell a short story at the beginning of a lecture that includes such a proverb or idiom. While doing so, the correct wording of the proverb or idiom is expressed slowly but loudly and with emphasis enough to get students' attention. Hopefully, for instance, students would ask a question such as: "Did you say birds of a feather flock together or birds of the same feather flock together?" providing a very good avenue for a teacher to further explain and point out the correct expression. Also for reinforcement, such an expression could be placed in the correction corner for a while.



## **Conclusion**

With the rising need for students to synergise across borders and also access global opportunities, there is no limit to which teachers should go in order to equip students with the English language that is internationally intelligible as well as the necessary knowledge and skills needed by students to succeed at all spheres even in places where the teaching and learning of English situation is challenging, ordinarily. Also, allowing such expressions in the lexis of EFL learners portends the manifold problems of being a threat to the international intelligibility of English language as well as students' lack of proficiency in the language. Hence, teachers need to think out of the box to identify existing problems and go ahead to provide appropriate solutions that they are able to devise at their levels.

## **Recommendations**

Many steps are necessary to be taken by the major stakeholders in education for the resolution of the problem of the local expressions which Nigerian students of English as a Foreign Language (EFL) acquire purportedly as English and bring to class but which are not near Standard English including but not limited to the following:

- School authorities should only employ English language teachers who have the knowledge and the needed experience to manage their classrooms successfully.
- Because of the sensitive roles expected of English language teachers, school authorities need to make adequate provision for the needed time, materials and encourage them to be willing to go the extra mile whenever the need arises for them to think outside the box to come up with creative teaching strategies for problem solving
- School authorities and governments should also always organise or sponsor teachers to refresher workshops, trainings and further studies without bias.
- School authorities should provide incentives for teachers to be willing to think outside the box and when such teachers are found with any feat, they should be rewarded without prejudice.
- Effecting corrections should be managed professionally. Students should not be blamed by their teachers but be sympathised with and carried along for their cooperation while engaging any of the strategies for correcting them.
- Affordable rewards or recognitions should be given to students who reflect a corrected expression in their communication to encourage them and others to apply the corrections.

- School authorities should appreciate teachers for devising any innovation in teaching and classroom management.
- School authorities should ensure a good working relationship and open communication policy with teachers to enhance the implementation of any innovation in teaching by such teachers.
- School authorities should ensure a good welfare package for teachers as incentive to motivate them to think outside the box and to earn their absolute commitment to duty.

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## **RESEARCH FINDINGS ON APPROACHES AND METHODS IN ENGLISH EDUCATION AS A SECOND LANGUAGE IN NIGERIA**

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### **Abstract**

This paper discussed the earliest use of English language in Nigeria and in education teaching and learning. A scenario of two decades of research findings on approaches and methods of English as a second language at the secondary and tertiary education level were examined vis a vis challenges / problems encountered. Recommendations for best practices for teaching and learning English as a second language were proffered.

## **FOREIGN LANGUAGE ANXIETY OF YOUNG ADULT HERITAGE LEARNERS OF TURKISH**

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### **Abstract**

**Aims and objectives:** As heritage students are frequently faced with the challenge of foreign language anxiety throughout their learning experience, this is a mushrooming issue in the language teaching paradigm. To that end, this study set out to examine whether young adult heritage speakers of Turkish experience foreign language anxiety during their university education in the U.K. Furthermore, it was to scrutinize how heritage learners report their feelings of anxiety with regards to Turkish studies different from the other group of students. To put it differently, the anxiety levels of the heritage learners in using the overall Turkish language skills would be investigated in-depth compared to the non-heritage students. **Design:** 52 learners (N=27 heritage, N=25 non-heritage) partook in the study. Those participants were taking Turkish courses at a full-fledged university in Surrey, in the southwest of London. They were initially asked for filling out a background questionnaire so that the researcher could unveil their demographics. Afterwards, they completed Foreign Language Classroom Anxiety Scale (FLCAS), Writing Anxiety Scale (WAS), Listening Anxiety Scale (LAS), and Reading Anxiety Scale (RAS). Moreover, an open-ended question after each anxiety scale was posed not to miss their other feelings about learning Turkish. At the end of the questionnaires, the subjects answered four open-ended questions. Finally, five heritage students voluntarily attended the semi-structured interviews and responded to eight questions about their learning experiences. **Data Analysis:** Data were listed, categorized, and typed into the Statistical Package for the Social Sciences (SPSS). The descriptive statistics included standard deviations, frequency distributions, means, and percentages. The anxiety scores were measured according to a five-point Likert anxiety scale. As for the interviews, they were transcribed and examined by the researcher individually. An experienced scholar in the analysis reviewed both the transcripts and responses to open-ended questions, as well. Subsequently, the procedure of content analysis was followed to analyse the data. **Findings:** Statistical analysis revealed that the anxiety scores of heritage students were not as high as the other group. Accordingly, there were several areas in which many of the heritage learners were not anxious in the class, such as reading silently, listening, participating in discussions, speaking, and working in groups. Nevertheless, they were anxious when speaking without being prepared, doing presentations in front of the class, speaking out loud, and speaking with (near) native speakers. Moreover, they were found to experience difficulty in dealing with grammar while writing, and feel nervous about tests and quizzes. By the same token, they were concerned about the dialects of Turkish spoken by the teacher, and some of them reflected that teachers expected them to already know Turkish. Finally, several heritage students complained that they have never received any formal pieces of training in Turkish studies. **Implications:** The research indicates that even learners with linguistic backgrounds might be anxious in language classes. Thus, foreign language teachers need to consider the existence of anxiety and aim to create a warm and friendly classroom environment to make the learning process less stressful. Last but certainly not least, schools should encourage teachers to partake in special training addressing how to overcome or lessen anxiety problems in language classes accommodating heritage students.

**Originality:** This investigation contributes to the limited body of research on heritage students' foreign language anxiety in the U.K. context.

## **ENGLISH INSTRUCTORS' OCCUPATIONAL STRESS: A CONTRASTIVE ANALYSIS BETWEEN PUBLIC AND FOUNDATION UNIVERSITIES**

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### **Abstract**

The present study was conducted to make a contrastive analysis about the occupational stressors of English instructors working at School of Foreign Languages in the public and foundation universities. The aim of this study was also to explore whether there was significant differences between the occupational stress scores and the demographic variables such as gender, years of experience in teaching profession, type of institution, the involvement in any additional duty. By using 'Teacher Stress Questionnaires' including 'Field-specific Stress Questionnaire' and 'Organizational Stress Factors Questionnaire' constructed by Petek (2008), data was gathered from 330 EFL teachers working in the in both public and foundation universities in Ankara, Turkey. The collected data were analyzed using SPSS Version 22, and descriptive analysis, Independent Samples t-Test and One-way ANOVA were conducted. To determine the differences in occupational stressors with respect to the demographic variables, Independent Samples t -Tests was carried out. It was observed that instructors working at public universities turned out to have more organizational stress than the ones working in foundation universities while the other demographics played no significant difference considering the scores of occupational stress. The results of ANOVA revealed that there was a significant effect of teaching experience on field-specific stress scores. Accordingly, the post hoc multiple comparison using LSD test was used to find out the relationship between groups. After analyzing the descriptives, it was also reported that 'Student Attitude' and 'Work Overload' were the most prevalent occupational stress factor of all for the English instructors participated in the current study.





## ON THE PRONUNCIATION ANXIETY OF ENGLISH MAJORS IN TURKISH CONTEXT

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### **Abstract**

Pronunciation anxiety, which triggers the speaking anxiety, is an important affective variable of foreign language anxiety in relation to pronunciation self-efficacy, speaking anxiety, and phonetics learning. Pronunciation is very significant in the speech of English majors because non-native pre-service trainee teachers majoring in English as a foreign language experience different levels of pronunciation anxiety. Efficient pronunciation is highly necessary to address their message as well as for the listeners to comprehend the message. But the pronunciation anxiety hinders the process of teaching and learning process and clear communication because English majors fall in the feeling of apprehension, dread, worry, fear, panic attacks, and nervousness, whose results are the mispronunciation of words. Thus, they fail to convey a clear communication in their professional self. There are numerous studies examining anxiety and its types all of which which have proven the detrimental impacts on promoting professional skills in spoken English, foreign language learning and performance in the target language. Since there is a scarcity on measuring the pronunciation anxiety alone, a 5-point Likert Scale will be designed so as to measure the opinions of the pre-service trainees on how much they agree or disagree with the existence and functions of pronunciation anxiety. In addition, the designed five- point Likert scale in this research can also be administrated to non-native English teachers who are presently on-the-job.



## IMPROVING PRONUNCIATION THROUGH ELECTRONIC FEEDBACK

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### **Abstract**

This study aims at identifying and correcting commonly mispronounced English words through teacher directed feedback. A list of mispronounced words were identified by listening to students' multiple speaking tasks. English instructors provided students with model pronunciation of the target words through WhatsApp class groups. Student performance were assessed within speaking part of a proficiency test. Students' pronunciation of typically mispronounced words were found to significantly improve. Students reported positive views about teacher feedback on pronunciation provided via mobile phones.

## **A DIACHRONIC PERSPECTIVE TOWARDS AUTHORIAL IDENTITY IN LITERARY CRITICISM RESEARCH ARTICLES: EXPLORING RHETORICAL FUNCTIONS OF SELF-MENTIONS ACROSS THREE DECADES**

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### **Abstract**

Accepting them as ‘‘powerful means by which writers express an identity’’ (Hyland, 2002, p.1093), this study attempts to investigate the use of self-mentions in research articles from a particular field, i.e. Literature, with a diachronic perspective. To the best of our knowledge, how scholars in the field of Literature, as an underrepresented field in corpus studies, position themselves in their scholarly work and develop their authorial presence is largely unexplored from a diachronic perspective. Hence, the present study involves a corpus analysis of self-mentions and the rhetorical functions performed by such explicit personal pronouns in literary criticism research articles. To this end, we purposefully collected a total of 300 research articles representing three time periods between 1990-2020 to track the trends in the field. To analyze the rhetorical functions of self-mentions, a framework prepared based on previous research was adopted. Given a relatively discrete use of self-mentions across three time periods, our preliminary findings indicate that the authors in literary criticism articles seem to represent themselves through a range of rhetorical functions of self-mentions in their texts. In addition, the findings also indicated that the number of self-mentions increased over the years with a great number of functions such as ‘discourse organizer’ or ‘recounter of personal preferences’.

## IDENTIFICATION OF THE ENGLISH DETERMINER SYSTEM AMONG EFL STUDENTS IN GHANA: THE CASE OF FRANCOPHONE STUDENTS

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### Abstract

The paper discusses the difficulties that students from French speaking countries who are pursuing their studies in a Ghanaian university face in identifying English determiners. This is a qualitative study that analysed the difficulties that level 100 Francophone students who have French as a Second Language(L2) and English as a Foreign Language (EFL) in a Ghanaian university face in identifying English determiners. The data used for the analysis comprised students' written exercise. The theoretical framework on which this research is based is article-focused theory which is discourse rule transfer propounded by Robertson (2000) as well as the semantic model developed by Huebner (1983), known as the "semantic wheel for noun phrase reference". Pre determiners, central determiners and post determiners were found in the data analysed. Central determiners recorded the highest number of 25 representing 64%, followed by pre determiners with 11 representing 28% and post determiners showing 3 determiners denoting 8%. Based on the findings, some pedagogical measures such as taking into consideration the needs analysis and teaching all the three types of determiners in context communication were proposed as means of minimising Francophone students' difficulties in English determiner system.

### Introduction

Considering determiners from semantic point of view, one can say that determiners definitely determine meaningful constructions in linguistics. This paper aims at discussing the difficulties that Francophone students face in identifying the three main types of determiners such as pre-determiners, central determiners and post determiners from semantic point of view. Our analysis of this study will be carried out in English to assess the impact of French (L2) on English (L3) due to the similarities and differences in English and French simultaneously.

According to Nordquist (2019), a pre-determiner is a type of determiner that precedes other determiners in a noun phrase. (The word that immediately follows a pre-determiner is called the *central determiner* and the word that follows a central determiner is called the post-determiner in English language.

Determiners are considered as functional elements of structure and not formal classes. The term, "determiner" is an element in the syntactic or logical structure of the noun group. The basic function of a determiner is to particularise and help to identify the NG referent in the context of the speech situation (Downing & Locke, 2006).

"Determiners identify a nominal group referent by telling us which or what or whose it is, how much, how many, what part or degree of it we are referring to, how big or frequent it is, how it is distributed in

space or time.” (Downing & Locke, 2006, pp.424)

It can be deduced from the above quotation that, a person or thing that determines or decides something is a determiner. That is to say that a determiner is a modifying word that determines the kind of reference a noun or noun group has (Learn English Grammar, 2016).

According to Abney (1987) a phrase that is headed by a determiner is called a determiner phrase. The head of a DP is a determiner, just as the head of a noun phrase is a noun in English. For example in the phrase *the boy*, “*the*” is a determiner and “*boy*” is a noun; the two combine to form a phrase. The only grammatical form that can function as the determiner phrase head in English grammar is the determiner (The Linguistics Librarian , 2018).

Determiners are grouped based on their positions in the determiner phrase. All determiners can be grouped into two, namely specific determiners and general determiners. The two types of these determiners can be subdivided as pre-determiners, central determiners and post-determiners. This paper discusses the difficulties that Francophone students face in identifying determiners in sentences in English language.

### **Problem statement**

It is an irrefutable fact that Francophone students encounter a lot of challenges or difficulties in identifying the determiner system in English (L3). One of the problem areas for Francophone students studying English (L3) is the English determiner system. For example, in English a preposition is used before a day of the week: "He is going to school *on* Monday". In French, instead of a preposition the definite article is used: "Il va à l'école **le** lundi" (Tabiri, 2021).

Francophone students who are studying English may produce a transfer error and use the definite article instead of a preposition. Francophone learners can equally translate the same sentence into English as “He is going/he goes to *\*the school \*the monday*” (Tabiri, 2017). Again, following the first author’s teaching appointment at the Speakwrite International as English tutor in 2010/2011 where he taught adult Francophone learners while teaching as a full-time French tutor at the Presbyterian Boys’ Secondary School (Presec-Legon), and his appointment as French and English lecturer in 2013 at the Ghana Communication Technology University (formerly, Ghana Technology University College), he has realised that Francophone students usually find the use of indefinite articles extremely difficult. For examples, Francophone learners are fond of producing the following sentences due to the interference of French (L2):

- a) \*I am togolese (instead of I am a Togolese)
- b) \*Kofi is student (instead of Kofi is a student). It is against this background that the researchers found it expedient to conduct this study by asking students to write down all the determiners that they could identify in English sentences.

### **Objectives of the study**

The following specific objectives guided our study:

1. To assess the difficulties that Francophone students face in identifying English determiners.
2. To classify the English determiners that Francophone students found difficult to identify.

### **Research questions**

The following research questions are used to guide the study:

1. What are the difficulties that Francophone students face in identifying English determiners?
2. What are the English determiners that Francophone students found difficult to identify?



### **Theoretical framework of the English determiner system**

This study is based on article-focused theory which is discourse rule transfer propounded by Robertson (2000). Robertson (2000) uses a rule-based approach to explore L2 errors. According to Gressang (2010, pp.18), “L1 transfer is hypothesized to be the cause of L2 article errors” by Robertson, but no clear statement about whether adult L2 learners have access to Universal Grammar is made, and the rules given are language-specific and not universal”.

It can be deduced that Robertson’s rule-based analysis and classification has two or three parts. In the first place, “an English-specific classification system is used to label syntactic or background knowledge contexts in which the use of the or *a/an* is obligatory” (Gressang, 2010, pp.18). As part of this, article use was further classified by what Robertson (2000) describes as pragmatic contexts—echo and non-echo situations. In echo situations, what was just said is repeated for clarification, but L2 or L3 learners may not produce an exact copy and sometimes omit an article in the repetition. Because the focus is on specific English syntactic environments, it is not clear what Robertson’s results from this part of the analysis say about L2 acquisition in general (Gressang, 2010). Not all languages have articles, nor do they use articles in the same syntactic positions.

In the second part of the analysis, Robertson uses a set of Chinese-specific discourse rules to analyse L1 transfer by Chinese learners of English (Gressang, 2010). The rules are said to explain most of the situations in which the native Chinese speakers omitted or misused determiners in their L2 production (Gressang, 2010).

“No theoretical explanation of why these rules would be present in Chinese while not present in English is given, although it is commonly acknowledged that Chinese and English differ in regards to pro-drop and anaphors” (Gressang, 2010, pp.19).

Robertson focuses on articles, considering the use of one and demonstratives in passing. No overt discussion of features such as  $\pm$ specific is made, although some of the specifications discuss background knowledge and previous mention in discourse. Apart from the fact that they can all occur in front of a noun, these words are rather different from one another, both in their semantics and in their syntax (Spinillo, 2004).

In other words, determiners help to identify the referent of a noun and are typically involved with one or more of the following semantic notions: definiteness, number and countability. The kind of reference a noun phrase has, i.e. definite or indefinite, is said to depend on the determiner (Quirk et al., 1985:253). Thus, semantically two types of determiners are often distinguished: definite and indefinite determiners. Some determiners also express quantity, and the twofold division is sometimes between referential and quantifying determiners (Radford, 1997).

Definiteness in English is typically conveyed through the use of the definite article *the*, but other determiners can also mark the noun phrase as definite. The definite determiners are therefore the following: *the*, the demonstratives *this*, *these* and *that*, *those*, the possessives *my*, *your*, *his*, *her*, *its*, *our* and *their* and the quantifier *both* (Spinillo, 2004). According to Spinillo (2004), it is generally assumed that words such as the articles, the demonstratives, the possessives and the quantifiers (e.g. *all*, *both*, *some*, *any*, *many*, etc.) constitute the English determiner class (Quirk, Greenbaum, Leech and Svartvik, 1985; Biber, Johansson, Leech, Conrad and Finegan, 1999; Huddleston and Pullum, 2002). However, apart from the fact that they can all occur in front of a noun, these words are rather different from one another, both in their semantics and in the way they distribute syntactically. Most work on determiners has been concerned mainly with their semantics (van der Auwera, 1980; Keenan and Stavi, 1986) and their function in phrase structure (Zwicky, 1985; Abney, 1987; Hewson, 1991; Payne, 1993a; van Langendonck, 1994; Coene and D’hulst, 2003). Yet, to date, little has been said about the determiner class itself. That is, one aspect that has not been extensively discussed in the literature is the makeup of

the determiner class and its significance as a form class for English. It is for this reason that the researcher found it necessary to carry out this study.

The Concise Oxford Dictionary of Linguistics (Matthews, 1997) defines a determiner as “any of class of grammatical units characterized by ones that are seen as limiting the potential referent of a noun phrase.” Celce-Murcia & Larsen-Freeman (1999, pp.19) used “determiner” to mean “the special class of words that limit the nouns that follow them”, and included various types of words in this category, such as articles, demonstratives, possessives, quantifiers, multipliers (e.g., twice, three times), and cardinal/ordinal numbers. Their classification separates the determiner from the adjective, while older grammars incorporate them into the adjective word class (Jespersen, 1933). In fact, in English, determiners precede an adjective if one is present; otherwise, they precede a noun. Radford (1997:46-47) distinguished determiners from adjectives using four properties:

The same type of adjective may be used recursively (the eloquent, articulate man), but the same type of determiner cannot (e.g., \*the, this man), while some determiners may occur together (e.g., all my friends; my many friends).

Syntactically, determiners occupy a separate slot (i.e., the specifier position) – and must precede all adjectives (e.g., the bright sunny day; \*bright the sunny day).

A singular count noun cannot stand without a determiner, though it can stand without an adjective (e.g., the boy; \*tall boy).

Most determiners can only modify nouns with specific count properties, but no adjectives are similarly constrained (e.g., \*a men; \*these building; \*many water; red men; a gray building; blue water). Simons (2001) more plausibly defines English determiners as “function words with little or no lexical meaning that modify a noun and carry overt or covert person, number, gender, and case properties” (p. 8). This definition distinguishes the determiner from the adjective, which is a content word with one (or more than one) lexical meanings.

Additionally, Simons noted that determiners have “the grammatical function that determines the referential or quantificational properties of the noun they accompany” (p.4). Various types of words fall into this category: for example, articles, possessives, demonstratives, quantifiers, ordinal/cardinal numbers, and multipliers.

Articles can optionally be preceded by one pre-determiner and followed by one or two post-determiners. In other words, as Celce-Murcia & Larsen-Freeman (1999) note, “it is possible to sequence determiners in an English noun phrase by picking one determiner from the pre-determiner column, one from the core determiner column, and one or more from the post-determiner column” (p. 335), as shown by these examples (Celce-Murcia & Larsen-Freeman 1999:335):

1. All our many hopes were kept alive by her encouraging words. (1-1) pre core post
2. These next two weeks before school starts will be hectic. core post post

Each of the core-determiners is mutually exclusive in English, though not necessarily so in other languages. In English, therefore, no more than one core-determiner can occur in a noun phrase (NP) as shown by these examples: *the big car, some other cases, my two sisters*.

- \*the no person
- \*my the book
- \*the these houses
- \*those some eggs.

In examples 1-3, the first three noun phrases are grammatically correct, because they have only one core-determiner (the, some, and my), each of which is followed by an adjective (big) or a post-determiner (other/two). The last four noun phrases are ungrammatical, because they have more than one core-determiner (e.g., the, no, my, the, these, those, and some).

Among the core-determiner category in English, articles hold a unique position:

They have little lexical meaning but are semantically more complex than other determiners in English. An English article has no salient meaning in itself, but has complex semantic distribution in discourse. The Concise Oxford Dictionary of Linguistics (Matthews, 1997) defines the article as “a determiner whose basic role is to mark noun phrases as either definite or indefinite.” For example, “the” is definite in “the car” and “a” is indefinite in “a car.”

The use of English articles pertains to discourse referentiality (they refer or point to something in discourse). Bickerton (1981) provides a systematic approach to the analysis of English article usage. According to Bickerton, the use of the English articles – “a(n),” “the,” and “Ø” - is governed by the semantic function of the noun phrase (NP) in discourse. The classification of the semantic function of an NP is determined by two binary discourse features: (a) whether a noun has a specific referent (+SR); and (b) whether the hearer knows the referent (+HK).

According to Collins Dictionary (2018) in grammar, a pre-determiner is a word that is used before a determiner, but it is still part of the noun group. All pre-determiners can be divided into separate groups, such as: multipliers, fractions, intensifiers and others. “The Grammar Bank” (n.d) groups pre-determiners as multipliers, intensifiers and fractions while Encyclopedia.com (2016), explains central determiners as articles (*a, the* in *a storm, the weather*), demonstratives (*this, those, those clouds*), possessives (*my, your, in my hat, your umbrella*), some quantifiers (*each, every, no, any, some* in *each moment, every day, no excuse, any help, some clouds*). Such determiners are mutually exclusive and contrast with adjectives, with which however they can co-occur: *the best weather, any possible help, no reliable news*. Post determiners are used after central determiners and including numbers (*two, first* in *those two problems, my first job*) and some quantifiers (*many, several* in *your many kindnesses, his several attempts*). Ofori (2018) gives the following examples to exemplify post-determiners in English.

- i) All the **three** students (cardinal numeral).
- ii) All the **three** former presidents were there.

As our focus in this study was to find out if students could identify all the determiners that have been used in sentences, we have to proceed to the methodology of the study.

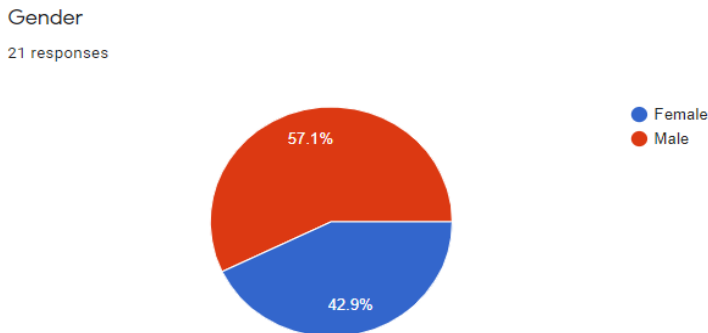
## Methodology

The researchers opted for the controlled-data elicitation techniques so as to enable them to reduce the number of uncontrolled variables that may crop up in the work by giving the participants 10 questions to study and identify and write all the determiners in each of the sentences. In other words, the main task that was used for data elicitation is a test that consists of 10 questions that contain the various types of determiners in English.

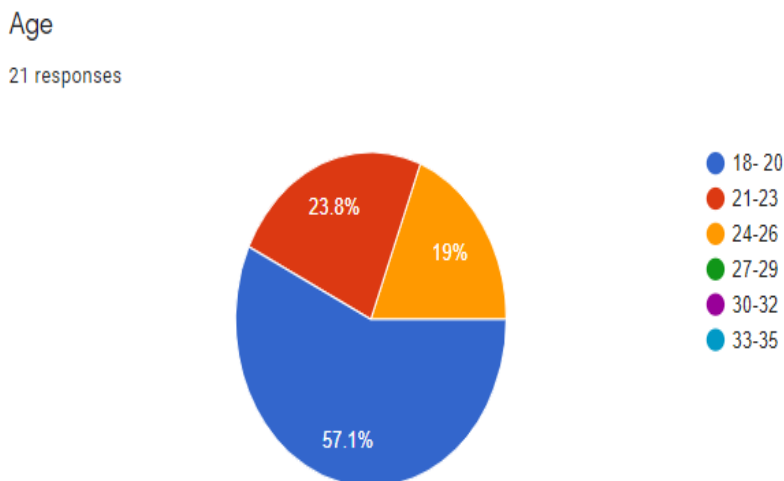
The data for this study were derived from the first year Francophone students pursuing their programme of studies at the Ghana Communication Technology University. Data were not accessed from any of the private universities in Ghana because this study focuses on students in a public tertiary institution only. Purposive sampling strategy was used to collect data for this study from Ghana Communication Technology University, (formerly Ghana Technology University College). Twenty-one level 100 Francophone students were asked to write a test by identifying all the determiners in ten (10) sentences and write them accordingly so as to enable the researchers to assess Francophone students’ level of comprehension and their ability to identify English determiners in context communication. Due to the outbreak of Coronavirus pandemic, the researchers were compelled to conduct the test via google forms through sharing a link with the level 100 Francophone students at the Ghana Communication Technology University Language Centre. One of the limitations of the study is that students could easily

seek external assistance or copy each other as the researchers were not around to ensure that learners work independently.

The biodata of the participants are as follows:



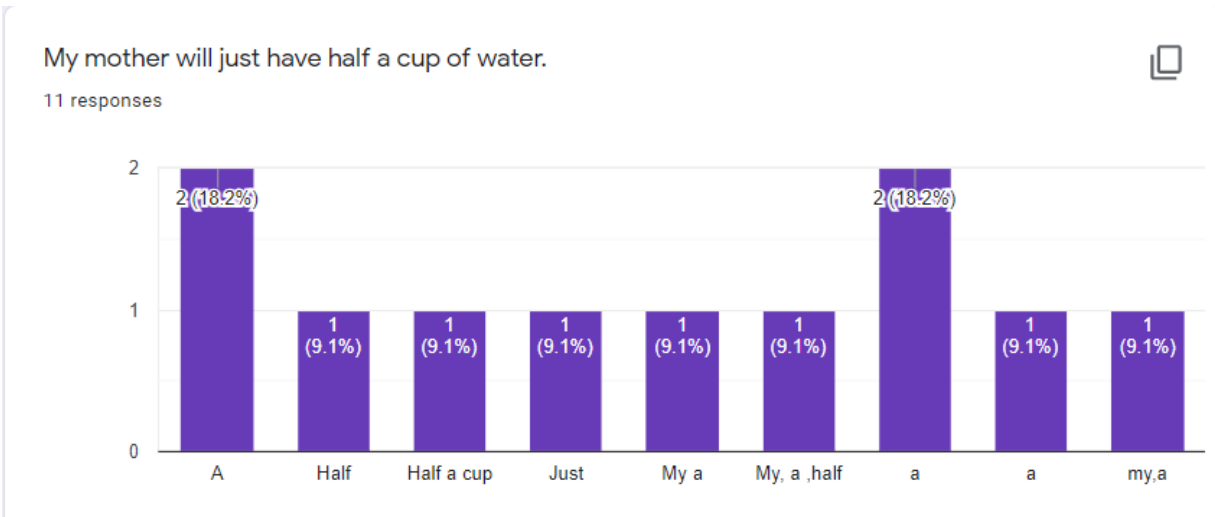
**Figure 1: Biodata of the respondents**



**Figure 2: Biodata of the students II**

### Discussion and Findings

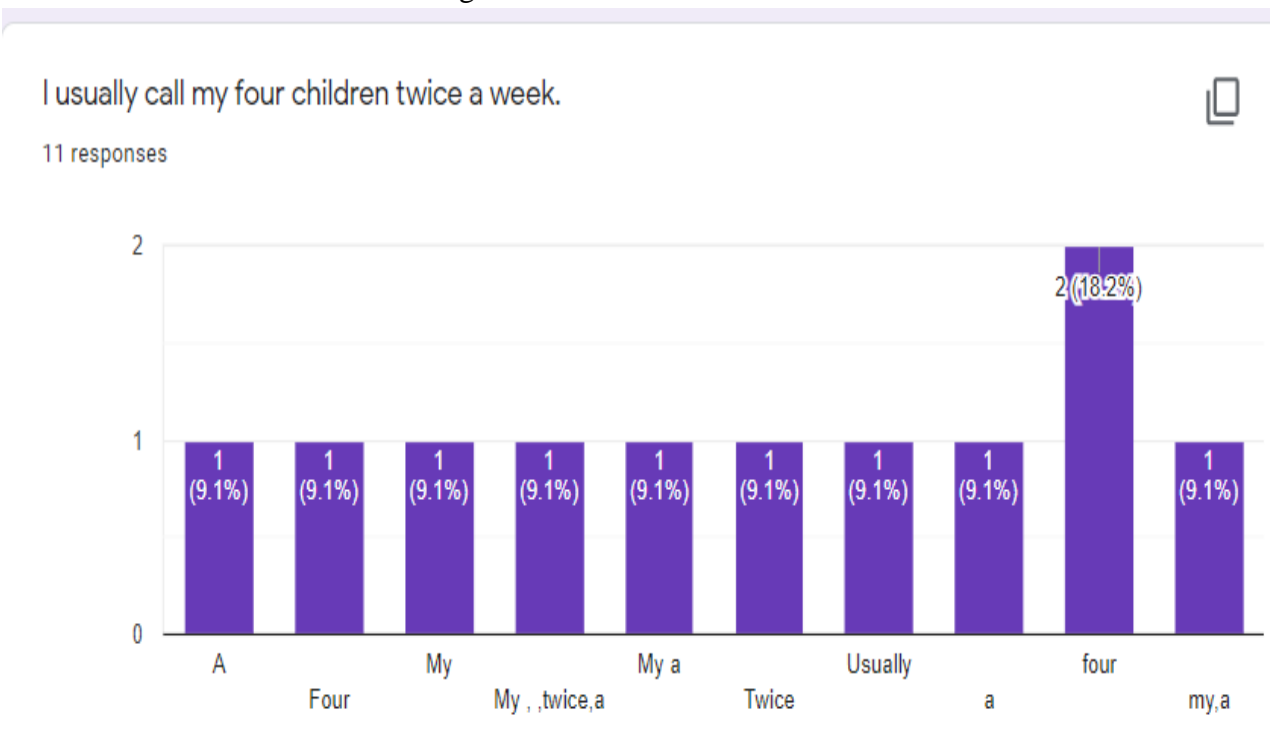
The objective of the researchers here was to assess learners’ ability to identify all the determiners used in the 10 sentences and categorise students’ identification of the determiners in the test that was conducted via google forms through sharing a link with the level 100 Francophone students at the Ghana Communication Technology University Language Centre. Our findings and discussion have been deduced from the research questions raised in this work. The findings and discussions are as follows:



**Figure 3: Sentence 1**

We can see from the above diagram that only eleven students answered this question. Even all the eleven students could not identify the determiners used in the sentence correctly. Only four students were able to identify “a” as a determiner, instead of all the students identifying ‘my’, ‘half’ and ‘a’ as determiners. One of the students even considered “cup” as a determiner. This means that some students could not distinguish between nouns and determiners in English. We can deduce from the above finding that only one student could identify all the determiners in the sentence.

Also, the students were expected to identify ‘my’, ‘four’, ‘twice’ and ‘a’ as determiners used in the sentence, but the eleven (11) students who willingly attempted the second question could not identify all the determiners. It was uncovered that some of the students did not even know that “usually” can never be considered as a determiner in English. The results are as follows:



**Figure 4: Sentence 2**

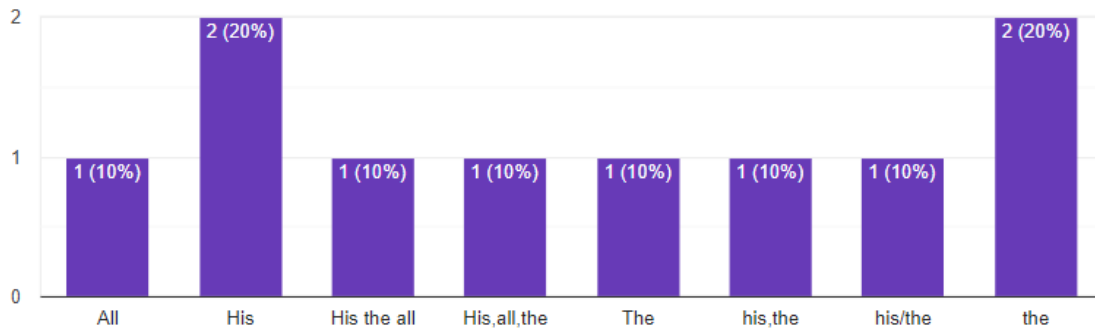
Again, the respondents were to identify ‘his’, ‘all’ and ‘the’ as determiners in the sentence, but only two students were able to identify all the three determiners in the sentence. The detailed results are as follows:



**Figure 5: sentence 3**

I can see his photograph in all the Ghanaian papers.

10 responses



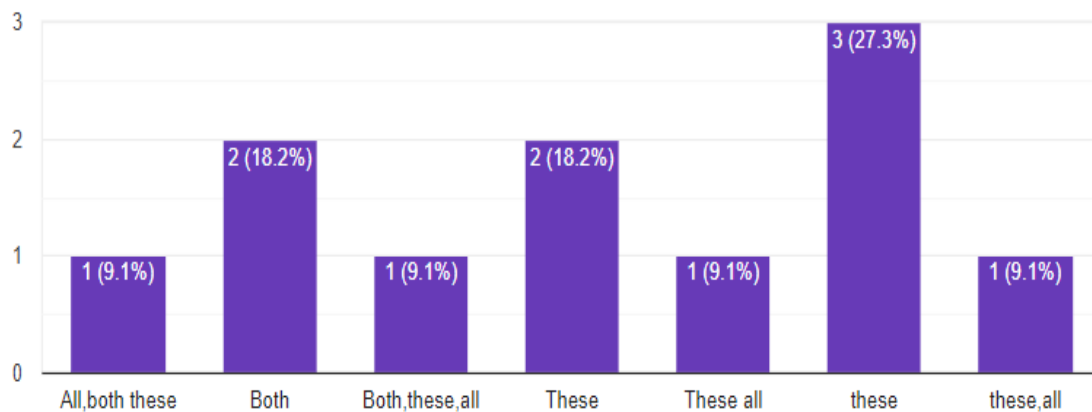
Moreover, only two students were able to identify

“both”, “all” and “these” as determiners in the sentence, even though the determiners in the sentence were not used chronologically. One can see that pre determiners do not normally co-occur and that might be the reason why we did not see “\*All both these articles...” In fact, considering the use of “all” here, contextually, it seems it has not been employed as a determiner.

The results are as follows:

Both these articles were all written last year.

11 responses

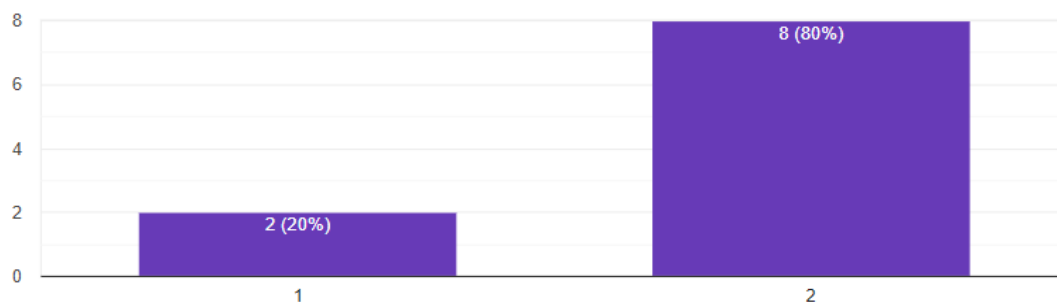


**Figure 6: sentence 4**

Furthermore, the students were supposed to identify ‘other’, ‘double’ and ‘the’, but all the 8 students who attempted the question could not identify any of the determiners in the sentence. The responses are as follows:

Other professionals get double the amount we get as lecturers

10 responses

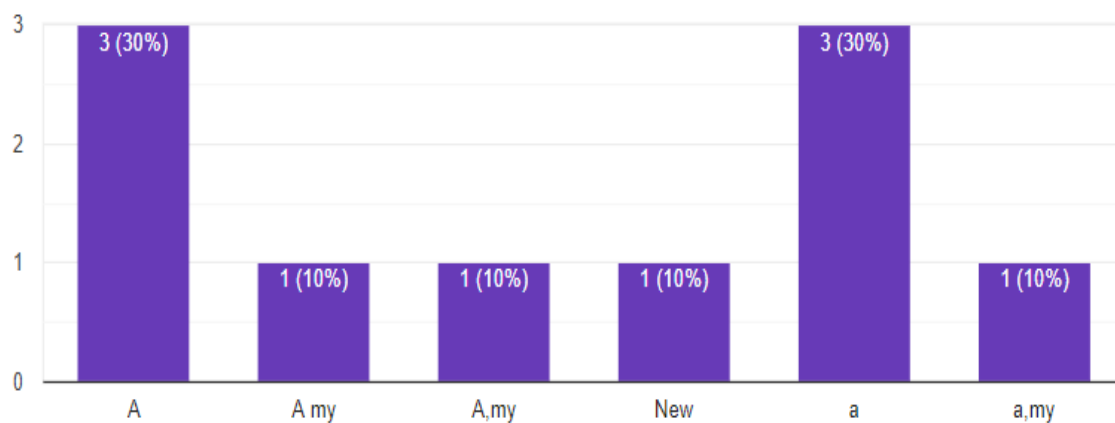


**Figure 7: sentence 5**

Moreover, it was revealed in the study that only three students were able to identify ‘a’ and ‘my’ as determiners out of the ten students who attempted to answer the question. The results are as follows:

I really need a brand-new laptop to carry out my research.

10 responses

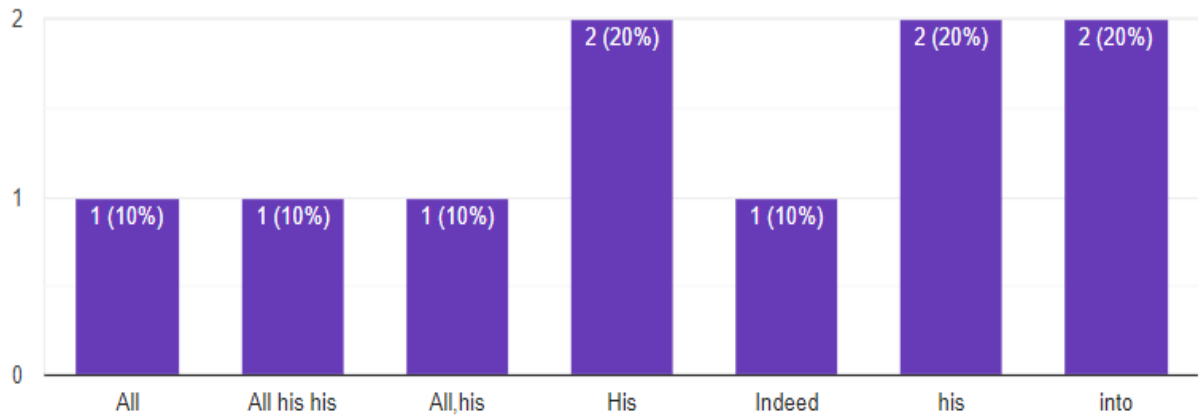


**Figure 8: sentence 6**

The students were also asked to identify ‘all’, and ‘his’ in the sentence below, but only four students were able to identify the correct responses. It was found that two of the respondents identified “into” and “indeed” as determiners. The detailed results are as follows:

He has deposited all his money into his bank account.

10 responses

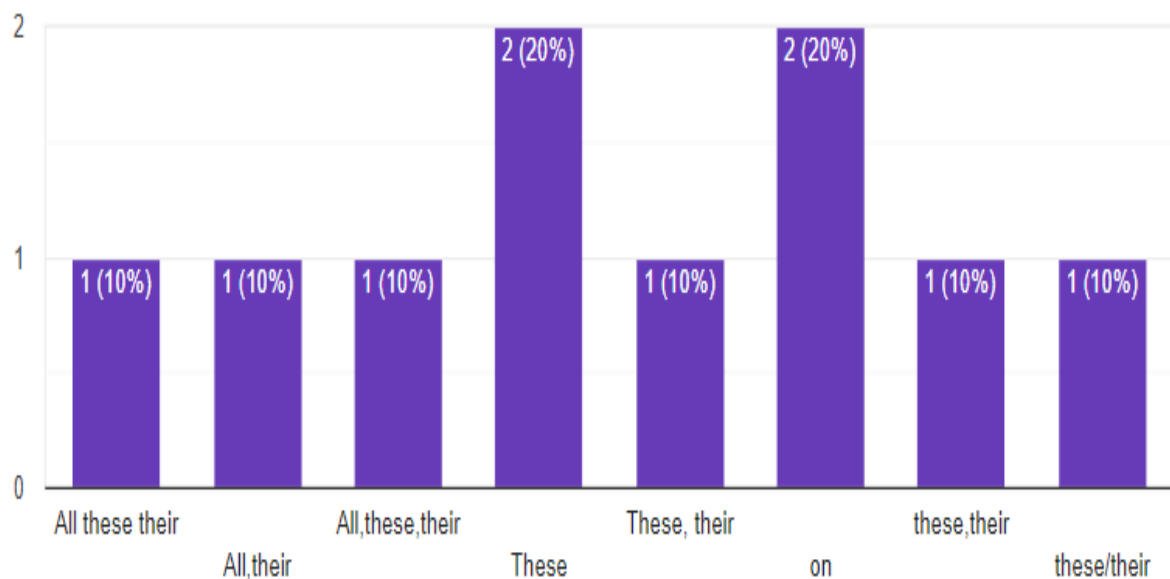


**Figure 9: sentence 7**

Not all the students were expected to identify ‘all’, ‘these’ and ‘their’ as determiners in the sentence, but only two students were able to identify all the three determiners in English. The detailed results are as follows:

All these problems have compelled them to embark on their strike.

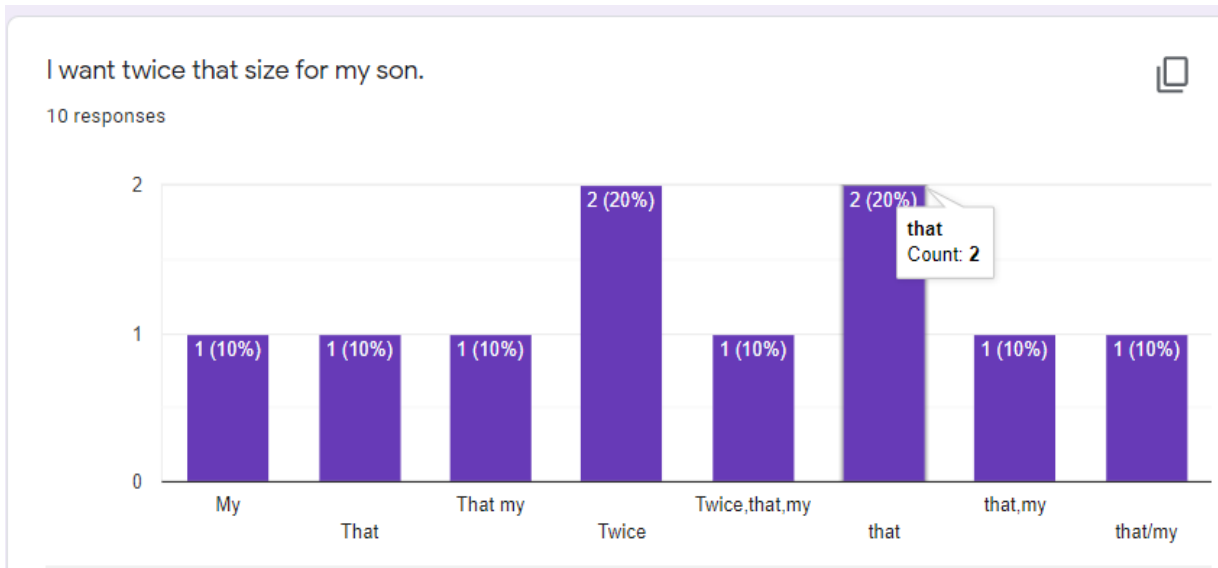
10 responses



**Figure 10: sentence 8**

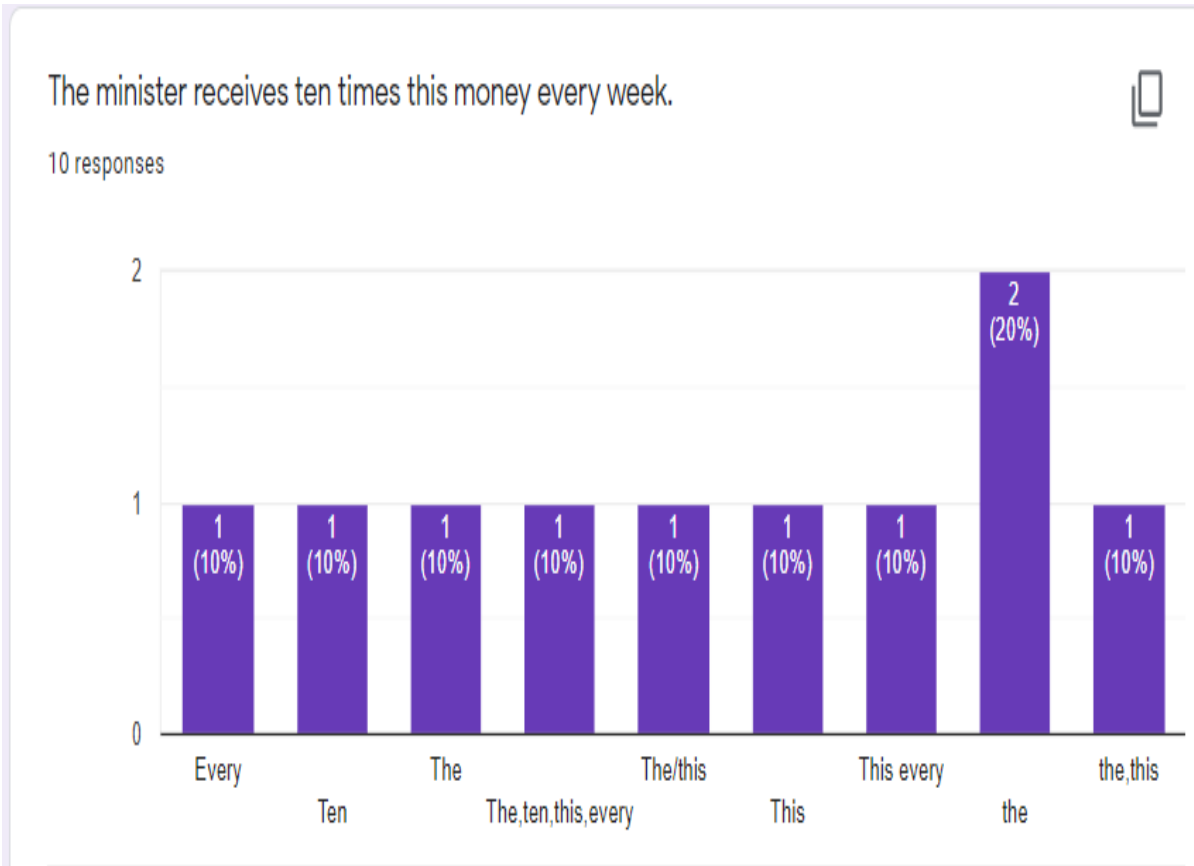
Furthermore, the students were expected to identify ‘twice’, ‘that’ and ‘my’ as determiners in the sentence, but only one of the respondents was able to identify and write all the three determiners. The

detailed results are as follows:



**Figure 11: sentence 9**

Finally, the students were supposed to identify ‘the’, ‘ten’, ‘this’ and ‘every’ in the last sentence as determiners, but only one of the students was able to identify all the four determiners in the sentence. The results are as follows:



**Figure 12: sentence 10**

From the foregoing discussions, it has been found that all the respondents found the identification of the English determiners extremely difficult. The summary of the analysis of the identification of the English determiners that students were to write are as follows:

**Table 3: Summary of the types of the determiners in the data**

Pre-determiners	Central determiners	Post determiners
twice (2)	my (5)	four (1)
double (1)	his (3)	last (1)
ten (1)	their (2)	other (1)
half(1)	the (5)	
both(1)	a (4)	
all (5)	these (3)	
	that (1)	
	this (1)	
	every (1)	
<b>Total: 11</b>	<b>Total: 25</b>	<b>Total : 3</b>

The above table shows the various types of determiners that were identified in the data analysed. In all, 25 central determiners were found in the ten sentences, 11 pre-determiners were identified while only 3 post determiners were found in the data analysed.

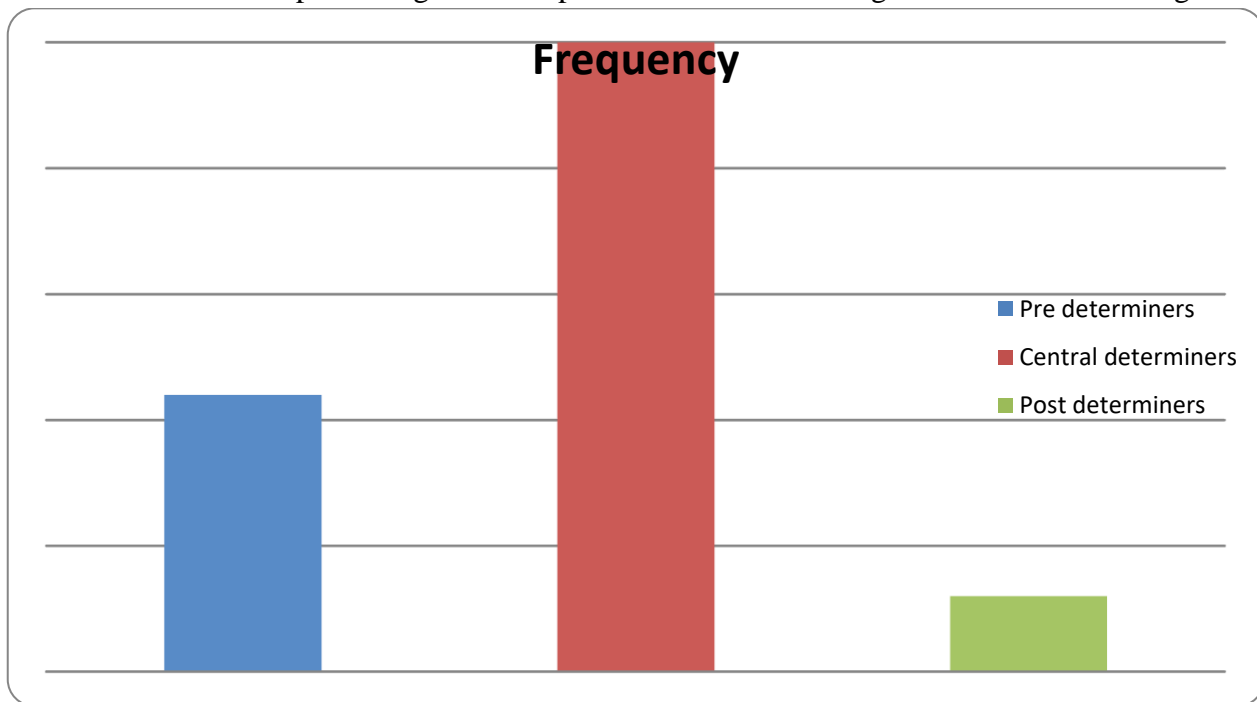
The types of the determiners identified in the data can therefore be represented statistically as follows:



**Table 4: Types of determiners identified**

Types of determiners	Frequency	Percentage
Pre determiners	11	28%
Central determiners	25	64%
Post determiners	3	8%
<b>Total</b>	<b>39</b>	<b>100%</b>

The above table represents the types of English determiners that were identified in the data analysed depicting central determiners recording the highest number of 25 representing 64%, followed by pre determiners with 11 representing 28% and post determiners showing 3 determiners denoting 8%.



**Figure 13: Frequency of determiners**

### **Pedagogical implications**

It is pedagogically prudent for language instructors in Ghana to take into account that, Francophone students who have French as L2 academic needs may differ from Anglophone students in Ghana who have English as L2, and hence systematic pedagogical measures must be taken into consideration when teaching Francophone students determiners in English in an Anglophone country. That is to say that bearing in mind the needs analysis when teaching Francophone students is highly crucial (Tabiri, 2021). It was also realised through the analyses of the data that not all the 21 participants answered all the questions on determiners. All the 21 students gave their biodata, but they did not answer all the questions they might have found difficult. This might have cropped up as the researchers could not meet with the students face-to-face due to the outbreak of Coronavirus pandemic.

Again, through the analysis of the data, it is pedagogically advisable to point out to learners that a determiner (D) can be seen as a functional category that includes diverse sub-categories which might have very few shared morphological or semantic features, but which are in complementary distribution (Sideeg, 2016).

Moreover, it is pedagogically prudent to take learners through pragmatic ways of helping them to identify, realise and master all the three types of determiners (pre-determiners, central determiners and post determiners) contextually so as to prevent students from mistakenly considering some open classes as determiners in English. The researchers therefore propose a determiner table as follows:

	<b>Pre-determiner</b>	<b>Central determiner</b>	<b>Post-determiner</b>	<b>Noun</b>
We saw	all	His	many	Children
	all	the	five	Students
	all	My	numerous	Students
	All	These	several	years of learning

**Table 5: determiner table**

As students found it extremely difficult to identify all the three types of the determiners, teachers must do well to teach determiners in linguistic environment so as to enable Francophone students to discover the practical uses of the determiner system in English. In other words, teachers or lecturers of the language should teach English language in context and not out of context.

## **Conclusion**

From the foregoing discussion, we have realised that the Francophone students could not identify determiners that were found in the sentences they were supposed to deduce all the three types of determiners from. It was found that the types of English determiners that were identified in the data analysed, central determiners recorded the highest number of 25 representing 64%, followed by pre determiners with 11 representing 28% and post determiners showing 3 determiners denoting 8%.

From the findings on the determiners, we can realise that all the types of determiners can be classified as pre-determiners, central determiners and post-determiners in English language. It has also been observed that the three main categories of determiners can be subdivided into two broad categories as specific and general determiners. One can also deduce from the analysis that, pre determiners do not normally co-occur while post determiners can co-occur contextually. Moreover, it has been uncovered in this study that Francophone learners may find it extremely difficult to use the three types of English determiners as they could not even identify the determiner system in English.

Future researchers can focus on helping students to use all the three types of the English determiners correctly in context communication.

### **Acknowledgements**

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## **DISCOVERING THE ELEMENTS FORMING TURKISH EFL TEACHERS' PROFESSIONAL AGENCY**

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### **Abstract**

Teachers' professional agency has been the subject of educational research for the last two decades. However, Turkish research literature remains scarce on professional agency studies. This paper tries to find out the elements which form Turkish EFL teachers' professional agency in the workplace and classroom via a semi-structured interview with 10 Turkish EFL teachers. Obtained qualitative data were analyzed by employing a qualitative content analysis method. Results indicated that Turkish EFL teachers' professional agency in the work community can be affected by their relations with their student rather than their colleagues. This paper provides necessary and useful information to understand Turkish EFL teachers' agency further.

### **1. Introduction**

Agency studies has been the scope of educational research literature for the last two decades. Teachers' professional agency refers to a teacher's intentional and responsible actions in a given situation which form a new learning opportunity (Pyhlto, Soini and Pietarinen, 2012; Pyhältö, Pietarinen and Soini, 2014). A teacher's ability to actively manage a learning situation and acting responsibly forms teachers' Professional agency. Agentic teachers are expected to see and use others as a means of learning and reciprocatively be a source of learning for them (Edwards, 2005; Pyhältö, Soini and Pietarinen, 2012). Correspondingly, teachers can also adjust their own learning and motivate themselves using their will to improve (Giddens, 1984; Sachs, 2000, 2003; Turnbull, 2002, 2005). It has been stated that teachers' professional agency is "highly relational" (Greeno, 2006; Liiponen and Kumpulianen, 2011). In other words, agentic teachers voluntarily help others to learn and improve themselves (Niemi and Kohonen, 1995) since they perceive themselves as responsible for their colleagues and students' development and they know their importance in their professional environment (Husu & Toom, 2010; Kwakman, 2003; Rogoff, Matusov & White, 1996). This shows that teachers' professional agency is "dynamic", and it may not differ depending on personal factors, the situation, the audiences, socio-cultural contexts and culture (Fullan, 2007; Stoll, Bolam, McMahon, Wallace, Thomas, 2006; Vähäsantanen, Sarinen and Eteläpelto, 2009).

Teacher agency includes motivation to learn, self-efficacy beliefs, and willing acts to provide and develop learning in everyday life. Together with afore mentioned notions, it has to be stated that these features are connected together. Performing only one of them does not necessarily mean that one holds a high and healthy level of agency (Pyhältö, Soni, Pietarinen, 2015). Moreover, agency requires

intentional use of people as a source of development and learning such as colleagues and students, and also reciprocally being a development and learning source for them. Agency provides and develops a teacher's Professional improvement, and chiefly assists teachers to become accomplished teachers (Gurría, 2012; TPA Research Group, 2012). Agentic teachers help their environment to improve and be successful, as well. Hence agency studies are significant to achieve educational success.

## **2. Problem**

Teachers' professional agency has been under the scope of educational research for the past two decades. It has been presented by the studies that professional agency is a significant factor that teachers benefit from in order to become experts. However, the number of studies investigating Turkish EFL teachers' professional agency is very scarce. By exploring such a notion, this study aims at filling a gap in the literature and being beneficial for teacher educators, student-teachers and teachers in the field.

## **3. Purpose of the Study**

This paper tries to discover the elements that form Turkish EFL teachers' professional agency by employing a qualitative content analysis method. Additionally, since related Turkish educational research literature does not present many examples, the study aims at being beneficial for further agency studies that will be made on both Turkish and global context by providing an insight for researchers.

## **4. Research Questions**

Below are the research questions that were analyzed in the study:

- 1- Do Turkish EFL teachers perform differently in classroom and teacher community in terms of professional agency?
- 2- What aspects have an impact on Turkish EFL teachers' professional agency in classroom and teacher community which are the main contexts of their everyday life?

## **5- Hypothesis**

Turkish EFL teachers present consistency both in teacher community and in the classroom context in terms of agency. In other words, they are able to hold the same level of professional agency in these two main contexts of their everyday life. Teachers mostly pattern experienced teachers, and lastly, the study hypothesis that Turkish EFL teachers may switch into indecision once they do not see support from their administrators.

## **6- Agency and Professional Agency**



## 6.1- Agency

Different fields most popularly education, the social sciences, and psychology studies agency, consequently scholars propose that agency is a multidisciplinary concept (Eteläpelto, Vahasantanen, Hökka, Paloniemi, 2013). Even though its popularity in the academic world in the last one or two decades, the term agency has still not possessed an explicit definition of its precise meaning. (Eteläpelto, Vahasantanen, Hökka, Paloniemi, 2013). Defining agency has two main features. The first one is to emphasizing relations between individuals and contexts “ranging from analytical inseparability to separateness” (Eteläpelto et al. 2013). The second one is the impact of the socio-economical structure of a given environment on the individual’s actions and the level of agency practiced in the environments (Hitlin and Elder, 2007; Biesta et al., 2015).

Edwards (2005) says that defining agency is a challenging task since the notion of agency seems to have several definitions. Yet she also tells that scholars use language deceptively only to talk about almost the same things with devious sentences. For instance, Eteläpelto, Vahasantanen and Hökka go parallel with Taylor’s definition, and say that individuals who practice agency have a power to affect their environments (2013). For them, agency can be worked on and can be improved. Soini, Pietarinen, Toom and Pyhältö sees agency as a talent that can be constructed and self-regulation is perceived as its evidence (2012). On the other hand, Biesta, Priestly and Robinson’s agency is “an emergent phenomenon” (2006). Shortly, agency is something to be achieved, not something to suddenly appear out of blue. Additional to these, Buchanan, Stillmann and Anderson highlights the importance of identity closely connected with agency (2015).

As Parker (2003) stated, the agency can also be identified in three different positions. The first one is the internal view. According to this view, people have the potential to act autonomously independent from any blockages of social structure. Humans are seen as “self-motivated, self-directing, rational subjects, capable of exercising individual agency” (Usher and Edwards, 1994). Yet, these ideas are argued by researchers that this kind of an agency is exceedingly individualistic because it underemphasizes the significance and influence of societal structures and human culture and discourse (Priestly et al., 2012b). Archer posits that this view unnoticed the ties between the individual and society. The second one is the centrist position. It has been put forward as a reaction to the internal view and determinism which is the third position. Centrist position rejects the idea that the agency is a capacity which an individual holds and can be transformed. It positions individual capability as a variable and a driving force for social actions since it positions structure and agency differently. Problems with seeing the agency as a capacity to have and disregarding of the context are overcome. This view conceives people as reflexive and influenced by society and individuals are understood as being embedded in and imbued by their socio-cultural context. The last and the third one is determinism. It puts the influence of society over the individual and seeks to supplant the agency with structure

(Priestly, 2012). Which it could be argued, is an over-socialized view of someone who is “shaped and molded by his social context”. And little more than an epiphenomenon of society (Archer 2010).

Priestly (2015) starts approaching agency by focusing on its “long history in sociology”. Agency explicitly appears before us in the structure/agency debate. The inquiry which forms the basis of this debate is “whether the agency is more or less important than the structure in human life”. Here, agency refers to one’s capacity to act in a given situation while the structure is conceived as the driving forces and blockages afforded by society. As put forward in the literature, some researchers focused on the importance of one’s deliberate choices while some focused on the impact of society in human activity. However, many share the idea that it would not be appropriate and reasonable to think of human activity independent from either agency or structure since individuals benefit from both of them while taking actions in their life. The view of sociology stated above, conceives agency as “a personal capacity, something innate to the individual”, and a former variable in human action.

From the ecological approach’s viewpoint, the agency is not conceptualized as an innate capacity which an individual possesses. Rather, it is seen as an emergent phenomenon, something that can be succeeded. Priestly (2015) explains it as “an always unique interplay of human capacity and the social and material conditions by means of which people act”. The ecological approach puts forward the claim that the agency has “three temporal dimensions” (Priestly, 2015). Emirbayer and Mische (1999) provide their own explanation of temporal dimensions of agency by stating that agency is “the interplay of what they call a chordal triad of the iterational element, the projective element and the practical-evaluative element of agency”. They further explain iterational element as “the selective reactivation by actors of past patterns of thought and action” (p.971). It can be commented that agency benefits from one’s past experiences, individuals who possess a wider repertoire of experience may achieve agency more readily than those who do not possess the same amount of past experience. In simpler words, it can be said that iterational element refers to one’s past experiences which have a significant impact on his both present and future actions, the projective element is defined as the imaginative generation by actors of possible future trajectories of action. By setting goals and projecting the possible future in his/her mind, the individual always orients his/her agency to the future (Priestly, 2015). People who can imagine multiple trajectories are more likely to achieve agency more readily than those who cannot. Lastly, the practical-evaluative element is defined as “the capacity of actors to make practical and normative judgments among possible trajectories of action – in response to presently evolving situation (Emirbayer&Mische, 1999, p.971). It concerns with the resources in the current situation. In his article, the writer further points out that one cannot quite take action to revise his past experiences which have a great impact on his agentic actions. This also brings out the idea that as much as itearional and projective element, the practical-evaluative element holds a significance. The writer reminds that each of these elements mentioned above might be “personal or collective”. That is, iterational, projective and

practical-evaluative elements of agency might share the same sociocultural context, however, they might differ “depending on a personal biographical trajectory”.

Some researchers studying agency focuses on personal factors while some focuses on contextual factors to have a better understanding of agency. These two different approaches show that they share “the symbiotic and reciprocal nature” of the agency.

Additionally, the agency can be observed in a work community. In that situation, it is called “professional agency”. (Etelapelto et al., 2013). In the case of teachers, the professional agency can be observed when teachers have the competence to “intentionally” succeed at new learning in classroom interaction. Throughout their career, teachers are continuously developing themselves, and improving, creating and regulating their professional identities. They can have their own unique characteristics (Elbaz, 1983, Loudon 1991, McDonald 1992). A teacher intentionally decides and acts in a specific way to succeed at teaching.in and outside of the classroom

While shortly Marshall (1994, p.7) defines agency as “the capacity for willed action”, further he claims that agency is “the psychological and socio-psychological disposition of the agent”. Emirbayer and Mische (1998) put forward that agency is the skillful act of the individual to shape his reactions in a given challenging situation. Additionally, agency is said to have a sociocultural aspect to its nature (Ahearn, 2001). Namely, one’s capacity to make a decision is also shaped by his environment. Ritzer (2005) defined agency as one’s attended, volunteered and self-governed actions. Calhoun (2002) stated that agency requires self-reliant social activity as well as acting autonomously in a challenging situation. The ability to take action in a self-directed and sovereign way with the burden of skeletal constraints is another way to define agency (Abercrombie, Hill, & Turner, 1984). Taylor’s definition, a relatively old one, makes a connection between both responsibility and self-evaluation. He describes agency as a guidance of the individual through the actions and to evaluate if they have been succeeded or not (1977). It can be concluded that all these definitions highlights the power of individual in terms of agency. Withal, there is a requirement for discrimination between sovereignty and independence from the social structure. In order to give a more appropriate explanation of the discrimination, “psychological, socio-psychological, and philosophical constructions of human agency” should be examined. On the other hands, Edwards (2015) collects eight pieces of paper in order to come up with a broader perspective of agency. She quotes Taylor (1977) and says that agency means to taking responsibility of one’s actions and intentions, as well as continuously evaluating these actions and intentions. Further she says that if agency is being spoken, culture has to be mentioned since culture has an impact on the variation of educational policies, curriculum making and the emphasis put on the evidences of agency. Green (1978a), as an example described agency as a notion which holds a kind of a moral worry in itself. As Taylor (1977) once said, to be agentic the individual must be active during the process. Sen is seem to state the same by saying that people should not be uninvolved attendance of “the fruits of cunning

development programs” (Sen, 1999, p. 53). Moreover, Green puts forward that individuals who are active agents should be careful about the risk of “acquiescence and mindlessness” (Greene, 1978a, p. 248). Namely, the active agent should be aware of various opportunities (Greene, 1978b, p. 26) and should have the ability to think critically (Giddens, 1979, p. 56).

When looking at the literature on human agency, it is seen that agentic teachers seem to hold specific features which help them to predict possibilities, being volunteered, to act and to do it in a conscious and deliberate way (Paris & Lung, 2008). Additionally, it has been put forward throughout the literature that agentic teachers are said to have the ability of self-reflected and self-regulated behaviors, and endurance.

## 6.2 Teacher Agency

Teachers’ agency defined by Pyhälto as a teacher’s intended and responsible acting capability in a given situation (Pyhälto et al., 2011; Pyhälto et al., 2012). It can be experienced both at the individual and community level. Anderson (2010) described agency as “teachers’ capacity to make choices, take principled action and enact change” (p.541). Teachers’ animus, will to learn and deliberate action to improve their own learning in the classroom construct teacher agency (Pyhälto et al., 2012; Soini et al., 2016). It is seen as fundamental for teachers to make student learning better, advancing curriculum and developing professionally (Toom et al., 2015; Ponnusamy, 2017). Additionally, agency covers crossing boundaries of a given context thinking outside the box and acting according to teachers own goals (Oolbekkink-Marchand, Hadar, Smith, Helleve, Ulvik, 2017). When teachers experience and realize agency, they also consider teaching as “a meaningful profession rather than just a job” and consequently they begin to show more commitment (Priestly, Biesta, Robinson, 2015, p.149).

It can be taken to mean that agentic teachers are also active learners whose choices are intentional and they like to evaluate themselves on every action they take (Pyhälto, Pietarinen, Soini, 2015). When teachers’ agency work, they automatically feel more powerful and authoritative since their decisions represents their purposes (Vähäsantanen, Hökkä, Eteläpelto, Rasku-Puttonen, Littleton, 2008). Moreover, they begin to understand that they help their professional community in considerable amount (Pyhälto et al., 2015). Relationally by Edwards, agency is defined as “the capacity to align one’s thought and actions with those of others in order to interpret problems of practice and to responds to those interpretations” (2009, p.5). Consequently, agentic teachers are said to “have the skills and will to strengthen their own capabilities for life-long learning and sustained professional growth” (Lipponen, Kumpulainen, 2011, p.812). Agency holds a great potential to affect teachers improvement (Ketelar, Beijaard, Boshuizen & Brok, 2012), their attitudes towards their profession, the feeling of achievement and professional benefits (Vähäsantanen, 2015).

Teachers’ professional agency is affected by their relations in the professional community

including pupils, administrations and stakeholders, as well (Greeno, 2006; Lipponen & Kumpulainen, 2011; Pyhäntö et al., 2015). The nature of a given situation might create and stimulate different levels of agency, and a teacher’s authority and resources also has an impact on the level of agency being practiced (Pyhäntö et al., 2015). Kayi-Aydar explains this by saying that it is “possible to see the same individual exercising more agency in one context and less in another” (2015, p.95). Biesta (2015) adds one more factor here affecting the level of agency being practiced, and that is teacher’s own beliefs. Likewise, Robinson highlights the importance of teachers’ beliefs and advices not to underrate those (2012)

### 7-Methodology

This study employs content analysis method in order to decipher qualitative data. Content analysis method is useful to find out the frequencies and occurrence of certain words, themes or concepts in a given qualitative data piece. A semi-structured interview which consists of seven open ended questions was used as a data collection instrument. 10 Turkish EFL teachers were chosen randomly according to their availability. Covid-19 pandemic required the data collection process to be online. Consequently, teachers were interviewed via WhatsApp and video calls. They were asked to answer 7 open ended question regarding professional agency both in teacher community and in the classroom. Later, obtained data respectively were translated into meaning units and then into condensed meaning units. Lastly, codes were formed from the core meanings of previous units. In this way, codes led to analyzing the data and presenting the results.

### 8- Data Analysis and Results

In this study, a semi-structured interview consisting of 7 open-ended questions was conducted. 10 Turkish EFL teachers answered the interview questions. The qualitative data analyzed by content analysis method. In this method, the data is broken down into smaller sections that are called codes, and codes constitute the head title, themes. This method is helpful to show the fact that if qualitative and quantitative data sets are aligned with each other and how they support one another.

Below, the interview questions are given with tables that present the codes that are obtained by content analysis method.

#### DECISION TAKING

**In what ways does the teacher and student communities affect the decisions taken?**

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
<i>Mutual benefits</i>	X									
<i>Students’ immediate</i>		X	X		X		X			



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*needs*

*Agreed* X

*action*

*Teacher* X X

*experience*

*Teacher* X

*sucess*

*Time spent* X

*with*

*colleagues*

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When the question related to the effects of teacher communities and student groups on the decisions that are being made concerning teaching environments was asked to the participant teachers, they gave answers which focus on different aspects of their everyday teaching practices. The table shows that 40% of teachers put students' immediate needs to the first place. Their own level of experience and the confidence that professional knowledge brings come second with a percentage of 20. Also, it can be stated that the question regarding decision taking in the teaching environment created the most codes among other questions. In other words, teacher participants showed the most diversity among 7 interview questions.

## IMPLEMENTING THE DECISIONS

**How effective are the teacher and student communities in implementing the decisions?**

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
<i>Students' requests</i>	X									
<i>Mutual benefits</i>		X		X	X					
<i>Student effect on implementations</i>			X			X	X	X	X	
<i>Teaching experience</i>										X

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As the following question, participant teachers were asked to give their opinion about whether teacher communities or student groups have the biggest part while implementing the decisions that previously made. It can be seen from the table that since students are the main audience, they have a bigger effect on performing the decisions with a percentage of 50. Additionally, it can be seen that teachers care about mutual benefits of a teaching environment. To elaborate, 30 % of teacher participants would prefer to agree on a point which both parties, students and themselves, could feel comfortable and benefit more from.

## COMMUNICATION WITH STUDENTS

**What is the effect of communication with students on teacher character?**

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
<i>Reflection of their teacher character</i>	X	X	X					X	X	X
<i>Motivation</i>				X	X	X				X

The third interview question tries to understand on what aspects teachers' communication with students affect their professional agency. Given answers set forward that 60 per cent of teachers see it as reflection of their Professional agency and their work. When teachers have a healthy communication with their students, they also feel motivated in their work. It can be inferred from the table above that communication with students is another factor affecting teachers' Professional agency.

## COMMUNICATION BETWEEN COLLEAGUES

**What is the effect of communication amongst teachers on teacher character?**

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10

<i>Experienced teachers</i>	X					X	X			
<i>Time spent together</i>		X	X		X					
<i>Collaboration</i>				X						
<i>Unimportant</i>								X	X	X

The fourth question focuses on teachers' communication with other teachers in the community. Unlike the first three questions, analysis of the data presents three codes which share the same frequency and that can affect teachers' Professional agency. If colleague teachers are perceived as experienced teachers, teacher participants tend to look up to them in their teaching practices. Since colleagues spend a considerable amount of time at schools, participants tend to think that their communication with colleagues holds a potential to affect their professional agency practices. Lastly, 30 per cent of participant teachers find their communication with colleagues as unimportant because they think that their main goal is to teach only, consequently, as long as they feel successful within themselves and they have a healthy relation with their students, teacher participants prefer to perceive the quality of their communication with colleagues as unimportant.

## INDIVIDUAL DEVELOPMENT AND COLLEGE SUPPORT

### What is the contribution of colleagues to professional growth?

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
<i>When they care their own development</i>	X							X	X	X
<i>Experience</i>		X	X	X	X	X	X			

The fifth question tries to explore how colleagues have an effect on Professional development. Results show that 60 per cent of participant teachers seem to look up to teachers who is accepted as experienced ones in the community. On the other hand, 40 per cent of participant teachers think that if a teacher is involved in with his own development, they tend to value their opinions more.

## INDEPENDENT ACTION

### Teachers' ability to act individually

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
<i>Not taking risks</i>	X								X	
<i>Students' benefits</i>		X								
<i>Mutual agreement</i>			X			X	X		X	X
<i>Personal beliefs</i>				X	X					

The sixth question aims at discovering to what extent can teacher participants act individually in a given situation. The table shows that teachers put students' requests in the first place and if they have a mutual point to act, only then they are willing to perform. Provided that, students and the teacher decide to do a certain implementation, teachers seem to be willing to act individually within their working community.

## LEARNING FROM COLLEGUES

### What influences the normality of learning from teachers?

CODES	PARTICIPANTS									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
<i>Experience</i>	X	X				X	X	X		
<i>Spending time together</i>			X	X	X					
<i>Observation</i>									X	

The last question in the interview focuses on what factor have an impact on their Professional learning from their colleagues. It can be seen that 50 per cent of the participant teachers think that experience is a huge factor when they learn from their teacher friends. 40 per cent of the teacher participants, on the other hand, said that they value the time spent in the work environment, consequently, they tend to learn more from the teacher colleagues that they spend the most time with.

## 9- Conclusion

In this study, qualitative content analysis method has been used in order to discover the elements that may affect Turkish EFL teachers' professional agency in the work community and in classroom. Results of the semi-structured interview have revealed that in the classroom context, Turkish EFL teachers put their students in the first place even when teacher participants are required to act individually. They try to act according to students' immediate needs in classroom settings. In this sense, it can be set forward that Turkish EFL teachers perform agency by being able to take a stance to be beneficial for the audience and also benefit from a learning situation themselves.

Whereas, in the teacher community, Turkish EFL teachers cannot be said to employ the same level of agency they perform in a classroom. In this change of settings, teacher participants tend to be more withdrawn. Consequently, they lack being resourceful for their colleagues and in return they have difficulty perceiving their colleagues as a source.

All in all, by predicating on Pietarinen, Pyh lt  and Soini (2016) proposed model for professional agency, it can be conclude from this paper that Turkish EFL teachers perform their agency in classrooms settings, however, they seem to struggle with professional relationship and counting on colleagues themes when it comes to employing agency in the teacher community.

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## TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS: A COMPARISON OF PRIMARY EDUCATION AND ELT TEACHER CANDIDATES' EXPECTATIONS

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### **Abstract**

Teaching foreign languages to young learners has been both a challenge and enjoyment for teachers. Moreover, this is a great responsibility that needs to be carried out carefully. Since attitudes are formed during childhood, establishing a positive environment in foreign language classes is crucial at primary school. Because of the importance of the subject, ELT Departments have a special course entitled "Teaching Foreign Language to Young Learners" in their syllabus for years. English Language Teacher candidates take this course in their third grade. Recently, primary school teacher candidates have started to take "Teaching English in Primary School" course, too. This course has been added to their syllabus because they may need to carry out English lessons if their school does not have any English teacher. This qualitative study investigates the background knowledge of English Language teacher candidates (N=40) and Primary School teacher candidates (N= 45) studying in a state university in the west part of Turkey related to teaching foreign language in primary school. The participants of this descriptive study were asked written open-ended questions similar to a KWL form. The qualitative data gathered will be analyzed using systematic content analysis. The findings will reveal the expectations of these two groups about taking these courses. Implications of the findings for teacher education programs in the country will also be included in the study.



## THE RELATIONSHIP BETWEEN TWITTER USAGE AND L2 LEARNERS TEXT PRODUCTION IN ENGLISH

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### Abstract

In the modern world, technology usage has increased and along with it, a lot of social media platforms have come into our lives. Especially Generation Z is so used to using technology and social media platforms. According to researches, Twitter is used so often and users use Twitter to share their ideas daily. Students especially young adults so tend to use social media to share their photos or thoughts, ideas, daily routines, movies they watched, maybe a social situation on Twitter. Only 280 characters can be written. So the actual purpose of Twitter is to post something really short. The users only see a line or a few lines of writing. When the users spend long hours on the platform they are so used to seeing short sentences. The purpose of the research is to test if there is a relationship between Twitter usage and L2 learners text production in English.



## LANGUAGE POLICIES IN EGYPT AND ALGERIA: CHALLENGES AND PROSPECTS

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### Abstract

Multilingualism is a global concept in language policies which has been identified as a source of integration, linguistic democracy, and opportunities. However, language policies of some countries, especially in the Middle East and North Africa (MENA), tend to neglect these gains. This scoping review aimed to find out the linguistic situation in Egypt and Algeria as it related to multilingualism. The study also purposed to unravel the probable challenges beclouding language policies in those countries. Egypt and Algeria are selected because they are both Arabic speaking countries, however, they have different perceptions about themselves within the Arab region. The articles used for the review were systematically selected through Google Scholar database. In order to have information about the latest developments in the language policies of both countries, only works publishes between 2014 to 2020 were selected for the study. The result of the study indicates that against the linguistic realities in both countries, monolingualism still exist in their educational policies. However, this tends to be more in Algeria than it is in Egypt. The finding also suggest that Arabization, diglossia, top-down approach to language policies, and poor implementation are the basic challenges besieging language policies in those countries.



## **ONSITE SESSIONS**



## **TRAINING TEACHERS TO TEACH IN YOUNG LEARNER CLASSROOMS: A MICRO-ANALYTIC INVESTIGATION OF MICROTEACHING**

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### **Abstract**

This study reports findings from a recent micro-analytic investigation of the differences between pre-service teachers' (PST) classroom practices used during micro-teaching sessions and those used while teaching 'real' young learner classes. The study was conducted in a Turkish young learner context with student teachers following a four-year English language teacher education programme at a Turkish university. Using a micro-analytic research methodology which follows the principles and theoretical underpinnings of CA (conversation analysis), differences in the use of classroom practices are identified (1) in giving instructions, (2) use of L1 (first language) and (3) behaviour management. The study offers valuable implications for second language teacher education as it sheds light on the use of micro-teaching in training PSTs to teach in young learner classrooms. The main contribution of the study is its uncovering of the interactional features of micro-teaching and its detailed focus on the differences between micro-teaching and real teaching.

## **A BRIEF HISTORICAL OVERVIEW OF LANGUAGE DISCUSSIONS: FROM SHADES ON A CAVE WALL TO MINIMALISM AND THE FOXP2 GENE**

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### **Abstract**

The innateness of human knowledge is an on-again-off-again discussion in philosophy, and the human language is an integral part of this discussion. Naturally, it is safe to assume that discussions about the human language are as old as humanity because, as Steven Pinker puts it, it is nearly impossible to find someone who is not interested in the human language. Language discussions started as a part of philosophy; serious discussions about the human language start with Plato's Cratylus. Even though the discussion revolves around nouns, this is the first attempt to analyze the human language. Until the 19th century, all language-related discussions were in the domain of philosophy. The separation of linguistics from philosophy emerged when some philosophers started to think about the differences among languages rather than the commonalities among them; it was not a smooth transition. The current discussions about the human language focus on its innateness, and the ideas of Noam Chomsky and Steven Pinker shape these current discussions. Between Plato and Chomsky and Pinker, these discussions have primarily been shaped by Western philosophy, particularly by the ideas of Aristotle, Descartes, Locke, Kant, Frege, Saussure, Russell, Wittgenstein, and Quine. Without a clear and basic understanding of these ideas, it is almost impossible to understand current discussions about the human language. This study tries to make these discussions clearer for those who do not want to get lost in philosophical texts but still want to make sense of language-related discussions throughout history.

## **THE EFFECT OF REFLECTIVE JOURNAL WRITING ON EFL STUDENTS' SELF-EFFICACY AND FOREIGN LANGUAGE LEARNING ANXIETY**

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### **Abstract**

The aim of this study is to measure the effect of reflective journal writing on students' self-efficacy and foreign language learning anxiety. For this purpose, 39 students studying at English preparatory school were recruited for this experimental study. English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ) and Foreign Language Classroom Anxiety Scale (FLCAS) were used to collect the quantitative data both for the pre-test and for the post-test. The experimental group of students participated in an 8-week reflective journal writing process. After the post-test, it was checked whether there was a statistical difference with the pre-test. At the same time, the reflective diaries of the students were content analyzed, and the factors affecting students' language learning anxiety and foreign language self-efficacy perceptions were examined. As a result of this experimental study, it was found that reflective journal writing does not have a statistically significant effect on students' self-efficacy and in-class foreign language learning anxiety. In addition, as a result of descriptive statistical analysis, it was revealed that test anxiety, the change of the instructor and the educational environment caused more foreign language anxiety than other factors, and the assessment of the student's own learning processes, past success and failures were the biggest factors affecting their self-efficacy beliefs. Implications based on the obtained findings are presented.

### **Introduction**

A reflective journal is a personal record of one's learning, a response given to a learning situation used to see a better reflection of mistakes, procedures, and one's learning adventure (Moon, 1999). The reflective journal is a student-centered activity promoting reflection. They are good indicators of students' progress. They can reflect the language demands of the students. As many studies (Wilson & Mewborn, 2002; Cisero, 2006; Yinger & Clark, 1981) have stated, prompts help students to connect their learning to real-life engagements and allow them to see a better picture of the mistakes they make in the learning process. Reflective journal entries can provide a detailed illustration of students' achievements and failures by giving a clear picture of the problems they encounter. According to researchers (Anderson, Knowles, & Gilbourne, 2004; Redmond, 2017; Silcock, 1994), reflective journals are actors of the link between action and thought. The purpose of writing reflective journals in a second language learning environment is to figure out the learning outcomes, procedures, and experiences of language learners.

When studies on the effect of reflection enhancement activities on students are investigated, we see research proving the effects of diaries on students (Amodeo, 1996; Schmidt, 2011; Moffitt, 2000; Park, 2003). In one study, Mair (2010) has investigated the effects of reflective journals written on an electronic platform. This study has provided evidence that "keeping reflective journals helps learners construct meaningful knowledge, solve problems and decrease stress level".

According to Kazu and Demiralp (2012), reflective journals enable learners to participate more actively in their learning, which leads to permanent learning (p. 131). People using reflective journals actively in their learning process make use of this active learning to solve the problems they face. Dart, Petheram, and Straw (1998) examined reflective journals written by 27 students and revealed that journals could help these students understand the process of their learning. Moreover, Myers (2001) found that writing a reflective journal has significant importance in developing awareness of students'

learning styles. Myers (1987) assumed that reflective journal writing would be an alternative way of raising awareness in writing. Furthermore, Zulfikar and Mujiburrahman (2018) stated that reflective journals are significant in improving learners' instructional practices (p.5).

Melanlioğlu & Demir (2016) found that 41 Bosnian learners' 10-week reflective journal writing had a significant effect on their self-efficacy perceptions. The effect of reflective journal writing on participants' self-efficacy beliefs was exemplified by examining their writing skills. Bosnian students learning Turkish as a foreign language showed low writing self-efficacy levels before writing reflective journals. Yost (2006) emphasized the importance of keeping journals in promoting the self-efficacy levels of pre-service teachers. Likewise, Lee (2008) asserted the notable contribution of reflective journal writing to not only the development of reflective thinking skills but also the change in the teaching behavior of pre-service teachers positively.

Some recent studies (e.g., Edwards-Leis, 2006; Bell & Mladenovic, 2015; Cengiz & Karataş, 2015) on the role of reflective journal writing in the teaching and learning processes indicate that journal writing influences students' realization of their weaknesses and strengths. Numerous studies (e.g., Myers, 2001; Kim, 2013; Ruiz-Lopez, 2015) have been conducted on the effectiveness of reflective journal writing in second language learning and teaching. In one of their studies, Rahgozaran and Gholami (2014), whose study aimed to examine the impact of writing reflective journals on teachers' self-efficacy levels, found that reflective journal writing enhanced the self-efficacy levels of the teachers. Also, the participant teachers found the reflective journal writing practice beneficial to teacher development.

In terms of the role of reflective journal writing on FLLA, Öztürk & Çeçen (2007) asserted that portfolio keeping improved the participants' writing skills by helping them overcome writing anxiety, and had a slightly positive effect on their emotional states. Besides, Liao & Wong (2010) found that participants were less afraid of expressing their opinions in English at the end of the reflective journal writing period. Through reflective journal writing, their participants experienced a decrease in anxiety levels.

By the same token, there exists a lack of research in EFL contexts on the role that reflective journal writing can play in helping students engage in classroom activities and learn more effectively. In this regard, research conducted in the field has shown that "journal writing can provide an opportunity for teachers to write reflectively about their teaching" (Ho & Richards, 1994, p.20). Correspondingly, reflective journals can be used as materials facilitating reflection and stimulating critical thinking. Several teaching tools for the development of reflective skills in learners have emerged. Reflective journal writing is one of these tools used by educators to facilitate the evaluation of the learning adventure. Reflective journals integrate theory and practice, which allows learners to establish, discover, and understand the connections between what has already been learned. (Thornbury, 1991). They also examine and evaluate beliefs and concepts (Wodlinger, 1990). In this case, reflection plays a crucial role in the professional growth of learners. They are a kind of personal recordings of students' learning experiences, strengths, and weaknesses. Generally, writing a journal is required during or immediately after learning. Entries can be related to the course, course materials, contents used, exams, or personal opinions about what happened during the course and in the learning process. Journals have long been used in writing activities such as teacher reflections, but there are not enough descriptive studies on students' reflections. With this study, a clear explanation of the effect of writing reflective journals on EFL students' self-efficacy and language learning anxiety in their learning process will be provided.

As there are many studies (e.g., Bandura, 1994; Horwitz, Horwitz & Cope 1986; Pajares, 2002) that explore the relationship between FLLA and self-efficacy beliefs of FL learners, this study aims to provide new findings that may help teachers in teaching and understanding the mindsets and self-

reflectivity levels of their students in order that they may improve the students' self-judgments on their learning experiences through reflective journal writing. One of the subsidiary goals of this research is to explore the difficulties, learning outcomes, situations worrying the students in the classroom environment and entertaining, stressing, and challenging events students face at the end of the procedure. For these purposes, this study will address the following research questions:

1. Are the pre-test FLLA scores of the experimental group and control group significantly different?
2. Are the post-test scores of the experimental group and control group significantly different?
3. Are the pre-test self-efficacy scores of the experimental group and the control group significantly different?
4. Are the post-test self-efficacy scores of the experimental group and the control group significantly different?
5. Is there a significant difference between the pre-test and post-test FLLA scores of the experimental and control groups?
6. Is there a significant difference between the pre-test and post-test self-efficacy scores of the experimental and control groups?
7. What is/are the content/subcategories of the reflective diary logs written by the participants?

## Methodology

### *Research Design and Context*

The current study has adopted a mixed-methods research design. Mixed methods can be defined as the intermingling of qualitative and quantitative approaches in a study (Creswell and Plano Clark, 2011). One of the benefits of this design is that the validity of the results can be strengthened through the triangulation of findings from different data sources (Frechtling & Sharp, 1997). Therefore, triangulation was achieved by using different data collection sources (scales for pre-test and post-test, reflective journals) in the present study. To provide a more complete understanding of the research concern, a mixed-methods research design was used in this study. For the quantitative part of the study, English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ) and Foreign Language Classroom Anxiety Scale (FLCAS) were given to both groups at the beginning and end of the treatment period. For the qualitative section, reflective journals were assigned to the EG participants to provide a concrete result.

The quantitative part of the current study was conducted with a quasi-experimental research design to find out the effect of students' reflective journal writing activity on their self-efficacy and foreign language anxiety. We opted for this research design, since "experimental research is concerned with studying the effects of specified and controlled treatments given to subjects usually formed into groups" (Seliger & Shohamy, 1989, p.136).

Figure 1 illustrates the quasi-experimental pre-test/post-test design that the current study used:



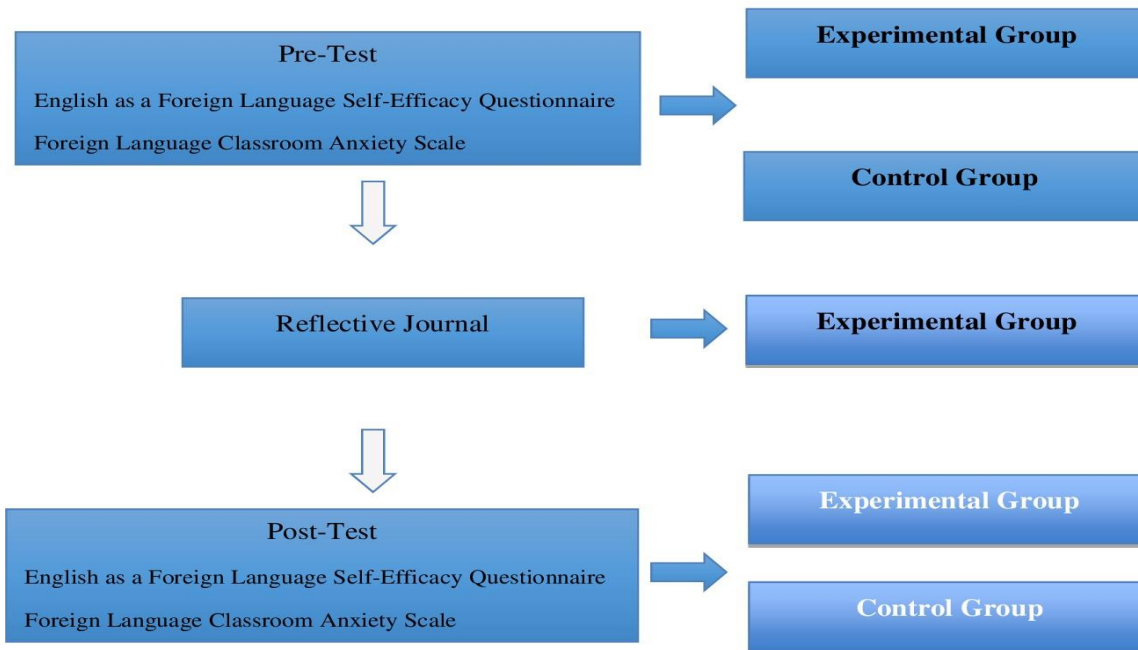


Figure 1: Scheme of the Study

It can be seen from Figure 1 that the participants were divided into the control and the experimental groups (CG and EG). EFL-SEQ and FLCAS were given to both groups as pre-tests at the beginning of the experiment. The experimental treatment (writing reflective journals) was applied to 19 EG participants. They were asked to write reflective journals for eight weeks. Both groups of students used the same instructional materials. Also, they were taught in the same manner and under the same curriculum. Furthermore, the students' learning hours in the CG and EG were equal. Both groups took 26 hours per week of general English instruction during the term. The only difference between the EG and the CG was the journal assignment for the EG. Having completed the experimental intervention, both groups took the same scales used in the pre-test and the post-test.

### Context

The present study was carried out at the School of Foreign Languages at a private university in the southeast of Turkey after necessary consent forms and permissions were obtained. English preparatory program was offered for students based on a placement test conducted at the beginning of the fall semester. The students were placed into the classes according to their scores. This research was conducted in the 2018 Fall Semester with 39 students chosen based on their levels. Students were given information about the objectives of the study. Also, consent forms (Appendix IV) were given to the students to eliminate the participants who do not want to participate in the study.

### Participants and Sampling

Two groups of students took part in the implementation of the study; an experimental group (EG) and a control group (CG). The participants were selected through convenience sampling. 19 EG participants were asked to write reflective journals throughout the semester.

### Instruments

Three instruments were used for this research. Two instruments, EFL-SEQ and FLCAS, were used to measure participants' self-efficacy and anxiety levels before and after the intervention. As the third instrument, reflective journal was used to collect the qualitative data.



### ***English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ)***

An 7-point Likert-type scale was developed by Mills (2004) in order to measure foreign language self-efficacy. Mills's (2004) questionnaire was adopted in this study. Mills (2004) stated that 'the psychometric properties of the scale were evaluated by the developers for internal consistency, with a Cronbach's Alpha coefficient ranging from .97 to .95 (cited in Cinkara, 2009). Özyürek (2005) adapted the scale into Turkish. For the elimination of the limitations, he made some arrangements and modifications in the scale. The Cronbach's alpha value of the questionnaire was measured as .93, which shows that the scale is a reliable one (Özyürek, 2005). EFL-SEQ consists of 35 items and five items separately. The last five items are about the students' overall expectations regarding their achievement of preparatory school at the end of the academic year. These items are scored from 0 (no chance) to 7 (completely certain). In these five questions, it is asked to students how confident they are in their capability to get a grade between 60-70, 70-80, 80-90, and 90-100 in their class.

### ***Foreign Language Classroom Anxiety Scale (FLCAS)***

The second instrument, the FLCAS, was developed by Horwitz, and it is a 5-point Likert-type scale. It contains 33 items. To check the reliability of the FLCAS, the Cronbach's alpha was used; "the reliability of this instrument was .93 and test-retest reliability over eight weeks of  $r=.83$ ,  $p=.001$ " (Horwitz, 1986, p. 129). Nine instructors in the School of Foreign Languages from Yıldız Technical University translated the FLCAS into Turkish. The Turkish version of the FLCAS consists of 33 questions. Exploratory Factor Analysis was conducted to examine the factor structure of FLCAS. "Kaiser-Meyer-Olkin Measure of Sampling Adequacy value was found as .812, and Bartlett's Test of Sphericity, and Chi-Square value was found as 1416.87 ( $p<.001$ )" (Gürsu, 2011, p.129). Three factors were adequate for the scale, whereas eight factors were excluded using Principal Component Analysis (PCA). For the measurement of reliability, Cronbach's alpha was calculated to reveal the internal consistency among the items. Test-retest correlation coefficient was found as .85 which was also high ( $n=31$ ).

### ***Reflective Journal***

Reflective journals were used as the third instrument to analyze whether any difference occurred in students' self-efficacy and anxiety levels after the implementation of experimental design. The participants were provided leading questions, which aimed to figure out the factors affecting the self-efficacy and language anxiety levels of the participants before and after writing reflective journals.

### **Data Collection**

Data collection of the study was done in two stages: quantitative and qualitative data collection. The first stage of data collection was the administration of the FLCAS and EFL-SEQ to 39 students as the pre-test. These scales were given to the students again at the end of the study as the post-test. These scales were given to both groups to analyze whether any changes occurred in their levels of anxiety and self-efficacy as a result of reflective journal writing.

In the second stage of the data collection process, an 8-week reflective journal writing activity was conducted with the EG. Students were requested to answer the questions provided in their reflective journals. Besides, they were required to evaluate their weekly performance at the end of weekdays. They were supposed to write reflective journals in the following weekend, and there was no length limitation.

The qualitative data were collected using reflective journals written by the 19 students in the EG. Reflective journals were written by the students for eight weeks. They were told to include any changes, ideas, and activities affecting them and their learning process. In order to eliminate the ethical concerns, students were asked to write their journals after the class and hand them in to their teachers during the day. Also, continuous data collection and elongated engagement in the study were ensured by the researcher, who is also the course teacher. Participants were told to write their journals in Turkish to express their feelings, concerns, anxiety, and beliefs in a better way in their native language.

FLCAS and EFL-SEQ were administered again to the participants, at the end of the 8-week-teaching period as a post-test.

### **Data Analysis**

The data collected through the pre-test and post-test EFL-SEQ and FLCAS were transferred to SPSS. Also, demographic variables were obtained from the questionnaires' first part (See Appendix II). The researcher used independent samples t-tests to see if there is a significant difference between two genders in terms of self- efficacy and anxiety levels. Also, two paired-sample t-tests were conducted to determine whether there was a statistically significant difference within each group after the experimental treatment.

The reflective journals that were collected were analyzed using inductive content analysis (Creswell, 2012). Analysis of the writings was done in a detailed way as students' own personal perceptions and theories, expressions of their feelings. They were mainly based on the questions given as guidance to identify their problems and learning. In the first stage, the data of the reflective journals were categorized into two stages, and the frequency of each occurrence was separated thoroughly. Figure 6 shows the stages of qualitative data analysis. After gathering the data, textual data was analyzed in detail. Coding units were identified. Common codes, key phrases, and categories were discussed and determined by three experts in the field of English Language Teaching. The categorization of the themes was made based on the codes, and it was derived inductively from the data analyzed. Afterward, general expressions were described collaboratively by three experts in the field based on the literature.

### **Findings**

**RQ #1. Are the pre-test Foreign Language Learning (FLL) anxiety scores of the EG and CG significantly different?**

**RQ #2. Are the post-test Foreign Language Learning (FLL) anxiety scores of the EG and CG significantly different?**

The first and second research questions of the study intended to determine whether pre-test FLLA of the EG and CG significantly differ from their post-test FLLA. Independent samples *t*-tests were conducted to identify whether there were statistically significant differences in the means of the pre-test and post-test FLLA of the EG and CG. The results are given in Table 2;

Table 2. Independent samples t-test results for the pre-test and post-test FLLA scores of the experimental groups and control groups

	<b>Group</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>df</b>	<b>T</b>	<b>p</b>
FLLAS pre-test	Experimental	19	90.36	14.81	37	.593	.766

	Control	20	97.65	13.73		
FLLAS	Experimental	19	93.94	16.94	37	.637
post-test	Control	20	97.05	13.31		.432

As it is seen in Table 2, the pre-test FLL anxiety scores of the experimental ( $M = 90.36$ ,  $SD = 14.81$ ) and the control ( $M = 97.65$ ,  $SD = 13.73$ ) groups were not statistically significantly different from each other ( $t(37) = .593$ ,  $p > .05$ ). After the implementation of reflective journal writing, the post-test results did not reveal a statistically significant difference between the EG ( $M = 93.94$ ,  $SD = 16.94$ ) and CG ( $M = 97.05$ ,  $SD = 13.31$ ), ( $t(37) = .637$ ,  $p > .05$ ). These findings indicate that the experimental intervention of reflective journal writing did not create a significant difference between the EG and the CG concerning their anxiety levels.

**RQ #3. : Are the pre-test self-efficacy scores of the EG and the CG significantly different?**

**RQ #4. Are the post-test self-efficacy scores of the EG and the CG significantly different?**

The third and fourth questions of the study intended to determine whether pre-test self-efficacy scores of the EG and CG are significantly different from their post-test self-efficacy scores. Independent sample *t*-tests were conducted to identify whether there were statistically significant differences in the means of the pre-test and post-test self-efficacy scores (EFL-SES) of the EG and CG. The results are given in Table 3:

Table 3. Independent samples *t*-test results for pre-test and post-test English as a Foreign Language Self-Efficacy scores (EFL-SES) of the EG and CG

	Group	N	M	SD	df	t	p
(EFL-SES)	Experimental	19	150	33.83	37	.429	.354
pre-test	Control	20	155	44.50			
(EFL-SES)	Experimental	19	160.73	26.69	37	.030	.059
post-test	Control	20	161.10	45.49			

As it is observed from Table 3, the pre-test English as a Foreign Language Self-Efficacy scores of the experimental ( $M = 150$ ,  $SD = 33.83$ ) and the control ( $M = 155$ ,  $SD = 44.50$ ) groups were not statistically significantly different from each other ( $t(37) = .429$ ,  $p = .354$ ). After the implementation of reflective journal writing, the post-test results did not reveal a statistically significant difference between the experimental ( $M = 160.73$ ,  $SD = 26.69$ ) and the control groups ( $M = 161.10$ ,  $SD = 45.49$ ) groups ( $t(37) = .30$ ,  $p = .059$ ), either. These findings indicate that the experimental intervention of reflective journal writing did not create a significant difference between the experimental and the control groups' self-efficacy levels either in the pre-test or in the post-test.

**RQ #5. Is there a significant difference between the pre-test and post-test FLLA scores of the EG and CG?**

**RQ #6. Is there a significant difference between the pre-test and post-test self-efficacy scores of the EG and CG?**

These research questions aimed to investigate any possible difference between pre-test and post-test English as a Foreign Language Self-Efficacy and FLLA scores within the experimental and control groups. Two paired-sample *t*-tests were conducted to determine whether there were statistically significant differences within each group after the experimental treatment. Table 4 presents the results of paired samples *t*-tests results for pre-test and post-test scores of FLLA of EG and CG.

Table 4 Paired samples *t*-test results for pre-test and post-test FLLA scores of EG and CG

Group		<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Experimental	Pre-Test	19	90.36	14.81	18	.876	.392
	Post-Test	19	93.94	16.95	18		
Control	Pre-test	20	97.65	13.73	19	.394	.862
	Post-Test	20	97.05	13.31	19		

As illustrated in Table 4, there were not statistically significant differences between the pre-test and post-test language learning anxiety levels of either group. The *t*-test utilized to see the anxiety level of the EG demonstrates that the mean scores in the pre-test ( $M = 90.36$ ,  $SD = 14.81$ ) did not statistically significantly decreased in the post-test ( $M = 93.94$ ,  $SD = 16.95$ ) results ( $t(18) = .392$ ,  $p > .05$ ). In the other part of the answer to this research question, the means of pre-test and post-test scores of the CG on the FLLAS were compared using a second paired-sample *t*-test, as illustrated in Table 5. The results of this test shows that there was not a statistically significant difference between the mean pre-test ( $M = 97.65$ ,  $SD = 13.73$ ) and post-test ( $M = 97.05$ ,  $SD = 13.31$ ) FLLAS scores of the CG ( $t(18) = .862$ ,  $p > .05$ )

Table 5 presents the results of the paired samples *t*-tests for the pre-test and post-test English as a Foreign Language Self-Efficacy scores.

Table 5. Paired samples *t*-test results for pre-test and post-test EFL-SE scores of experimental and control groups

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>T</i>	<i>p</i>
Experimental	Pre-Test	19			<b>Group</b>	18	-1.508
	Post-Test	19	161	26.69			
Control	Pre-test	20	155.45	44.50	19	.394	.698

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Post-Test            20            161.10            45.49            19

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As Table 5 shows, the results of the paired samples *t*-tests do not indicate statistically significant differences in the pre-test and post-test scores of either group. The first *t*-test which was conducted to see the improvement of the CG after the treatment shows that the mean scores in the pre-test ( $M = 150$ ,  $SD = 33.83$ ) did not statistically significantly improve in the post-test ( $M = 161$ ,  $SD = 26.69$ ) ( $t(18) = -1.508$ ,  $p > .05$ ). The *t*-test employed to see the improvement of the CG did not yield a statistically significant difference between pre-test ( $M = 155.45$ ,  $SD = 44.50$ ) and post-test ( $M = 161.10$ ,  $SD = 45.50$ ) scores of the participants ( $t(18) = .394$ ,  $p > .05$ ). These findings show that either group did not make considerable progress in their self-efficacy and language learning anxiety levels. Table 5 presents the results of paired samples *t*-tests results for pre-test and post-test scores of FLLA of EG and CG.

***RQ #7 What is/are the content/ subcategories of reflective diary logs prepared by EFL students?***

When the salient findings reflected in journals were examined in detail and in general, items were derived from the logs, as illustrated in Table 6.

Table 6 Reflective Journal Logs

<b>Reflective Journal Logs</b>	<b>Frequency (f)</b>	<b>Percentage (%)*</b>
Having difficulty in listening class	16	84
Having difficulty in reading class	11	57
Activities and permanence of the activities	10	52
Activities	9	47
Changes in course content, teachers and friends	8	42
I am happy with everything	8	42
Language testing worries me	7	36
Having difficulty in writing class	6	31
I feel successful	5	26
Activities should be done frequently	4	21
Activities are enough	4	21
I do not have a problem thanks to my background knowledge	4	21
Course content	3	15
<b>Nothing to worry about</b>	<b>2</b>	<b>10</b>

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\* Percentage out of the 19 participants in the EG



As illustrated in Table 6, the most commonly stated item was having difficulty in listening class (f = 16) with a percentage of 84 out of 19 participants in the EG.

Excerpt 1: “This week was very efficient, but there are so many topics to study. I have to revise at home. I have an exam on Monday. Listening is too difficult, and I have to study. I could not do the listening activity.” Participant (P) 5

Other highly mentioned factors in the logs are having difficulty in reading (f = 11), the permanence of the activities (f = 10) and, changes in course content, teachers, and friends (f = 8).

Excerpt 2: “What set me up was the change of instructors. I have difficulty in getting used to it because each teacher has a different way of teaching. I would have been more successful if the classes had not changed and could be more active in the lessons.” P2

According to Table 6, students who stated that there was nothing to worry about (f = 2), gave details about courses (f = 3) are the least mentioned items with 10 and 15 percent respectively out of 19 participants in the EG.

As illustrated in Table 7, the contents of the reflective journals were collected under the themes of the course process, long-term effects of learning, emotion-attitude, self-evaluation, and learning.

Table 7. Contents of the journals

Themes	Codes	F
	Problems	21
	Background knowledge- Readiness	12
	Effectiveness of teaching method	10
Course Process	Teaching Materials	8
	Teacher attitude	6
	Issues about methods/ approaches	5
	Classroom issues	2
Long-term effects of learning	Expectation/ suggestion	29
	Awareness/ Learning Outcome	9
Emotion-Attitude	Negative emotions/ attitude	38
	Positive emotions/ attitude	22
Self-evaluation	Incompetence/ Lack of course component	21
	Success in class	13
Learning	Gaining knowledge	15



The codes were gathered under the course process theme as background knowledge- readiness (f = 12), effectiveness of teaching method (f = 10), teacher attitude code (f = 6) and, teaching materials (f = 8) are one of the least mentioned, classroom issues (f = 2), problems (f = 21) is the most commonly mentioned code, and issues about methods/ approaches (f = 5).

Excerpt 3: “This week, there was not a subject that forced me because I was familiar with this topic before. I was good at grammar structures, which helped me in my exams.” P13

Besides, awareness/ learning outcome (f = 9) and expectation/ suggestion (f = 29) are given place under the theme of the long-term effects of learning stated by the students.

Excerpt 4: “Packs and book activities can be much more. Such exam-oriented activities are better. Also, homework should be given to the students more. The pack and worksheets help a lot before the exam.” P6

Other noticeable codes reported by the students are positive emotions/ attitude (f = 22), and the most repetitive one under the theme of emotion-attitude of the students is negative emotions/ attitude (f = 38) of them. As participants highlighted, their negative emotions/ attitude and negative comments detained them from the lessons by creating unwillingness towards the course content, participation, and concentration problem.

Excerpt 5: “There is an exam which makes me anxious. This week changes in classes make difficulty for me. Even I did not enjoy the classes. I did not want to participate in the classes. Even if I do, I could not understand the lessons because I had some problems. ” P14

## **Discussion and Conclusion**

### ***The relationship between the self-efficacy and reflective journal writing***

The primary aim of this study was to ascertain the effect of writing reflective journals on participants’ self-efficacy and foreign language anxiety levels. Reflective journal writing was implemented during eight weeks. The findings were discussed under the three subheadings as the relationship between self-efficacy and writing reflective journals, FLLA and writing reflective journals, and reflective journal entries. The results of this study indicate that there is no effect of the intervention of reflective writing on the self-efficacy levels of the participants.

In a study by Huang and Gillan (2014), exploring the general self-efficacy and the robotic self-efficacy levels of 17 college students during 16 weeks of reflective journal writing, they found that no significant difference in the results of the general self-efficacy survey. This result is also consistent with the study of Fritson (2008). The results indicated that there was no significant difference in self-efficacy levels of the participants when they are compared with the mid-term and the end of the term.

Contrary to the present study, Yost (2006) emphasized the importance of keeping journals in promoting the self-efficacy levels of pre-service teachers. Likewise, Lee (2008) asserted the notable contribution of reflective journal writing to not only the development of reflective thinking skills but also the change in the teaching behavior of pre-service teachers positively.

Previous findings (Bouffard-Bouchard, 1990; Pintrich & DeGroot, 1990) are consistent with the results in terms of achievers’ self-efficacy levels and language learning anxiety levels. “High achievers tend to have high self-efficacy and low foreign language anxiety” (Chen & Yun, 2009, p.426). However, students with lower achievement in Turkey may tend to have high FLLA and low self-efficacy levels.

### ***The relationship between foreign language learning anxiety and reflective journal writing***

Despite the experiences of students, teachers, and administrators, many studies were “unable to establish a clear picture of how anxiety affects language learning and performance” (Horwitz & Young, 1991, p. 13). In the quantitative part of the present study, the anxiety levels of the participants were not changed by the intervention. On the other hand, in the qualitative part, the participants centered on the factors affecting their anxiety levels in learning a foreign language. Most frequently, participants emphasized the changes in the classroom setting and the instructors. Also, students did not mention about any differences or changes of the instructors behaviors towards them. In line with the present study, Aydın (1999) found that the participants in her study experienced foreign language anxiety because of the teachers’ manner, participants’ concerns, and the teaching procedure. For instance, students’ poor performance in the exams leads to an increase in their anxiety levels. It can be concluded that, as an exam is conducted every two weeks at the experiment setting, students’ anxiety levels arising from their test anxiety do not change. Their experience of English language anxiety levels remains in line, which results in students’ generally poor performance in the English language tests. The conclusion of the study holds that the geographic regions in which students are raised are the Anatolian side of the Turkey region can be the factor playing a role in shaping their characteristics. Students’ being shy to speak in front of the public for fear of making a mistake, and feeling embarrassed to mispronounce, affect their whole performance in the English language learning.

The justifications and the comments of the participants showed that classroom activities, self-assessment of the learner, and instructor-learner interaction play a crucial role in determining the factors of anxiety. First, most of the participants vividly described the reasons for their anxiety as fear of speaking and their beliefs about making mistakes. These results are supported by the study of Liu (2006), which ascertained that at least one-third of the participants experienced foreign language anxiety regardless of their proficiency levels. Also, students’ motivation towards speaking English, interactive activities, relaxing and supportive classroom setting would help students to overcome language learning anxiety. On the other hand, during reflective journal writing, no intention towards coping with their anxiety was observed.

### ***Reflective Journal Entries***

Reflective journal entries reveal opinions and suggestions for possible solutions to the problems the students see in the educational system. The students concretely define the real problem. In their logs, they seek ways of defining the problems that they see generally arising from the teachers’ way of teaching and the system of the university’s preparatory school. To some extent, they describe their lack of language learning, and they claim that they do not know how to study effectively for an exam. After they reflect on their learning experience, it can be seen in the journals that they do not reach the level of problem-solving. Also, no suitable solution is sought by the students.

### **Conclusion**

This study was conducted in the south-east region of Turkey at Hasan Kalyoncu University during the academic year 2018-2019. According to the result, EG students’ low-level reflection skills were considered a crucial factor in the effectiveness of reflective journal writing. We found that the experimental intervention of reflective journal writing did not create a significant difference between the experimental and the control CGs. The quantitative part of the study revealed that both groups did not

make considerable progress in their self-efficacy and language learning anxiety levels, which cannot be attributed to the effect of the experimental treatment.

These findings indicated that the experimental intervention of reflective journal writing did not create a significant difference between the EG and the CG concerning their anxiety and self-efficacy levels. Moreover, these findings showed that both groups did not make considerable progress in their self-efficacy and language learning anxiety levels when it is analyzed both within and between groups. No significant relationship was determined to exist between the EFL students' FLLA, self-efficacy, and reflective journal writing.

### **Recommendations for Further Research**

In the light of the results, some recommendations can be suggested for further studies.

First, considerably more work needs to be done to determine the reflectivity level of the journals. A high level of reflectivity can increase awareness, causing the process to yield different results.

Second, the participants are from a private university, and the study was conducted in a southern region of Turkey. To reach a more scoped result, further study can be conducted in a state university and other regions of Turkey.

Before the implementation of the study, it should be noted that training can be given to the participants on critical thinking for developing metacognitive awareness toward reflective journal writing. More research is required to determine the efficacy of writing reflective journals in certain cases.

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## IS WILLINGNESS TO COMMUNICATE A RELIABLE PREDICTOR OF EFL LEARNERS' DIRECTED MOTIVATIONAL CURRENT?

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### **Abstract**

Research on directed motivational currents (DMC) that describes a unique motivational experience in pursuit of and triggered by a self-concordant goal began under a decade ago (Dörnyei, Muir, Ibrahim, 2014; Muir & Dörnyei, 2013). As a novel concept having received a growing interest in the field, very little is known about the relationship between DMC Disposition and psychological variables (Pietluch 2018, 2019; Zarrinabadi et al., 2019). To this end, the current quantitative study focuses on scrutinising the relationship between learners' DMC and their willingness to communicate (WTC) in an EFL context. Moreover, it explored whether WTC could predict DMC. Furthermore, it investigated the probable effect of gender on the relationship between DMC and WTC. For this purpose, the data were collected from 395 EFL learners by means of two questionnaires, the DMC Disposition Questionnaire and the WTC Scale. Descriptive statistics and inferential analysis involving Pearson product moment correlation, one-way repeated measures, ANOVA, and multiple regression analysis were conducted. The results provide satisfactory evidence to account for the presence of the relation between the variables. Suggestions for future research and practical implications in relation to how SLA teachers might benefit from the findings will be offered.



## **E-LEARNING VS BLENDED LEARNING DURING COVID-19: INSIGHTS FROM THE INSIDERS**

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### **Abstract**

This study investigated the repercussions of resorting many Higher Education Institutions (HEIs) to online learning – with its different versions and modes – to overcome the limitations following COVID-19 pandemic outbreak. It is a grounded theory research in which the researcher is not driven by any presuppositions about online learning and is not biased for or against any mode. This study reflects on a nation-wide survey conducted by a research center in the UAE for investigating students, parents, and educators' beliefs and conceptions about e-learning, blended learning, and in-class learning. The number of participants in this survey was (N=1800) parents, students, and educators. The study provided fascinating results about the modes of learning preferred by students and parents. While the majority of parents favored in-class learning, more than 40% of students preferred blended learning; whereas very few participants disfavored complete e-learning. The findings of this study had strong underpinnings with the theory of constructivism and scaffolding in language learning signaled by Vygotsky, Jean Piaget, and Maria Montessori. This study provides insights and pedagogical implications for EFL teachers into how to apply the most effective teaching mode that reinforces the linguistic competence of students. The audience will be invited to share their ideas on the best practice of distance learning that fosters students' autonomy and interdependence in EFL settings.



## A COMPARATIVE STUDY ON THE CHALLENGES OF TEACHING ENGLISH IN SECONDARY SCHOOLS AND UNIVERSITIES DURING THE COVID-19 PANDEMIC

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### **Abstract**

Since the beginning of the year 2020, the whole world has witnessed an unexpected pandemic and its effects have been seen in all aspects of life. Especially the economy, social relationships, professional life and education took serious injuries during this period. In Turkey all schools including universities were closed soon after the occurrence of the first case in the country. As a result of this measure, online teaching and learning was inevitable. Although most of the English teachers can be accepted as being familiar with the several ways of online teaching, practicing it unexpectedly can be accepted as a challenge both for the students and the teachers. In the light of these remarks, the purpose of this study is to reveal the differences and similarities of the challenges that English language teachers faced during the pandemic. The data is collected by the interviews and will be analyzed qualitatively.



## BELIEFS IN FOREIGN LANGUAGE TEACHING

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### Abstract

Language includes human-based features and is closely related to fields such as psychology and sociology with its complex structure. This close relationship is able to also greatly affect the linguistic development's characteristics. Foreign language learners' beliefs about language learning have a positive or negative effect on learning that foreign language. In addition, knowing the beliefs of foreign language learners in language learning greatly affects educational activities. With the technological developments in many fields, it is a fact that people now need to communicate with different cultures and people, and for this, only their mother tongue is no longer enough for people (Özkanal & Hakan, 2010). In this globalization process, the importance of English, which has irresistibly become the language of communication (Mede & Uygun, 2014) all over the world is increasing. States attach great importance to the teaching of English in order to have citizens who can exist in the global world and communicate with other cultures and people. For this purpose, they renew their curricula and use different methods and techniques.



## MEASURING AND IMPROVING SPOKEN GRAMMAR AND VOCABULARY USE

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### **Abstract**

Using a variety of language forms is essential for successful speaking at advanced level. Range of grammar and vocabulary are criteria for speaking ability in the Common European Framework of Reference (CEFR), and also feature in many proficiency exams. However, learners and teachers can find descriptions of range to be quite vague and it can be difficult to state exactly what measures should be used to determine range levels. This talk presents a number of different methods for comparing the range of spoken grammar and vocabulary used in English by university students in the first and fourth years of study. Vocabulary is measured by using English Vocabulary Profile (EVP) and by counting nouns, verbs and adjectives. Grammar measures use the English Grammar Profile (EGP) and counts of verb forms and subordination structures. The presentation compares the learners' awareness of grammar and vocabulary use with their actual use. Results show that successful learners use hyponymy, subordination, passives and colloquial expressions. The learners state that their range benefits from speaking practice, self-assessment and awareness-raising activities such as describing their own speaking and transcribing and analysing their speaking.

### **What Level are my Words? Assessing Range of Spoken Grammar and Vocabulary**

Using a variety of language forms is essential for successful speaking at advanced level, but assessing range can be problematic, particularly for spoken language. The Common European Framework for reference (CEFR) offers criteria for assessing range, but learners and teachers can find the criteria are quite vague and difficult to relate to actual speaking samples. This case study looks in detail at the range of grammar and vocabulary produced by one student in two oral exams three years apart. The level of range in the two oral exam performances are assessed and discussed using the CEFR and online resources. Results show that the student has a higher level of range in the fourth year compared with the first year.

Key words: speaking skills, CEFR, assessment, range

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### **What Level are my Words? Assessing Range of Spoken Grammar and Vocabulary**

The purpose of this paper is to identify and discuss ways of assessing range of spoken language in a university context. Reliable assessment of speaking involves a number of inherent difficulties that have to be overcome. Speaking happens in real time and conversations do not usually leave a record. Student performances vary between different exams and even within the same exam. Opinions of the level of a speaking performance may vary between different ratings by the same examiner and between different examiners. Consequently the collection and assessment of oral exam data needs to be done carefully, using appropriate practices and criteria that are understood by users such as the teachers, students and examiners who are involved. This paper looks at how assessment decisions can be supported by online resources that provide information about vocabulary use by learners with different levels of English.

For assessment purposes the Common European Framework of Reference (CEFR) provides six main levels of proficiency and descriptions of performances at those levels. The levels and descriptions are usually known by teachers and learners and viewed positively because they provide a recognised view of speaking that accords with their own experiences. However, when users try to apply these levels and descriptions to specific performances for assessment purposes, they often feel that there is not enough detail in the descriptions to facilitate a definite decision about the level. One reason for this uncertainty is that specific vocabulary items and grammatical structures are not associated with the CEFR levels as they are described in the text and tables of the Common Reference Levels in Chapter Three (Europe, 2001, pp. 21-42). Vocabulary, functions and notions for each level of the CEFR are provided in other publications, for example for A2 level (Ek & Trim, 1991), for B1 level (Ek & Trim, 1991) and B2 level (Ek & Trim, 2000) but until recently quick and convenient access to these long lists of language has been difficult. This paper aims to consider how CEFR users can decide the range levels of learners' spoken language. The paper presents a case study comparing one student's speaking in the first year of university study with speaking in the fourth year of study and shows how the speaking was elicited, which assessment criteria were used and how they were applied for assessment purposes.

In order to assess the level of a learner's speaking effectively three elements are needed. There needs to be a good sample of speaking to assess, there need to be criteria for assessing the speaking and teachers or learners need to be able to apply the criteria to the speaking (Thornbury, 2005, pp. 124-131). In order to elicit a good sample of speaking specific communicative situations and purposes for the test should be identified, and tests that are in



existence generally try to elicit more than one type of spoken discourse (Luoma, 2004, pp. 170-191). Cambridge ESOL exams often have two, three or four parts where one part involves extended speaking of some kind, such as Cambridge First Certificate which includes a picture description, and other parts involve interaction either with a partner or with an examiner (FCE, 2021).

The test featured in this study used a paired format that consisted of three main tasks with each main task having a supplementary task. The test lasted about 16 minutes in total. The first part examined spoken interaction by means of a conversation on a topic familiar to the students such as home town, families, hobbies or weekend activities, followed by an “is it better ...?” question such as is it better to live in a city or village. The second part of the exam tested spoken production by means of a picture that the students had to describe followed by a discussion between the two students as to which picture they preferred. The third part was a more academic discussion on language and learning where the learner first described their own language skills, what they wanted to improve and how they were trying to improve the skills followed by a discussion about one particular strategy for improvement such as participating in an international exchange. The aim of this test was to provide opportunities for students to show their spoken abilities in a range of different situations. The situations were chosen to represent the kind of discourse types that learners of this level and with these particular interests might encounter inside or outside the classroom, and the tasks in the exam were practised in weekly lessons. The test in this study therefore has some characteristics of a proficiency test, as it aims to ascertain the learner’s general level of ability, and some characteristics of an achievement test, testing how much the learner has learned from the course (Underhill, 1987, pp. 12-13).

Notions of right and wrong answers are not generally applied to tests of spoken production and spoken interaction, so they often use a criterion-referenced approach. Whilst many exams take this approach, the actual criteria used vary from one exam to another. The Cambridge ESOL IELTS exam (IELTS, 2021) offers a public version of its band descriptors with four criteria in nine bands. These criteria are fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. ETS provides speaking rubrics with four criteria at four levels. The criteria are general description, delivery, language use, and topic development.

The criteria used for the speaking examination in this study were Range, Accuracy, Fluency, Interaction and Coherence, taken directly from the Common European Framework of Reference (CEFR) common reference levels table of qualitative aspects of spoken language use, referred to as SLU in this paper (Europe, 2001, pp. 28-29). These criteria were used because one of the aims of the course was to encourage the learners to self-assess with the CEFR. The advantage of using these criteria was that the criteria belonged to a widely recognised framework with levels that the learners had heard of. Another advantage was that the language used in the CEFR is positive and encouraging and helped the learners see their speaking abilities in a good light.

A third need for speaking exams is for teachers, students and examiners to be familiar with the criteria and to be able to apply the criteria consistently. High-stakes national and international examinations generally have extensive training and monitoring procedures in place that work for reliability in the assessment of those examinations. The exam that is featured in this study provided oral assessment during a speaking course that was taught by one teacher, the researcher. That teacher was responsible for the assessment which was delivered either

only by the teacher as both interlocutor and examiner or with the support of colleagues from the Department. Colleagues who participated in the testing underwent brief training procedures where the aims and procedures of the exam were explained, grading criteria and performance levels were exemplified and assessment was practised. Performances were recorded and marked once by the interlocutor-examiner at the end of each individual exam and a second time a day or two later by the teacher responsible for the course. Interrater and intrarater reliability were assessed. Where performances received different marks in the first and second rating a third rating took place which determined the final decision. These measures represented rudimentary attempts at working for reliability within the limitations of the resources available.

The examination in question produced speaking from the paired students lasting 15 minutes in the first year and 17 minutes in the fourth year. The student who is featured in this study used 1115 words in the first year and 1005 words in the fourth year in 55 and 49 turns respectively. The exams were delivered during the first term in the first year of study and during the first term in the fourth and final year of study. As far as possible students were matched with the same partners and the format of the test was similar but not identical in the first and final years in order to facilitate comparison between performances at the start and end of the programme. The first year exam had been delivered in the teacher-examiner’s office but the final year exam was delivered through Microsoft Teams because of the requirements of the pandemic. The language produced by the student in one part of the exam, the picture description, is analysed in this paper in order to demonstrate how focusing on the words used can help to provide a view of the level of vocabulary range. The descriptors for range in the SLU are shown in Table 1 below.

	<b>Range</b>
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.
B1	Has enough language to get by and sufficient vocabulary to express self with some hesitation/ circumlocution on topics such as family/ hobbies/ interests/ work/ travel/ current events.

Table 1: Excerpt from CEFR Common Reference Levels Qualitative Aspects of Spoken Language Use Table Showing B1-C2 Range Criteria.

The student’s picture descriptions in the two exams are displayed side by side in Table 2 to facilitate comparison. In the first year the student is able to speak at some length about the picture, and is doing more than just ‘getting by’ (B1), as the description of the photographers is clear (B2). There is some circumlocution (B1), though, when the student describes the cameras and lenses adding *etcetera etcetera* for want of a more exact phrase. There is circumlocution (B1) again when the student refers to *an accident or something different*. On the other hand there is ‘not much conspicuous searching for words’ (B2), and some ‘complex forms’ (B2) are used as the student successfully combines a variety of structures such as *there are men who are taking a picture of me* and *there are some men standing on there without doing anything*. According to these criteria in the first year the student may be at B1 or B2 level or between the two.

In the fourth year, however, the student does not have to ‘restrict what she wants to say’ (C1) and has a ‘good command of a broad range of language’ (C1). There is a wider range of opinion phrases such as *I believe, I know, as far as I see* and *It’s probably* and there are more detailed words to support the description such as yachts and

sails. She also uses an ‘appropriate style’ (C1) for speaking to a friend, with informal phrases such as *this sail thing* or *a couple of* and *like five thousand people*. Relating the performance to the criteria therefore suggest that the student’s range may be at C1 level.

First Year Picture Description	Fourth Year Picture Description
<p><i>S1: OK, so I will tell there is a jungle oh so there are some men who are taking a picture of me (Laughs) so I think they saw something interesting and they are just want to photograph it and there are some men standing on there without doing anything I think he's smiling it's er it's somewhere in the nature I don't know but it feels like er it's a place has a natural beauty and er they are trying to photograph it and they look like like tourist, tourists since they are have, since they have professional cameras with lenses and etcetera etcetera and they don't look like journalist too er because of their clothes, they are just so relaxed and</i></p> <p><i>E: B what happened before this picture was taken?</i></p> <p><i>S1: I don't know but the people seems happy so I don't think there is an accident or something different because they are smile they look happy and maybe there's a newborn elephant (Laughs) I don't know and they are trying to photograph it er or some er endangered species has a child there is a newborn so they are trying to photograph it.</i></p>	<p><i>S1: Oh, I believe it's also a photo from Turkey. It's a er seaside, seacoast. It's taken in the sea coast. And there is a mountain. And there is sea. I know it's a sea because there are a couple of yachts I believe ships and there is an island or er I believe it's an island and it's probably if it's in er Turkey, it's probably Aegean region. Er And it's probably er an holiday vacation place people only go during summer. Er The economy gets better during summer and in the winter, nobody's there only like five thousand people lives during there. And there's a oh, I think there is there's a castle on the er island look like a palace. And the homes as far as I see are white they do it in hot places, because it consumes the hot weather. I don't know the proper word to describe it, but they have chosen it and they don't have rooftops because it's a er seaside er town er it doesn't get snow so they don't have to shape the rooftops like this and I believe that's it oh, I remembered what they're called like they have this sail thing er I just remembered the word. So that's it.</i></p> <p><i>E: OK. Have you ever been to a place like this?</i></p> <p><i>S1: Yes, a couple of times because I grew up in Aegean region we were er like going er Marmaris or Bodrum or other places er and much. And I don't like these places because there are lots of tourists and it's so crowded and hot</i></p>

Table 2: Transcription of the Picture Descriptions in the First and Fourth Year Speaking Exams

It is also possible to take a more detailed look at the vocabulary with the help of English Vocabulary Profile (EVP), an online system that identifies the level at which learners start to use specific words, based on a learner English corpus taken from Cambridge ESOL examination performances. The levels of words and phrases in the picture description are presented in Table 3. The words used in the first year description are predominantly B1 level according to EVP, although endangered and species are B2 words. In the fourth year, however, the words *consume*, *to shape* and *sail* as material are advanced level words. The brief analysis of range that has been conducted here suggest that the range of this student in the first year was a strong B1 level and in the fourth year was C1 level.

Year 1 words and EVP level	Year 4 words and and EVP level
Nature A2	Region B1
Smiling B1	Economy B2
Jungle B1	yachts B2
Natural beauty B1	Consumes C1
Just B1	to shape C2
Relaxed B1	sail C2 thing

They look like tourist B1	Seacoast ?
Endangered B2 species B2	Rooftops ?
Etcetera etcetera ?	
Newborn?	

Table 3: Selected Words from the First and Fourth Year Speaking Exams

In conclusion, a number of cautionary notes should be sounded about this analysis. The results are not conclusive. They only apply to one criterion, range, and the data are only taken from one part of the whole exam. The discussion above shows that there are arguments for and against specific levels, and the levels suggested by the analysis are certainly not definitive. Nevertheless the approach is worth exploring because it provides some general indication of levels and may be used to support teachers and learners in developing awareness of assessment levels by introducing evidence-based practices to assessment.

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## AN ACOUSTIC ANALYSIS OF POTENTIALLY PROBLEMATIC LEXICAL STRESS PATTERNS FOR TURKISH SPEAKERS OF ENGLISH

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### **Abstract**

Segmental and suprasegmental features of pronunciation may pose certain challenges to L2 users of English. In this regard, it is aimed within the scope of this study to investigate the patterns of lexical stress placement that affect the intelligibility of Turkish L2 users of English. The data were collected from 11 participants through an elicitation instrument consisting of 45 isolated lexical items, which represent 9 typical stress patterns found in 2-syllable, 3-syllable, and 4-syllable words. The analysis was done via Praat, a piece of software used for speech analysis, according to acoustic correlates of the stress-accent inherent in English speech. Findings have shown that the participants tended to have difficulty in relatively longer items and stress placements that are located towards the end of words. It is accordingly argued that L2 users of English that come from a different prosodic background may need explicit instruction on stress-accent and rhythm. The place of pronunciation in contemporary foreign language education is discussed in relation to focus-on-form instruction and technology-mediated teaching with a view to highlighting the importance of suprasegmental features in interpersonal meaning-making.



## DON'T END IT THIS WAY: TEACHING EFFECTIVE TOPIC CLOSERS TO L2 STUDENT WRITERS

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### Abstract

Just as topic sentences can serve to facilitate processing by introducing the focus of a particular paragraph, so too can topic closers serve to facilitate objectives by effectively wrapping up the paragraph. However, while research on topic sentences has been extensive, similar attention on topic closers has been lacking. More importantly, what little evidence there is suggests that student-writers (especially those writing in English as an additional language) struggle to integrate topic closers into their paragraphs. In this study, we analyzed 1,943 paragraph-ending-sentences to form a model for topic closers. The model is based on the major functions of paragraph-ending-sentences (e.g., whether the sentence serves the goal of the paragraph through presenting a conclusion, summary, elaboration, prediction etc.). In total, 10 functions (or Labels) of topic closers were identified. These functions range through four levels of desirability. For example, the most desirable topic closers (referred to in the paper as Typical) include functions such as concluding and summarizing, while the least desirable topic closers (referred to in the paper as Questionable) include functions such as elaborating or introducing a new topic.

### Introduction

The current study focuses on the degree to which student-writers can learn this model through document-intervention (i.e., without synchronous classroom instruction). Accordingly, our research questions were as follows: (i) “Can advanced level L2 writing students learn to distinguish between more and less effective topic closers?” And if so, (ii) “What role do various metadiscourse features (or, signals) play in this process?”

### Method:

To assess the learnability of the model, we used a pretest-intervention-posttest design. For the pretest, participants were required to rate 50 topic closer sentences for effectiveness in terms of bringing paragraphs to a logical end. Following the pretest, participants were presented with an intervention document detailing all relevant information about topic closers. The posttest assessment repeated the pretest with a different set of 50 sentences. The results were analyzed using two sets of criteria: Average scores and Variance scores. By analyzing changes in Average scores from pretest to posttest, we are able to assess changes in students' evaluations of the effectiveness of the different sentences. Meanwhile, by analyzing Variance evaluations, we are able to calculate changes in the consistency of student recognition of each label. The results were assessed through statistical analyses using R software.

### Results:

Both quantitative and supporting qualitative analysis suggest that the intervention was successful. Specifically, Average scores for 9 of the 10 Labels saw an increase in posttest evaluations. Furthermore, an analysis of Average scores for the hierarchy of the 10 Labels indicates that students were able to distinguish more effective examples of topic closers from less effective examples.





Additionally, the results for Variance scoring were statistically significant, suggesting that students were more consistent in their recognition of various labels.

Implications: This study has important implications for both the development of classroom materials as well as for automated assessment tools. That is, our results suggest the student-writers are not only able to recognize the various functions of topic closers, they are also able to recognize their relative effectiveness. As such, material designers and Automated Writing Evaluation tools need to consider adopting the topic closer model so as to best facilitate students in constructing effective paragraphs.

## COUNTER-ARGUMENT INTEGRATION AND CONSTRUCTION IN L2 STUDENT WRITING

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### **Abstract**

An abundance of research highlights the benefits of counter-arguments in writing. However, research also shows that a lack of counter-argument integration persists for both the L1 and L2 student-writers. Using two computational linguistic tools (Coh-Metrix and Gramulator), we analyze the linguistic features of counter-arguments and support arguments in L2 student writing. The study investigates whether counter-argument paragraphs and support paragraphs are different in terms of their frequency and linguistic features.

### **Introduction:**

The objective of the study was to identify where and how counter-argument paragraphs differ in their construction from the more frequently deployed support paragraphs.

### **Method:**

To conduct this study, we collected a corpus of 78 argumentative papers from advanced college students studying in a large university in the Gulf region. These papers yielded a total of 1,071 paragraphs. The paragraphs were categorized in terms of their function (i.e., Support, Counter-argument, Expostulation, Counter-argument + Expostulation, Background, and Other). Coh-Metrix was used to assess readability and writing quality while Gramulator was used to assess fixed expressions and metadiscoursal features. Quantitative analysis was conducted using Analysis of Variance (ANOVA).

### **Results:**

The results confirmed previous studies in that students produced significantly more support paragraphs than counter-argument paragraphs. Looking more closely, the Coh-Metrix results show that support paragraphs and counter-arguments are constructed with minimal difference when analyzed in terms of general readability and writing quality. However, lexical analysis through Gramulator suggests that causal language may be a more frequently occurring feature of counter-arguments. Gramulator results also highlighted a pattern of fixed expressions and metadiscoursal features commonly found in counter-arguments. This wording appears to reflect how students signal their counter-arguments to deflect attention away from the persuasive power of the claims they present.

### **Implications:**

Taken as a whole, the analysis suggests that counter-arguments are not more difficult to construct than supporting paragraphs, although some specific language is a feature of counter-arguments. This language appears to function by downplaying the validity of the opposing side. For counter-arguments to appear more objective, this issue could be addressed by instructors informing student-



writers to avoid using a straw man approach and adopting the steel man approach. That is, student-writers need to avoid discrediting audience arguments without properly addressing the evidence they provide. Instead, student-writers should be encouraged to present opposing argument fairly before attempting to refute them appropriately through contrasting evidence. We conclude that instructors may benefit from informing student-writers as to specific metadiscoursal features used in counter-arguments and support paragraphs, and that instructors should emphasize the importance of including counter-arguments in argumentative writing. This paper is of importance to the conference because it sheds light on a highly effective yet much under-discussed element of student writing.



## A SUGGESTED SYLLABUS FOR CRITICAL READING AND WRITING COURSE AND ITS EFFECTIVENESS

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### **Abstract**

Recently, 21st century skills have become one of the trending topics and critical reading is one of those topics discussed under critical thinking skill. Since one of the needs of the 21st century was to improve learners' critical stance towards reading and writing skills, the aim of the present study was to improve the learners' critical reading and writing skills. Therefore, this study suggested a syllabus for the Critical Reading and Writing course for pre-service EFL teachers at the department of English language teaching and also investigated its effectiveness. The syllabus was designed according to the results of needs analysis gathered from the lecturers of Reading Skill and Writing Skill Courses and their syllabi. One-group pretest-posttest design, one of the quasi-experimental research designs, was used since there was only one group consisted of 57 students. Data were collected through pre and post-tests and analyzed by using paired-samples t-test. This study compared critical reading scores collected through Questionnaire on Critical Thinking Ability in English Reading which included 6 sub-categories such as explanation, evaluation, inference, analysis, interpretation, and self-regulation. As regards to critical writing, argumentative essay scores obtained from the learners were analyzed. The result of the current study revealed that there was a statistically significant difference between the pre and post-test scores of critical reading and writing ( $p < .01$ ). Consequently, it could be concluded that the suggested syllabus improved students' critical reading and writing skills. Accordingly, some suggestions were recommended for further studies.



## USING EPOSTL AS AN ONLINE TOOL TO INCREASE LEARNER AUTONOMY IN PRE-SERVICE TEACHERS' DURING PANDEMIC PERIOD

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### **Abstract**

In a communicatively designed language classroom focus has been shifted from teacher to learner and adapting reflective tools into teacher education becomes a requirement. It has become very challenging to fulfill this requirement during the pandemic period that online education has gained importance. Therefore, it has been thought that the use of EPOSTL, which can be easily used online, will help in this process. 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 teaching 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.